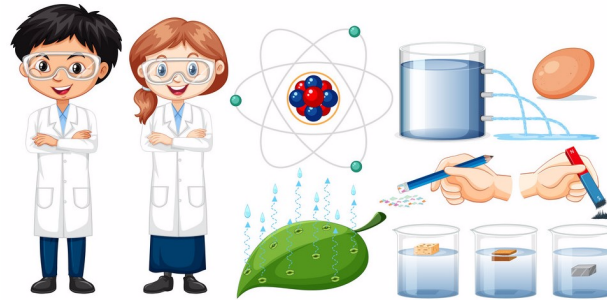


# Government of Jammu & Kashmir

# Academic Calendar-Cum-Syllabus

## Middle Stage Class – 7<sup>th</sup>

Session – 2023-24



Copyright © 2023 by JK-SCERT

All rights reserved.

No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of noncommercial uses permitted by copyright law.

Published by: JK-SCERT

[www.scertjk.online](http://www.scertjk.online)

In case there is any omission, typing/ errors or any other error which might have crept in inadvertently, the same may be brought to the notice of SCERT via email IDs: [assessmentcellscertjk@gmail.com](mailto:assessmentcellscertjk@gmail.com) / [ersa.scertjk@gmail.com](mailto:ersa.scertjk@gmail.com)

# Contents

S. No.	Title/Subject	Page Numbers
<b>Class – 7<sup>th</sup></b>		
1.	English	1 – 22
2.	Science	23 – 35
3.	Mathematics	36 – 49
4.	Social Science	50 – 67
5.	Urdu	68 – 94
6.	Kashmiri	95 – 107
7.	Dogri	108 – 114
8.	Hindi	115 – 118
9.	Punjabi	119 – 121
<b>Appendix</b>		
(i)	Suggestive Calendar of Activities	Appx. 1
(ii)	Suggestive 10 Bag-less Days	Appx. 4
(iii)	Student Assessment & Evaluation Scheme	Appx. 5
(iv)	Formative Assessment - Guidelines	Appx. 9

*English*





### Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs groups/ individually and encouraged to–</b></p> <ul style="list-style-type: none"> <li>• consciously listen to songs/poems/stories/ prose texts in English through interaction and being exposed to print-rich environment</li> <li>• participate in different events/ activities in English in the classroom, school assembly; and organised by different Institutions</li> <li>• listen to English news and debates (TV, Radio) as input for discussion and debating skills</li> <li>• watch and listen to English movies, serials, educational channels with sub-titles, audio video materials, teacher reading out from materials and eminent speakers</li> <li>• share their experiences such as journeys, visits, etc. in pairs /groups                             <ul style="list-style-type: none"> <li>• introduce self, converse with other persons, participate in role play / make speeches, reproduce speeches of great speakers</li> <li>• summarise orally and in writing a given text, stories, or an event</li> <li>• learn vocabulary associated with various professions (e.g. cook, cobbler, farmer, blacksmith, doctor etc)</li> </ul> </li> <li>• read stories / plays (from books/ other sources in English / Braille) and locate details, sequence of ideas and events and identify main idea                             <ul style="list-style-type: none"> <li>• use material from various sources in English and other languages to facilitate comprehension and co-relation</li> </ul> </li> <li>• understand the rules of grammar through a variety of situations and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective,</li> </ul>	<p>The learner–</p> <p>ENG701: answers questions orally and in writing on a variety of texts</p> <p>ENG702: reads aloud stories and recites poems with appropriate pause, intonation and pronunciation</p> <p>ENG703: participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organisations</p> <p>ENG704: engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. Using appropriate vocabulary</p> <p>ENG705: responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station</p> <p>ENG706: speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio, audio–video programmes on suggested websites</p> <p>ENG707: asks and responds to questions based on texts (from books or other resources) and out of curiosity</p> <p>ENG708: reads textual/non-textual materials in English/Braille with comprehension</p> <p>ENG709: identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material</p> <p>ENG710: thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life</p> <p>ENG711: reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc.</p> <p>ENG712: takes notes while teacher teaches /from books / from online materials.</p> <p>ENG713: infers the meaning of unfamiliar words by reading</p>

adverb, etc.

- interpret tables, charts, diagrams and maps, and incorporate the information in writing
- think critically on inputs based on reading and interaction and try to provide suggestion/solutions to the problems raised. (The themes could be social issues, environment problems, appreciation of culture and crafts)
- refer sources such as dictionary, thesaurus and encyclopaedias to facilitate reading
- read text, both familiar and unfamiliar, and write answers for comprehension and inferential questions
- take dictation of a paragraph with a variety of sentence structures.
- draft, revise and write with appropriate beginning, middle and end, along with punctuation marks
- know the features of various types of writing: messages, emails, notice, letter, report, short personal/ biographical experiences etc.
- use ICT (Net, mobile, website, YouTube, TED talks etc) to browse for information, for projects/PPT discussion, debate etc.
- attempt creative writing, like stories, poems, dialogues, skits etc.
- visit a language laboratory
- write a Book Review.

them in context

ENG714: refers dictionary, thesaurus and encyclopaedia to find meanings / spelling of words while reading and writing.

ENG715: reads a variety of texts for pleasure e.g., adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. (extensive reading)

ENG716: uses appropriate grammatical forms in communication (e.g., noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc)

ENG717: organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience

ENG718: writes formal letters, personal diary, list, email, SMS, etc.

ENG719: writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity

ENG720: writes dialogues from a story and story from dialogues

ENG721: visits a language laboratory.

ENG722: writes a Book Review.

ENG723: identifies and appreciates the poetic devices like simile, metaphor, alliteration, imagery, personification, etc.

Time	Topic	LO/ Part of LO	Key Competencies	Suggestive Activities
Week 1 & 2	1. Three Questions (prose)	<p>ENG701: answers questions orally and in writing on a variety of texts</p> <p>ENG703: participates in different activities in English such as role play, skit, drama, debate, speech, organized by school and other such organizations</p> <p>ENG710: thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life</p> <p>ENG720: writes dialogues from a story and story from dialogues</p>	<ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Communication</li> <li>• Critical thinking</li> <li>• Creative writing</li> </ul>	<ol style="list-style-type: none"> <li>1. A skit to be organised on the theme “Being Human”.</li> <li>2. Imagine yourself as one of the characters of the story and prepare a writ up following CODER i.e., collect, organize, draft, edit and redraft.</li> <li>3. Work in groups and simulate the characters and scenes to write a new story with sequence of events.</li> </ol>
Week 3	2. The Squirrel (poem)	<p>ENG702: reads aloud stories and recites poems with appropriate pause, intonation and pronunciation</p> <p>ENG709: identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material</p> <p>ENG710 thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life.</p> <p>ENG713: infers the meaning of unfamiliar words by reading them in context</p>	<ul style="list-style-type: none"> <li>• Recitation with proper intonation</li> <li>• Comprehension</li> <li>• Vocabulary enrichment</li> <li>• Appreciation for nature</li> </ul>	<ol style="list-style-type: none"> <li>1. Recite in groups / individually and record to check for mispronunciation.</li> <li>2. Draw a squirrel and compare with an animal present in your local environment.</li> <li>4. A mini project: importance of animal life.</li> </ol>

Supplementary Reading	3. The Tiny Teacher (From supplementary reader)	ENG715 reads a variety of texts for pleasure e.g., adventure stories and science fiction, fairy tales, (extensive reading)		Independent reading activity
Week 4&5	4. A Gift of Chappals (prose)	<p>ENG707: asks and responds to questions based on texts (from books or other resources) and out of curiosity</p> <p>ENG710: thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life</p> <p>ENG712: takes notes while teacher teaches /from books / from online materials.</p> <p>ENG716: uses appropriate grammatical forms in communication.</p>	<ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Writing skill</li> <li>• Grammar in context</li> </ul>	<ol style="list-style-type: none"> <li>1. Character analysis: if you are put into the shoes of a character of the story.</li> <li>2. Paragraph writing using CODER i.e., collect, organizes, draft, edit and rewrite.</li> <li>3. Ask students to relate examples from real life situations regarding conditional clauses like real situations/imaginary situation.</li> </ol>

<p style="text-align: center;">Week 6</p>	<p style="text-align: center;">5. The Rebel (Poem)</p>	<p>ENG702: reads aloud stories and recites poems with appropriate pause, intonation and pronunciation                      ENG709: identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material                      ENG714: refers dictionary, thesaurus and encyclopedia to find meanings / spelling</p>	<ul style="list-style-type: none"> <li>• Recitation</li> <li>• Comprehension</li> <li>• Vocabulary enrichment</li> </ul>	<ol style="list-style-type: none"> <li>1. Recitation: group / individual with situation appropriate voice modulation.</li> <li>2. Discuss the title in groups and compare with each other.</li> <li>3. Use dictionary (hard form/soft form) to know unfamiliar words with antonyms and synonyms.</li> <li>4. A quiz type activity: my (word) your(opposite).</li> </ol>
<p style="text-align: center;">Supplementary Reading</p>	<p style="text-align: center;">6. Bringing up Kari (Supplementary reader)</p>	<p>ENG715 reads a variety of texts for pleasure e.g., adventure stories and science fiction, fairy tales, (extensive reading)</p>		<p style="text-align: center;">Independent reading activity.</p>

Week 7&8	7. Gopal and the Hilsa Fish (prose)	<p>ENG705 responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station</p> <p>ENG706: speaks about excerpts, dialogues, short films, news and debate on TV and radio, audio–video programmes on suggested websites</p> <p>ENG716: uses appropriate grammatical forms in communication</p> <p>ENG714: refers to dictionary</p> <p>ENG717: organizes sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience</p>	<ul style="list-style-type: none"> <li>● Comprehension</li> <li>● Communication</li> <li>● Grammar in context</li> <li>● Vocabulary building</li> <li>● Creative writing</li> </ul>	<ol style="list-style-type: none"> <li>1. Perform a dialogue with an attempt to match your voice with the characters of the story.</li> <li>2. opt for word ladder, gig saw, crossword puzzle, and puzzle etc. word building games.</li> <li>3. Group activity: Picture reading through probing questions and framing a story in writing.</li> <li>4. Teacher guided activity: Visit <i>olabs.edu.in</i> for grammar activities.</li> </ol>
Week 9	8. The Shed (poem)	<p>ENG702: reads aloud stories and recites poems with appropriate pause, intonation and pronunciation</p> <p>ENG709: identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material</p> <p>ENG714: refers dictionary, thesaurus and encyclopaedia to find meanings / spelling</p>	<ul style="list-style-type: none"> <li>● Recitation</li> <li>● Comprehension</li> <li>● Creative Writing</li> </ul>	<ol style="list-style-type: none"> <li>1. 1. Group recitation and individual recitation with to have better control on speaking skill.</li> <li>2. Decode, wordless, with an additional activity about digital modes of payment.</li> <li>3. Discuss in groups, think and reflect in writing what scenes and images come to your mind while reading the poem.</li> </ol>

Supplementary Reading	9.The Desert (Supplementary reader)	ENG715 reads a variety of texts for pleasure e.g., adventure stories and science fiction, fairy tales, (extensive reading)		Independent reading
Week 10	10.The Ashes That Made Trees Bloom (prose)	<p>ENG703 participates in different activities in English such as role play</p> <p>ENG714 refers dictionary, thesaurus and encyclopaedia to find meanings / spelling of words while reading and writing.</p> <p>ENG710 thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life organisations.</p> <p>ENG720 writes dialogues from a story and story from dialogues</p>	<ul style="list-style-type: none"> <li>● Reading comprehension</li> <li>● Communication</li> <li>● Vocabulary enrichment</li> <li>● Creative writing in</li> </ul>	<ol style="list-style-type: none"> <li>1. Role play with appropriate dialogue performance</li> <li>2. Visits a virtual language Lab. for whetting the communication skill</li> <li>3. Proper use of dictionary in virtual/ manual modes.</li> <li>4. The teacher will provide some oral or visual clues about a character or situation and learners will decode the clues in writing.</li> </ol>

<p>Week 11</p>	<p>11. Chivvy (Poem)</p>	<p>ENG702 reads aloud stories and recites poems with appropriate pause, intonation and pronunciation.                  ENG713 infers the meaning of unfamiliar words by reading them in context                  ENG709: identifies details, characters, main idea and sequence of ideas and</p>	<ul style="list-style-type: none"> <li>● Recitation</li> <li>● Vocabulary enrichment</li> <li>● Comprehension</li> <li>● Communication</li> </ul>	<ol style="list-style-type: none"> <li>1. Model recitation followed by group recitation and individual recitation. One group will recite the other group will spot the flaw if any like mispronunciation, intonation and pause problem.</li> <li>2. Compare guessed meaning of unfamiliar words with dictionary meaning and fix the words on word wall which you came across first time.</li> </ol>
<p>Supplementary Reading</p>	<p>12. The Cop and the Anthem (Supplementary reader)</p>	<p>ENG715 reads a variety of texts for pleasure e.g., adventure stories and science fiction, fairy tales, (extensive reading)</p>		<p>Independent reading activity.</p>



<p>Week 12&amp;13</p>	<p>13. Quality (Prose)</p>	<p>ENG704 engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. Using appropriate vocabulary ENG719 writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity</p>	<ul style="list-style-type: none"> <li>● Reading comprehension</li> <li>● Communication</li> <li>● Vocabulary enrichment</li> <li>● Sensitivity towards different professions</li> </ul>	<ol style="list-style-type: none"> <li>1. Peer work moderated by teacher: Learners ask questions to each other about the story.</li> <li>2. Brainstorming:</li> <li>3. I wish I were ..... because.....</li> <li>4. I wish I were not .....</li> <li>5. Because.....</li> </ol> <p>Followed by a moral talk by teacher to change the stereotype about some professions.</p> <p>Virtual word building games and word meaning activities.</p>
<p>Week 14</p>	<p>14. Trees (Poem)</p>	<p>ENG702 reads aloud stories and recites poems with appropriate pause, intonation and pronunciation. ENG713 infers the meaning of unfamiliar words by reading them in context ENG721 visits a language laboratory</p> <p>ENG723 identifies and appreciates the poetic devices like simile, metaphor, alliteration, imagery etc.</p>	<ul style="list-style-type: none"> <li>● Recitation</li> <li>● Vocabulary enrichment</li> <li>● Comprehension</li> <li>● Communication</li> </ul>	<ol style="list-style-type: none"> <li>1. Divide the class into groups and prompt them to recite appropriately.</li> <li>2. ICT based teacher guided activity: students visit a virtual language lab for language activities</li> <li>3. Compare guessed meaning of unfamiliar words with dictionary meaning and fix the words on word wall which you came across first time and later use them in context.</li> <li>4. Working in groups Identify the poetic devices used in the poem and compare with each groups.</li> </ol>

Supplementary Reading	15. Golu Grows a Nose	ENG715 reads a variety of texts for pleasure e.g., adventure stories and science fiction, fairy tales, (extensive reading)		Independent reading activity from supplementary reader
Week 15&16	16. Expert Detectives (Prose)	<p>ENG703 participates in different activities in English such as role play</p> <p>ENG704 engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. Using appropriate vocabulary</p> <p>ENG708 reads textual/non-textual materials in English/Braille with comprehension</p> <p>ENG710 thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life</p>	<ul style="list-style-type: none"> <li>● Reading comprehension</li> <li>● Speaking skill</li> <li>● Information of the great personalities who worked for their nation.</li> <li>● Creativity</li> <li>● Presentation skill</li> </ul>	<ol style="list-style-type: none"> <li>1. Ask students to collect pictures and information about famous personalities, known for their service to mankind. Ask them to write a biographical paragraph</li> <li>2. <i>Students be divided into groups and asked to draw the sketches of the main characters present in the story</i></li> <li>3. Play memory games. You can write down ten new words from the lesson on the whiteboard. Let the children look at the words for two minutes. Ask the children to close their eyes. You can then erase one word. The children will then open their eyes and identify the word that has been erased</li> <li>4. Ask students to listen imaginary cum real stories from your parents/grandparents and narrate the same in front of your classmates.</li> </ol>

Supplementary Reading	17.I Want Something in a Cage	ENG715 reads a variety of texts for pleasure e.g., adventure stories and science fiction, fairy tales,(extensive reading)		Reading for pleasure activity from supplementary reader.
Week 17	18.Mystery of the Talking Fan (Poem)	<p>ENG702reads aloud stories and recites poems with appropriate pause, intonation and pronunciation</p> <p>ENG703 participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organisations</p> <p>ENG723identifies and appreciates the poetic devices like simile, metaphor, alliteration, imagery, personification, etc.</p>	<ul style="list-style-type: none"> <li>● Reading comprehension</li> <li>● Recitation</li> <li>● communication</li> <li>● Concern for immediate environment</li> </ul>	<ol style="list-style-type: none"> <li>1. Word association activity to be done in the classroom like- Classroom- students, teacher, benches, books, charts, chair etc.</li> <li>2. Group discussion to be held on various ideas present in the poem and comparing them in day today life</li> <li>3. Model reading to be done by the teacher followed by each student of the class</li> <li>4. Divide the class in three groups. Ask each group to encircle the poetic devices in the given poem.</li> </ol>

<p>Week 18&amp;19</p>	<p>19.The Invention of Vita-Wonk</p>	<p>ENG701 answers questions orally and in writing on a variety of texts                  ENG702reads aloud stories                  ENG706 speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio, audio–video programmes on suggested websites                  ENG707 asks and responds to questions based on texts (from books or other resources) and out of curiosity                  ENG708reads textual/non-textual materials in English/Braille with comprehension                  ENG713 infers the meaning of unfamiliar words by reading them in context</p>	<ul style="list-style-type: none"> <li>● Reading comprehension</li> <li>● Speaking skill</li> <li>● Critical appreciation</li> </ul>	<ol style="list-style-type: none"> <li>1. Divide the students into four groups and ask them to discuss the main idea of the lesson such as 'to stand up for yourself or others.</li> <li>2. Ask students to draw a sketch of them imagining how they would look when they turn 50.</li> <li>3. Divide the students into groups and ask each group to narrate the different kinds of conversations taking place in their day-to-day life</li> <li>4. Students be divided into groups and asked to draw the sketches of the main characters present in the story</li> <li>5. Dramatization of different characters of the story to be organised.</li> </ol>
<p>Supplementary Reading</p>	<p>20. Chandani</p>	<p>ENG715 reads a variety of texts for pleasure e.g., adventure stories and science fiction, fairy tales,(extensive reading)</p>		<p>Supplementary reader.</p>

Week 20	21. Dad and the Cat and the Tree (Poem)	<p>ENG702 reads aloud stories and recites poems with appropriate pause, intonation and pronunciation</p> <p>ENG703 participates in different activities in English such as role play, poetry recitation</p> <p>ENG714 refers dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing.</p> <p>ENG723 identifies and appreciates the poetic devices like simile, metaphor, alliteration, imagery, personification, etc.</p>	<ul style="list-style-type: none"> <li>● Recitation</li> <li>● Communication</li> <li>● Observation</li> <li>● Awareness of nature</li> </ul>	<ol style="list-style-type: none"> <li>1. Divide the students into three groups. Ask each group to identify the rhyming words, alliteration and repetition respectively.</li> <li>2. Ask students to imagine a situation where they got stuck on a tree and a stranger came to help them. Enact a dialogue between you and the stranger</li> <li>3. Ask the students to identify the words repeatedly used in the poem</li> <li>4. .</li> <li>5. Ask students to identify any five animals and mention the ways they are useful to human beings.</li> </ol>
Week 21&22	22. Fire: Friend and Foe	<p>ENG708 reads textual/non-textual materials in English/Braille with comprehension</p> <p>ENG709 identifies details, characters, main idea and sequence of ideas and events.</p> <p>ENG711 reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc.</p> <p>ENG716 uses appropriate grammatical forms in communication</p> <p>ENG719 writes descriptions / narratives showing sensitivity to environment.</p>	<ul style="list-style-type: none"> <li>● Reading with comprehension</li> <li>● Communication</li> <li>● Creative writing</li> <li>● Grammar in context</li> <li>● Vocabulary enrichment</li> </ul>	<ol style="list-style-type: none"> <li>1. Prompt learners for reading between the lines.</li> <li>2. A mini project: Fire as a friend, fire as foe.</li> <li>3. Teacher guided activity for format sensitive writing like notice/ sign board etc. And proper way to seek information from a notice etc</li> <li>4. A write up in the form of an essay regarding environmental awareness.</li> <li>5. Students practice using idioms in communication.</li> </ol>

Supplementary Reading	23.The Bear Story	ENG715 reads a variety of texts for pleasure e.g., adventure stories and science fiction, fairy tales,(extensive reading)		Supplementary reader story.
Week 23	24.Meadow Surprises (poem)	ENG702reads aloud stories and recites poems with appropriate pause, intonation and pronunciation ENG703 participates in different activities in English such as role play, poetry recitation ENG714 refers dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing. ENG723identifies and appreciates the poetic devices like simile, metaphor,	<ul style="list-style-type: none"> <li>● Recitation</li> <li>● Communication</li> <li>● Observation</li> <li>● Awareness of nature</li> </ul>	<ol style="list-style-type: none"> <li>1. Ask students to locate and relate the main ideas of the text, i.e., that nature is an important aspect of our life. analyse and assess responsibility the text places on us, i.e., it offers us a lot so we need to maintain the balance</li> <li>2. Ask students use the internet, library and other resources to search for various facts/reasons on pollution and deforestation that destroys nature, both flora and fauna. speaking skills - present the research in groups</li> <li>3. identify and use poetic devices given in the poem such as alliteration, personification etc.</li> </ol>

<p style="text-align: center;">Week 24&amp;25</p>	<p style="text-align: center;">25.A Bicycle in good repair (Prose)</p>	<p>ENG708reads textual/non-textual materials in English/Braille with comprehension                  ENG709identifies details, characters, main idea and sequence of ideas and events                  ENG711 reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc.                  ENG716 uses appropriate grammatical forms in communication                  ENG719writes descriptions / narratives showing sensitivity to environment.</p>	<ul style="list-style-type: none"> <li>● Reading with comprehension</li> <li>● Communication</li> <li>● Creative writing</li> <li>● Grammar in context</li> <li>● Vocabulary enrichment</li> </ul>	<ol style="list-style-type: none"> <li>1. Ask students relate to personal experience of riding bicycles. locate main ideas, events and their sequencing in a text</li> <li>2. Ask students share their experiences individually or in groups of riding and repairing a bicycle. discuss experience of conversations with bicycle repairmen etc.</li> <li>3. Assess qualities of characters and their development in the story, and write character sketches</li> </ol>
<p style="text-align: center;">Supplementary Reading</p>	<p style="text-align: center;">26.A Tiger in the House.</p>	<p>ENG715 reads a variety of texts for pleasure e.g., adventure stories and science fiction, fairy tales,(extensive reading)</p>		<p style="text-align: center;">Independent reading activity from supplementary reader.</p>

<p>Week 26</p>	<p>27. Garden Snake (poem)</p>	<p>ENG702 reads aloud stories and recites poems with appropriate pause, intonation and pronunciation                  ENG703 participates in different activities in English such as role play, poetry recitation                  ENG714 refers dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing.                  ENG723 identifies and appreciates the poetic devices like simile, metaphor, etc.</p>	<ul style="list-style-type: none"> <li>● Recitation</li> <li>● Communication</li> <li>● Observation</li> <li>●</li> </ul>	<ol style="list-style-type: none"> <li>1. Ask students to use library, internet and other resources to gather information on garden snakes such as their habitat, food habits etc.</li> <li>2. Divide the students to compare and contrast poisonous and non-poisonous snakes, and express the analysis in the form of paragraph writing.</li> <li>3. identify and use poetic devices given in the poem such as alliteration, personification, inversion etc.</li> </ol>
<p>Supplementary Reading</p>	<p>28. An Alien Land.</p>	<p>ENG715 reads a variety of texts for pleasure e.g., adventure stories and science fiction, fairy tales, (extensive reading)</p>		<p>Reading a story for pleasure.</p>



<p>Week 27</p>	<p>29. The story of Cricket</p>	<p>ENG708 reads textual/non-textual materials in English/Braille with comprehension                  ENG709 identifies details, characters, main idea and sequence of ideas and events.                  ENG710 thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life                  ENG711 reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc.                  ENG716 uses appropriate grammatical forms in communication</p>	<ul style="list-style-type: none"> <li>● Reading with comprehension</li> <li>● Communication</li> <li>● Creative writing</li> <li>● Grammar in context</li> <li>● Vocabulary enrichment</li> </ul>	<ol style="list-style-type: none"> <li>1. Ask students to compare and contrast dimensions and description of the equipment's used in ancient and modern cricket</li> <li>2. Divide students into groups and ask them to assess and analyse the reasons for the popularity and growth of cricket on Indian and international grounds</li> <li>3. A mind map activity to develop vocabulary on cricket equipment's.</li> </ol>
<p>Week 28</p>	<p>30. Pandemic (Poem)</p>	<p>ENG702 reads aloud stories and recites poems with appropriate pause, intonation and pronunciation                  ENG7010 thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life.                    ENG7013 infers the meaning of unfamiliar words by reading them in context                    ENG723 identifies and appreciates the poetic devices like imagery etc.                    ENG718 writes formal letters, list, email, SMS, etc.</p>	<ul style="list-style-type: none"> <li>● Recitation with appropriate skill</li> <li>● Critical thinking</li> <li>● Communication</li> <li>● Vocabulary enrichment</li> </ul>	<ol style="list-style-type: none"> <li>1. Mock practice regarding sanitization.</li> <li>2. Group discussion about images and scenes you like /dislike so as to have better understanding of the imagery.</li> <li>3. Thematic mind mapping activity.</li> <li>4. Peer learning exercise:                      Divide students into different groups with a tag name like Health workers, social workers etc. and prompt them to write letters/email/SMS to aware people about the pandemic.</li> </ol>

Supplementary Reading	31. The Wrath of Heaven	ENG715 reads a variety of texts for pleasure e.g., adventure stories and science fiction, fairy tales, (extensive reading)		Story reading.
-----------------------	-------------------------	--	--	----------------

**Selected Learning Outcomes for Summative Assessment**

**Class—7<sup>th</sup>**

**The learner—**

ENG701 answers questions in writing on a variety of texts.

ENG707 asks and responds to questions based on texts (from books or other resources) and out of curiosity

ENG708 reads textual/non-textual materials in English/Braille with comprehension.

ENG709 identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material.

ENG710 thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life.

ENG713 infers the meaning of unfamiliar words by reading them in context.

ENG716 uses appropriate grammatical forms in communication (e.g., noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc).

ENG717 organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience.

ENG718 writes formal letters, personal diary, list, email, SMS, etc.

ENG719 writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity.

ENG720 writes dialogues from a story and story from dialogues.

ENG723 identifies and appreciates the poetic devices like simile, metaphor, alliteration, imagery, personification, etc.

**Design of Assessment for Class-VII**

**Section A**

**Reading Comprehension**

**15 Marks**

- 1) One seen stanza from the prescribed poems to be attempted followed by 3 MCQs, one open ended question and one fill up, based on comprehension, literary devices, inference, etc. **1× 5 = 5 Marks**
- 2) One unseen passage of about 200-250 words to be attempted followed by MCQs, comprehension questions, providing suitable title to the passage, one-word substitution, vocabulary, inference, analysis, etc. **1× 5= 5 Mark**
- 3) One question on visual clues/ statistical data/ bar graphs/ pie charts/ histograms to be attempted followed by 4 MCQs and one open ended question based on inference, analysis, evaluation, etc. **1×5= 5 Marks**

**Section (B) Grammar 8 Marks**

- Parts of speech
- Auxiliary verbs
- Articles
- Tenses
- Reported speech (Statements)
- Punctuation marks

- 4) One passage with blank spaces to be filled by using appropriate parts of speech, articles, auxiliaries etc. **2½ marks**
- 5) One passage given in direct/indirect speech to be converted into vice-versa. **2½marks**
- 6) One contextualized passage/ story/ paragraph to be edited testing the use of tenses, punctuation and the appropriate spelling etc. **3 Marks**

**Section (C) Writing Skills 12 Marks**

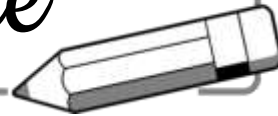
- 7) One question to be attempted on poster designing on the given situation with the help of hints **3 Marks**
- 8) One question to be attempted on message/email writing on the given situation (50words). **2 Marks**
- 9) One question to be attempted on letter writing out of two letters with some given situations. (formal/informal). **3 Marks**
- 10) One question to be attempted on paragraph writing out of the two with the given hints, visual clues. (80 -120 words) **4 marks**

**Section (D) Literature 15 Marks**

- 11) Three out of five short competency-based questions to be attempted from the prose lessons of the prescribed textbook. **3×2=6 Marks**
- 12) Two out of four short competency-based questions based on theme, central idea, literary devices etc to be attempted from the poems excluding the one given in reading comprehension. **2×2=4 Marks**
- 13) One out of three long answer competency-based questions to be attempted based on character, scene, theme, plot, situation, event, irony etc. from the ***Let's Reader—VII (Supplementary Reader in English for class-VII)***.

