



Queens' College, Indore

Annual Curriculum Plan COMPENDIUM

Exam-Wise Syllabus

Class – VII

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Dear Students,

Compendium gives you a quick glance of the syllabus; a concise information of all subjects in advance. If you are able to use it effectively, compendium will enhance your knowledge and ability to make decisions regarding the measurements of academic content. It should be useful to monitor, guide and plan the forth coming topics and look back to revise the content covered. The learning outcomes will provide you an opportunity to reflect on your own learning and thereby take appropriate steps.

Eventually, it will pave a path to execute your plans and achieve the desirable goals.

All the best wishes

Smita Rathore

Principal

ENGLISH

Test I	Content	Learning Outcomes
Literature <u>Prose:</u> The Birdman of India	This is a short biography of Dr. Salim Ali, a famous ornithologist and naturalist.	Students will be able to <ul style="list-style-type: none"> ● Read with correct intonation ● Identify types of sentences ● Write a first person account
<u>Poem:</u> The Lake Isle of Innisfree	It is a short narrative exploring the need many people feel to escape modern life and/or city life.	Students will be able to <ul style="list-style-type: none"> ● Appreciate the poem ● Recite with correct intonation ● Use Imagery
<u>Prose :</u> The Concert	A heart touching story of brother-sister bond and how a sister makes the wish of her dying brother come true.	Students will be able to <ul style="list-style-type: none"> ● Comprehend the text ● Read with correct intonation ● Form sentences using appropriate vocabulary ● Identify articles ● Learn about nouns and adjectives ● Empathize with character ● Speak on sibling bond

Test I	Content	Learning Outcomes
Poem: Sea Fever	The poem is an expression of the poet's thirst for life on the sea.	Students will be able to <ul style="list-style-type: none">• Appreciate the poem• Explain phrases from the poem• Answer questions• Write a paragraph
Grammar Parts of Speech	<ul style="list-style-type: none">▪ Enlisting parts of speech▪ Changing forms▪ Usage	Students will be able to <ul style="list-style-type: none">• Identify the parts of speech• Give own examples• Change forms
Sentence	<ul style="list-style-type: none">▪ Types▪ Rules	<ul style="list-style-type: none">• Identify and name the types of sentences• Use appropriate punctuations• Frame correct sentences• Give examples from daily life
Phrases	<ul style="list-style-type: none">▪ Types▪ Rules▪ Usage	Students will be able to <ul style="list-style-type: none">• Identify different types of phrases• Give own examples.• Apply the rules correctly

Test I	Content	Learning Outcomes
Verbs-Transitive and intransitive,	<ul style="list-style-type: none">▪ Rules▪ Usage▪ Types	Students will be able to <ul style="list-style-type: none">• Understand and identify the verbs
Noun, Pronoun, Adverb	<ul style="list-style-type: none">• Examples• Identification• Exercises	Students will be able to <ul style="list-style-type: none">• Identify nouns• Change pronoun• Give own examples• Identify types of pronouns• Solve practice questions• Use adverbs correctly
Integrated	<ul style="list-style-type: none">• Editing• Omission• Para Completion	Students will be able to <ul style="list-style-type: none">• Solve integrated exercises.
Adjective and comparison	<ul style="list-style-type: none">▪ Types▪ Application rules• Examples▪ Exercises	Students will be able to <ul style="list-style-type: none">• Identify and name the adjectives with their kinds• Use concept correctly

Test I	Content	Learning Outcomes
Writing Skills Informative Style Paragraph Writing	<ul style="list-style-type: none"> • Format • Practice 	Students will be able to <ul style="list-style-type: none"> • Write extensively on given theme • Write topic sentences • Maintain coherency
Informal Letter	<ul style="list-style-type: none"> • Format • Practice 	Students will be able to <ul style="list-style-type: none"> • Write coherently on a given topic. • Use appropriate sentence structure • Furnish relevant details
Story Writing	<ul style="list-style-type: none"> • Format • Practice 	Students will be able to <ul style="list-style-type: none"> • Identify elements of story-writing • Write creatively on the basis of the given clues • Use appropriate vocabulary.
Term I	Content	Learning Outcomes
Literature <u>Poem:</u> Sonnet	This is a poem written by Toru Dutt to express the beauty of the garden.	Students will be able to <ul style="list-style-type: none"> • Appreciate the poem • Recite with correct intonation • Identify and explain metaphor used in the text.

Term I	Content	Learning Outcomes
Prose: A song for Jin-Wai	It is about a Chinese boy in America and highlights the problems faced by the Asians in an alien culture.	Students will be able to <ul style="list-style-type: none">• Read with correct intonation• Identify verbs• Write article on patriotism• Understand national pride and honour
Poem: The Vagabond	The vagabond depicts the joy and happiness of a free natural life in the open air.	Students will be able to <ul style="list-style-type: none">• Appreciate the poem• Write down the rhyme scheme• Learn about clauses
Prose: Turkish Smells	It is a travelogue where the author seems to have been most impressed by the smell of olive oil, when she visited Turkey.	Students will be able to <ul style="list-style-type: none">• Comprehend the text• Identify words related to smell• Transform sentences.
Grammar Conjunctions	<ul style="list-style-type: none">• Types• Rules• Usage	Students will be able to <ul style="list-style-type: none">• Identify conjunctions• Give examples of their own

Term I	Content	Learning Outcomes
Prepositions	<ul style="list-style-type: none">• Examples• Identification• Exercises	Students will be able to <ul style="list-style-type: none">• Use prepositions in right expressions
Voices	<ul style="list-style-type: none">• Types• Rules	Students will be able to <ul style="list-style-type: none">• Differentiate between active and passive voice• Identify subject and predicate in the sentence• Apply rules accurately
Articles	<ul style="list-style-type: none">• Types• Rules	Students will be able to <ul style="list-style-type: none">• Identify the article• Give examples
Clause	<ul style="list-style-type: none">• Types• Rules• Usage	Students will be able to <ul style="list-style-type: none">• Identify clauses• Use them appropriately
Determiners	<ul style="list-style-type: none">• Possessive pronoun - usages• Quantifiers - usage• Distributives - usage	Students will be able to <ul style="list-style-type: none">• Identify the determiners and name its kind

Term I	Content	Learning Outcomes
Integrated	<ul style="list-style-type: none"> • Editing • Omission • Para Completion 	<p>Students will be able to Apply grammar in communicative way</p>
<p>Writing Skills Persuasive Style Article Writing</p>	<ul style="list-style-type: none"> • Format • Practice 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Write creatively • Furnish relevant details • Write expository paragraphs
<p align="center">Subject Enrichment Activity will be conducted before Term I + Complete Syllabus of Test I</p>		
Test II	Content	Learning Outcomes
<p><u>Literature</u> <u>Prose:</u> The Ramapuram Tiger</p>	<p>This story is about a tiger that for three months held sway over nearly half a district.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Read with correct intonation • Identify conjunctions • Write letter about theme of the story

Test II	Content	Learning Outcomes
<p><u>Poem:</u> Loveliest of Trees</p>	<p>The poem captures the beauty of nature in springtime when every plant and animal is bursting with new life.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Appreciate the poem • Understand and use oxymoron • Learn to answer questions
<p><u>Prose:</u> The Black Cat</p>	<p>The author narrates an encounter with an old lady whom he believed to be a witch.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Read with correct intonation • Identify verbs • Speak about existence of witches • Feel intrigued by the suspense
<p>Grammar Tenses</p>	<ul style="list-style-type: none"> • Types • Rules • Usage 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Name the tenses. • Use concept correctly • Apply the forms of verbs in their creative writing
<p>Subject Verb Agreement</p>	<ul style="list-style-type: none"> • Rules and their application • Usage 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Give own examples • Apply the rules of subject-verb agreement

Test II	Content	Learning Outcomes
Integrated	Rearrange words, Editing, Omission, Para Completion	Students will be able to <ul style="list-style-type: none"> • Apply grammar in communicative way
Writing Skills Informative and Persuasive Style Formal Letter (Letter to Editor)	<ul style="list-style-type: none"> • Format • Sample • Practice 	Students will be able to <ul style="list-style-type: none"> • Use appropriate sentence structure. • Write a letter to the Editor using the correct format. • Express views coherently • Correspond with newspaper
Term II	Content	Learning Outcomes
<u>Literature</u> <u>Poem:</u> Speak Gently	"Speak Gently" by David Bates is a simple poem in which the poet asks his readers to speak in a gentle way.	Students will be able to <ul style="list-style-type: none"> • Appreciate the poem • Express using appropriate vocabulary. • Use personification • Learn about humility and respect
<u>Prose-</u> Cheese	This story by Jerome. K. Jerome is a hilarious interpretation of odorous cheese and its effect on people around it.	Students will be able to <ul style="list-style-type: none"> • Identify types of adverbs • Change voices of sentences • Participate in role play • Write diary entry

Term II	Content	Learning Outcomes
<p>Poem: Stopping by Woods on a Snowy Evening</p>	<p>Robert Frost's "Stopping by Woods on a Snowy Evening" describes a hauntingly pastoral scene of the barren "woods on a snowy evening"</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Appreciate the poem • Learn about Imagery, symbolism and internal rhyme • Understand importance of responsibility
<p>Prose-The Desirable Shawl</p>	<p>The story deals poignantly and sensitively with the theme of love and sacrifice. It also conveys that the Value of a gift lies in the intention of the giver.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Comprehend the text • Answer questions • Enhance reading skills
<p>Grammar Non-Finite Verb</p>	<ul style="list-style-type: none"> • Examples • Identification • Exercises 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Give own examples • Use verbs in appropriate sentences
<p>Speech</p>	<ul style="list-style-type: none"> • Rules • Transformation • Usage 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Transform sentences with their correct tenses.

