



Curriculum (2025-26)

Subject: English

Grade-VII

Recommended Books– New Pathways

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Michelin-Star Chef Vikas Khanna	Self belief and determination Overcoming Challenges Pursuit of excellence	CG-1-Develops effective communication skills to express thoughts, feelings, and ideas. CG-2- Appreciates the value of perseverance and cultural heritage through real life narratives	C-1.3 -Raises questions and shares reflection on personal growth and challenges C2.3- Expresses through speech and writing their ideas and critiques on various aspects of life.	Read and comprehend the text fluently with correct pronunciation. Identify the challenges faced by Vikas Khanna and the values he displayed. Develop vocabulary related to food, culture and success	Vocabulary and enrichment: Identify and use new words from the text Teacher shows a picture of a famous chef\restaurant and asks: <i>What do you think makes someone a successful chef or artist?</i> Reading aloud. Question answers in notebook.	October	IA2 Assessment Short question answers Vocabulary exercises



Curriculum (2025-26)

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Recommended Books– Grammar Full Marks

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Diary Writing	Personal reflection writing Expression of thoughts and feelings Structuring events	CG-1 – Develops effective written communication skills to express personal experiences and emotions. CG-2 – Enhances creative thinking and self-expression through structured writing.	C-1.3 – Organizes ideas logically with correct grammar and sequence. C-2.3 – Uses appropriate vocabulary and tone for informal writing.	Understand the format of a diary entry (date, day, salutation, body, signature). Learn to write in first-person voice with clarity and coherence. Use descriptive language to express emotions and events effectively.	Explanation of diary entry format with examples. Brainstorming personal experiences to write about. Guided writing activity in class. Peer sharing and feedback on sample entries.	October	IA2 Assessment Write a diary entry on a given situation (e.g., A day you will never forget). Check for correct format, grammar, and expression.



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Experiments by <i>Louis May Alcott</i>	Growing up and self - discovery Value of practical experience Learning from mistakes	CG-2- Appreciates the classic literature and moral values by exploring character's behaviour and author's style CG-3- Develops the ability to recognize basic linguistic aspect and use them in oral and written expression. CG-5- Develops an appreciation of the language including its script, sound, rhymes, puns etc.	C-2.2- Raises probing questions regarding social and personal experience using appropriate language C-3.2- Expresses reflections and critiques through speech and writing	Summarize the story and explain its humour and message. Identify the values of teamwork, discipline, responsibility. -Enhance comprehension and vocabulary skills. Develop empathy & critical thinking by connecting the story to real-life situations.	Pre Reading talk : <i>"Have you ever tried an experiment in daily life"</i> Reading aloud to capture Alcott's humor and tone Vocabulary : Collect and use new\old –fashioned words from the text Written practice : Character sketches and question answers	October	IA II Assessment Question answers



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It's Fun to Cook	<ul style="list-style-type: none"> Joy of cooking Creativity in daily life Teamwork and sharing 	<p>CG-1: Develops appreciation for poetry and rhythmic language.</p> <p>CG-2: Enhances vocabulary and expression through poetic devices.</p> <p>CG-3: Engages students in creative thinking and personal responses to poetry.</p>	<p>C1.2: Recognizes literary devices such as rhyme, rhythm, and repetition in poetry.</p> <p>C1.4: Explores themes and emotions conveyed through poems.</p> <p>C2.1: Reads aloud with proper intonation and expression.</p> <p>C2.3: Writes responses to poetry, expressing</p>	<p>Understand the theme and mood of the poem.</p> <p>Identify poetic devices like rhyme and repetition in the poem.</p> <p>Appreciate the humor and imagination in the poem's depiction of cooking.</p> <p>Develop the ability to read poetry aloud with expression. Expand vocabulary through identifying new words and their meanings.</p>	<p>Introduction to poetry and discussion on the poem's title and possible themes. Reading the poem aloud in class with attention to rhyme and rhythm. Explaining new vocabulary and encouraging students to underline unfamiliar words. Analyzing and discussing the poem's humorous elements and imagery. Group activity: Reciting the poem and creating simple rhymes related to daily chores. Writing task: Answer short questions and write a few lines about their own favorite daily</p>	October	<p>IA2 Assessment</p> <p>Question answers.</p>



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individual
interpretations
and feelings.

chore.

Curriculum (25-26)

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The Ransom of Red Chief	Irony, Humor, and Turning the Tables; Literary Devices	<p>CG-1: Develops effective communication skills to express thoughts, feelings, and ideas.</p> <p>CG-2: Appreciates literary and cultural heritage by exploring the use of irony, plot, and characterization.</p>	<p>C1.3: Raises probing questions about social experiences using appropriate language.</p> <p>C2.3: Expresses through speech and writing their ideas and critiques on various aspects of life.</p>	<p>Summarize the plot and key events of "The Ransom of Red Chief."</p> <p>Identify and describe the main characters (Sam, Bill, Johnny/Red Chief, Ebenezer Dorset) and analyze their roles.</p> <p>Discuss themes such as irony, justice, and hubris, and the reversal of expectations in the story.</p> <p>Use and explain new vocabulary and idiomatic expressions from the text.</p> <p>Recognize and explain literary devices (especially irony and humor) in the narrative.</p>	<p>Pre-reading discussion: "What do you expect will happen in a kidnapping?" and "Can you think of plans that totally backfire?"</p> <p>Read-aloud sessions by teacher and students, noting moments of humor and irony.</p> <p>Underline and discuss new vocabulary; make a chart of character actions and predictions.</p> <p>Small-group activity: Create a plot diagram of the story's events and how the kidnappers' expectations are subverted.</p> <p>Role-play: Students act out a short scene where Red Chief torments his kidnappers.</p>	November	<p>IA2 Assessment</p> <p>Short question answers</p>
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					Class discussion and written reflection: "How can humor help us understand difficult situations?"		
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Goodbye Party for Miss Pushpa T.S. – Nissim Ezekiel	Satire and humor in poetry Indian English expressions Cultural references and social behavior	CG-1 Develops effective communication skills to express thoughts, feelings, and ideas. CG-2- Appreciates the language, literary forms, and cultural elements of poetry through exploration of poetic devices and tone.	C1.3: Raises probing questions about everyday social interactions using appropriate language. C2.3: Expresses through speech and writing their interpretation of poetic tone and meaning.	1. Understand the humorous and satirical tone of the poem. 2. Identify the use of Indian English and its effect. 3. Recognize the poet's critique of social norms. 4. Appreciate poetic devices like irony, satire, and tone. 5. Write and present a short humorous speech.	Reading aloud to understand tone and rhythm - Discussion on satire, irony, and how language reflects culture Vocabulary activity: Underline Indian English phrases and idiomatic expressions Writing task: Students draft their own short farewell speech (in humorous tone)	November	IA2 Assessment Short questions RTC MCQ

Curriculum (25-26)
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Grade-VII

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The Cabin of Mystery	Imagination and Mystery in Poetry	<p>CG-1: Develops effective communication skills to express thoughts, feelings, and ideas through poetry.</p> <p>CG-2: Appreciates literary and cultural heritage by exploring poetic devices such as imagery, rhythm, and mood</p>	<p>C1.3: Raises probing questions about themes and emotions in poetry using appropriate language.</p> <p>C2.3: Expresses through speech and writing their interpretation and personal response to poetry.</p>	<p>Understand and summarize the theme and mood of "The Cabin of Mystery"</p> <p>Identify and describe the use of poetic devices such as imagery, alliteration, and personification in the poem.</p> <p>Discuss how the poem evokes mystery and imagination.</p> <p>Express personal feelings and ideas inspired by the poem through speaking and writing.</p> <p>Build vocabulary related to the poem's theme and language.</p>	<p>Begin with a warm-up discussion: What makes a place mysterious? Share experiences or ideas.</p> <p>Read the poem aloud, noting tone and rhythm.</p> <p>Underline and explain difficult words and phrases; discuss their meaning.</p> <p>Group activity: Illustrate one stanza or scene from the poem to visualize its imagery.</p> <p>Question-answer session to check comprehension and encourage interpretive thinking.</p> <p>Writing: Compose a short paragraph about a mysterious place they have visited or imagined.</p>	November	<p>IA2 Assessment</p> <p>Question answers</p>



Curriculum (25-26)

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Grade-VII

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Article Writing	Format and structure of an article Topic selection and idea development Organizing thoughts logically Use of formal and descriptive language	CG-1: Develops effective communication skills to express thoughts, feelings, and ideas in writing. CG-2: Enhances the ability to present information and arguments in a clear, concise, and structured manner.	C1.3: Organizes and articulates thoughts clearly while expressing personal views on a topic. C2.3: Uses appropriate vocabulary, grammar, and tone for formal writing.	1. Understand the format and purpose of article writing. 2. Choose relevant topics and brainstorm ideas. 3. Organize ideas into introduction, body, and conclusion. 4. Use linking words and paragraphs effectively. 5. Edit and improve drafts for clarity and impact.	Teacher explanation of format with examples Brainstorming session: Ideas for common topics Model article analysis Guided writing of a sample article Peer review of drafts Final writing task	November	IA2 Assessment Class Tests Worksheets from Full Marks Book.



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Grade-VII

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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Prepositions	Types of prepositions (time, place, direction, manner) Prepositional phrases Common errors with prepositions Usage in context	CG-1: Develops effective communication skills through correct grammatical usage. CG-2: Strengthens foundational grammar for both spoken and written expression.	C1.3: Understands and applies grammar rules accurately in writing and speaking. C2.3: Identifies and corrects errors in sentence structure involving prepositions.	1. Identify different types of prepositions and their functions. 2. Use appropriate prepositions in sentences. 3. Form and recognize prepositional phrases. 4. Avoid common preposition errors. 5. Apply prepositions accurately in writing and speaking.	Explanation with examples of types and uses Interactive board exercises Fill-in-the-blanks and error correction worksheets Group activity: Create sentences using given prepositions Picture-based activity for spatial prepositions	November	IA2 Assessment Class Tests Worksheets from Full Marks Book.



Curriculum (2025-26)

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Grade-VII

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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Bidesia Babu	Creativity and Problem-solving	CG-1: Develops effective communication skills to express thoughts, feelings, and ideas.	C1.3: Raises probing questions about social situations using appropriate language.	Understand the plot and summarize key events of the story.	Warm-up discussion: Brainstorm on inventors and their impact on society.	November	IA2 Assessment Short question answers
	Humor in everyday life	CG-2: Appreciates literary and cultural heritage related to language by exploring literary devices.	C2.3: Expresses through speech and writing their ideas and critiques on various aspects of life.	Identify and describe the main characters, especially Bidesia Babu, and discuss his inventive qualities. Discuss themes of innovation, humor, and using one's talents to help others. Use new vocabulary in context, including forming compound words from the story. Develop comprehension and	Read-aloud: Teacher and students read the text aloud, highlighting humor and invention. Underline and discuss new words; form compound words. Small groups discuss how Bidesia Babu solves problems. Art integration: Draw one of Bidesia Babu's inventions or make a comic strip of a humorous scene from the story. Question-answer session to reinforce comprehension and vocabulary.		



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critical thinking
skills through
question-answer
sessions and
creative activities.

Creative writing: Students
write a short paragraph
imagining an invention to
help their family or
community.