**1×5=5 Marks**

*Science*



## Class 7<sup>th</sup> (Science) Learning Outcome

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner be provided opportunities in pairs/groups/ individually and encouraged to —</b></p> <ol style="list-style-type: none"> <li>1. explore surroundings, natural processes, phenomena using senses viz. seeing, touching, tasting, smelling, hearing</li> <li>2. pose questions and find answers through reflection, discussion, designing and performing appropriate activities, role plays, debates, use of ICT, etc.</li> <li>3. record the observations during the activity, experiments, surveys, field trips, etc.</li> <li>4. analyse recorded data, interpret results and draw inference/ make generalizations and share findings with peers and adults</li> <li>5. exhibit creativity presenting novel ideas, new designs/patterns, improvisation, etc.</li> </ol>	<p><b>SCI701:</b> identifies materials and organisms, such as, animal fibres; types of teeth; mirrors and lenses, on the basis of observable features, i.e., appearance, texture, functions, etc.</p> <p><b>SCI702:</b> differentiates materials and organisms such as, digestion in different organisms; unisexual and bisexual flowers; conductors and insulators of heat; acidic, basic and neutral substances; images formed by mirrors and lenses, etc., on the basis of their properties, structure and function</p> <p><b>SCI703:</b> classifies materials and organisms based on properties/characteristics, e.g., plant and animal fibres; physical and chemical changes</p> <p><b>SCI704:</b> conducts simple investigations to seek answers to queries, e.g., Can extract of coloured flowers be used as acid-base indicator? Do leaves other than green also carry out photosynthesis? Is white light composed of many colours?</p> <p><b>SCI705:</b> relates processes and phenomena with causes, e.g., wind speed with air pressure; crops grown with types of soil; depletion of water table with human activities, etc.</p> <p><b>SCI706:</b> explains processes and phenomena, e.g., processing of animal fibres; modes of transfer of heat; organs and systems in human and plants; heating and magnetic effects of electric current, etc.</p> <p><b>SCI707:</b> writes word equation for chemical reactions, e.g., acid-base reactions; corrosion; photosynthesis; respiration, etc.</p> <p><b>SCI708:</b> measures and calculates e.g., temperature; pulse rate; speed of moving objects; time period of a simple pendulum, etc.</p>

<p>6. internalise, acquire and appreciate values such as cooperation, collaboration, honest reporting, judicious use of resources, etc.</p>	<p><b>SCI709:</b> draws labelled diagrams/ flow charts e.g., organ systems in human and plants; electric circuits; experimental set ups; life cycle of silk moth, etc.</p> <p><b>SCI710:</b> plots and interprets graphs e.g., distance time Graph</p> <p><b>SCI711:</b> constructs models using materials from surroundings and explains their working, e.g., stethoscope; anemometer; electromagnets; Newton’s colour disc etc.</p> <p><b>SCI712:</b> discusses and appreciates stories of scientific discoveries</p> <p><b>SCI713:</b> applies learning of scientific concepts in day-to-day life, e.g., dealing with acidity; testing and treating soil; taking measures to prevent corrosion; cultivation by vegetative propagation; connecting two or more electric cells in proper order in devices; taking measures during and after disasters; suggesting methods for treatment of polluted water for reuse, etc.</p> <p><b>SCI714:</b> makes efforts to protect environment, e.g., following good practices for sanitation at public places; minimizing generation of pollutants; planting trees to avoid soil erosion; sensitizing others with the consequences of excessive consumption of natural resources, etc.</p> <p><b>SCI715:</b> exhibits creativity in designing, planning, making use of available resources, etc.</p> <p><b>SCI716:</b> exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.</p>
---	--



Time	Chapter	Learning Outcome/part	Key Concepts	Activities/ Assignments/ Projects etc.
Week- 1 & 2	1. Nutrition in Plants	<p><b>SCI703:</b> Classifies plants on the basis of modes of nutrition.</p> <p><b>SCI704:</b> Conducts simple investigations to seek answer to queries, e.g., Do leaves other than green also carry out photosynthesis?</p> <p><b>SCI706:</b> Explains processes and phenomena, e.g., photosynthesis, symbiosis etc.</p> <p><b>SCI709:</b> Draws labelled diagram e.g., photosynthesis, insectivorous plants etc.</p>	<ul style="list-style-type: none"> <li>• Modes of nutrition in plants</li> <li>• Photosynthesis</li> <li>• Saprotrophic nutrition</li> <li>• Insectivorous plants</li> <li>• Symbiosis</li> <li>• Parasitic nutrition</li> <li>• Replenishing of soil nutrients.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with elders / friends / teachers, the purpose of using nitrogen rich fertilizers.</li> <li>• Draw diagram showing different stages of mushroom growth.</li> </ul>
Week- 3	2. Nutrition in Animals	<p><b>SCI701:</b> Identifies materials and organisms, such as, types of teeth; on the basis of observable features, i.e., appearance, texture, functions, etc.</p> <p><b>SCI702:</b> Differentiates organisms on the basis of structure and function such as, digestion in different organisms.</p> <p><b>SCI706:</b> Explains processes and phenomena e.g., organs and systems in humans etc.</p> <p><b>SCI709:</b> Draws labelled diagram e.g., digestive system in humans.</p> <p><b>SCI711:</b> Constructs models using materials from surroundings e.g., digestive system in human beings / ruminants.</p>	<ul style="list-style-type: none"> <li>• Modes of taking food</li> <li>• Process of digestion in humans</li> <li>• Teeth in human</li> <li>• Digestion in grass eating animals</li> <li>• Feeding and digestion in unicellular organisms (amoeba etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the students to discuss with their friends- from where they get the required nutrients for their body. Based on the discussion make a chart of different nutrients and their sources.</li> <li>• Ask students to play role of a Dietician. Examine and suggest other students the food component they need the most.</li> <li>• Make a model of digestive system of any ruminant.</li> </ul>

<p>Week- 4 &amp; 5</p>	<p><b>3. Fibre to Fabric</b></p>	<p><b>SCI701:</b> Identifies materials and organisms, such as, animal fibres; on the basis of observable features, i.e., appearance, texture, functions, etc.  <b>SCI706:</b> Explains processes and phenomena, e.g., processing of animal fibres.  <b>SCI709:</b> Draws labelled diagrams / flowcharts, e.g., life cycle of silk moth.  <b>SCI712:</b> Discusses and appreciates stories of scientific discoveries.</p>	<ul style="list-style-type: none"> <li>• Animal fibre- Wool and Silk</li> <li>• Wool yielding animals</li> <li>• Sheep rearing</li> <li>• Processing of wool</li> <li>• Discovery of silk</li> <li>• Life cycle of silk moth</li> <li>• Sericulture</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a flow chart representing various steps of processing fibre to wool.</li> <li>• Visit a sericulture unit and show the learners how actually silk worms are reared.</li> <li>• Find out any spinning knowing person from your locality and request him/her to demonstrate the process.</li> </ul>
<p>Week 6</p>	<p><b>4. Heat</b></p>	<p><b>SCI702:</b> Differentiates materials as conductors and insulators of heat.  <b>SCI706:</b> Explains processes and phenomena, e.g., modes of transfer of heat.  <b>SCI708:</b> Measures and calculates e.g., temperature.</p>	<ul style="list-style-type: none"> <li>• Heat: a form of energy</li> <li>• Temperature measurement</li> <li>• Thermometers</li> <li>• Handling and using thermometers</li> <li>• Transfer of heat (conduction, convection &amp; radiation)</li> <li>• Seasons and clothes we wear</li> </ul>	<ul style="list-style-type: none"> <li>• Use a laboratory thermometer to find out boiling points of different liquids, viz. water, milk, etc.</li> <li>• Divide students in few groups and ask them to discuss:             <ol style="list-style-type: none"> <li>a) Why metallic pans are usually provided with plastic/wooden handle?</li> <li>b) Why do we find plastic/wooden handles less hot than metallic utensils?</li> </ol> </li> </ul>

<p>Week- 7 &amp; 8</p>	<p><b>5. Acids, Bases and Salts</b></p>	<p><b>SCI702:</b> Differentiates materials such as, acids, bases and neutral substances on the basis of their properties.  <b>SCI704:</b> Conducts simple investigations to seek answers to queries, e.g., can extract of flowers be used as acid-base indicator?  <b>SCI707:</b> Writes word equation for chemical reactions, e.g., acid-base reactions.  <b>SCI713:</b> Applies learning of scientific concepts in day-to-day life, e.g., dealing with acidity, testing and treating soil.</p>	<ul style="list-style-type: none"> <li>• Acid and bases</li> <li>• Neutral Substances</li> <li>• Acid-base Indicators</li> <li>• Physical properties of acids and bases</li> <li>• Neutralization</li> <li>• Application of neutralization</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the learners to collect different edible substances and group them into acidic and basic, on the basis of their taste.</li> <li>• Use of turmeric / flower extract as acid-base indicators.</li> <li>• Distribute students in groups and give each group a few solutions to find their effect on litmus papers and record the empirical data.</li> <li>• Use of toothpaste and treatment of hair with shampoo and conditioner as applications of neutralization.</li> </ul>
<p>Week 9-10</p>	<p><b>6. Physical and Chemical Changes</b></p>	<p><b>SCI702:</b> Differentiates physical and chemical change.  <b>SCI703:</b> Classifies materials based on properties / characteristics, e.g., physical and chemical changes.  <b>SCI707:</b> Writes word equations for chemical reactions, e.g., corrosion etc.  <b>SCI713:</b> Applies learning of scientific concepts in day-to-day life, e.g., taking measures to prevent corrosion.</p>	<ul style="list-style-type: none"> <li>• Physical change and its characteristics</li> <li>• Chemical change and its characteristics</li> <li>• Chemical reaction</li> <li>• Rusting of iron</li> <li>• Crystallization</li> </ul>	<p>1. Prepare a chart with two headings: Physical Change and Chemical Change. Include as many examples as you can, in each column.</p>

<p>Week 11-12</p>	<p><b>7. Weather, Climate and Adaptations of Animals to Climate</b></p>	<p><b>SCI706:</b> Explains processes and phenomena e.g., role of different things in determining weather at any place.  <b>SCI708:</b> Measures and calculates, e.g. temperature, amount of rainfall etc.  <b>SCI710:</b> Plots and interprets graphs e.g., variation in maximum and minimum temperatures.</p>	<ul style="list-style-type: none"> <li>• Elements of weather</li> <li>• Weather report</li> <li>• Graphs (showing variation in maximum and minimum temperatures)</li> <li>• Climate</li> <li>• Difference between weather and climate</li> <li>• Climate and adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Manage a video call to Mr. Sonam Lotus or visit any nearest IMD location to make students aware about different elements of weather.</li> <li>• Ask students to prepare a weather report and present it on the morning assembly.</li> </ul>
<p>Week 13-14</p>	<p><b>8. Winds, Storms and Cyclone</b></p>	<p><b>SCI705:</b> Relates processes and phenomena with causes, e.g., wind speed with air pressure.  <b>SCI709:</b> Draws flow charts that help understand phenomena of formation of clouds, falling of rain and creation of storms/cyclones.  <b>SCI711:</b> Constructs models using materials from surroundings and explains their working, e.g., anemometer.  <b>SCI713:</b> Applies learning of scientific concepts in day-to-day life, e.g., taking measures during and after disasters.</p>	<ul style="list-style-type: none"> <li>• Air exerts pressure</li> <li>• High speed winds and air pressure</li> <li>• Air expands on heating</li> <li>• Wind currents</li> <li>• Thunderstorms</li> <li>• Cyclones</li> <li>• Tornado</li> <li>• Safety measures</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a chart depicting route for safe escape in case any disaster viz. winds, storms hit your school or home. Hang it on the front wall of your classroom or home.</li> <li>• Make a model of an anemometer with the help of resources present in your surroundings.</li> <li>• Listen to weather news.</li> </ul>

Week 15	9. Soil	<p><b>SCI701:</b> Identifies materials, such as, types of soil, on the basis of observable features, i.e., appearance, texture etc.</p> <p><b>SCI705:</b> Relates processes and phenomena with causes, e.g., crops grown with types of soil.</p> <p><b>SCI714:</b> Makes efforts to protect environment, e.g., planting trees to avoid soil erosion.</p>	<ul style="list-style-type: none"> <li>• Soil profile</li> <li>• Types of soil</li> <li>• Properties of soil</li> <li>• Soil and crops</li> <li>• Major crops grown in J&amp;K</li> <li>• Soil erosion</li> </ul>	<ul style="list-style-type: none"> <li>• Make a visit to nearby potter's home for getting firsthand information about moulding of soil into pots of different shapes. Watch and try to mould soil into different shapes on the potter's wheel.</li> </ul>
Week 16-17	10. Respiration in Organisms	<p><b>SCI706:</b> Explains processes and phenomena, e.g. respiratory system in humans.</p> <p><b>SCI707:</b> Writes word equation for chemical reactions, e.g., respiration.</p> <p><b>SCI709:</b> Draws well labelled diagrams / flow charts e.g., respiratory system in humans.</p> <p><b>SCI711:</b> Constructs models using materials from surroundings and explains their working, e.g., expansion of lungs during breathing</p>	<ul style="list-style-type: none"> <li>• Cellular respiration</li> <li>• Types of respiration</li> <li>• Process of breathing</li> <li>• Human respiratory system</li> <li>• Breathing in other animals</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the breathing rate of your friends / family members etc. to investigate about different rates of breathing for different age groups / genders.</li> <li>• Watch a video to observe breathing in fish.</li> </ul>
Week 18- 19	11. Transportation in Plants and Animals	<p><b>SCI706:</b> Explains processes and phenomena, e.g. circulatory system / excretory system in humans</p> <p><b>SCI708:</b> Measures and calculates e.g. pulse rate, blood pressure etc.</p> <p><b>SCI709:</b> Draws well labelled diagrams / flow charts e.g., circulatory system etc.</p> <p><b>SCI711:</b> Constructs models using materials from surroundings and explains their working, e.g., stethoscope, human excretory system, human heart.</p> <p><b>SCI713:</b> Applies learning of scientific concepts in day-to-day life, e.g. checks Blood pressure and pulse rate.</p>	<ul style="list-style-type: none"> <li>• Transport in plants</li> <li>• Diffusion</li> <li>• Vascular tissues and conduction.</li> <li>• Transpiration</li> <li>• Transport in animals</li> <li>• Circulatory system</li> <li>• Human Heart</li> <li>• Blood and blood vessels</li> <li>• Blood pressure</li> <li>• Excretion and excretory system</li> <li>• Dialysis</li> </ul>	<ul style="list-style-type: none"> <li>• Make your own stethoscope by using glass funnel, rubber tube and a piece of paper.</li> <li>• Arrange a sphygmomanometer (BP apparatus) and measure the blood pressure of your friends / family members.</li> </ul>

<p>Week 20</p>	<p><b>12. Reproduction in plants</b></p>	<p><b>SCI706:</b> Explains processes and phenomena, e.g. types/ methods of reproduction.  <b>SCI709:</b> Draws labelled diagrams, e.g., structure of flower.  <b>SCI713:</b> Applies learning of scientific concepts in day-to-day life, e.g., cultivation by vegetative propagation.</p>	<ul style="list-style-type: none"> <li>• Importance of reproduction</li> <li>• Modes of reproduction</li> <li>• Methods of asexual reproduction</li> <li>• Vegetative propagation</li> <li>• Tissue culture</li> <li>• Structure of flower</li> <li>• Pollination</li> <li>• Fertilization</li> <li>• Seed and fruit formation</li> <li>• Dispersal of seeds</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to a nearby plant nursery and observes different practices of plant propagation.</li> <li>• Ask students to bring some potatoes and grow them in school herbal garden. Observe and discuss the methods of propagation.</li> </ul>
<p>Week 21</p>	<p><b>13. Motion and Time</b></p>	<p><b>SCI708:</b> Measures and calculates speed of different objects, time period of a simple pendulum.  <b>SCI710:</b> Plots and interprets distance-time graphs.</p>	<ul style="list-style-type: none"> <li>• Types of motion</li> <li>• Speed</li> <li>• Measurement of time</li> <li>• Measurement of speed</li> <li>• Units of time and speed</li> <li>• Distance-Time graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Organize an interclass race and calculate speed of each student and depict it through:             <ul style="list-style-type: none"> <li>a) A line graph</li> <li>b) A bar graph</li> <li>c) A pie chart</li> </ul> </li> </ul>
<p>Week 22</p>	<p><b>14. Electric Current and Circuits</b></p>	<p><b>SCI706:</b> Explains processes and phenomena, e.g., heating and magnetic effects of electric current.  <b>SCI709:</b> Draw well labelled diagrams of electric circuits.  <b>SCI711:</b> Constructs models using materials from surroundings and explains their working, e.g., electromagnets.  <b>SCI712:</b> Discusses and appreciates stories of scientific discoveries</p>	<ul style="list-style-type: none"> <li>• Symbols of electric components</li> <li>• Electric circuit diagrams</li> <li>• Heating effect of electric current</li> <li>• Electric fuse</li> <li>• Magnetic effect of electric current</li> <li>• Electromagnet</li> <li>• Electric bell</li> </ul>	<p>Make a complete circuit from the following materials:</p> <ul style="list-style-type: none"> <li>• 1 D-cell battery</li> <li>• Few inches of insulated wire</li> <li>• Small light bulb and holder</li> <li>• Wire strippers to remove insulation</li> <li>• Masking tape</li> </ul> <p>List different ways you can connect the above materials so that the bulb lights up. Try to draw the circuit diagrams also.</p>

<p>Week 23-24</p>	<p><b>15. Light</b></p>	<p><b>SCI702:</b> Differentiates materials such as virtual and real image.  <b>SCI704:</b> Conducts simple investigations to seek answers to queries, e.g., Is white light composed of many colours?  <b>SCI711:</b> Constructs models using materials from surroundings and explains their working, e.g., Newton's colour disc.  <b>SCI712:</b> Discusses and appreciates stories of scientific discoveries.</p>	<ul style="list-style-type: none"> <li>• Light travels along a straight line</li> <li>• Reflection of light</li> <li>• Lateral inversion</li> <li>• Spherical mirrors</li> <li>• Real and virtual image</li> <li>• Images formed by lenses</li> <li>• Composition of sunlight</li> <li>• Archimedes Story</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look around the classroom and find examples of items (media) that transmit, reflect, refract and absorb light.</li> <li>• Draw well labeled diagram of rainbow and name different colours used.</li> <li>• Make Newton's disk, rotate and observe.</li> </ul>
<p>Week 25</p>	<p><b>16. Water</b></p>	<p><b>SCI705:</b> Relates processes and phenomena, e.g., depletion of water table with human activities.  <b>SCI713:</b> Applies learning of scientific concepts in day-to-day life, e.g., suggesting methods for treatment of polluted water for reuse.  <b>SCI714:</b> Makes efforts to protect environment, e.g., minimizing generation of pollutants, sensitizing others with the consequence of excessive consumption of natural resources.  <b>SCI715:</b> Exhibits creativity in designing, planning, making use of available resources e.g. water.</p>	<ul style="list-style-type: none"> <li>• Water- A precious resource</li> <li>• Sources of water</li> <li>• Forms of water</li> <li>• Water cycle</li> <li>• Water pollution</li> <li>• Prevention of water pollution</li> <li>• Potable water</li> <li>• Composition of water</li> <li>• Physical properties of water</li> <li>• Sea water and its desalination</li> </ul>	<ul style="list-style-type: none"> <li>• Make students prepare their own PLEDGE CARDS, e.g.</li> </ul> <p>I PROMISE TO:</p> <ol style="list-style-type: none"> <li>a) Turn off water while brushing teeth.</li> <li>b) Take a shorter shower.</li> <li>c) Inform an adult when I see a leakage of water.</li> <li>d) Remind friends and family to save water.</li> <li>e) Not to pollute water bodies.</li> </ol>



<p>Week- 26</p>	<p><b>17. Forests: Our lifeline</b></p>	<p><b>SCI714:</b> Makes efforts to protect environment, e.g., planting trees to avoid soil erosion.  <b>SCI716:</b> Exhibits values of honesty, objectivity, cooperation etc. in protecting wildlife, afforestation etc.</p>	<ul style="list-style-type: none"> <li>• Forest – a precious resource</li> <li>• Biodiversity in forests</li> <li>• Forests as habitat</li> <li>• Forest products</li> <li>• Food chain</li> <li>• Deforestation</li> <li>• Soil erosion</li> </ul>	<ul style="list-style-type: none"> <li>• Visit any National Park, observe and note down the biodiversity present there. Make sure you will not tease any caged animals.</li> </ul>
<p>Week 27 - 28</p>	<p><b>18. Wastewater Story</b></p>	<p><b>SCI713:</b> Applies learning of scientific concepts in day-to-day life, e.g., suggesting methods of treatment of polluted water for reuse.  <b>SCI714:</b> Makes efforts to protect environment, e.g., following good practices for sanitation at public places, sensitizing others with the consequence of excessive consumption of natural resources.  <b>SCI716:</b> Exhibits values of honesty, objectivity, cooperation etc. towards water conservation and sewage disposal etc.</p>	<ul style="list-style-type: none"> <li>• Water - Our lifeline</li> <li>• Sewage</li> <li>• Waste water treatment plant</li> <li>• Better housekeeping practices</li> <li>• Sensitivity towards water sources</li> <li>• Sanitation and diseases</li> <li>• Sewage disposal</li> <li>• Sanitation at public places</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a survey in your locality and record the sewage treatment practices (if any). Suggest one or more scientific ways of sewage treatment.</li> <li>• Suggest some innovative ideas through which sanitation at public places could be improved.</li> <li>• Organize a rally in collaboration with PRIs of your locality to spread awareness among common masses about onsite sewage disposal systems.</li> </ul>



**Table SA: Summative Assessment Content**

<b>S. No.</b>	<b>Learning outcome codes</b>	<b>Chapter Title</b>	<b>Marks in Summative Assessment</b>
1	SCI703, SCI704, SCI706, SCI709	Nutrition in plants	4
2	SCI701, SCI702, SCI706, SCI709, SCI711	Nutrition in animals	6
3	SCI702, SCI704, SCI707, SCI713	Acids bases and salts	5
4	SCI706, SCI708, SCI710	Weather, climate and adaptation of animals to climate	5
5	SCI706, SCI707, SCI709, SCI711	Respiration in organisms	4
6	SCI706, SCI708, SCI709, SCI711	Transportation in plants and animals	6
7	SCI706, SCI709, SCI713	Reproduction in plants	5
8	SCI706, SCI709, SCI711, SCI712	Electric current and circuits	4
9	SCI702, SCI704, SCI711, SCI712	Light	6
10	SCI713, SCI714, SCI716	Wastewater story	5
<b>Total</b>			<b>50</b>

**Assessment scheme**

<b>Sr.NO</b>	<b>Level of cognition</b>	<b>Marks</b>	<b>Percentage</b>
<b>1</b>	<b>CL1: Remembering and Understanding:</b> Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	<b>18</b>	<b>36%</b>
<b>2</b>	<b>CL2: Applying:</b> Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way	<b>10</b>	<b>20%</b>
<b>3</b>	<b>CL3: Formulating, Analysing, Evaluating and Creating:</b> Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	<b>22</b>	<b>44%</b>
<b>Total</b>		<b>50</b>	<b>100%</b>

# Mathematics



Duration	Topic	Learning Outcome	Key Competencies	Suggestive Activities/Pedagogical Process																
Week 1-2	1. Integers	M701: Multiplies/divides two integers.	<p>Properties of Addition and Subtraction integers</p> <ul style="list-style-type: none"> <li>• Closure under addition and subtraction</li> <li>• Commutative property</li> <li>• Associative property (+)</li> <li>• Additive Identity</li> </ul> <p>Multiplication of integers</p> <ul style="list-style-type: none"> <li>• Properties of multiplication of integers</li> <li>• Closure property</li> <li>• Commutative property</li> <li>• Multiplication by zero</li> <li>• Multiplicative identity</li> <li>• Associative property</li> <li>• Distributive property</li> <li>• Applying distributive property to ease multiplication</li> </ul> <p>Division of integers</p> <ul style="list-style-type: none"> <li>• Properties of division of integers</li> <li>• Closure property</li> <li>• Concept of Division by zero</li> </ul> <p>Division by 1</p>	<p>Activity: Concept/ introduction to integers</p> <p>Story of an egg seller</p> <p>An egg seller buys eggs and sells after boiling to earn money</p> <p>Day 1<sup>st</sup> bought 20 eggs for ₹100 and sold per egg @ ₹6, earns ₹20</p> <p>Day 2<sup>nd</sup> bought 20 eggs for ₹100 and found 5 eggs rotten. The remaining eggs boiled and sold them @ 6/egg which results ₹10 loss.</p> <p>Continues the process for 5 days</p> <p>Side by side, the egg seller records as:</p> <table style="margin-left: 20px;"> <tr><td>Day 1</td><td>₹ 20</td></tr> <tr><td>Day 2</td><td>₹ 10</td></tr> <tr><td>Day 3</td><td>₹ 15</td></tr> <tr><td>Day 4</td><td>₹ 10</td></tr> <tr><td>Day 5</td><td>₹ 30</td></tr> </table> <p>After 5 days, what is his gain or loss .....</p> <p>He gets confused, he doesn't remember what was loss and what was gain.</p> <p>Then he decided that there is need some symbol which can differentiate loss and gain.</p> <p>He noted the loss with a short line segment (Minus, -) and gain with Plus (+)</p> <p>Later, he mentioned the transactions as follows:</p> <table style="margin-left: 20px;"> <tr><td>Day 1</td><td>+ 20</td></tr> <tr><td>Day 2</td><td>-10</td></tr> <tr><td>Day 3</td><td>+15</td></tr> </table> <p>.....</p> <p>Further, to calculate final loss or gain, let students calculate first total gain and then total loss. And finally adjusts the both to obtain the utmost final result.</p>	Day 1	₹ 20	Day 2	₹ 10	Day 3	₹ 15	Day 4	₹ 10	Day 5	₹ 30	Day 1	+ 20	Day 2	-10	Day 3	+15
Day 1	₹ 20																			
Day 2	₹ 10																			
Day 3	₹ 15																			
Day 4	₹ 10																			
Day 5	₹ 30																			
Day 1	+ 20																			
Day 2	-10																			
Day 3	+15																			

<p>Week 3-4</p>	<p>2. Fractions and Decimals</p>	<p>M702: interprets the division and multiplication of fractions: for example, interprets <math>\times</math> as of; Also <math>\div</math> is interpreted as how many makes?  M704: uses algorithms to multiply and divide fractions/decimals</p>	<p>Introduction to Fractions</p> <ul style="list-style-type: none"> <li>• Multiplication of fractions</li> <li>• Multiplication by whole number</li> <li>• Using “OF” as operator <ul style="list-style-type: none"> <li>• Multiplication by a fraction</li> <li>• Division of fractions</li> </ul> </li> <li>• Reciprocal of a fraction</li> <li>• Division of whole number by a fraction</li> <li>• Division of fraction by a whole number.</li> <li>• Division of fraction by another fraction</li> </ul> <p>Introduction to Decimals</p> <ul style="list-style-type: none"> <li>• Multiplication of decimal numbers</li> <li>• Multiplication of decimal numbers by 10, 100, 1000</li> <li>• Division of decimal number</li> <li>• Division by 10, 100, 1000</li> <li>• Division of a decimal number by a whole number</li> <li>• Division of a decimal number by another decimal number</li> </ul>	<p>Activity 1:  Appreciate students to demonstrate the fractional numbers by some concrete material to understand the addition, subtraction, multiplication and division.</p> <p>Activity 2:  Appreciate students to represent decimal numbers using paper grid, straws etc to know addition, subtraction of decimals.</p> <p>Activity 3:  Appreciate students to discuss in groups/ peer the conversion of fractions into decimals and decimals into fraction.</p> <p>Activity 4:  Appreciate students to discuss in groups/peer the importance of decimals/ fractions in real life situations</p>
-----------------	----------------------------------	--	---	---

<p>Week 5-6</p>	<p>3. Data handling</p>	<p>Introduction to Data handling</p> <ul style="list-style-type: none"> <li>• Collecting data</li> <li>• Organising data</li> <li>• Representative value</li> <li>• Arithmetic Mean</li> <li>• Mode</li> <li>• Median</li> <li>• Use of Bar graphs with a different purpose</li> <li>• Drawing double bar graph</li> </ul> <p>Chance and Probability</p> <ul style="list-style-type: none"> <li>• Chance</li> <li>• Probability</li> </ul>	<p>Activity 1: Let the students be appreciated to collect data from their locality, students from different classes, neighbours etc, and organise it in tabular form.</p> <p>Activity 2: Appreciate students to find the mean of the data they collected earlier</p> <p>Activity 3: (Median) Appreciate students to make a cue in ascending or descending order as per their height. If the number students are odd, the height of the students at the middle position in the que is the median of their heights. In case the number of students is even, find the mean of the heights of two students who are at middle position which is the median of the heights.</p> <p>Activity 4: (Mode) Appreciate students to make a local survey of the size of shoes used in their neighbours/ friends etc and write the data in tabular form. Further, find the most occurring shoe size. Hence the most occurring shoe size is the mode of the data.</p> <p style="text-align: center;">Discussion time</p> <p>Appreciate students to discuss in groups/peers:</p> <ol style="list-style-type: none"> <li>a) What actually these representative values of data mean and where these values are used in real life</li> <li>b) Need of different representative values of data</li> </ol>
-----------------	-------------------------	--	--

