# THE BGES SCHOOL (ICSE)

## 12B Heysham Road,


## Kolkata - 700 020

# SECONDARY

# SYLLABUS

## SESSION : 2017 - 2018

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## English I

**1st Term**

1. Types of Sentences
2. Parts of a Sentence
3. Articles
4. Nouns
5. Singular and Plural
6. Tenses
7. Verbs
8. Adverbs
9. Word Order
10. Countable and Uncountable Nouns
11. Gender
12. The Phrase

**2nd Term**

13. Punctuation
14. Adjectives
15. Degrees of Comparison
16. Sound words: usage.
17. Verbs and their Objects
18. Prepositions
19. Pronouns
20. Conjunctions
21. Interjections
22. Possessives
23. Subject and Predicate

**Creative Writing / Activities.**

1. Introduction to simple Formal letter writing.
2. Comprehension.
3. Descriptive composition.
4. Narrative composition
5. Informal Letter writing.

**Teaching Points and Learning Objectives**

**Writing Practice**

By this time the children will have obtained some skill and fluency in writing, but nevertheless oral work should still form an essential prelude to written work. Children can be given more definite work.

**Descriptive**

1. Writing descriptions of various events held in School
2. Describe something seen eg. a bird's nest; an unusual bird, a tree.
3. Describe: a visit to the some place.
4. Visit to a historical monument in your city.

**Narrative**

1. Any incident.
2. My first visit to the dentist.

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3. An accident.
4. A quarrel.
5. An adventure (clues given eg. my cycle brakes failed/had a puncture etc.)

**Exposition**

1. How to choose good mangoes/guavas etc.
2. How to look after a pet.
3. How to arrange a party.
4. How to arrange a picnic.
5. How to clean my room.

**Letter Writing**

1. Accepting an invitation to a friend's party.
2. Refusing an invitation to a friend's party.
3. A letter to your teacher requesting permission to leave school early.
4. A letter to an editor asking for a magazine subscription.
5. A letter for your uncle/aunt describing your school.

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## English II

**1st Term**

1. Sinbad the Sailor
2. The Pied Piper of Hamelin
3. *Fairies*
4. Maggie Runs Away
5. Homesickness
6. *My Shadow*
7. Tina Learns a Lesson
8. Hero
9. *Break, Break, Break*

**2nd Term**

10. Grandfather's Many Faces
11. The Spider Comes into Being
12. *The Plaint of the Camel*
13. Just Desserts
14. The Victory That Made History
15. *Clouds and Waves*
16. Doctor Dolittle
17. The Unforgettable Adventure (play)
18. *The West Wind*

**Note : In Eng 2 Syllabus, words in Italics indicate poems**

**Teaching Points and Learning Objectives**
**Criteria of Good Handwriting**

1. It should be distinctive – each letter should have a characteristic of its own.
2. It should be simple with no unnecessary flourishes.
3. Letters and words should be evenly spaced, neither too far apart nor crowded together.
4. There should be uniformity in size of letters, spacing, alignment and direction of slant.
5. The script should be such that it can be executed at a reasonable speed. It should not be laboured. It must however be emphasized that speed should not be aimed for in the earlier stages of writing. It should be kept in mind as a goal to be achieved by older pupils.

**Spelling**

1. Direct the children's attention to the appearance; sound and structure of the words and to irregularities among the words and so help them to acquire a feel for the underlying rules of spelling.
2. Give children a lot of practice so that good spelling becomes habitual and automatic.
3. Help pupils develop strategies for discovering correct spelling when they are in doubt. Help them in the correct use of the dictionary for this purpose.
4. Effective teaching of spelling must be geared to individual needs. Each child will have different needs and teaching spelling to a class as a whole or from word lists may not always be a satisfactory answer to individual problems. The pupil needs to practice those words, which he himself spells incorrectly.

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**Compilation of Dictionaries**

1. One-way of creating an interest in spelling is to encourage pupils to compile their own dictionaries. The dictionary of each pupil will consist of words which he has used in writing work, or which he has mis-spelt. It should also include words which have aroused his interest and which he has come across in reading and which he would like to use.
2. Teachers can help their pupils to increase the vocabulary in their dictionaries by going through written work carefully and compiling lists of words, which are most commonly used in the class. To this may be added lists of words, which are commonly mis – spelt.
3. The active (writing) vocabulary given in **Appendix II** is to be used as a "check" list. It should be regarded as the writing vocabulary to be acquired by the end of Standard V.

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## 2nd Language - HINDI

### 1ST TERM
### GUNJAN HINDI PATHMALA-5

1) Hum Kuch Kar Dikhlayenge
2) Bhiksha Patra
3) Sangeet Samrat Tansen
4) Sacchi Jeet
5) Ek Boond
6) Abraham Lincoln
7) Cricket ka Khel
8) Apna Sthan Swayam Banaye
9) Ek Samay Ek Gaon Mein
10) Suman Ek Upawan Ke

### PRACHI HINDI VYAKARAN EVAM BHASHA BODH-5

1) Bhasha Aur Vyakaran
2) Varna Vichar
3) Vartani Shudh Karo
4) Sangya
5) Ling
6) Vachan
7) Sarvanam
8) Anek Shabdon Ke Liye Ek Shabad
9) Vipreet Arth Wale Dhabad
10) Letter Writing
11) Essay Writing
12) Unseen Passage
13) Story Writing

### 2ND TERM
### GUNJAN HINDI PATHMALA-5

1) Mahadani Karna
2) Rakt Ki Kahani
3) Chota Jadugar
4) Surajkund Ka Mela Dohe
5) Dohe
6) Dani Pedh
7) Insaan
8) Jhansi Ki Rani
9) Prayashchit

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**PRACHI HINDI VYAKARAN EVAM BHASHA BODH-5**

1) Visheshan
2) Kriya
3) Kaal
4) Viram Chinha
5) Karak Ka Samanya Parichay
6) Paryayvachi
7) Samandarshi Bhin Arth Wale Shabad
8) Muhavare
9) Letter Writing
10) Essay Writing
11) Unseen Passage

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## 2nd Language - BENGALI

Grammar
1) Bhasha
2) Saroborna 0 Banjanbarno
3) Shabdo , pad and Bakya
4) Uddayasha and Bedaho
5) Padh parechai (Bishasya , Bishasan,Sarbonam,Abbey,Kria)
6) Sandhi

Patra likhan – Byaktigat
Anuched
Bodh parakshan

Sahitya Path – Galpo
1) Sriramkrishna
2) Sonakhalir rather mela
3) Kalketu o Phullara
4) Jati bicher
5) Chiattarer Mannanter

Sahitya Path – Kabita
1) Kajadidi
2) Gandhabicher
3) Sabar ami Chatra
4) Bango Basha
5) Sankalpo

Galpo Sankalan
1) Vagya ganana – Abonindanath Thakur
2) Lalur patha bali – Sarat Chandra Chattapadhaya
3) Sabha kabi – Sailojananda Mukhopadhya
4) Amer kushi – Bibhuti bhushan Bandhapadhaya
5) Mama dadur ghorabaje – Lila Majumder
6) Lucknowte Faluda – Satyajit Roy
7) Atapurer dayta – Shirshendu Mukhopadhya
8) Rajar bari cithi – Nikhel Chandra Sarkar

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## 3rd Language – Bengali

**1st Semester**

Sahaj Bagla Path – Prabeshika – 1
1-38 Pata
Aami Likhi – 1- 24 Pata
Chabir sathe Aksher parechai
Sahaj Bakya rachana

**2nd Semester**

Sahaj bangle Path – Probesika-1
Pata 39- 64
Aamilikhi – 25-48 Pata chabi Sohojoge Aksher Parechai
Sahaj Bakya rachana

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## 3RD Language - GUJARATI

### 1ST TERM

1) Revision of Swar and Vyanjan
2) Barakhadi
3) Revision of all the Matras
4) Two and Three Letters Words
5) Numbers – 1 to 20 in Words
6) Prathana – Ame to Tara
7) Poem :- 1.Varsad
8) Prose :- 1. Gopal Bhai 2. Pankhio
9) Samanaya Gyan

### 2 ND TERM

1) Poem :- 1. Vadari 2. Meghraja
2) Prose :- 1. Madhmakhi 2. Narmada
3) Vyakaran
4) Conversation
5) Samanaya Gyan
6) Genaral Question & Answer

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## Mathematics

1. Numbers
2. Operations on large numbers
3. Basic geometrical concepts
4. H.C.F. and L.C.M.
5. Fractions
6. Angles
7. Construction of angles using protractor
8. Construction of angles using ruler and compasses only
9. Simplification of numerical expressions
10. Roman numerals
11. Decimals
12. Average
13. Integers
14. Ratio
15. Percentages
16. Profit and loss
17. Triangles
18. Simple Interest
19. Measurement of length, mass and capacity
20. Areas
21. Approximation
22. Unitary Method
23. Circles

**Teaching Points and Learning Objectives**

1. Understanding whole numbers and numerals
2. Review – 0 to 999999 whole number system extended up to a hundred million or 10 crores; can read and count and expand numerals up to hundred million or 10 crores and can match numeral and number name.
3. Through expanded notation can state the place value of a digit in a numeral from 10 – 100000000 and can distinguish between the place value and face value of the digit.
4. Arranges 7,8, or 9 – digit numerals, given in periods of 10, in ascending and descending order and gives their number names in two ways.
5. Identifies the numeral/numerals before, after or between any numeral/numerals between 1000000 and 100000000: can identify the greatest or least from a set of 7 – digit or 8 – digit or 9 – digit numerals.
6. Compare the numbers from 1000000 to 100000000 using the signs < or > and the sign=.
7. Review section 1.4.6. of class 4; can factorize a composite counting number and express it in index notation; calculates H.C.F. and L.C.M. of 2 or 3 numbers using factors and multiples.
8. Ability to Add, Subtract, Multiply, Divide whole numbers. (Expect division by Zero.)
9. Adds two or three 7 – digit, 8 – digit or 9 – digit numbers without carrying and the sum not exceeding 100000000; reads and writes the number name for the sum.
10. Adds two or three 7 – digit, 8 – digit or 9 – digit numbers with carrying provided the sum does not excee100000000.
11. Solves 1 – 2 step environmental /daily life problems on addition.
12. Can subtract using 7 – digit, 8 – digit or 9 – digit numbers without giving or breaking up.
13. Can subtract using up to 9 – digit numbers with giving or breaking up.
14. Can solve environmental /daily life problems involving the subtraction skills.

