



**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



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**Grade-VII**

**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.	<b>Pre Reading talk :</b> <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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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
It's Fun to Cook	<ul style="list-style-type: none"><li>Joy of cooking</li><li>Creativity in daily life</li><li>Teamwork and sharing</li></ul>	<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>



# Cambridge International School Phagwara

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



individual  
interpretations  
and feelings.

chore.

## Curriculum (25-26)

Subject: English  
Grade-VII

### Recommended Books– New Pathway

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
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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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**Recommended Books– New Pathways**



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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
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

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**Recommended Books–** New Pathway





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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
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>



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Topic	Sub-topic	Curriculars Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
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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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.



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**Recommended Books– New Pathways**

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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**Grade-VII**

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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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**Recommended Books– New Pathways**

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
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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>IIInd 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



**Recommended Books– New Pathway**

<b>Topic</b>	<b>Sub-topic</b>	<b>Curricular Goals</b>	<b>Competencies</b>	<b>Learning outcomes</b>	<b>Methodology</b>	<b>Month</b>	<b>Evaluation</b>
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 Studies**

**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

**History**

Topic	Concept	Learning Objectives	Methodology	Month	Assessment
<b>When, Where and How</b>	<p>Terms used to describe the subcontinent and its regions with a map</p> <p>An outlining of the time frame and major developments</p> <p>a brief discussion on the sources of history</p>	<p><b>To enable students to Define history</b></p> <p><b>Familiarize</b> the student with the changing name of the land</p> <p><b>Understand</b> the influence of geography on Indian history</p> <p><b>Discuss</b> broad historical trends</p> <p><b>Identify</b> the different sources of information regarding Indian history and interpret these to understand their time.</p>	<ul style="list-style-type: none"><li>• <b>Group Discussion</b> with understanding</li><li>• <b>Time line</b></li><li>• <b>Flowchart</b> on sources of modern history</li></ul>	April-May	Not to be included in exams

<b>New Kingdoms</b>	Rise of new Kingdoms	<b>To enable the students to</b>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Flowchart</li> <li>• Explanation Method</li> <li>• Video Session</li> <li>• Recapitulation method</li> <li>• Comparison between the temples of north &amp; South</li> <li>• <b>Map Work:</b> (On an outline of map of India mark and label the regions ruled by the different dynasties in north, central and south India during the early medieval period).</li> </ul>	April-May	Internal assessment 1  Half yearly exam
	Rivalry among Regional Powers (The Tripartite struggle)	<b>Trace</b> the pattern of political development during the early medieval period in the north and the south of India			
	Administration during 700-1200 CE	<b>explore</b> the reasons for the rivalry between the kingdoms and the tripartite struggle			
	The Turkish Invasions	have <b>knowledge</b> about the advent of Turkish in India and <b>impact</b> of their conquest			
	Case Study-The Cholas	<b>Illustrate</b> how inscriptions are used to reconstruct history  have a <b>deep insight</b> into the Cholas Empire through a case study			

<b>The Delhi Sultanate</b>	The slave dynasty	<b>To enable the students to</b>	<ul style="list-style-type: none"> <li>• Class discussion/ Interaction with students</li> <li>• Chronology</li> <li>• Comparative study of different dynasties</li> <li>• Timeline</li> <li>• Explanation method</li> <li>• Recapitulation method</li> </ul> <b>Life Skills/SDG(Gender Equality)</b> <b>Raziya was a strong ruler of her times who fought against all odds to maintain her position. Compare</b>	April-May	Half yearly exam
	The Khalji Dynasty	Gain <b>knowledge</b> about the establishment of the Delhi Sultanate			
	The Tughlaq dynasty	Be <b>familiar</b> with the chronology of the Delhi Sultans			
	Decline of Tughlaq dynasty	<b>Analyse, compare and contrast</b> the sultans and five dynasties that ruled Delhi			
	Sayyid and Lodi Dynasty	<b>Explain</b> the reasons for the downfall of the sultans  <b>Discuss</b> the decline of the Delhi Sultanate			

			<b>Raziya to any present day women political leader. How are their contribution different from each other?</b>		
<b>The Mughal Empire</b>	<p>Babur</p> <p>Humayun</p> <p>The Sur Empire</p> <p>Akbar(Case Study)</p> <p>Jahangir</p> <p>Shah Jahan</p> <p>Aurangzeb</p> <p>administrative and military campaigns of Mughals</p> <p>Decline of the Mughals</p>	<p><b>To enable the students to</b></p> <p><b>Understand</b> the causes of defeat of the Lodi's and establishment of the Mughal Rule</p> <p><b>Enhance</b> knowledge about the consolidation and expansion of the Mughal Rule</p> <p>Have an <b>insight</b> into the Mughal, economy and administration</p> <p><b>Familiarize</b> with Sher Shah Suri and his reforms</p> <p><b>Draws</b> comparison between the policies of different rulers</p> <p><b>Analyze</b> the reason of Mughal Downfall</p>	<ul style="list-style-type: none"> <li>• Chronology</li> <li>• Class discussion</li> <li>• Comparative study between Akbar and Aurangzeb</li> <li>• Video session (Clips of Jodha Akbar)</li> <li>• Timeline</li> <li>• Explanation method</li> <li>• Recapitulation method</li> <li>• <b>Map work – Important territories under Mughals</b></li> </ul> <p><a href="https://youtu.be/iT9ShT0HfAM">https://youtu.be/iT9ShT0HfAM</a></p> <p><b>Integration with English (Evaluating Skills)</b></p> <p><b>Debate on Topic-</b>  <b>“Aurangzeb’s religious policy was responsible for the decline of the Mughals”. Students can speak for and against it.</b></p>	July-August	Half Yearly Exam

<b>Architecture as Power</b>	Architectural Traditions of India Monuments made in different periods	<b>To enable students to be</b>  Introduce and appreciate the monuments made in India in medieval period but different rulers	<b>Activity –</b> Collect pictures of historical monuments of Mughal period showing architectural specialties or features such as design and decorative art and paste them giving details of each pictures.  <b>Group Activity:</b> Arrange a visit to a famous or a recently constructed temple in you city, study its architecture and take photographs.	Apr-May	<b>Subject enrichment activity</b>  <b>Not to be included in exams</b>
	Case Study- Shah Jahan :The Engineer King	Know about the important features of architecture of this period			
	Power of Architecture	Understand the regional impact on the architecture of this period			
	Monuments-A source of History				

### Geography

Topic	Concept	Learning Objectives	Methodology	Month	Assessment
Our Environment	Classification of Natural Environment	<b>To enable them to Understand</b> our environment and its key elements more closely	<ul style="list-style-type: none"> <li>Examples from daily life</li> <li>Discussion</li> <li>Flow chart</li> <li>Worksheet based activity</li> </ul> <b>CreativeSkills:</b> Create one decorative wall -hanging using different waste materials found at your home such as bangles, invitation cards and newspapers.  <b>Analytical Skills:</b> Picture study (Page no. 115) Q.B	April- May	Internal Assessment 1
	Interaction between Physical and Biological Environment	<b>Understand</b> terminology related to natural and human environment			
	Human environment	<b>Enhance</b> their knowledge about the human influence on the environment			
		<b>Grasp</b> the factors which cause environment degradation			
		<b>Understand</b> the need of environmental conservation for our survival			