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Reported Speech	Direct vs. Indirect Speech Rules of Tense Change Pronouns and Time Expressions	CG-1: Develops effective communication skills in both spoken and written forms. CG-2: Builds grammatical accuracy and confidence in expression.	C-1.2: Demonstrates ability to transform speech using correct grammar. C-2.3: Expresses ideas using different speech forms appropriately.	Distinguish between direct and indirect speech. Apply rules for changing tense, pronouns, and time expressions. Convert sentences and dialogues from direct to reported speech. Use reported speech accurately in both written and spoken contexts.	Warm-up Activity: Dialogue reading in pairs (direct speech). Explanation: Teacher demonstrates conversion rules with examples. Board Practice: Converting simple sentences together. Worksheet Practice: Declarative, interrogative, imperative, and exclamatory sentences	November	IA2 Assessment Class tests IInd term examinations
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(CBSE Affiliation No. 1630723, School No. 20703)



Conjunctions	<p>Coordinating Conjunctions</p> <p>Subordinating Conjunctions</p> <p>Correlative Conjunctions</p>	<p>CG-1: Develops grammatical accuracy in sentence construction.</p> <p>CG-2: Enhances effective written and spoken communication.</p>	<p>C-1.1: Identifies different types of conjunctions in sentences.</p> <p>C-1.2: Applies conjunctions correctly to join words, phrases, and clauses.</p> <p>C-2.3: Constructs complex and compound sentences using appropriate conjunctions.</p>	<p>Define conjunctions and understand their function in language.</p> <p>Differentiate between coordinating, subordinating, and correlative conjunctions.</p> <p>Use conjunctions accurately in sentences.</p> <p>Frame compound and complex sentences to improve writing fluency.</p>	<p>Introduction: Teacher explains with simple examples (fanboys for coordinating conjunctions).</p> <p>Board Activity: Joining simple sentences using “and, but, because, although, either...or.”</p> <p>Worksheet Practice: Fill-in-the-blanks and sentence rewriting exercises.</p> <p>Creative Task: Write 5–6 sentences about “My Best Friend” using at least 5 different conjunctions.</p>	November	<p>IA2 Assessment</p> <p>Worksheets</p> <p>Class tests</p> <p>IInd term examinations</p>
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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Unseen Comprehension	Reading Comprehension Vocabulary Development Critical Thinking	CG-1: Develops reading comprehension and analytical skills. CG-2: Enhances vocabulary, inference, and interpretation skills.	C-1.3: Understands and interprets meaning from a variety of texts. C-2.3: Expresses ideas clearly in response to questions, both orally and in writing.	Read and understand an unseen passage independently. Identify main ideas, supporting details, and themes. Infer meanings of unfamiliar words using context clues. Answer comprehension questions accurately (both objective and subjective). Develop critical thinking by analyzing and summarizing passages.	Introduction: Teacher explains the types of unseen passages and questions. Reading Aloud: Students read the passage aloud to enhance fluency. Vocabulary Work: Underline new words; guess meanings from context; check dictionary. Comprehension Practice: Answer questions on main idea, detail, inference, and theme.	November	IA2 Worksheets Class tests IInd term examinations



Recommended Books– New Pathways

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
What Lucy Found There	Fantasy and imagination Adventure Good vs. Evil	CG-1: Develops effective reading and comprehension skills. CG-2: Appreciates literary creativity and moral values in stories. CG-3: Enhances vocabulary and language skills through literary texts.	C1.1: Understands and interprets narrative texts independently C1.4: Raises questions and expresses thoughts about fantasy literature. C2.2: Summarizes the plot and identifies themes in fiction. C2.3: Expresses ideas and feelings through oral and written responses.	Students will understand and summarize the plot of the story. Identify key characters, especially Lucy, and describe her experiences and growth. Discuss major themes like discovery, courage, and the contrast between reality and fantasy. Improve vocabulary by identifying new and compound words. Develop critical thinking by comparing the magical world and the real world.	Pre-reading discussion on fantasy and adventures. Reading the story aloud in class with guided pauses for comprehension checks. Vocabulary work: Underlining new words, forming compound words, and using them in sentences. Writing exercises: Short answer questions and a summary of the story in notebooks. Creative activity: Drawing or describing what students imagine the magical land looks like.	November	IA2 Assessment Written question answers IInd term examinations



Recommended Books– New Pathway

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
The Adventure of Blue Carbuncle	Detective Fiction and Mystery Observation and Deduction Morality and Justice	CG-1: Develops effective communication skills to express thoughts, feelings, and ideas. CG-2: Enhances appreciation for literature and critical thinking through problem-solving stories.	C-1.3: Raises questions about clues, characters' actions, and the story's outcome. C-2.3: Expresses ideas, reflections, and critiques on the narrative through writing and discussion.	Understand the plot and sequence of events in the story. Identify and describe the main characters, especially Sherlock Holmes and John Watson. Analyze the mystery-solving process and Holmes' reasoning. Discuss themes of honesty, morality, and justice. Enhance vocabulary and comprehension through reading and discussion.	Reading Aloud: Students take turns reading passages to improve pronunciation and expression. Discussion: Explore Holmes' observations and deductions; discuss alternative solutions. Character Mapping: Identify traits of key characters and their roles in solving the mystery. Vocabulary Work: Underline new words and create synonyms/antonyms. Q&A Practice: Answer comprehension and inferential questions in notebooks.	November	IA2 Assesment MCQs and question answers IInd term examinations



Recommended Books– New Pathway

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Formal Letter Writing	Structure of a Formal Letter Language and Tone Application/Complaint/Request Letters	CG-1: Develops effective written communication skills for formal purposes. CG-2: Enhances understanding of format, tone, and language in official communication.	C-1.3: Uses appropriate language, format, and style in writing formal letters. C-2.3: Expresses ideas clearly, logically, and concisely in written form.	Understand the correct format of a formal letter (sender's address, date, salutation, body, closing). Identify differences between formal and informal letters. Write formal letters for applications, complaints, and requests. Use appropriate language, tone, and politeness in letters. Check and correct grammar, punctuation, and spelling in formal letters.	Introduction: Teacher explains the parts and format of a formal letter. Sample Analysis: Discuss a model letter and identify key features. Board Practice: Writing addresses, salutations, and closings. Guided Writing: Compose a letter in class on a given topic (e.g., application for leave).	November	IA2 Assessment Worksheets from Full Marks book Class tests



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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Tenses	Present Tense (Simple, Continuous, Perfect) Past Tense (Simple, Continuous, Perfect) Future Tense (Simple, Continuous, Perfect) Time Indicators and Usage	CG-1: Develops grammatical accuracy in both written and spoken English. CG-2: Enhances understanding of time relationships in language and improves sentence construction.	C-1.2: Identifies and applies correct tense in sentences. C-2.3: Constructs grammatically correct sentences using appropriate tenses.	Recognize the types of tenses and their usage. Apply the correct tense in sentences and paragraphs. Use time indicators (e.g., yesterday, now, tomorrow) accurately. Improve both written and oral communication through correct tense usage. Analyze errors in tense usage and correct them independently.	Introduction: Teacher explains the concept of tenses with timelines and examples. Board Practice: Converting sentences into different tenses. Pair Activity: Students quiz each other with sentences in different tenses. Worksheet Practice: Fill-in-the-blanks, sentence correction, and transformation exercises. Creative Writing: Write a short paragraph using all three tenses.	November	IA2 Assessment Worksheets from Full Marks Book Class test



Cambridge International School

Curriculum

Subject: Social Science

Grade-VII (2025-26)

Recommended Books– Landmark Integrated social science* History * Geography * Civics

Students through this curriculum will be provided opportunities to develop the ability to become good citizens of a culturally diverse democratic society in an interdependent world.

Skills: -Critical thinking, logical and reasoning, map skill, observational and social skills will be developed.

Chapters which are not included in Exam

HISTORY - Architecture as a power, Popular Beliefs and Religious Debates.

GEOGRAPHY: Human environment and interaction, Life in tropical and sub-tropical regions, Life in temperate regions, Humidity and rainfall.

CIVICS: Advertising, Unpacking gender, A whole sale market.

HISTORY

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Development in tribal communities.	<ul style="list-style-type: none"> Tribal traditions of India. Hindu temple architectures Islamic architecture. Case Gonds and Ahoms(The Engineer King) Power of architecture. Regional architecture Monuments and history. 	<p><u>CG-1</u> Comprehends a sense of the range of materials,skills and styles used to build.</p> <p><u>CG- 2</u> Understanding the engineering and construction skills,artisanal organization and resources required for building works.</p>	<p><u>C-1.1-</u>Collects and interprets multiple sources of information to understand the different aspects of life.</p> <p><u>C- 2.1-</u> explain and analyses major changes how contemporary documents,inscriptions and the actual buildings can be used to reconstruct history.</p>	<ul style="list-style-type: none"> Describe the features of tribes and Understanding the different tribal communities.. Understanding Administration as a Symbol of Power. Recognizing Different living Styles and Features. Understanding the Role of Temples, Mosques, and Public Buildings. Appreciating tribal kingdoms, Architecture and Gardens. 	<ul style="list-style-type: none"> Textbook: History/Civics book (Grade 7) Supplementary Reading: Extracts from www.encyclopedia.his, NCERT,harshit Dwivedi research docs. Audio-Visuals: Short videos on UPSC lectures and tutorials of Macaulay, and Aligarh Movement Case Studies: On Shah Jahan. 	Oct-Nov	IA2

Religious ideas and movements	<ul style="list-style-type: none"> • Status of Indian Women before Reforms • The Women Question (Debate over women's rights during 19th century) • Sati and its Abolition • Widow Remarriage • Women's Education and Social Reform Movements 	<p><u>CG-1</u> Comprehends and interprets an idea of long term social change and movement of the people in the sub continentlife and makes it meaningful</p> <p><u>CG- 2- Understanding political developments in specific regions.</u></p> <p><u>CG-3-Illustrating how anthropological studies,inscriptions,chronicles are used to write history.</u></p>	<p><u>C-1.1-</u>Collects and interprets multiple sources of information to understand the different aspects of life.</p> <p>C- 4.2- Assesses the influence of social, cultural and political institutions on an individual, group or community.</p> <p><u>C- 5.1-</u> Identifies,explains and raises questions about different forms of inequality,prejudice and discrimination prevailing in one's own community,locality.region and caste.</p>	<p>Enable the students:</p> <ul style="list-style-type: none"> • To Understand the diversity of tribal societies and their role in medieval India • Identify the economic contributions of nomadic and pastoral communities. • Analyze the interactions between tribal groups and settled kingdoms. • Recognize how tribal states evolved into powerful regional powers. • Appreciate the social changes brought by integration of tribes into caste-based society. • Develop awareness of historical sources and how they represent tribal life. • Develop empathy and critical thinking about women's struggles for equality. 	<ul style="list-style-type: none"> • Textbook: Grade 7 History (Landmark) • Visual Aids: Pictures of Maps showing areas under various tribal communities. •Primary Sources: Extracts from Harshit Diwedi tutorials. •Audio-Visual: Short documentary or video clips on gonds and ahoms • Charts/Posters: Timeline of reforms showing all four major tribal groups. 	Oct-Nov	Test Half yearly
New political formations in the 18th century.	<ul style="list-style-type: none"> • Status of Indian Women before Reforms • The Women Question (Debate over women's 	<p><u>CG-1</u> Comprehends and interprets sources related to different aspects of human life and makes it meaningful</p> <p><u>CG-5-</u> Understand various forms of inequality and</p>	<p><u>C-1.1-</u>Collects and interprets multiple sources of information to understand the different aspects of life.</p> <p><u>C- 5.1-</u> Identifies,explains and</p>	<p>By the end of the chapter, students will be able to</p> <ul style="list-style-type: none"> • Explain the basic structure and problems of the caste system. 	<ul style="list-style-type: none"> • Textbook: Grade 8 History/Social Science chapter on caste reform. • Supplementary Readings: Excerpts 	Dec-Jan	Worksheet Half yearly