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15. Can solve environmental /daily life problems involving the addition or subtraction skills.
16. Can multiply without carrying, product not exceeding 10 million.
17. Can multiply without and with carrying, the product not exceeding 10 million.
18. Can solve 1 – step environmental/daily life problems involving the multiplication skills.
19. Can divide without or with giving or without or with remainder, the dividend not exceeding 10 million; can multiply and divide using factors; can factorise a composite number, build a factor tree: can express a composite number as a product of prime numbers/factors using index notation and can find H. C. F. and L. C. M. using factors.
20. Can solve 1 step environmental/daily life problems using the division skills.
21. Can solve 2 – step problems involving multiplication and division using the skills.
22. Can solve 2 – step problems within the limits set for class 4 except that the sum, product and dividend should not exceed 9000.
23. Ability to use Fractions, Decimals, Ratio, and Percentage, Profit, Loss and Interest, Integers, Fractions

**Fractions**

1. Can identify a unit fraction, proper fraction, improper fraction and mixed numbers; demonstrates understanding of equivalent fractions of a given fraction (Denominator $\leq 20$).
2. Can reduce a fraction to its lowest terms; compare two or more fractions.
3. Can add and subtract two fractions with (i) like denominators and (ii) unlike denominators; can multiply and divide a fraction by a counting number and multiply by zero; mental work for simple cases.
4. Can add more than two fractions and mixed numbers with like and unlike denominators; can subtract two fractions or mixed numbers with like and unlike denominations.
5. Can multiply two fractions or mixed numbers; demonstrates understanding of the reciprocal of a fraction; divide one fraction or mixed number by a counting number or another fraction or mixed number,
   denominator $\leq 20$.
6. Can solve daily life problems involving addition, subtraction, multiplication and division of fractions or mixed numbers.

**Decimals**

1. Demonstrates understanding of and use of decimals up to 2 decimal places concretely through money and the metric units of measure.
2. Can compare decimals up to 2 decimal places and arrange decimals in ascending and descending order.
3. Can add and subtract decimals up to 2 decimal places (i) without carrying or giving and (ii) with carrying or giving.
4. Can multiply a decimal by a counting number the decimal not exceeding 2 decimal places; can multiply a decimal (one or two places) by 10 and 100; can divide a decimal up to 2 decimal places by a one digit or 2 – digit counting number, quotients having up to 2 decimal places and exact division only. Can divide a decimal by 10, quotient not exceeding 2 decimal point.
5. Can solve daily life problems involving the multiplication and divisions.

**Ratio and Percentage**

1. Demonstrates understanding and use of ratio as a way of comparing two quantities; can simplify a ratio Demonstrates understanding of a percent ( < 100%) as parts of a hundred; can express a fraction (denominator a factor of 100) as a percent and then as a decimal (using square divided into 100 parts); can convert a percent into a decimal and into a fraction in lowest.
2. Demonstrates understanding of a percent ( < 100%) as parts of a hundred; can express a fraction (denominator a factor of 100) as a percent and then as a decimal (using square divided into 100 parts); can convert a percent into a decimal and into a fraction in lowest terms; decimals as percents and certain

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fractions as percents. as the ability to work with percents in daily life problems involving money, time and metric units of length, weight and capacity

**Profit, loss and Interest**

1. Demonstrates understanding of the terms 'Profit' and 'Loss', can express Profit/Loss as a percent of the Cost Price; can calculate the Profit/Loss given the cost price and percentage profit/loss.
2. Understand the meaning of the terms 'Simple Interest' and 'Principal' and can calculate the simple interest given the Principal, Time and Rate of Interest per year.

**Integers**

1. Demonstrates understanding of integers through concrete situations and through movement on the number line and by reflection in zero on the number line; can add two integers by movement on the number line.
2. Demonstrates understanding of the term 'opposite' as applied to integers and of the term **absolute value** can express a subtraction sentence involving integers as an addition sentence and solve the addition sentence to solve the Subtraction.

**Roman Numerals**

1. Understands the meaning of the symbols L,C,M and can write the Roman numerals for 1 – 200 and reversely.
2. Ability to use and solve daily life problems, relating to Money, Time and Units of Length, Mass (weight) Capacity, Area

**Money**

Solves simple money problems including ratio, profit, loss, percentage and interests as in 3.5.10 to 3.5.15.

**Time**

Can calculate the simple interest for a given number of years.

**Length**

Understands the meanings of the pre-fixes milli-, centi-, deci-, deca-, hector-, and kilo- and can use the corresponding units of length in conversion, addition, subtraction, multiplication and division problems.

**Weight (Mass)**

Understands and uses the metric units quintal, kilo hector, deca, gram, deci, centi, and milli in conversion, addition, subtraction, multiplication and division (exact) and daily life problems using what has been learnt.

**Capacity**

Can solve problems including daily life problems involving the use of standard units (ml, cl, dl, l ) in conversion, addition, subtraction, multiplication and division.

**Area**

Can use formulae to find the area of a rectangular or square region; can use cm- square paper to find the area of a triangle; can calculate the area of shapes formed from rectangles and squares in $cm^2$, $m^2$ and $km^2$.

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# History

1RST TERM

1. Communications
2. Ideas, Inventions and discoveries
3. Effects of Modern Lifestyles
4. The United nations
5. Heritage of India
6. Ancient Civilizations

2nd TERM

7. India-the Land of Diversity.
8. Religions in India
9. The coming of the British
10. Indian's Freedom struggles
11. Rights and Duties
12. Indian Governments and Elections

**Teaching Points and Learning Objectives**

**Understanding change**

**Communications** – from ancient to modern times – e.g. runners pigeon post, postal service, newspapers, telephones, telegraph, radio/TV, satellite communications, computers, Internet. The manner in which they have changed our lives.
**Inventions That changed our lives** – Inventions those have remarkable changes – e.g. paper, Telephone, motorcar – to be dealt with interesting facts.
**Modern lifestyles** – Changes positive and negative – Role of an individual and Groups – Need for World Organization/UNO
**Sources of History**-Important sources of History/Main periods of History-Relevance of written documents
**Culture and Heritage of India** – specify culture/ difference with Heritage and it's types ….. find out related anecdotes….how important to value and to preserve the heritage-World heritage Sites.
**India the Land of Diversity**- India is diverse-coming of Aryans-Land of Unity
**Why The British came to India** – Differentiate between visitors and Invaders-India as Trader's delight-incoming of different European Countries-Colonization-The First War of Independence-age of Awakening.
**Call For Freedom** Foundation of Indian National Congress-Objectives-Preparation for armed revolution-Gandhian Movement-Subhash Chandra Bose-India gets Independence.
**Rights and Duties** –relationship between rights and Duties-Role of Good Citizens-Concept on Civic Sense-significance of 'public services' and its maintenance.
**Elections and Governments**- Government of India-It's Organs-Election process and it's significance

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## Geography

**First Term**

1. The Movement of the Earth
2. Seasons
3. World Geography
4. Hot Zone
5. Temperate Zone
6. Imaginary Lines
7. Frigid Zone

**Second Term**

1. The Natural Wealth of India
2. India's Wet Wealth
3. Buried Treasure
4. Green Earth
5. Living Planet
6. Our Earth – Small Planet
7. A Precious Planet
8. Staying Connected

**Map Marking:**

1. World Map (the continents and the oceans)
2. River Map of India

**Project:**

1. Seasons
2. India's Wet Wealth.

**Teaching Points and Learning Objectives**

**Our country – The land**
Using maps seen in newspapers and elsewhere, showing rainfall or other data like agriculture, minerals etc.

**The world**
**Movements of the earth** – rotation and revolution.

1. Day and night
2. The seasons – to be very briefly explained.

**Climate and the way we live**
Climate affects the natural vegetation, flora and fauna and the life styles of people. Any two examples may be selected from these areas – hot deserts, the Polar Regions, equatorial regions, temperate grasslands.

**Asian Countries**
Names, capitals, languages, flag.

**Our immediate neighbors**
Pakistan, Nepal, Bhutan, Myanmar, Bangladesh, Sri Lanka – a brief introduction to prominent physical features and culture, cultural exchanges in the past.