<b>Interior of the Earth</b>	Structure of earth  Rocks and Minerals  Types of rocks  Rock cycle  Uses of Rocks	<p><b>To enable the students to Understand</b> the origin of the earth and its internal composition</p> <p><b>Get knowledge</b> about the structure of the Earth</p> <p><b>Enlist and identify</b> different types of Rocks</p> <p><b>Understand</b> formation process of different types of rocks</p> <p><b>Explain</b> the process of Rock cycle and uses of rocks</p>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Diagram of different types of rocks and rock cycle</li> <li>• video will be shown on formation of rocks</li> <li>• Explanation method</li> <li>• Recapitulation</li> </ul> <p><b>Activity- Rock craft:</b> Take a big size landscaping pebble and paint it with any bright color . Then use a permanent marker to either draw something or write a message on it. Your paper weight is now ready!</p> <p><b>Map Activity (Application Skills)-</b> On an outline Map of India ,Locate and label the places where igneous, sedimentary and metamorphic rocks are found.</p>	April-May	Internal Assessment 1     Half Yearly Exam
<b>Earth Movement s and Major Landforms</b>	Lithosphere plates Endogenic forces, Exogenic forces Folding and faulting Volcano and Earthquake Case Study- Nepal Earthquake Landforms made by Sea waves, Rivers , Glaciers and Wind	<p><b>To make students to:</b></p> <p><b>Know about</b> the forces active behind the changes on the Earth</p> <p><b>Understand</b> the factors responsible for changing the Earth surface</p> <p><b>Learn about</b> the types of volcanoes</p> <p><b>Know</b> how earthquakes occur</p> <p><b>Demonstrate</b> the formation and shape of various landforms formed as a result of different</p>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Flow Charts</li> <li>• Diagram Making - Volcano</li> <li>• Video will be shown on volcanoes and destruction by earthquakes</li> <li>• <b>Map work</b> Earthquake prone areas in India.</li> <li>• <b>Model Making - Volcano , Ox –bow lake</b></li> </ul>	April- May	Half Yearly Exam

		processes like degradation and aggradation			
<b>Atmosphere</b>	<b>Atmosphere-</b> meaning Characteristics Composition Structure- different layers of atmosphere  Significance of the atmosphere	<b>To familiar students to</b>  <b>Know</b> the meaning and characteristics and composition of Atmosphere  <b>Understand</b> about structure of atmosphere and enlist its different layers  <b>Explain</b> the importance of atmosphere	<ul style="list-style-type: none"> <li>• Discussion about composition and structure</li> <li>• Flow chart</li> <li>• Video will be shown about structure and composition of air</li> <li>• Explanation method</li> <li>• Recapitulation method</li> </ul> <p><b>Analytical Skills:</b> Search the internet to understand the various factors responsible for global warming and depletion of ozone layer and what can be done to reduce it. Write the relevant point in your notebooks.  <b>Model making-Layers of Atmosphere</b></p>	July-August	Half Yearly Exam
<b>Elements of Weather and climate</b>	Weather and climate  Heat Zones  Factors affecting temperature  Ocean currents	<b>Enable the students to know about</b>  <b>difference</b> between weather and climate  <b>Explain the factors</b> that determine climate and weather  <b>Learn about</b> temperature of atmosphere	<ul style="list-style-type: none"> <li>• Demonstrate the difference between weather and climate</li> <li>• Explanation about all aspect of temperature</li> <li>• Video will be shown on weather and climate</li> <li>• Explanation method</li> <li>• Recapitulation by giving small worksheet</li> </ul>	July-August	<b>Not to be included in Exam</b>

## Civics

Topic	Concept	Learning Objectives	Methodology	Month	Assessment
<b>The Story of Democracy</b>	Meaning of Democracy  History of democracy  The Birth of Democracy- Greece  Europe in Middle ages  The renaissance  Democracy in England  The French Revolution  The March to democracy	<b>To enable the students to</b>  <b>Understand</b> the meaning of democracy  <b>Know about</b> the origin and growth of democracy  <b>Explain</b> the significance of equality in democracy	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Explanation method</li> <li>Video Session</li> <li>Recapitulation method</li> </ul>	April-May	Not to be included in exams
<b>What is Democracy?</b>	What is democracy?  Different forms of Government  What makes Democracy popular?  Decision Making Mechanism	<b>To enable the students to</b>  <b>Know</b> the meaning of democracy <b>Learn about</b> other forms of government <b>Understand</b> the importance of equality in democracy <b>Distinguish</b> between political equality, economic equality and social equality <b>Enlist</b> the main principles and process of decision	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Flow chart</li> <li>Real life examples</li> <li>Explanation method</li> <li>Recapitulation method</li> </ul> <b>Hands on Learning-Activity:</b> Shade any five countries on world's political map in which other forms	April-May	Internal Assessment 1   Half Yearly Exam

	Accommodation of differences  Enhancing individual dignity	making <b>Interpret</b> social, economic and political issues in one's own region with reference to the right to equality	of government except democracy are followed.		
<b>Institutional representation of Democracy</b>	Universal Adult Franchise  Elections  Electoral Constituencies  Electoral processes  Political parties  Coalition Government	<b>To enable students to</b>  <b>Understand</b> the importance of Universal Adult Franchise <b>Describes</b> the process of elections to the legislative Assembly <b>Explain</b> how elections are conducted by the Election Commission <b>Distinguish</b> between general elections, by-elections and midterm elections <b>Learn about</b> names and functions of political parties <b>Define</b> political party, multi-party system and coalition government	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Comparative study</li> <li>• Real life examples</li> <li>• Role play</li> <li>• Explanation method</li> </ul> <p><b>ACTIVITY:</b> List the names of five political parties in India and their symbols. In your own words write what you think each of the symbols represent and state your reasons why. Also, find out what these symbols actually stand for.</p> <p><b>Subject Integration:</b> Election for Class Monitor will be held in class Which will include:</p> <ul style="list-style-type: none"> <li>• Election manifesto</li> <li>• Symbols</li> <li>• Election Campaign</li> <li>• Create Pamphlets, brochures</li> <li>• Secret ballot</li> </ul>	July-August	Half yearly Exam

<b>Government in the States</b>	Federal System in India State Government	<b>To enable the students to</b>  <b>Be familiar</b> with three levels of government –central, state and local	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Flow chart</li> <li>• Explanation method</li> </ul> <p><b>Search work</b></p>	July-August	Half yearly Exam
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	Executive at the State level Governor Chief minister Council of ministers State Legislature- Vidhan Sabha and Vidhan Parishad How Laws are made?	<p><b>Understand</b> the difference between bicameral and unicameral legislatures</p> <p><b>Understand</b> the composition of a State government</p> <p><b>Distinguish</b> between Vidhan Sabha and Vidhan Parishad</p> <p><b>Enlist</b> the powers and functions the Governor and the Chief minister</p>	<p><b>Search names of ministers, Chief minister &amp; Governor of your state ( Punjab), Finance, Law and order</b></p> <p><b>Critical Thinking:</b> Imagine you are going to interview the chief minister of your state. Prepare a list of questions that you would like to ask him.</p>		
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SYLLABUS FOR IA-1	SYLLABUS FOR HALF YEARLY
<p><b>1.New Kingdoms</b></p> <p><b>2. Our Environment</b></p> <p><b>3.Interior of the Earth</b></p> <p><b>4. What is Democracy</b></p>	<p><b>1. New Kingdoms</b></p> <p><b>2. The Delhi Sultanate</b></p> <p><b>3. The Mughal Empire</b></p> <p><b>4. Cities, Traders and Craftspeople</b></p> <p><b>5. Interior of the Earth</b></p> <p><b>6. Earth Movements and Major Landforms</b></p> <p><b>7. Atmosphere</b></p> <p><b>8. What is Democracy</b></p> <p><b>9. Institutional Representation of Democracy</b></p> <p><b>10. Government in the States</b></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
<b>Nutrition in plants</b>	<ul style="list-style-type: none"><li>•Different modes of plant nutrition</li><li>•Autotrophic and heterotrophic</li><li>•Photosynthesis</li><li>•Heterotrophic plants: parasitic, saprophytic, symbiotic, insectivorous</li></ul>	<p>CG-3 Explores the living world in scientific terms</p> <p>CG-4 Understands the components of health, hygiene, and wellbeing</p>	<p>C-3.1 Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms)</p> <p>C-4.1 Undertakes a nutrition-based analysis of food components with special reference to Indian culinary practices and modern understanding of nutrition, and explains the effect of nutrition on health</p>	<ul style="list-style-type: none"><li>• To enlist the modes of nutrition in plants.</li><li>• To understand the structure and function of stomata.</li><li>• To compare and contrast autotrophic and heterotrophic mode of nutrition.</li></ul> <p>To classify heterotrophic mode of nutrition into its types.</p>	<p><b>Discussion:</b> group discussion</p> <p><b>AV room presentation</b> on insectivorous plants.</p> <p><b>Experimental investigation</b> to observe the growth of bread mould.</p> <p>Integrated with Arts for drawing diagrams.</p> <p>Integrated with Language for knowing scientific vocabulary</p>	April	IA-1 Half Yearly