Week 7-8	4. Simple Equations	<p>M707: represents daily life situations in the form of a simple equation and solves it</p>	<p>Introduction to equation</p> <ul style="list-style-type: none"> <li>• Setting up of an equation</li> <li>• What is equation</li> <li>• Solving equation</li> <li>• From Solution to equation</li> <li>• Application of simple equations to practical solutions</li> </ul>	<p>Activity:                      Appreciate students to frame simple equations from the given situations and also find their solution by trial method and latter by solving the equations properly.</p> <ol style="list-style-type: none"> <li>a) Sum of 5 and a number is 7</li> <li>b) Difference between a number and 5 is 9</li> <li>c) The product of a number with 3 is 27</li> <li>d) The quotient a number when divided by 5 is 2</li> <li>e) The product of half of a number with 3 is 9</li> <li>f) The difference between twice a number and 7 is 1</li> <li>g) The sum of half of a number and twice the same number is 15</li> </ol> <p>Also make some situations and frame the equations and also solve them</p>
Week 9-10	5. Lines and Angles	<p>M712: classifies pairs of angles based on their properties as linear, supplementary, complementary, adjacent and vertically opposite and finds value of the one when the other is given</p> <p>M713: verifies the properties of various pairs of angles formed when a transversal cuts two lines.</p>	<p>Introduction</p> <ul style="list-style-type: none"> <li>• Related angles:</li> <li>• Complementary angles</li> <li>• Supplementary angles</li> <li>• Adjacent angles</li> <li>• Linear pair</li> <li>• Vertically opposite angles</li> <li>• Pair of lines</li> <li>• Intersecting lines</li> <li>• Transversal</li> <li>• Angles made by transversal</li> <li>• Transversal of parallel lines</li> <li>• Checking for parallel lines</li> </ul>	<p>Activity 1:                      Use straws/ sticks to make different models of angles and categorise these angles.</p> <p>Activity 2:                      Make the modals of complementary, supplementary and linear pair angles, vertically opposite angles using sticks, straws etc and observe such situations of angles in other concepts, e.g., in angle sum property of triangle,</p> <p>Activity 3:                      Use straws/sticks to make a pair of lines and a transversal. Also measure the angles formed at the points of intersection. Next set the two lines parallel to each other and measure now all the eight angles formed at the intersection points. You will find some pairs of angles equal in measure. Now, discuss with your teacher to name these pairs of angles and also observe some more properties in these angles.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 11-12</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">6. The triangle and its properties</p>	<p>M714: finds unknown angle of a triangle when its two angles are known.</p>	<p>Introduction</p> <ul style="list-style-type: none"> <li>• Medians of a triangle</li> <li>• Altitude of a triangle</li> <li>• Exterior angle of a triangle and its property</li> <li>• Angle sum property of a triangle</li> <li>• Two special triangles: equilateral and isosceles</li> <li>• Sum of lengths of two sides of a triangle</li> <li>• Right angled triangle and Pythagoras theorem</li> </ul>	<p>Activity 1: Appreciate students to make the models of:</p> <ol style="list-style-type: none"> <li>a) Scalene, isosceles, equilateral, obtuse-angled, right-angled acute-angled triangle</li> <li>b) Median in a triangle</li> <li>c) Exterior angles in a triangle</li> <li>d) Pythagoras theorem</li> </ol> <p>Activity 2: Make a model to verify the exterior angle theorem</p> <p>Activity 3: Construct a model to observe that the sum of any two sides in a triangle is always greater than third side. Also observe if this property is not satisfied, what would happen.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 13-14</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">7. Congruent Triangles</p>	<p>M715: explains congruency of triangles on the basis of the information given about them like (SSS, SAS, ASA, RHS)</p>	<p>Introduction</p> <ul style="list-style-type: none"> <li>• Congruence of plane figures</li> <li>• Congruence among line segments</li> <li>• Congruence of angles</li> <li>• Congruence of triangles</li> </ul> <p>Criteria for Congruence of triangles</p>	<p>Activity 1: Appreciate students to make the models of pair of triangles where:</p> <ol style="list-style-type: none"> <li>a) No corresponding side is equal</li> <li>b) Only corresponding side is equal</li> <li>c) Only two corresponding sides are equal</li> <li>d) Two corresponding sides and the corresponding angle between them are equal</li> <li>e) All the three corresponding angles are equal</li> <li>f) Two corresponding angles and one corresponding side common to both the angles is equal</li> </ol> <p>Now, observe the pairs of models of triangles which superimpose each other. The pairs which superimpose are congruent pair of triangles. Finally, ask your teacher to help you to identify the criteria under which the pair of triangles is congruent.</p>



Week 15-16	8. Comparing Quantities	<p>M709: distinguishes quantities that are in proportion. For example, tells that 15,45,40,120 are in proportion as 15/45 is the same as 40/120.</p> <p>M710: solves problems related to conversion of percentage to fraction and decimal and vice versa.</p> <p>M711: calculates profit/loss percent and rate percent in simple interest.</p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Equivalent ratios</li> <li>• Percentage- another way of comparing quantities</li> <li>• Meaning of percentage</li> <li>• Percentages when total is not hundred</li> <li>• Converting fractional numbers to percentage</li> <li>• Converting decimals to percentage</li> <li>• Converting percentages to fractions or decimals</li> <li>• Fun with estimation</li> <li>• Use of percentage</li> <li>• Interpreting percentages</li> <li>• Converting percentages to HOW MANY</li> <li>• Ratios to Percents</li> <li>• Increase or decrease as percent</li> <li>• Prices related to an item or buying and selling</li> <li>• Profit or Loss as a percentage</li> <li>• Charge given on borrowed money or Simple Interest</li> </ul> <p>Interest for multiple years</p>	<p><b>Activity 1:</b>                  To find the ratio between two quantities                  Take some pebbles/buttons (say 40)                  Divide the pebbles/buttons in to two groups. Say (25, 15)                  Make 5's subgroups of each group. You will find 5 groups in 25 and 3 groups in 15 pebbles/buttons                  Thus, the ratio between 25 and 15 is 5:3</p> <p>Continue this process for some more number of pebbles/buttons by dividing them different ways to find their ratio</p> <p><b>Activity 2:</b>                  Calculation of percentage                  Discuss with your teacher/peer/group</p> <ol style="list-style-type: none"> <li>a) What is percent</li> <li>b) Why to make denominator 100 to covert it into percent</li> </ol> <p><b>Activity 3:</b>                  Calculation of profit and loss                  Appreciate students to demonstrate profit and loss in case of buying and selling                  Let one student acts and seller and others as buyer                  Further, discuss in groups, how to convert the profit or loss in to perfect</p>
------------	-------------------------	--	--	--

Week 17-18	9. Rational Numbers	<p>M705: solves problems related to daily life situations involving rational numbers.</p> <p>Introduction</p> <ul style="list-style-type: none"> <li>• Need for rational number</li> <li>• What are rational numbers?</li> <li>• Numerator and denominator</li> <li>• Positive and negative rational numbers</li> <li>• Rational numbers on a number line</li> <li>• Rational numbers in Standard form</li> <li>• Comparison of rational numbers</li> <li>• Rational numbers between two rational numbers</li> <li>• Operations on rational numbers</li> <li>• Addition</li> <li>• Additive inverse</li> <li>• Subtraction</li> <li>• Multiplication</li> <li>• Division</li> <li>• Product of reciprocals</li> </ul>	<p>Activity 1:</p> <p>Make a list of some:</p> <ol style="list-style-type: none"> <li>a) Natural numbers</li> <li>b) Whole number</li> <li>c) Integers</li> <li>d) Fractions</li> <li>e) Decimals</li> </ol> <p>These all numbers are called rational numbers. Now, ask your teacher to know more about rational number. E.g., rational numbers on the basis of decimals.</p> <p>Activity 2:</p> <p>Appreciate students to work in groups/ peers/ individually to:</p> <ol style="list-style-type: none"> <li>a) Add two rational numbers</li> <li>b) Subtract two rational numbers</li> <li>c) Multiply two rational numbers</li> <li>d) Divide rational by- Integer, rational numbers</li> </ol> <p>Activity 3: Appreciate students to work in groups/ peers/ individually to:</p> <ol style="list-style-type: none"> <li>a) Find the middle rational number between two given rational numbers by mean method</li> <li>b) Find more than one rational number between-                     <ol style="list-style-type: none"> <li>1, Two integers,</li> <li>2. Integer and rational number</li> <li>3. two rational numbers</li> </ol> </li> </ol>
------------	---------------------	---	--

<p>Week 19-20</p>	<p>10. Practical geometry</p>	<p>M716: using ruler and a pair of compasses constructs, a line parallel to a given line from a point outside it and triangles.</p>	<p>Introduction</p> <ul style="list-style-type: none"> <li>• Construction of a line parallel to a given line, through a point not on the line</li> <li>• Construction of triangles</li> <li>• Constructing a triangle when the lengths of its three sides are known (SSS criteria)</li> <li>• Constructing a triangle when the lengths of its two sides and the measure of the angle between them are known (SAS criteria)</li> <li>• Constructing a triangle when the measures of two of its angles and the length of the side included between them is given (ASA criteria)</li> </ul> <p>Constructing a Right-angled triangle when the length of one leg and its hypotenuse are given (RHS criteria)</p>	<p>Activity 1: Appreciate students to work in groups/peer/individually to construct:</p> <ol style="list-style-type: none"> <li>A line segment of given length</li> <li>A line segment parallel to another line segment</li> <li>A triangle in which all the three sides are given</li> <li>A triangle in which two sides and the angle between them is given</li> <li>A triangle in which one side and two adjacent angles are given</li> <li>A point- 1. Outside the triangle 2. Inside the triangle 3. On the triangle.</li> </ol> <p>Activity 2: Discussion time Appreciate students to discuss in groups-</p> <ol style="list-style-type: none"> <li>Why the triangles are not same where only corresponding angles are equal</li> </ol>
<p>Week 21-22</p>	<p>11. Perimeter and area</p>	<p>M717: finds out approximate area of closed shapes by using unit square grid/graph sheet. M718: calculates areas of the regions enclosed in a rectangle and a square.</p>	<p>Introduction</p> <ul style="list-style-type: none"> <li>• Area of Squares and rectangles</li> <li>• Triangles as part of rectangle</li> <li>• Area of a Parallelogram</li> <li>• Area of a triangle</li> <li>• Circles</li> <li>• Circumference of a circle</li> <li>• Area of Circle</li> <li>• Conversion of units</li> <li>• Application</li> </ul>	<p>Activity: Appreciate students to work in groups/ peers/ individually to-</p> <ol style="list-style-type: none"> <li>Measure the length of the sides of classroom</li> <li>Measure the length of the sides of the school building</li> <li>Measure the boundary of some field during a field visit (If possible)</li> <li>Use Geo-board to get the concrete concept of area and the units of area</li> <li>Use Geo-board to derive the area formula for rectangle</li> </ol> <p>Activity: Appreciate students to work in groups/ peers/ individually to derive the area formula of-</p> <ol style="list-style-type: none"> <li>Triangle</li> <li>Parallelogram</li> <li>Trapezium</li> <li>Circle</li> </ol>

<p>Week 23-24</p>	<p>12. Algebraic Expressions</p>	<p>M707: represents daily life situations in the form of a simple equation and solves it</p> <p>M708: adds/subtracts algebraic expressions</p>	<p>Introduction</p> <ul style="list-style-type: none"> <li>• How are expressions formed</li> <li>• Terms of an expression</li> <li>• Factors of term</li> <li>• Coefficients</li> <li>• Like and Unlike terms</li> <li>• Monomials, binomials, trinomials and polynomials</li> <li>• Addition and Subtraction of Algebraic Expressions</li> <li>• Adding and subtracting like terms</li> <li>• Adding and subtracting general algebraic expressions</li> <li>• Finding the value of expressions</li> <li>• Using algebraic expressions- formulas and rules</li> <li>• Perimeter Formulas</li> <li>• Area Formulas</li> <li>• Rules for number patterns</li> <li>• Some more number patterns</li> </ul> <p>Pattern in geometry</p>	<p>Activity: Appreciate students to work in groups/ peers/ individually frame algebraic expressions for the given situations;</p> <ol style="list-style-type: none"> <li>a) Sum of a numbers and 6</li> <li>b) Difference between half a number and 5</li> <li>c) The quotient of a number when divided by 6</li> <li>d) The difference between the sum and difference between the two numbers</li> </ol> <p>Activity: Appreciate students to work in groups/ peers/ individually to-</p> <ol style="list-style-type: none"> <li>a) Add two or more algebraic expressions</li> <li>b) Subtract one algebraic expression from another</li> </ol> <p>Activity: Appreciate students to discuss in groups:</p> <ol style="list-style-type: none"> <li>a) The real-life situations where algebraic expression is used</li> <li>b) The mathematical concepts where algebra helps to solve the problems.</li> </ol>
<p>Week 25</p>	<p>13. Exponents and Powers</p>	<p>M706: uses exponential form of numbers to simplify problems involving multiplication and division of large numbers.</p>	<p>Introduction</p> <ul style="list-style-type: none"> <li>• Exponents</li> <li>• Laws of exponents</li> </ul> <p>A) Basis are same powers are added/ subtracted</p> <p>B) Multiexponential Law</p> <ul style="list-style-type: none"> <li>• Decimal number System</li> <li>• Expressing large numbers in the standard form</li> </ul>	<p>Activity: Appreciate students to work in groups/ peers/ individually to discuss the following:</p> <ol style="list-style-type: none"> <li>a) Conversion of numbers into exponential form and vice-versa</li> <li>b) Need of exponential form of numbers</li> </ol>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 26</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">14. Symmetry</p>	<p>M612: demonstrates an understanding of line symmetry by: A) identifying symmetrical 2-Dimensional (2-D) shapes which are symmetrical along one or more lines B) creating symmetrical 2-D shapes.</p>	<p>Introduction</p> <ul style="list-style-type: none"> <li>• Lines of symmetry for regular polygons</li> <li>• Rotational symmetry</li> <li>• Line Symmetry and rotational symmetry</li> </ul>	<p>Activity: Appreciate students to;</p> <ol style="list-style-type: none"> <li>a) Make different geometric shape models to identify the lines of symmetry</li> <li>b) Make different geometric shape models to observe the rotational symmetry</li> <li>c) Identify the objects in their surroundings which has-             <ol style="list-style-type: none"> <li>1. Only one line of symmetry</li> <li>2. Only two lines of symmetry</li> <li>3. More than two lines of symmetry</li> <li>4. Rotational symmetry</li> <li>5. Rotational symmetry of order 4</li> <li>6. Both rotational and linear symmetry</li> </ol> </li> </ol>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 27-28</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">15. Visualising Solid Shapes</p>	<p>M814: represents 3D shapes on a plane surface such as sheet of paper, black board etc.</p>	<p>Introduction: Plane figures and solid shapes</p> <ul style="list-style-type: none"> <li>• Faces, edges and vertices</li> <li>• Nets for building 3-D shapes</li> <li>• Drawing solids on a flat surface</li> <li>• Oblique sketches</li> <li>• Isomeric sketches</li> <li>• Visualising solid objects</li> </ul> <p>Viewing different sections of a solid:</p> <ul style="list-style-type: none"> <li>• One way to view an object is by cutting or slicing</li> <li>• Another way in the shadow play</li> </ul> <p>A third way is by looking at it from certain angles to get different view</p>	<p>Activity: Encourage students to collect some 3-D shapes like box etc and open these boxes to know their edges, faces, corners etc</p> <p>Activity: Appreciate students to make the nets of:</p> <ol style="list-style-type: none"> <li>a) Cube, Cuboid</li> <li>b) Cylinder</li> <li>c) Cone</li> <li>d) Square Pyramid, Triangular pyramid</li> </ol> <p>Activity: Appreciate students to discuss in groups/ peers / individually;</p> <ol style="list-style-type: none"> <li>a) Number of faces, corners, edges in different solids</li> <li>b) Verifies Euler's relation for polyhedron's</li> </ol>

## Summative Assessment Learning Outcomes

S. No	Learning Outcome aligned	Chapter number and name	Marks
01	M712, M713	5. Lines and Angles	6
02	M715	7. Congruent Triangles	6
03	M709, M710, M711	8. Comparing quantities	6
04	M705	9. Rational Numbers	6
05	M716	10. Practical Geometry	7
06	M717, M718	11. Perimeter and Area	7
07	M612	14. Symmetry	6
08	M814	15. Visualising Solid Shapes	6
Total Marks			50

### Cognitive Level Weightage

Cognitive levels	Total Marks	% Weightage (approx.)
<p><b>CL-1: Demonstrate Knowledge and Understanding.</b></p> <p>-Exhibit memory of previously learned material by recalling facts, terms, basic concepts and answers.</p> <p>-Demonstrate understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating main ideas.</p>	18	36%
<p><b>CL-2: Application of knowledge/concept.</b></p> <p>- Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	10	20%
<p><b>CL-3: Formulate, Analyse, Evaluate and Create.</b></p> <p>- Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalisations. Present and defend opinions by making judgements about information's, validity of ideas, or quality of work based on a set of criteria.</p> <p>- Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p>	22	44%
<b>Total</b>	<b>50</b>	<b>100</b>

## Summative Assessment Blueprint

Question Format			Cognitive Levels	Total Questions	Marks
Selected Response Questions	Multiple Choice Questions (MCQs)	1 Mark	CL-1	4	4
			CL-2	1	1
			CL-3	2	2
			<b>Total</b>	<b>7</b>	<b>7</b>
	Case Based/Data Based Multiple Choice Questions (CB-MCQs)	1 Mark	CL-1	1	1
			CL-2	1	1
			CL-3	1	1
			<b>Total</b>	<b>3</b>	<b>3</b>
	Assertive – Reasoning Multiple Choice Questions (AR-MCQs)	1 Mark	CL-1	1	1
			CL-2	1	1
			CL-3	1	1
			<b>Total</b>	<b>3</b>	<b>3</b>
Constructed Response Questions	Very Short Answer Questions (VSAQs)	2 Marks	CL-1	2	4
			CL-2	2	4
			CL-3	2	4
			<b>Total</b>	<b>6</b>	<b>12</b>
	Short Answer Questions (SAQs)	3 Marks	CL-1	1	3
			CL-2	1	3
			CL-3	3	9
			<b>Total</b>	<b>5</b>	<b>15</b>
	Long Answer Questions (LAQs) with internal choice	5 Marks	CL-1	1	5
			CL-2	Nil	Nil
			CL-3	1	5
			<b>Total</b>	<b>2</b>	<b>10</b>
<b>Total Summative Assessment Marks</b>					<b>50</b>



# *Social Science*



## **SOCIAL SCIENCE CLASS 7<sup>th</sup>**

### Rationale

Social Science is a compulsory subject up to secondary stage of school education. It is an integral component of general education because it helps the learners in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. This is of crucial importance because it helps them grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation-building.

The Social Science curriculum draws its content mainly from History, Geography, Political Science and Economics. Some elements of Sociology and Commerce are also included. Together they provide a comprehensive view of society over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners to understand society from different angles and form a holistic view.

### Objectives

The main objectives of this syllabus are to:

- develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved
- make learners realize that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space
- develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development
- deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country
- help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society
- deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives
- facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity
- develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation

- promote an understanding of the issues and challenges of contemporary India- environmental, economic and social, as part of the development process
- help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community
- develop scientific temperament by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations
- develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms - cooperating with others, taking initiatives and providing leadership in solving others' problems
- develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

COURSE STRUCTURE CLASS - VII (2023-24)

S. No.	Books	Marks (In summative Assessment)
1	Our Environment	16
2	Our Pasts- II	18
3	Social And Political Life - II	16
	Total	50

## Class VII (Social Sciences)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner be provided opportunities in pairs/groups/ individually and encouraged to —</p> <ol style="list-style-type: none"> <li>1. engage with key concepts like ecosystem, atmosphere, disasters, weather, climate, climatic regions, etc., using meaningful explanations and appropriate resources</li> <li>2. discuss and share their observations and experiences regarding various aspects of the environment, e.g., components of natural and human made environments, flora and fauna in different ecosystems/ climatic regions, kinds of pollution, sources of fresh water in their surroundings, etc.</li> <li>3. explore globe and maps for identifying historical places/kingdoms, climatic regions, and other resources</li> <li>4. use diagrams/ models/visuals/audiovisual materials for understanding interior of the earth, formation of different types of landforms, movements of water in the ocean, etc.</li> <li>5. prepare models to display different types of landforms</li> <li>6. collect samples and identify different types of rocks from the vicinity</li> <li>7. participate in mock drill for earthquakes or other disasters</li> <li>8. discuss factors, both natural and human-made that cause disasters like tsunamis, floods, earthquakes, etc.</li> <li>9. discuss similarities and differences in the life of people in different climatic regions of the world, including India</li> <li>10. identify different sources of history available in books/local environment e.g., extracts from manuscripts/ maps/ illustrations/ painting/historical monuments/films, biographical dramas, tele-serials, folk dramas and interpret these to understand the time.</li> <li>11. familiarise with the emergence of new dynasties and prepare a timeline to trace important developments during this time</li> <li>12. Enact/dramatize key events of a given historical period/personality like, Razia Sultan, Akbar etc.</li> <li>13. reflect on the changes in society during medieval period and compare it with present day time</li> <li>14. prepare projects: on dynasties/kingdoms/ administrative</li> </ol>	<p>The learner:</p> <p>SST701: identifies major layers of the earth’s interior, rock types, layers of the atmosphere in a diagram.</p> <p>SST702: locates distribution and extent of different climatic regions on the world map or globe.</p> <p>SST703: explains preventive actions to be undertaken in the event of disasters, e.g., earthquake, floods, droughts.</p> <p>SST704: describes formation of landforms due to various factors.</p> <p>SST705: explains composition and structure of the atmosphere.</p> <p>SST706: describes different components of the environment and the interrelationship between them.</p> <p>SST707: analyses factors contributing to pollution in their surroundings and lists measures to prevent it.</p> <p>SST708: reasons and factors leading to diversity in flora and fauna, e.g., climate, landforms, etc.</p> <p>SST709: reflects on the factors leading to disasters and calamities.</p> <p>SST710: shows sensitivity to the need for conservation of natural resources– air, water, energy, flora and fauna</p> <p>SST711: draws interrelationship between climatic regions and life of people living in different climatic regions of the world, including India</p> <p>SST712: analyses factors that impact development of specific regions</p> <p>SST713: provides examples of sources used to study various periods in history</p> <p>SST714: relates key historical developments during medieval period occurring in one place with another.</p> <p>SST715: explains the relationship between livelihood patterns and the geographical condition of the area inhabited, e.g., tribes, nomadic pastoralists and banjaras.</p> <p>SST716: analyses socio-political and economic changes during medieval period</p> <p>SST717: analyses administrative measures and strategies for</p>

<p>reforms and architectural specialties of a period, e.g., Khaljis, Mughals etc.</p> <ol style="list-style-type: none"> <li>15. engage with factors contributing to the emergence of new religious ideas and movements through the use of poems of saints/bhajans, kirtans or qawwalis/ visits to nearby dargah/ gurudwara/ temple associated with bhakti or sufi saints and discuss the basic tenets of different religions</li> <li>16. participate in a discussion on the concepts of democracy, equality, State Government, gender, media and advertising</li> <li>17. prepare posters with drawings and pictures on the significance of the Constitution, Preamble, right to equality and struggles for equality</li> <li>18. observe assembly constituency map of State/UTs</li> <li>19. organise a mock election and youth assembly</li> <li>20. debate about the role of media</li> <li>21. perform a role play with songs and poems about issues such as equality in democracy, discrimination faced by girls etc.</li> <li>22. express views, through descriptive and critical writing, about standards of living of girls and women in rural and urban areas.</li> <li>23. make oral and written presentations about women who worked for a better society</li> <li>24. prepare newspaper collages about the work being done by the State government on select issues (e.g., health, food, agriculture, roads) and some public works undertaken by the MLA of one's own constituency</li> <li>25. do projects (solo, pair or group) about types of advertisements and create advertisements about the need to save water and energy</li> <li>26. organise awareness drives in one's own locality about sanitation, public health and road safety</li> <li>27. visit any office under the state government / UT Administration (e.g., electricity bill office) in one's own locality to observe its functioning and prepare a brief report</li> <li>28. undertake case studies and projects about local markets and shopping complexes through field visits.</li> </ol>	<p>military control adopted by different kingdoms, e.g., the Khaljis, and Tughluqs, Mughals, etc.</p> <p>SST718: draws comparisons between policies of different rulers  SST719: describes distinctive developments in style and technology used for construction of temples, tombs and mosques with examples.  SST720: analyses factors which led to the emergence of new religious ideas and movements (bhakti and sufi)  SST721: draws inferences from poetry of bhakti and sufi saints about existing social order  SST722: explains the significance of equality in democracy  SST723: distinguishes between political equality, economic equality, and social equality  SST724: interprets social, political and economic issues in one's own region with reference to the right to equality  SST725: differentiates between local government and State government.  SST726: describes the process of election to the legislative assembly  SST727: locates one's own constituency on assembly constituency map of State/UTs and names local MLA  SST728: analyses the causes and consequences of disadvantages faced by women of different sections of the society.  SST729: identifies women achievers in different fields from various regions of India  SST730: illustrates contribution of women to different fields with appropriate examples  SST731: explains the functioning of media with appropriate examples from newspapers.  SST732: creates an advertisement  SST733: differentiates between different kinds of markets  SST734: traces how goods travel through various market places.</p>
--	--

Our Environment-(Geography)				
Duration	UNIT	Learning Outcomes The learner —	Key Words	Suggested Activities
Week-1	Chapter :1 Environment	SST706: describes different components of the environment and the interrelationship between them.	Components of Environment <ul style="list-style-type: none"> <li>• Natural (Lithosphere, Hydrosphere, Atmosphere, Biosphere), Ecosystem</li> <li>• Human Environment</li> </ul>	Draw the picture of an ideal environment you would love to live in.
Week-2	Chapter: 2 Inside Our Earth	SST701: identifies major layers of the earth's interior, rock types, layers of the atmosphere in a diagram.	<ul style="list-style-type: none"> <li>• Interior of the earth</li> <li>• Rocks and minerals (Igneous, Sedimentary and Metamorphic)</li> <li>• Rock Cycle</li> </ul>	Collect pictures of some monuments and find out the type of rocks used to build them.  From the Rockmine Kit identify different rock types by their colours.
Week-3	Chapter: 3 Our Changing Earth	SST703: explains preventive actions to be undertaken in the event of disasters, e.g., earthquake, floods, droughts.  SST704: describes formation of landforms due to various factors.  SST709: reflects on the factors leading to disasters and calamities.	<ul style="list-style-type: none"> <li>• Earth Movements (Lithospheric plates, endogenic and exogenic forces, earthquakes and volcanoes)</li> <li>• Weathering and Erosion as factors of land formation</li> <li>• Work of a river ( waterfall, meanders, ox-bow lake, flood plain, delta and levees)</li> <li>• Work of :                             <ul style="list-style-type: none"> <li>○ River</li> <li>○ Sea waves</li> <li>○ Ice</li> <li>○ Wind</li> </ul> </li> </ul>	Make a drawing of landforms like Mountain range, pass, plateau, rivers, water divide, ox-bow lake, water fall, delta, etc.  Case study of the earthquake of Gaziantep Turkey, Feb. 6 – 2023 Indicating various events in the right sequence of the happenings.

Textbook: Our Pasts-II				
Week-4	Chapter No.01 Tracing changes through a Thousand Years	SST713: provides examples of sources used to study various periods in history	<ul style="list-style-type: none"> <li>• Cartography</li> <li>• Sources of History</li> <li>• Caste System ( Jatis)</li> <li>• Socio-economic and Political Changes</li> <li>• Religious Traditions</li> <li>• Periodization</li> </ul>	List the food items and beverages that were introduced in India during this period.
Week-5	Chapter No 2 New Kings and Kingdoms	SST716: analyses socio-political and economic changes during medieval period	<ul style="list-style-type: none"> <li>• Samanta System</li> <li>• New Dynasties</li> <li>• Administration in the kingdoms</li> <li>• Prashasti</li> <li>• Land Grants</li> <li>• Warfare for Wealth</li> <li>• Cholas</li> </ul>	Research the achievements of Nagabhatta
Week-6	Chapter No 3 The Delhi Sultanate	<p>SST717: analyses administrative measures and strategies for military control adopted by different kingdoms, e.g., the Khaljis, and Tughluqs, Mughals, etc.</p> <p>SST718: draws comparisons between policies of different rulers</p>	<ul style="list-style-type: none"> <li>• Delhi in historical context</li> <li>• Sultans of Delhi</li> <li>• The Circle of Justice</li> <li>• Literary Sources</li> <li>• Expansion of Delhi Sultanate</li> <li>• Administration and Consolidation under Khiljis and Turks</li> <li>• Kashmir Under the Sultans</li> <li>• ZainUlaabideen</li> </ul>	Collect the pictures of buildings, mosques, and other structures built by Delhi sultans.