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**Achievers**

Brief stories/anecdotes about leaders who made their mark in various spheres – see sample list attached.

**Mapping**

1. Reading a map of a section of your city.
2. Make a lay – out plan of monument you have visited (see Understanding Change).
3. Using a map of the world to locate oceans, continents and their physical features (atlas).
4. Marking the continents and oceans on an out line world map.
5. Locating countries of the world and their capital cities.
6. Latitude and longitude – a brief introduction to using them (without defining the terms).
7. Special latitudes: 0°, 23 ½°, 66 ½°, 90°N and S – their names.
8. Using a Globe.

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# Environmental Education

**First Term**

1. Our Environment
2. The Land and People – I
3. The Land and People – II
4. Our Food and Us
5. Public Services
6. Memorable Days
7. Healthcare Agencies

**Second Term**

1. Effects of Advancement in Transport and Communication
2. Pollution Control
3. Conservation of Natural Resources
4. Interdependence between Living Beings
5. Care of Public Properties
6. Safety Measures During Disasters

**Teaching Points and Learning Objectives**

**The Environment**

1. What is environment? Interaction between living and non living components.
2. Distinguish the Similarities and differences between plants and animals.
3. Functions of some internal organs eg: (lungs, heart and stomach) of the human body and their functions.
4. Physical features of hills, plains, deserts, valleys.
5. General features of the people, plants and animals living in specific regions.
6. Importance of plants and animals -land and water .
7. Weather and climate (local), their effects on daily life.
8. The Environment and Child's Needs

**Food Water and Air**

1. Dependence on the environment for food.
2. Healthy combination of food items.
3. Different types of food- body building, energy providing and protective (against diseases).

**Shelter**

Buildings in the locality -school, panchayat ghar, health centre, post office, railway station, police station, need for their proper maintenance.

**Clothing**

Different types of fibres their sources and various stages in making of fabrics.(plants, animals and man made).

**Functions and Festivals**

1. Celebration of important National and International days.
2. Types of recreational activities in the locality -fairs, games, folk dances, music, weekly market, story books, games, radio, television, drama and puppetry .

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**Health and Hygiene**

1. Some common infectious diseases –eg: common cold, flu, diarrhoea.
2. Precautions for maintaining proper health and protection against infectious diseases.
3. First aid as a safety measure.
4. Personnel responsible for community, health and hygiene.

**Effect of advancement in transport and communication systems**

1. Simple measures to be practised to reduce pollution - air, water and noise.

**Care and Protection of the Environment**

1. Major natural resources –need for their preservation and conservation.
2. Renewable and non-renewable sources of energy.
3. Interdependence of human beings, plants and animals.
4. Deforestation and urbanization and their effect on the environment.
5. Common ways of water conservation -water harvesting.
6. Care for plants and animals including pets in the locality.
7. Care of parks, gardens, orchards, ponds, wells, sanctuaries, museums and historical monuments.
8. Simple safety measures in the event of a fire, earthquake, flood.

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## Computer Applications

1. Early Calculating Devices
2. Evolution of Computers
3. Characteristics of Computers
4. Input devices, Output Devices
5. Objects in Word 2013
6. Advanced Features of Word 2013
7. Making Presentations
    - Slide Transitions and Animations
    - Viewing and Organizing Slides
    - Slide Shows
    - Printing the Presentation
8. Starting Excel 2013
    - Creating new Workbook
    - Saving a workbook
    - Selecting Cells
    - Editing cell contents
9. Introduction to Internet
10. WWW
11. Search Engines
12. Safety on the Internet.
13. Typing Tutor

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## Science

1. Plants :Increasing in numbers
2. Food and health
3. Safety and first aid
4. Houses all around
5. Solids , liquids and gases
6. Soil erosion and conservation
7. Rocks and minerals
8. Animals everywhere
9. Our skeletal system
10. Our nervous system
11. Force and energy
12. Our life supports
13. Moon: Earth's Natural satellite
14. Natural disasters
15. Changes in our environment

**Teaching Points and Learning Objectives**

1. Exercises as done in classes III and IV – may become more complex.
2. Experiments help to **compare things** – e.g. conditions for the growth of plants – the need to change only one variable at a time not to be done theoretically. Talk about what makes a **fair comparison.**
3. e.g. Can a Tug – of – War take place between teams having unequal numbers?
4. Simple ideas about **predicting results:** linked with themes studied.
5. **Cause and Effect -** why did something happen?

**Plants : Increasing in numbers**

1. Plants, like all living things reproduce more of their own kind – most new plants grow from seeds.
2. Some plants grow from other parts of a plant – potatoes, onion, ginger, carrot, from cutting of stems (money plant/ jasmine/Hibiscus etc.), bananas etc.
3. Parts of a flower – draw /label (e.g. lily or hibiscus).
4. Pollination – how seeds are formed.
5. Germination of seeds (brief revision).
6. Dispersal of seeds – through air, water, animals or explosion

**Suggested Activities**

1. Grow carrot tops, potatoes, onions, and money plant cuttings.
2. Students should actually observe the parts of a flower and draw them
3. Discuss the varied uses of flowers – as food, medicine, dyes and perfumes; in religion/culture.
4. Collect seedpods of local trees to see how they disperse the seeds.
5. Find out names of seasonal flowers and learn to identify them.

**Food and health**

1. A balanced diet
2. Disease- communicable, non- communicable and prevention
   Simple Rules for Health, Hygiene and Accident Prevention

1. Revise briefly, need for balanced diet, good posture, adequate exercise and rest.

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2. Cleanliness of the body/clothes/food and water/ surroundings prevents sickness – examples of problems arising out of luck of cleanliness.
3. Prevention of disease through inoculations is sometimes needed.

**Safety and first aid**

1. Preventing accidents – **through actual examples and discussion** – avoiding use of fire, sharp objects, careless storage of dangerous items like tools, using electricity with care. Safety measures on the playground and on roads. First Aid for cuts, burns and animal bites

**Houses all around**

1. Climate, materials, budget

**Solids, Liquids, Gas**

1. Revision of general properties studied in class III.
2. Solids can have many other properties – find examples from everyday life – powders, can be bent, broken stretched, can catch fire, edible/inedible.
3. Liquids – sticky, sweet, edible, can burn.
4. Gases – can burn, found all around, needed for breathing etc.
5. Crystals of salt/sugar seen with a magnifying glass have tiny particles.
6. Substances are also made up of tiny particles – too small to be seen – called molecules. All molecules of one substance are exactly alike and different from those of another substance. How molecules are arranged in solids, liquids and gases. What happens during a change of state?

**Suggested Activities**

1. Role – play (analogy) to understand molecular arrangement – students in a classroom – what happens when the teacher leaves – what happens when they are let into playground?
2. Sand in a jar full of marbles goes into the interior – marble spaces.

**Soil erosion and conservation**

1. A good garden soil contains humus (dead plans/animals) moisture and air. Plants use water and minerals from soil.
2. Dead leaves, twigs, vegetable peels decay to make compost/manure (bio – degradable). Litter like plastic, glass metal etc will not decay and enrich soil - should be disposed off separately.
3. Soil erosion – caused by flowering water, wind. Prevention – terracing, plant trees/grass.
4. Animals in the soil: earth worms – turn the soil and make it fertile.
5. Tetanus germs in the soil van cause dangerous disease – how to look after wounds to avoid tetanus.

**Suggested Activities**

1. Observe different soils under a hand lens.
2. Compare quantity of water retained by equal amounts of different soils (Demonstration).
3. Soil in closed jar, in the sun, releases water vapour.
4. Observe the effect of a fan on bare/soil/soil with seedling in trays.
5. Anti – litter campaigns.
6. Looking after Planet Earth
7. Living things are inter – dependent – plants are the only producers – all others living things are consumers – simple food chains – scavengers and decomposers.

**Rocks and minerals**

1. Rocks
2. Metallic and non metallic minerals

**Animals everywhere**

1. Breathing, feeding habit, movement in animals
2. Migration among animals

**Skeletal system**

1. Skeleton
2. Joints
3. Muscles and movement

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**Our Nervous system**

1. Brain , spinal cord, nerves, sense organs
2. Care of sense organs

**Force and energy**

1. Force
2. Simple machines
3. Energy- forms , law of conservation of energy

**Our life supports : Air, water**

1. Air can exert a push (called pressure) – used to move and lift things. When air is compressed into small spaces it exerts pressure – e.g. car and cycle tyres.
2. The atmosphere also exerts pressure. This helps us to use droppers, drinking straws, pour juice out of cans etc.
3. Warm air is lighter and rises; cool air is heavier and sinks – together they form convection currents – land and sea breezes. During summer, warm air above the land rise; moisture – laden winds blow in from the sea (monsoon).
4. Uses of Ventilators
5. Water- Removing impurities in water

**Suggested Activities**

1. Use inflated balloons to lift books, glass etc.
2. See air lift cars at petrol pumps.
3. Find out why we make two holes in a can of juice.
4. Watch how air pressure helps you use a drinking straw/dropper.
5. Find out about hot air balloons.