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Nutrition in animals</b>	<p>1.Different modes of animal nutrition</p> <p>2.Holozoic nutrition in human beings, ruminants and amoeba.</p> <p>3.Types of teeth and their functions..</p>	<p>CG-3 Explores the living world in scientific terms</p> <p>CG-4 Understands the components of health, hygiene, and wellbeing</p>	<p>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</p> <p>C-4.1 Undertakes a nutrition-based analysis of food components with special reference to Indian culinary practices and modern understanding of nutrition, and explains the effect of nutrition on health</p>	<ul style="list-style-type: none"> <li>To enlist different modes of animal nutrition.</li> <li>To illustrate and explain phagocytosis in amoeba.*To draw, label and understand function of each part of Human alimentary canal.</li> <li>To comprehend the terms Ingestion, Digestion, Absorption, Assimilation and Egestion.</li> <li>To describe the process of digestion in ruminants.</li> <li>To recall different types of teeth and arrangement of teeth in human</li> </ul>	<p><b>Discussion:</b> class discussion.</p> <p><b>Model study of Amoeba.</b></p> <p><b>Activity:-</b></p> <p>1.To locate taste buds by tasting sweet, salty, sour and bitter solutions and mark them on diagram drawn in notebook.</p> <p>2.To eat different food stuff and find the type of teeth used.</p> <p>Integrated with Arts for drawing diagrams. Integrated with Language for knowing scientific vocabulary.</p>	April	IA-1 Half Yearly

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Acids, Bases and Salts</b>	<ul style="list-style-type: none"> <li>Types, properties and uses of acids and bases</li> <li>Indicators- Natural and synthetic Neutralization reactions</li> <li>Properties and uses of salts</li> <li>Chemical reactions of different acids and bases.</li> <li>soap formation</li> </ul>	CG-1 Explores the world of matter and its constituents, properties, and behaviour	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 (pure, impure; acid, base; metal, non-metal; element, compound) characteristics	<ul style="list-style-type: none"> <li>To know about sources of various acids and bases. To enlist uses of different acids and bases.</li> <li>To distinguish between natural and synthetic Indicators.</li> <li>To illustrate the neutralization reactions.</li> <li>To explain the formation of soap</li> </ul>	<b>LabActivity:-</b>  <b>To use different indicators</b> such as litmus paper(red,blue) and tabulate the nature of various test solution along with the initial and final color change. Integrated with language and ICT for audio visual.	May	IA-1 Half Yearly



Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Physical and chemical changes	<ul style="list-style-type: none"> <li>Differences between element, compound and mixture</li> <li>Chemical formula</li> <li>Chemical reactions -types and characteristics</li> </ul> <p>Process of rusting</p> <p>Separation of solids from its solution</p>	CG-1 Explores the world of matter and its constituents, properties, and behaviour	C-1.2 Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes	<ul style="list-style-type: none"> <li>To know about sources of various acids and bases.</li> <li>To enlist uses of different acids and bases.</li> <li>To distinguish between natural and synthetic Indicators.</li> <li>To illustrate the neutralization reactions.</li> <li>To explain the formation of soap</li> </ul>	<b>LabActivity:-</b> <b>To use different indicators</b> such as litmus paper(red,blue) and tabulate the nature of various test solution along with the initial and final color change. Integrated with language and ICT for audio visual.	May	Activity based

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Respiration in Organisms</b>	1.Breathing Vs Respiration 2.combustion Vs respiration 3.Aerobic and Anaerobic respiration 4.Respiration in plants 5.Respiration in other animals like cockroach, earthworm, fish Human respiratory	CG 1.Explores the world of matter and its constituents, properties and behavior.  CG7.Communicate questions, observations, and conclusions related to science.	C1.4 Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds) C-7.2 Designs and builds simple models to demonstrate scientific concepts C-7.3 Represents real world events and relationships through diagrams and simple mathematical representations	To differentiate between breathing and respiration. *To classify respiration into its types. *To list activities during which we respire anaerobically. *To state the process of respiration in plants. *To compare the breathing organs in other animals. *To draw the human respiratory system. *To explain the mechanism of breathing in human beings with suitable demonstrations	<b>Discussion :- class discussion</b> <b>Field work</b>  To Count breathing rate during different activities and draw conclusions that during which activity the breathing rate was highest and lowest.  Integrated with Arts for diagrams.  Integrated with language for new terms. Integrated with Maths for note down the readings of breathing time.	July	Half Yearly

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Asexual Reproduction in Plants</b>	1.Reproduction in Organisms. 2.Budding, fragmentation, and spore formation. 3.Vegetative propagation in plants.	CG-3 Explores the living world in scientific terms  CG-7 Communicates questions, observations, and conclusions related to Science	C-3.1 Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms) 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 C-7.1 Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation C-7.2 Designs and builds simple models to demonstrate scientific concepts	<ul style="list-style-type: none"> <li>To study different modes of reproduction in Plants</li> </ul> To compare Asexual and Sexual reproduction <ul style="list-style-type: none"> <li>To enlist various methods of vegetative propagation.</li> </ul>	<b>Activity</b> Making bread mould to show spore formation. To grow potato tuber and tabulate the procedure followed and observation made on weekly basis in notebook.  Integrated with Arts for diagrams. Integrated with language for new terms.	July	Half Yearly

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Sexual Reproduction in Plants</b>	<ul style="list-style-type: none"> <li>Modes of reproduction in Plants</li> <li>Sexual Reproduction</li> <li>Pollination</li> <li>Dispersal of Seeds.</li> </ul>	<p>CG-3 Explores the living world in scientific terms</p> <p>CG-7 Communicates questions, observations, and conclusions related to Science</p>	<p>C-3.1 Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms)</p> <p>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</p> <p>C-7.1 Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation</p> <p>C-7.2 Designs and builds simple models to demonstrate scientific concepts</p>	<ul style="list-style-type: none"> <li>To understand the process of Pollination and its importance.</li> <li>To know about various stages of fertilization.</li> <li>To explore various methods of dispersal of seeds</li> </ul>	<p>Integrated with Arts for diagrams.</p> <p>Integrated with language for new terms.</p>	July	Half Yearly

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Heat	<ul style="list-style-type: none"> <li>Modes of heat transfer- Conduction, Convection and Radiation)L and and Sea Breeze</li> <li>Conductors and insulators</li> </ul>	CG-1 Explores the world of matter and its constituents, properties, and behaviour	C-1.4 Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds) C-1.3 Explains the importance of measurement and measures physical properties of matter (such as volume, weight, temperature, density) in indigenous, non-standard and standard units using simple instruments	<ul style="list-style-type: none"> <li>To understand different modes of transfer of heat.</li> <li>To learn about the formation of land and sea breeze.</li> <li>To identify conductors and insulators.</li> </ul>	<b>Discussion</b>  <b>Activity :-</b> <b>To measure</b> the temperature of hot and cold water with different clinical and laboratory thermometers.  Integrated with S.st for temperature. Integrated with Maths for data collection of various temperature.	August	Half Yearly

#### **CHAPTERS TO BE INCLUDED IN HALF YEARLY EXAMINATION:**

1. Nutrition in plants
2. Nutrition in animals.
3. Acids, bases and salts
4. Respiration in organisms
- 5.Asexual Reproduction in Plants
6. Sexual Reproduction in Plants
- 7.Heat



Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Advanced Feature of Excel	Sorting Data	CG-1 Sort and filter data as requirement and understand the conditional formatting.	C1.1-Perform sorting and filtering on the data. C1.2- Can do formatting as per the various options available for the user.	<b>To enable students to</b>	<b>Group Discussion</b> with understanding	April	Worksheets  Class Test
	Filtering data			<b>Familiarize</b> the student with the process of fetching important information.	<ul style="list-style-type: none"> <li><b>Practical work</b></li> </ul>		
	Conditional Formatting			<b>Understand</b> to make use of required data effectively.  <b>Discuss</b> the use of various operation that can be performed.  <b>Identify</b> the use of commands differently and interpret them.	<ul style="list-style-type: none"> <li><b>Video to show usage of features of Excel.</b></li> </ul>		

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Number System</b>	Number System  Decimal to Binary conversions  Binary to Decimal conversions  Operations on Binary Numbers.	CG-1 Comprehends and interpret conversions using number system.	C1.1-Can convert the numbers from one form to another effectively.  C1.2- can perform various operations on binary numbers	<b>To enable students to</b>  <b>Familiarize</b> the student with the number system.  <b>Understand</b> the use and conversion from one form to another.  <b>Discuss</b> conversion methods.  <b>Identify</b> the forms in number system to interpret them.	<b>Group Discussion</b> with understanding  <ul style="list-style-type: none"> <li><b>Practice</b></li> </ul>	April-May	Worksheets  Class Test