Week-7	Chapter No 4 Mughal Empire	<p>SST717: analyses administrative measures and strategies for military control adopted by different kingdoms, e.g., the Khaljis, and Tughluqs, Mughals, etc.</p> <p>SST718: draws comparisons between policies of different rulers</p>	<ul style="list-style-type: none"> <li>• Military Campaigns of Mughals</li> <li>• Mughal Emperor's ( Major Campaigns and Events)</li> <li>• Mughal Retaliation with other rulers</li> <li>• Mansabdari and Jagirdari system</li> <li>• Akbar- Administrative and Religious Policies</li> </ul>	<p>Collect the pictures of all the Mughal rulers up to Aurangzeb. Write few sentences about each of them</p>
Textbook: Social and Political Life-II				
Week-8	Chapter 1 On Equality	<p>SST722: explains the significance of equality in democracy</p> <p>SST723: distinguishes between political equality, economic equality, and social equality</p>	<ul style="list-style-type: none"> <li>• Universal adult Franchise</li> <li>• Equality in Indian democracy</li> <li>• Inequality and caste system in India</li> <li>• Civil rights Movement</li> <li>• Constitution</li> </ul>	<p>1. Arrange an activity in the classroom to prepare posters with drawings and pictures on the significance of the equality, Constitution etc.</p>
Week-9	Chapter: 9 Struggles for Equality	<p>SST728: Analyses the causes and consequences of disadvantages faced by women of different sections of the society.</p> <p>SST724: interprets social, political and economic issues in one's own region with reference to the right to equality</p>	<ul style="list-style-type: none"> <li>• Struggles for equality</li> <li>• Social advertisement</li> <li>• Constitution as a living document</li> <li>• Sustainable Development Goal</li> </ul>	<p>Do an activity to prepare posters with pictures on the significance of the 'Struggles for equality' by women.</p>



Week-10	Chapter: 3 How the state Government Works	SST726: describes the process of election to the legislative assembly SST727: locates one's own constituency on assembly constituency map of State/UTs and names local MLA	<ul style="list-style-type: none"> <li>• Constituency</li> <li>• Legislative Assembly and role of MLA</li> <li>• Majority and opposition</li> <li>• Press Conference</li> <li>• Public meeting</li> </ul>	Organize a mock election and youth assembly and set their manifesto on issues related to sanitation and Drainage System of your school.
Week-11	Chapter 2 Role of Govt. in Health	SST722: explains the significance of equality in democracy  SST724:interprets social, political and economic issues in one's own region with reference to the right to equality	<ul style="list-style-type: none"> <li>• Health</li> <li>• Healthcare and equality</li> <li>• Healthcare in India</li> <li>• Medical tourists</li> <li>• Public and Private health services</li> <li>• The Costa Rican approach</li> <li>• The Kerala experience</li> <li>• Communicable diseases</li> <li>• OPD</li> </ul>	Organize awareness drive in the local community regarding public health and sanitation.
Week-12	Chapter: 10 Structures of the Governance in J&K and Ladakh	SST726: describes the process of election to the legislative assembly  SST727: Locates one's own constituency on assembly constituency map of State/UTs and names local MLA.	<ul style="list-style-type: none"> <li>• Administrative structure of the Govt.</li> <li>• Lieutenant Governor</li> <li>• PMSSS</li> <li>• UDAAN</li> <li>• J&amp;K Reorganization Act,2019</li> </ul>	Do an activity in the classroom to observe assembly constituency map of UT of J&K and place it on the wall of your classroom.

Textbook: Our Environment-II																			
Week-13	Chapter: 4 Air	<p>SST705: explains composition and structure of the atmosphere.</p> <p>SST702: locates distribution and extent of different climatic regions on the world map or globe.</p>	<ul style="list-style-type: none"> <li>• Composition of Atmosphere</li> <li>• Structure of the Atmosphere (Troposphere, Stratosphere, Mesosphere, Thermosphere, Exosphere)</li> <li>• Weather and Climate</li> <li>• Temperature</li> <li>• Air pressure</li> <li>• Wind (permanent winds, seasonal winds, local winds)</li> <li>• Cyclone</li> </ul>	<p>Make a weather calendar for one week using pictures or symbols to show different types of weather</p>															
Week-14	Chapter: 5 Water	<p>SST703: explains preventive actions to be undertaken in the event of disasters, e.g., earthquake, floods, droughts, tsunami etc.</p> <p>SST709: reflects on the factors leading to disasters and calamities.</p>	<ul style="list-style-type: none"> <li>• Water Cycle</li> <li>• Distribution of water bodies</li> <li>• Ocean Circulation waves, tsunami, tides)</li> <li>• Ocean Currents</li> </ul>	<p>On an outline map of the world locate major seas, lakes and rivers</p>															
Week-15	Chapter:9 Jammu &Kashmir Life and People	<p>SST708: reasons and factors leading to diversity in flora and fauna, e.g., climate, landforms, etc.</p>	<ul style="list-style-type: none"> <li>• Kashmir Region (People, Flora and Fauna, Agriculture)</li> <li>• Jammu Region (People, Flora and Fauna, Agriculture)</li> </ul>	<p>Fill in the blank boxes</p> <table border="1"> <thead> <tr> <th></th> <th>Kashmir region</th> <th>Jammu region</th> </tr> </thead> <tbody> <tr> <td>Flora</td> <td></td> <td></td> </tr> <tr> <td>Fauna</td> <td></td> <td></td> </tr> <tr> <td>Crops</td> <td></td> <td></td> </tr> <tr> <td>Staple food</td> <td></td> <td></td> </tr> </tbody> </table>		Kashmir region	Jammu region	Flora			Fauna			Crops			Staple food		
	Kashmir region	Jammu region																	
Flora																			
Fauna																			
Crops																			
Staple food																			

Our Pasts-II				
Week-16	Chapter: 5 Rulers and Buildings	SST719: describes distinctive developments in style and technology used for construction of temples, tombs and mosques with examples.	<ul style="list-style-type: none"> <li>• Art and Architecture under Sultans</li> <li>• Engineering skills and Construction</li> <li>• Gardens, Tombs and Forts</li> <li>• Synthesis of Art and Architecture</li> </ul>	Make a list of monasteries built in Ladakh during the Medieval period.
Week-17	Chapter: 6 Towns, Traders and Craftspersons	SST712: analyses factors that impact development of specific regions	<ul style="list-style-type: none"> <li>• Administrative Centres</li> <li>• Temple Towns and Pilgrimage Centres</li> <li>• Crafts in Towns</li> <li>• Hampi, Masulipatnam and Surat</li> <li>• New Towns and Traders</li> </ul>	Research the factors responsible for the development of Hampi and Surat as important town.
Week-18	Chapter: 7 Tribes, Nomads and Settled Communities	SST715: explains the relationship between livelihood patterns and the geographical condition of the area inhabited, e.g., tribes, nomadic pastoralists and banjaras.	<ul style="list-style-type: none"> <li>• Tribal Societies</li> <li>• Nomadic Pastoralists</li> <li>• New castes and Hierarchies</li> <li>• Gonds</li> <li>• Ahoms</li> <li>• Gujjars and Bakerwals</li> </ul>	<p>1. On an outline map of India, Locate the following: Ahoms Gonds Mundas Santhal</p> <p>2. Make a list of towns in your district and classify them as Administrative centres or temple/Pilgrim centres.</p>

Social and Political Life-II				
Week-19	Chapter: 4 Growing up as Boys and Girls	SST728: Analyses the causes and consequences of disadvantages faced by women of different sections of the society.	<ul style="list-style-type: none"> <li>• Women’s work and equality</li> <li>• Identity</li> <li>• Double Burden</li> <li>• Care-giving</li> <li>• De-valued</li> <li>• Valuing Housework</li> <li>• Lives of domestic workers</li> </ul>	Organize a Programmee in your school to perform a role play with songs and poems about issues such as discrimination faced by women in our society etc.
Week-20	Chapter: 5 Women change the world	SST728: Analyses the causes and consequences of disadvantages faced by women of different sections of the society. SST729: identifies women achievers in different fields from various regions of India SST730: illustrates contribution of women to different fields with appropriate examples	<ul style="list-style-type: none"> <li>• Sexual harassment</li> <li>• women’s movement</li> <li>• Stereotype</li> <li>• Breaking Stereotype</li> <li>• Discrimination</li> <li>• Violence</li> </ul>	Arrange a virtual session and aware students about women achievers in different fields from various regions of India, who worked for a better India.

Our Environment (Geography)				
Week-21	Chapter: 6 Natural Vegetation and Wild Life	<p>SST710: shows sensitivity to the need for conservation of natural resources– air, water, energy, flora and fauna</p> <p>SST708: reasons and factors leading to diversity in flora and fauna, e.g., climate, landforms, etc.</p>	<ul style="list-style-type: none"> <li>• Forests (tropical evergreen, tropical deciduous, temperate evergreen, temperate deciduous, Mediterranean vegetation, coniferous)</li> <li>• Grasslands ( tropical grasslands, temperate grasslands, thorny bushes)</li> </ul>	<ol style="list-style-type: none"> <li>1. Collect pictures and photographs of forests and grasslands of different parts of world. Write one sentence below each picture</li> <li>2. Make a collage of rainforest, grassland and coniferous forests.</li> </ol>
Week-22	Chapter:7 Human Environment- Settlement, Transport and Communication	SST712: analyses factors that impact development of specific regions	<ul style="list-style-type: none"> <li>• Settlements (permanent, temporary)</li> <li>• Means of Transport (roadways, railways, waterways, airways)</li> <li>• Communication( mass media)</li> </ul>	<p>Conduct a survey in your locality and find out how people commute to their respective workplaces using</p> <ol style="list-style-type: none"> <li>1. More than two modes of transport</li> <li>2. More than three modes of transport</li> <li>3. Stay within walking distance</li> </ol>
	Chapter:8 Human Environment Interactions The Tropical and the Subtropical Region	<p>SST708: reasons and factors leading to diversity in flora and fauna, e.g., climate, landforms, etc.</p> <p>SST702: locates distribution and extent of different climatic regions on the world map or globe.</p>	<ul style="list-style-type: none"> <li>• Life in the Amazon Basin- climate rainforests, people of the rainforests</li> <li>• Life in the Ganga Brahmaputra Basin</li> </ul>	<ol style="list-style-type: none"> <li>1. In an outline map of Indian sub- continent, draw the rivers Ganga And Brahmaputra from the source to mouth</li> <li>2. On an outline map of the world mark the countries through which equator passes.</li> </ol>
Week-23	Chapter:9 Life in the Deserts	<p>SST708: reasons and factors leading to diversity in flora and fauna, e.g., climate, landforms, etc.</p> <p>SST711: draws interrelationship between climatic regions and life of people living in different climatic regions of the world, including India</p>	<ul style="list-style-type: none"> <li>• Sahara Desert (climate, flora and fauna, people)</li> <li>• Cold Desert Ladakh (climate, flora and fauna, people)</li> </ul>	<ol style="list-style-type: none"> <li>1. On an outline map of the world mark the Sahara desert and any four countries around it.</li> <li>2. On an outline map of India mark the Karakoram range, Zaskar range, Ladakh, Zojila, Siachin Glacier etc.</li> </ol>

Our Pasts –II				
Week-24	Chapter No 8 Devotional Paths to The Divine	<p>SST720: analyses factors which led to the emergence of new religious ideas and movements (bhakti and sufi)</p> <p>SST721: draws inferences from poetry of bhakti and Sufi saints about existing social order</p>	<ul style="list-style-type: none"> <li>• Idea of Supreme God</li> <li>• Bhakti in South – Nayanars and Alvars</li> <li>• Islam and Sufism</li> <li>• Communal Harmony</li> <li>• Buddhism in Ladakh</li> <li>• New Religious Development in North India- Kabir and Guru Nanak</li> </ul>	Recite the song “Beyond the Rana’s palace” in your class group.
Week-25	Chapter No 9 Making of Regional Cultures	SST714: relates key historical developments during medieval period occurring in one place with another.	<ul style="list-style-type: none"> <li>• Cheras and Development of Malayalam</li> <li>• Sculptures and Manuscripts</li> <li>• The Story ofKathak</li> <li>• Painting for Patrons: The Tradition of Miniatures</li> <li>• Growth of Regional Language – Bengal</li> <li>• Development of Literature</li> <li>• Fish as Food</li> </ul>	Collect and name the pictures of some Kathak dancers.

Week-26	Chapter No 10 Eighteenth Century Political Formations	SST714: relates key historical developments during medieval period occurring in one place with another.	<ul style="list-style-type: none"> <li>• Later Mughals</li> <li>• Emergence of New States (Hyderabad, Bengal &amp; Awad)</li> <li>• The watan Jagirs of Rajputs</li> <li>• Seizing Independence (Sikhs, Marathas and Jats)</li> <li>• Rise of Jammu Kingdom</li> <li>• Ladakh in the beginning of 18<sup>th</sup> Century</li> </ul>	Imagine you are a ruler of an 18 <sup>th</sup> century kingdom. Tell us about the steps you would take to make your position strong in your province.
Social and Political life - II				
Week-27	Chapter: 6 Understanding Media	SST731: Explains the functioning of media with appropriate examples from newspapers. SST732: creates an advertisement	<ul style="list-style-type: none"> <li>• Media and technology</li> <li>• Media and democracy</li> <li>• Broadcast</li> <li>• Public protest</li> <li>• censorship</li> </ul>	Do an activity to prepare newspaper collages by taking opinions from students about the work being done by the UT government on the issue of student's rights.
Week-28	Chapter: 7 Markets around us	SST733: differentiates between different kinds of markets  SST734: traces how goods travel through various market places.	<ul style="list-style-type: none"> <li>• Markets around us</li> <li>• Weekly markets</li> <li>• Mall and shopping complexes</li> <li>• Chain of Markets</li> </ul>	Guide students to do a group project about the need to boycott polythene bags available in the markets.
	Chapter: 8 A shirt in the Market	SST734: Traces how goods travel through various market places.	<ul style="list-style-type: none"> <li>• Export and Exporter</li> <li>• Markets and equality</li> <li>• Profit</li> <li>• Ginning Mill</li> </ul>	Visit to the local market and interact with different shopkeepers regarding various transactions of the market

## Class – VII Summative Assessment Content

S. No.	Text Book	Chapter Number	Chapter Title	Marks in Summative Assessment
1	Our Environment	3	Our Changing Earth	03
2		5	Water	03
3		8	Human Environment Interactions The Tropical and the Sub-tropical Region	05
4		9	Life in The Deserts	03
5		10	Jammu & Kashmir- Life and People	02
6	Our Past – II	3	The Delhi Sultans	04
7		4	The Mughal Empire	04
8		5	Rulers and Buildings	03
9		8	Devotional Paths To The Divine	04
10		10	Eighteenth Century Political Formations	03
11	Social And Political Life – II	1	On Equality	04
12		2	Role Of Government in Health	03
13		3	How The State Government Works	03
14		6	Understanding Media	04
15		10	Structures of The Governance in J&K and Ladakh	02
TOTAL				50

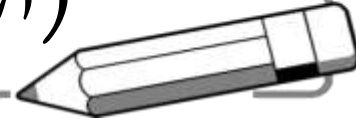


Time – 2.5 Hours			Maximum Marks - 50
Serial Number	Cognitive Level	Total Marks	Percentage
1	CL-1: Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	18	36
2	CL-2: Applying and Maps: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way (Maps will be from all the three books)	10	20
3	CL-3: Formulating, Analyzing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	22	44
TOTAL		50	100%

QUESTION PAPER DESIGN CLASS VII (2023-24)

Question Format			Cognitive Levels	Total Questions	Marks
Selected Response Questions	Multiple Choice Questions (MCQs)	1 Mark	CL-1	4	4
			CL-2	Nil	Nil
			CL-3	3	3
			<b>Total</b>	<b>7</b>	<b>7</b>
	Case Based/Data Based Multiple Choice Questions (CB-MCQs)	1 Mark	CL-1	1	1
			CL-2	1	1
			CL-3	1	1
			<b>Total</b>	<b>3</b>	<b>3</b>
	Assertive – Reasoning Multiple Choice Questions (AR-MCQs)	1 Mark	CL-1	Nil	Nil
			CL-2	2	2
			CL-3	1	1
			<b>Total</b>	<b>3</b>	<b>3</b>
Constructed Response Questions	Very Short Answer Questions (VSAQs)	2 Marks	CL-1	2	4
			CL-2	1	2
			CL-3	3	6
			<b>Total</b>	<b>6</b>	<b>12</b>
	Short Answer Questions (SAQs)	3 Marks	CL-1	3	9
			CL-2	Nil	Nil
			CL-3	2	6
			<b>Total</b>	<b>5</b>	<b>15</b>
	Long Answer Questions (LAQs) with internal choice	5 Marks	CL-1		
			CL-2	1	5
			CL-3	1	5
			<b>Total</b>	<b>2</b>	<b>10</b>
Total Summative Assessment Marks					50

Urdu (اُردو)



## سالانہ ایکڈمک کلینڈر / سلیبس — 2023-2024

زبان : اردو

جماعت : ساتویں

### تعارف

چھٹی سے آٹھویں جماعت تک کے بچے ذہنی اور جسمانی طور پر کافی حساس ہوتے ہیں۔ اس نئے دور میں اسکول، کلاس اور استاد کا مثبت رویہ بچوں کے تجسس کو صحت مند سمت دے سکتا ہے تاکہ ایک حساس فرد کی شکل میں اس کی ذہنی نشوونما ہو سکے۔ اس کے لئے ضروری ہے کہ وہ جماعت کے ساتھ جذباتی اور ذہنی طور پر وابستگی محسوس کریں۔ جمالیاتی حس اور ذوق جمال کو ابھارنے اور سماجی و سیاسی ماحول کو سمجھنے میں یہ دور خاصا اہم ہے۔ کیونکہ اس دور میں کئی اقسام کے ذوق کے بیج پھوٹتے ہیں۔ چاہے وہ زبان کا حسن ہو یا ماحول کا، کوئی چیز خوب صورت ہے تو کیوں ہے! اگر کوئی چیز تحریر یا فلم اچھی ہے تو وہ کون سے عوامل ہیں جو اس کو اچھا بناتے ہیں؟ ان کے بارے میں صاف، صحت مند اور واضح تصورات کا ہونا بے حد ضروری ہے۔

ابتدائی کلاسوں میں سمجھ کر پڑھنے کی صلاحیت پیدا کرنے کے بعد طلباء اس سطح پر پڑھتے وقت کسی تحریر کے ساتھ جذباتی طور پر جڑ جاتے ہیں۔ کسی نئی تحریر یا نئی کتاب کی طرف متوجہ ہونے اور اس میں موجود مواد کو پڑھنے کا تجسس ان میں پیدا ہوتا ہے۔ اس سطح پر طلباء کو یہ بات معلوم ہوتی ہے کہ اخبار میں کیا چھپتا ہے۔ اس میں کسی خبر، مضمون یا کہی گئی بات میں کیا مفہوم یا معنی پوشیدہ ہے۔ یہاں یہ کوشش ہونی چاہیے کہ طلباء لکھنے والے کی سوچ اور اس کے سرکار وغیرہ کو پہچان سکیں۔ اس دور میں طلباء اور طالبات خود اعتمادی کے ساتھ کسی زبان، فرد، چیز، مقام اور تحریر وغیرہ کا تجزیہ اور تشریح کرنے کے اہل ہو جاتے ہیں۔

## آموزشی ماحصل

- URD701** طلباء اردو کے علاوہ آس پاس کے ماحول میں بولی جانے والی زبان کو سن کر سمجھتے ہیں۔
- URD702** کہانیوں اور نظموں کو سمجھ کر اپنی رائے ظاہر کرتے ہیں۔
- URD703** ریڈیو، ٹی وی، اخبارات کو پڑھ کر ان سے متعلق تجزیہ کرتے ہیں۔
- URD704** کسی تحریر اور تقریر کا خلاصہ اپنی زبان میں بیان کرتے ہیں۔
- URD705** کسی بھی نظم اور کہانی کو اداکاری کے ساتھ پیش کرتے ہیں۔
- URD706** ڈرامائی مکالمات صحیح تلفظ اور مہارت کے ساتھ ادا کرتے ہیں۔

- URD707** اپنی بات کو کھل کر اور وضاحت سے بیان کرتے ہیں۔
- URD708** اپنے خیالات اور تجربے کا اظہار تحریری صورت میں کرتے ہیں۔
- URD709** ماحول کے تئیں حساس اور بیدار ہیں۔
- URD710** درسی کتابوں کے علاوہ غیر درسی کتابوں کا مطالعہ کرتے ہیں۔
- URD711** زبان کو قواعد کے اصولوں کے تحت سمجھتے اور تحریر کرتے ہیں۔
- URD712** طلباء لغت کا استعمال کرتے ہیں۔
- URD713** نظم کو ترنم کے ساتھ پڑھتے ہیں۔

## نصابی توقعات

- ❖ سننے، بولنے، پڑھنے اور لکھنے کی مہارتوں پر خصوصی توجہ دینا۔
- ❖ التجا، شکر، معذرت وغیرہ میں استعمال میں آنے والے لب و لہجے کو سمجھنے کی صلاحیت پیدا کرنا۔
- ❖ بات چیت کرتے وقت موقع و محل کی مناسبت سے زبان او مناسب لب و لہجہ اختیار کرنا جس سے کہ ان کے ذخیرہ الفاظ میں مزید اضافہ ہو۔

- ❖ نصاب میں شامل اسباق کی فنی اور ادبی خوبیوں اور قدروں سے طلباء کا روشناس ہونا۔
- ❖ قواعد کے بنیادی اصولوں کو سمجھنا اور زبان کی ساخت کا انہیں علم ہونا۔
- ❖ درسی کتابوں کے علاوہ دوسری کتابوں کے مطالعے کی عادت کا بھی اجاگر ہونا۔
- ❖ لغت کے استعمال کے طریقے سے واقف ہونا۔
- ❖ ریڈیو، ٹیلی ویژن وغیرہ پر نشر ہونے والی تقاریر اور مباحثوں کو سمجھنا۔

## سکھنے کے طریقے اور ماحول

- ❖ طلبا کو اپنے دوستوں اور ہم جولیوں کے مختلف تجربات مثلاً ان کے سفر کے مشاہدے اور اس سے حاصل کردہ تجربات کو سننے اور سنانے کے مواقع اور آزادی بھی دی جائے۔
- ❖ اخبارات، میگزین، ریڈیو، ٹی وی اور دوسرے سمعی اور بصری اشیا کے لیے ماحول فراہم کیا جائے۔ سنی ہوئی کہانیوں، نظموں، خبروں اور ریڈیو ٹی وی کے پروگراموں سے متعلق اپنی رائے کو اپنے انداز میں کہنے کی آزادی دی جائے۔ مثلاً پسندیدہ سیریل، اور ٹی وی اور ریڈیو پروگرام سے متعلق انہیں بولنے کے مواقع فراہم ہوں۔ علاوہ اس کے مواد بریل رسم خط میں بھی دست یاب ہوتا کہ مخصوص صلاحیت والے طلبا بھی استفادہ کر سکیں۔
- ❖ مختلف مواقع مثلاً کسی کی تقریر کو پڑھنا، کسی واقعے کو اپنے انداز سے پڑھنا، ارد گرد ہونے والے سماجی مسائل سے تعلق رکھنے والی خبروں کو سمجھ کر پڑھنا اور اس پر گفتگو کرانا تاکہ طلبا کی جھجک دور ہو سکے۔ کسی اخبار کی خبر، میگزین کی کوئی عبارت، شعری اقتباس یا کہانی پڑھنے اور اس پر بحث کرنے کی آزادی دی جائے۔
- ❖ اردو میں لکھنے کے مواقع اور ماحول فراہم کیے جائیں۔ تاکہ کسی لکھی پڑھی گئی کہانی پر تحریری اظہار ممکن ہو سکے۔
- ❖ ریڈیو، ٹی وی کے کسی پروگرام کے متعلق اپنی رائے لکھنے کے مواقع بھی مہیا کیے جائیں۔
- ❖ نظم اور کہانی کا خلاصہ لکھوانے کے لیے مواقع فراہم کیے جائیں اور لفظوں کی ادائیگی صحیح طریقے سے یعنی تلفظ کی مشق کے لیے بھی کچھ سرگرمی کروائی جائے۔ جن سے ان لفظوں کو صحیح طور پر ادا کرنے کا موقع بار بار مہیا ہو سکے مثلاً، غ، ش، ق، سے شروع ہونے والے لفظوں کا تلفظ نہ صرف ادا کروایا جائے بلکہ انہیں لکھوایا بھی جائے

موضوع	دورانیہ	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 1	1 ہفتہ	<u>URD713</u> نظم کو ترنم کے ساتھ پڑھتے ہیں۔	☆ لب و لہجہ کو سمجھنے کی مہارت	☆ استاد کسی بھی منظوم کلام کو پیش کر کے طلباء کو نظم کی طرف راغب کریں۔
<u>ترانہ وحدت</u>		<u>URD705</u> کسی بھی نظم کو اداکاری کے ساتھ پیش کرتے ہیں۔	☆ تخلیقی صلاحیت	☆ اساتذہ طلباء کے سامنے نظم درست تلفظ، لب و لہجہ اور روانی کے ساتھ پیش کریں گے۔ اس کے بعد کسی خوش لحن بچے کو سامنے لا کر نظم کی قرات کروائیں گے۔
صفحہ نمبر 07		<u>URD707</u> اپنی بات کو کھل کر وضاحت سے بیان کرتے ہیں۔	☆ اظہار رائے	☆ اساتذہ طلباء کو خدا کی تخلیق کردہ مختلف اشیاء کی شکلیں یا ویڈیوز دکھا کر ان کے بارے میں تقریری مباحثہ کرائیں۔
		<u>URD711</u> زبان کو قواعد کے تحت سمجھتے اور تحریر کرتے ہیں۔	☆ لکھنے کی صلاحیت	☆ اساتذہ طلباء کو دکھائے گئے ویڈیوز یا شکلوں کے بارے میں چند جملے لکھوائیں۔
				☆ اساتذہ طلباء سے نظم میں قافیہ اور ردیف کی پہچان کرا کے الگ الگ لکھنے کو کہیں۔

موضوع	دورانیہ	آموزشی ماحصل / جزآموزشی ماحصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 2	2 ہفتہ اور 3 ہفتہ	<u>URD701</u> طلبا اردو کے علاوہ آس پاس کے ماحول میں بولی جانے والی زبان کو سن کر سمجھتے ہیں۔	☆ سننے اور سمجھنے کی صلاحیت	☆ استاد طلبا کو کمرہ جماعت سے باہر نکال کر ماحول اور انسانی زندگی کے بارے میں جانکاری دیں۔
<u>ماحولیاتی توازن:</u> <u>کیوں؟ اور کیسے</u>	صفحہ نمبر 11	<u>URD703</u> اخبارات کو پڑھ کر ان کے متعلق تجزیہ کرتے ہیں۔	☆ نثر اور نظم میں فرق	☆ اساتذہ طلبا کو اخبارات، ویڈیوز وغیرہ ماحول کے متعلق مزید جانکاری حاصل کرنے کو کہیں۔
<u>URD709</u>		ماحول کے تئیں حساس اور بیدار ہیں۔	☆ تخلیقی صلاحیت	☆ اساتذہ طلبا کو مختلف عنوانات دے کر ان پر لکھنے کی مشق کروائیں گے۔ جیسے جنگلات، پانی، آلودگی وغیرہ
<u>URD711</u>		زبان کو قواعد کے تحت سمجھتے اور تحریر کرتے ہیں۔	☆ ماحول سے واقفیت  ☆ قواعد کی بنیادی اصولوں کو سمجھنا	☆ اسم مکبر اور اسم تصغیر کی مشق