**Moon: Earth's natural satellite**

1. Surface of the moon, landing on moon,eclipses of the moon and sun, artificial satellites,space travel

**Natural disasters**

1. Earthquake
2. Volcanoes
3. Tidal waves

**Changes in our environment**

1. Greenhouse gases
2. Global warming
3. Pollution, steps to control pollution

What happens if there is an imbalance in nature?

1. Simple examples: forest fires, hunting by Man…… .Man uses the earth – air, water, and soil – how do they get polluted?
2. **Water**: sewage, chemicals.
3. **Air**: Dust, fumes.
4. **Soil:** Garbage does not decay, chemicals, oil, DDT etc.
5. Noise pollution.
6. Pollution after affects the health of human beings.
7. Preventing pollution is everybody's responsibility.
8. Conservation – use all resources with care and avoid waste.
9. What steps can be taken by children of their age at their level?

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**Suggested Activities**

1. Campaigns to avoid plastics save water and electricity, paper etc. build attitudes/habits.
2. Discuss/practice re-use of materials/objects.
3. Plant/adopt trees - develop love for nature.
4. Form Clubs. Collect films and posters from various sources.
5. Picture collages etc.

**Keeping Warm**

1. All living things need heat – germination – we get heat from burning fuels – from electricity.
2. Excess heat can kill (e.g. pasteurization kills germs in milk, boiling purifies water for drinking.)
3. Some materials like metals get hot quickly – others do not – hence utensils have handles of plastic/wood.
4. Some things catch fire easily – paper./matches.
5. Burns – first aid.

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## Socially Useful Productive Work (SUPW)

1. Health and hygiene
2. Food
3. Shelter
4. Clothing
5. Culture and gardening
6. Community work and social service

**Teaching Points and Learning Objectives**

**Activities practices, crafts and services**
**Health and hygiene**

1. Helping in work situations.
2. At home and in school.
3. Dusting of furniture.
4. Cleaning of classrooms, school buildings, school compound and its vicinity.
5. Manipulating simple materials with simple tools for creative self-expression.

**Food**

1. Learning about food habits/dishes of different parts of the country.
2. Vegetable gardening or pot culture or cooking of simple meals.

**Shelter**

1. Learning about different types of shelter.
2. Relationship between climate and types of shelter. Knowledge of clothing materials.
3. Construction with plastic pliable and rigid material.

**Clothing**

1. Clothing in different weather conditions.
2. Attire of people of different people in different parts of the country.
3. Stitching, mending, embroidery etc.

**Culture and gardening**

1. Participation in social and school activities and knowing about their significance.
2. Decorating the classroom, the school and flower gardening.
3. Participating in the celebration of special national days, festivals and school functions.

**Community work and social service**

1. Knowing about the problems and needs of the community and ways of helping it, out of them.
2. Cleaning the neighbourhood.
3. Preparation, maintenance and use of compost pit.
4. Planting and care of shady trees.
5. Running of cooperative stores, organizing school parliament etc.
6. Helping parents in family vocations.

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**Curriculum Transaction – Aspects of emphasis**

**Academic Areas**
Knowledge of
1. Needs and problems of the community
2. Availability of resources

**Concern for the community and environment**
Interests, attitudes and values, concern for the community and the environment. Interest in the activity in which participating as demonstrated through:
1. Discipline
2. Dignity of labour
3. Initiative
4. Originality
5. Self reliance

**Process of work**
1. Planning and execution of work in the desired sequence.
2. Correct selection of tools as also their maintenance and manipulation.
3. Adherence to safety rules

**Product of work**
1. Quality of the finished product
2. Originality
3. Sale ability of the products

**Report**
Evaluation Criteria
1. Collection and interpretation of information
2. Self evaluation
3. Social usefulness of the task
4. Precautions taken
5. Results obtained

**Format of a teaching learning unit**
1. Area under which the content unit falls
2. Class
3. Estimated time for the completion of the task
4. Other inputs/tools etc. as needed
5. Steps of operation
6. Procedures for evaluation

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## Physical Education

### General

1. Basic rules of games like tennis, table tennis and Chess
2. Exercises in general
3. Football and cricket tournaments for boys
4. Carom tournaments for girls

| | Number of Periods | |
|---|---|---|
| **Physical Exercises** | 2 | Warm up exercises |
| | 2 | Aerobics |
| | 2 | Cooling down |
| | 3 | Skipping, Dumbbells |
| **Games** | 2 | Kho kho |
| | 2 | Javelin |
| | 2 | Discus |
| | 2 | Gymnastics |
| | 2 | Shot put |
| | 2 | Dodge Ball |
| | 3 | Football |
| | 2 | Table Tennis |
| | 3 | Carom |
| | 1 | Hand Ball |
| | 1 | Yoga |
| **Theory** | 2 | Basics of athletic |
| | 2 | Structure of 400mt track. |
| | 2 | Rules for carom and Table Tennis |
| | 2 | Kho kho, Dodge ball rules |
| | 1 | Olympics and other events |
| **Videos** | 1 | ICC WORLD CUP 1/4 FINALS |
| | 1 | ICC WORLD CUP SEM FNL |
| | 1 | ICC WORLD CUP FINALS |
| | 2 | ICC WC 2011 IND VS ENG |
| | 2 | IPL 2008 DISC 1 |
| | 2 | IPL 2008 DISC 2 |

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## General Knowledge

**(Common to all Classes with varying degree of learning objective)**

1. SUCCESS SKILL - PERSONALITY DEVELOPMENT
   - The grooming of self-confidence begins with the developing of one communication skills.
   - Just bookish knowledge is not enough
   - To be successful in today's world, we must know how to express what we know.

2. SUCCESS SKILL – LIFE SKILL
   - The relevant knowledge required for everyday existence.
   - To encourage students to be aware of what is happening around them and how to respond and react in their everyday environment.

3. SUCCESS SKILL – GENERAL KNOWLEDGE
   - Relevant and useful information for everyday life.
   - Gradation of knowledge according to class.

4. SUCCESS SKILL – CREATIVITY AND THINKING SKILLS
   - Like our bodies, our brain too needs regular exercise.
   - Interactive exercises and mind games that will help the students to think logically and to stimulate their thought processes.

Note :

- Classwise detailed syllabus will be as per the series of the prescribed book. ( The series number corresponds to the class)
- Classes I-IV – Projects & worksheet based
- Classes V-VII – a) Written exams with grades
  b) Quiz /Scrap books on different topics
  c) Projects – Current affairs, Geography, History etc
  d) Quiz may be conducted by the students on any of the above mentioned subjects.
  e) Question bank may be compiled.

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# Value Education

**(Common to all Classes with varying degree of learning objective)**

## Suggestions

1) No books to be prescribed, no evaluation.

2) Teachers to plan out specific topics for allotted classes * (same topic from I-IV but different approach).

3) Library periods will be utilised for both Value education and library (Every section will be divided for library and value education class, on the basis of gender. When the boys go to the library, the girls will be attending value education class and vice versa)

4) Suggested group activities – socially useful activities like – a) gardening b) classroom cleaning c) organizing the library books etc.

5) Creative work like – chart making, composing songs, poetry writing, writing prayers and arranging for prayer service during exams, indoor games involving group activity, playing any musical instruments etc.

6) Awards will be given at the end of the year based on the student's all-round personality development.

Suggested Topics
1) Discipline
2) Honesty
3) Health & Hygiene
4) Friendship
5) Respect towards elders
6) To develop healthy competitive spirit.
7) To develop a sense of responsibility.
8) Etiquette

- These can be channelized into academics for senior students in the following ways-

- The writing skills can be channelised into literary works which involves imagination.

- Activities which involve public speaking and shouldering responsibilities, will embolden the student in the higher classes, to take up greater responsibilities like captainship, oral projects and literary events which require addressing a crowd.

- If Value education is taught to a small group, every child will get individual attention so students will be able to overcome their inhibitions and be interactive in academic sphere.

- All round development through the various activities stated will help to make the students more focused in academics, increase power of concentration and make them more dedicated.

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# SUPW Class 5

| | April- May | | June-July | | August | | September | | November/ December | | January | | February | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Class 5 | Pd 1 & 2 | Make card with crayons | Pd 1 | Practice how to put thread in a needle and tie a knot | Pd 1, 2, 3 | Paper art | Pd 1 | Cleaning of Desks | Pd 1 & 2 | Make decorative covers for books | Pd 1 | Electric saftey measures REFER: Sheet 14 | Pd 1 | Seed germination |
| | Pd 3 | Cleaning of Desks | Pd 2 | Stich a button | Pd 4, 5, 6 | Origamy | Pd 2 & 3 | | Pd 3, 4, 5 | Collage | Pd 2 & 3 | Basic first aid knowledge | Pd 2 | Importance of savings REFER Sheet no 16 |
| | Pd 4,5 & 6 | Make wall hangings | Pd 3 & 4 | Button Art | | | Pd 4 | Learn to clean dirty combs | | | Pd 4 | Make healthy salad (1) | Pd 3, 4 & 5 | Ice cream art work REFER: Sheet 1 |
| | Pd 7,8 | Learn to draw from alphabets REFER: Sheet 2 | Pd 5 | Learn to Iron the school dress (demostration) | | | Pd 5 & 6 | Make small personalised dustbins to sharpen the pencil in it | | | Pd 5 | Make healthy salad (2) | Pd 6 | Cleaning of Desks |
| | | | Pd 6 | Make fathers day card | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