	<p>rights during 19th century)</p> <ul style="list-style-type: none"> • Sati and its Abolition • Widow Remarriage • Women's Education and Social Reform Movements 	<p>prejudice in society- from those prevalent in the family to those at a community /regional or national level and also the initiatives and efforts at various levels to address these issues</p>	<p>raises questions about different forms of inequality, prejudice and discrimination prevailing in one's own family, locality, region and national and global level.</p> <p>C-5.2 Identifies, explains, and appreciates efforts (being) made at different levels through various (including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure equity, inclusion, and justice</p>	<ul style="list-style-type: none"> • Discuss why reform was necessary for building a just society. • Identify the contributions of reformers across different regions of India. • Evaluate Gandhi's role in challenging caste inequalities. • Analyze how caste reform movements shaped modern Indian society. 	<p>from Jyotiba Phule's <i>Gulamgiri</i>, Narayana Guru's teachings, Gandhi's writings on untouchability.</p> <p>• Audio-Visuals: Documentaries on caste reformers, Gandhi's Harijan movement.</p> <p>(Debate: "<i>Who was more radical – Gandhi or Ambedkar in fighting caste discrimination?</i>")</p>		exam
Mughal empire.	<ul style="list-style-type: none"> • Indian industry and trade before the British period • The English East India company takes over • the Industrial revolution • impact on other countries • de-industrialization growth of industries in the 20th century 	<p><u>CG-1</u> Comprehends and interprets sources related to different aspects of human life and makes it meaningful</p> <p><u>CG-4</u> Understands the functioning of social, cultural and political institution and their impact on the society ,and the way individuals and collectives shape their institutions.</p> <p><u>CG-7</u> Appreciates the importance and meaning of being Indian by understanding India's rich past and present</p>	<p><u>C-1.1</u>-Collects and interprets multiple sources of information to understand the different aspects of life.</p> <p>C- 4.2- Assesses the influence of social, cultural and political institutions on an individual, group or community.</p> <p>C-7.1- Explain India's unity in diversity by recognizing commonalities in its rich and diverse cultural elements, languages, art</p>	<ul style="list-style-type: none"> • To know about the decline of pre – existing urban centres and handicraft industries • development of new urban centres and industries in India during the colonial period 	<p>PPT</p> <p>Videos Text</p> <p>book</p> <p>MarkerBoard</p> <p>Group Discussion</p> <p>Q-Ans</p> <ul style="list-style-type: none"> • Video-Sessions • Recapitulation 	<p>July-August</p>	<p>Half yearly.</p> <p>Worksh eet</p> <p>Test</p>

		including its glorious cultural unity in diversity,pluralism,heritage ,traditions,literature.	,philophical,ideas,value s,clothing,cuisines,traditions,festivals,trade,commerce and health practices including yoga.				
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Geography

Water.	<p>Natural Resources</p> <p>Classification of resources</p> <p>Importance of Resources</p> <p>Conservation of resources</p> <p>Sustainable development</p>	<p>CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful.</p> <p>CG-6 Understand the spatial distribution of resources(from local to global),their conservation, the interdependence between natural phenomena and human life,and their environmental and other implications.</p>	<p>C-1.1-Collects and interprets multiple sources of information to understand the different aspects of life.</p> <p>C-1.2. Represents and analyses data related to various aspects of human life given in the form of text, tables, charts etc.</p> <p>C-6.3 Analyses aspects of differential treatment or discrimination that may exist in Indian society, based on, e.g., socio-cultural background, region, language spoken, and what</p>	<p>. To enable them to understand the concept and meaning of natural resources</p> <p>Different types of natural resources</p> <p>Use of resources</p> <p>Conservation of resources</p> <p>Sustainable development</p>	<ul style="list-style-type: none"> • Examples from Visit to the school lawn and discuss about the various things they see there and coin the term Resources • Students will identify and classify Earth's renewable and non renewable resources,including air, plants, water, and animals, resources,including coal, oil, and natural gas,on the basis of pictures shown on the smart board. • Flowcharts(Classification of Resources) <p>Art Integration: Organise a” Best out of Waste” competition in class in which each student will be asked to make a useful item out of old and discarded materials.</p>	Oct-Nov	Worksheet Internal Assessment 2
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			individuals and societies can do to eradicate such differential treatment				
Humidity and Rainfall.	<p>*Meaning</p> <p>*Types of resources</p> <p>*Land resources</p> <p>*Land use</p> <p>*Conservation of land resources</p> <p>*Soil resources</p> <p>*Soil formation</p> <p>*Parent rock material</p> <p>*Soil profile</p> <p>*Soil resources of India</p> <p>*Conservation of soil</p>	<p>CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful.</p> <p>CG-6 Understand the spatial distribution of resources(from local to global),their conservation, the interdependence between natural phenomena and human life,and their environmental and other implications.</p> <p>CG-7 Appreciates the importance and meaning of being Indian by understanding India's rich past and present including its glorious cultural unity in diversity,pluralism,heritage ,traditions,literature.</p>	<p>C-1.2. Represents and analyses data related to various aspects of human life given in the form of text, tables, charts etc.</p> <p>6 . 1 Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonisation and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful</p>	<p>To enable them to understand Importance of land resources</p> <p>be familiarize with formation of soil and its constituents</p> <p>show how the landforms affect the life of the people</p> <p>Inspire them to find ways for conservation of soil</p> <p>Make students aware of problems related to water</p> <p>understand the importance of</p>	<ul style="list-style-type: none"> • Group Discussion • Flow Charts • Q/Ans. • Diagrams • Video session • Explanation method • Recapitulation method • Art Integration: Design a poster for class display board to conserve water resources. • Art Integration: Making soil profile Art Integration: Design a poster for class display board to conserve water resources 	Oct-Nov	<p>Worksheet</p> <p>Half yearly exam</p>

			<p>coexistence</p> <p>6.2 Understands that, despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success</p>	conservation of natural vegetation and wildlife			
Natural Vegetation and wildlife.	<p>*Natural vegetation</p> <p>*Types</p> <p>*India-Natural</p>	<p>CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful.</p> <p>CG-6 Understand the</p>	<p>C-1.2. Represents and analyses data related to various aspects</p>	To enable them to understand about the various types of Natural Vegetation	<ul style="list-style-type: none"> • Group Discussion • Explanation method • Worksheet (1 mark questions 	Oct-Nov	Worksheet (1 mark questions only)

	vegetation *Wildlife *Conservation of Wildlife *SDG goals	spatial distribution of resources(from local to global),their conservation, the interdependence between natural phenomena and human life,and their environmental and other implications. <u>CG-7</u> Appreciates the importance and meaning of being Indian by understanding India's rich past and present including its glorious cultural unity in diversity,pluralism,heritage ,traditions,literature.	of human life given in the form of text, tables, charts etc. 6 . 1 Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonisation and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence.	about the wildlife found in the different vegetation zones Inspire them to find ways for conservation of natural resources	only)		Half yearly exam
The Human environment Settlement Transport And communication.	*Agriculture *Farming Techniques *Differences in Techniques *Major Crops *Case Study	<u>CG-1</u> Comprehends and interprets sources related to different aspects of human life and makes it meaningful. <u>CG-6</u> Understand the spatial distribution of resources(from local to global),their conservation, the interdependence between natural	C-1.2. Represents and analyses data related to various aspects of human life given in the form of text, tables, charts etc.	To enable the students to know Major crops ,Types of Farming and agriculture products.	<ul style="list-style-type: none"> • Video session (equipment's of agriculture) • Discussion Case study- farm in India and Farm in USA. Activity: Write a dairy entry about the life of a farmer in India.	Dec-Jan	Half Yearly

	<p>*Farming India</p> <p>* Farming in USA.</p>	phenomena and human life, and their environmental and other implications.		<p>Difference between farming techniques.</p> <p>Difference in the farms of India and Farms of USA.</p>			
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Civics:-

Media and Democracy.	<p>Constitution and its importance</p> <p>Need for laws</p> <p>Law and dissent</p> <p>Making of the Constitution</p>	CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful. CG-4 Understands the functioning of social, cultural and political institution and their impact on the society ,and the way individuals and collectives shape their institutions.	C-1.1 -Collects and interprets multiple sources of information to understand the different aspects of life.	<p>To enable students to</p> <p>Familiarize with constitution of India</p> <p>Understand the need for Laws</p> <p>understand behind the constitution and its features</p> <p>Develop respect towards the makers of the constitution</p>	<ul style="list-style-type: none"> • Examples from daily life • Group Discussion, • Flow Charts • Q/Ans • Recapitulation method <p>HOTS: If you are given a chance to change in the constitution what changes would you like to introduce and why?</p>	Oct-Nov	Worksheet Half yearly
Government at the state level.	<p>*The Preamble</p> <p>*Fundamental rights</p> <p>*Fundamental Duties</p>	CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful. CG-4 Understands the functioning of social, cultural and political institution and their impact on the society ,and the way individuals and	C-1.1 -Collects and interprets multiple sources of information to understand the different aspects of life. 1 Understands that the Indian Constitution draws from the great	<p>To enable the students to know</p> <ul style="list-style-type: none"> ✓ Preamble (Explanation) ✓ Fundamental rights of a citizen. ✓ Fundamental 	<p>Book</p> <p>Marker</p> <p>Duty Cards: Divide the class into 6 groups. Handout one Civic</p>	From SA	Worksheet Half yearly Exam.

	<p>*Child labour- case study.</p> <p>*SDG (Goal 5) Gender Equality</p>	<p>collectives shape their institutions.</p>	<p>cultural heritage and common aspirations of the Indian nation, and recalls India's early experiments with democracy (assemblies in Mahajanapadas, kingdoms and empires at several levels of the society, guilds, <i>sanghas</i> and <i>ganas</i>, village councils and committees, Uthiramerur inscriptions)</p> <p>C-5.2 Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation</p>	<p>duties of a citizens.</p> <p>✓ Child labour- A case study</p>	<p>Duty Card to each group. Ask each group to deliberate over the duty written on their card and think of reasons why that duty is important</p> <p>The teacher engage the students in a brainstorming session and records their answers and relate the same to the lesson</p> <p>ART INTEGRATION: Collect pictures from newspapers which show violations of various fundamental rights . Stick them in collage and write against each picture , name the right in question,</p>		
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Market around us.	<p>The right to Education</p> <p>free and compulsory elementary education</p> <p>role of the community</p> <p>violation of acts</p> <p>implication of the law</p>	<p>CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful.</p> <p>CG-4 Understands the functioning of social, cultural and political institution and their impact on the society ,and the way individuals and collectives shape their institutions.</p>	<p>C-6.1. Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonisation and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence.</p> <p>C-1.1-Collects and interprets multiple sources of information to understand the different aspects of life.</p>	<p>To enable the students to understand : describe of making a law</p> <p>about laws and dissent</p> <p>about controversial laws(India)</p>	<p>Book,Marker, Board,</p> <p>Group Discussion(Real LifeExamples) Group Discussion</p> <p>Real Life Examples</p> <p>Flow Charts (differed acts passed)</p> <p>Q-Ans</p> <p>Group Activity : Art integration- Make a poster to highlight the need for the RTE Act.</p>	Dec - Jan	Worksheet Half Yearly
Role played by Gender.	<p>*Manua l Scavengers</p> <p>*Laws of Manual Scavenging</p> <p>*Mahatma Gandhi's role in removing</p>	<p>CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful.</p> <p>CG-5- Understand various forms of inequality and prejudice in society- from those prevalent in the family to those at a community /regional or national level and also the initiatives and efforts at various levels to address these issues</p>	<p>C-1.1-Collects and interprets multiple sources of information to understand the different aspects of life.</p> <p>C5.1Identifies,exp lains,and raises questions about different forms of inequality, prejudice,and discrimination prevailing in one's ownfamily, locality, region,</p>	<p>To enable the students to know: Understand role of government in economic sphere. Planning for progress but the government. Developments made by the government. Government efforts to reduce poverty.</p>	<p>Group Discussion</p> <p>Hots: Why do you think untouchability is a social evil? (Life skill based activity)</p> <p>Open discussion</p> <p>Activity: Conduct a survey on poverty.</p>	Oct- Nov	Half Yearly

	untouchability		and national and global levels C-5.2 Identifies, explains, and appreciates efforts (being) made at different levels through various (including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure equity, inclusion, and justice				
Role played by the government in distribution of resources.	<p>Reasons for opting this system</p> <p>Parliament and Its composition</p> <p>Powers of Parliament</p> <p>Procedure of making law</p> <p>President Prime Minister and council of ministers</p>	<p>CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful.</p> <p>CG-5- Understand various forms of inequality and prejudice in society- from those prevalent in the family to those at a community /regional or national level and also the initiatives and efforts at various levels to address these issues</p> <p>CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society</p>	<p>C-1.1-Collects and interprets multiple sources of information to understand the different aspects of life.</p> <p>C5.1Identifies,explains,and raises questions about different forms of inequality, prejudice,and discrimination prevailing in one's ownfamily, locality, region, and national and global levels</p> <p>C-5.2 Identifies, explains, and appreciates efforts (being) made at different levels through various</p>	<p>To enable the students to</p> <p>Familiarize with the forms of government in india</p> <p>Understand the functioning of parliamentary form of Government</p> <p>Develop understanding regarding the composition of parliamentary institutions</p> <p>understand about the structure and functions of the Indian Civil</p>	<ul style="list-style-type: none"> • Group Discussion • Flow Chart • Q /Ans • Comparative Table (Houses of Parliament and Powers of President and Prime Minister in India) <p>Activity</p> <p>Find the current number of members in Lok Sabha. Also find the distribution of seats in Punjab state.</p> <p>HOTS: Why do people</p>	Oct-Nov	IA2 Worksheet