موضوع	دورانیہ	آموزشی ماحصل / جز: آموزشی ماحصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 3	4 ہفتہ اور 5 ہفتہ	<u>URD701</u> طلباء اردو کے علاوہ آس پاس کے ماحول میں بولی جانے والی زبان کو سن کر سمجھتے ہیں۔	☆ سننے اور سمجھنے کی صلاحیت	☆ اساتذہ طلبا کو اپنے اپنے مذہبی رہنماؤں کے بارے میں چند سوالات پوچھیں۔
<u>اخلاق نبوی صلی اللہ علیہ وسلم</u> صفحہ نمبر 20		<u>URD704</u> کسی تحریر کا خلاصہ اپنی زبان میں بیان کرتے ہیں۔	☆ تخلیقی صلاحیت	☆ اساتذہ طلبا کو مشق دیکر کسی بھی سیرتی واقع کو قلمبند کرنے کو کہیں۔
<u>URD707</u>		اپنی بات کو کھل کر وضاحت کے ساتھ بیان کرتے ہیں۔	☆ لکھنے کی صلاحیت اور ذخیرہ الفاظ	☆ اساتذہ طلبا کو نئے الفاظ اور جملوں کی ساخت کی مشق کرائیں ☆ اساتذہ طلبا کو واحد جمع اور ضد اضداد کی مشق کروائیں۔
<u>URD710</u>		درسی کتابوں کے علاوہ غیر درسی کتابوں کا مطالعہ کرتے ہیں۔	☆ کتب بینی کا شوق	☆ اساتذہ طلبا کو سیرتی کانفرنس کے لئے بچوں کو تیار کریں۔
<u>URD711</u>		قواعد کے اصولوں کے تحت زبان کو سمجھتے اور تحریر کرتے ہیں۔	☆ قواعد کے بنیادی اصولوں کو سمجھنا	☆ حضور صلی اللہ وسلم (رحمت اللعالمین) بن کر آئے ہیں اس مضمون پر طلبا سے ایک تقریری مقابلہ کرائیں۔

موضوع	دورانیہ	آموزشی ماحصل / جز: آموزشی ماحصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 4	6 ہفتہ	<u>URD702</u> نظم کو سمجھ کر اپنی رائے ظاہر کرتے ہیں۔	☆ بولنے کی صلاحیت	☆ استاد طلبا کو حمد اور نعت کے فرق کو واضح کر کے مثالوں سے سمجھائیں۔
<u>نعت</u>		<u>URD713</u> نظم کو ترنم کے ساتھ پڑھتے ہیں۔	☆ لب و لہجہ اور موزونیت	☆ اساتذہ لب و لہجہ، ترنم اور خوش لحن کے ساتھ نعت شریف بلند آواز میں پڑھیں یا کسی خوش لحن بچے سے پڑھوائیں۔
صفحہ نمبر 29		<u>URD710</u> درسی کتابوں کے علاوہ غیر درسی کتابوں کا مطالعہ کرتے ہیں۔	☆ مطالعہ بنی	☆ اساتذہ طلبا کو "مقابلہ نعت" کے لئے تیار کریں۔
		<u>URD704</u> کسی تحریر کا خلاصہ اپنی زبان میں بیان کر سکتے ہیں۔	☆ تخلیقی قوت	☆ اساتذہ طلبا کو اس نعت کا خلاصہ نثر میں لکھوائیں۔

موضوع	دورانیہ	آموزشی ماحصل / جز: آموزشی ماحصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 5	ہفتہ 7	<u>URD701</u> کہانیوں کو سمجھ کر اپنی رائے ظاہر کرتے ہیں۔	☆ سمجھنے کی صلاحیت	☆ اساتذہ طلبا کو کوئی بھی نصیحت آموز حکایت سنائیں۔
<u>بھلے اور بُرے کی پہچان</u> صفحہ نمبر 33		<u>URD703</u> ریڈیو، ٹی وی، اخبارات کو پڑھ کر ان کے متعلق تجزیہ کرتے ہیں۔	☆ تخلیقی صلاحیت	☆ اساتذہ طلبا کو ویڈیوز، تصاویر دکھا کر بُرے اور بھلے کی پہچان پر ایک مباحثہ کروائیں۔
<u>URD707</u>		اپنی بات کو کھل کر وضاحت کے ساتھ بیان کرتے ہیں۔	☆ لب و لہجہ اور بولنے کی صلاحیت	☆ اساتذہ طلبا سے اس کہانی کو پڑھ کر اس کا خلاصہ اپنے الفاظ میں لکھ کر لانے کو کہیں۔
<u>URD712</u>		طلبا لغت کا استعمال کرتے ہیں۔	☆ ذخیرہ الفاظ	☆ اساتذہ متضاد الفاظ کی مشق کروائیں گے۔ اور نئے الفاظ کو جملوں میں استعمال کروائیں۔

موضوع	دورانیہ	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 6	ہفتہ 8 اور	<u>URD702</u> کہانیوں کو سمجھ کر اپنی رائے ظاہر کرتے ہیں۔	☆ سننے اور سمجھنے کی صلاحیت	☆ استاد مختلف مذاہب کا مختصر تعارف پیش کریں۔
<u>شری رام چند جی</u> صفحہ نمبر 37	ہفتہ 9	<u>URD705</u> کسی بھی تحریر کا خلاصہ اپنی زبان میں بیان کرتے ہیں۔	☆ تخلیقی صلاحیت	☆ اساتذہ طلبا کو نثر پڑھانے کے بعد عبارت کا سلیس اپنے لفظوں میں لکھنے کو کہیں۔
<u>URD707</u>		اپنی بات کو کھل کر وضاحت کے ساتھ بیان کرتے ہیں۔	☆ بولنے کی صلاحیت	☆ اساتذہ مختلف تہواروں کے بارے میں جانکاری دیکر ان پر بچوں سے مباحثہ کروائیں گے اور تہواروں کے متعلق لکھوائیں۔
<u>URD710</u>		درسی کتابوں کے علاوہ غیر درسی کتابوں کا مطالعہ کرتے ہیں۔	☆ کتب بینی کی اہمیت	☆ اساتذہ طلبا کو نجی اور دفتری خطوط لکھوائیں۔
<u>URD711</u>		زبان کو قواعد کے اصولوں کے تحت سمجھتے اور تحریر کرتے ہیں۔	☆ خطوط نگاری	

موضوع	دورانیہ	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 7	10 ہفتہ	<u>URD702</u> نظموں کو سمجھ کر اپنی رائے ظاہر کرتے ہیں۔	☆ لب و لہجہ کو سمجھنے کی مہارت	☆ اساتذہ طلبا کو قلم کی اہمیت اور طاقت کے بارے میں جانکاری فراہم کریں۔
قلم		<u>URD705</u> کسی بھی نظم کو ادکاری کے ساتھ پیش کرتے ہیں۔	☆ نثر اور نظم میں فرق	☆ اساتذہ نظم "قلم" کو مناسب لب و لہجہ ترنم اور صحیح تلفظ کے ساتھ طلبا کے ساتھ سامنے پیش کریں۔
صفحہ نمبر 42		<u>URD708</u> اپنے خیالات اور تجربے کا اظہار تحریری صورت میں کرتے ہیں۔	☆ تخلیقی صلاحیت اور ذخیرہ الفاظ	☆ اساتذہ طلبا سے قلم کی اہمیت کے بارے میں پندرہ جملے لکھوائیں۔
		<u>URD712</u> طلبا کا استعمال کرتے ہیں۔	☆ لغت کا استعمال	☆ اساتذہ منتخب الفاظ دیکر طلبا سے شعر بنانے کو کہیں۔

موضوع	دورانیہ	آموزشی ماحصل / جزآموزشی ماحصل	کلیدی صلاحیتیں	مجوزہ سرگرمیاں
سبق نمبر 8	11 ہفتہ	<u>URD701</u> طلبا اردو کے علاوہ آس پاس کے ماحول میں بولی جانے والی زبان کو سن کر سمجھتے ہیں۔	☆ سننے اور سمجھنے کی صلاحیت۔	☆ اساتذہ مناسب لب و لہجے کے ساتھ بلند خوانی کریں گے تاکہ بچوں کا تلفظ درست ہوگا۔
صفحہ نمبر 47	اور 12 ہفتہ	<u>URD707</u> اپنی بات کو کھل کر وضاحت کے ساتھ بیان کرتے ہیں۔	☆ پڑھنے اور لکھنے کی مہارت۔	☆ اساتذہ طلباء سے شاہ ہمدان کے مختلف کارناموں کے بارے میں ایک مباحثہ کروائیں گے۔
<u>URD708</u>		اپنے خیالات اور تجربے کے اظہار تحریری صورت میں کرتے ہیں۔	☆ تخلیقی قوت۔	☆ اساتذہ طلباء کو مضامین لکھنے کے ہنر سکھائیں گے جیسے تمہید، نفس مضمون، خاتمہ۔
<u>URD710</u> کا مطالعہ		درسی کتابوں کے علاوہ غیر درسی کتابوں کرتے ہیں۔	☆ لغت کا استعمال اور کتب بینی۔	☆ اساتذہ طلباء کی مدد سے ایک سرگرمی انجام دیں گے جس میں چارٹ پر طلباء کو موقع دیا جائے گا کہ وہ ایک مذہبی رہنما یا سیاسی رہنما کا نام لکھیں۔

موضوع	دورانیہ	آموزشی ماحصل / جزآموزشی ماحصل	کلیدی صلاحیتیں	مجوزہ سرگرمیاں
سبق نمبر 9 <u>ڈاک کا نوکھا</u> <u>فلکٹ</u>	ہفتہ 13	<u>URD702</u> کہانیوں کو سمجھ کر اپنی رائے ظاہر کرتے ہیں۔	☆ سمجھنے اور بولنے کی صلاحیت۔	☆ اساتذہ طلبا کو ڈاک خانے دکھائیں۔ ممکن ہو تو ڈاک خانے کا ویڈیو دکھائیں۔
صفحہ نمبر 52		<u>URD703</u> ریڈیو، ٹی وی اور اخبارات کو پڑھ کر ان کے متعلق تجزیہ کرتے ہیں۔	☆ اظہار رائے اور تخلیقی قوت۔	☆ اساتذہ طلبا کو آر پورٹ، ریلوے اسٹیشن اور بس اسٹینڈ کا ویڈیو دکھا کر طلبا کے درمیان ایک تقریری مباحثہ کروائیں۔
ساتھ ادا		<u>URD706</u> ڈرامائی مکالمات صحیح تلفظ اور مہارت کے کرتے ہیں۔	☆ لب و لہجہ کو سمجھنے کی مہارت۔	☆ اساتذہ طلباء سے انسانی زندگی میں جانوروں کی اہمیت پر پندرہ پندرہ جملے لکھنے کو کہیں۔
		<u>URD703</u> پرنٹ، آن لائن نوٹس اور سائن بورڈز وغیرہ معلومات کو پڑھ کر تجزیہ کرتے ہیں۔	☆ پڑھ کر سمجھنے کی صلاحیت۔	

موضوع	دورانیہ	آموزشی ماہصل / جز: آموزشی ماہصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 10	ہفتہ	<u>URD702</u> نظموں کو سمجھ کر اپنی رائے ظاہر کرتے ہیں۔	☆ سمجھ کر بولنے کی صلاحیت	☆ اساتذہ طلبا کے ہمراہ ترنم میں نظم کو پڑھیں۔
<u>شکر گرازی</u>	14	<u>URD705</u> کسی بھی نظم کو ادکاری کے ساتھ پیش کرتے ہیں۔	☆ تخلیقی صلاحیت اور ذخیرہ الفاظ	☆ اساتذہ طلبا کے درمیان بیت بازی کا اہتمام کروائیں۔
صفحہ نمبر 58		<u>URD708</u> اپنے خیالات اور تجربے کا اظہار تحریری صورت میں کرتے ہیں۔	☆ مطالعہ کتب	☆ اساتذہ طلبا کو مختلف شعراء کے اشعار لکھ کر لانے کو کہیں چھوٹا مضمون لکھوانے کو کہیں۔
		<u>URD712</u> درسی کتابوں کے علاوہ غیر درسی کتابوں کا مطالعہ کرتے ہیں۔		☆ اساتذہ طلبا کو مختلف شعراء کے اشعار لکھ کر لانے کو کہیں گے تاکہ ان میں شاعری کا ذوق و شوق پیدا ہو سکے۔



موضوع	دورانیہ	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 11	15 ہفتہ	<u>URD702</u> کہانیوں کو سمجھ کر اپنی رائے ظاہر کرتے ہیں۔	☆ سمجھ کر بولنے کی صلاحیت	☆ اساتذہ طلبا کو ویڈیوز کی مدد سے کوئی بھی کہانی دکھائیں۔
<u>تین کہانیاں</u> صفحہ نمبر 63	اور 16 ہفتہ	<u>URD705</u> کسی تحریر کا خلاصہ اپنی زبان میں بیان کرتے ہیں۔	☆ تخلیقی صلاحیت	☆ اساتذہ طلبا کو تین گروپوں میں بانٹیں گے اور ہر ایک گروپ کو ایک ایک کہانی کا خلاصہ اپنے الفاظ میں لکھنے کو کہیں۔
<u>URD708</u>		اپنے خیالات اور تجربے کا اظہار تحریری صورت میں کرتے ہیں۔	☆ ذخیرہ الفاظ اور لکھنے کی صلاحیت	☆ اساتذہ نئے الفاظ کی شناخت اور ان پر جملے بنانے کی مشق کروائیں۔
<u>URD710</u>		درسی کتابوں کے علاوہ غیر درسی کتابوں کا مطالعہ کرتے ہیں۔	☆ لغت کا استعمال اور کتب بینی	☆ اساتذہ طلبا کو کہیں گے کہ گھر سے کوئی بھی مختصر کہانی لکھ کر لائیں۔

موضوع	دورانیہ	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 12	17 ہفتہ اور	<b>URD701</b> طلباء اردو کے علاوہ آس پاس کی بولی جانے والی زبان کو سن کر سمجھتے ہیں۔	سننے اور سمجھنے کی صلاحیت	☆ اساتذہ طلباء کو کشمیر اور لداخ کی جغرافیائی صورت حال پر مفصل جانکاری دیں۔
سرینگر سے کرگل تک	18 ہفتہ	<b>URD702</b> کہانیوں کو سمجھ کر اپنی رائے ظاہر کرتے ہیں۔	☆ صحیح تلفظ اور لب و لہجہ	☆ اساتذہ طلباء کو ویڈیوز اور تصویروں کے ذریعے سرینگر سے کرگل تک مختلف مراحل کی سیر کرائیں۔
صفحہ نمبر 68		<b>URD708</b> اپنے خیالات اور تجربے کا اظہار تحریری صورت میں کرتے ہیں۔	☆ تخلیقی صلاحیت	☆ اساتذہ طلباء کو کرگل کے رہن سہن کے بارے میں ایک پیرا گراف لکھوانے کے لئے کہیں۔
		<b>URD709</b> ماحول کے تئیں حساس اور بیدار ہیں۔	☆ ماحولیاتی بیداری	☆ اساتذہ طلباء کو محاوروں کی مشق کرائیں۔
		<b>URD711</b> قواعد کے اصولوں کے تحت سمجھتے اور تحریر کرتے ہیں۔	☆ قواعد کے بنیادی اصول (محاورے)	

موضوع	دورانیہ	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 13	ہفتہ 19	<u>URD702</u> نظموں کو سمجھ کر اپنی رائے ظاہر کرتے ہیں۔	☆ سننے اور سمجھنے کی مہارت	☆ اساتذہ طلبا کو مثالیں دیکر حب الوطنی کا احساس دلائیں۔
<u>پرنڈے کی فریاد</u>	صفحہ نمبر 77	<u>URD705</u> نظم کو اداکاری کے ساتھ پیش کرتے ہیں۔	☆ تلفظ / موزونیت	☆ اساتذہ طلبا کو یہ احساس دلائیں گے کہ مخلوق خداوندی کے ساتھ محبت، شفقت اور رحم دلی کے ساتھ پیش آنا چاہیے۔
		<u>URD707</u> اپنی بات کو کھل کر وضاحت کے ساتھ بیان کرتے ہیں۔	☆ تخلیقی صلاحیت	☆ نظم کو آسان نثر میں لکھوائیں۔
		<u>URD709</u> ماحول کے تئیں حساس اور بیدار ہیں۔	☆ احساس ذمہ داری	☆ اساتذہ طلبا کو کمرہ جماعت سے باہر لے جا کر پرندوں کی دنیا کا مشاہدہ کروائیں۔

موضوع	دورانیہ	آموزشی ماحصل / جزآموزشی ماحصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 14	ہفتہ 20 اور	<a href="#">URD702</a> کہانیوں کو سمجھ کر اپنی رائے ظاہر کرتے ہیں۔	سمجھنے کی صلاحیت اور اظہار رائے	☆ اساتذہ طلباء کے سامنے کسی ایک سائنسی ایجاد کا تذکرہ کر کے طلباء کا ذہن سبق کی طرف راغب کرائیں۔
<a href="#">نیوٹن کا کارنامہ</a>	ہفتہ 21	<a href="#">URD704</a> کسی تحریر کا خلاصہ اپنی زبان میں بیان کرتے ہیں۔	☆ صحیح لہجہ اور روانی	☆ اساتذہ طلباء کو سکول کے تجربہ گاہ میں لے کر کشش ثقل، میقناتیس کی مدد سے سمجھائیں۔
صفحہ نمبر 88		<a href="#">URD707</a> اپنی بات کو کھل کر اور وضاحت سے بیان کرتے ہیں۔	☆ تخلیقی صلاحیت	☆ اساتذہ طلباء کو سائنس میں اسحاق نیوٹن کے خدمات پر درس جملے لکھ کر لانے کو کہیں۔
		<a href="#">URD710</a> درسی کتب کے علاوہ غیر درسی کتابوں کا مطالعہ کرتے ہیں۔	☆ کتب بینی	☆ اساتذہ طلباء کو دس سائنس دانوں کے نام اور ان کے ایجاد کردہ چیزوں کے نام لکھوانے کی مشق کرائیں۔
		<a href="#">URD703</a> کتابوں یا آن لائن مٹریل سے نوٹز بناتا ہے۔	☆ تکنالوجی کا صحیح استعمال	

موضوع	دورانیہ	آموزشی ماحصل / جز: آموزشی ماحصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 15	22 ہفتہ	<u>URD702</u> کہانیوں کو سمجھ کر اپنی رائے ظاہر کرتے ہیں۔	سمجھنے اور بولنے کی صلاحیت	☆ اساتذہ طلبا کو تاریخی مقامات متعلق ویڈیوز دکھا کر سبق کی طرف راغب کروائیں۔
<u>بُرنہامہ کی تاریخی اہمیت</u>	اور 23 ہفتہ	<u>URD703</u> ریڈیو، ٹی وی اخبارات کو پڑھ کر ان کے متعلق تجزیہ کرتے ہیں۔	☆ تخلیقی صلاحیت	☆ اساتذہ طلباء سے کشمیر کے کسی بھی تاریخی مقام پر ایک مفصل رپورٹ تیار کروانے کے لئے کہیں۔
صفحہ نمبر 89		<u>URD707</u> اپنی بات کو کھل کر اور وضاحت سے بیان کرتے ہیں۔	☆ اظہار رائے	☆ مکالمہ آرائی کی مشق کروائی جائے۔
		<u>URD709</u> ماحول کے تئیں حساس اور بیدار ہیں۔	☆ ماحول سے واقفیت	☆ اساتذہ طلباء کو احساس ذمہ داری کے ساتھ ساتھ ان کی دیکھ
		<u>URD711</u> زبان کو قواعد کے تحت سمجھ کر تحریر کرتے ہیں۔	☆ قواعد کے بنیادی اصول	بال اور انسانی زندگی میں ان کی اہمیت کے بارے میں مباحثہ کروائیں۔ (مضمون نویسی)

موضوع	دورانیہ	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی صلاحیتیں	مجوزہ سرگرمیاں
سبق نمبر 16 <u>ہمارا وطن</u> صفحہ 96	ہفتہ 24	<u>URD702</u> نظموں کو سمجھ کر اپنی رائے ظاہر کرتے ہیں۔ <u>URD 705</u> کہانی کو اداکاری کے ساتھ پیش کرتے ہیں۔ <u>URD 708</u> اپنے خیالات اور تجربے کا اظہار تحریری صورت میں کرتے ہیں۔ <u>URD711</u> قواعد کے اصولوں کے تحت سمجھتے اور تحریر کرتے ہیں۔	☆ سمجھ کر بولنا۔ ☆ لب و لہجہ ☆ تخلیقی صلاحیت۔ ☆ بنیادی قواعد کو سمجھنا۔	☆ اساتذہ طلبا کو حب الوطنی کی کوئی بھی کہانی پیش کریں۔ اسکے بعد نظم کو خوش الحانی میں پیش کریں۔ ☆ اساتذہ نظم کو صحیح تلفظ، لب و لہجہ اور ترنم میں پڑھیں۔ ☆ اساتذہ طلبا کو دو گروپوں میں بٹھائیں گے اور نظم کے بارے میں اپنے اپنے خیالات پیش کریں۔ ☆ اساتذہ طلبا کو مرکب الفاظ کی مشق کروائیں۔

موضوع	دورانیہ	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی صلاحیتیں	مجوزہ سرگرمیاں
سبق نمبر 17	ہفتہ 25	<b>URD703</b> ریڈیو، ٹی وی، اخبارات کو پڑھ کر ان کے متعلق تجزیہ کرتے ہیں۔	☆ سننے، سمجھنے اور لکھنے کی صلاحیت	☆ اساتذہ طلبا کو سائنس کے فائدے اور نقصانات کے بارے میں مختصر جانکاری دیں۔
<b>سائنس اور جنگ</b>	صفحہ 100	<b>URD 704</b> کسی تحریر کا خلاصہ اپنی زبان میں بیان کرتے ہیں	☆ تخلیقی صلاحیت	☆ اساتذہ گروپوں میں بٹھا کر سائنس کے فوائد اور نقصانات پر مباحثہ کروائیں۔
تحریری		<b>URD 708</b> اپنے خیالات اور تجربے کا اظہار صورت میں کرتے ہیں۔	☆ ذخیرہ الفاظ اور اپنے خیالات اور تجربے کا اظہار	☆ اساتذہ طلبا کو جنگ اور امن کے بارے میں جانکاری دیکر دونوں پر الگ الگ پیرا گراف لکھوائیں۔
		<b>URD709</b> ماحول کے تئیں حساس اور بیدار ہیں۔	☆ ماحولیاتی بیداری	☆ اساتذہ طلبا کو ایٹمی تجربات سے ماحول پر پڑنے والے مضر اثرات کے بارے میں مکالمہ کروائیں۔
			☆ ٹیکنالوجی کا استعمال	☆ اساتذہ سائنسی، تواریخی اور سماجی مضامین لکھوائیں۔

موضوع	دورانیہ	آموزشی ماہصل / جز آموزشی ماہصل	کلیدی صلاحیتیں	مجوزہ سرگرمیاں
سبق نمبر 18	ہفتہ 26	<u>URD702</u> کہانیوں کو سمجھ کر اپنی رائے کا اظہار کرتے ہیں۔	☆ سننے، بولنے اور سمجھنے کی مہارت۔	☆ اساتذہ طلبا کو تصاویر یا ویڈیو دکھا کر کشمیر کے مختلف باغات کا تعارف دیں۔
<u>کشمیر کے دلکش باغات</u>	صفحہ 105	<u>URD704</u> کسی تحریر کا خلاصہ اپنی زبان میں بیان کرتے ہیں	☆ تخلیقی صلاحیت۔	☆ اساتذہ طلبا کو سبق پڑھانے کے بعد کسی بھی ایک باغ کے بارے میں پندرہ جملے لکھوائیں۔
<u>URD708</u>	تحریری صورت میں کرتے ہیں۔	اپنے خیالات اور تجربات کا اظہار	☆ ذخیر الفاظ اور جملوں کی ساخت۔	☆ اساتذہ طلبا سے کشمیر کے صحت افزاء مقامات کی اہمیت اور افادیت پر ایک مباحثہ کا انعقاد کرائیں۔
<u>URD709</u>	ماحول کے تئیں حساس اور بیدار ہیں۔		☆ ماحولیاتی بیداری	☆ اساتذہ طلبا کو ایک پودا دکھائیں گے پھر اس پر طلبا پر کو چند جملے لکھنے کو کہیں۔
<u>URD711</u>	زبان کو قواعد کے اصولوں کے تحت سمجھتے اور تحریر کرتے ہیں۔		☆ قواعد کے بنیادی اصول۔	☆ اساتذہ طلبا کو خطوط نگاری کی مشق کروائیں۔



موضوع	دورانیہ	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی صلاحیتیں	مجوزہ سرگرمیاں
سبق نمبر 19	ہفتہ 27	<u>URD702</u> نظموں کو سمجھ کر اپنی رائے ظاہر کرتے ہیں۔	☆ سننے، بولنے اور سمجھنے کی مہارت	☆ اساتذہ طلباء کے ساتھ نظم کو ترنم، صحیح لب و لہجہ اور تلفظ کے ساتھ پڑھیں۔
<u>آدمی نامہ</u>		<u>URD705</u> نظم کو ادکاری کے ساتھ پیش کر سکتے ہیں۔	☆ لب و لہجہ / موزونیت۔	☆ اساتذہ طلباء سے ردیف اور قافیہ کی مشق کروا کے ایک ایک شعر تخلیق کروانے کی کوشش کریں۔
صفحہ نمبر 116		<u>URD707</u> اپنی بات کو کھل کر وضاحت سے بیان کرتے ہیں۔	☆ ذخیرہ الفاظ و خود اعتمادی	☆ اساتذہ طلباء گروپوں میں بٹھا کر نظم کے ایک ایک بند کا خلاصہ بیان کرنے کو کہیں۔
		<u>URD710</u> درسی کتابوں کے علاوہ غیر درسی کتابوں کا مطالعہ کرتے ہیں۔	☆ مطالعہ کتب	☆ اساتذہ طلباء کو مثالوں سے تشبیہ اور استعارہ سمجھائیں۔

موضوع	دورانیہ	آموزشی ماحصل / جز: آموزشی ماحصل	کلیدی صلاحیتیں	مجوزہ سرگرمیاں
سبق نمبر 20 <u>اولیٰ کھیل</u> صفحہ 120	ہفتہ 28	<u>URD701</u> طلباء اردو کے علاوہ آس پاس کے ماحول میں بولی جانے والی زبان کو سن کر سمجھتے ہیں۔	☆ سننے، بولنے اور سمجھنے کی مہارت	☆ اساتذہ طلبا کو انسانی زندگی میں کھیلوں کی اہمیت کے بارے میں جانکاری دیں۔
		<u>URD703</u> ریڈیو، ٹی وی اور اخبارات کو پڑھ کر ان کے متعلق تجزیہ کرتے ہیں۔	☆ تجزیہ کرنے کی صلاحیت	☆ اساتذہ طلبا کو کمرہ جماعت سے باہر لے کر کھیل کا کوئی مقابلہ طلبا کے درمیان کروائیں۔
		<u>URD707</u> اپنی بات کو کھل کر اور وضاحت سے بیان کرتے ہیں۔	☆ خود اعتمادی اور دلچسپی	☆ اساتذہ طلبا کو صحت مند سماج اور زندگی کے بارے میں مباحثہ کروائیں جس میں کھیلوں کے مختلف پہلوؤں پر روشنی ڈالی جائے۔
		<u>URD703</u> زبان کے قواعد کے اصول کے تحت تحریر کرتے ہیں۔	☆ مضمون نویسی	☆ اساتذہ کو اپنے پسندیدہ کھلاڑی یا کھیل کے بارے میں ایک مضمون تحریر کروائیں۔
		<u>URD712</u> پرنٹ آن لائن نوٹس اور سائن بورڈ وغیرہ میں دی گئی معلومات کو پڑھتے ہیں۔	☆ ٹیکنالوجی کا صحیح استعمال	☆ اساتذہ طلبا کو گھر کا کام دیکر مختلف کھیلوں کے اصول و ضوابط تحریر کرنے کو کہیں۔

حکومت جموں و کشمیر

اسٹیٹ کونسل آف ایجوکیشنل ریسرچ اینڈ ٹریننگ (SCERT)

مضمون:

نمبرات: 50

جماعت: ساتویں

تشخیصی طریقہ کار (Design of Assessment)

اردو

(پڑھنے کا فہم)

حصہ الف

نمبرات: 15

- 1- غیر درسی اقتباس (150 سے 200 الفاظ کا) جس کے آخر پر فہم کے مطابق کثیر الانتخابی سوالات / سبق کا عنوان / ایک لفظی جواب / ذخیرہ الفاظ / بازیافت  
5x1=5
- 2- درسی نظم میں سے ایک بند جس کے آخر پر فہم کے مطابق کثیر الانتخابی سوالات / سبق کا عنوان / ایک لفظی جواب / ذخیرہ الفاظ / بازیافت  
5x1=5
- 3- تصویری سوال جس کے آخر میں کثیر الانتخابی سوالات / تجزیہ کرنا / بازیافت / تشخیص کے سوالات پوچھیں جائیں۔  
5x1=5

نمبرات: 8:

حصہ ب (گرامر)

$4 \times 1 = 4$

$4 \times 1 = 4$

1- فعل ماضی، حال، مستقبل / اسم، صفت، فعل / فاعل، مفعول

2- ضد اضداد / واحد جمع / مذکر مونث / موزا وقاف

حصہ ج (لکھنے کی صلاحیت)

نمبرات: 12:

$5 \times 1 = 5$

$3 \times 1 = 3$

1- اشاروں یا تصویروں کی مدد سے (150 سے 200) الفاظ پر مشتمل کسی ایک موضوع پر مضمون تحریر کریں۔