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**CLASS 6 SYLLABUS** **2017-2018**

## English I

**1st Term**

1. Types of Sentences
2. Parts of a Sentence
3. Articles
4. Nouns
5. Collective Nouns
6. Singular and Plural
7. Tenses
8. Verbs
9. Adverbs
10. Word Order
11. Countable and Uncountable Nouns
12. Gender
13. The Phrase
14. Active and Passive Voice

**2nd Term**

15. Abstract Nouns
16. Punctuation
17. Adjectives
18. Degrees of Comparison
19. Sound words: usage.
20. Verbs and their Objects
21. Prepositions
22. Pronouns
23. Conjunctions
24. Interjections
25. Possessives
26. Subject and Predicate
27. Direct and Indirect Speech

**Creative Writing**

1. Formal letter writing.
2. Informal writing
3. Comprehension.
4. Descriptive composition.
5. Narrative composition
6. Picture Composition

**Teaching Points and Learning Objectives**

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**Speech Training**

1. Reading of prepared passages of prose and poetry.
2. Dramatic representation of scenes from suitable plays.
3. News reading.
4. Re-telling stories using selected phrases and vocabulary from the original stories.
5. Narration of personal experiences from prepared material.
6. Elocution.
7. Oral comprehension of passages read in class

**Written Communication**

Written communication in the middle school must not only serve to make English structures functional, but also provide opportunity for written expression which is spontaneous, specific and meaningful. Written expression at this stage should be a natural extension of oral expression.

Remembering that written expression is for communication, it is necessary to make the child want to communicate. Instead of giving set topics out of the blue, it is necessary to choose themes which are of immediate interest/and which cause maximum oral participation; discussion is an essential part of the writing experience

Note: The length of a composition should be about 150-200 words.

1.Expanding words into phrases, and phrases into clauses.
2.Compressing clauses into phrases, and phrases into single words.
3.Correct placing of words and phrases in sentences.
4.Extension of vocabulary, with the use of a dictionary.
5.Reproduction of information acquired by reading.
6.Reproduction of information acquired by listening.
7.Written answers testing comprehension of a passage.
8.Re-telling stories.
9.Descriptions, picking out outstanding characteristics.
10. Picture compositions using the cartoon strip to consolidate narrative techniques.
11. Simple narratives with sequencing and selection of details.
12. Dialogues.
13. Simple letters of thanks, invitations and polite refusal, sympathy, congratulation, complaint, apology.
14. To explain processes: washing clothes, planting trees.
15. To be able to give a short life-sketch of people.
16. To be able to describe objects and customs.
17. To be able to draw up rules, for games, clubs, book societies etc.
18. To express opinions.

**Correct Language Skills**

(Emphasize on full sentences referring to actual situations).

1.The sentence: subject and predicate.
2.Agreement of verb and subject.
3.Correct use of the articles.
4.Prepositions (i) expression of place.(ii) expression of time.

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5. Simple and progressive forms of the present tense.
6.Simple and progressive forms of the past tense.

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## English II

**1st Term**

1. They Saved the Train
2. The unwanted Visitor
3. *Daffodils*
4. The Parrot's Tale
5. Pandora's Box
6. *The Village Schoolmaster.*
7. Down the Rabbit-Hole
8. The Night the Roof Blew Off
9. *Woodman, Spare that Tree!*

**2nd Term**

10. Rip Van Winkle-1
11. Rip Van Winkle-2
12. *Stopping by Woods on a Snowy Evening*
13. The Inimitable Walt Disney
14. The Merchant of Venice
15. *Leili*
16. Rikki-tikki-tavi
17. The Bishop's Candlesticks
18. *O Captain! My Captain!*

**Note : In Eng 2 Syllabus, words in Italics indicate poems**
**Teaching Points and Learning Objectives**

**Literature In English**

**Class Reading:**

1.One-act plays.
2.Prose narrative, e.g. stories of adventure, legends, tales of different nations.
3.Poetry: tales in verse, both humorous and serious; ballads; short lyrical Indian verse.

**Extensive Reading:**

It is recommended that pupils should read at least *six* books out of class, under the direction of the teacher, and discuss them informally in class. In addition, one period or more per week should be devoted to extensive reading.

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## 2nd Language - HINDI

### 1ST SEMESTER

BOOK-GUNJAN HINDI PAATH MALA-6

1. Koi Nahi Paraya
2. Vibhu Kaka
3. Album
4. Ese The Ashutosh
5. Dr.Muttu Lakshmi Reddy
6. Aa rahi ravi ki sawaari
7. Mama Ji Ki Mehmani
8. Ek Patra Maa Ke Naam
9. Sneh Shapath

PRACHI HINDI VYAKARAN EVAM BHASHA BODH-6

1. Bhasha,Varn
2. Shabd
3. Pad
4. Ling
5. Vachan
6. Karak ka vistrat addhyayan
7. Pryaywachi
8. Anekarthi
9. Vaakyanshon ke liye ek shabd
10. Apathit,kahaani,Patra,Nibandh

### 2nd SEMESTER

BOOK-GUNJAN HINDI PAATH MALA-6

1. Andher Nagari
2. Tamil Nadu
3. Sachcha veer
4. Phagun mein Saawan
5. Venka Ki Chitthi
6. Nadiyon Ka Roop Saware
7. Meera Magan Bhai
8. Bharat Ki Vastukala
9. Bodh

PRACHI HINDI VYAKARAN EVAM BHASHA BODH-6

1. Kriya ka vistrit addhyaan
2. Avyay
3. Kaal ka samannya parichay
4. vakya shuddha karo
5. Muhaware
6. Viraam cinha
7. Ekarthi,Samroopi,bhinnarthak,Vilo
8. Apathit,Patra,Nibandh

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## 3RD LANGUAGE HINDI

### 1ST TERM

**SAHITYA MALA**

1) Eesh Vandana
2) Santan Aur Sona
3) Suno Kahani Nani Se
4) Ajeeb Dhobi

**GRAMMAR**

1)Vakya Shudhikaran
2) Vilom Shabad
3) Vachan
4) Translation

### 2ND TERM

**SAHITYA MALA**

1) Hamare Parv
2) Kalkatta
3) Maa Ka Sapna
4) Bharat Ki Santan
5) Hamare Parosi Pashu

**GRAMMAR**

1) Vilom Shabad
2) Paryayvachi
3) Anek Shabado Ke Liye Ek Dhabad
4) Translation

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## 2nd Language – Bengali (NO STUDENTS)

1) Padh parechai (Bishasya , Bishasan,Sarbonam,Abbey o Kria)
2) Kria – Samapika o Asamapika
3) Sanjojak Abby o Beyojok Abboy
4) Alankarik Abboy
5) Karok
6) Sandhi-Sarosandhi o banjoyn sandhi
7) Samarthek sabdo
8) Beporit Sabdo
9) Bakya – saral bakya
10) Patra Likhen – Baykeyigago o Bedhalaya sankranto
11) Anuched rachana
12) Bodh parekshen

Sahethya prosango – Galpo

1) Japan – Rabindra nath Thakur
2) Atithi – Sarat Chandra Chattapadhya
3) Janani gandharir Khama – Nripendra Krishna Chattapadhya
4) Amader bsabhumi – Surjendu bikash kar Mahapatra
5) Bone pahare – Bibhuti bhushen Bandhapadhya
6) Aak bocharer raja – Sukumer Roy
7) Sahid Sushil Sen – Sunil Gunguli
8) Sadhinata – Bonofool

Sahethya prosango – Kabita

1) Parthana -- Rabindra nath Thakur
2) Sankalpo sadhan – Hemchandra Bandhapadhya
3) Rakhel raja – Kaji Najrul Islam
4) Ahauan – Sukanta Bhattacharyya
5) Apochae – Kalidas Roy
6) Barsha rani – Mankumari Basu
7) Sargo o narok – Fajlul karim
8) Mahim – Rahim – Sunirmal Basu

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Galpo sankalan

1) Rather mela – Bankim Chandra Chattopadhya
2) Sonali jagya – Bibakananda
3) Jadukar – Prabhat Mukhopadhya
4) Apur PathShala – Bibhuti bhushan Bandhopadhya
5) Madhu master – Tara Sankar Bandhopadhya
6) Utshab – Probadh kumar Synnal
7) Kalu Sarder – Premendra Mitra
8) Pash Fail – Manik Bandhopadhya

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## 3rd Language – Bengali

**1st Semester**

1) Dial B For Bengali Lesson – 1 – 10
2) Sahaj Bangla Path Prabeshika- 2
3) Neje Paro 1- 8
4) Aamilikhi Page – 1- 24

**2nd semester**

1) Dial B For Bengali Lesson – 12 – 18 , 25
2) Galpo Guccho- Dhani 0 Gorib
3) Sahaj Bangla Path
   Neje Paro – 15 ,16,17,18,20
4) Aamilikhi Page – 25- 48S

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## 3rd Language - GUJARATI

### 1ST TERM

1) Revision of Swar and Vyanjan
2) Barakhadi
3) Revision of all the Matras
4) Two and Three letters words
5) Numbers – 1 to 30 in Words
6) Prathana :- 1. Mara Aaganiye 2. Mara Ganapati
7) Prose :- 1. Aapno Tahevar 2. Aame Badha
8) Samanaya Gyan
9) Vyakaran –Virodhi, Samanarthi Shabda, Vakya Rachna, Relationship, Translation