Term II	Content	Learning Outcomes
Integrated	Rearranged words, Editing, Omission, Para Completion	Students will be able to Solve integrated exercises.
Writing Skills Narrative Style Diary Entry	<ul style="list-style-type: none"> • Format • Sample • Practice 	Students will be able to <ul style="list-style-type: none"> • Use appropriate sentence structure. • Write a diary entry according to the format. • Express views coherently
<p>Subject Enrichment Activity will be conducted before Term II</p> <p>+ Complete syllabus of Test II</p> <p>+ 20% Syllabus from Term I</p> <p><u>Writing Skills Topics</u> : Story Writing, Informal Letter</p> <p><u>Grammar Topics</u> : Adjectives, Voices</p> <p><u>Literature Topics</u>: A Song for Jin-Wai</p>		

HINDI

Test - I	Content	Learning Outcomes
xn; i kB 3 fgeky; dh cfV; k; %fucak%	<ul style="list-style-type: none"> • ufn; ka dk fofHkUu LFkyka ij : i • fgeky; I s fudyus okyh i zedk ufn; k; • taxy o esnkuka ea unh dh fLFkfr • ykd mi dkj grq l gk; rkFkZ 	<ul style="list-style-type: none"> • Nk=kvka dks ufn; ka ds mnxe o l ekxe LFkyka dh tkudkj iklr glxhA • Nk=k, j Hkkjr dh i zedk ufn; ka ds uke o mudh tkudkj iklr dj l dxhA • ykxka ds fy, ty dh vko'; drk o egRRo l e>hxhA
i kB 2 nknh ek; %dguh%	nknh ek; dk i fjokj ds i fr i e o l ei Zk HkkoukA nknh ek; ds ut [ks	Nk=k, j R; kx o ce dh Hkkouk I s i fjpr glxhA
in; i kB 1 ge i Nhh mledr xxu ds %dfork%	1- i {kh nekjk euq; I s vfHkyk"kk 2- [kys vdk'k ea mMek]cgrk i kuh i huk] dMeh fucksh [kkuk pkgrs gA 3- cak; Dr thou dh i js kkfu; k; 4- eu ds Hkko 0; Dr	<ul style="list-style-type: none"> • Lora=ark dk egRRo l e>rs gq Nk=k, j tkuxh fd Lora=ark i 'kq; i f{k; ka dks Hkh fiz gA • i {kh o i; kbj.k l rgyu dh tkudkj iklr dj l dxhA • 'kgjhaj.k I s tMh; kstuk, j i f{k; ka ds fy, ?kkrd]l eL; k dk l ek/kku o fuokj.k djxhA

Test - I	Content	Learning Outcomes
i kB 4 dBi r̄yh ¼dfork½	1- dBi r̄yh ea i jk/khurk ds i 'pkr~ Lora=rk dh Hkkouk tkxr 2- vl; dBi r̄fy; ka dh tokenkjh	<ul style="list-style-type: none"> • Lora=rk l Hkh dks fiz gkrh gS Nk=k, j tkuxh D; kfid i jk/khurk ea [kqk ugha jg l drA • Lora=rk ds l kFk vf/kdkj dk iz kx vko'; dA • Nk=k, j Lokoyrcu dk vFkz l e>xhA
0; kdj .k Hkk"kk] fyfi vks 0; kdj .k	Hkk"kk ds : i] ckyh vks Hkk"kk&vrj] fyfi]0; kdj .k	<ul style="list-style-type: none"> • Hkkj rh; Hkk"kk, j o mudh fyfi ; ka dh tkudkj] 0; kdj .k dk egRo
o.kz vks o.kekyk	Loj] 0; atuj ek=k, j v; kxokg vu[kokj] vu[kfl d] j ds iz kx l a Dr 0; atuj orZuh] o.kfoPNn	<ul style="list-style-type: none"> • Nk=k, j Loj] 0; atuj v; kxokg] o.kfoPNn vkfn iedk fo"ka; ka dh tkudkj] iklr djxhA
fojkefpgu	iedk 14 fojke fpgu	<ul style="list-style-type: none"> • fojke fpguka dk iz kx
'kcn HkMkj	foyke] i ; kz okph] fHkUukFkd 'kcn] vuud 'kcnka ds fy, , d 'kcn	<ul style="list-style-type: none"> • u, 'kcnka dk iz kx l h[kaxhA
fodkj]h 'kcn	l kKj l oLke] fØ; kj fo'ksk.k	<ul style="list-style-type: none"> • i f] Hkk"kk] Hkn vkfn dh tkudkj] xrfok/k ds ek'; e l s l eLr 0; kdj .kA
egkojs	egkojs	<ul style="list-style-type: none"> • foFkUu egkojka ds vFkz Kkr dj okD; cukuk l h[kuka

Test - I	Content	Learning Outcomes
j p u k d k s' k y v u k s p k f j d i =	i = y s [k u o i z d k j	f o f H k U u i z d k j d s i = o y s [k u f o f / k A
v u p N n j l o k n	i k : i j f o " k ; o L r j o k D ; f u e k z k	v u p N n o l o k n y s [k u A
v i f B r c k s / k x n ; k d k	i < e j m R r k j n s u k	m f p r o k D ; f u e k z k d j m R r j y s [k u f o d f l r g k s x k A
Term - I	Content	Learning Outcomes
x n ; i k B 5 1 / 2 f e B k b b k y k 1 / 2 d g k u h 1 / 2	1- f [k y k u o k y k v k s j c P p s 2- e j y h o k y k v k s j c P p s 3- f e B k b b k y k v k s j c P p s 4- l l r k l k e k u c p d j n i l j k a d k s [k q k h i n k u d j u s d h y k y l k	<ul style="list-style-type: none"> • n i l j k a d k s [k f ' k ; k j o l q [k n o d j L o ; a d k s l q [k d h v u t k r i r i k t r] b l s N k = k , i l e > x h A • v r j e u d h 0 ; F k k d k l e k / k k u n i l j k a d k s l q [k i n k u] t h o u e W ; l s i f j f p r g k x h A
i k B 6 j D r v k s j g e k j k ' k j h j 1 / 2 u c d k 1 / 2	v f u y o f n 0 ; k v L i r k y e j [k u d h t k p j D r & v k ' p ; i t u d n o j l O n j D r d . k o l y s / y s j j D r n k u j , u h f e ; k	j D r j D r d s ? k v d j j D r d h d e h l s g k u s o k y h c h e k f j ; k j m u d h j k o d F k k e d s m i k ; v k f n t k u d k j h A
i k B 9 f p f M + k d h c P p h 1 / 2 d g k u h 1 / 2	i z d r i e h e k / k o n k l (c x h p s e a l n j f p f M + k o k r k y k i] f p f M + k d k s i y k k i k u (m l s v k t k n h f i z (e k j d h x k n d k l q [k o L o r a r k f i z	L o r a r k d k e g r o t k u x h A e k j d s l ; k j d k e g r o l e > x h A i y k k i k u l s n j j g u s d h f ' k { k k i k t r A

Term - I	Content	Learning Outcomes
i kB 10 vi nɔz vudko l ɔej .k ½t ki kuh½	nks cPpka nekjk i kfy; ks gkus ds i 'pkr Hkh tkf [ke Hkj k dk; Zo ml ea l QyrkA	l ɔk'kz l s l Qyrk dh i kfirA vkrE fo'okl gkuk vko'; d 'kkjhfd : i l s fodykæ gkus ij Hkh dfBukb; kæ@ck/kkvka dks i hNs <dsyus dh {kerkA
i kB 7 i ki k [kks x, ½ukVd½	olrɔvka dk ekuohdj .k	dkYifud l ɔkn dks ky l h [k i k, æA
i n; i kB 8 'kke , d fdl ku ½dfork½	t kMg dh 'kke dk o. kU ½i kdfrd , oa LokHkkfod½A i kdfrd n"; ?kVuk ea i fjor½	<ul style="list-style-type: none"> • i dfr ds foHkuU : i ka dh tkudkj hA • ekɔ ekuɔ kj i fjor½ka dks tkuæhA • i dfr ds foHkuU væka l s voxr gkæA
0; kdj .k mil xk@i R; ;	l ɔdr' fgluh o mnl Qkj l h ds mil xz	<ul style="list-style-type: none"> • 'kCn fuekz k
dkjd	i fj Hk'kk' Hkn	<ul style="list-style-type: none"> • dkjd fpguka i j l xkz dk mi ; ksx o egRo dh tkudkj hA
l f/k l ekl	i fj Hk'kk' Hkn & Loj l f/kvni ?kz l f/k xq k l f/k }æ} o f} xq l ekl] r Ri æ" k	<ul style="list-style-type: none"> • o. kke ds ey l s gkus okys fodkj l e>uka • l f/k o l f/k foPNn dk vH; kl nekjk mfpr 'kCn fuekz kA • l ekl dk KkuA
'kCn Hkæ/kj	vudkFRz] vud 'kCnka ds fy, , d 'kCn] egkojs	<ul style="list-style-type: none"> • 'kCn fuekz k] 'kCn l j puk dk fodkl A • u, 'kCnka dh tkudkj h] egkoj ka ds vFkz o okD; i z ksx