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Google Apps</b>	Google Apps of Google	CG-1 Comprehends and interpret sources related to google.	C1.1-Enable to use google apps effectively.	<p><b>To enable students to</b></p> <p><b>Familiarize</b> the student with the Google Apps.</p> <p><b>Understand</b> the use of applications in different fields.</p> <p><b>Discuss</b> broad use of Google Apps.</p> <p><b>Identify</b> various google apps and interpret their use.</p>	<p><b>Group Discussion</b> with understanding</p> <ul style="list-style-type: none"> <li><b>Quiz</b></li> </ul>	July	<p>Worksheets</p> <p>Class Test</p>



Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>More On HTML</b>	HTML	CG-1 Active participation in discussion of various properties in HTML code.	C1.1- can use properties available according to the properties supported by the tags.	<b>To enable students to</b>	<b>Group Discussion</b> with understanding <ul style="list-style-type: none"> <li><b>Practical work</b></li> </ul>	July-Aug	Worksheets  Class Test
	Text Properties			<b>Familiarize</b> the student with the properties.			
	Background Properties			<b>Understand</b> the use of different properties as per requirement.			
	Font Properties			<b>Discuss</b> attributes and tags.			
	Margin Properties			<b>Identify</b> the different properties supporting different tags and interpret them.			



## Cambridge International School Phagwara

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



### हिन्दी पाठ्यक्रम सत्र -2025-26

कक्षा : सातवीं

विषय ☐ हिन्दी

पुस्तकें हिन्दी 4 ☐ पाठ्यपुस्तक ☐

सुगंध ☐ ☐ हिन्दी व्याकरण ☐

विषय	उप विषय	शैक्षणिक लक्ष्य	दक्षताएं	शैक्षणिक उद्देश्य	शिक्षण विधियाँ <input type="checkbox"/>	महीना	मूल्यांकन
कविता	इतने ऊंचे उठो	CG- 11 छात्रों द्वारा भाषा पढ़ने और लिखने की समझ 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 को कविता के सस्वर वाचन योग्य बनाना। देश भक्ति की भावना का उजागर करना।। वाक्य निर्माण व चिंतन कौशल का विकास।	प्रोजेक्टर की सहायता से कविता गायन। कविता का सस्वर वाचन व भाव समझाना। धरती माता के प्रति प्रेम भाव को उजागर करते हुए धरती को स्वर्ग बनाने पर विचार व्यक्त करना। पठित पद्यांश लघु व मूल्याधारित प्रश्नोत्तर।	अप्रैल	❖ इतने ऊंचे उठो <input type="checkbox"/> कविता <input type="checkbox"/> ❖ उपसर्ग प्रत्यय
व्याकरण	उपसर्ग प्रत्यय	CG- 10 छात्रों द्वारा भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	C- 10.2 उपसर्ग प्रत्यय पहचानना और इस ज्ञान का इस्तेमाल करते हुए नवीन शब्द संपदा को बनाना।	नवीन शब्दों से शब्द भण्डार में वृद्धि करना।	पाठ में से उपसर्ग प्रत्यय शब्द चुनना व उदाहरणों के माध्यम से जानकारी देना।	अप्रैल	वाक्य में प्रयुक्त उपसर्ग प्रत्यय के के बारे में पूछना
प्रेरक प्रसंग	महीनों की कहानियां	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	C- 10.5 कहानी पढ़कर पात्रों की स्थिति और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से उसका अर्थ समझना।	कहानी का भाव ग्रहण करना। हिन्दी महीनों के नाम से परिचित करवाना।। वाक्य निर्माण व चिंतन कौशल का विकास।	पाठ पठन के साथ हिन्दी और अंग्रेजी महीनों के नाम में अंतर। महीनों से जुड़ी कहानियों से परिचित करवाना। कक्षा में छात्रों से फ्लैश कार्ड बनवाना व	अप्रैल	लिखित कक्षा परीक्षा द्वारा

					<p>उसपर अंग्रेजी महीनों के नाम के साथ हिन्दी महीनों के नाम लिखना।</p> <p>पठित गद्यांश लघु व मूल्याधारित प्रश्नोत्तर</p>		
व्याकरण	संवाद लेखन	CG- 9 छात्रों में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल 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।	कक्षा में कठिन शब्दों को लिखते हुए छात्रों को संवाद लिखने के लिए प्रेरित करना अभ्यास।	अप्रैल	लिखित रूप से
सामान्य ज्ञान	प्रार्थना कविता	CG- 11 छात्रों द्वारा भाषा पढ़ने और लिखने की समझ 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 को कविता के सस्वर वाचन योग्य बनाना। ईश्वर के प्रति दृढ़ विश्वास व प्रेम। वाक्य निर्माण व चिंतन कौशल का विकास।	प्रोजेक्टर की सहायता से कविता गायन। कविता का सस्वर वाचन व भाव समझाना। जीवन में शक्ति संशय अंधभक्ति का भाव। मानव रक्षा का विश्वास। पठित पद्यांश लघु व मूल्याधारित प्रश्नोत्तर।	अप्रैल	लिखित कक्षा परीक्षा
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।	अप्रैल	लिखित
लेखन	पत्र	CG- 10 छात्रों में भाषा पढ़ने और लिखने में	C- 10.8 अपनी समझ व अनुभव को व्यक्त करने	लेखन कौशल का विकास	प्रोजेक्टर की सहायता से पत्र का प्रारूप समझकर	अप्रैल	लिखित

		धाराप्रवाहिता विकसित करना।	के लिए पत्र लिखना		लेखन।		
प्रेरक प्रसंग	हार की जीत	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	C- 10.5 कहानी पढ़कर पात्रों की स्थिति और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से उसका अर्थ समझना।	कहानी का भाव ग्रहण करना। किसी दूसरे की वस्तु की लालसा या लालच का भाव न रखना। सत्य की राह पर चलने के लिए जागरूक करना।	पाठ का कुशल पठन छात्रों द्वारा पठित गद्यांश और प्रश्नोत्तर लिखवाना।	मई	लिखित
	समास <input type="checkbox"/> द्वंद्व <input type="checkbox"/> द्विगुति <input type="checkbox"/> पुरुष <input type="checkbox"/>	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	CG- 10.8 आसानी और प्रवाह के साथ लेखन रेखांकन उपकरणों का इस्तेमाल करती है।	ध्वनि जागरूकता विकसित करती है और स्वनियों शब्द को मिलाकर शब्द बनाती है। समास के भेदों की जानकारी। उदाहरणों सहित।	अभ्यास पुस्तिका में उपसर्ग प्रत्यय शब्द चुनना व उदाहरणों के माध्यम से लेखन व चर्चा।	मई	लिखित कक्षा परीक्षा
प्रेरक प्रसंग	नीम का पेड़	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	C- 10.5 कहानी पढ़कर पात्रों की स्थिति और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से उसका अर्थ समझना।	कहानी का भाव ग्रहण करना। वृक्षों का महत्व बताना व पेड़ों के प्रकार। दूसरों के प्रति परोपकारी होने का भाव।	पाठ का कुशल पठन छात्रों द्वारा पठित गद्यांश और प्रश्नोत्तर लिखवाना। कक्षा में छात्रों द्वारा नीम के पेड़ की विशेषताएं व घरेलू नुसखों में प्रयोग होने की जानकारी देना	मई	लिखित
	श्रुतिसम भिन्नार्थक शब्द	CG- 10 छात्रों में भाषा पढ़ने और लिखने में	CG- 10.8 आसानी और प्रवाह के साथ लेखन	ध्वनि जागरूकता विकसित करती है और स्वनियों	अभ्यास पुस्तिका में श्रुतिसम भिन्नार्थक शब्द	मई	मौखिक प्रश्नोत्तर