	<p>Civil service and hierarchy</p>		<p>(including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure equity, inclusion, and justice</p>	<p>Service</p>	<p>cast their vote as a secret Ballot? Mock Parliament(Art Integration) Showing live debates or discussions on any social/political issue. Think Big: Imagine that you have just become a member of the LokSabha. Write your first speech outlining your vision and hope.Remember to thank those who helped you, acknowledge people who have inspired you and speak about the needs of the electorate.</p>		
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SYLLABUS FOR IA-1	SYLLABUS FOR HALF YEARLY
<p>1.Developments in Tribal communities.</p> <p>2. Water</p> <p>3.Role of state government in distribution of resources.</p>	<p>1. Markets around us.</p> <p>2. Religious Ideas and Movements..</p> <p>3. The Mughal Empire(Term I)</p> <p>4.. Government in the states. (Term I)</p> <p>5.Media and Democracy</p> <p>6.Market around Us.</p> <p>7. Role played by Gender.</p> <p>8. Humidity and Rainfall</p> <p>9.Water</p> <p>10.Natural Vegetation and Wildlife</p> <p>11.The Human environment Settlement,Transport and communication.</p>



Cambridge International School Curriculum

Subject: Science

Grade-VII (2025-26)

Recommended Books– Scientifica-Learning by doing pedagogy

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
1. Light shadow & reflection	<ul style="list-style-type: none">• Propagation of Light• Reflection of Light• Lateral Inversion• Spherical Mirrors• Real Images and Virtual Images• Images formed by Lenses• Dispersion of Light• Newton's Disc	CG-2 Explores the physical world around them in scientific and mathematical terms	C-2.4 Demonstrates rectilinear propagation of light from different sources of light (natural, artificial, reflecting surfaces), and verify the laws of reflection through manipulation of light source and objects, and use of apparatus and artefact (plane and curved mirrors, pinhole camera, kaleidoscope, periscope)	<ul style="list-style-type: none">• To demonstrate propagation of light• To perform and analyse the reflection of light• To demonstrate images formed by spherical mirrors and lenses• To distinguish between Real and Virtual images• To show dispersion of light using prism <p>To Justify that white light is a combination of seven colours using Newton's Disc</p>	<p>Experimental investigation</p> <p>Demonstration of rectilinear propagation of light through straight and bent tubes.</p> <p>Learning by doing</p> <p>– Let children play with spherical mirrors and lenses and observe the nature of image formed by lenses and mirrors and draw inference.</p> <p>Making Newton's disc</p>	October	IA-2 Final Term

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
2. Transportation in animals and plants	<ul style="list-style-type: none"> • Transportation in Plants • Transpiration • Human Circulatory System • Heartbeat and pulse rate • Excretion in Animals • Dialysis 	CG-3 Explores the living world in scientific terms	C-3.2 Distinguishes the characteristics of living organisms (need for nutrition, growth and development, need for respiration, response to stimuli, reproduction, excretion, cellular organisation) from non-living things	<ul style="list-style-type: none"> • To compare and contrast the conducting tubes in Plants • To analyse transportation in plants experimentally. • To categorize blood cells into its types. • To understand circulatory system along with organs involved in it. • To conduct experiments to study heartbeat and pulse rate. • To understand the importance of excretion from our body. • To draw and label Human excretory System 	Experimental investigation 1.Demonstration of transpiration – use glass tumbler, plant and polythene bag. Field work To record pulse rate, heart beat; (before and after) in various situations like walking for 10 mins, 100 jumps, climbing stairs and running for 5 mins. Integrated with Arts for drawing the diagrams. Integrated with Maths for data collection of pulse rate.	October	IA-2 Final Term

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
3. Waste water management	<ul style="list-style-type: none"> Sources of waste water Drainage system Waste Water treatment Plant Eutrophication <p>measures to control sewage Waste management and recycling</p>	Understands the interface of science, technology, and society	C-5.1 Illustrates how science and technology help improve the quality of lives in every walk of human life (health care, communication, transportation, food security, mitigation of climate change, judicious consumption of resources, applications of artificial satellites, etc.)	<ul style="list-style-type: none"> To enlist the sources of wastewater. To study steps involved in wastewater treatment plant. To explain eutrophication and algal bloom. To suggest measures to control sewage and manage waste. 	Collage making On sources of waste water and methods to control it. Field Visit Let students observe the steps in the waste water treatment plant. Integrated with S.st for water conservation .	November	IA-2 Final Term

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
4.Forest-Our lifeline	<ul style="list-style-type: none"> Importance of forests Interdependence between plants and animals. Contribution of forests to purification of air Deforestation and its consequences <p>Case study of Indian forest</p>	<p>CG-1 Explores the world of matter, and its constituents, properties, and behavior</p> <p>CG-3 Explores the living world around us, and its interaction with the inanimate world in scientific terms</p>	<p>C-1.1 Classifies matter based on observable physical (solid, liquid, gas, shape, volume, density, transparent, opaque, translucent, magnetic, non-magnetic, conducting, non-conducting) and chemical characteristics (pure, impure; acids, bases; metals, non-metals; solutions, mixtures, separation techniques; elements, compounds)</p> <p>C-3.3 Analyses patterns of relationship between living organisms and their environment in terms of dependence on and response to each other</p>	<ul style="list-style-type: none"> To recall the importance of forests To list down various forest products. To illustrate the interdependence of plant, soil and decomposers in a forest. To summarize the balance of oxygen and carbon dioxide in atmosphere. To outline the significance of forests. *To study about different types of forests found in India. 	<p>Discussion On Hierarchy of consumers, food chain and food web.</p> <p>Integrated with S.st for products of forests.</p>	December	Final Term

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
5. Motion	<ul style="list-style-type: none"> Different types of motion speed units of time and speed measuring speed distance-time graph	CG-2 Explores the physical world around them in scientific and mathematical terms CG-7 Communicates own questions, observations and conclusions related to science	C-2.1 Describes one-dimensional motion (uniform, nonuniform, horizontal, vertical) using physical quantities (position, distance, time – speed, and changes in speed) through mathematical and diagrammatic representations	<ul style="list-style-type: none"> Discussion on different types of motion. To tell formulae and calculation of speed. Calculation of speed and distance in the numerical. To draw distance time graph.	ACTIVITY –To show periodic motion in the pendulum. Integrated with Maths for numericals solving.	December	Final Term

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
6.Electricity & circuits	<ul style="list-style-type: none"> • Symbols of Electric Components • Heating Effect of Electric Current • Electric Fuse and its importance • Magnetic Effect of Electric Current • Electromagnet and its uses <p>Electric Bell and its working</p>	<p>CG-2 Explores the physical world around them in scientific and mathematical terms</p> <p>CG-7 Communicates own questions, observations and conclusions related to science</p>	C-2.2 Describes how electricity works through manipulating different elements in simple circuits, and demonstrate the heating and magnetic effects of electricity.	<p>To draw circuit diagrams using symbols.</p> <ul style="list-style-type: none"> • To demonstrate the heating effect of electric current experimentally. • To describe the importance of electric fuse/MCB in household circuits. • To illustrate the magnetic effect of electric current. • To construct a model of an Electromagnet and discuss its uses. <p>To explain the working of Electric Bell.</p>	<p>Activity</p> <p>To construct an electromagnet Individually using battery, copper wire, iron nail.</p> <p>To show that a current carrying wire has an effect on a magnetic compass. Integrated with ICT for audio visual Integrated with Arts for drawing circuit diagrams.</p>	January	Final Term

CHAPTERS TO BE INCLUDED IN HALF YEARLY EXAMINATION:

- 11.Forest-Our lifeline
2. Motion
- 3.Electricity & circuits
- 4.Light shadow & reflection
5. Transportation in animals
6. Transportation in plants
7. Waste water management



Cambridge International School Phagwara

(CBSE Affiliation No. 1630723, School No. 20703)



GRADE: 7
CURRICULUM (TERM-II)
SUBJECT: ICT
SESSION(2025-26)

CHAPTER 8: LISTS AND TABLES IN HTML5
DURATION: 6LECTURES

MONTH: OCTOBER

SUB-TOPIC	LEARNING OUTCOME	ACTIVITY/METHODOLOGY	RESOURCES	EVALUATION	HOMEWORK	VALUES / LIFE SKILLS TO BE INTEGRATED
<ul style="list-style-type: none">Creating ListsUnordered ListOrdered ListDescription ListCreating Tables	<ul style="list-style-type: none">Students will learn to create ordered and unordered lists using HTML5.Students will understand how to construct and format tables using HTML5 tags.Students will develop skills in organizing data visually in web design.	<div>WARM UP ACTIVITY Begin the activity with interesting way (tell all the students to prepare a list of their favorite hill stations). This will introduce the concept of List. ➤ Visual Analogy Method<ul style="list-style-type: none">Unordered List (): Compare to a grocery list—order doesn't matter.Ordered List (): Compare to a recipe—order is important.Description List (<dl>): Like a dictionary or glossary—term followed by definition.➤ Hands-On Activity: Create Your Own List Let students write HTML code for:<ul style="list-style-type: none">○ Their favorite foods using .○ Their morning routine using .○ A mini glossary using <dl>, <dt>, and <dd>.</div> <div>ART INTEGRATION ACTIVITY Students will design a webpage which include List of Favorite movies.</div>	<ul style="list-style-type: none">➤ TEXTBOOK➤ WHITEBOARD➤ MARKER➤ PROJECTOR	<ul style="list-style-type: none">➤ Short QUIZ➤ Group Activity➤ WORKSHEETS➤ CLASS TEST➤ IA-2	Each student should create a simple webpage that incorporates at least one list and one table based on a topic of their choice.	<ul style="list-style-type: none">CollaborationCreativityCritical ThinkingDigital Literacy



SUB-TOPIC	LEARNING OUTCOME	ACTIVITY/METHODOLOGY	RESOURCES	EVALUATION	HOMEWORK	VALUES / LIFE SKILLS TO BE INTEGRATED
<ul style="list-style-type: none">Information ProcessingConditions in a Program	<ul style="list-style-type: none">Students will be able to define Information ProcessingIllustrate Conditions in a program	<p>WARM UP ACTIVITY</p> <p><u>Inquiry-Based Learning</u> Activity: Start with a real-world scenario like sorting school bags by color or books by subject. Ask students: <i>How would a computer do this?</i></p> <p>Goal: Help students recognize the need for algorithms and conditional statements in decision-making.</p> <p>➤ <u>Visual Demonstration</u></p> <p>Begin with a short video or animation showcasing how algorithms work in everyday life (e.g., recipes, navigating GPS).</p> <p>➤ <u>Use Analogy-Based Learning</u> Engage students in a quick discussion about how conditions affect decisions in real-life scenarios (e.g., "If it rains, then use an umbrella")</p> <p>➤ <u>Real-Life Analogies</u> Use examples like:</p> <ul style="list-style-type: none">Traffic lights (condition: if red → stop, green → go)Cooking (if water boils → add <p>ART INTEGRATION ACTIVITY</p> <ul style="list-style-type: none">students create a visual flowchart or poster that represents an algorithm of their choice, such as a simple task (like making a sandwich or a morning routine).	<ul style="list-style-type: none">➤ TEXTBOOK➤ WHITEBOARD➤ MARKER➤ PROJECTOR	<ul style="list-style-type: none">➤ Short QUIZ➤ Group Activity➤ WORKSHEETS➤ CLASS TEST➤ FINAL EXAM	Assign students to create a simple computer program (in scratch or another beginner-friendly platform) that uses at least three conditions to decide the outcome based on user inputs.	<ul style="list-style-type: none">CollaborationCreativityCritical ThinkingDigital Literacy



Cambridge International School Phagwara

(CBSE Affiliation No. 1630723, School No. 20703)