Term - I	Content	Learning Outcomes
j p u k d k s k y i =] v u p [N n] l o k n] u k f v l] f p = o . k u	y s [k u d k s k y	<ul style="list-style-type: none"> y s [k u d y k d k f o d k l] v f h k o ; f D r d k s k y d k f o d k l
v i f B r c k s / k x n ; k d k	i < e j m f p r o k D ; k a } j k j m R r j	<ul style="list-style-type: none"> m f p r o k D ; l j p u k d s l k f k m R r j f u e k z k A
f o ' k s ' k & V L V I d k l a i w k l i k B ; Ø e A f o " k ; l o / k u x r f o f / k V e & I d s i o z v k ; k f t r d h t k , x h A		
Test - II	Content	Learning Outcomes
x n ; i k B 12 d p k ½ d g k u h ½	c k y e u k o f u k] c k y l y H k p s ' v k] d p s u f e y u s i j i j s ' k k u] d p s f e y u s i j [k d k h d k H k k o v k u k A	m e z v u d k j t h o u e a v k , i f j o r z u k a d k v u t h k o A o L r q ; i k u s d s f y , x y r c k r k a d k m i ; k s u d j u s d h l h [k A
i k B 15 u h y d B ½ j s [k k f p = ½	e k j d s c P p k a d k s y k d j L o k x r] u k e d j . k u h y d B & l j { k d } i j O D V t v y e w d q t k d s i o s k d s l k f k [k f ' k ; k ; l e k l r	i e] l a n ;] t h o k a d s i f r i e H k k o u k d k f o d k l i k y r w i ' k e i f { k ; k a d s i f r y x k o o i f j o k j d s l n L ; d h r j g n s [k j s [k d j u k A
i k B 14 [k k u i k u d h c n y r h r l o h j	v y x & v y x j k T ; k a d s f o f H k U u 0 ; a t u	n s k h & f o n s k h 0 ; a t u k a d h t k u d k j h L F k k u h ; 0 ; a t u k a d h t k u d k j h] 0 ; a t u k a d k s c u k u s d h d y k f o d f l r

Test - II	Content	Learning Outcomes
in; ikB 11 jghe ds nks ½dfork½	nkska ds ek/; e l s l n s k o l h [k	u s r d e w; ka dh tkudkj h o fodkl Hk fDr o b z o j i e dh Hkkouk dk fodkl gksxA
ikB&13 , d frudk ½dfork½	?keM l s Hkjk [kMk gks i j fruds nekjk ?keM r k M us dk fo o j . kA	Nk = kvka dks ?keM u djus dh l h [k] ?keM Vh us ds fy, , d frudk gh i ; k l r A Nks/h l s Nks/h ph t dks Hkh det k j u l e > uk l h [k x h A
0; kdj . k l ekl	l ekl i f j Hk k " k k Hkn l ekl foxg o l e l r i n fuek z k	'kq) 'kCnka dk Kku i k l r gksxA
vfodkj h 'kCn ¼v0; ; ½	f0; k fo 'k k . k] l e p p; c k / k d l c / k c k / k d] foLe; k f n c k / k d	'kCn fuek z k dyk dk fodkl gksxA
'kCn HkMkj	foyk e] i ; k z okph] f H k U u k F k z d] v u d 'k C n k a ds fy, , d 'k C n	'kCn d k s k dk fodkl gksxA
in ifjp;	l k k] l o z u k e --- fodkj h & v f o d k j h 'k C n k a d k i n i f j p ;	i n i f j p ; l h [k x A
egkojs	egkojs	egkojka ds v F k z tkudj okD; j p u k A

Test - II	Content	Learning Outcomes
okD; fopkj	okD; ds v&mn& ; &fo/ks] okD; 'kpf/k	I jy I a Ør o feJ okD; j puk dk fodkl A
j puk dks ky i =] vuPNn] foKki u] Mk; jh ys[ku	vks pkfjd@vuks pkfjd i = foKki u & Vh- oh- e&thu I ekpkj i = }kjk	i = o vuPNn ys[ku dk fodkl A foKki u ys[ku 'ksh dk fodkl %l fp=½
vi fBr ck/k xn; kd k	xn; kd k i <dj mfpr okD; j puk nekjk mRrj ys[kuA	i Bu , oa ys[ku dks ky dk fodkl LofufeR okD; j puk dk fodkl
Term - II	Content	Learning Outcomes
xn; i kB&17 ohj dpj fl g %thouh½	Lora-rk I xte ea ; kxnku] tUe% k{kk] I Qyrk, & vl Qyrk, A	cPpka ea /kS Z o I kgl ds I kFk b&ekunkjh] I ekt I ok] i e rFk I kelftd tx: drk ds ek/; e I sn&khkfdR dh Hkkouk txkukA
i kB&18 I &k"z ds dkj . k es ruq fetkt gks x; k %l k{kkRdkj½	BB tehu I smBdj vkl eku dk fl rkjk cuus rd dk I QjA	thou ea [ksya dk LFkku] vuq kkl u] ekrk&fir k dk I g; ks] &e]R; ks] I ei Z k] I knxh o jk"Vh; Hkkouk dk fodkl A
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Term - II	Content	Learning Outcomes
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MATHEMATICS

Test I	Content	Learning Outcomes
Ch-1 Integers	<ol style="list-style-type: none">1) Properties of integers2) Operations on integers	Students will be able to <ol style="list-style-type: none">1) Demonstrate strategies to multiply two integers by using patterns2) Evolve properties of integers3) Solve problems using operations on integers.
Ch-2 Fractions and Decimals	<ol style="list-style-type: none">1) Operations on fractions and Decimals2) Word problems.	Students will be able to <ol style="list-style-type: none">1) Multiply and divide fractions.2) Convert units of length and mass from smaller to larger and vice-versa3) Able to solve word problems including decimals and fractions.
Ch-9 Rational Numbers	<ol style="list-style-type: none">1) Definition2) Representation on number line.3) Comparison4) Addition and Subtraction	Students will be able to <ol style="list-style-type: none">1) Understand the definition of Rational numbers2) Represent Rational numbers on Number Line3) Perform operations on Rational Numbers.

Test I	Content	Learning Outcomes
Ch-12 Algebraic Expressions	<ol style="list-style-type: none">1) Terms, Factors and Coefficient.2) Addition and Subtraction	Students will be able to <ol style="list-style-type: none">1) Frame algebraic Expressions2) Able to add and subtract expressions.
Term I	Content	Learning Outcomes
Ch-4 Simple Equations	<ol style="list-style-type: none">1) Solving2) Framing Equations	Students will be able to <ol style="list-style-type: none">1) Frame and recognize simple equations2) Solve Simple Equations3) Solve problems related to daily life.
Ch-8 Comparing Quantities	<ol style="list-style-type: none">1) Percentage2) Profit and Loss3) Increase and Decrease percent4) Simple Interest	Students will be able to <ol style="list-style-type: none">1) Solve questions related to percentage.2) Calculate increase and decrease percentage.3) Apply knowledge of ratio and proportion to solve profit and loss problems.4) Derive formula for simple interest using unitary method.

Term I	Content	Learning Outcomes
Ch-15 Visualizing Solid Shapes	1)Net of 3D shapes Cube, Cuboid, Cylinder and Cone	Students will be able to 1) Identify and count number of vertices, faces and edges for cube, cuboid and cylinder. 2) Draw map of the space around 3) Draw nets for cube, cuboid and cylinder
Ch-13 Exponents and Powers	1)Laws of Exponents 2)Standard form	Students will be able to 1) Define exponent and their laws 2) Uses exponential form and laws to solve related problems 3) Convert a given number in standard form.
Subject Enrichment Activity will be conducted before Term I + Complete Syllabus of Test-I		
Test II	Content	Learning Outcomes
Ch-5 Lines and Angles	1) Pairs of angles 2) Angles formed when a transversal meets a pair of parallel lines.	Students will be able to 1) Identify pairs of angles and find one when other is given. 2) Understand relation between pairs of angles formed by a transversal with parallel lines

Test- II	Content	Learning Outcomes
Ch-6 Triangles	1) Properties of Triangle 2) Pythagoras Property	Students will be able to 1) Verify angle sum property and other properties of triangle. 2) Apply Properties to find the unknown 3) Use Pythagoras Property in related word problems.
Ch-7 Congruence of Triangles	1) Definition 2) Congruence conditions 3) Applications	Students will be able to 1) Understand and establish congruence condition for triangles. 2) Use congruence criterion to solve related problems. 3) Understand that only three elements of two triangles are sufficient to find congruence.
Term II	Content	Learning Outcomes
Ch-10 Practical Geometry	Constructions of 1) Parallel lines 2) Triangle when three measures are given	Students will be able to 1) Construct Parallel lines 2) Construct triangles when three out of six elements are given (exception AAA).

Term II	Content	Learning Outcomes
Ch-11 Perimeter and Area	1)Perimeter and Area of Square and Rectangle 2)Area of Parallelogram and Triangle 3)Circumference and area of a circle	Students will be able to 1) Measure area of simple, regular and irregular closed shapes by using square grid. 2)Form formula to find area of rectangle and square 3) Understand the meaning of π . 4) Find Circumference and area of a circle.
Ch.- 14 Symmetry	1) Finding lines of symmetry in given figure. 2) Rotational symmetry.	Students will be able to 1)Understand symmetry 2)Identify Lines of symmetry 3)Understand rotational symmetry
Ch-3 Data Handling	1)Mean, median and mode 2)Double bar graph 3)Probability	Students will be able to 1)Calculate mean, median and mode 2)Represent data by double Bar Graph 3) Understand and find probability.
Subject Enrichment Activity will be conducted before Term II + Complete Syllabus of Test-II + 20 % Syllabus from Term-I Ch-12 Algebraic Expressions, Ch-4 Simple Equations		

GENERAL SCIENCE

Test – I	Content	Learning Outcomes
Ch.1 Nutrition in Plants	<ul style="list-style-type: none">• Mode of nutrition in plants• Photosynthesis – Food making process in plants• Synthesis of plant food other than carbohydrates• Other modes of nutrition in plants• Parasitic plants• Saprophytic plants• Insectivorous plants• Symbiotic association• How nutrients are replenished in the soil?	<p>Students will be able to:</p> <ul style="list-style-type: none">• Distinguish between nutrients and nutrition• Classify the modes of nutrition in plants• Collects information about plant nutrition from various resources such as newspaper, internet etc.• Describe the process of photosynthesis• Explain the process of photosynthesis in variegated leaves• Know about different types of Heterotrophic mode of nutrition with examples• Understand the important organelles present in a cell• Express, how nutrients are replenished in the soil