		धाराप्रवाहिता विकसित करना ।	रेखांकन उपकरणों का इस्तेमाल करती है ।	शब्द को मिलाकर शब्द बनाती है । <b>श्रुतिसम भिन्नार्थक शब्द</b> जानकारी । उदाहरणों सहित ।	शब्द चुनना व उदाहरणों के माध्यम से लेखन व चर्चा ।		
व्याकरण	संवाद लेखन	CG- 9 छात्रों में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल 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 ।	कक्षा में कठिन शब्दों को लिखते हुए छात्रों को संवाद लिखने के लिए प्रेरित करना अभ्यास ।	मई	लिखित रूप से
व्याकरण	डायरी लेखन	CG- 9 छात्रों में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल 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 ।	कक्षा में कठिन शब्दों को लिखते हुए छात्रों को डायरी लिखने के लिए प्रेरित करना अभ्यास ।	मई	लिखित रूप से
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 ।	मई	मौखिक
लेखन	पत्र	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.8 अपनी समझ व अनुभव को व्यक्त करने के लिए पत्र लिखना	लेखन कौशल का विकास	प्रोजेक्टर की सहायता से पत्र का प्रारूप समझकर लेखन ।	मई	लिखित
सामान्य ज्ञान	भीमा	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.5 कहानी पढ़कर पात्रों की स्थिति और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से उसका अर्थ समझना ।	कहानी का भाव ग्रहण करना । बाल मजदूरी के प्रति जागरूकता । दूसरों के प्रति परोपकारी होने का भाव ।	पाठ का कुशल पठन छात्रों द्वारा पठित गद्यांश और प्रश्नोत्तर लिखवाना । अपने घर के बाल श्रम निषेध अधिनियम कानून के प्रति जानकारी व किसी बाल श्रमिक की मदद करने के लिए प्रेरणा ।	जुलाई	लिखित

व्याकरण	वाक्य विचार रचना के आधार पर	CG- 9 छात्रों में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल 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।	कक्षा में कठिन शब्दों को लिखते हुए छात्रों को वाक्य रचना लिखने के लिए प्रेरित करना अभ्यास पुस्तिका में अभ्यास करवाना।	जुलाई	पर्यायवाची शब्द का उचित विकल्प चुनना।
	आया प्रभात <input checked="" type="checkbox"/> कविता <input type="checkbox"/>	CG- 11 छात्रों द्वारा भाषा पढ़ने और लिखने की समझ 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 को कविता के सस्वर वाचन योग्य बनाना। सुबह के समय का महत्व बताना। सुबह के समय का प्रकृति चित्रण करना।  वाक्य निर्माण व चिंतन कौशल का विकास।	प्रोजेक्टर की सहायता से कविता गायन। कविता का सस्वर वाचन व भाव समझाना। सुबह की सौर व योग करने के लिए प्रेरित करना पठित पद्यांश लघु व मूल्याधारित प्रश्नोत्तर।	जुलाई	लिखित कक्षा परीक्षा
व्याकरण	अनेक शब्दों के लिए एक शब्द	CG- 10 छात्रों द्वारा भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	c-10.8 ऐसे शब्दों का प्रयोग करना जिन्हें वे पहचानते हैं उनका उपयोग सरल शब्द बनाने के लिए करना।	शब्द भण्डार में वृद्धि करना।	पाठ में से अनेक शब्दों के लिए एक शब्द चुनना	जुलाई	कार्य पत्रिका
प्रेरक प्रसंग	दो महान व्यक्ति	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	C- 10.5 कहानी पढ़कर पात्रों की स्थानक और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से उसका अर्थ	कहानी का भाव ग्रहण करना। सच्ची मित्रता का महत्व। दूसरों के प्रति परोपकारी होने का भाव।	पाठ का कुशल पठन छात्रों द्वारा पठित गद्यांश और प्रश्नोत्तर लिखवाना। विंस्टन चर्चिल व अलेक्जेंडर फ्लेमिंग व अन्य आविष्कारकों के	जुलाई	लिखित

			समझना ।		चित्र कॉपी पर चिपकाना ।		
	वन हमारी अमूल्य संपदा	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.5 कहानी पढ़कर पात्रों की स्थानक और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से उसका अर्थ समझना ।	कहानी का भाव ग्रहण करना । वनों का महत्व समझाना व वृक्षों के लाभ ।	पाठ का कुशल पठन छात्रों द्वारा पठित गद्यांश और प्रश्नोत्तर लिखवाना । वृक्षों के प्रकार व चित्र कॉपी पर चिपकाना ।	जुलाई	लिखित
	प्रेरक प्रसंग	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.5 कहानी पढ़कर पात्रों की स्थानक और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से उसका अर्थ समझना ।	कहानी का भाव ग्रहण करना । दूसरों के प्रति परोपकारी होने का भाव । जीवन में सच्चे आनंद की प्राप्ति के मूल आधार ।	पाठ का कुशल पठन छात्रों द्वारा पठित गद्यांश और प्रश्नोत्तर लिखवाना । डा राजेंद्र प्रसाद के जीवन से जुड़े कुछ पहलुओं की जानकारी व जीवनी	जुलाई	लिखित
	प्रमुख हिंदू तीर्थ	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.5 कहानी पढ़कर पात्रों की स्थानक और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से उसका अर्थ समझना ।	कहानी का भाव ग्रहण करना । भारत के तीर्थ स्थानों की जानकारी । महत्व व ईश्वर के प्रति विश्वास व श्रद्धा ।	पाठ का कुशल पठन छात्रों द्वारा पठित गद्यांश और प्रश्नोत्तर लिखवाना । भारत के तीर्थ स्थानों से जुड़ी कहानियों की जानकारी ।	जुलाई	मौखिक प्रश्नोत्तर

	मुहावरे	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	CG- 10.8 आसानी और प्रवाह के साथ लेखन रेखांकन उपकरणों का इस्तेमाल करती है ।	ध्वनि जागरूकता विकसित करती है और स्वनियों शब्द को मिलाकर शब्द बनाती है । मुहावरे जानकारी ।	अभ्यास पुस्तिका में मुहावरे के वाक्य लिखना	जुलाई	मौखिक
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 ।	जुलाई	मौखिक
लेखन	पत्र	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.8 अपनी समझ व अनुभव को व्यक्त करने के लिए पत्र लिखना	लेखन कौशल का विकास	प्रोजेक्टर की सहायता से पत्र का प्रारूप समझकर लेखन ।	जुलाई	लिखित
व्याकरण	डायरी लेखन	CG- 9 छात्रों में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल 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 ।	कक्षा में कठिन शब्दों को लिखते हुए छात्रों को डायरी लिखने के लिए प्रेरित करना अभ्यास ।	जुलाई	लिखित रूप से
व्याकरण	संवाद लेखन	CG- 9 छात्रों में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल 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 ।	कक्षा में कठिन शब्दों को लिखते हुए छात्रों को संवाद लिखने के लिए प्रेरित करना अभ्यास ।	जुलाई	लिखित रूप से
व्याकरण	विज्ञापन लेखन	CG- 9 छात्रों में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल 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 ।	कक्षा में कठिन शब्दों को लिखते हुए छात्रों को विज्ञापन लेखन लिखने के लिए प्रेरित करना अभ्यास ।	जुलाई	लिखित रूप से





**CAMBRIDGE INTERNATIONAL SCHOOL  
CURRICULUM -FINAL TERM  
SUBJECT: MATHS  
GRADE-VII (2025-26)**

**Recommended Books**– Maths zest by Headword

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Triangles And Its Properties</b>	• Types of triangles	To identify types of triangles based on sides and angles, understand key properties like the angle sum property and the triangle inequality and apply these properties to solve problems. To recognize and understand the concept of medians and altitudes and applying the Pythagorean theorem in right-angled triangles.	Elements of triangles and classification of triangles. Their properties include angle sum property, triangle inequality property . application of pythagoras property in right angled triangles	To recapitulate the classification of triangles	By using cut outs of triangles followed by discussion method	October	Internal Assessment 2  Final Exam
	• Median and altitudes			To identify the difference between the median and altitude of triangles	By paper folding students will understand the concept of altitude and median		
	• Angle sum property of triangle & Exterior angle property			To generalize angle sum and exterior angle property and apply it			
	• Inequality property of triangles			To analyse the Inequality property of triangles	By using cut outs of triangles, cutting their angles and putting them in a straight line (Lab activity) followed by Discussion/board method		
	• Pythagoras property			To understand the Pythagoras property of right angled triangles To solve questions based on application of Pythagoras property	Activity using matchsticks followed by discussion/board work		