CHAPTER:10 CONDITIONAL STATEMENTS IN PYTHON
DURATION: 7 LECTURES

MONTH: NOVEMBER

SUB-TOPIC	LEARNING OUTCOME	ACTIVITY/METHODOLOGY	RESOURCES	EVALUATION	HOMEWORK	VALUES / LIFE SKILLS TO BE INTEGRATED
<ul style="list-style-type: none">Conditional statementsThe if statementThe if...else StatementNested if statementThe if...elif. else ladder	<ul style="list-style-type: none">Students will understand the concept of conditional statements in Python and their importance in programming.Students will learn how to implement if, else-if (elif), nested if, and if-elif-else ladder structures.	WARM UP ACTIVITY ➤ Using Real-Life Analogies Use familiar daily-life scenarios to introduce conditional logic: <ul style="list-style-type: none">Example:<ul style="list-style-type: none">If it rains, take an umbrella; else, wear sunglasses.If marks $\geq 90 \rightarrow$ Grade A, elif $\geq 80 \rightarrow$ Grade B, else \rightarrow Grade C.Outcome: Helps students relate programming decisions to real-world choices. ➤ Pair Programming <ul style="list-style-type: none">Students work in pairs:<ul style="list-style-type: none">One writes the condition, the other writes the output statements.Swap roles after each example.Task: Create a simple decision-based story (like “Choose Your Adventure”) using if and elif. ➤ Flowchart First, Then Code <ul style="list-style-type: none">Teach students to draw flowcharts for:<ul style="list-style-type: none">Simple if decisionsMultiple elif pathsNested conditionsOnce the flowchart is correct, convert it into code	<ul style="list-style-type: none">➤ TEXTBOOK➤ WHITEBOARD➤ MARKER➤ PROJECTOR	<ul style="list-style-type: none">➤ Short QUIZ➤ Group Activity➤ WORKSHEETS➤ CLASS TEST➤ IA-2	Assign students to write a simple Python program that utilizes all four types of conditional statements	<ul style="list-style-type: none">CollaborationCreativityCritical ThinkingDigital Literacy
		ART INTEGRATION ACTIVITY <ul style="list-style-type: none">Encourage students to select a real-life choice (like deciding what to wear based on the weather) and diagram the decision process.Students can be given art supplies to draw their flowcharts, integrating both creativity and programming logic.				



Cambridge International School Phagwara

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CHAPTER11: CONCEPT OF SMART LIVING
DURATION: 2 LECTURES

MONTH: DECEMBER

SUB-TOPIC	LEARNING OUTCOME	ACTIVITY/METHODOLOGY	RESOURCES	EVALUATION	HOMEWORK	VALUES / LIFE SKILLS TO BE INTEGRATED
<ul style="list-style-type: none">Smart HomesDevices Used in Smart Homes	<ul style="list-style-type: none">Students will be able to explain the need of Smart HomeCan explain each device used in Smart Home	WARM UP ACTIVITY <ul style="list-style-type: none">Ask students to brainstorm what "smart living" means to them. Write down their ideas on the board.Visual Demonstration<ul style="list-style-type: none">Show a short video clip about smart homes with innovative technology (e.g., Amazon Echo, smart thermostats).Use Analogy-Based Learning<ul style="list-style-type: none">Engage students in a quick discussion about how many smart devices they are having at their house and also write their benefits.	<ul style="list-style-type: none">TEXTBOOKWHITEBOARDMARKERPROJECTOR	<ul style="list-style-type: none">Short QUIZGroup ActivityWORKSHEETSCLASS TEST	Ask students to research a specific smart home device (e.g., smart speaker, smart bulb, security camera) and prepare a brief presentation on its features, advantages, and how it fits into the concept of smart living.	<ul style="list-style-type: none">CollaborationCreativityCritical ThinkingDigital Literacy
		ART INTEGRATION ACTIVITY <ul style="list-style-type: none">Students will design their own model of a smart home. They can create 3D models using recyclable materials or digital designs using software.Encourage students to label and explain the purpose of each smart device they include in their models.Integrate concepts from Science or Art to discuss energy efficiency and sustainable materials used in smart home technology.				



Cambridge International School Phagwara

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CHAPTER 6:APP DEVELOPMENT
DURATION :6

MONTH: DECEMBER

SUB-TOPIC	LEARNING OUTCOME	ACTIVITY/METHODOLOGY	RESOURCES	EVALUATION	HOMEWORK	VALUES / LIFE SKILLS TO BE INTEGRATED
<ul style="list-style-type: none">What is an App?The Android and iOSCategories of Mobile AppsVarieties of AppsDownloading and Installing the AppDeveloping an App	<ul style="list-style-type: none">Students will be able to explain app.Can distinguish between Android and iOS Software.Can illustrate the types of Mobile AppsWill be able to rationalize the Various types of App.Can demonstrate how to download and install an appWill be able to understand how to develop an app	<p>WARM UP ACTIVITY</p> <p>➤ Discussion based Begin with a question: “What apps do you use every day, and what do you like about them?”</p> <p>➤ Peer Collaboration Students share their favorite apps and features, which will segue into the lesson.</p> <p>➤ Visual demonstration Through various videos students will learn the GUI of both Android and IOS.</p> <p>➤ Hands on Learning Students will check their parent’s mobile phone in the presence of their family and learn how to download apps.</p> <p>ART INTEGRATION ACTIVITY</p> <ul style="list-style-type: none">Visual Arts: Students can create a mockup of their own app idea using drawing tools.Mathematics: Discuss app analytics and data representation (charts/graphs) related to app usage statistics	<ul style="list-style-type: none">TEXTBOOKWHITEBOARDMARKERPROJECTOR	<ul style="list-style-type: none">Short QUIZGroup ActivityWORKSHEETSCLASS TEST	<p>App Research: Each student will choose an app they like and prepare a one-page report covering:</p> <ul style="list-style-type: none">✓ The purpose of the app✓ Target audience✓ Key features✓ Availability on Android/iOS.	<ul style="list-style-type: none">CollaborationCreativityCritical ThinkingDigital Literacy
REVISION FOR FINAL EXAMINATION			MONTH: JANUARY			

SYLLABUS OF FINAL EXAMINATION		
Final-Term Syllabus (THEORY)	Final-Term Paper Format	Mid-Term Syllabus (PRACTICAL)
Ch-8 Lists and table in Python Ch-9 Algorithmic Intelligence Ch-10 Conditional Statement in Python Ch-11 Concept of Smart Living Ch-6 App Development	<ol style="list-style-type: none">Short QuestionsApplication Based QuestionsOne WordCorrect the Highlighted StatementsMCQS	Ch-8 List and tables in HTML5 Ch-10 Conditional statements in Python



**Cambridge International School
Phagwara**

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**CAMBRIDGE INTERNATIONAL SCHOOL
CURRICULUM – HALF YEARLY
SUBJECT- MATHEMATICS
Grade - 7 (2025 – 2026)**

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
INTEGERS	<ul style="list-style-type: none">• Concept of integers and number line• Operation on integers (multiplication & division)• Properties of integers• Application in daily life.	<ul style="list-style-type: none">• Develop Mathematical Understanding: Understands sets of numbers (whole numbers, fractions, integers) looks for patterns, and appreciates relationships between numbers• Enhance Computational Proficiency• Number sense and numeration• Deepen Mathematical Insight-Connect Mathematics to Real Life	<ul style="list-style-type: none">• Representation Skills and Comparative Analysis:• Operational Skills• Conceptual Understanding• Property Application: Analytical Thinking• Problem-Solving Skills and Critical Thinking	<ul style="list-style-type: none">• To recall the concept of integers and represent it on number line• To perform operations on integers• To understand and apply rules for multiplication and division in order to solve contextual problems involving various arithmetic operations• To apply the concept in real life situations	<ul style="list-style-type: none">• By recalling the concept of number system. Drawing tree of number system. Activity for showing integers on number line. Tell how inadequacy of whole numbers leads to integers• By activity method (staircase activity / dice) along with the discussion & board method• By digital presentation followed by example method for generalizing.• Problem solving method	APRIL	<ul style="list-style-type: none">• Class test• IA 1• Half Yearly Exam

LINES & ANGLES	<ul style="list-style-type: none">• Pair of angles• Properties of parallel lines with a transversal (alternate, corresponding, interior, exterior angles)• Application based questions	<ul style="list-style-type: none">• To Outline the properties of lines, angles and apply them to solve related problems• Connect Mathematics to Real Life	<ul style="list-style-type: none">• Understanding and applying geometric concepts, including identifying different types of angles, lines, and their relationships, and solving related problems.	<ul style="list-style-type: none">• To classify pairs of angles based on their properties (linear, supplementary, complementary, adjacent and vertically opposite) and find value of the one when the other is given.<ul style="list-style-type: none">• To understand the properties of angles in intersecting lines, adjacent angles, adjacent angles on a straight line, parallel lines and transversal lines and verify it.• To solve problems based on the given concept• Art- integrated learning: Mathematical mandala	<ul style="list-style-type: none">• By concrete objects(scissors, books, table in class etc)• By discussion / board method• By using real life examples (crossing roads, railways lines, zebra crossing etc.)• By digital presentation followed by discussion and board method• By problem solving method• Mathematical mandala (students will draw symmetrical mandala designs using protractors to measure and incorporate different angles)	APRIL	<ul style="list-style-type: none">• IA 1• Half Yearly Exam• Art integrated learning
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DATA HANDLING	<ul style="list-style-type: none"> Collection and organisation of continuous data,formation of frequency table Mean,Median , Mode of ungrouped data Interpretation and drawing of single and double bar graph 	<ul style="list-style-type: none"> Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median Promote Analytical thinking 	<ul style="list-style-type: none"> Data collection and Organisation Enhancing students' ability to collect, organize, analyze, and interpret data Problem-Solving and Critical Thinking Represent the data graphically and generalize it 	<ul style="list-style-type: none"> To collect and organise continuous data and be able to form the frequency table. To calculate Mean,Median, Mode of ungrouped data and understanding what they represent. To interpret, analyse the given data and represent the data graphically. 	<ul style="list-style-type: none"> Survey method (Collecting the data available in the class room and organizing it) By taking the age/height of students, the concept of mean, mode will be explained to the students.Median will be explained by activity using flash cards Digital presentation followed by Graphical method 	MAY	<ul style="list-style-type: none"> Survey IA1 Half yearly exam
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THREE DIMENSION AL SHAPES	<ul style="list-style-type: none"> • Identification and counting of edges, faces and vertices, nets for solid shapes and their matching • Draw 3D objects in 2D in order to visualize solid objects from different perspectives • To draw solids on a flat surface (Oblique and isometric sketch) 	<ul style="list-style-type: none"> • Understands formulates, and applies properties and theorems regarding simple geometric shapes (2D and 3D) 	<ul style="list-style-type: none"> • Describes, classifies, and understands relationships among different types of two- and three-dimensional shapes using their defining properties/attributes • Identifies attributes of three-dimensional shapes (cubes, cuboids, cylinders etc) ,hands-on with material to construct these shapes, and also uses two-dimensional representations of three-dimensional objects to visualise it. 	<ul style="list-style-type: none"> • To visualize solid shapes by drawing nets of cube, cuboid etc and defining their properties • to be able to build nets of 3D shapes and identify their edges and faces and understand their properties to draw oblique and isometric sketches of cube and cuboid 	<ul style="list-style-type: none"> • By showing concrete objects (dice ,book etc) • Using nets of different 3D shapes • Activity method • Presentation followed by Lab activity 	MAY	<ul style="list-style-type: none"> • Internal Assessm ent
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<p>FRACTIONS AND DECIMALS</p>	<ul style="list-style-type: none"> • Concept of fractions • Perform operations on fractions • Real life applications of fractions • Concept of decimals. • Perform operations on decimals • Real life applications of decimals 	<ul style="list-style-type: none"> • Explores and applies fractions (both as ratios and in decimal form) in daily-life situations <p>Connect Mathematics to Real Life</p>	<ul style="list-style-type: none"> • Conversion between fractions and decimals, comparing and ordering, performing operations (addition, subtraction, multiplication, division), and solving word problems 	<ul style="list-style-type: none"> • To recapitulate the concept of fractions • To use algorithms to perform operations on fractions and be able to simplify numerical expressions involving fractions using BODMAS • To solve application based questions • To recapitulate the concept of decimals and to identify decimals/whole numbers according to their place value • To solve problems related to conversion of fractions into decimals and vice versa • To facilitate them to solve questions based on operations on decimals • To apply appropriate mathematical operations on decimals in order to solve problems related to daily life situations 	<ul style="list-style-type: none"> • By example/discussion method • By visualization method • By Discussion/board method • By problem solving method • By peer work (Situational teaching) • By example method, Visualization • By deductive and Problem solving method • Situational teaching and problem solving method 	<p>JULY</p>	<ul style="list-style-type: none"> • Class test • Half yearly Exam
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RATIONAL NUMBERS	<ul style="list-style-type: none"> • Introduction to rational numbers and its need • Representation of rational numbers on number line • Rational number between two rational no. • Operations on rational numbers • Word problems on rational numbers 	<ul style="list-style-type: none"> • Explores and understands sets of numbers, such as whole numbers, fractions, integers, rational numbers, and real numbers, and their properties, and visualises them on the number line • Connect Mathematics to Real Life 	<ul style="list-style-type: none"> • concept of rational numbers, • representation of rational numbers on number line and to find a rational number between any two rational numbers 	<ul style="list-style-type: none"> • To recapitulate number system and extend it to rational numbers • To represent rational numbers on number line • To insert rational number between two rational numbers • To facilitate them how to apply the rules of operations to rational numbers • To solve problems related to daily life situations involving rational numbers 	<ul style="list-style-type: none"> • By tree of number system • By drawing a number line on the floor followed by Discussion/board method • By experimental method, visualization • By Explanation and problem solving Method. • Discussion/board method • Situational teaching followed by Problem solving method 	JULY	<ul style="list-style-type: none"> • Class test • Half yearly Exam
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ALGEBRAIC EXPRESSIO NS	<ul style="list-style-type: none"> • Generate expression (simple) involving one or two variables • Geometrical significance of Algebraic expressions • Identifying constants, powers, like & unlike terms • Types of Algebraic expressions • Simplification of algebraic expressions • Applications in daily life 	<ul style="list-style-type: none"> • Understands the concepts of variable, constant, coefficient, expression • Forms algebraic expressions using variables, coefficients, and constants and manipulates them through basic operations • Connect Mathematics to Real Life 	<ul style="list-style-type: none"> • Extends the representation of a number in the form of a variable or an algebraic expression using a variable • Develops own methods to solve puzzles and problems using algebraic thinking 	<ul style="list-style-type: none"> • To generate expressions involving one or two variables • To identify geometrical significance of algebraic expression for deriving various formulas of geometry • To identify constants, powers, coefficient, like & unlike terms • To classify algebraic expressions as monomial, binomial and trinomial • To facilitate them to apply algebraic properties in order to add/subtract two algebraic expressions • To solve HOTS based on the topic 	<ul style="list-style-type: none"> • Recapitulation by video presentation followed by oral questioning • By discussion & board method • By discussion & board method • Activity method followed by discussion & board method Activity method (using classroom objects like pen, pencils etc.) • By discussion & board method • Situational teaching (Framing expressions and solving it) 	AUGU ST	<ul style="list-style-type: none"> • Class test • Half yearly Exam
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<p>SIMPLE EQUATIONS</p> <p>Simple equation using one variable</p>	<ul style="list-style-type: none"> balancing an equation roots of an equation Solution of a simple equation by two methods (trial and error method and transposing method) Setting a simple equation Real life applications of simple equations 	<p>Understands equality between numerical expressions and learns to check arithmetical equations</p> <p>Poses and solves linear equations to find the value of an unknown, including to solve puzzles and word problems</p> <p>Develops own methods to solve puzzles and problems using algebraic thinking</p>		<ul style="list-style-type: none"> To recapitulate the meaning of variables, constants and relate it to and equation, to find solution of the equation To solve linear equation using different methods and verify the solutions of an equations To Construct simple equations in order to solve them for the given contextual problem/puzzles. 	<ul style="list-style-type: none"> To introduce chapter, mathematical puzzles will be played. Make some riddles like I am a number, Tell my identity! Take me seven times over And add 7 to it To reach nothing Remove 7 from it. By activity method (using weighing balance and concrete objects) followed by discussion & board method Digital presentation Inductive deductive reasoning method Transposition method Discussion/board method followed by situational teaching. Situational teaching and problem solving method 	<p>AUGUST</p>	<p>Class test Half yearly Exam</p>
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हिन्दी पाठ्यक्रम सत्र -2025-26