2- دی گئی صورت حال کے متعلق ایک پیرا گراف / کہانی / مکالمہ / اشتہار / الفاظ اور محاوروں کا جملوں میں استعمال

$4 \times 1 = 4$

3- ایک رسمی خط / غیر رسمی خط تحریر کیجیے۔

حصہ د (ادب)

نمبرات: 15:

$3 \times 2 = 6$

(چار میں سے تین)

1- کتاب کے کسی بھی نثری سبق میں سے مختصر استعدادی سوالات

$2 \times 2 = 4$

2- کتاب میں دی گئی نظم کے متعلق مختصر استعدادی سوالات جیسے۔ صنفی اصطلاح/موضوع وغیرہ (تین میں سے دو)

$5 \times 1 = 5$

3- درسی کتاب میں شامل کسی ایک موضوع کا مرکزی خیال/خلاصہ/نوٹ تحریر کریں۔

### نوٹ:

- اسباق کو اچھی طرح سمجھنے کے لئے درسی کتاب کو غور سے پڑھنا اور سمجھنا از حد ضروری ہے۔
- ممتحن کتابی سوالات کے بجائے استعدادی سوالات ہی پوچھیں گے۔
- قواعد درسی کتاب کے اسباق سے ماخوذ ہونگے۔

Kashmiri ( کٲشُر )



مضمون: کاثر جماعت: ستم

زان:-

شہری چھ پنہ گرانڈانہ تہ ما قولہ پیٹہ زبانی ہندی تجربہ تہ تصور پیٹہ سکولس منڈا اٹل سپدان۔ مگر اچھرن ہنز پاری زانی، لفظن ہندن معنن تہ تہندس ورتاوس چھ باقاعدگی سان سکولس منڈے انڑی منڈی گرہان۔ اتھ وائسہ منڈچہ اچھ پرزنا ونی مشکل، توکھی چھ رسم الحظکی نشانہ تہ یمن نشان ستر جوڑتھ آواز زانہ تہ سجنہ مشکل۔ لہذا چھ ضروری ز زبان پیچھناونگ دسلاہ سپد معنی ستر تہ امہ باپتھ پیہ دلپن مدد پیہ یعنی زبان پیچھنگ مقصد پیہ دلپہ ذریعہ حاصل کرنہ۔ دلپہ چھ حظ نلنہ یوان تہ اتھ منڈچہ دلچھی ہند عنصر شائل آسان توے ہیکہ زبان پیچھناونہ باپتھ دلپل ورتا ونی زیاد کارگر تہ اثر دار ثابت سپد تھ۔ شہرن پیہ گوڈ کا نہہ دلپل بوزناونہ پتہ پیہ اتھ دلپہ منڈ ورتا ونی آمتہن لفظن ہند تعارف دینہ تہ پیٹہ پائٹھی یمن تم اچھ پرزنا و نیس یا رسم الحظ پیچھنا و نیس کن واتناونہ۔ کوشش گرہہ کرنہ بیڑ ز شہرن یمن تم دلپہ بوزناونہ یمن تم آسانی سان سجتھ تہ لطف نلنہ ہیکن۔ یمن دلپن منڈ تہ دلپلو نیہ گرہہ شہرن باپتھ پیٹھ ما قول فراہم کرنہ یمن بیٹہ تم کینہ ٹھہر تہ دکھہ وراے شود بود ورتا و تہ یمن دلپن کا نہہ معنی مطلب کڈتھ ہیکن تہ اتھ ستر ستر روزن محفوظ تکیاز نفسیاتی طور چھ شہری دنیا ہس متعلق پنہ فیچ تہ علیچ تعمیر پانے کران۔ تہنزیہ تعمیر چھنہ کاٹسہ ہند پیچھناونہ یا زور بردستی کرنہ ستر سپدان۔ اتھ منڈچہ شہرن ہندی پنہی تجربہ تہ مشاڈ شائل آسان۔

زبان پیچھناونچہ عملہ اندر چھ احتیاط تہ ضروری تاکہ پیٹھ صورت حال سپد نہ پاد پیٹھ شہرن ہندس فطری اظہارس کا نہہ ٹھور پتہ پیہ۔ شہرن ہند نفسیات سمجھ تہ چھ ضرورت ز عمو یمن چھ تم کلاس روکس ما قولس منڈ پنہ کتھ و نیس منڈ خوف محوس کران۔ دسلاہ اندر پیٹہ زبانی منڈ شہری پنہی تجربہ تہ احساس باوتھ ہکان چھ سہ چھنہ سکولس منڈ تسلیم کرنہ یوان۔ سکول چھ زبان چھہ رسمی یعنی زبانی تہ قایدن ہنزن پابندن منڈ بند۔

شہرن چھ سکولچہ رسمی زبانی ہند تیوتھ خوف آسان ز تم چھ پننہ فطری زبانی منڑکتھ کرنس منڑ خوف تہ منڈچھ محوس کران لہذا گڑھ زبان  
 بیچھناونس منڑیہ زبانی تونظرک خیال تھاونہ یں۔ اگر ووستادیہ زبانی تونظر بروٹھہ کنہ تھاوتہ کلاس منڑ سارنہ شہرن بیچھنکی ہوی موقعہ فراہم کرتیلہ  
 ہیکہ سہ زبان بہتر پائٹھی بیچھناوتھ۔ امہ ستر لکھ شہرن ہندس فطری اظہارس پوجھرتہ تہندظون پھیر تہذیبی تہ لسانی رنگا رنگی کن تہ۔ لہذا گڑھ یہ زبانی  
 تونظرچ اہمیت سمجہ یز تہ تھ پیش نظر بیچھناونک نیٹھ طریقہ ورتاونہ یں یس زبان بیچھنس تہ پرس منڑ بہتر، سہل تہ اثر دار ثابت سپد۔  
 نصائی توقع:

- 1- شہرن گڑھ مختلف آواز بوڑتھ من درمیان یں ژارنچ صلاحیت پاد۔
- 2- جمائون (گروہن) منڑکتھ باتھ بیچھناونی۔
- 3- دلہل / شکلن ہند مدد انداز کر تھ پرنچ صلاحیت پاد کرنی۔
- 4- انفرادی تہ اجتماعی طور نظم لہ سان تہ لفظ لفظ پرنچ مہارت پاد کرنی۔
- 5- دلہل پنہن لفظن منڑ بوزناونچ مہارت پاد کرنی۔
- 6- لفظہ راش منڑ ہر کرن۔
- 7- پانس اندی پچھی بولنہ یہہ واجنہن زبائن ہندی لفظ زانراونی۔
- 8- گرتہ سکولس منڑ ورتاونہ یہہ واجنہن زبان درمیان فرق باونی تہ وار وار معیاری زبان بیچھناونی۔



جموں و کشمیر چھ لسانی اعتبار اکھ باگہ بوڑت علاقہ ییتہ بولنہ یینہ واجنہن زبان منڑ چھ مولل تہ معیاری ادب تخلیق کرنہ  
آمت۔ کاشتر زبانی ہند ادبی تواریخ چھ ستن ہتن ورسین پٹھ پھہلتہ۔ لل دہد تہ شیخ العالم ہند وقتہ پٹھ ولس تام چھ امہ زبانی ہند ادبی  
کاروائگ سفر روان دوان۔ یہ چھ ییتہ علاقس منڑ بولنہ یینہ واجنہ ساروے کھوتہ ہڈ زبان تہ ییتہ پائٹھ چھ ییتہ چہ آبادی ہند بیشتر  
چھچ مادری زبان۔ ییتہ مسودس منڑ دینہ آمتی پٹھن تر آے اردو تہ انگریزی زبان ہند Learning Outcome دستاویز پٹھ ترجمہ  
کرنہ۔ اتھ منڑ دینہ آمتی علی سر گرمی چھ بطور مثالی مواد دینہ آمت۔ سانی ووستاد ہیکن متبادل سر گرمی تہ ورتاوتھ ییتہ پٹھن تہ پرناون  
بہتر کھوتہ بہتر بنہ۔

تجويز کرڻه آبه تدریسی عمل	پہچڻ تر
* شرن ٻيه پڻين دوستن ته ستر باجن هندن مختلف تجربن مثلن تهند	<b>KMR701</b> : کاڻه ته نظم يا دلپل چھ ادا کاري سان پيش کران۔
سفر کي مشايد ته تم ستر حاصل سپدي همي تجر به بوزنج ته بوزناونچ آزادي دين۔	<b>KMR702</b> : دلپل ته نظم سمجھ چھ۔ تمن متعلق پنزي راے ظاير کران۔
* شرن ٻيه اخبار رساله، ريڊيو، ٹي وي ته دويم وچھنه ته بوزنکو آلو باپتھ	<b>KMR703</b> : ريڊيو، ٹي وي، اخباري تجر پرتھ چھ تهند تجزيه کران۔
مناسب ماحول فراهم کرڻ۔ تمن ٻيه بوزمرن دلپل، نظم، خبرن، ريڊيو، ٹي	<b>KMR704</b> : کڻه ته تجر پرک يا تجر پرک خلاصه چھ پڻه آيه پيش کران۔
وي پروگرامن متعلق پنزي راے پڻه اندازونچ آزادي دين۔ مثلن من پسند	<b>KMR705</b> : ناوت، اشار ناوت ته کراوت چھ ٺھڪ پاٹھو جگن منتر
سپريل ته ريڊيو، ٹي وي پروگرامن متعلق ٻيه تمن بولنگ موقعه دين۔ امه علاو	ورتاوان۔
گرهه به مواد بزيل رسم الخلس منتر ته دستياب آسن يته مخصوص ضرور والي	<b>KMR706</b> : مختلف متن پرتھ چھ سوالن جواب دوان۔
طالب علم فايد ٺلته هکن۔	<b>KMR707</b> : مکالمو پيٺھ چھ دلپل تجر کران۔
* مختلف موقعه مثلن کاڻه هند تجر پرن، کاڻه واقعه پڻه انداز پرن، پانس	<b>KMR708</b> : موخر پاغام (SMS)، دعوتی پاغام ته لوه کڙي پيراگراف چھ
اندي چکھي پيش ٻيه والين سماجي مسلن ستر تعلق تھاون واجبه خير سمجھ پرڻه ته	ليکھان۔
يمن پيٺھ کتھ باتھ کرني يته شرن خوف دور گرھ۔ شرن ٻيه کڻه اخبارچ	<b>KMR709</b> : رسمي ته غار رسمي چھ ليکھان۔
خبر رساچ کاڻه عبارت، شاعري اقتباس پرڻه ته يمن متعلق آزادي سان	<b>KMR710</b> : دسلايه، متن ته اندک خيال تھوتھ چھ مربوط کرته ليکھان۔
بحث کرنگ موقعه فراهم کرڻ۔	

\* شہن بیہ کاشرس منز لیکھنک موقعہ تہ ماحول فراہم کرنہ تاکہ کُنہ تہ لچھمہ

دلیلہ متعلق سپد تحریری اظہار ممکن۔

\* ریڈیو، ٹی وی پروگرامن متعلق پنڈز راے لیکھتہ پیش کرنک تہ بیہ موقعہ

فراہم کرنہ۔

\* نظمہ تہ دلیلہ ہند خلاصہ لیکھنک بیہ موقعہ دینہ تہ لفظ ٹھپک پائٹھو یعنی

صحیح تلفظ سان ادا کرنہ باپتہ تہ بیہ کاٹھہ عملی سرگرمی کرنا ونہ بیہ ستر تم لفظ

بار بار ادا کرنک موقعہ فراہم سپد۔

Academic Calendar cum Syllabus, Class 7<sup>th</sup> Kashmiri

نمبر شمار	وق	موضوع / عنوان	پہچھن	کلیدی جُز	تجزیہ کرنے آدے علی سرگرمی
01	ہفتیہ 1 تہ 2	دعا	<p><b>KMR701</b>: کاہنہ تہ نظم یا دلیل چھ اداکاری سان پیش کران۔</p> <p><b>KMR702</b>: دلہیہ تہ نظمہ سمجھتہ چھ تمن متعلق پینز راءے ظاہر کران۔</p>	<p>* پڑتہ سمجھن</p> <p>* مقصد مد نظر تھاتھ لیکھن</p> <p>* ووند باوتھہ کرنی۔</p> <p>* نظم تہ نرس منفرق</p>	<p>* نظمہ متعلق جمائون منرکتھہ باتھہ کرناونی۔</p> <p>* شری کرناونی شاعری مقابلہ۔</p> <p>* کتایہ منر شائل شاعری تہ نری سبق مد نظر تھاتھ شاعری تہ نرس منر فرق واضح کرنی۔</p>
02	ہفتیہ 3 تہ 4	بنا	<p><b>KMR705</b>: ناوت، اشار ناوت تہ کراوت چھ ٹھپک پائٹھو جملن منر ورتاوان۔</p> <p><b>KMR706</b>: مختلف متن پڑتہ چھ سوالن جواب دیوان۔</p>	<p>* تجزیہ کرن</p> <p>* تخلیقی صلاحیت</p> <p>* سمجھ صلاحیت</p>	<p>* متن پڑتہ ناوتی ژارناونی۔</p> <p>* جملن منر ناوتی ورتاونی۔</p> <p>* اونتی ورمن سندس دوسر متعلق شری گروہن منرکتھہ باتھہ کرناونی۔</p>
03	ہفتیہ 5 تہ 6	پڑکیوم	<p><b>KMR704</b>: کُنہ تہ تھرہزک یا تھرہزک خلاصہ چھ پینز آہر پیش کران۔</p> <p><b>KMR705</b>: ناوت، اشار ناوت تہ کراوت چھ ٹھپک پائٹھو جملن منر ورتاوان۔</p>	<p>* فائد مند کیمن ہنرزان</p> <p>* تجزیہ کرن</p> <p>* تخلیقی صلاحیت</p>	<p>* اشار ناوتہن ہنرزان تہ متن پڑتہ اشار ناوتی ژارناونی۔</p> <p>* شری لیکھناونی سبک خلاصہ پینہن لفظن منر۔</p>

Academic Calendar cum Syllabus, Class 7<sup>th</sup> Kashmiri

<p>* ژھوٹی پیغام، دعوتی پیغام، چٹھی تہ درخواست بیتہ لیکھنا ونج مشق کرنا پونی۔ * رسمی تہ غار رسمی بھنجن منفرق واضع کرنی۔</p>	<p>* تخلیقی صلاحیت * سخن، بولن، بولون</p>	<p><b>KMR708</b>: موصصر پانام (SMS)، دعوتی پانام تہ لوه کڑیہ اگراف چھ لیکھان۔ <b>KMR709</b>: رسمی تہ غار رسمی پتھ چھ لیکھان۔</p>	<p>لدانہ پیٹھ پتھر</p>	<p>ہفتہ 7 تہ 8</p>	<p>04</p>
<p>* شعر نرس منفرق پونج مشق کرنا پونی۔ * روانی سان پونج مشق کرنا پونی۔ * نرس تہ نظمہ منفرق واضع کرنی۔</p>	<p>* زبانی ہنراہمیت * ماجہ زلو، امینک ہتھ کال * روانی سان پون</p>	<p><b>KMR702</b>: دلپہ تہ نظمہ سمجھ چھ۔ متن متعلق پونی راے ظاہر کران۔ <b>KMR704</b>: کمنہ تہ تحریرک یا تقریرک خلاصہ چھ پونی آپہ پیش کران۔</p>	<p>کاسر زبان</p>	<p>ہفتہ 9 تہ 10</p>	<p>05</p>
<p>* شری پنیہ آپہ خلاصہ لیکھنا پونی۔ * دیانتادی متعلق شری سوال و جواب کرنک موقعہ دین۔ * فطرس پتھ لکھنا کرنک نوصانات و ہننا پونی۔</p>	<p>* لکھ کتھ * سخن * جواب دین</p>	<p><b>KMR704</b>: کمنہ تہ تحریرک یا تقریرک خلاصہ چھ پونی آپہ پیش کران۔ <b>KMR706</b>: مختلف متن پتھ چھ سوالن جواب دوان۔</p>	<p>تہ لکھ کتھ</p>	<p>ہفتہ 11 تہ 12</p>	<p>06</p>
<p>* ارجانج اہمیت موضوعس پیٹھ شریں اتھ کینہہ جملہ لیکھنا پونی۔ * شری مہلیک ہمار تہ تدرپرن متعلق کتھ باتھ کرنا پونی۔ * عنوان مد نظر تھاتھ شریں ہند ذریعہ اکھ لوکٹ ڈرامہ اداکاری سان جمائ منفر کرنا ونک سنز کرن۔</p>	<p>* اورزو * ہمار * تدرپہر</p>	<p><b>KMR707</b>: مکالمو پیٹھ چھ دلپہ تحریر کران۔ <b>KMR710</b>: ڈسلاہ، متن تہ اندک خیال تھاتھ چھ مربوط کرتھ لیکھان۔</p>	<p>کابل</p>	<p>ہفتہ 13 تہ 14</p>	<p>07</p>

Academic Calendar cum Syllabus, Class 7<sup>th</sup> Kashmiri

<p>* ٹیلی و جنس متعلق کلاس منزاکہ کھلمے بحث کرناؤن۔          * ٹیلی و جنس فائید تہ نوقسان شہرن لیکھتی پینز۔          * شہری لایبریری منز اخبارن ہند مطالعہ کرناؤنی تہ سُرخي تلفظ تہ روانی سان پر سچ مشق کرناؤنی۔</p>	<p>* ٹیلی و جن پروگرام          * رے سٹین          * تصویر ٹیوب</p>	<p><b>KMR703</b>: ریڈیو، ٹی وی، اخباری تحریر پرتھ تہ تہند          تجزیہ کران۔  <b>KMR704</b>: کُنہ تہ تحریرک یا تقریرک خلاصہ چھ پینز          آہ پیش کران۔</p>	<p>ٹیلی و جن</p>	<p>ہفتہ 15 تہ 16</p>	<p>08</p>
<p>* بیرون ملکو پیٹھ آمتن کینزہن بزرگن ہنداکھ فہرست تیار کرناؤنی          * عنوانس متعلق شہری پینز پینز راے دہن نجلن منز تحریر کرناؤنی۔          * کثیر ہندین کینزہن ناماوار شخصیتن متعلق کتھ باتھ کرنک موقعہ دین۔</p>	<p>* ناماوار شخصیت          * فاض          * خدا شناسی ہند درس</p>	<p><b>KMR706</b>: مختلف متن پرتھ تہ چھ سوالن جواب          دیوان۔  <b>KMR710</b>: ڈسلاہ، متن تہ اندک خیال تھاتھ چھ          مربوط کر تھ لیکھان۔</p>	<p>شاہ جہان</p>	<p>ہفتہ 17 تہ 18</p>	<p>09</p>
<p>* شہری اکہ اکہ نظم گوناؤنی۔          * جماڑ منز اکہ ادبی مشاعر کرناؤنی تہ منز شہری پینز لیکھتی شعر پرن۔          * شہری نظمہ ہند خلاصہ پیننہن لفظن منز لیکھناؤنی۔</p>	<p>* فرش محل          * حُب وطن          * مرگہ</p>	<p><b>KMR701</b>: کاہتہ تہ نظم یا ڈہیل چھ اداکاری سان          پیش کران۔  <b>KMR702</b>: ڈہیلہ تہ نظمہ سمجھتہ چھ تمن متعلق پینز          راے ظاہر کران۔</p>	<p>میوے وطن مبارک</p>	<p>ہفتہ 19</p>	<p>10</p>
<p>* شہرن اتھ ظلمس خلاف لڑن والہن قومی شخصیتن ہنداکھ فہرست تیار          کرناؤن۔          * سبقہ منز واحد، جمع، عام تہ خاص ناؤنی ژارناؤنی۔          * شہرن "ماتا ویشنو دیوی" عنوانس پیٹھ اکھ رھوٹ پیراگراف لیکھتہ بیون۔</p>	<p>* استان تہ استھان          * وانہ دت          * ولہ وہر</p>	<p><b>KMR702</b>: ڈہیلہ تہ نظمہ سمجھتہ چھ تمن متعلق پینز          راے ظاہر کران۔  <b>KMR705</b>: ناوت، اشار ناوت تہ کراوت چھ          ٹھپک پائٹھ نجلن منز ورتاوان۔</p>	<p>بابا جتو</p>	<p>ہفتہ 20 تہ 21</p>	<p>11</p>

<p>* کاٹھہ تہ وچھٹک آلہ استعمال کرتے شہن کثیر ہندی سر تہ تو منزیرین والہن پاداوارن متعلق اکھ مکمل زان دنی۔</p> <p>* زندگی منز آیہ کہن ذہن ہنزا اہمیت تہ افادیت ورہنا و نی۔</p> <p>* عنوانس متعلق شہن سوال پڑھنی۔</p> <p>* کثیر ہندی کٹہ تہ سرس پیٹھ اکھ مضمون لیکھن۔</p>	<p>* آئینج اہمیت</p> <p>* آئینج اولوگی</p> <p>* ڈل - روزگارک اکھ ذریعہ</p>	<p><b>KMR706</b>: مختلف متن پڑتہ چھ سوالن جواب دوان۔</p> <p><b>KMR710</b>: ڈسلاہ، متن تہ اندک خیال تھاتھ چھ مربوط کرتہ لیکھان۔</p>	<p>ڈ</p>	<p>ہفتہ 22 تہ 23</p>	<p>12</p>
<p>* ووستاد دیہ کاٹھہ تہ وچھٹک یا بوزنگ آلہ استعمال کرتے شہن پلاسٹک کہن فائدین تہ نوقصان ہنزان۔</p> <p>* "ماحولیاتی اولوگی" موضوعس پیٹھ کرنا و سکولس منز اکھ سمینار منعقد یتہ باقی شہری تہ زانیاب سپدن۔</p> <p>* سکولس منز، گامس یا مجلس منز کر اکھ صفائی ٹہمہ ہند سزیتہ منز سکولکو ساری ووستاد تہ شہری شرکت کرن یتہ ماحول صاف تھاونج اہمیت سارنے فکر تہ۔</p>	<p>* پلاسٹک فائدین تہ نوقصان</p> <p>* ماحولیاتی اولوگی</p> <p>* اوندیو کھ صاف تھاون</p>	<p><b>KMR703</b>: ریڈیو، ٹی وی، اخباری تحریر پڑتہ چھ تہند تجربہ کران۔</p> <p><b>KMR704</b>: کٹہ تہ تحریرک یا تقریرک خلاصہ چھ پینہ آہ پیش کران۔</p>	<p>پلاسٹک</p>	<p>ہفتہ 24 تہ 25</p>	<p>13</p>
<p>* ووستاد کرنا و کاٹھہ تہ سرگرمی مثلن ہر افسانہ کرنا و شہن اتھ ڈرامائی اندازس منز پیش۔</p> <p>* شہن ونہ گرائن کٹہ تہ موضوعس پیٹھ اکھ موصرا افسانہ لیکھتہ تہ کرکھ وصلہ افزائی۔</p> <p>* عنوانہ منز کٹہ لفظ ڈارتھ ونہ شہن تم بجلن منزورتا و نی</p>	<p>* افسانہ تہ موصرا افسانہ</p> <p>* شفقت</p> <p>* تخلیق کرن</p>	<p><b>KMR701</b>: کاٹھہ تہ نظم یا ڈاہل چھ اداکاری سان پیش کران۔</p> <p><b>KMR707</b>: مکالمو پیٹھ چھ ڈاہل تحریر کران۔</p>	<p>موج</p>	<p>ہفتہ 26</p>	<p>14</p>

Academic Calendar cum Syllabus, Class 7<sup>th</sup> Kashmiri

<p>* ووستادونہ شہرن رباعیہ ہنز تشریح کرنہ بابتھ۔          * عنوانس منردنہ آمتہن ناوتہن ہند اکھ فہرست کرن شری تیار تہ ورتاون تم بچن منز۔          * ووستاد کرنا و شہرن تھل رونس دوران کھنک سأل پتہ ونکھ وچھمت منظر لفظن منز لکھنہ بابتھ۔</p>	<p>* نظم / غزل / رباعیہ          * حد / نعت          * سوئٹھ / ہزد</p>	<p><b>KMR701</b>: کاٹھہ تہ نظم یا دلہل چھ ادا کاری سان پیش کران۔  <b>KMR702</b>: دلہلہ تہ نظمہ سبجھ چھ۔ تمن متعلق پینز راے ظاہر کران۔</p>	<p>رباعیہ</p>	<p>ہفتہ 27</p>	<p>15</p>
<p>* شری آن کاٹھہ تہ کاٹھر لکھ دلہل گر لیکھتھ۔          * گروہن منز بہتہ بناون شری کینہہ خیالی کردار نظر تل تھاتھ اکھ اکھ لوکٹ دلہل۔          * کٹھیر ہندس توازنش پٹھ کرن جمائز منز کھلہ بحث تہ ون از کا پچ تہ پتھ کا پچ فرق۔</p>	<p>* ہی مال تہ ناگر راے          * بو مبر تہ لوگر          * مران تہ کمران          * کاٹھری رچتھ</p>	<p><b>KMR704</b>: کٹھہ تہ تھرہرک یا تھرہرک خلاصہ چھ پینز آہ پیش کران۔  <b>KMR710</b>: دسلاہ، متن تہ اندک خیال تھاتھ چھ مہوڑ کر تھ لیکھان۔</p>	<p>سانہ ناز تھک کینہہ والہ</p>	<p>ہفتہ 28</p>	<p>16</p>



\* کُلہم پر کھہ (Summative Assessment) باپتھ طریقہ کار

جماعت: ستم مضمون: کاشتر نمبر: 50

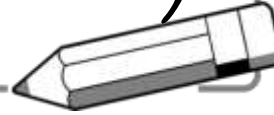
نمبر شمار	عنوان	نمبر
سیکشن الف (پڑن تہ سہجن)		
1	ڈوڈ ہتھ پٹھہ ز ہتھ لفظن ہند غار نصابی نثری اقتباس ہتھ پتہ کنہ سوالہ آسن یمن منزیہ جواپہ وائل سوالہ / محاورن ہند ورتا و / بیانس بدلہ اکھ لفظ / لفظہ راش / انداز کزن شامل آسہ۔	$1 \times 5 = 5$
2	نصابی شعری اقتباس ہتھ پتہ کنہ سوالہ آسن یمن منزیہ جواپہ وائل سوالہ / عنوان / لفظہ راش / سہجن / انداز کزن / تجزیہ کزن شامل آسہ۔	$1 \times 5 = 5$
3	شکل ہتھ پتہ کنہ سوالہ آسن یمن منزیہ جواپہ وائل سوالہ / تجزیہ کزن / انداز کزن / پرکھاؤن شامل آسہ۔	$1 \times 5 = 5$
سیکشن ب (گرامر)		
4	ناؤت / اشارہ ناؤت / کراؤت گرامری اصطلاحن پیٹھ بینی سوالہ۔	$1 \times 4 = 4$
5	لفظن ہندی ضد / واحدہ جمع ناؤتی / نرتہ مادناؤتی گرامری اصطلاحن پیٹھ سوالہ۔	$1 \times 3 = 3$

سینکس ج (لیکھنک فن)		
6	اشارن یا شکلن ہند مدد کئے عنوانس پیٹھ سواد ہتھ پیٹھ دؤن زہتھ لفظن ہند مضمون لیکھن۔	6
3	دینہ آمت صورت حال مد نظر تھاوتھ پیراگراف / دلیل / کتھ باتھ / اشتہار لیکھن۔	7
4	رسمی / غار رسمی چٹھ لیکھن۔ (دوہ منہراکھ)	8
سینکس د (ادب)		
2 × 3 = 6	نصابی کتابہ ہند نثری سبقن متعلق اہلیہ پیٹھ بینی ژورو منہترین سوالن ہندی مختصر جواب لیکھن۔	9
2 × 2 = 4	نصابس منہر شامل کئے نظمہ متعلق اہلیہ پیٹھ بینی ژورو منہردون سوالن ہندی مختصر جواب لیکھن۔ منہرادبی اصطلاح / موضوع / لفظ معنی شامل آسن۔	10
5	نصابی کتابہ منہر شامل کئے تہ سبقک مرکزی خیال / خلاصہ / کردارن پیٹھ نوٹ لیکھن۔	11

نوٹ:

- سبق اصل پائٹھی سمجھنہ باپتھ چھ درسی کتابہ ہندی ساری سبق پر نی تہ سمجھنہ ضروری۔
- امتحان منہرین اہلیہ پیٹھ بینی سوالہ پڑھنہ۔
- گرامرکی سوالہ بین درسی کتابہ مطابق پڑھنہ۔

Dogri ( ँगरी )