### 2 ND TERM

1) Poem :- 1. Deevasari
2) Prose :- 1. Vad Dada
3) Vyakaran
4) Conversation
5) Samanaya Gyan
6) Genaral Question & Answer

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**CLASS 6 SYLLABUS** **2017-2018**

# Mathematics

1. Number system
2. Set theory
3. Fundamental concepts of geometry
4. Algebraic expressions
5. Integers
6. Powers and roots of integers
7. Factors and multiples
8. Substitution of algebraic expressions
9. Unitary Method
10. Construction of angles using compasses only
11. Fractions
12. Operations on algebraic expressions
13. Decimals
14. Percentage
15. Construction of perpendiculars and perpendicular bisectors
16. Linear Equations and its problem sums
17. Angles
18. Ratio
19. Profit, loss and discount
20. Parallel lines and their properties
21. Simple interest
22. Triangles and their construction
23. Perimeter and area of plane figures

**Teaching Points and Learning Objectives**

**Sets**
Idea of a set notation - Set as a well defined collection of distinct objects.
Notation - Roster -listing and set builder methods of representing sets.
Finite/infinite sets - Denoting sets by capital letters and elements by small letters.
The empty set - Geometric figures as sets of points.
Cardinal number of a set - Sets of numbers: N, W, I or 7. Symbols: e.g.. e, C, { } or 0, n(A), u,

**Numbers**
Number systems – Hindu - Arabic system of numeration. Face and place value.
Integers – Operations, use of integers as directed numbers.
Fractions - Proper, improper, mixed, equivalent. (Operations).
Decimals - Tenths, hundredths, thousandths only. Conversion of decimals to fractions. (Vice versa)
Factors and multiples - Prime factorization, HCF and LCM.
Powers and roots - Exponential notations. Square root and cube root of positive integers by factor method.

Ratio - Simple and direct problems only.
Percentage, Profit and loss - Conversant with the measures of money, length, weight and time).
Simple interest and Arithmetical Problems

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**The number line**
Representing numbers on the number line (natural numbers, whole numbers, integers, fractions, decimals).Illustrating the fundamental operations and properties of numbers.

**Algebra**

**Fundamental concepts**
Pupils will be expected to be familiar with terms such as: term, like and unlike terms, monomial, binomial, trinomial, polynomial, constant, variable literal or numerical, coefficient, degree of a polynomial.

**Fundamental operations**
Addition, subtraction of polynomials, multiplication of a polynomial and a monomial. Multiplication of two binomials. Use of brackets as grouping symbols. (Use of BODMAS rule is not desired at this stage.)

**Substitution**
Substitution in polynomials of degree I or 2 involving at most three unknowns.

**Geometry**

**Fundamental concepts**
Pupils will be expected to be familiar with the idea of a point, line, ray, plane, space, line segment, triangle, rectangle, square, and circle.

**Lines**
Parallel and intersecting lines, perpendicular lines, perpendicular bisector of a line segment. The following incidence properties are to be observed and subsequently assumed (axioms);

1. One and only one line passes through two distinct points in a plane.
2. Two different lines in a plane are either parallel or intersect in exactly one point.

**Angles**
Concept of an angle.Vertex, arm or sides of an angle.Interior and exterior of an angle. Measurement of an angle—degrees, minutes, seconds. Use of a protractor to measure an angle.

**Types of angles**
Acute, right, obtuse, straight, and reflex angles. Adjacent angles, vertically opposite angles, complementary and supplementary angles. Alternate, corresponding, interior, exterior angles with reference to parallel lines.

**Properties of angles**
If two straight lines Intersect, the adjacent angles are supplementary lines, and vertically opposite angles are equal.
If two straight lines are cut by a transversal line -

1. The alternate angles are equal.
2. The corresponding angles are equal.
3. The interior angles on the same side of the transversal are supplementary

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## Constructions

**Using ruler and compasses:**

1. An angle equal to a given angle.
2. Bisection of angle.
3. Angles of 300, 600, 900, 450, 1200, 1350.
4. Perpendicular bisector of a line segment.
5. Perpendicular to a line from a point not on the line.
6. Perpendicular to a line at a point on the line.

**Using set - squares:**

1. A right angle.
2. Angles of 300, 450 600, 750 1050.
3. Perpendicular to a line from a point outside the line.
4. Perpendicular to a line at a point on the line.

## Triangles

**Concepts**
Vertices, sides and angles of a triangle. Denoting angles of a triangle. Interior and exterior angles of a triangle.

**Types**
Scalene, isosceles, equilateral acute, obtuse and right triangles.

**Property**
The angle sum property of a triangle.

**Constructions**
Construction of triangles given -

1. Two sides and included angle.
2. Two angles and a side.
3. Three sides.

**The Circle**
Terms: centre, radius, diameter, circumference, chord, secant, tangent, arc, sector, segment. Interior and exterior of a circle. Symmetric and non-symmetric figures. Line or axis of symmetry.

**Linear symmetry**
A point symmetric to a given point with respect to a given line of Symmetry.

**Constructions**
The line of symmetry given two points which are symmetric with respect to the line of symmetry.

## Mensuration

**Recognition of solids**
Recognition of faces, edges, vertices (corners) of solids. Prism, pyramid, cube, cuboids.

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**Perimeter and area**
Perimeter of square, rectangle, triangle. Concept of area: measurement of area using squared paper. Area of rectangle and square only (Using formulae for area).

**Volume and surfaces**
Cubes and cuboids. (Pupils will be expected to be familiar with abbreviations cm, m, km, cnl$^2$, in', cm$^3$, in$^3$.)

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# History

1RST TERM

1. Knowing the Past
2. Early Human Society
3. River Valley Civilization I
4. River Valley Civilization II
5. Early Vedic Age
6. Later Vedic Age
7. Preparing for Civic life.

2nd TERM

1. Rise of Reformist Religions-Buddhism and Jainism
2. The Mauryan Empire
3. The Gupata Empire
4. Villages and Cities
5. Valuing Public Property.

**Teaching Points and Learning Objectives**
**How do we learn about History?**
A very basic idea of the different historical sources - literary (Religious, travelers' accounts, secular sources) and archaeological (inscriptions, coins, monuments, artifacts) - and conclusions that can he drawn from them.

**Suggested Activity**
1. Collect articles about your daily life and school.
2. Try to think what conclusions archaeologists will draw about them in the future.

**Early man**
Outline of the change from hunting / gathering hi settled agriculture; significance of developments such as beginning of agriculture, importance of using tools, discovery of metals (tools and other benefits) invention at wheel (transportation-trade) on the process of evolution of human society (Excessive details nor required. just a basic time inc)

**Suggested Activity**
Show how the wheel, metals, tools are important even today in our daily life.

**Civilizations**
A very basic outline of the major features of each of the following early river valley civilizations: Egyptian, Mesopotamian, Chinese, Harappan — society, religion. Arts and crafts, trade and commerce etc. Why would people settle around rivers? What impact have they had on us? (e.g. religion, the measurement of time, etc.).

**Iron Age civilizations**
Greece (city states to Alexander), Rome (Republic to Empire); basic account of incursion of lndo-Aryans (avoid terms A,yan "race"! avoid invasion") - main features of settlement. Development of religion and society (the \'edic literature and epics). Jainisn, and Buddhism Founders of the two religions, to be done very briefly; main tenets of religions. their spread. Comparison with China at the time of Confucius: main teachings (simplified). Development

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of Empires -background to Ashoka; Ashoka and the Kalinga war.

**Suggested Activity**
Teach Ashoka through edicts.

**The Guptas, South Indian Kingdoms (Pallavas, Cholas)**
A very basic idea of political developments

1. Chandra Gupta I, Samudra Gupta and Chandra Gupta II.
2. Rajaraja and Rajendra Chola,
3. Cultural Developments - literature, science architecture.

**The Roman Empire**
A brief look at the development the Roman Empire – its achievements (script, law).
**Suggested Activity**
Take a South Indian temple and show how every thing revolves around it.

**Civics**

1. Environment and community life.
2. The Village Panchayat.
3. Public Property and It's Protection.

**Teaching Points and Learning Objectives**
**Man as a Social Being**
Basic definition of environment – discussion on natural and man made environment. Importance of living in a community, Different levels of community from family to nation. Similarities and differences in communities in India – social cultural, religious.

**Suggested Activity**
Show how communities can be defined in different ways - linguistic, regional, religious. Yet, we all are Indians. What are the similarities and differences between various communities in India?

1. Do an investigative project on your family/locality/ community etc
2. How we govern our communities: Very BASIC look at Panchayats and Municipal Corporations and the work they do/services they offer; how are they elected? (Details about these bodies are not required).
3. Look at the locality around you. What activities do you think the panchayat is doing! Ought to be doing?
4. Projects on die work of the local governing body.

**Care of public property**
At school, and in the community (monuments etc) — definition of public property and private property (in relation to the child, e.g. school property is private property). Why do we need to take care of public property — results of ill-treatment and vandalism.