कक्षा : 7

विषय ☐ हिन्दी

पुस्तकें हिन्दी 7 ☐ पाठ्यपुस्तक ☐

सुगंध ☐ हिन्दी व्याकरण ☐

विषय	उप विषय	शैक्षणिक लक्ष्य	दक्षताएं	शैक्षणिक उद्देश्य	शिक्षण विधियाँ <input type="checkbox"/>	महीना	मूल्यांकन
कविता	मां कह एक कहानी कविता	CG- 11 छात्रों द्वारा भाषा पढ़ने और लिखने की समझ विकसित करना।	C- 11.2 कविता में प्रयोग होने वाले कठिन शब्दों का लेखन और ज्ञान का प्रयोग सरल शब्दों व वाक्यों को पढ़ने लिखने में करना।	कमानुसार कविता का वाचन*कठिन शब्दार्थ वाक्यों सहित समझाना व व्याख्या लेखन। कथा विधि * यशोध कृष्ण की कक्षा में कथा सुनाना। * प्र : ऊ लेखन * श्रुतलेखन <input type="checkbox"/> तार्किक सोच द्वारा प्रश्नों के उत्तर लिखवाना।	आदर्श पठन द्वारा पाठ समझाना। पठित पद्यांश और मूल्याधारित प्रश्नोत्तर पशु पक्षियों के संरक्षण के लिए पोषित करना।	अक्तूबर	प्रश्नोत्तर
व्याकरण	पर्यायवाची	CG- 10 छात्रों द्वारा भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	C- 9.7 प्रभावी ढंग से रोजमर्रा की बातचीत करने के लिए शब्दों की जानकारी व उनका इस्तेमाल करना।	शब्द भण्डार में वृद्धि करना। * अभ्यास व्याकरण पुस्तक पर। फ्लैश कार्ड बनवाना। * आगमन विधि से पर्यायवाची समझाना	कक्षा में पर्यायवाची शब्दों का अभ्यास और रिक्त स्थान द्वारा पर्यायवाची शब्दों का अभ्यास।	अक्तूबर	कार्य पत्रिका

पाठ	जैसी संगति बैठिए	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.5 कहानी पढ़कर पात्रों कथानक और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से उसका अर्थ समझना ।	*सामान्य प्रश्न पूछ कर पाठ का आरंभ और कठिन शब्दों की अर्थ सहित व्याख्या । *क्रमानुसार पाठ का पठनपरियोजना विधि द्वारा पाठ का सार समझाना । श्रुतलेख और प्रश्नोत्तर लिखवाना । * अच्छे और बुरे इंसान पर चर्चा । *कथा विधि *सच्ची मित्रता पर कहानी	क्रमानुसार पाठ का पठन छात्रों द्वारा बहुविकल्पीय और रिक्त स्थान सही गलत प्रश्नों के माध्यम से पाठ समझाना । मूल्याधारित प्रश्न :	अक्तूबर	लिखित कक्षा परीक्षा द्वारा
कविता	एक तिनका	CG- 9 छात्रों में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना ।	C- 10.5 कहानी पढ़कर पात्रों कथानक और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से अर्थ समझाना ।	सामान्य प्रश्न पूछ कर पाठ का आरंभ और कठिन शब्दों की अर्थ सहित व्याख्या । अंकार करने वाले की हार से संबंधित रावण की कथा सुनाना ।	मूल्याधारित प्रश्न	अक्तूबर	मौखिक प्रः उः
लेखन	अनुच्छेद	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.8 अपनी समझ व अनुभव को व्यक्त करने के लिए अनुच्छेद लिखना	अपने अनुभवों और भावों को व्यक्त करने के लिए लेखन कौशल का विकास	प्रोजेक्टर की सहायता से विषय को समझकर लेखन ।	अक्तूबर	मौखिक
लेखन	पत्र	CG- 10 छात्रों में	C- 10.8 अपनी समझ	लेखन कौशल का विकास	प्रोजेक्टर की सहायता से	अक्तूबर	मौखिक

		भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	व अनुभव को व्यक्त करने के लिए पत्र लिखना		पत्र का प्रारूप समझकर लेखन।		
पाठ	यमराज का निमंत्रण	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	C-10 .5 विभिन्न प्रकार की पस्तकों पढ़ने में रुचि।	सामान्य प्रश्न पूछ कर पाठ का आरंभ और कठिन शब्दों की अर्थ सहित व्याख्या। * मूल्यवान चीजों का प्रयोग सही समय पर करने। * क्रमानुसार पाठ का पठन * प्र : ऊ लेखन * श्रुतलेख कथा विधि * पाठ से संबंधित कक्षा में कथा सुनाना।	पाठ का कुशल पठन छात्रों द्वारा पठित गद्यांश और प्रश्नोत्तर लिखवाना।	अक्तूबर	लिखित
व्याकरण	समास	CG- 9.4 छात्रों को जटिल कार्य के लिए दिए गए मौखिक निर्देशों को समझती है।	C- 9.4 छात्र जटिल कार्य के लिए दिए गए अभ्यास कार्य को समझेंगे।	आगमन विधि द्वारा समास के भेद समझाना।	समास के भेद का लेखन	नवंबर	व्याकरण पुस्तक पर अभ्यास।
व्याकरण	प्रतिवेदन लेखन	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता	C- 10.8 अपनी समझ व अनुभव को व्यक्त करने के लिए डायरी लिखना	लेखन कौशल का विकास	प्रारूप समझकर लेखन।	नवंबर	कक्षा परीक्षा

		विकसित करना।					
पाठ	मेरी यात्रा	CG- 9 छात्रों में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना।	C- 10.5 कहानी पढ़कर पात्रों कथानक और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से अर्थ समझाना।	* सामान्य प्रश्न पूछ कर पाठ का आरंभ और कठिन शब्दों की अर्थ सहित समझाना। * क्रमानुसार पाठ का पठन * पठित पद्यांश * श्रुतलेख कला एकीकृत गतिविधि * सामाजिक शिक्षा	पाठ का कुशल पठन छात्रों द्वारा पठित गद्यांश और प्रश्नोत्तर लिखवाना।	नवंबर	अनुच्छेद लेखन
व्याकरण	वाक्य भेद अर्थ के आधार पर	CG- 9.4 छात्रों को जटिल कार्य के लिए दिए गए मौखिक निर्देशों को समझती है।	C- 9.4 छात्र जटिल कार्य के लिए दिए गए अभ्यास कार्य को समझेंगे।	आगमन विधि द्वारा वाक्य के भेद समझाना।	अभ्यास कार्य पर भेदों को उदाहरण सहित	नवंबर	लिखित दोहराई
पाठ	दुख का अधिकार	CG- 9 छात्रों में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना।	C- 10.5 कहानी पढ़कर पात्रों कथानक और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से अर्थ समझाना।	* छात्रों द्वारा कविता का पठन क्रमानुसार। * कठिन शब्दों के अर्थ वाक्यों सहित समझाना। श्रुतलेख व प्रः उ	क्रमानुसार पाठ का पठन छात्रों द्वारा बहुविकल्पीय और रिक्त स्थान सही गलत प्रश्नों के माध्यम से पाठ समझाना। मूल्याधारित प्रश्न	दिसंबर	मौखिक प्रः उः

				*कहानी विधि द्वारा ।			
व्याकरण	श्रुतिसमभिन्नार्थक	CG- 11 छात्रों द्वारा भाषा पढ़ने और लिखने की समझ विकसित करना ।	C- 9.7 प्रभावी ढंग से रोज़मर्रा की बातचीत करने के लिए शब्दों की जानकारी व उनका इस्तेमाल करना	शब्द भण्डार में वृद्धि करना । गतिविधि : फ्लैश कार्ड * आगमन विधि द्वारा श्रुतिसमभिन्नार्थक को परिचित करवाना व लेखन ।	व्याकरण पुस्तक पर अभ्यास	दिसंबर	व्याकरण पुस्तक पर अभ्यास ।
पाठ	भारत कोकिला	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना	C- 10.5 कहानी पढ़कर पात्रों कथानक और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से अर्थ समझाना ।	*सामान्य प्रश्न पूछ कर पाठ का आरंभ और कठिन शब्दों की अर्थ सहित समझाना । *क्रमानुसार पाठ का पठन * पठित पद्यांश * श्रुतलेख कथा विधि * लता मंगेशकर प्रसिद्ध गायिका	पाठ का कुशल पठन छात्रों द्वारा पठित गद्यांश और प्रश्नोत्तर लिखवाना ।	दिसंबर	कक्षा परीक्षा प्रः उः