कलासःसतमीं

समां अवधि (हफ्तें च)	बिसे/उपबिसे	सिक्खनै दे परिणाम	योग्यता	गतिविधियें लेई सुझाऽ
पैहला हफ्ता	मेरा डुग्गर/कविता	डुग्गर दे बारे च किश जानकारियां, डुग्गर दे जननायकें डीडो, जोराबर, जित्तो बारे जानकारी	कविता पढने दा कौशल, लयबद्धता, तुक आहले शब्दें दी समझ	<ul style="list-style-type: none"> <li>●डुग्गर धरती दियां किश खास गल्लां दस्सदे होई डोगरे जोधें दे बारे च विस्तार कन्ने सनाया जाई सकदा ऐ,</li> <li>●संज्ञा, विशेशन, क्रिया, रूप रचना दा ज्ञान करांदे होई इस कविता च बरतोए दे नमें शब्दें दे अर्थ दस्सियै उंदे वाक्य बनाइयै दस्सेआ जाई सकदा ऐ।</li> <li>●डुग्गर दे होर प्रसिद्ध थाहरें बारै चर्चा किती जाई सकदी ऐ।</li> </ul>
2-3 हफ्ता	तवी (लेख)	तवी नदी दी जानकारी दे कन्ने - कन्ने जित्थूं-जित्थूं ए गुजरदी ऐ, दी सरसरी जानकारी	डुग्गर दी एक्क विशेष नदी तवी ते ओहदे प्रवाह दरान औने आहले थाहरें दा ज्ञान	<ul style="list-style-type: none"> <li>●तवी नदी दे फायदे दस्सदे होई विद्यार्थियें गी इसगी ते एहदे नेही होर नदियें गी साफ़-सुथरा रखने लेई प्रेरत कित्ता जाई सकदा ऐ ते कन्ने ए बी समझाया जाई सकदा ऐ जे पानी दे स्रोत किन्ने लाजमी ना।</li> <li>●जम्मू तवी दे बारै केई कवितां ते लेख लखोए दे न, एक-दो दा ज़िकर कित्ता जाई सकदा ऐ।</li> <li>●तवी दे आसै-पासै बसदे तीर्थ-थाहरें दी चर्चा करी सकदे ओ।</li> <li>●अज्जै दी तरीक च तवी दी दशा बारै गल्ल करी सकदे ओ।</li> <li>● विद्यार्थियें गी ए कविता मूंह जवानी कलासै च बोलने लेई उत्साहित कित्ता जाई सकदा ऐ</li> </ul>
4-5 हफ्ता	मौंगरी मेला (लेख)	डुग्गर दे मेलें दी जानकारी, निबंध लिखने दी जाच, डुग्गर दे प्हाड़ी लाके 'मौंगरी' दी जानकारी	निबंध लिखने-पढने दा कौशल, मेलें दा ज्ञान	<ul style="list-style-type: none"> <li>●मेले दी परिभाशा दिंदे होई मौंगरी आहले मेले दा बिंब बनाया जाई सकदा ऐ</li> <li>●मौंगरी मेले दे कन्नै-कन्नै होर मेलें दा म्हत्तव दस्सेआ जाई सकदा ऐ।</li> </ul>

				<ul style="list-style-type: none"> <li>●पहाड़ी लोके दी खूबसूरती ते उसदे वातावरण बारै चर्चा कित्ती जाई सकदी ऐ</li> <li>●मेले च होने आले संस्कृतक कार्यक्रम ते खेढ -मकाबले दे फायदे दस्से जाई सगदे न</li> </ul>
6वां हफ्ता	रंगली चिड़ी (कहानी)	कुदरत कन्ने जुडाव, कथा साहित्य दी समझ,	शब्द ज्ञान, कथा शिल्प,	<ul style="list-style-type: none"> <li>●अध्यापकें गी चाहिदा जे ओ विद्यार्थियें गी समझान जे रंगली चिड़ी एक्क बाल मनोविज्ञानिक कहानी ऐ</li> <li>●इस कहानी च मुहावरें दा बी प्रयोग होए दाए, अध्यापकें गी चाहिदा ऐ जे विद्यार्थियें गी मुहावरें दा अर्थ समझांदे होई उचित प्रयोग बारै जानकारी बी देन</li> <li>● इस किस्मां दी कोई होर कहानी जेकर पता होए ता विद्यार्थियें गी सनाई जाई सकदी ऐ</li> <li>●पराने जमाने च मते सारे जागतें दा जन्म घर गै होंदा हा, ते अज्जकल अस्पताल च होंदा ऐ, अस्पतालै च डाक्टर दी देखरेख च होंदा ऐ ते घर दाई दी देखरेख च, दाई दी भूमका बारै विस्तार च दस्सना लोडचदा ऐ।</li> </ul>
7-8 हफ्ता	लद्दाख (लेख)	लद्दाख दे बारे च जानकारी, लद्दाख दे चपासम दी समझ, शब्द भंडार दा विस्तार	भौगोलिक योग्यता, अपने चपासम दी खास गल्लें पाससै बी ध्यान	<ul style="list-style-type: none"> <li>●विद्यार्थियें गी ए जानकारी देना जरूरी ऐ जे 5 अगस्त 2019 शा पैहलें लद्दाख जम्मू-कश्मीर राज्य दा हिस्सा हा ते हून बखरा प्रदेश ऐ।</li> <li>●लद्दाख दी भूगोलिक स्थिति बारै जानकारी देनी चाहिदी।</li> <li>● विद्यार्थियें गी लद्दाख दियें बाकी भाशाएं बारै बी दस्सो,जियां पुरकी, बलती, छीनां आदि।</li> <li>●विद्यार्थियें गी थोडा बौध धर्म बारै बी ज्ञान देना चाहिदा।</li> <li>●इस पाठ च बौधी, लद्दाखी, बगैरा भाशाएं लेई शब्द बरतोए दे न जिंदे च बौध ते लद्दाख संज्ञा शब्द कन्नै</li> </ul>

				<p>‘ई’ प्रत्यय दा प्रयोग होए दा ऐ। अध्यापकें गी चाहिदा जे ओ इयै जनेह नां सूचक होर शब्दें कन्नै ‘ई’ प्रत्यय जोडियै उंदियें भाशा सूचक जां बसनीकें देनांऽ सूचक बनाने दा अभ्यास करान, जियां:- बंगाल - बंगाली, पंजाब - पंजाबी, कश्मीर - कश्मीरी।</p>
9-10 हफ्ता	वीर सैनिक (लेख)	सीमाएं दी जानकारी, किश युद्धवीरें दी जानकारी, देश दी सीमाएं दी जानकारी	भारत दी सीमाएं दा ज्ञान, वीरचक्र पुरस्कार दा ज्ञान, देश दी सीमाएं दा ज्ञान, युद्ध दी समझ	<ul style="list-style-type: none"> <li>● पाठ दे शुरु च दित्ते दे शब्दें दा अर्थ दस्सने परैंत उनेंगी वाक्य च प्रयोग कित्ता जाई सकदा ऐ।</li> <li>● पाठ च शामल वीर जुआनें दे अलावा कोलै-कच्छै दे कुसै शहीद बारै बी गल्ल-बात कित्ती जाई सकदी ऐ।</li> <li>● भारत -पाकिस्तान दी किश होर लड़ाइयें बारै बी गल्ल-बात कित्ती जाई सकदी ऐ।</li> <li>● साठे देसै दी सांभ करने आहले वीर जुआने गी केहड़ी-केहड़ी मुश्कलें दा सामना करना पौंदा ऐ इसदे बारै च दस्सेआ जाई सकदा ऐ।</li> </ul>
11वां हफ्ता	बाललीला (कविता)	लयबद्धता कन्नै पंक्तिर्यें गी पढ़ने दी जाच, रामायण दे मुख पात्र राम ते उंदे भ्राएं बारै सरसरी जानकारी	रामकथा दा ज्ञान, तुक आहले शब्दें दा ज्ञान, प्रवाह दी समझ	<ul style="list-style-type: none"> <li>● पाठच बरतोए दे नमें शब्दें दे अर्थ दस्सदे होई वाक्य च प्रयोग कित्ता जाई सकदा ऐ।</li> <li>● कविता गी बार-बार पढ़ियै एहदे किश पद्यांश मूंहजबानी कलासै च बोलने लेई प्रेरत कित्ता जाई सकदा ऐ</li> <li>● अध्यापक इस पाठ राहें रामायण बारै बी थोड़ी जानकारी देई सकदे ना।</li> </ul> <p>पाठ च बड़े मतेविशेशनें दा प्रयोग बहुवचन दे होए दा ऐ, अध्यापक विद्यार्थियें गी विशेशन रूपरचना दी जानकारी देई सकदे ना।</p>
12-13 हफ्ता	मियां डीडो	डुग्गर दे इतेहास च रुचि,	किश नमें शब्दें दी	<ul style="list-style-type: none"> <li>● विद्यार्थियें गी मियां डीडो दे देशकाल बारे विस्तार</li> </ul>

	(लेख)	इतेहास दे नायके बारे जानकारी किट्टी करनै च रुचि,	जानकारी, डुग्गर दे बारे च किश ज्ञान, लेखन ते पठन योग्यता च बाद्धा	कन्ने समझाई लैना चाहिदा तां जे उनेगी डीडो बारे समझने च मुशकल नेई आवै <ul style="list-style-type: none"> <li>● मियां डीडो पर होर बी मते लेख, उपन्यास ते नाटक लखोए दे न, उंदे बारे बी सरसरी जानकारी दिती जाई सकदी ऐ</li> <li>● डुग्गर दे किश होर वीर सपाहियें बारे बी चर्चा किती जाई सकदी ऐ।</li> <li>● किश चंगे ते बहादर लोकें दे उदाहरण देइयै उंदे आंगर बनने लेई प्रेरत किता जाई सकदा ऐ।</li> <li>● मियां डीडो दे उदाहरण कन्ने आम जनता लेई अपने नफे-नुकसान शा उप्पर उट्टियै सोचने लेई सिक्ख-मत्त दिती जाई सकदी ऐ</li> </ul>
14-16 हफ्ता	डुग्गर दी चित्रकला (लेख)	डुग्गर दी चित्रकारी दी जानकारी, किश चित्रकारें बारे जानकारी, कला च शौक दा बाद्धा	कला दी समझ, चित्रकारी दे बक्खरे-बक्खरे रूपें बारे ज्ञान, नमें शब्दें दा ज्ञान	<ul style="list-style-type: none"> <li>● बसोहली दी चित्रकला पूरे मुलखें च मशहूर ऐ इसदे बारे च दस्सदे होई बसोहली दे किश नामवर चित्रकारें बारे बी दस्सेआ जाई सकदा ऐ</li> <li>● इस लेख च संयुक्तशब्द बरतोए देन, किश इयै जनेहू होर शब्दें बारे बी चर्चा किती जाई सकदी ऐ।</li> <li>● विद्यार्थियें च चित्रकला प्रति लगाव दिक्खनै लेई उनेगी बी कोई चित्र बनाने गी आखेआ जाई सकदा ऐ</li> </ul>
17-19 हफ्ता	चंद्रभागा (लेख)	डुग्गर दी मुख नदी दी जानकारी दे कन्ने-कन्ने ओहदे कंडे-कंडे बसे दे ग्राएं ते शैहरें ते स्थापत देवस्थाने बगैरा बारे जानकारी	नदियें दे प्रवाह दी समझ, भाषा विकास, नमें शब्दें दा ज्ञान, होर नदियें बारे जाननै दी जिज्ञासा	<ul style="list-style-type: none"> <li>● चंद्रभागा अपने प्रवाह दरान जिनें-जिनें थाहरें शा होइयै बगदी ऐ, उंदे बारे बाद्धू जानकारी दिती जाई सकदी ऐ</li> <li>● चंद्रभागा दे पानी च ते बाकी दरेआएं दे पानी च फर्क बारे गल्लबात किती जाई सकदी ऐ।</li> <li>● दरेआ दे कंडे केई मशहूर देवस्थान ते प्राचीन मंदर दिक्खने गी लब्भदे न, उंदे बारे च चर्चा करियै</li> </ul>

				<p>विद्यार्थियों दे ज्ञान च बाद्धा कित्ता जाई सकदा ऐ।</p> <ul style="list-style-type: none"> <li>●रणवीर ते प्रताप नैहरें दी विस्तार च जानकारी दित्ती जाई सकदी ऐ।</li> </ul>
20वां हफ्ता	नमें जुगै दा नर्माण (कविता)	लयबद्धता कन्ने पंक्तियें गी पढ़ने दी जाच, छंद दी मुंडली समझ, शब्दें च ध्वन्यात्मक समानता दी समझ	शब्द ज्ञान, प्रगतिवाद दी मुंडली जानकारी	<ul style="list-style-type: none"> <li>●कविता च नैतक मुल्लें पर जोर दित्ता गेदा ऐ, अध्यापक गी लोडदा जे किश होर नैतक मुल्लें दे उदाहरण देऐ ते जीवन च नैतिकता दा महत्व बी दस्सै</li> <li>●बक्खरे-बक्खरे धर्में च एक्के जैसियां किश गल्लां लेइयै विद्यार्थियों च एक्क रौहने दी भावना बधाई जाई सकदी ऐ</li> </ul>
21-22 हफ्ता	डुग्गर दे पर्यटन-स्थल (लेख)	डुग्गर दी कुदरती खूबसूरती बारे जानकारी, ग्रां ते शैहरें दे जीवन, मदानें ते प्हाड़ें दे जीवन च फर्क दी समझ	डुग्गर दे बक्ख-बक्ख लाकें बारे ज्ञान	<ul style="list-style-type: none"> <li>● पाठ च दित्ते दे पर्यटन स्थलें दे लावा बी डुग्गर प्रदेश दे किश होर पर्यटनस्थलें दी जानकारी बच्चें गी दित्ती जा तां बच्चें गी पाठ होर चंगी चाल्ली समझा आई जाहग</li> <li>●विद्यार्थियों गी उंदे अपने ग्रां जां शैहर दी खूबसूरती उप्पर ते दिक्खनै काबल थाहरें उप्पर लिखने गी प्रेरत कित्ता जाई सकदा ऐ</li> <li>● विद्यार्थियों गी पुच्छेआ जाई सकदा ऐ जे क्या कुसै ने कुसै पर्यटन थाहरा दी यात्रा कित्ती दी ऐ जां नेई। जेकर कुसै ने कित्ती दी होऐ ता उस्सी कलासै च सारी यात्रा पर सरसरी गल्ल-बात करने लेई आखेआ जाई सकदा ऐ</li> </ul>
23-24 हफ्ता	बावा चम्बलियाल (लेख)	निबंध ते होर गद्य विधाएं च फर्क दी समझ, गद्य साहित्य पढ़ने, समझने ते लिखने च रुचि दा विकास	गद्य साहित्य दी विधा निबंध बारे ज्ञान	<ul style="list-style-type: none"> <li>● डुग्गर प्रदेश च ऐसे केई थाहर न जित्थें लोकें गी आस्था ऐ, विद्यार्थियों गी ऐसे गै किश होर थाहें दी जानकारी दित्ती जाई सकदी ऐ</li> <li>● विद्यार्थियों दे अपने ग्रां जां शैहर जेकर कोई आस्था आह्ला थाहर ऐ ता उसदे बारे उंदे कन्ने गल्ल बात</li> </ul>



				<p>कित्ती जाई सगदी ऐ, इसदे कन्ने उंदी रुचि पाठ च बधी जाहगा।</p> <ul style="list-style-type: none"> <li>● कुसै आस्था आहले थाहर दी जेकर कुसै विद्यार्थी ने यात्रा कित्ती दी ऐ ता उस्सी कलासै च सनानै लेई आखेआ जाई सकदा ऐ</li> </ul>
25-26 हफ्ता	शक्क दी सज़ा (लघु कहानी)	शब्दें दी बरतून दी समझ, किश नमें शब्दें दी जानकारी, दोस्ता दे महत्त्व दी समझ,	कथा साहित्य दे भाव पक्ख दे कन्ने - कन्ने कला पक्ख दा बी ज्ञान, शब्द-ज्ञान च बाद्धा	<ul style="list-style-type: none"> <li>● बच्चें गी पौराणिक ते ऐतिहासिक कथाएं चा पक्की ते सच्ची दोस्ती दे उदाहरण देइयै दोस्त चुननै च सोहगा ते दोस्ती रौहनै पर नभानै च समर्पण दा महत्त्व समझाया जाई सकदा ऐ</li> <li>● विद्यार्थियें गी दोस्ती दी म्हत्ता बारै लेख लिखने लेई प्रेरत कित्ता जाई सकदा ऐ</li> </ul>
27-28 हफ्ता	मुहावरे ते खुआन	मुहाबरें ते खुआने च भेद दी समझ, भाषा च मुहाबरें ते खुआने कन्ने रोचकता कियां औंदी ऐ, ए समझ	मुहाबरें ते खुआने दे भेद दा ज्ञान	<ul style="list-style-type: none"> <li>● मुहवारे - खुआने दी बरतून कन्ने भाषा कियां सुंदर होई जंदी ऐ, इसदे बारे विद्यार्थियें गी समझाया जाई सकदा ऐ</li> <li>● विद्यार्थियें गी अपने घरै दे ते आस-पड़ोस दे बुजुर्गें दी मदद कन्ने मुहावरे ते खुआन कठेरने लेई प्रेरत करियै उंदे च संवाद ते शोध दी मुंडली योग्यता विकसित कित्ती जाई सकदी ऐ</li> </ul>

Hindi (हिन्दी)



## वार्षिक कैलेण्डर

### कक्षा-7 वीं

**समय अवधि:-** इकाई-1, सप्ताह 1 से सप्ताह 5

**विषय/ उप विषय:-** पाठ 1 से पाठ 3, हम पंखी उन्मुक्त गगन के (कविता), हिमालय की बेटियां( निबंध) मिठाई वाला, ( कहानी) भाषा की परिभाषा तथा भेद, तत्सम तद्भव शब्द, निबंध ( महात्मा गाँधी ) पत्र लेखन अपने भाई बहन को खेलों में भाग लेने के लिए पत्र।

सीखने के परिणाम	योग्यता/ क्षमता	सुझाव गतिविधि
<ul style="list-style-type: none"> <li>कहानी , कविता आदि पढ़कर लेखन के विविध तरीकों और शैलियों को पहचानेंगे जैसे वर्णनात्मक, भावनात्मक चित्रण आदि।</li> <li>विविध प्रकार की रचनाओं को पढ़कर समूह में चर्चा करते हैं।</li> </ul>	<ul style="list-style-type: none"> <li>स्वतंत्रता के प्रति जागरूक होंगे।</li> <li>विभिन्न प्रकार की नदियों से अवगत होंगे। नदियों से होने वाले लाभों के विषय में चर्चा करेंगे।</li> <li>विभिन्न प्रकार की भावनाओं , अनुभूतियों से अवगत होंगे।</li> </ul>	<ul style="list-style-type: none"> <li>पाठ से संबंधित सहायक सामग्री से अवगत करवाया जाए।</li> <li>नदियों के लाभ हानियों के बारे में कक्षा में चर्चा की जाए।</li> <li>विभिन्न प्रकार की भावनात्मक अनुभूतियों को कहानियों के माध्यम से बताया जाए।</li> </ul>

**समय अवधि:-** इकाई-2, सप्ताह 6 से सप्ताह 10

**विषय/ उप विषय:-** पाठ 4 से पाठ 6 तक, पापा खो गए ( नाटक) , शाम एक किसान (कविता) , रहीम के दोहे (कविता) , पर्यायवाची शब्द लिंग और वचन बदलो ( निबंध) दिपावली और प्रदूषण , ( पत्र) भाई के विवाह के अवसर पर छुट्टी के लिए प्रार्थना पत्र।

सीखने के परिणाम	योग्यता/ क्षमता	सुझाव गतिविधि
<ul style="list-style-type: none"> <li>किसी चित्र या दृश्य को देखने के अनुभव को अपने ढंग से मौखिक व सांकेतिक भाषा में व्यक्त करेंगे।</li> <li>पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए आपस में परिचर्चा करेंगे .</li> </ul>	<ul style="list-style-type: none"> <li>नाटक के मंचन को समझेंगे ।</li> <li>विभिन्न स्थानीय सामाजिक एवं प्राकृतिक मुद्दों , घटनाओं के प्रति अपनी तार्किक प्रतिक्रिया देंगे।</li> </ul>	<ul style="list-style-type: none"> <li>कक्षा में नाटक का मंचन करवाते हुए उनके किरदारों को निभाते हुए उनकी बारीकियों से अवगत करवाएंगे।</li> <li>रहीम के दोहों के साथ संबंधित अन्य दोहों की भी जानकारी बच्चों को उपलब्ध करवाई जाए।</li> </ul>

**समय अवधि:-** अर्धवार्षिक सप्ताह 11 से सप्ताह 15 तक

**विषय/ उप विषय:-** पाठ 7 से पाठ 9, एक तिनका (कविता), नीलकंठ (रेखाचित्र), भोर और बरखा (कविता) काल की परिभाषा व भेद, , विलोम शब्द, पर्यायवाची शब्द, संधि, मुहावरे।

सीखने के परिणाम	योग्यता/ क्षमता	सुझाव गतिविधि
<ul style="list-style-type: none"> <li>विभिन्न संवेदनशील विषयों जैसे जाति, धर्म, रंग, लिंग, भेद, रिति रिवाजों के बारे में मुख्य रूप से अपनी तार्किक समझ अभिव्यक्त करते हैं।</li> </ul>	<ul style="list-style-type: none"> <li>कल्पनाशीलता और सृजनशीलता को विकसित करने वाली गतिविधियों जैसे- कविता, पाठ, सृजनात्मक लेखन, विभिन्न स्थितियों संवाद आदि के आयोजनों में सृजनात्मकता बढ़ेगी।</li> </ul>	<ul style="list-style-type: none"> <li>उपलब्ध विशेष वस्तु को स्पष्ट करने के लिए कक्षा में बाद विवाद प्रतियोगिता करवाई जाए।</li> </ul>

**समय अवधि:-** इकाई-3, सप्ताह 16 से सप्ताह 20 तक

**विषय/ उप विषय:-** पाठ 10 से पाठ 12, और भी दूँ (कविता), जम्मू कश्मीर की झीलों (निबंध), दाता रणपत (एकांकी) समास, शुद्ध अशुद्ध, (निबंध) वैष्णो देवी की यात्रा।

सीखने के परिणाम	योग्यता/ क्षमता	सुझाव गतिविधि
<ul style="list-style-type: none"> <li>उचित लय, ताल, हाव-भाव से कविता पठन करते हुए कविता का रसास्वादन करेंगे।</li> <li>अपने प्रदेश को अच्छे से समझ सकेंगे स्थानीय लोक नायकों के विषय में जानेंगे।</li> <li>रचनात्मक कार्य करने में सक्षमता आएगी।</li> </ul>	<ul style="list-style-type: none"> <li>छात्रों में कल्पनाशीलता तथा सृजनात्मकता विकसित होगी।</li> <li>उनमें देश प्रेम संपन्न परोपकार जैसे गुणों का विकास होगा। अन्य उनमें उचित विराम गति लोच के साथ पठन की योग्यता विकसित होगी। उनमें शुद्ध भाषा का प्रयोग करने व शुद्ध भाषा सीखने की जिज्ञासा उत्पन्न होगी, रचनात्मक कार्य करने की योग्यता विकसित होगी।</li> </ul>	<ul style="list-style-type: none"> <li>कविता को कंठस्थ करवाया जाए। देश प्रेम की अन्य कविताओं का संकलन करने के लिए प्रेरित किया जाए।</li> <li>छात्रों को प्रेरित किया जाए कि वे प्रसिद्ध झीलों के चित्र इकट्ठा करें व उन पर पांच वाक्य लिखें।</li> <li>स्थानीय लोक कथाओं की सूची बनाकर उन पर पांच वाक्य लिखने को कहा जाए।</li> </ul>

**समय अवधि:-** इकाई-4, सप्ताह 21 से सप्ताह 24 तक

**विषय/ उप विषय:-** पाठ 13 से पाठ 15, दोहा एकादश , लद्दाख का विवा उत्सव, पुंछ और राजौरी के प्रसिद्ध तीर्थ स्थान। उपसर्ग, प्रत्यय, वाक्य उनके भेद , (निबंध) विद्यार्थी और अनुशासन।

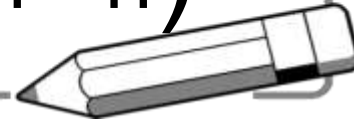
सीखने के परिणाम	योग्यता/ क्षमता	सुझाव गतिविधि
<ul style="list-style-type: none"> <li>दोहा गायन की कला आएगी।</li> <li>विभिन्न धर्म समुदाय के रीति रिवाजों से अवगत हो सकेंगे।</li> <li>छात्र अपने प्रदेश के तीर्थ स्थानों से भली भांति परिचित हो सकेंगे।</li> <li>उनमें रचनात्मक कार्य करने की योग्यता विकसित होगी।</li> </ul>	<ul style="list-style-type: none"> <li>दोहों में निहित महान संदेशों को अपने व्यावहारिक जीवन में उतारने में सक्षम हो सकेंगे।</li> <li>विभिन्न धर्म समुदाय की संस्कृति से अवगत होंगे।</li> <li>छात्रों में देखे हुए स्थलों पर लिखित अभिव्यक्ति देने की क्षमता विकसित हो सकेगी।</li> <li>उनमें शब्दों के शुद्ध रूप शुद्ध वर्तनी के ज्ञान के साथ- साथ वाक्य रचना के नियमों को समझने की योग्यता विकसित होगी।</li> </ul>	<ul style="list-style-type: none"> <li>कबीर के ऐसे पांच दोहे ढूंढने को कहा जाए जिनमें सत्य परोपकारी व मीठी वाणी का संदेश हो।</li> <li>प्रश्नोत्तर रिक्त स्थान सही गलत द्वारा पाठ का प्रत्यास्मरण करवाया जाए।</li> <li>दोहे कंठस्थ करवाए जाएं।</li> <li>जम्मू तथा कश्मीर संभाग के विवाह उत्सव पर पांच वाक्य लिखने को कहा जाए।</li> <li>लोक गीत गवाए जाएं। प्रश्नोत्तर द्वारा निबंध रचना की जाए।</li> <li>श्याम श्वेत पट का प्रयोग किया जाए।</li> <li>श्रुतलेख करवाया जाए।</li> </ul>

**समय अवधि:-** वार्षिक, सप्ताह 25 से सप्ताह 28

**विषय/ उप विषय:-** पाठ 16 से पाठ 17, स्वामी अमरनाथ की यात्रा, हिमालय और हम , विराम चिन्ह, (निबंध) कंप्यूटर ( पत्र ) विक्रेता से पुस्तक मंगवाने के लिए पत्र।

सीखने के परिणाम	योग्यता/ क्षमता	सुझाव गतिविधि
<ul style="list-style-type: none"> <li>रचना को पढ़कर उस पर चर्चा करेंगे, अपने अपने अनुभव साझा करेंगे।</li> <li>वर्णात्मक भावनात्मक चिंतात्मक इत्यादि विभिन्न शैलियों को समझ सकेंगे अपने परिवेश के प्रति जागरूक होंगे।</li> <li>अपने अनुभवों का प्रयोग करते हुए निबंध रचना कर सकेंगे।</li> <li>विराम चिन्हों का उचित प्रयोग कर वाचन कला में निपुण हो सकेंगे।</li> <li>पत्र लेखन कला में दक्षता प्राप्त करेंगे।</li> </ul>	<ul style="list-style-type: none"> <li>छात्रों में इतनी योग्यता विकसित होगी कि वह स्थानीय एवं तार्किक मुद्दों पर अपनी प्रतिक्रिया दे सकेंगे।</li> <li>प्रस्तुत विचारों को समझकर अपने अनुभवों के साथ सहमति-असहमति के संदर्भ में अपने विचार अभिव्यक्त कर सकेंगे।</li> </ul>	<ul style="list-style-type: none"> <li>कठिन नवीन शब्दों का अर्थ बताकर श्रुतलेख लिखवाया जाए वह शब्दों का वाक्य में प्रयोग करवाया जाए। अपने परिवार के साथ की गई किसी यात्रा का वर्णन 10 से 12 वाक्यों में करने को कहा जाए।</li> <li>विराम चिन्हों के प्रयोग का अभ्यास आदर्श वचन द्वारा करवाया जाए।</li> <li>श्याम श्वेत पट का प्रयोग करते हुए प्रश्नोत्तर द्वारा निबंध रचना करवाई जाए।</li> <li>शब्दकोश का प्रयोग सिखाया जाए। पत्र लेखन के प्रत्येक अंग समझाएं और स्वयं रचने के लिए प्रेरित किया जाए।</li> </ul>

Punjabi (ਪੰਜਾਬੀ)



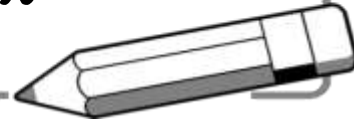
## ਪਾਠਕ੍ਰਮ ਵੇਰਵਾ ਸ਼੍ਰੇਣੀ - ਸਤਵੀਂ (Class- 7<sup>th</sup> )