**Suggested Activity**
Conduct an interview/campaign for maintenance of public property / school etc.



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# Geography

**First Term**

1. Use of Globes and Maps
2. The Earth: Our habitat in the solar system
3. Australia: The Land and its Resources
4. Australia: The People and their Economic Activities
5. Sugarcane Cultivation in Queens land

**Second Term**

6. Four Realms of the Earth
7. Africa: The land and resources
8. Africa: The People and their Economic Activities
9. Arab Republic of Egypt
10. Cocoa Cultivation in Ghana

**Map Marking**

1. Australia
2. Africa

**Project**

1. Different Types of maps with examples, finding directions from the map and Conventional symbols.
2. Africa-Location, Natural Vegetation and Wildlife

**Teaching Points and Learning Objectives**
**Practical Work**

1. Measuring distance.
2. Diagram showing four cardinal and four intermediate directions.
3. Drawing of conventional signs – international boundary, state boundary, district boundary, capital city, river, metallic road and nonmetallic road.

**The earth our Habitat in the Solar System**

Celestial bodies – nebula – universe – stars – planets – satellites – meteors – asteroids – comets.

**Major Landforms and Water Bodies of the Earth**

1. Continents, mountains, plateaus, plains, islands.
2. Oceans, seas, bays, lakes, rivers.

**Australia and New Zealand**

1. Location – area.
2. Physical features – the Eastern Highlands, the Central Lowlands, the great Western Plateau, the Great Artesian Basin, the Great Barrier Reef, Rift Valley of Australia.
3. Climate
4. Resources and their utilization – natural vegetation, wild life, agriculture, sheep rearing, cattle rearing, minerals and industries.
5. Political divisions (through map) and important cities.



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**Case study**

1. Aborigines of Australia.
2. Sugarcane cultivation in Queensland.

**Africa**

1. Location – area.
2. Physical features – mountains and plateaus, deserts, rift valleys, rivers.
3. Climate and natural vegetations.
4. Natural resources and their utilization – water resources, forests, wild life, minerals, crops.
5. The People
6. Political divisions of Africa (through map).

**Case study**

1. Gift of the Nile – the Arab republic of Egypt.
2. Life of Bushmen.
3. Cocoa cultivation in Ghana.

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# Environmental Education

**First Term**

**Knowing the Environment**

1. The environment -social and natural.
2. Human dependence on the environment.
3. Interdependence of plants and animals.

**Natural Resources and their Utilisation**

1. Natural resources -air, water, land (soil and minerals) and sunlight (energy); significance for growth, development and survival of all organisms.
2. Utilisation of resources for developmental and social activities -production of food, electricity and fuels, construction and other infrastructure.
3. Overutilisation of resources.

**Second Term**

**Waste Generation**

1. Generation of waste and its sources.
2. Types of waste -solid, liquid and gaseous.
3. Hazards of waste accumulation.
4. Waste, community health and sanitation.

**Management of Waste**

1. Waste and its disposal- solid waste (physical removal and dumping), liquid waste (drainage and sewer system) and gaseous waste (discharged directly into air).
2. Conditions for proper waste management -co-operation of individuals and community; proper functioning of governmental and local bodies.

**Teaching Points and Learning Objectives**

**Suggested list of Activities**

The activities suggested below are neither exhaustive nor prescriptive. Teachers may design their own set of activities keeping in view the overall objectives of teaching and learning of Environmental Education at this stage. They will have to make use of local flora and fauna and the available resources and facilities and take cognisance of local environmental problems. The students should be encouraged to initiate action on their own.

1. Check for leakage of taps in school and at home and take appropriate measures to minimize wastage of water.
2. Switch off electric lights, fans, TV and other gadgets when not in use.
3. Participate in debates/discussions/exhibitions/talks on environment issues in school.
4. Motivate residents to use dustbins or garbage pits.
5. Find out about the various agencies responsible for maintaining civic facilities in the area and seek their attention for maintaining cleanliness.



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**Identify various sources from which items of daily use are obtained and group these as:**

1. Plants and animals
2. Soil, air and water
3. Fuels
4. Metals
5. Plastics

**Visit a nearby locality (market/colony/village pond) and collect information about:**

1. Prevailing sanitary conditions (littering or accumulation of garbage, absence or choking of drains);
2. System for disposal of solid waste managed by the residents and civic agencies;
3. Flies, mosquitoes and other insects, rodents and stray animals thriving on the accumulated garbage/stagnant water.

This may be followed by participating in discussions on the sanitary conditions of the visited site to infer possible impact on the environmental conditions. Suggestions for improving the situation may also be put forth.

**Visit a nearby river, pond, well or community water tap/hand pump and collect information about:**

1. The extent of wastage of water;
2. Possible sources that may contaminate or pollute water;
3. Condition of cleanliness and drainage.

This may be followed by discussions to initiate appropriate follow up action to improve the situation.

**Teaching Learning Strategies**

The teaching-learning strategies for Environmental Education at this stage are to be designed in keeping with the local environmental conditions, both natural and social. At the same time, it should also aim to help students to develop a global perspective of the environment and problems related to it. The most important parameter, however, to be considered while designing teaching-learning situations would be to provide adequate emphasis on the development of positive attitude as well as love and respect towards environment. This implies that a conscious effort has to be made to provide enough opportunities to the students to participate in a variety of activities.

In order to transact Environmental Education effectively at the upper primary stage, an appropriate combination of the following strategies may be adopted:

1. Focusing on mastery of basic skills by frequent drills and repetition of relevant exercises.
2. Creating and arranging situations for observation of natural phenomena.
3. Organizing demonstrations and involving students in discussions.
4. Providing opportunities to identify simple environment related problems and studying them through surveys and projects.
5. Helping students to acquire interpersonal and social skills to accomplish tasks through group learning.
6. Providing opportunities to students to use their imagination and visualize their roles in attempting to find alternate solutions to environmental problems.
7. Organizing group activities and group discussions.
8. Organizing activity based learning. Providing hands-on experience sessions.
9. Providing opportunities to develop skill of communicating their perceptions and ideas in verbal, written and visual forms like pictures, cartoons, maps, charts.



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10. Organizing field visits and field interaction followed by discussions.
11. Utilizing various types of resource materials, both in print and non print, as well as expertise available in the community.

**Evaluation**

The assessment of students' achievement in Environmental Education would encompass all the three aspects of development i.e., cognitive, affective and co native. Both process and product evaluation techniques will need to be used. These will help in ascertaining the growth patterns, identification of strengths and weaknesses as also in utilizing systematic feedback for development of environment friendly habits, positive attitudes and desirable values amongst students.

Continuous and comprehensive evaluation using students' profiles and assigning grades would be desirable. Proper records of students' progress would need to be maintained and their profiles so developed, would be utilized for effecting improvement leading to desirable understanding and behavioural actions towards the environment.

A multi-pronged approach to evaluation meeting local needs would have to be evolved by the teachers in the context of Environmental Education. Multiple approaches and instruments can be used for monitoring and assessment of desirable behavioural changes in the students. This could be accomplished by carefully observing students individually as well as in groups during participation in field activities, excursions, discussions project work and co-scholastic activities. In addition, assessing students' progress by peers, parents, teachers and community members could also be undertaken. It would also be desirable to undertake institutional evaluation.

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## Computer Applications

1. The Computer System – Classification of computers
2. Computer language
3. Formatting Data in Excel 2013
4. Advanced features of |Excel 2013
5. The Internet as a post office.
6. Introduction to Flash CS3.
7. Drawing Tools in Flash CS3.
8. Creating Animations in Flash CS3.
9. Basics of QBASIC
    i. QBASIC Statement
    ii. Control Statement
10. Browsing Internet

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## Physics

1. Science and its importance
2. Measurements
3. Force
4. Friction
5. Pressure
6. Work and Energy
7. Simple Machines
8. Magnetism

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## Chemistry

1. **Chemistry-an introduction**
   Importance -Scientific method; Recording an experiment; Importance of chemistry; Laboratory apparatuses; precaution

2. **States of matter**
   Molecular Arrangement in solids, liquids and gases; Changes of State; evaporation, condensation and solidification; properties of matter; differences between solids, Liquids and gases; Classification of matter.

3. **Elements and compounds:**
   Metals, non-metals and metalloids; Compounds; Mixtures; separation of mixture

4. **Pure and mixed substances -Mixtures; Characteristics, types; Methods of separation: solid From solid, solid from liquid, liquid from liquid.**

5. **Changes around Us**
   Changes around us: natural and Man-made, slow and fast, periodic and non-periodic, Desirable and undesirable, reversible and Irreversible, physical and chemical; Conditions Favoring a chemical change; some more examples of Physical and chemical changes; Changes involve energy.

6. **Air**
   Importance; Constituents of air; importance of air; Rusting of iron; methods of prevention of rusting of iron.

7. **Water**
   source of water; the three stages of Water; Water cycle; Importance of water for sustaining Life; Water as a solvent; Potable water; saturated and unsaturated solution; Water pollution; conservation of water.

8. **Rocks and minerals**
   Types of rocks: sedimentary, Igneous and metamorphic; Minerals and ores: properties Of minerals, metallic and non-metallic minerals; Gems; Fossil fuels: coal and petroleum.