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Perimeter and Area</b>	<ul style="list-style-type: none"> <li>• Concept of area and perimeter</li> <li>• Area of triangle and parallelogram</li> <li>• Circumference of circle</li> </ul>	<p>Develops understanding of perimeter and area for 2D shapes and uses them to solve day-to-day life problems</p> <p>To determine the relationships among units and measurable attributes.</p>	<p>Calculating the perimeter and area of squares, rectangles, triangles, parallelograms, and circles, develops strategies to find the areas of composite 2D shapes. Solving real-world problems using these geometric concepts.</p>	<p>To recapitulate the concept of perimeter and area</p> <p>To derive the formula of area of triangle and parallelogram</p> <p>To understand the concept of circumference, derive formula</p> <p>To derive the formula of area of circle, solve application based questions</p> <p>To solve application based questions and HOTS</p>	<p>Situational teaching/Board work</p> <p>Lab activity on area of parallelogram</p> <p>Class activity using circular objects (using bangles etc.) for derivation of formula and ratio of circumference to diameter</p> <p>Activity method followed by discussion/board method</p> <p>Situational teaching and Problem Solving</p>	October	<p>Internal Assessment 2</p> <p>Final Exam</p>
<b>Exponents and powers</b>	<ul style="list-style-type: none"> <li>• Introduction of exponents and powers</li> <li>• Laws of exponents</li> <li>• Representation of large numbers in the standard form</li> <li>• Solving HOTS</li> </ul>	<p>Understand laws of exponents . Conversion of very large or very small numbers in standard and usual form.</p>	<p>Understanding laws of exponents and its application.</p>	<p>To understand the concept of exponents and its use in expressing very large and very small numbers</p> <p>To express the numbers in exponential form</p> <p>To facilitate them to understand laws of exponents and use it in laws of exponents</p> <p>To express numbers in the scientific notation.</p> <p>To solve HOTS based on exponents and powers</p>	<p>With the help of various examples/discussion method Discussion/board method</p> <p>Laws of Exponents will be discussed by example cum discussion method</p> <p>Activity method followed by board work</p> <p>Explanation and problem solving Method.</p> <p>Situational teaching for use of exponents to express small and large numbers in standard form.</p>	November	<p>Internal Assessment</p> <p>Final Exam</p>

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Ratio, Proportion And Unitary Method</b>	<ul style="list-style-type: none"> <li>Ratio</li> <li>Proportion</li> <li>Unitary method</li> </ul>	Understanding the concept of ratio and proportion , solving related problems, and applying them to real-life situations.	Understanding, calculating, and applying concept of Ratio and proportion to solve various real-world problems.	<ul style="list-style-type: none"> <li>To understand the concept of ratio and proportion</li> <li>Application of Unitary Method</li> <li>Application in real life</li> </ul>	<p>With the help of various classroom objects and comparing them by example method</p> <p>Discussion/board method Situational teaching and problem solving method.</p>	November	Final Exam
<b>Percentage And Its Applications</b>	<ul style="list-style-type: none"> <li>Percentage</li> <li>Profit/loss</li> <li>Simple Interest</li> <li>Real life application of profit and loss, percentage and S.I</li> </ul>	To understand the concept i.e Percentage means "per hundred" and to apply this knowledge to solve practical, real-world problems.	understanding the basic concept, converting between percentages, fractions, and decimals, and applying these skills to solve real-life problems related to profit, loss, discounts, and simple interest	<p>To understand the concept of percentage to find increase/decrease percent and apply it in real life situations</p> <p>To understand the concept of profit and loss, derive the formula of profit/loss percent.</p> <p>To understand the concept of S.I, generalise the formula of S.I and apply it</p> <p>To solve application based questions and HOTS</p>	<p>By example method followed by Situational teaching</p> <p>Role play followed by Situational teaching/Board work</p> <p>Activity: The shopping spree</p> <p>Situational teaching</p> <p>Mock bank will be created in class and concept of principal, interest and the amount will be given.</p> <p>Discussion/board method</p> <p>Situational teaching followed by problem solving method</p>	December	Final Exam
<b>Congruence of triangles</b>	<ul style="list-style-type: none"> <li>Meaning of congruence</li> <li>S.S.S. criteria &amp; other criteria's of congruence</li> </ul>	to build students' geometric reasoning skills by defining and applying the conditions under which two triangles are identical in size and shape. These objectives progress from basic identification to problem-solving , proof-writing, often incorporating real-world applications.	understanding and applying various congruence criterias, to identify congruent triangles and understand the CPCTC (Corresponding Parts of Congruent Triangles are Congruent) concept	<ul style="list-style-type: none"> <li>To be able to find the conditions for congruency of geometrical shapes like line segment, angles squares, rectangles circles</li> <li>To be able to understand the congruence of two triangles and their corresponding parts</li> <li>To be able to identify the congruency of two triangles using any of the given conditions</li> </ul>	<p>Activity method using various objects like coins, body parts, geometrical figures.</p> <p>Cut outs of congruent triangles and analysing properties of triangles.(learning by doing</p> <p>Av aid will be used</p> <p>Discussion/board method</p>	December / January	Final Exam

<b>Symmetry</b>	<ul style="list-style-type: none"> <li>• Concept of symmetry</li> <li>• Understand types of symmetry</li> <li>• Application of concept in real life</li> </ul>	<ul style="list-style-type: none"> <li>• Concept , identify symmetrical shapes in everyday life.</li> <li>• Recognize and draw lines of symmetry in various shapes and objects.</li> <li>• Differentiate between line symmetry and rotational symmetry.</li> <li>• Understand how shapes can exhibit rotational symmetry by rotating around a central point.</li> <li>• Understand the concept of reflectional symmetry and its properties.</li> <li>• Apply the concepts of symmetry in art and design</li> </ul>	<ul style="list-style-type: none"> <li>• recognizing when a shape, pattern, or object is symmetrical and to apply the concept in various fields, including Art and Design, Engineering and architecture</li> </ul>	<ul style="list-style-type: none"> <li>• Name and recognize the three different types of symmetry, reflection, rotational and line of symmetry.</li> <li>• To identify if an object has reflectional or rotational symmetry.</li> <li>• To realize that symmetry is seen in many real world objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin with a "Curiosity and Creativity Challenge," asking students to observe illustrations and identify what appears symmetrical.</li> <li>• example method using butterflies, human faces, and leaves.</li> <li>• paper folding activity to find lines of symmetry in simple shapes.</li> <li>• learning by doing</li> <li>• Discuss the presence of symmetry in nature, art, and architecture.</li> </ul> <p>Hw: to find examples of symmetry in their environment.</p>	January	Lab activity
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# Cambridge International School Phagwara

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



## ਕੈਂਬਰਿਜ਼ ਇੰਟਰਨੈਸ਼ਨਲ ਸਕੂਲ ਜਮਾਤ- ਸੱਤਵੀਂ, ਵਿਸ਼ਾ- ਪੰਜਾਬੀ ਪਾਠਕ੍ਰਮ ਦਾ ਵਿਸਥਾਰ (2025-26) ਛਿਮਾਹੀ ਪ੍ਰੀਖਿਆ

ਨਿਰਧਾਰਿਤ ਕਿਤਾਬਾਂ- ਪਰਵਾਜ਼ (ਪਾਠ-ਪੁਸਤਕ), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਪਰਮਵੀਰ ਪਬਲੀਕੇਸ਼ਨਜ਼)