Test – I	Content	Learning Outcomes
Ch.2 Nutrition in Animals	<ul style="list-style-type: none">• Different ways of taking food• Digestion in Humans• The mouth and buccal cavity• The stomach• The small intestine• Absorption in the small intestine• Large intestine• Digestion in grass eating animals• Feeding and digestion in amoeba	<p>Students will be able to:</p> <ul style="list-style-type: none">• Explain the meaning of holozoic nutrition• Identifies various parts of digestive tract in human such as buccal cavity, oesophagus, stomach and intestine etc.• List various steps of holozoic mode of nutrition• Name various organs of human and ruminant digestive system• Sketch human&ruminant digestive system• Explain the process of digestion in humans and ruminants e.g. Cow.• Process of digestion such as saliva breaks down starch into sugar in buccal cavity.• Digestive juices break down the proteins into simpler substances• Describe the feeding and digestion in amoeba<ul style="list-style-type: none">• Know about the different types of teeth and their functions

Test – I	Content	Learning Outcomes
Ch. 3 Fibre to Fabric	<ul style="list-style-type: none">• Natural Fibre• Synthetic Fibre• Animal Yielding Wool• Process of Wool Making• Life cycle of Silk Worm	<p>Students will be able to:</p> <ul style="list-style-type: none">• Classify wool as natural or synthetic• List the names of animal that yield wool• Explain the steps involved in the process from fibres to wool• Various animal fibres such as wool, silk• Describe complete life history of silk moth
Ch.8 Winds, Storms and Cyclones	<ul style="list-style-type: none">• Air exerts pressure• Air expands on heating• Thunderstorms and cyclones• How a thunderstorm becomes a cyclone?• Destruction caused by cyclones• Effective safety measures• Action on the part of the people	<p>Students will be able to:</p> <ul style="list-style-type: none">• Explain air exerts pressure• Name various examples of air expands on heating• Distinguish between thunderstorm and cyclones• Understand the destruction caused by cyclones• List the various effective safety measures

Term - I	Content	Learning Outcomes
Ch. 4 Heat	<ul style="list-style-type: none">• Hot and cold• Measuring temperature• Reading clinical thermometer• Reading laboratory thermometer• Transfer of heat• Conduction• Convection• Radiation• Kinds of clothes we wear in summer and winter	<p>Students will be able to:</p> <ul style="list-style-type: none">• Distinguish between hot and cold objects• Flow of heat such as a metal spoon becomes hot when kept in hot tea• Identify and read the temperature of clinical and laboratory thermometer• Understand the different modes of transfer of heat i.e. Conduction, convection and radiation• Illustrate sea breeze and land breeze with diagram• Know the different kinds of clothes we wear in summer and winter as per the climate
Ch. 5 Acids, Bases and Salts	<ul style="list-style-type: none">• Acids and bases• Natural indicators around us• Litmus• Turmeric• China rose• Artificial indicators• Methyl orange	<p>Students will be able to:</p> <ul style="list-style-type: none">• Distinguish between an acid and a base• Identify the given substance as an acid or a base• Nature of substances as acidic such as lemon, tamarind and basic such as baking soda, soap etc• Classify the natural and artificial indicators as per the colour given by an acid or a base

Term - I	Content	Learning Outcomes
	<ul style="list-style-type: none">• Phenolphthalein• Neutralization• Neutralization in everyday life	<ul style="list-style-type: none">• Explain the meaning of neutralization• Analyze the neutralization process in our day to day life• Apply learning of scientific concepts in our everyday life
Ch.14 Electric Current and its Effects	<ul style="list-style-type: none">• Symbols of electric components• Heating effect of electric current• Magnetic effect of electric current• Electromagnet• Electric bell	<p>Students will be able to –</p> <ul style="list-style-type: none">• Explain current• Draw the symbols of electric components• Understand the heating effect of electric current• Heating effect of electric current such as electric heater or iron becoming hot after switching on electric current• Explain the magnetic effect of electric current• Magnetic effects of electric current such as electromagnetic crane, electric bell• Express what is electromagnet• Sketch and explain the structure and working of electric bell

Term - I	Content	Learning Outcomes
Ch15 Light	<ul style="list-style-type: none"> ● Light travels along a straight line ● Reflection of light ● Characteristics of image formed by a plane mirror ● Playing with spherical mirrors ● Images formed by lenses ● Sunlight – white or coloured 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Reflection of light from mirrors such as plane mirrors, convex mirrors, concave mirrors ● Demonstrate that light travels along a straight line ● Explain reflection of light by a plane mirror ● List the characteristics of image formed by a plane mirror ● Name the various spherical mirrors ● Sketch the images formed by lenses ● Describe that white light splits into seven constituent colours
Ch 17 Forests: Our Lifeline	<ul style="list-style-type: none"> ● Types of Forests ● Importance of Forests ● Deforestation ● Afforestation 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Know about forest ● Forest as a resource, deforestation, soil erosion, various products obtained from forest ● Forest as a life line for the forest dwelling communities ● Understand the usefulness from forests ● Describe the effects of disappearance of forests

Complete Syllabus of Test-I + Subject Enrichment Activity will be conducted before Term I

Test - II	Content	Learning Outcomes
Ch 6 Physical and Chemical Changes	<ul style="list-style-type: none">• Physical changes• Chemical changes• Rusting of iron• Crystallization	Students will be able to : <ul style="list-style-type: none">• Explain the characteristics of physical changes and chemical changes• Distinguish between physical changes and chemical changes• Changes as physical and chemical such as dissolving sugar in water, setting of curd from milk etc.• Know about rusting of iron objects with chemical reaction• List the various methods to prevent from rusting• Describe the process of crystallization
Ch10 Respiration in organisms	<ul style="list-style-type: none">• Why do we respire?• Types of respiration• Aerobic respiration• Anaerobic respiration• Breathing	Students will be able to: <ul style="list-style-type: none">• Know, why we respire• Distinguish the types of respiration• Understand the concept of breathing• Sketch and explain the human respiratory system

Test - II	Content	Learning Outcomes
	<ul style="list-style-type: none"> • How do we breathe? • What do we breathe out? • Breathing in other animals • Breathing under water • Do plants also respire? 	<ul style="list-style-type: none"> • Describe the mechanisms of breathing • List various breathing organs in other animals • Explain the process of respiration in plants with well labeled diagram
Ch. 16 Water: A precious Resource	<ul style="list-style-type: none"> • How much water is available? • Forms of water • Ground water as an important source of water • Depletion of water table • Distribution of water 	<p>Students will be able to –</p> <ul style="list-style-type: none"> • Explain the different forms of water • Describe the ground water as an important source and its depletion and distribution • Understand the effect of water scarcity on plants
Ch. 18 Wastewater Story	<ul style="list-style-type: none"> • Water management • Effect of water scarcity on plants • Water, our lifeline. • What is sewage? • Water freshens up- An eventful journey • Treatment of polluted water • Waste water treatment plant • Better housekeeping practices 	<p>Students will be able to-</p> <ul style="list-style-type: none"> • Explain sewage and sanitation. • Describe the process of wastewater treatment plant. • Explain the sanitation program at public places.

Test - II	Content	Learning Outcomes
	<ul style="list-style-type: none"> • Sanitation and diseases • Alternative arrangement for sewage disposal • Sanitation at public places 	<ul style="list-style-type: none"> • Issues related to water management such as treatment of polluted water, arrangement for sewage disposal, sanitation at public places
Term - II	Content	Learning Outcomes
Ch 12 Reproduction in Plants	<ul style="list-style-type: none"> • Reproduction • Modes of reproduction • Asexual reproduction • Vegetative propagation • Sexual reproduction • Pollination • Fertilization • Fruits and seeds formation • Seed dispersal 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between the different modes of reproduction. • Explain the vegetative propagating methods in plants. • Sketch and explain the sexual reproductive parts of a flower. • Understand and express the types of pollination. • Describe the process of fertilization in plants. • List the various methods of seed dispersal.

Term - II	Content	Learning Outcomes
Ch 13 Motion and Time	<ul style="list-style-type: none">• Motion• Types of motion<ul style="list-style-type: none">✓ Slow or fast✓ Test or non-Test✓ Rotation or circular✓ Vibratory or oscillatory✓ Rectilinear or curvilinear• Speed• Uniform motion• Non-uniform motion• Measurement of time• Measuring speed• Distance time graph	Students will be able to : <ul style="list-style-type: none">• Differentiate between motion and speed• Distinguish between the various types of motion• Differentiate between uniform and non-uniform motion• Know about different ways of measuring time in ancient days• Plot the graph between distance and time and to evaluate speed
Ch 11 Transportation in Animals and Plants	<ul style="list-style-type: none">• Circulatory system<ul style="list-style-type: none">✓ Blood✓ Blood vessels✓ Heart✓ Heart beat• Excretory in humans• Transportation of substances in plants	Students will be able to: <ul style="list-style-type: none">• Distinguish between blood vessels• Name and write the functions of blood vessels• Sketch and explain the human circulatory system• Differentiate between heartbeat and pulse rate

Term - II	Content	Learning Outcomes
	<ul style="list-style-type: none"> • Transpiration 	<ul style="list-style-type: none"> • Explain the excretory system in humans with well labeled diagram • Understand the process of transportation in plants • Know the process of loss of water by leaves
Ch. 9 Soil	<ul style="list-style-type: none"> • Soil teeming with life • Soil profile • Soil types • Properties of soil • Percolation rate of water in soil • Moisture in soil • Absorption of water by soil • Soil and crops 	<p>Students will be able to :</p> <ul style="list-style-type: none"> • Name the various layers of soil profile. • List and explain the various types of soil. • Understand the properties of soil. • Explain the percolation rate of water in soil. • Describe the amount of moisture present in soil. • Express the absorption of water by soil.
Ch: 7 Weather, Climate and Adaptations of Animals to Climate	<ul style="list-style-type: none"> • Weather • Climate • Climate and adaptation • The polar regions • The tropical rainforests 	<p>Students will be able to :</p> <ul style="list-style-type: none"> • Distinguish between weather and climate. • Describe the characteristics of animals adapted to particular climatic conditions. • Explain the characters of polar region animals. • Express the characters of tropical rainforest animals.