				का चित्र सहित जीवन परिचय लिखवाना।			
पाठ	पिता का पुत्र	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना	C- 10.5 कहानी पढ़कर पात्रों कथानक और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से अर्थ समझाना	* छात्रों द्वारा पाठ का पठन क्रमानुसार। * कठिन शब्दों के अर्थ वाक्यों सहित समझाना। श्रुतलेख व प्रः उः *कहानी विधि द्वारा।	पाठ का कुशल पठन छात्रों द्वारा पठित गद्यांश और प्रश्नोत्तर लिखवाना।	दिसंबर	मौखिक प्रः उः
कविता	निर्वाह ले स्वधर्म	CG- 9 छात्रों में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना।	C- 11.2 कविता में प्रयोग होने वाले अक्षरों को पहचानना और ज्ञान का प्रयोग सरल शब्दों व वाक्यों को पढ़ने लिखने में करना।।	* छात्रों द्वारा कविता का पठन क्रमानुसार। * कठिन शब्दों के अर्थ वाक्यों सहित समझाना। श्रुतलेख व प्रः उः *कहानी विधि द्वारा।	क्रमानुसार कविता का वाचन छात्रों द्वारा बहुविकल्पीय और रिक्त स्थान सही गलत प्रश्नों के माध्यम से पाठ समझाना। मूल्याधारित प्रश्न	दिसंबर	कक्षा परीक्षा
व्याकरण	अनेक शब्दों के लिए एक शब्द	CG- 11 छात्रों द्वारा भाषा पढ़ने और लिखने की	C- 9.7 प्रभावी ढंग से रोज़मर्रा की बातचीत करने के लिए शब्दों की जानकारी व उनका	शब्द भण्डार में वृद्धि करना। गतिविधि : फ्लैश कार्ड * आगमन विधि द्वारा	व्याकरण पुस्तक पर अभ्यास।	दिसंबर	लिखित कक्षा परीक्षा द्वारा

		समझ विकसित करना ।	इस्तेमाल करना	श्रुतिसमभिन्नार्थक को परिचित करवाना व लेखन ।			
पाठ	छोटा जादूगर	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना	C- 10.5 कहानी पढ़कर पात्रों कथानक और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से अर्थ समझाना ।	* छात्रों द्वारा कविता का पठन क्रमानुसार । * कठिन शब्दों के अर्थ वाक्यों सहित समझाना । श्रुतलेख व प्रः उः * कहानी विधि द्वारा ।	पाठ का कुशल पठन छात्रों द्वारा पठित गद्यांश और प्रश्नोत्तर लिखवाना ।	दिसंबर	लिखित कक्षा परीक्षा द्वारा
व्याकरण	मुहावरे	CG- 11 छात्रों द्वारा भाषा पढ़ने और लिखने की समझ विकसित करना ।	C- 9.7 प्रभावी ढंग से रोज़मर्रा की बातचीत करने के लिए शब्दों की जानकारी व उनका इस्तेमाल करना	शब्द भण्डार में वृद्धि करना । गतिविधि : फ्लैश कार्ड * आगमन विधि द्वारा श्रुतिसमभिन्नार्थक को परिचित करवाना व लेखन ।	मुहावरों का प्रयोग करते हुए छोटी सी लघु कथा मौखिक	दिसंबर	व्याकरण पुस्तक पर अभ्यास
पाठ	चांद खिलौना	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना	C- 10.5 कहानी पढ़कर पात्रों कथानक और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से अर्थ	* छात्रों द्वारा कविता का पठन क्रमानुसार । * कठिन शब्दों के अर्थ वाक्यों		दिसंबर	मौखिक प्रः उः

			समझाना ।	सहित समझाना । श्रुतलेख व प्रः उः *कहानी विधि द्वारा ।			
पाठ	पिता का न्याय	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना	C- 10.5 कहानी पढ़कर पात्रों कथानक और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से अर्थ समझाना ।	* छात्रों द्वारा कविता का पठन क्रमानुसार । * कठिन शब्दों के अर्थ वाक्यों सहित समझाना । श्रुतलेख व प्रः उः *कहानी विधि द्वारा ।	पाठ का कुशल पठन छात्रों द्वारा पठित गद्यांश और प्रश्नोत्तर लिखवाना ।	जनवरी	लिखित प्रः उः कक्षा परीक्षा द्वारा
पाठ	मारीशस	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना	C- 10.5 कहानी पढ़कर पात्रों कथानक और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से अर्थ समझाना ।	* छात्रों द्वारा कविता का पठन क्रमानुसार । * कठिन शब्दों के अर्थ वाक्यों सहित समझाना । श्रुतलेख व प्रः उः *कहानी विधि द्वारा ।	पाठ का कुशल पठन छात्रों द्वारा पठित गद्यांश और प्रश्नोत्तर लिखवाना ।	जनवरी	मौखिक प्रः उः

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International School Award
2018-2021





Cambridge International School Phagwara

(CBSE Affiliation No. 1630723, School No. 20703)



ਕੈਂਬਰਿਜ ਇੰਟਰਨੈਸ਼ਨਲ ਸਕੂਲ ਜਮਾਤ- ਸੱਤਵੀਂ, ਵਿਸ਼ਾ- ਪੰਜਾਬੀ ਪਾਠਕ੍ਰਮ ਦਾ ਵਿਸਥਾਰ (2025-26) ਸਾਲਾਨਾ ਪ੍ਰੀਖਿਆ

ਵਿਸ਼ਾ	ਉਪ-ਵਿਸ਼ਾ	ਪਾਠਕ੍ਰਮ ਉਦੇਸ਼	ਯੋਗਤਾਵਾਂ	ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ	ਪ੍ਰਸਤੁਤੀਕਰਨ	ਮਹੀਨਾ	ਮੁਲਾਂਕਣ ਅਤੇ ਮਾਪਦੰਡ
1.*ਘੜੇ ਦਾ ਪਾਣੀ (ਲੇਖ) 2.*ਮਾਂ ਦਾ ਪਿਆਰ (ਕਵਿਤਾ)	1.*ਕੁਦਰਤੀ ਵਾਤਾਵਾਰਨ ਬਾਰੇ ਜਾਣਕਾਰੀ। (ਸੁਣਨ,ਪੜ੍ਹਨ,ਲਿਖਣ,ਉਚਾਰਨ) *ਮਾਂ ਪ੍ਰਤੀ ਸਤਿਕਾਰ ਦੀ ਭਾਵਨਾ ਪੈਦਾ ਕਰਨੀ।	*ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਮਿੱਟੀ ਦੇ ਭਾਂਡੇ ਬਣਾਉਣ ਦੀ ਕਲਾ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ। ਮਾਤਾ-ਪਿਤਾ ਦਾ ਸਤਿਕਾਰ ਕਰਨਾ ਸਿਖਾਉਣਾ।	*ਘਰ ਦਾ ਕੰਮ-ਕਦਰਾਂ-ਕੀਮਤਾਂ ਉੱਤੇ ਅਧਾਰਿਤ ਪ੍ਰਸ਼ਨ-ਉੱਤਰ ਹੱਲ ਕਰ ਸਕਣਗੇ। *ਗਤੀਵਿਧੀ- ਕੁਦਰਤ ਤੋਂ ਪ੍ਰਾਪਤ ਹੋਣ ਵਾਲੇ ਸੋਮਿਆਂ ਬਾਰੇ ਕਹਾਣੀਆਂ ਸੁਣਨੀਆਂ।	ਕੁਦਰਤੀ ਸੋਮਿਆਂ ਬਾਰੇ (ਸੂਰਜ, ਮਿੱਟੀ, ਪਾਣੀ, ਰੁੱਖਾਂ ਬਾਰੇ ਭਰਪੂਰ ਜਾਣਕਾਰੀ।	*ਅਧਿਆਪਕਾਂ ਦੁਆਰਾ ਵਿਆਖਿਆ ਵਿਧੀ, ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ। *ਵਿਦਿਆਰਥੀਆਂ ਕੋਲੋਂ ਹੋਰ ਕਵਿਤਾਵਾਂ ਸੁਣੀਆਂ ਜਾਣਗੀਆਂ। *ਪ੍ਰਸ਼ਨ-ਉੱਤਰ	ਅਕਤੂਬਰ-ਨਵੰਬਰ	(ਆਈ.ਏ.-1) 1. ਅਣਡਿੱਠਾ ਪੈਰੂ 2. ਅਣਡਿੱਠਾ ਕਾਵਿ-ਟੋਟਾ 3. ਘੜੇ ਦਾ ਪਾਣੀ 4. ਮਾਂ ਦਾ ਪਿਆਰ 5. ਵਿਸ਼ੇਸ਼ਣ 6. ਵਚਨ ਬਦਲੋ 7. ਪਿਛੇਤਰ
3.*ਵਿਸ਼ੇਸ਼ਣ 4.*ਵਚਨ ਬਦਲੋ 5.*ਪਿਛੇਤਰ 6.* ਸੰਬੰਧਕ 7.*ਬਿਨੈ-ਪੱਤਰ (ਸੁਣਨ,ਪੜ੍ਹਨ,ਲਿਖਣ,ਉਚਾਰਨ)	* ਵਿਸ਼ੇਸ਼ਣ ਸ਼ਬਦਾਂ ਰਾਹੀਂ ਭਾਸ਼ਾ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ। * ਵਿਆਕਰਨਿਕ ਨਿਯਮਾਂ ਦੀ ਜਾਣਕਾਰੀ। * ਸ਼ੁੱਧ ਉਚਾਰਨ ਰਾਹੀਂ ਸ਼ੁੱਧ ਲਿਖਵਾਉਣਾ।	*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇ ਕੇ। *ਪੱਤਰ ਨੂੰ ਤਿੰਨ ਭਾਗਾਂ ਵਿੱਚ ਵੰਡ ਕੇ ਪੱਤਰ ਲਿਖਣ ਦਾ ਢੰਗ ਸਿਖਾਉਣਾ।	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। *ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਗੇ। *ਪੱਤਰ ਨੂੰ ਤਿੰਨ ਭਾਗਾਂ ਵਿੱਚ ਵੰਡ ਕੇ ਪੱਤਰ ਲਿਖਣ ਦਾ ਢੰਗ ਸਿੱਖਣਗੇ।	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। *ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇ ਕੇ। *ਪੱਤਰ ਨੂੰ ਤਿੰਨ ਭਾਗਾਂ ਵਿੱਚ ਵੰਡ ਕੇ ਪੱਤਰ ਲਿਖਣ ਦਾ ਢੰਗ ਸਿੱਖਣਗੇ।	* ਵੱਖ-ਵੱਖ ਵਿਸ਼ੇਸ਼ਣ ਦੀਆਂ ਉਦਾਹਰਨਾਂ ਰਾਹੀਂ। *ਸਫੇਦ ਤਖ਼ਤ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਵਿਦਿ. ਨੂੰ ਬਿਨੈ-ਪੱਤਰ ਦਾ ਲਿਖਤੀ ਕਾਰਜ ਕਰਵਾਉਣਾ। *ਜਮਾਤ ਅਤੇ ਘਰ ਦਾ ਕੰਮ- ਵਿਸ਼ੇਸ਼ਣ,ਵਚਨ ਬਦਲੋ ਅਤੇ ਪਿਛੇਤਰ (ਕਾਰਜ ਪੱਤਰਿਕਾ ਰਾਹੀਂ ਅਤੇ ਯਾਦ ਕਰਨਾ)		