ਵਿਸ਼ਾ	ਪਾਠਕ੍ਰਮ ਉਦੇਸ਼	ਯੋਗਤਾਵਾਂ	ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ	ਪ੍ਰਸਤੁਤੀਕਰਨ	ਮਹੀਨਾ	ਮੁਲਾਂਕਣ ਅਤੇ ਮਾਪਦੰਡ
1.*ਸੂਰਜ ਦਾ ਗੀਤ (ਕਵਿਤਾ)	*ਕੁਦਰਤੀ ਸੋਮਿਆਂ ਬਾਰੇ ਭਰਪੂਰ ਜਾਣਕਾਰੀ।	*ਘਰ ਦਾ ਕੰਮ-ਕਦਰਾਂ-ਕੀਮਤਾਂ ਉੱਤੇ ਅਧਾਰਿਤ ਪ੍ਰਸ਼ਨ-ਉੱਤਰ ਹੱਲ ਕਰ ਸਕਣਗੇ।	ਕੁਦਰਤੀ ਸੋਮਿਆਂ ਬਾਰੇ (ਸੂਰਜ, ਪਾਣੀ, ਰੁੱਖਾਂ ਬਾਰੇ ਭਰਪੂਰ ਜਾਣਕਾਰੀ।	*ਅਧਿਆਪਕ ਦੁਆਰਾ ਵਿਆਖਿਆ ਵਿਧੀ, ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ।  *ਪ੍ਰਸ਼ਨ-ਉੱਤਰ* ਗਤੀਵਿਧੀ-ਕੁਦਰਤ ਤੋਂ ਪ੍ਰਾਪਤ ਹੋਣ ਵਾਲੇ ਸੋਮਿਆਂ ਬਾਰੇ ਕਹਾਣੀਆਂ ਸੁਣਨੀਆਂ।	ਅਪਰੈਲ-ਮਈ	(ਆਈ.ਏ.-1) 1. ਅਣਡਿੱਠਾ ਪੈਰੂ 2. ਅਣਡਿੱਠਾ ਕਾਵਿ-ਟੋਟਾ 3. ਸੂਰਜ ਦਾ ਗੀਤ 4. ਜ਼ਮੀਨ ਅਸਮਾਨ ਦਾ ਫਰਕ 5. ਨਾਂਵ 6. ਲਿੰਗ ਬਦਲੇ 7. ਮੁਹਾਵਰੇ
2.*ਨਾਂਵ 3.*ਲਿੰਗ ਬਦਲੇ 4.*ਮੁਹਾਵਰੇ 5.*ਬਿਨੈ-ਪੱਤਰ (ਸੁਣਨ,ਪੜ੍ਹਨ, ਲਿਖਣ,ਉਚਾਰਨ)	*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ + ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇ ਕੇ।  *ਪੱਤਰ ਨੂੰ ਤਿੰਨ ਭਾਗਾਂ ਵਿੱਚ ਵੰਡ ਕੇ ਪੱਤਰ ਲਿਖਣ ਦਾ ਢੰਗ ਸਿਖਾਉਣਾ।	*ਮੁਹਾਵਰਿਆਂ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦੇ ਕਾਬਲ ਹੋਣਗੇ। *ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ। *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। ਵਿਦਿ. ਵਿੱਚ ਲਿਖਣ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ।	* ਵੱਖ-ਵੱਖ ਸਜੀਵ-ਨਿਰਜੀਵ ਉਦਾਹਰਨਾਂ ਰਾਹੀਂ। *ਪਰਚੀ ਵਿਧੀ ਰਾਹੀਂ ਮੁਹਾਵਰੇ। *ਸਫੇਦ ਤਖ਼ਤ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਵਿਦਿ. ਨੂੰ ਬਿਨੈ-ਪੱਤਰ ਦਾ ਲਿਖਤੀ ਕਾਰਜ ਕਰਵਾਉਣਾ। *ਜਮਾਤ ਅਤੇ ਘਰ ਦਾ ਕੰਮ-ਨਾਂਵ,ਲਿੰਗ ਬਦਲੇ ਅਤੇ ਮੁਹਾਵਰੇ (ਕਾਰਜ ਪੱਤਰਿਕਾ ਰਾਹੀਂ ਅਤੇ ਯਾਦ ਕਰਨਾ।)		
6.*ਜ਼ਮੀਨ ਅਸਮਾਨ ਦਾ ਫਰਕ (ਕਹਾਣੀ) (ਸੁਣਨ,ਪੜ੍ਹਨ, ਲਿਖਣ,ਉਚਾਰਨ)	* ਸਭ ਦੀ ਮਦਦ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨਾ।	ਵਿਦਿ. ਅੰਦਰ ਸਮਾਜ ਦੀ ਮਦਦ ਕਰ ਸਕਣਗੇ।	ਵਿਦਿ. ਚੰਗੇ ਅਤੇ ਮਾੜੇ ਵਿਅਕਤੀਆਂ ਵਿੱਚ ਅੰਤਰ ਸਮਝਣ ਦੇ ਕਾਬਲ ਬਣਨਗੇ।	*ਵਿਦਿ. ਦੁਆਰਾ ਪਠਨ, ਅਧਿ: ਦੁਆਰਾ ਚਰਚਾ, ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ, *ਵਿਦਿ. ਕੋਲੋਂ ਹੋਰ ਸਿੱਖਿਆਦਾਇਕ ਕਹਾਣੀਆਂ ਸੁਣਨੀਆਂ ਜਾਣਗੀਆਂ। *ਪ੍ਰਸ਼ਨ-ਉੱਤਰ।		ਜਮਾਤੀ ਪਰੀਖਿਆ

				*ਘਰ ਦਾ ਕੰਮ- ਕਦਰਾਂ-ਕੀਮਤਾਂ ਉੱਤੇ ਅਧਾਰਿਤ।		
7*ਪੜਨਾਂਵ 8.*ਲੇਖ 9.*ਅਣਡਿੱਠਾ ਪੈਰੂ 10.*ਅਣਡਿੱਠਾ ਕਾਵਿ-ਟੋਟਾ (ਸੁਣਨ,ਪੜ੍ਹਨ, ਲਿਖਣ,ਉਚਾਰਨ)	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ। *ਵਿਆਕਰਨਿਕ ਨਿਯਮਾਂ ਦੀ ਜਾਣਕਾਰੀ। *ਲੇਖ - ਫਲੋ ਚਾਰਟ ਰਾਹੀਂ ਲਿਖਣ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ। *ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ।	*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂੰ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਗੇ। *ਵਿਦਿ. ਸ਼ੁੱਧ ਲਿਖਣਾ ਸਿੱਖਣਗੇ।	ਵਿਦਿ. ਸ਼ੁੱਧ ਅਤੇ ਰੋਚਕ ਸ਼ਬਦਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖਣਗੇ।	*PPT ਰਾਹੀਂ+ਵੱਖ-ਵੱਖ ਸਜੀਵ-ਨਿਰਜੀਵ ਉਦਾਹਰਨਾਂ ਰਾਹੀਂ ਵਿਸ਼ਾ ਸਪੱਸ਼ਟ ਕਰ ਕੇ। *ਅਧਿ. ਦੁਆਰਾ ਵਿਦਿ.ਨਾਲ ਵਾਤਾਵਰਨ ਦੀ ਸਾਂਭ-ਸੰਭਾਲ ਬਾਰੇ ਵਾਰਤਾਲਾਪ। *ਘਰ ਦਾ ਕੰਮ-ਪ੍ਰਸ਼ਨ-ਉੱਤਰ / ਕਾਰਜ ਪੱਤਰਿਕਾ ਲੇਖ(ਯਾਦ ਕਰਨਾ ਅਤੇ ਲਿਖਣਾ।) *ਵਿਦਿ.ਨੂੰ ਅਣਡਿੱਠੇ ਪੈਰੂ ਅਤੇ ਅਣਡਿੱਠੇ ਕਾਵਿ-ਟੋਟੇ 'ਚੋਂ ਪ੍ਰਸ਼ਨ ਦੇ ਕੇ ਉਹਨਾਂ ਦੇ ਉੱਤਰ ਹੱਲ ਕਰਵਾਉਣਾ।		*ਉਚਾਰਨ ਕੌਸ਼ਲ (ਲੇਖਾਂ 'ਤੇ ਅਧਾਰਿਤ) 1.ਆਤਮ - ਵਿਸ਼ਵਾਸ 2.ਵਿਸ਼ੇ ਦੀ ਸਮਝ 3.ਭਾਸ਼ਾ ਸ਼ੁੱਧਤਾ 4.ਵਿਆਕਰਨਿਕ ਨਿਯਮਾਂ ਦਾ ਪ੍ਰਯੋਗ 5.ਪ੍ਰਵਾਹਮਈ ਉਚਾਰਨ
11.*ਡੱਢੂ ਦਾ ਵਿਆਹ (ਕਾਵਿ-ਕਹਾਣੀ) (ਸੁਣਨ,ਪੜ੍ਹਨ, ਲਿਖਣ,ਉਚਾਰਨ)	*ਆਲੇ-ਦੁਆਲੇ ਵਾਪਰ ਰਹੇ ਸਮਾਜਕ ਵਹਿਮਾਂ-ਭਰਮਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ।	*ਵਿਦਿ ਅੰਧ-ਵਿਸ਼ਵਾਸ ਅਤੇ ਵਿਸ਼ਵਾਸ ਵਿੱਚ ਫਰਕ ਸਮਝਣ ਦੇ ਕਾਬਲ ਬਣ ਸਕਣਗੇ।	* ਹੋਣ ਵਾਲੀਆਂ ਕੁਦਰਤੀ ਆਫ਼ਤਾਂ ਅਤੇ ਵਿਗਿਆਨਿਕ ਕਾਰਨਾਂ ਬਾਰੇ ਫਰਕ ਸਮਝਣਗੇ।	* ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਅੰਧ-ਵਿਸ਼ਵਾਸਾਂ ਤੋਂ ਦੂਰ ਰਹਿਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨਾ। *ਹੋਣ ਵਾਲੀਆਂ ਕੁਦਰਤੀ ਆਫ਼ਤਾਂ ਅਤੇ ਵਿਗਿਆਨਕ ਕਾਰਨਾਂ ਬਾਰੇ ਚਰਚਾ। ਦੇਸ਼-ਭਗਤਾਂ ਬਾਰੇ ਚਰਚਾ।		
12. *ਜਿਊਂਦੇ ਭਗਵਾਨ (ਕਵਿਤਾ) (ਕੇਵਲ ਪ੍ਰੋਜੈਕਟ ਲਈ)	*ਵਿਦਿ. ਅੰਦਰ ਦੇਸ਼ ਪ੍ਰਤੀ ਪਿਆਰ ਦੀ ਭਾਵਨਾ ਪੈਦਾ ਕਰਨੀ।	*ਵਿਦਿ ਨੂੰ ਤਸਵੀਰਾਂ ਰਾਹੀਂ ਦੇਸ਼-ਭਗਤਾਂ ਦੇ ਚੰਗੇ ਕਾਰਨਾਮਿਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ।	*ਵਿਦਿ. ਦੇਸ਼-ਭਗਤਾਂ ਦੀ ਕੁਰਬਾਨੀਆਂ ਬਾਰੇ ਜਾਣਨਗੇ।	* ਵਿਦਿ. ਆਪਣੀ ਯੋਗਤਾ ਅਨੁਸਾਰ ਪ੍ਰੋਜੈਕਟ ਬਣਾਉਣਗੇ।		(ਆਈ. ਏ.-1) ਪ੍ਰੋਜੈਕਟ
1. *ਮਾਊਂ (ਜੀਵਨ-ਜਾਚ) (ਸੁਣਨ,ਪੜ੍ਹਨ, ਲਿਖਣ,ਉਚਾਰਨ)	*ਵਿਦਿ. ਦੇ ਅੰਤਰੀਵ ਮਨ ਵਿੱਚ ਵਸੇ ਡਰ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ।	ਵਿਦਿ. ਅੰਤਰੀਵ ਮਨ ਵਿੱਚ ਵਸੇ ਡਰ ਤੋਂ ਮੁਕਤ ਹੋ ਸਕਣ ਗੇ।	*ਘਰ ਦਾ ਕੰਮ- ਕਦਰਾਂ ਕੀਮਤਾਂ ਉੱਤੇ ਅਧਾਰਿਤ।	*ਵਿਦਿ. ਦੁਆਰਾ ਪਠਨ, ਅਧਿ: ਦੁਆਰਾ ਚਰਚਾ, ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ *ਬਾਲ-ਪੁਸਤਕਾਂ ਬਾਰੇ ਚਰਚਾ। *ਪ੍ਰਸ਼ਨ-ਉੱਤਰ।	ਜੁਲਾਈ-ਅਗਸਤ	ਜਮਾਤੀ ਪਰੀਖਿਆ