Term - II	Content	Learning Outcomes
	<p>Complete Syllabus of Test-II +20% Syllabus from Term-I Ch1:Nutrition in Plants Ch2:Nutrition in Animals Ch. 5 Acids, Bases and Salts. (Subject Enrichment Activity will be conducted before Term II)</p>	

SOCIAL SCIENCE

Test- I	Content	Learning Outcomes
History Ch-2 New Kings and Kingdoms	<ul style="list-style-type: none">• The emergence of new dynasties• Administration in the kingdoms• Prashastis and land grants• Warfare for wealth• A closer look-The Cholas	Students will be able to- <ul style="list-style-type: none">• Describe the significant political, economic, social and cultural development and to relate India's part with contemporary developments in other parts of the world• Identify the dynasties that ruled India immediately after Harsha's death• Trace the patterns of political developments and military conquest• Rashtrakutas, Gurjara-Pratiharas, Palas, Cholas, etc.• Assess the impact of the Turkish invasion on India's history• Describe the splendour of the Chola kingdom with special emphasis on the administrative system

Test- I	Content	Learning Outcomes
Geography Ch- 2 Inside Our Earth	<ul style="list-style-type: none">• Interior of the Earth• Layers of the Earth• Types of Rocks and their uses• Rock Cycle• Minerals	Students will be able to- <ul style="list-style-type: none">• Identify the structure of the Earth• Differentiate between the different layers of the Earth• Analyse the layers and the components it is made of• Explain the rock cycle and the formation of different kinds of rocks• Identify the kinds of rocks and its usage
Civics Ch-1 & 9 On Equality & Struggles for Equality	<ul style="list-style-type: none">• Equal right to vote• Types of equality• Recognizing dignity• Equality in Indian Democracy• Civil Rights Movement• Reasons for inequality• Struggles for equality• Tawa Matsya Sangha• Indian Constitution –A living document	Students will be able to- <ul style="list-style-type: none">• Recognize that constitution of India protects equality• Explain that equality is a key feature of democracy and influences all aspects of its functioning• Analyse the real life situations to make inferences of the inequalities that continue to be practiced by various communities inspite of the provisions for equality in the constitution

Test- I	Content	Learning Outcomes
		<ul style="list-style-type: none"> • Learn about the ways based on democracy in which people have struggled against inequality • Demonstrate sense of a just society and strives for it
<p>History Ch-1 Tracing Changes Through A Thousand Years</p>	<ul style="list-style-type: none"> • The impact of geography on history • Historians and their sources • Sources of information for medieval history 	<p>Students will be able to-</p> <ul style="list-style-type: none"> • Identify and define the three periods into which the study of history is divided • Appreciate that different regions, people and communities had contributed towards the making of the history of mankind • Identity and describe the different sources of information for medieval Indian history
<p>History Ch-7 Tribes, Nomads and Settled Communities</p>	<ul style="list-style-type: none"> • Tribal societies in India • Tribal and nomadic • Sources of tribal history 	<p>Students will be able to-</p> <ul style="list-style-type: none"> • Understand that the history of one region or community cannot be presented as the history of the country • Identify the tribal and nomadic communities of India

Test- I	Content	Learning Outcomes
Geography Ch-1 Environment	<ul style="list-style-type: none"> • The Environment • Components of environment • The natural Environment • Human- made Environment • Ecosystem 	<ul style="list-style-type: none"> • Explain the contribution of adivasis to non tribal culture <p>Students will be able to-</p> <ul style="list-style-type: none"> • Distinguish between the different components of environment • Identify the elements that make up the natural as well as human made environment • Understand different names used for the subcontinent • Assess the causes of environmental degradation
Term - I	Content	Learning Outcomes
History Ch-3 The Delhi Sultans	<ul style="list-style-type: none"> • Finding out about the Delhi Sultans • From Garrison Towns to empire • Expansion of the Delhi Sultanate • Administration and consolidation under the Khaljis and Tughluqs 	<p>Students will be able to-</p> <ul style="list-style-type: none"> • Evaluate the cause that led to rise of the Muslim rule in India • Identify the different dynasties that had established their rule in India during the period of the Delhi Sultanate • List the prominent rulers of these dynasties

Term - I	Content	Learning Outcomes
	<ul style="list-style-type: none"> • The Sultanate in the Fifteenth and Sixteenth Centuries. 	<ul style="list-style-type: none"> • Analyse their political powers and weaknesses, their administrative reforms, development of art and architecture in this era, their achievements and their failures • Identify and explain the reasons that led to the downfall of the Delhi Sultanate and establishment of the Mughal Empire
<p>History Ch-4 The Mughal Empire</p>	<ul style="list-style-type: none"> • Who were the Mughals? • Mughal Military Campaign • Mughal traditions of Succession • Mughal relations with other rulers • Mansabdars and Jagirdars • Zabt and Zamindars • Akbar's policies 	<p>Students will be able to-</p> <ul style="list-style-type: none"> • Trace the political history of the 16th and 17th centuries • Discuss the impact of an imperial administration at local and regional levels
<p>Geography- Ch -3 Our Changing Earth</p>	<ul style="list-style-type: none"> • Lithospheric Plates • Endogenic and Exogenic forces • Volcano 	<ul style="list-style-type: none"> • Explain the dynamic nature of the Earth • recognize the changes and movements that constantly take place to change the face of the Earth

Term - I	Content	Learning Outcomes
	<ul style="list-style-type: none"> • Earthquakes • Work of a river • Work of sea waves • Work of ice • Work of wind 	<ul style="list-style-type: none"> • Identify the endogenic and exogenic forces and explain the impact on the changing face of the Earth • To develop sensitivity towards nature • Research, information and technology skills
Geography- Ch- 6 & 7 Natural Vegetation & Wildlife and Human Environment - Settlement, Transport & Communication	<ul style="list-style-type: none"> • Evergreen forests • Deciduous forests • Mediterranean Vegetation • Coniferous Forests • Grasslands • Transport • Communication 	<ul style="list-style-type: none"> • Explain the terms natural vegetation and wildlife • Identify the different types of natural vegetation • Analyse the importance of the different means of transport and communication
Civics- Ch-2 & 3 Role of Government in Health & How the State Government Works?	<ul style="list-style-type: none"> • Healthcare in India • Public and private health services • Healthcare and equality • State Government • MLA • Constituency 	Students will be able to- <ul style="list-style-type: none"> • Examine the functioning of the government at the state level • Understand the conditions and opportunities for making a living are not equally available to all

Term - I	Content	Learning Outcomes
	<ul style="list-style-type: none">• Vidhan Sabha and Vidhan Parishad• Working of the government	<ul style="list-style-type: none">• Gain a sense of the nature of decision making within state government• Evaluate the role of public and private healthcare facilities
History Ch- 5 & 6 Rulers and Buildings & Towns, Traders and Crafts persons	<ul style="list-style-type: none">• Engineering skills and construction• Building temples, mosques and monuments in Medieval India	<ul style="list-style-type: none">• Explain how and why architecture was used as a statement of power by the rulers of India• Compare the different architectural styles of medieval India, with emphasis on temples of different regions• Describe the varieties of monumental architecture, range of materials, skills and styles used and resources required for building works
Subject Enrichment Activity will be conducted before Term I + Complete Syllabus of Test I		

Test- II	Content	Learning Outcomes
<p>History Ch- 8 & 9-Devotional Paths to the Divine & The Making of Regional Cultures</p>	<ul style="list-style-type: none">• The idea of a Supreme God• Nayanars and Alvars• Philosophy and Bhakti• Saints of Maharashtra• Islam and Sufism• Religious developments in North India• Kabir• Guru Nanak Dev• The Rajputs and tradition of heroism• Story of Kathak	<p>Students will be able to-</p> <ul style="list-style-type: none">• Explain the message and beliefs of various Bhakti and Sufi saints• Recognize the need for such religious movements in today's society• Explain the teachings of Guru Nanak and Kabir• Provide a sense of development of regional cultures• Find out any dargah, gurudwara or temple associated with saints of the bhakti traditions in their neighbourhood

Test- II	Content	Learning Outcomes
Geography- Ch- 4 Air	<ul style="list-style-type: none"> ● Composition of the atmosphere ● Structure of the atmosphere ● Weather and Climate ● Temperature ● Air Pressure ● Wind ● Moisture 	<ul style="list-style-type: none"> ● Define atmosphere and its meaning ● Analyse the composition of the atmosphere and identify its different layers ● Differentiate between weather and climate ● Describe the factors that lead to heating of the Earth's atmosphere ● List the factors influencing atmospheric pressure ● Gain knowledge of different types of rains
Civics- Ch- 6 Understanding Media	<ul style="list-style-type: none"> ● Media and technology ● Media and money ● Media and democracy ● Setting agendas ● Need of advertisement ● kinds of advertisement 	<ul style="list-style-type: none"> ● Demonstrate through writings how media can facilitate interaction between the government and citizens ● Analyze media's role in providing information and creating public opinion ● Examine media ethics and accountability ● Recognize relationship between government and information ● Analyze the role of advertising ● Assess the interdependency between advertising and media