ਕ੍ਰਮ ਸੰਖਿਆ Sr.No.	ਸਮਾਂ Time	ਵਿਸ਼ਾ Content	ਸਿਖੱਣ ਦੇ ਨਤੀਜੇ Learning outcome.	ਯੋਗਤਾ Competancy	ਸੁਝਾਈ ਗਈ ਸਿਖਿਆ ਸ਼ਾਸਤਰੀ ਪ੍ਰਕਿਰਿਆ Suggestive activities
1.	1-6 ਹਫ਼ਤੇ	ਮੁਹਬੱਤ ਨੂੰ  ਪਥਰ ਦਾ ਟੁਕੜਾ  ਮਾਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ	ਕਵਿਤਾ ਨੂੰ ਜਬਾਨੀ ਯਾਦ ਕਰਣਾ ਤੇ ਪਿਆਰ ਦਾ ਜਜਬਾ ਉਜਾਗਰ ਕਰਵਾਉਣਾ ਲੋਕ-ਕਹਾਣੀ ਰਾਹੀਂ ਮਿਹਨਤ ਤੇ ਇਮਾਨਦਾਰੀ ਦੀ ਮੱਤ ਬਲ ਪ੍ਰੇਰਿਤ ਕਰਵਾਉਣਾ ਸਿੱਖ ਰਾਜ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣੂ ਕਰਵਾਉਣਾ ।	ਪੜਨਾ ਤੇ ਪੜਕੇ ਸਮਝ ਸਕਣਾ । ਸਮਾਜਿਕ ਗੁਣਾਂ ਨੂੰ ਧਾਰਿਤ ਕਵਾਉਣਾ । ਮਹਾਨ ਸਖਸ਼ਿਅਤ ਦੀ ਜੀਵਨੀ ਤੋਂ ਪ੍ਰੇਰਣਾ ਮਿਲਣੀ ॥	ਲੈਅ-ਬਧ ਕਵਿਤਾ ਗਾਉਣਾ ਭੂਮਿਕਾ ਨਿਭਾਉਂਦੇ ਹੋਏ ਨਾਟਕ ਦੀ ਗਤਿਵਿਧੀ ਤਿਆਰ ਕਰਨੀ ।
		<b>ਗਰਮੀਆਂ ਦੀ ਛੁੱਟੀਆਂ</b>			
2.	12-14 ਹਫ਼ਤੇ	ਪ੍ਰਦੁਸ਼ਨ  ਸਜਣ ਨੂੰ  ਗੁਰੂ ਹਰਿਗੋਬਿੰਦ ਸਾਹਿਬ ਜੀ	ਵਾਤਾਵਰਣ ਦੀ ਸਾਫ ਸਫਾਈ ਵਲ ਧਿਆਨ ਕੇਂਦ੍ਰਿਤ ਕਰਵਾਉਣਾ, ਜੀਵਨ ਦੇ ਚਕਰ ਰਾਹੀਂ ਵਾਤਾਵਰਨ ਵਿਚ ਢਲਣਾ । ਸਿੱਖ ਧਰਮ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਛੇਵੀਂ ਪਾਤਸ਼ਾਹੀ ਦੇ ਉਪਦੇਸ਼ ਦਵਾਰਾ ਸਿਖਿਆ ।	ਵਿਦਿਆਰਥੀ ਵਾਤਾਵਰਨ ਵਿੱਚ ਢਲਣ ਦੇ ਯੋਗ ਜੀਵਨ ਦੇ ਤੱਥਾਂ ਨੂੰ ਸਮਝ ਕੇ ਜਿੰਦਗੀ ਵਿਚ ਸਫਲਤਾ ਹਾਸਿਲ ਕਰਣ ।	ਵੱਖ - ਵੱਖ ਸਰਗਰਮੀਆਂ ਰਾਹੀਂ ਪ੍ਰਦੁਸ਼ਨ ਦੀ ਸਮਸਿਆ ਦੇ ਸਮਾਧਾਨ ਦੀ ਪ੍ਰਕਿਰਿਆਵਾਂ, ਕਵਿਤਾ ਨੂੰ ਗੀਤ ਰਾਹੀਂ ਵਿਦਿਆਰਥੀਆਂ ਤਕ ਪਹੁੰਚਾਉਣ ਗਲਬਾਤ ਗਤਿਵਿਧੀ ਰਾਹੀਂ ਗੁਰੂ ਜੀ ਦੀਆਂ ਸਮਾਜਿਕ ਅਤੇ ਧਾਰਮਿਕ ਦੇਣ ਬਾਰੇ ਜਾਣੂ

					ਕਰਵਾਉਣਾ ।
3.	15-18 ਹਫ਼ਤੇ	ਗੁਪਾਲਾ ਗੁਲੀਆਂ ਲੋਹੜੀ ਸ਼ਿਹਰਫੀ ਭਾਈ ਕਨਈਆ ਜੀ ਮਾਝਾਂ ਸਾਡਾ ਲੋਕ ਨਾਚ	ਕਹਾਣੀ ਰਾਹੀਂ ਜਿੰਦਗੀ ਦੀ ਸਮਝ ਤੇ ਉਸ ਤੋਂ ਸਿਖਿਆ ਮਿਲਣੀ, ਭਾਰਤ ਦੇ ਵਖ-ਵਖ ਤਿਉਹਾਰਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ, ਕਾਵਿ ਰੂਪ ਜਿਸ ਵਿਚ ਦੋ ਭਾਸ਼ਾਵਾਂ ਦਾ ਮੇਲ ਹੋਣਾ ਉਸਦੀ ਸਮਝ । ਸਭਿਆਚਾਰਕ ਪਹਿਚਾਣ ਅਤੇ ਮਨੁੱਖਤਾ ਦੀ ਸੇਵਾ ਦੀ ਸਿਖਿਆ ।	ਵੱਖ-ਵੱਖ ਮੁਦਿਆਂ ਤੇ ਗੱਲ ਬਾਤ ਕਰਣ ਦੇ ਯੋਗ ਹੋਣਾ ਭਾਸ਼ਾ ਦੇ ਵੱਖਰੇ ਰੂਪਾਂ ਦੀ ਜਾਣਕਾਰੀ ਹੋਣਾ ਸਭਿਆਚਾਰਕ ਗਤਿਵਿਧੀਆਂ ਕਰਨ ਦੇ ਯੋਗ ਹੋਣਾ ।	ਜਮਾਤ ਵਿਚ ਵਰਗ ਕਰ ਕੇ ਵਖਰੇ ਵਖਰੇ ਮੁਦਿਆਂ ਤੇ ਬਹਿਸ ਕਰਵਾਉਣੀ, ਸਭਿਆਚਾਰਕ ਅਧਿਐਨ ਲਈ ਸਭਿਆਚਾਰਕ ਗਤਿਵਿਧੀਆਂ ।
4.	19-22 ਹਫ਼ਤੇ	ਇੰਟਰ ਨੈਟ ਸੁੰਦਰ ਟੁਕੜੀ	ਸੋਸ਼ਲ ਮਿਡਿਆ ਦੀ ਲਾਭਕਾਰੀ ਜਾਣਕਾਰੀ ਅਤੇ ਸਮਾਜ ਦੀ ਜਾਣਕਾਰੀ ।	ਮੀਡੀਆ ਜਾਣਕਾਰੀ ਤੋਂ ਲਾਭ ਲੈ ਕੇ ਆਪਣੀ ਪੜਾਈ ਸੰਬੰਧਿਤ ਤੱਥਾਂ ਵਿੱਚ ਸੁਧਾਰ, ਨੈਤਿਕ ਮੁਲਾਂ ਦੀ ਜਾਣਕਾਰੀ ।	ਬੱਚਿਆਂ ਨੂੰ ਵੱਖ- ਵੱਖ ਪੁਸਤਕਾਂ ਦੇ ਦੁਆਰਾ ਵਖ ਵਖ ਵਿਸ਼ਿਆਂ ਦੀ ਵਿਹਾਰਕ ਜਾਣਕਾਰੀ, ਨਾਟਕ ਦੀ ਜਾਣਕਾਰੀ ।
5.	23-28 ਹਫ਼ਤੇ	ਭਾਈ ਮਰਦਾਨਾ ਜੀ ਸਾਵਣ ਦਾ ਮਹੀਨਾ ਬਾਲਾ ਲਈ ਫੁੱਲ ਹੀ ਫੁੱਲ ਇੱਕ ਹਉਕਾ	ਉਚ ਸਖਸ਼ਿਅਤ ਦੇ ਗੁਣਾਂ ਦੀ ਜਾਣਕਾਰੀ ਵਾਤਾਵਰਨ ਵਿਚ ਬਦਲਦੇ ਮੌਸਮ ਦੇ ਲਾਭਾਂ ਦੀ ਜਾਣਕਾਰੀ ਸੁਰਬੱਧ ਕਵਿਤਾ ਪੜਨ ਦੀ ਜਾਣਕਾਰੀ ਤੇ ਆਲੇ ਦੁਆਲੇ ਦੇ ਮਹੋਲ ਵਿਚ ਪਰਿਵਰਤਨ ਦਾ ਪਤਾ ਲਗਣਾ	ਪੜ ਕੇ ਵਾਕਾਂ ਨੂੰ ਸਮਝ ਸਕਣਾ ਜੀਵਨ ਦੇ ਤਥਾਂ ਨੂੰ ਸਮਾਜ ਵਿਚ ਰਹਿ ਕੇ ਅਪਣੇ ਆਦਰਸ਼ਾਂ ਨੂੰ ਵੇਖ ਕੇ ਸਮਝਣਾ ।	ਕਵਿਤਾ ਦਾ ਲੈਅ-ਬਧ ਉਚਾਰਣ ਗੀਤ ਰਾਹੀਂ, ਨਾਟਕ ਰਾਹੀਂ ਕਹਾਣੀ ਦੀ ਸਮਝ ਰਖਣਾ ।



*Appendix*



## Suggestive Calendar of Activities

S.No	Date	Event	Suggested Activity
1.	March 8 <sup>th</sup> , 2023	International Women's Day	Organising skits, Group discussions highlighting the role of women.
2.	March 21 <sup>st</sup> , 2023	Arbor Day (Nauroz)-PlantationDay	Celebration of Plantation week wherein students are involved in various activities highlighting the importance of plantation. Plants like Chinars, Deodars to be planted in the premises of the school.
3.	March 22 <sup>nd</sup> , 2023	World Water Day	Organising Awareness drives, Debates, Painting Competitions on the theme of conservation of Water Resources
4.	April 2 <sup>nd</sup> , 2023	World Autism Awareness Day	Organising debates and discussion about Autism.
5.	April 7 <sup>th</sup> , 2023	World Health Day	Health & Hygiene Camps to be organised in collaboration with NRHM & nearest Primary Health Centres, Community Awareness programmes, Street Theatre will be some of the suggestive activities.
6.	May 6 <sup>th</sup> , 2023	World Mathematics Day	Class-wise Competition among students in developing mathematical models that make it interesting to learn.
7.	May 8 <sup>th</sup> , 2023	Red Cross Day	Inculcate the habit of Social Service among students, Awareness regarding First-Aid in the Morning Assembly.

## Suggestive Calendar of Activities

S.No	Date	Event	Suggested Activity
8.	May 31 <sup>st</sup> , 2023	World Anti-Tobacco Day	Students to be engaged in Anti- Tobacco Awareness Campaign.
9.	June 5 <sup>th</sup> , 2023	World Environment Day	Seminars, debates in collaboration With Department of Environment. Painting competitions, poster writing competitions, Rallies etc will be some of the suggestive activities.
10.	June 26 <sup>th</sup> , 2023	Anti-Drug Abuse Day	Seminars, debates in collaboration with Drug de-addiction centers. Drawing & Painting completion highlighting the evil caused by drug abuse.
11.	August 21 <sup>st</sup> , 2023	Peace & Non-Violence Day	Debates & Seminars, Group Discussions. Peace is directly proportional to development.
12.	August 29 <sup>th</sup> , 2023	National Sports Day	Importance of sports in physical / mental fitness. How sports help to inculcate team-sprit. Awareness about various types of sports & Games.
13.	September 5 <sup>th</sup> , 2023	Teacher's Day	Celebration of Teachers day at various levels. Essay Writing / debate highlighting the role of Teachers
14.	September 7 <sup>th</sup> , 2023	Kashmir against Flood Day	Commemorating Floods and the courageous response of people. Group Discussions on causes & preventive measures of floods
15.	October 2 <sup>nd</sup> -8 <sup>th</sup> , 2023	Wildlife Week	Awareness about importance of conservation of Wildlife with special reference to our local Fauna.

## Suggestive Calendar of Activities

S.No	Date	Event	Suggested Activity
16.	November 14 <sup>th</sup> , 2023	Children’s Day	Celebrations to reiterate the importance of being a child.
17.	November 20 <sup>th</sup> - 25 <sup>th</sup> , 2023	School Based Assessment Activities Week	Focus on Self-Assessment, Peer-Assessment and Group Assessment
18.	December 3 <sup>rd</sup> , 2023	International Disability Day	Celebrating this special day for the Specially abled classmates to inculcate feeling of empathy and togetherness.

Schools may organise activities mentioned above and some other Local/National/International events/festivals as they deem fit for holistic development of the students. Organising such events help students to learn about the world around them as they grow up in order to become well-informed citizens. It enhances students’ knowledge about the significance of these days/events and helps to inculcate high morals, values and character in our students, thereby nurturing their communication and interpersonal skills.

## Suggestive Ten Bagless Days

Bagless Day	Description
1	Activities like Painting/ Art & Craft/ Photography/ Cooking/ Stitching/ Kite Making/ School Elections, etc.
2	Exposure Visit to Sericulture Unit/ Vermicompost Unit/ Industrial Area/ Historical Places/Museums, etc.
3	Gardening: Teachers and students in collaboration to grow some vegetables for mid-day meals.
4	Games and Sports activities like, Hurdle race/ running backward/ Hopscotch, etc.
5	Exposure Visit to University/College/Sainik School/ Medical College/ NIT/ Court/ DC Office, etc
6	TLM development activities
7	<p>Speak up Day:</p> <ul style="list-style-type: none"> <li>a. Activities to articulate ideas in simple, clear and appropriate words. Teachers can take help of some famous media personality</li> <li>b. Speak up the changes, you want in your school/ locality, etc.</li> </ul>
8	<ul style="list-style-type: none"> <li>a. Meeting most experienced and successful personalities of the locality</li> <li>b. Be a journalist and highlight the issues of your area</li> </ul>
9	<ul style="list-style-type: none"> <li>a. Taking proper care of other people, animals and nature</li> <li>b. Local and seasonal vegetable stall</li> <li>c. Survey: like area of the school, type and number trees in your school, buildings, classrooms, labs, students' gender-wise and class-wise, teachers, subjects, book category and number, etc</li> </ul>
10	Meet a Professor/Doctor/Journalist/Engineer/Social Activist/Judge, etc.

**Note:** The Head of the Institution in consultation with subject teachers shall decide the appropriate day, date and activities for 10 bag-less days.

## **Student Assessment & Evaluation Scheme (SA&ES)**

### **Preparatory Stage (Class – 7<sup>th</sup>)**

<b>Stage/Class</b>	<b>Duration</b>	<b>Scheme of Assessment</b>
Class 7 <sup>th</sup>	1 Year	School Based Assessment (SBA) shall be conducted by respective HoS at school level. However, Year End Assessment (Summative Assessment) shall be held by HoS, under supervision of Complex Head and design of assessment tool/model question paper should be sync with the model papers prescribed by SCERT.

## Criteria for Evaluation Formative / Summative Assessment:

Object		Marks	Procedure
I	Formative Assessment	30	Level of preparation & Progress of the child has to be evaluated by subject teacher by conducting (I-VI) Tests/ Sessional throughout the year as per School Based Assessment. (@ 5 marks per Sessional)
II	Co-curricular Component	20	Detailed description of activities with criteria points is appended*
III	Summative Assessment	50	External Year End Assessment tool/Question Paper shall be of 50 Marks.
Total (I+II+III)		100	Qualifying criteria will be as per the prescribed examination norms/ guidelines. However, student is required to qualify with 33% marks in each assessment (FA/CC/SA).

The design of progress card shall be notified separately.

**\*Description of Criteria Points for Co-Curricular activities:**

<b>Object / Activity</b>		<b>Criteria Points</b>
<b>Preparatory Stage: (Class 7<sup>th</sup>)</b>		
1	Physical Activities, Sports Yoga, etc	4
2	Participation in School Activities: i. Recitation ii. Discussion iii. Debates iv. Role Playing v. Morning Assembly ,etc.	4
3	Attendance and Discipline i.>75 upto 85% (1 Marks) ii.>85% upto 100% (1 Marks) iii. Discipline (2 Marks) (Note: Attendance a minimum of 75% is mandatory)	4
	Cultural and Creative Activities i.Art ii.Music iii.Painting and Others.	4
5	Health and Hygiene	2
6	Environmental Awareness /IT Awareness	2



## **Formative Assessment – Guidelines**

## **Formative Assessment Marks :30**

### **Guidelines:**

- **Formative Assessment** shall be conducted throughout the academic session as per School Based Assessment.
- Any format can be used or developed for carrying out an assessment activity but it must include Learning Outcome, Assessment technique and tool besides assessment activity.
- All the assessment activities need not to be recorded.
- A **portfolio** of the significant assessment activities which reflect the child's progress throughout the academic session shall be maintained by the teacher in collaboration with Parent/Caregiver and the Child.
- Report of these significant assessment activities is to be maintained in the given format given at Table-2. Suggestive Assessment Activity Format".
- Six recordings of these activities shall be reflected in the given Child's Progress Table.
- Portfolio of a child shall contain General Information, Significant Assessment Activities, Assessment Activity Reports and Child's Progress Table.
- At the end of the academic session, achievement for all the learning outcomes, which Child's Progress Table clearly reflects, is to be quantified to marks out of 30.
- Final achievement of a child for some learning outcome is to be considered for evaluation. For example, if child A in Recording 1 got 'Sky' level and child B got 'River' level but in Recording 3, both the children got 'Sky' level for the same learning outcome(s), they must be given same marks.

# 1. GENERAL INFORMATION

(To be filled by the teacher in consultation with caregiver/parent)

Name and Address of the School:.....

UDISE Code: 

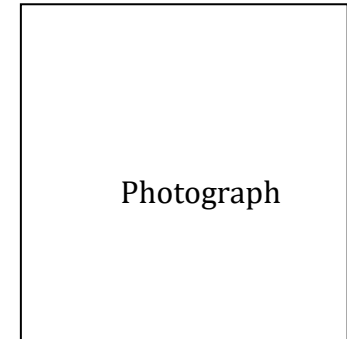
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Name: \_\_\_\_\_ Roll No. \_\_\_\_\_

Registration No.: \_\_\_\_\_ Class: III Section: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_



Mother's Name: \_\_\_\_\_ Mother's Education: \_\_\_\_\_ Mother's Occupation: \_\_\_\_\_

Father's Name: \_\_\_\_\_ Father's Education: \_\_\_\_\_

Father's Occupation: \_\_\_\_\_ Number of siblings: \_\_\_\_\_ Siblings age: \_\_\_\_\_

Mother Tongue: \_\_\_\_\_ Medium of Language: \_\_\_\_\_ Rural/Urban: \_\_\_\_\_

## MEDICAL HISTORY

Information	Remarks	Specific Comments
Has the child been a patient in a hospital? • Yes, please explain • No, please skip	Example: My child was in hospital because of car accident.	When: 2 years old
Is child taking any medicines? • Yes, please explain • No, please skip	Name of the medicine:	Dosage:
Does child have an allergic reaction? • Yes, please explain • No, please skip	Outside or Indoor allergies ___ Food Allergies (for example: peanuts, milk, wheat ...) ___ Medicine or shots (immunization). (Please list below.) ___ No, my child has no allergies that I know of.	Reaction due to allergy: Example- runny nose
Medical problems if any that the child has ever had?	Ear infections, Nose problems, Eye problems, Hearing problems, Mouth or throat problems, Diarrhea, Constipation, Muscle and bone problems, Sleeping problems, Breathing problems	Please specify

## ATTENDANCE

MONTHS	APR	MAY	JUNE	JUL	AUG	SEP	OCT	NOV	DEC	FEB	MAR	TOTAL
Working Days												
Attended												
Attendance Percentage												

## 2. SUGGESTIVE ASSESSMENT ACTIVITY REPORT

SUBJECT	ACTIVITIES TO ASSESS THE Learning Outcome(s)	LEVELS OF PROFICIENCY
<b>Environmental Science</b>  <b>(Class 3)</b>	<p><b>Learning Outcome(s):</b></p> <ul style="list-style-type: none"> <li>The learner identifies simple features (e.g., movement, at places found/ kept, eating habits, sounds) of animals and birds) in their immediate surroundings</li> </ul> <p><b>Suggested Activity:</b></p> <p><b>A Visit to Zoo/ National Park/ Wildlife Sanctuary</b></p> <ol style="list-style-type: none"> <li>List the name of animals seen in the Zoo/ National Park/ Wildlife Sanctuary.</li> <li>Draw any one animal?</li> <li>Categorize these animals based on; ears can be seen, ears cannot be seen, has hair on skin or has feathers on skin</li> <li>Which of the animals lay eggs?</li> <li>Have you seen any of those animals around your house or school?</li> <li>Have you kept any pets at home?</li> </ol>	<p><b>*Feedback from Parent/Caregiver:</b></p>

**Note:**

1. Observe the learner's sensitivity and attitude towards animals, birds and the place. Help him/her to articulate creative ideas regarding caring of animals, etc.
2. Let the learner enjoy the nature and do not force her/him to note down everything. You can carry the assessment activity at the end of the visit.

**Rubric**

➤ **Awareness**

**Sky:** Is fully aware about the animals and their simple features.

**Mountain:** Shows interest in gaining awareness about the animals and their simple features.

**River:** Has little awareness about the animals and their simple features.

➤ **Sensitivity**

**Sky:** Is fully or mostly sensitive towards animals. **Mountain:** Shows interest in being sensitive towards animals.

**River:** Is little insensitive towards animals.

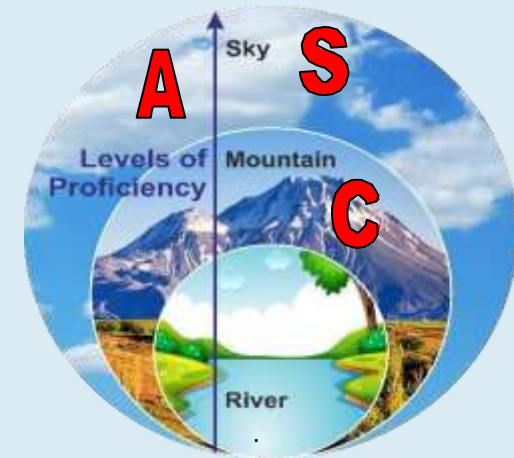
➤ **Creativity**

**Sky:** Is creative and original with good observation and draws animals same as reality.

**Mountain:** Shows creativity in drawing animals and has a potential to improve.

**River:** Displays lack of creativity and interest.

**\* Feedback from Teacher**



**A: Awareness**  
**S: Sensitivity**  
**C: Creativity**

*\* The rubric has been taken from Holistic Progress Card (HPC) - NCERT.*

### 3. Child's Progress Table Example

Recording of Assessment Activity Reports (Gathering of evidences of Child's Progress)	Learning Outcomes	Proficiency Level Achieved (Write NA, if not assessed)	Assessment By (Teacher, Self or Peer)	Descriptive summary of learner's development during the month
<b>Recording 1</b>	1. Groups birds, animals according to differences/ similarities using different senses	Awareness: Sky Sensitivity: Mountain Creativity: NA	Teacher	<i>The child is aware of the immediate surroundings and engages himself/herself deeply with the environment. S/he shows positive attitude towards animals, plants and humans. S/he values water as a precious resource and keeps it clean. S/he does not share ideas or ask questions. S/he needs encouragement and words of motivation.</i>
	2. Shows sensitivity for plants, animals, the elderly, differently abled and diverse family set ups in surroundings	Awareness: Mountain Sensitivity: Sky Creativity: River	Peer	
	3. Describes availability of water, its use at home and surroundings	Awareness: Mountain Sensitivity: Mountain Creativity: Mountain	Teacher	
<b>Recording 2</b>				
<b>Recording 3</b>				
<b>Recording 4</b>				
<b>Recording 5</b>				
<b>Recording 6</b>				
<b>Marks:</b>				

Note: 10% to 17% of the assessment activities shall be assessed through peer assessment.

## **Formative Assessment**

### **Assessment for Learning**

It occurs during, rather than after, the teaching-learning process as it has its primary focus on the ongoing improvement of learning for all students.

- (a) **Assessment is school-based and integral to teaching-learning:** For long, assessment has been considered to be term-end or process-end activity believing that pressurizing and exposing children to frequent examination and comparing them with the high achievers incites them to perform better. As a school-based activity integrated with the teaching-learning, it helps in doing away with examination-related fear, anxiety or trauma.
- (b) **Multiple evidence-based:** As no single strategy of assessment is capable of providing complete information about a child's progress and learning, it needs to be multiple evidence-based to make it free from biases or distortion. This requires tapping different sources to collect information as evidence.
- (c) **Assessing learning progress holistically:** It includes assessment of all aspects of students' personality, i.e., knowledge, performance, skills, interests, dispositions and motivation using a range of activities that the child participates in both inside and outside the classroom for making assessment comprehensive.
- (d) **Sensitive to individual learning needs:** This requires identifying individual and specific needs of all children (including those with special needs and from the marginalized groups). Teachers may design and use a range of resources and activities suited to the learning needs (learning pace, style, level and other special needs or required accommodations) of children and use the gathered information to address their needs. The teachers' responses to the students' needs are to be provided sensitively.
- (e) **Serves to observe changes in learning progress over time:** Assessment for learning goes along with the teaching-learning process in a continuous manner. The manner and modalities, however, may vary. Teachers map the students' progress on the processes of learning based on evidence collected using information from individual or group tasks through self or peer assessments. Observations of changes taking place in the children's learning progress are made on a continuous basis that are recorded as per the needs to develop the profiles of children.
- (f) **Helps teacher review and modify the teaching-learning:** It helps the teacher to probe what a child can or cannot do and explore the reasons behind the learning gaps. After understanding the students, their level of learning and the reason behind gaps, the teacher may adopt or adapt her/his teaching-learning to intertwine this correctional review with the instruction to regulate it to help children progress and improve their learning.
- (g) **Helps to address learning gaps:** After observing the gaps and determining the possible causes, the teacher needs to build logical connections between the existing and the new knowledge. This requires teachers to give children feedback that is specific, timely and clearly stated to scaffold their learning so as to improve it further.

## Assessment as Learning

- (a) **Collaborative and participatory approach:** The approach involves students as partners in planning, transaction and assessment of the teaching-learning process and thus, includes giving and receiving feedback by both students and teachers. It fosters healthy teacher-pupil and pupil-pupil relationships through teacher-supported, peer and group learning. It encourages active engagement of students in the process of teaching- learning and assessment to enhance learning by providing an opportunity for dialogue and feedback between teacher and student. Involving children by giving more and more opportunities in planning, conducting and evaluating different tasks, helps build skills of self and peer assessment among them which, in turn, reduces teachers' burden to a large extent. Children facilitate them by taking responsibility of assessing their own work, their peers' work and promote collaborative learning by helping each other learn. Help from parents or guardians can be sought in this process as they can also contribute meaningfully towards the progress of their wards.
- (b) **Helps children seek resources of knowledge:** Assessment as learning builds capacity of students to absorb new ideas and place them in larger contexts, evaluate their own and their peers' work against well-defined criteria or learning goals. This helps students build skills for learning in their lives. It also occurs during teaching-learning process. After identifying their strengths and gaps in learning, children themselves may plan and make efforts to look for the suitable resources to seek further knowledge in order to address the gaps or further move on to enhance their learning. Opportunities for self and peer- assessment and reflection, provided regularly during the process of assessment for learning, allows children to reflect, build connections between past and new learning, critique their own work and seek resources for new knowledge and, thus, take self- corrective measures to learn and progress.
- (c) **Building skills of learning to learn among children:** Out of the three purposes of assessment, 'Assessment as Learning', helps imbibe skills of learning to learn and lifelong learning among children and, therefore, is the most crucial component of assessment under SBA. Helping students understand their own learning to develop appropriate strategies for *learning to learn* and seek resources to enhance themselves, fosters child's self- confidence and helps develop abilities for lifelong learning, which is one of the prime goals of education.



# Academic Calendar-Cum-Syllabus – 2023-24

This syllabus has been designed in order to provide students a broad and balanced understanding of subjects, to enable them to communicate effectively, analyze information, take informed decisions, construct their worldview in alignment with constitutional values and move ahead in the direction of becoming productive citizens. The focus of current syllabus is on the development of 21<sup>st</sup> century skills in settings where each student feels independent, safe and comfortable with the learning. To achieve this aim, it is extremely important that children acquire adequate knowledge and skills in other core areas like Health and Physical Education, Life Skills, Value Education, Art Education, Work Education and other Co-Scholastic areas. The syllabus will help teachers as well as students to plan accordingly for achieving the desired learning competencies.



## State Council of Educational Research & Training