8.*ਮੱਖਣ ਦਾ ਤੋਲ (ਕਹਾਣੀ) (ਸੁਣਨ,ਪੜ੍ਹਨ,ਲਿਖਣ,ਉਚਾਰਨ)	*ਵਿਦਿ. ਅੰਦਰ ਇਮਾਨਦਾਰੀ ਦੀ ਭਾਵਨਾ ਪੈਦਾ ਕਰਨੀ।	* ਸਭ ਦੀ ਮਦਦ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨਾ।	ਵਿਦਿ. ਅੰਦਰ ਸਮਾਜ ਦੀ ਮਦਦ ਕਰ ਸਕਣ ਗੇ।	ਵਿਦਿ. ਇਮਾਨਦਾਰ ਅਤੇ ਚੰਗੇ ਵਿਅਕਤੀ ਬਣਨਗੇ।	*ਵਿਦਿ. ਦੁਆਰਾ ਪਠਨ, ਅਧਿ: ਦੁਆਰਾ ਚਰਚਾ, ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ, *ਵਿਦਿ. ਕੋਲੋਂ ਹੋਰ ਸਿੱਖਿਆਦਾਇਕ ਕਹਾਣੀਆਂ ਸੁਣੀਆਂ ਜਾਣਗੀਆਂ। *ਪ੍ਰਸ਼ਨ-ਉੱਤਰ *ਘਰ ਦਾ ਕੰਮ- ਕਦਰਾਂ-ਕੀਮਤਾਂ ਉੱਤੇ ਅਧਾਰਿਤ।		*ਉਚਾਰਨ ਕੌਸ਼ਲ (ਲੇਖਾਂ 'ਤੇ ਅਧਾਰਿਤ) 1.ਅਤਮ - ਵਿਸ਼ਵਾਸ 2.ਵਿਸ਼ੇ ਦੀ ਸਮਝ 3.ਭਾਸ਼ਾ ਸ਼ੁੱਧਤਾ 4.ਵਿਆਕਰਨਿਕ ਨਿਯਮਾਂ ਦਾ ਪ੍ਰਯੋਗ 5.ਪ੍ਰਵਾਹਮਈ ਉਚਾਰਨ
9.*ਲੇਖ 10.*ਅਣਡਿੱਠਾ ਪੈਰਾ (ਸੁਣਨ,ਪੜ੍ਹਨ,ਲਿਖਣ,ਉਚਾਰਨ)	* ਵਿਆਕਰਨਿਕ ਨਿਯਮਾਂ ਦੀ ਜਾਣਕਾਰੀ। * ਵਿਦਿ. ਸ਼ੁੱਧ ਪੜ੍ਹਨਾ ਸਿਖਾਉਣਾ। * ਵਿਦਿ. ਸ਼ੁੱਧ ਲਿਖਵਾਉਣਾ।	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ। *ਵਿਆਕਰਨਿਕ ਨਿਯਮਾਂ ਦੀ ਜਾਣਕਾਰੀ। *ਲੇਖ - ਫਲੋ ਚਾਰਟ ਰਾਹੀਂ ਲਿਖਣ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ। *ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ।	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। *ਵਿਆਕਰਨਿਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂੰ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਗੇ।	*ਵਿਦਿ. ਮਹਾਨ ਸਖ਼ਸ਼ੀਅਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨ ਗੇ। * ਵਿਦਿ. ਨੂੰ ਸ਼ੁੱਧ ਪੜ੍ਹਨਾ ਅਤੇ ਲਿਖਣਾ ਸਿਖਾਉਣਾ।	*ਅਧਿ. ਦੁਆਰਾ ਵਿਦਿ.ਨਾਲ ਮਹਾਨ ਸਖ਼ਸ਼ੀਅਤਾਂ ਬਾਰੇ ਵਾਰਤਾਲਾਪ। *ਘਰ ਦਾ ਕੰਮ-ਪ੍ਰਸ਼ਨ-ਉੱਤਰ / ਕਾਰਜ ਪੱਤਰਿਕਾ ਲੇਖ(ਯਾਦ ਕਰਨਾ ਅਤੇ ਲਿਖਣਾ) *ਵਿਦਿ.ਨੂੰ ਅਣਡਿੱਠੇ ਪੈਰੇ 'ਚੋਂ ਪ੍ਰਸ਼ਨ ਦੇ ਕੇ ਉਹਨਾਂ ਦੇ ਉੱਤਰ ਹੱਲ ਕਰਵਾਉਣਾ।		
1.*ਕਾਬੁਲੀਵਾਲਾ (ਕਹਾਣੀ) (ਸੁਣਨ,ਪੜ੍ਹਨ,ਲਿਖਣ,ਉਚਾਰਨ)	*ਆਲੇ-ਦੁਆਲੇ ਵਾਪਰ ਰਹੀਆਂ ਸਮਾਜਕ ਘਟਨਾਵਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ। *ਵਿਦਿ. ਅੰਦਰ ਦੇਸ਼-ਭਗਤੀ ਦੀ ਭਾਵਨਾ ਪ੍ਰੇਰਿਤ ਕਰਨਾ।	*ਵਾਕਾਂ ਨੂੰ ਕਹਾਣੀ ਦੀਆਂ ਘਟਨਾਵਾਂ ਅਨੁਸਾਰ ਕ੍ਰਮਵਾਰ ਕਰਨਾ। *ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ।	*ਵਿਦਿ. ਨੂੰ ਆਲੇ-ਦੁਆਲੇ ਵਾਪਰ ਰਹੀਆਂ ਘਟਨਾਵਾਂ ਬਾਰੇ ਜਾਗਰੂਕ ਕਰਨਾ।	ਵਿਦਿ. ਸਮਾਜ ਵਿੱਚ ਹੋ ਰਹੇ ਚੰਗੇ-ਮਾੜੇ ਦੀ ਪਹਿਚਾਣ ਕਰਨ ਦੇ ਕਾਬਲ ਬਣਨ ਗੇ।	* ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਅੰਧ-ਵਿਸ਼ਵਾਸਾਂ ਤੋਂ ਦੂਰ ਰਹਿਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨਾ।	ਦਸੰਬਰ-ਜਨਵਰੀ	

2.*ਵਿਸਮਿਕ 3.*ਸ਼ਬਦ ਜੋੜ 4.*ਮੁਹਾਵਰੇ 5.*ਨਿੱਜੀ-ਪੱਤਰ (ਸੁਣਨ,ਪੜ੍ਹਨ,ਲਿਖਣ,ਉਚਾਰਨ)	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ। *ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂੰ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇ ਕੇ। *ਪੱਤਰ ਨੂੰ ਤਿੰਨ ਭਾਗਾਂ ਵਿੱਚ ਵੰਡ ਕੇ ਲਿਖਣ ਦਾ ਢੰਗ ਸਿਖਾਉਣਾ।	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ। *ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਦੀ ਜਾਣਕਾਰੀ।	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। *ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂੰ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਗੇ। *ਪਰਚੀ ਵਿਧੀ ਰਾਹੀਂ ਮੁਹਾਵਰੇ ਸਿੱਖਣ ਗੇ।	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। *ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂੰ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇ ਕੇ। *ਪੱਤਰ ਨੂੰ ਤਿੰਨ ਭਾਗਾਂ ਵਿੱਚ ਵੰਡ ਕੇ ਪੱਤਰ ਲਿਖਣ ਦਾ ਢੰਗ ਸਿੱਖਣਗੇ।	*ਬੋਰਡ+ਵੱਖ-ਵੱਖ ਉਦਾਹਰਨਾਂ ਰਾਹੀਂ ਵਿਸ਼ਾ ਸਪੱਸ਼ਟ ਕਰਨਾ। *ਵਾਕਾਂ ਅਤੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਤੀ ਅਭਿਆਸ। *ਸਫੇਦ ਤਖ਼ਤੇ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਵਿਦਿ. ਨੂੰ ਨਿੱਜੀ-ਪੱਤਰ ਦਾ ਲਿਖਤੀ ਕਾਰਜ ਕਰਵਾਉਣਾ। *ਗਤੀਵਿਧੀ- ਪੋਸਟ ਕਾਰਡ ਰਾਹੀਂ। *ਜਮਾਤ/ਘਰ ਦਾ ਕੰਮ-ਸਮਿਕ, ਸ਼ਬਦ ਜੋੜ ਅਤੇ ਮੁਹਾਵਰੇ (ਲਿਖਣੇ ਅਤੇ ਯਾਦ ਕਰਨੇ)		
6.*ਟੂਣਾ (ਇਕਾਂਗੀ) (ਸੁਣਨ,ਪੜ੍ਹਨ,ਲਿਖਣ,ਉਚਾਰਨ)	*ਬੱਚਿਆਂ ਨੂੰ ਸਮਾਜ ਵਿੱਚ ਵਾਪਰ ਰਹੀਆਂ ਘਟਨਾਵਾਂ ਦੀਆਂ ਤਸਵੀਰਾਂ ਰਾਹੀਂ ਵਹਿਮਾਂ-ਭਰਮਾਂ ਤੋਂ ਦੂਰ ਰਹਿਣ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ। *ਸਭ ਦੀ ਮਦਦ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨਾ।	*ਬੱਚਿਆਂ ਨੂੰ ਸਮਾਜ ਵਿੱਚ ਵਾਪਰ ਰਹੀਆਂ ਘਟਨਾਵਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨ ਗੇ।	ਵਿਦਿ. ਅੰਧ ਵਿਸ਼ਵਾਸਾਂ ਤੋਂ ਦੂਰ ਰਹਿਣਾ ਸਿੱਖਣ ਗੇ।	*ਚਰਚਾ ਵਿਧੀ ਅਤੇ ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ। *ਵਿਦਿ. ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਪ੍ਰਸ਼ਨ-ਉੱਤਰਾਂ ਦਾ ਵਿਕਾਸ। *ਘਰ ਦਾ ਕੰਮ- ਕਦਰਾਂ-ਕੀਮਤਾਂ ਉੱਤੇ ਅਧਾਰਿਤ।		
7. ਅਣਡਿੱਠਾ ਕਾਵਿ-ਟੋਟਾ (ਸੁਣਨ,ਪੜ੍ਹਨ,ਲਿਖਣ,ਉਚਾਰਨ) 8. *ਦ੍ਰਿਸ਼ ਵਰਨਣ	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ। *ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂੰ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇ ਕੇ। *ਵਿਚਾਰਾਂ ਅਤੇ ਕਲਪਨਾ ਸ਼ਕਤੀ ਦਾ ਵਿਕਾਸ।	*ਵਾਕਾਂ ਨੂੰ ਕਹਾਣੀ ਦੀਆਂ ਘਟਨਾਵਾਂ ਅਨੁਸਾਰ ਕ੍ਰਮਵਾਰ ਕਰਨਾ। *ਵਿਦਿ ਅੰਦਰ ਲਿਖਣ ਅਤੇ ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਦਾ ਵਿਸਥਾਰ ਕਰਨਾ।	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। *ਵਿਦਿ. ਵਾਕ ਬਣਾਉਣਾ ਸਿੱਖਣ ਗੇ।	*ਵਿਦਿ. ਨੂੰ ਸ਼ੁੱਧ ਪੜ੍ਹਨਾ ਅਤੇ ਲਿਖਣਾ ਸਿਖਾਉਣਾ।	*ਫਲੋ ਚਾਰਟ ਰਾਹੀਂ+ਵੱਖ-ਵੱਖ ਉਦਾਹਰਨਾਂ ਰਾਹੀਂ ਵਿਸ਼ਾ ਸਪੱਸ਼ਟ ਕਰ ਕੇ। *ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਤੀ ਅਭਿਆਸ। *ਕਿਤਾਬ ਵਿੱਚੋਂ ਕੋਈ ਦ੍ਰਿਸ਼ ਦੇ ਕੇ ਘਰੋਂ ਉਸ ਬਾਰੇ ਪੈਰਾ ਲਿਖਣ ਲਈ ਦੇਣਾ।		*ਸਾਰੇ ਸਿਲੇਬਸ ਦਾ ਸਲਾਨਾ ਪ੍ਰੀਖਿਆ ਰਾਹੀਂ ਮੁਲਾਂਕਣ।
				ਫਰਵਰੀ_____ ਸਲਾਨਾ ਪ੍ਰੀਖਿਆ ਦੀ ਦੁਹਰਾਈ। ਸਲਾਨਾ ਪ੍ਰੀਖਿਆ--- ਅਕਤੂਬਰ ਤੋਂ ਜਨਵਰੀ ਤੱਕ ਦਾ ਸਾਰਾ ਸਿਲੇਬਸ।			