Test- II	Content	Learning Outcomes
Civics- Ch-4 & 5 Growing up As Boys and Girls & Women Change the World	<ul style="list-style-type: none"> ● Valuing housework ● Women's work and equality ● Learning for change ● Women's movement 	<ul style="list-style-type: none"> ● Analyse the division of society on the basis of gender ● Identify the discrimination based on gender ● Examine the various types of women's movement ● Express concern for gender related issues and react against unequal treatment
Term - II	Content	Learning Outcomes
History Ch 10-Eighteenth – Century Political Formations	<ul style="list-style-type: none"> ● Decline of Mughal Empire ● Emergence of new states ● The old Mughal provinces ● Watan Jagirs of the Rajputs ● The Sikhs ● The Marathas ● The Jats 	Students will be able to- <ul style="list-style-type: none"> ● Analyse the cause for the decline of the Mughal empire in the 18th century AD ● Relate the growth of regional kingdoms and provinces to the falling power of the Mughals ● Identify the regional kingdoms that broke away from the Mughal rule and give a brief description of the main ones ● Identify the new power groups such as Sikhs, Marathas and Jats Analyse the growth of the Marathas under the leadership of Shivaji

Term - II	Content	Learning Outcomes
Geography-Ch-5 Water	<ul style="list-style-type: none">• Water Cycle• Distribution of water bodies• Ocean Circulation• Waves• Tides• Ocean• Currents	Students will be able to- <ul style="list-style-type: none">• Analyse the importance of the water cycle• Describe the distribution of water on the Earth's surface and differentiate between fresh water and salty water• Develop an understanding to conserve water• Identify the movements noticed in the oceans as waves, tides or currents and explain how they form• Assess the uses of tides• Analyse the effects of ocean currents
Geography Ch-8-Human Environment Interactions –The Tropical and The Subtropical Region	<ul style="list-style-type: none">• Amazon Basin• Ganga –Brahmaputra Basin• Lifestyle• Climate• Vegetation and wildlife• People and their occupation	Students will be able to- <ul style="list-style-type: none">• Examine human interaction with the environment in the tropical and sub-tropical regions of the world• Analyse and differentiate the two regions on the basis of physical landscape, natural vegetation and wildlife, economy, culture etc• Assess the impact of development on the life of indigenous people.

Term - II	Content	Learning Outcomes
<p>Civics Ch - 7 & 8 Market Around Us & A Shirt in the Market</p>	<ul style="list-style-type: none"> • Weekly market • Shops in the neighbourhood • Shopping complexes and malls • Chain of markets • Market and equality • Putting out system • Garment factory 	<p>Students will be able to-</p> <ul style="list-style-type: none"> • Examine the term market and analyze the various processes and activities involved • Understand markets and their functions to everyday life , how it functions as a link between scattered producers and consumers • Differentiate between a wholesale market and a retailer and understand their roles • Identify the factors that determine people's choice of markets • Identify the stages of development of a product from a raw material to a finished good • Examine the role of different people and the different stages in the making of a shirt
<p>Geography- Ch-9&10 Life in Temperate Grasslands & Life in Deserts</p>	<ul style="list-style-type: none"> • The Prairies • The Velds • The Sahara • The Ladakh 	<p>Students will be able to-</p> <ul style="list-style-type: none"> • Examine the key features of a temperate grassland • Differentiate between the Prairies and Velds • Describe the difficult terrain and the extreme climate of deserts

Term - II	Content	Learning Outcomes
<p>Subject Enrichment Activity will be conducted before Term II + Complete Syllabus of Test-II +20 % syllabus from Term-I Ch-4 The Mughal Empire, Ch -3 Our Changing Earth Ch-2&3 Role of Government in Health & How the State Government Work?</p>		

SANSKRIT

Test - I	Content	Learning Outcomes
i Hkkx i kB&1 Hkkf"krkfu	'ykd k%	eW; , oa uhr 'ykd dk okpu dj d&A vfhku; {kerk dk fodkl gks d&A
i kB&2 n() % fou' ; fr	dgkuh	fgrk n' k dgkuh ds i pra= %dykva dks tku d&A i 'kq i f{k; ka ds ek/; e s h [k çkr dj d&A
i kB&3 Lokoyu	dgkuh	Lo; a dk; Z djus dh vksj vxz j gks d&A
0; kdj .k /kkrq i] 'kCn: i] %i rd vk/kkfjr 0; kdj .k% fDr; k; vksj dk; i =dA		0; kdj .k dk Kku i kr dj d&A
j pukRed vocks/kue- vu(Nn) i =] dkn		fopkj , oa turk dks e > d&A KkukRed cks/kkRed fopkj ka dks e > dj ys [ku dk; Z dj d&A
vi fBr vocks/kue- x ka k@i ka k		'kCn HkA/kj ea of) , oa fy [kus ds dks ky dk fodkl gks d&A
Term - I	Content	Learning Outcomes
x &i Hkkx %V&1 dk Ei w k i k B; Øe fgr% i k B&4 gkL; ckydfo Eesyue-	x &i	dfo& Eesy dks e > ks , oa gkL; j dks tku d&A

Term - I	Content	Learning Outcomes
i kB&9 foeku; kue~jp; ke%	i	fofHkUu vk/kfud vkokxeu ds l k/kuka l s i fj Hkæ. k djrs gq nfjæka ds n[kka dks nij djus dh Hkkouk dk fodkl A HkkoukRed dks ky dk fodkl A
i kB&5 i fMrk jekckbz	x	jekckbz ds thou&fp=. k dks l e>A
i kB&6 l nkpkj	x	l nkpkj i kB ds ek/; e l s 0; ogkj ddkyrk ds xq kka dks tku l dA
i kB&7 l dYi fl f) nk; d%	ukVd	Hkkjrh; n[h&n[orkvka ds ckjs ea tkurs gq n<+ l dYi l s fl f) i klr djuk l h[kA
i kB&8 f=0.k/ot%	l dkn	Hkkjrh; /ot dh tkudkj h i klr dj l dA n's k[æ dh Hkkouk dk fodkl , oajk"Vh; çrhd fpguka dks tkuus dh ftKkl kA
0; kdj .k /kkrq i] 'kCn: i %i d rd vk/kkfjr 0; kdj .k%		0; kdj .k dk Kku i klr dj l dA
jpukRed vocks/kue- vuP[Nn] i =] l dkn] dgkuh vkj fp= o.ku vkfnA		dYi uk' khyrk , oal 'tukRedrk dk fodkl gks l dA

Term - I	Content	Learning Outcomes
vi fBr vocks/kue- x k@i k		KkukRed] cks/kkRed fopkjka dks e>dj ys[ku dk; /dj d
fo'k'k &V\ V I dk i w k z i kB; ØeA fo" k; d/ku xrfrof/k Ve&1 ds i n z vk; kftr dh tk, xhA		
Test-II	Content	Learning Outcomes
i Hkkx i kB&12 fo k /kue-	'ykd	'ykdka dk okpu , oa vfhku; h[k d
x Hkkx i kB&10 fo'oc/koe-	x	, drk ds e; ka dks e> d
i kB&11 eok; ks fg nqt; %	dgkuh	eg] xBu snV dks thruK h[k, oa dgkuh dks jkd dks jkd <x s vkxs c<kuk h[k d
0; kdj . k /kkrq i] 'kCn: i %i rd vk/kkfjr 0; kdj . k%		0; kdj . k dk Kku i ktr dj d
j pukRed vocks/kue- vuPNn] i =] dn] vks] fp= o. k		fopkjRed ys[ku dk fodkl dj d
vi fBr vocks/kue- x k@i k		'kCn HkMkj ea of) , oa fy[kus ds dks ky dk fodkl gks d

Term-II	Content	Learning Outcomes
i Hkkx 1/15 LV&2 dk Ei wkz i kB; Øe fgr½ i kB&15 ykyuxhre-	'ykdK	i fgr dk fp=.k dj dA
x Hkkx i kB&13 vere- fgr	x	i fgr Hkk"kk dk egro e> dA
i kB&14 vukfjdk; k% ftKkl k	x	i puk& pukuk] çrfØ; k nuk] ppk] rd&ford] fparu vkfn dk dskya
0; kdj .k /kkrq i] 'kCn: i ½ rd vk/kkfjr 0; kdj .k½		0; kdj .k dk Kku i tr dj dA
jpukRed vocks/kue- vuPNn] i=] dkn] vk] fp= o.ku		fopkjRed ys[ku dk fodkl dj dA
vi fBr vocks/kue- x k@i k k		'kCn HkMkj ea of) , oa fy[kus ds dskya dk fodkl gks dA
1/1½ npi) % fou' ; fr dgkuh dk fp= , oa dFku pkVZ cukuk 1/2½ rr-i fyx fy[kukA		
1/1½ i kB&15 ykyuxhre-dk fp= o.kuA		
fo' k% & LV II dk iwz i kB; Øe \$ Vel I dk 20% \$ fo"K; d/ku xrfrof/k Ve&2 ds iwz vk; kftr dh tk, xhA		

FRENCH

Test-I	Content	Learning Outcomes
<p>Literature</p> <p>0. La France, qu'est-ce que c'est?</p> <p>1. La rentrée</p> <p>2. Les repas</p>	<ul style="list-style-type: none"> ▪ S'initier à la civilisation française ▪ Saluer ▪ Parler de la quantité ▪ Demander/donner des goûts et des préférences 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Site the history of the civilization of France ▪ Greetings in French. ▪ Speak and write about the quantity ▪ General knowledge based on France. ▪ Short role play on how to Order food in restaurant (in French)
<p>Grammar</p>	<ul style="list-style-type: none"> ▪ Les articles ▪ Les articles partitifs. ▪ Le verbe irrégulier ▪ Les adverbes de quantité ▪ remembre le dialogue pour ordre ▪ Les repas français 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Learn About The Usage Of The Articles ▪ Write And Use The Article Partitifs Through The Adverbs of Quantity ▪ Conjugate The All The Irregular Verbs ▪ Place order in restaurant in French. ▪ The names of the four meals of the day in French