2.*ਕਿਰਿਆ 3.*ਅਗੇਤਰ 4.*ਵਿਰੋਧੀ ਸ਼ਬਦ 5.*ਨਿੱਜੀ-ਪੱਤਰ  (ਸੁਣਨ,ਪੜ੍ਹਨ, ਲਿਖਣ,ਉਚਾਰਨ)	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ।	*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਗੇ। *ਪੱਤਰ ਨੂੰ ਤਿੰਨ ਭਾਗਾਂ ਵਿੱਚ ਵੰਡ ਕੇ ਪੱਤਰ ਲਿਖਣ ਦਾ ਢੰਗ ਸਿੱਖਣਗੇ।	<b>*ਗਤੀਵਿਧੀ- ਪੋਸਟ ਕਾਰਡ ਰਾਹੀਂ।</b> *ਜਮਾਤ/ਘਰ ਦਾ ਕੰਮ- ਅਗੇਤਰ, ਵਿਰੋਧੀ ਸ਼ਬਦ (ਲਿਖਣੇ ਅਤੇ ਯਾਦ ਕਰਨੇ।)	*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।		ਜਮਾਤੀ ਪਰੀਖਿਆ
6.*ਅਣਖੀ ਯੋਧਾ: ਮਦਨ ਲਾਲ ਢੀਂਗਰਾ (ਲੇਖ) (ਸੁਣਨ,ਪੜ੍ਹਨ, ਲਿਖਣ,ਉਚਾਰਨ)	*ਵਿਦਿ ਨੂੰ ਤਸਵੀਰਾਂ ਰਾਹੀਂ ਦੇਸ਼-ਭਗਤਾਂ ਦੇ ਕਾਰਨਾਮਿਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ।	*ਵਿਦਿ. ਦੇਸ਼-ਭਗਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰ ਸਕਣਗੇ।	ਵਿਦਿ. ਵਿੱਚ ਲਿਖਣ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ। ਵਿਦਿ. ਕਦਰਾਂ ਕੀਮਤਾਂ ਤੇ ਅਧਾਰਿਤ ਪ੍ਰਸ਼ਨਾਂ ਦਾ ਹੱਲ ਕਰ ਸਕਣਗੇ।	*ਚਰਚਾ ਵਿਧੀ ਅਤੇ ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ। *ਵਿਦਿ. ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਪ੍ਰਸ਼ਨ-ਉੱਤਰਾਂ ਦਾ ਵਿਕਾਸ। *ਘਰ ਦਾ ਕੰਮ- ਕਦਰਾਂ-ਕੀਮਤਾਂ ਉੱਤੇ ਅਧਾਰਿਤ।		ਜਮਾਤੀ ਪਰੀਖਿਆ
7.*ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ (ਸੁਣਨ,ਪੜ੍ਹਨ, ਲਿਖਣ,ਉਚਾਰਨ)  8. *ਦ੍ਰਿਸ਼ ਵਰਨਣ	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ। *ਵਿਆਕਰਨਿਕ ਨਿਯਮਾਂ ਦੀ ਜਾਣਕਾਰੀ।	*ਵਿਚਾਰਾਂ ਅਤੇ ਕਲਪਨਾ ਸ਼ਕਤੀ ਦਾ ਵਿਕਾਸ।	*ਕਿਤਾਬ ਵਿੱਚੋਂ ਕੋਈ ਦ੍ਰਿਸ਼ ਦੇ ਕੇ ਘਰੋਂ ਉਸ ਬਾਰੇ ਪੈਰਾ ਲਿਖਣ ਲਈ ਦੇਣਾ।	*ਫਲੋ ਚਾਰਟ ਰਾਹੀਂ+ਵੱਖ-ਵੱਖ ਉਦਾਹਰਨਾਂ ਰਾਹੀਂ ਵਿਸ਼ਾ ਸਪੱਸ਼ਟ ਕਰ ਕੇ। *ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਤੀ ਅਭਿਆਸ। *ਜਮਾਤ/ਘਰ ਦਾ ਕੰਮ -ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ (ਕਾਰਜ ਪੱਤਰਿਕਾ ਅਤੇ ਯਾਦ ਕਰਨਾ।)		*ਸਾਰੇ ਸਿਲੇਬਸ ਦਾ ਛਿਮਾਰੀ ਪ੍ਰੀਖਿਆ ਰਾਹੀਂ ਮੁਲਾਂਕਣ।
ਸਤੰਬਰ_____ ਛਿਮਾਰੀ ਪ੍ਰੀਖਿਆ ਦੀ ਦੁਹਰਾਈ। ਛਿਮਾਰੀ ਪ੍ਰੀਖਿਆ--- ਅਪਰੈਲ ਤੋਂ ਅਗਸਤ ਤੱਕ ਦਾ ਸਾਰਾ ਸਿਲੇਬਸ।						