Term-I	Content	Learning Outcomes
Literature 3. Ma maison 4. Une lettre de Rouen 5. La journée de Mme Lavigne	<ul style="list-style-type: none"> ▪ Décrire un lieu, un décor ▪ Écrire une lettre ▪ Décrire une ville ▪ Décrire la journée ▪ Dire l'heure ▪ parler des saisons 	Students will be able to: <ul style="list-style-type: none"> ▪ Describe a place ▪ Write a informal letter(three types) ▪ Describe city Indore ▪ Describe day ▪ Tell the time in French ▪ Speak about the seasons
Comprehension and writing skills	<ul style="list-style-type: none"> ▪ Unseen passage ▪ Write on a given topic 	Students will be able to: <ul style="list-style-type: none"> ▪ Comprehend the language ▪ Use the words they have learnt
Grammar	<ul style="list-style-type: none"> ▪ Les adjectifs possessifs ▪ Les chambres ▪ L'infinitif après un autre verbe ▪ Les verbes pronominaux 	Students will be able to: <ul style="list-style-type: none"> ▪ Name of animals in French. ▪ Use the adjective possessive ▪ Name the different rooms in a house ▪ Place an infinitive verb after another verb. ▪ Conjugate the pronominal verbs
Subject Enrichment Activity will be conducted before Term I + Complete Syllabus of Test I		

Test-II	Content	Learning Outcomes
Literature 6. Kalu est malade 7. Faire les courses	<ul style="list-style-type: none"> ▪ Interroger sur/parler de la santé ▪ Parler des achats ▪ L'Euro 	Students will be able to: <ul style="list-style-type: none"> ▪ Names of body parts ▪ Conversation between Doctor and patient. (Role play)
		Students will be able to: <ul style="list-style-type: none"> ▪ Speak and write about shopping ▪ understand the importance of the common currency «Euro»
Grammar	<ul style="list-style-type: none"> ▪ Trois formes d'interrogation ▪ L'interrogation negative et si ▪ Les animaux ▪ Les expressions avec «avoir» ▪ Les adverbes interrogatifs ▪ Les verbes «savoir» et connaître ▪ Les magasins et le marché 	<ul style="list-style-type: none"> ▪ Form the three types of questions ▪ Ask question in negative form ▪ Form expressions with the verb «avoir» ▪ Use the interrogative adverbs ▪ Conjugate the savoir and the connaitre verb ▪ Christmas Carole in French.

Term-II	Content	Learning Outcomes
Activity 8. M. Lavigne cherche un manteau 9. Allons à Paris 10. Les photos de Manuel	<ul style="list-style-type: none"> ▪ Faire des achats (suite) ▪ Parler des monuments et des magasins à Paris ▪ Localiser un endroit ▪ Parler des fêtes françaises 	Students will be able to: <ul style="list-style-type: none"> ▪ Different types of market in France ▪ Use words related to shopping ▪ Recognize famous monuments and Brand/shops of Paris. ▪ Speak about festivals of France
Comprehension Writing skills	<ul style="list-style-type: none"> ▪ Unseen passage ▪ Write on a given topic 	Students will be able to: <ul style="list-style-type: none"> ▪ Comprehend the language ▪ To use the words they have learnt
Term-II	Content	Learning Outcomes
Grammar	<ul style="list-style-type: none"> ▪ Les verbes en -ayer, -oyer, -uyer ▪ Les vêtements et les accessoires ▪ Les prépositions de lieu ▪ Les noms de pays ▪ Les adjectifs démonstratifs ▪ Les fêtes françaises 	Students will be able to: <ul style="list-style-type: none"> ▪ Conjugation of ayer, oyer, uyer verbs ▪ Name the different garments and accessories ▪ Tell the prepositions of places ▪ Name the different countries in French ▪ Tell the adjective demonstrative ▪ Name the different festivals of France.
Subject Enrichment Activity will be conducted before Term II + Complete Syllabus of Test-II <ul style="list-style-type: none"> ▪ +20 % syllabus from Term-I 		

COMPUTER

Test I	Content	Learning Outcomes
Ch-2 Function and Formula	<ul style="list-style-type: none">● Basic and Compound Formula in Excel● Using Formula on Text● Using Range in Formula● Cell Range● Types of cell reference● Cell Reference of another worksheet● Formula Errors● Functions● Common Function● Function Library● Managing Worksheet	Students will be able to <ul style="list-style-type: none">● Create formulas in Excel● Use of Range● Understand the Cell References● Use common function in Excel
Ch-3 Advance Features of Excel	<ul style="list-style-type: none">● Components of Chart● Creating Chart● Commonly used Chart Types● Formatting a Chart/Legend● Changing the scale of Life Skills and Value Axis● Formatting Data Series	Students will be able to <ul style="list-style-type: none">● Create and Format Charts

Test I	Content	Learning Outcomes
Ch-3 Advance Features of Excel	<ul style="list-style-type: none"> ● Inserting Picture ● Using Goal Seek ● Consolidation Data ● Grouping Worksheet 	<ul style="list-style-type: none"> ● Use the Advance Features of Excel
Term – I	Content	Learning Outcomes
Ch-4 Log on to Animate CC	<ul style="list-style-type: none"> ● What is Animation ● To Open Animate ● The Workspace ● Setting Document Properties ● Drawing an object and grouping outline with fill ● Applying Gradient Fill ● Creating a new Gradient ● Editing Objects ● Importing Graphics ● Animation in Flash ● Tint Tweening ● Creating a Simple Text Shape Tween 	<p>Students will be able to –</p> <ul style="list-style-type: none"> ● Set document properties animate CC ● Use gradient option
Ch- 5 Working with Layers	<ul style="list-style-type: none"> ● Selecting / Renaming a Layer ● Adding New Layers ● Changing the Order of Layers ● Hide and Show Layers 	<p>Students will be able to</p> <ul style="list-style-type: none"> ● Use Layer option

Term – I	Content	Learning Outcomes
	<ul style="list-style-type: none"> • Lock a Layer • Creating an animation with multiple Layers • Masking in Animate • Rotation with Masking Effect • Using Onion skin Tool 	<ul style="list-style-type: none"> • Use masking option • Apply Onion skin tool <p>Learning Skills-</p> <ul style="list-style-type: none"> • Use of Different types Tools
+ Complete Syllabus of Test-I + Introduction of C++ Programming		
Test – II	Content	Learning Outcomes
Ch-6 Introduction to Python	<ul style="list-style-type: none"> • Introduction to Python • Installing Python • Components of Python window • Variables in Python • Working in Script Mode • Data Types • Basic Data Types in Python • Input() Function 	<p>Students will be able to –</p> <ul style="list-style-type: none"> • Understand Python, Python Window, Variables in Python <p>Learning Skills-</p> <ul style="list-style-type: none"> • Use of Python Window
Ch-7 More on Python	<ul style="list-style-type: none"> • Types of Operators in Python • Operator Precedence • Algorithm • Flowchart • Conditional Statements in Python 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Use the Operators in Python

Test – II	Content	Learning Outcomes
Ch-7 More on Python	<ul style="list-style-type: none"> • Types of Control Structures • Conditional Statements if, if...else, and if..elif...else 	<ul style="list-style-type: none"> • Use the control Structures and conditional statements
Term – II	Content	Learning Outcomes
Ch-8 More on CSS3 (Cascading Style Sheet)	<ul style="list-style-type: none"> • Inline Style • Text Properties • Font Properties • Margin Properties • Border Properties 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Use different types of Properties to create web pages
Ch-9 Using Lists and Tables in HTML 5	<ul style="list-style-type: none"> • Lists • Ordered List • Unordered List • List Properties • Description List • Tables • Table Properties 	<p>Students will be able to -</p> <ul style="list-style-type: none"> • Use different tags of list to create web page • Create a table in web page
+ Complete Syllabus of Test-II + 15 % Syllabus from Term-I (Ch-4 Log on to Animate CC and Ch- 5 Working with Layers)		

GENERAL KNOWLEDGE

Term I	Learning Outcomes	Term II	Learning Outcomes
Ch.1- Hello India Ch.2- Indian States and Union Territories Ch.3- Presidents of India Ch.4- Vice- Presidents of India Ch.5-Prime ministers of India Ch.6- Major Indian Awards Ch.7- Travellers Ch.8- All time great Personalities of India Ch.9-Timeline of India Ch.10- Timeline of the World Ch.11-Capital, Cities and Currencies Ch.12- India's Superlatives Ch.13-World's Superlatives	<p>Students will be able to.....</p> <ul style="list-style-type: none"> ● Identify National symbols and their importance ● Name the Indian states and Union Territories ● Recognise Indian Presidents, Prime ministers and Vice-Presidents ● Discuss about different Awards ● Aware about Indian Musicians and Poets ● Correlate the Historic Events 	17. Official Residences 18. Most Visited Places in the World 19. World Famous Personalities 20. Newspapers 21. Abbreviations 22. Logos 23. Professionals 24. Branches of Knowledge 25. All purpose Terminology 26. Discoveries and Inventions 27. Galaxies 28. Tribes 29. Musical Instruments 30. Indian Sports	<p>Students will be able to.....</p> <ul style="list-style-type: none"> ● Identify official residences ● Know about the places of the world ● Recognize famous personalities ● Discuss about the various newspapers ● Aware about the abbreviations ● Know the logos and their purpose ● Recognize the professionals ● Discuss the different branches of knowledge

Term I	Learning Outcomes	Term II	Learning Outcomes
Ch.14- Animals' Facts Ch.15-Fast Facts Ch-16-Handicrafts	<ul style="list-style-type: none"> • Know about largest smallest • Aware about Animals • Become socially aware • Inculcate the habit of reading and hearing news • Increased IQ Level • Correlate the Historic Events • Create General Awareness 	31.Sports and Games 32.Sports Terms Current Affairs	<ul style="list-style-type: none"> • Knowledge about the terms • Aware about discoveries and Inventions • Create general awareness about music and sports
Exercise – 1,2,3 & 4 + Current Affairs		Exercise - 5, 6, 7, 8 + 20% of Term I syllabus	

Term – I	Content	Learning Outcomes
U-4 Creative Thinking	<ul style="list-style-type: none">• In the Creative List• Rack Your Brain	Students will be able to <ul style="list-style-type: none">• Think creatively.• Support their answer and be curious about it.• Use their imagination to generate ideas.
U-5 Effective Communication	<ul style="list-style-type: none">• Asking Questions• Contribution in Group Conversations• Good Listening	Students will be able to <ul style="list-style-type: none">• Ask questions as an important step to practicing good listening.• Identify reasons and advantages of participating in group discussions.• Recognise the qualities of a good listener.
U-6 Interpersonal Relationships	<ul style="list-style-type: none">• Appreciating others• Friendship Recipe• My Special Greeting Card	Students will be able to <ul style="list-style-type: none">• Evaluate the effect of appreciating others in terms of building relationships.• Recognise the qualities of good friendship.• Learn the importance of relationship in life.

Term – II	Content	Learning Outcomes
U-7 Managing Emotions	<ul style="list-style-type: none"> • Managing Anger • Ways of Managing Emotions • Emotion Flashcards 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Manage anger that leads to stronger relationships. • Use healthy ways of managing emotions. • Express their emotions appropriately.
U-8 Coping with Stress	<ul style="list-style-type: none"> • Stress Snap • Progressive Muscular Relaxation (PMR) 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Use positive ways of coping with stress. • Use the technique of deep muscle relaxation.
U-9 Empathy	<ul style="list-style-type: none"> • Patience is a Virtue which is often Rewarding • Treat Others the Way you Want to be Treated- Show Respect 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Understand about the needs of other beings. • Develop the virtues of patience and tolerance. • Practice respectful behaviour.
U-10 Decision Making U-11 Problem Solving	<ul style="list-style-type: none"> • I can Decide! • Decision Making Wheel • Puzzles and Teasers • Birthday Line-up • Addressing Conflicts 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Make wise decision using the decision making process. • Make effective use of decision making wheel. <p>Students will be able to</p> <ul style="list-style-type: none"> • Explore puzzles as an effective way of practicing problem solving skills. • Use effective ways of solving problems.

ART & CRAFT

Term -I	Term-II
Tie and Die *Different clothes will be coloured with natural dye	Looking Mirrors *Designing colourful mirror frames
Jute Art *Making articles of daily use by using Jute	Decorative Vase *Different shapes of vases with unique decoration
Mix Media *Show pieces using different mediums of art like stamping, stencils Etc	Dining Mates *Designer Dining mates for dining table
Ocean Pouring Art * Learning use of acrylic colours to form fluid art	Bottle Decoration *Designing bottles of different sizes & shapes using paints & other accessories

DRAWING & SKETCHING

Term-I	Term-II
<p>OBJECT BASED-</p> <ul style="list-style-type: none">• Drawing of objects like bottles, pots, keys, spoons etc. and their arrangement• Still life drawing of pots, utensils, books etc.	<p>TRADITION BASED-</p> <ul style="list-style-type: none">• Drawing of festivals like Dussehra, Diwali, Christmas etc.• Draw and develop designs for folk art
<p>PEOPLE BASED-</p> <ul style="list-style-type: none">• Drawing and colouring of basic of human figure• Drawing of group of human figures involved in different activities	<p>ENVIRONMENT BASED-</p> <ul style="list-style-type: none">• Nature studying and drawing trees, birds and local surroundings• Scenery drawing of hill stations, seaside, deserts, villages, cities etc. <p>EXPERIENCE BASED-</p> <ul style="list-style-type: none">• Create and paint modern art using basic elements

VOCAL MUSIC

Term I	Term II
<ul style="list-style-type: none">• Definition and introduction of music• Om Chant, kharaj ka riyaz, vowels practice• knowledge of Saptak and practice• Alankaar 1 to 10 in aakaar• 10 thaat introduction and practice bilaaval, kalyaan, bhirav, bhairavi thaat• Basic knowledge of taal and practice teental, dadra, keharwa taal	<ul style="list-style-type: none">• Raag Yaman introduction and alankaar 1 to 10• Raga Bhupali, aaroh avroh pakad, saragam geet ,bandish, taan tarana• Folk song, patriotic song, devotional song, moral songs practice• Practice with mike ,solo singing demonstration by children in class• Prepare Indian Folk Song

INSTRUMENTAL MUSIC (STRING)

Term-I	Term-II
<p><u>For Beginners :</u></p> <ul style="list-style-type: none">• Theory of Notation• Basic finger Practice on Guitar & Keyboard• Introduction of Scale & Scale practice on Guitar & Keyboard• Preparation for Assembly Prayers & Songs <p><u>For Advance :</u></p> <ul style="list-style-type: none">• Scales practice with both hands on Keyboard• Chords changing patterns on Guitar	<p><u>For Beginners :</u></p> <ul style="list-style-type: none">• Major & Minor Scales on Guitar & Keyboard• Introduction of Chords on Guitar & Keyboard• Major & Minor Chords on Guitar & Keyboard• Accompanying Songs with Rhythm• Preparing for Presentation & Annual Function <p><u>For Advance :</u></p> <ul style="list-style-type: none">• Chords with both hands on Keyboard.• Implementation of Chords in songs on Guitar

INSTRUMENTAL MUSIC (RHYTHM)

Term-I	Term-II
<p><u>For Beginners :</u></p> <ul style="list-style-type: none">• Knowledge of instruments and their organs• Basic exercise of hand control, finger control and stick control• Introduction of rudiments for hands and sticks• Recognition of different tones• Basic patterns of Slow Rock , Waltz and Disco.• Introduction of Paradiddles <p><u>For Advance :</u></p> <ul style="list-style-type: none">• Advance exercises for Hand, Stick & Finger Control• Advance rudiments for hands and sticks• Improvisations of Slow Rock , Waltz and Disco	<p><u>For Beginners :</u></p> <ul style="list-style-type: none">• Introduction of North Indian Style Syllable Structure (Theka of Taal's)• Introduction of Carnatic Rhythm Style• Improvisation of Peradiddles• Revision of previous exercises <p><u>For Advance :</u></p> <ul style="list-style-type: none">• Implementation of Pickups & Fills in Patterns of different time signature• Accompanying with songs & other Instruments• Revision of previous exercises

DANCE

Term-I	Term-II
<ul style="list-style-type: none">• Knowledge of two 'Nayan Bheda', Shiro Bheda and Greeva Bheda• Introduction and basic knowledge of one 'Amad' and its practice• Introduction to 'Samyukta' and 'Asamyukta' hasta mudras• Knowledge of Tatkar• Learning of Folk Dances• Making a chart on different dance forms	<ul style="list-style-type: none">• Introduction of different forms of 'Abhinay'• Introduction of Semi Classical Dance• Introduction to one 'Gata Nikasa' and its features• Practicing different Todas• Learning of Folk Dances• Making a chart on different dance forms

SWIMMING

Term – I	Term II
Introduction of swimming - general rules & safety measures	Various styles of races
General & Specific Warm-Up	Team Relay Competition practice
Terminologies :-leg action, floating , breathing, body balancing in water	Officiating. (different types of whistle styles, start)
Technique: - free style, back stroke, breast stroke, butterfly stroke, start & turning practice.	Practice session with complete first aid session

BASKETBALL

Term - I	Term – II
Rules and regulation (Basic theory) of basketball game, different types of whistblower (short, long, double).	Type of pass with ball Both and one hand pass, standing and running position pass, chest pass, bounce pass, over head pass, three man pass, figure of eight pass,
Warm up exercise, stretching, running and conditioning drills, sprint, back running, shuttle run, zigzag running	Layup shot, Basket shot, Shooting practice
Ball holding, standing position dribble, walking and running dribble, low dribble and change of hand	Practice of offence Practice of defense Match practice

VOLLEYBALL

Term-I	Term-II
Introduction of game & general rules	Defensive:- Blocking, Eliminating threat of attack, Judgment of flight of ball & movement
General & Specific warm-up	Various kinds of attack:- drop the ball
Measurement of volleyball play filed	Team work:- build up competition
Attacker:- control, range of shots, speed, accuracy	Officiating & Coaching
Terminologies:- underarm serve, over arm serve, forearm pass, upper hand pass, forward & backward lifting of the ball	

SKATING

Term – I	Term - II
Introduction of skating & general rules	Various types of races:- R1,R2,R3.
General & Specific Warm-Up	Team Work on field & off field :- Competition Level
Measurements of the skating track.	Officiating. (different types of whistle styles
Terminologies :- Walking , Rolling, Breaking, Side Pushing, Turning, Crossing , (Roll Ball)	Match Practice
Technique :- Over Lapping,, Breaking , Start, Finish	

KHO-KHO

Term-I	Term – II
Introduction of game & General rules	Various kinds of attack sitting
General and specific warm-up	Team work – build up competition.
Measurement of kho-kho field	Officiating & coaching
Terminologies- chain kho, pole dive , fielding defense	
Offensive technique – pole turning, tapping shoulder , zig-zag running ,3-4-6 running	

BADMINTON

Term I	Term II
Introduction of badminton & general rules	Repetition of various styles of attacks (back hand ,overhead,& net)
General & Specific Warm-Up	Team work: - build up competition level for doubles and single.
Terminologies :-gripping of racket & foot work	Practice of term 1
Various styles of attacks (back hand ,overhead, net, Forehand & smashing)	