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# Biology

1. Life on earth
2. Classification of the living world
3. Classification of plants
4. Classification of animals
5. The structure and function of plant parts
6. Soil
7. Health and hygiene
8. Our environment
9. Some useful plants and animals

**Teaching objectives**

**Life on earth**

1. Characteristics of living being
2. Difference between living and non- living, plants and animals

**Classification of the living world**

1. Systems of classification
2. Five kingdom classification, naming living organisms

**Classification of plants**

1. Cryptogams
2. Phanerogams- types, other criteria of classification of plants

**Classification of animals**

1. Classification of invertebrates
2. Classification of vertebrates
3. Other criteria for classification

**The structure and function of plant parts**

1. The root system, modifications
2. The shoot system, structure and functions
3. The leaf-structure and modifications
4. The flower- structure and functions
5. Pollination
6. Fruit, seed

**Soil**

1. Soil formation
2. Soil profile
3. Composition of soil
4. Types of soil
5. Soil erosion ,soil conservation

**Health and hygiene**

1. Food and health
2. Balance diet
3. Personal and community hygiene
4. Communicable diseases
5. Pollution
6. First aid

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## Our environment

1. Earth- a unique planet
2. Environment
3. Interactions within biotic components and flow of energy
4. Interdependence among plants and animals
5. Interaction between biotic and abiotic components, conservation of environment

## Some useful plants and animals

1. Useful plants-dependence on human beings on plants
2. Dependence of human beings on animals

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## Socially Useful Productive Work

1. Health and hygiene
2. Food
3. Shelter
4. Clothing
5. Culture and gardening
6. Community work and social service

**Teaching Points and Learning Objectives**

**Activities practices, crafts and services**

**Health and hygiene**

1. Making of tooth powder, chalk sticks, candles, shoe polish, soap, detergents, broom, wastepaper baskets, dust bins, compost manure etc.
2. Preparation of health posters.
3. Keeping of health records.
4. Keep the neighbourhood clean.
5. Working at health centres.
6. Growing medicinal plants.
7. Working for eradication of communicable diseases.
8. Provision of para-medical series.

**Food**

1. Growing of selected vegetables, ornamental plants.
2. Seed collection, soil testing.
3. Experimentation with different kinds of soil, different kinds of manure.
4. Vegetative propagation by cutting, breeding, grafting.
5. Vegetative reproductivity layering, soil conservation.
6. Making jam, jelly, ketchup, pickles, bakery items. Running canteens for specific periods.
7. Working in Agro – industries and on kitchen gardening, pot culture, crop and seed production, soil conservation and desert control , bee-keeping, poultry, bakery, confectionery, cooking.

**Shelter**

1. Making articles of use with the help of available material.
2. Polishing doors, windows and furniture.
3. Casual labour tasks in school.
4. Bamboo work, house carft, carpet weaving, etc.
5. Working on potter.
6. Mechanical, electrical and electronic workshop practice.

**Clothing**

1. Making school bags, school flags, table cloths, pillow cases, table mats.
2. Production of cotton/wool/silk and other fibres. Dress making, knitting hosiery work, embrodiery, leather work.



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**Culture and Gardening**

1. Toy making, making of artificial flowers, items, games material etc.
2. Preparing cards for festivals, designing fancy covers for books, book-binding, fancy candle-making, puppets, musical instruments, and photography.

**Community work and social service**

1. Helping adults in their work.
2. Keeping the school and its neighbourhood clean.
3. Helping in the care of the sick at home, in school and in the community.
4. Offering first aid when needed.
5. Helping organizers at festivals and during functions.
6. Helping police and public in traffic control.
7. Helping in literacy campaigns.
8. Surveys of the activities of business and industrial set ups in the neighbourhood.

**Curriculum Transaction – Aspects of emphasis**

**Academic Areas**

Knowledge of

1. Needs and problems of the community
2. Availability of resources

**Concern for the community and environment**

Interests, attitudes and values, concern for the community and the environment. Interest in the activity in which participating as demonstrated through:

1. Discipline
2. Dignity of labour
3. Initiative
4. Originality
5. Self reliance

**Process of work**

1. Planning and execution of work in the desired sequence.
2. Correct selection of tools as also their maintenance and manipulation.
3. Adherence to safety rules

**Product of work**

1. Quality of the finished product
2. Originality
3. Sale ability of the products

**Report**

Evaluation Criteria

1. Collection and interpretation of information
2. Self evaluation
3. Social usefulness of the task

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4. Precautions taken
5. Results obtained

**Format of a teaching learning unit**

1. Area under which the content unit falls
2. Class
3. Estimated time for the completion of the task
4. Other inputs/tools etc. as needed
5. Steps of operation
6. Procedures for evaluation

**Evaluation of proficiency levels coverage**

1. In regard both product and service oriented activities evaluation may have the following criteria.
   -Subject matter
   -Skills
   -Work attitudes
   -Interests
2. Evaluation of all segments of growth.
3. Evaluation of both product and process performance.
4. Evaluation by the teacher who teaches with appropriate checks and balances for containing biases.
5. Evaluation in real life situations and not in hypothetical or contrived settings.

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## Physical Education

**General**

1. Basic rules of games like tennis, table tennis, chess,
2. Exercises in general
3. Football and cricket tournaments for boys
4. Carom tournaments for girls

| | Number of Periods | |
|---|---|---|
| **Physical Exercises** | 1 | Warm up exercises |
| | 2 | Aerobics |
| | 1 | Cooling down |
| | 5 | Skipping, Dumbbells, Swiss ball |
| **Games** | 2 | Khokho |
| | 2 | Dodge ball |
| | 3 | Table Tennis |
| | 2 | Javelin |
| | 2 | Discus |
| | 2 | Gymnastics |
| | 2 | Shot put |
| | 3 | Football |
| | 2 | Carom |
| | 1 | Hand Ball |
| | 1 | Yoga |
| **Theory** | 1 | Basics of athletic |
| | 1 | Structure of 400mt track. |
| | 4 | March Past-commands |
| | 1 | Khokho, Dodge ball rules |
| | 2 | Major Sports events |
| **Videos** | 2 | IPL 2008 DISC 1 |
| | 2 | IPL 2008 DISC 2 |
| | 1 | ICC WORLD CUP FINALS |
| | 1 | BSET GOALS OF FIFA WORLD CUP FOOTBALL |
| | 1 | BOYS FROM BRAZIL |
| | 2 | BSET 50 GOAL OF UEFA CUP FOOTBALL |

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## General Knowledge

**(Common to all Classes with varying degree of learning objective)**

1. SUCCESS SKILL - PERSONALITY DEVELOPMENT
   - The grooming of self-confidence begins with the developing of one communication skills.
   - Just bookish knowledge is not enough
   - To be successful in today's world, we must know how to express what we know.

2. SUCCESS SKILL – LIFE SKILL
   - The relevant knowledge required for everyday existence.
   - To encourage students to be aware of what is happening around them and how to respond and react in their everyday environment.

3. SUCCESS SKILL – GENERAL KNOWLEDGE
   - Relevant and useful information for everyday life.
   - Gradation of knowledge according to class.

4. SUCCESS SKILL – CREATIVITY AND THINKING SKILLS
   - Like our bodies, our brain too needs regular exercise.
   - Interactive exercises and mind games that will help the students to think logically and to stimulate their thought processes.

Note :

- Classwise detailed syllabus will be as per the series of the prescribed book. ( The series number corresponds to the class)
- Classes I-IV – Projects & worksheet based
- Classes V-VII – a) Written exams with grades
  b) Quiz /Scrap books on different topics
  c) Projects – Current affairs, Geography, History etc
  d) Quiz may be conducted by the students on any of the above mentioned subjects.
  e) Question bank may be compiled.

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## Value Education

**(Common to all Classes with varying degree of learning objective)**

**Suggestions**

1) No books to be prescribed, no evaluation.

2) Teachers to plan out specific topics for allotted classes * (same topic from I-IV but different approach).

3) Library periods will be utilised for both Value education and library (Every section will be divided for library and value education class, on the basis of gender. When the boys go to the library, the girls will be attending value education class and vice versa)

4) Suggested group activities – socially useful activities like – a) gardening b) classroom cleaning c) organizing the library books etc.

5) Creative work like – chart making, composing songs, poetry writing, writing prayers and arranging for prayer service during exams, indoor games involving group activity, playing any musical instruments etc.

6) Awards will be given at the end of the year based on the student's all-round personality development.

Suggested Topics
1) Discipline
2) Honesty
3) Health & Hygiene
4) Friendship
5) Respect towards elders
6) To develop healthy competitive spirit.
7) To develop a sense of responsibility.
8) Etiquette

- These can be channelized into academics for senior students in the following ways-

- The writing skills can be channelised into literary works which involves imagination.

- Activities which involve public speaking and shouldering responsibilities, will embolden the student in the higher classes, to take up greater responsibilities like captainship, oral projects and literary events which require addressing a crowd.

- If Value education is taught to a small group, every child will get individual attention so students will be able to overcome their inhibitions and be interactive in academic sphere.

- All round development through the various activities stated will help to make the students more focused in academics, increase power of concentration and make them more dedicated.

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# SUPW Class 6

| | April- May | | June-July | | August | | September | | November/ December | | January | | February | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Class 6 | Pd 1 & 2 | Importance of Personal Hygiene REFER Sheet 6 | Pd 1 | Practice how to put thread in a needle and tie a knot | Pd 1,2 & 3 | Match stick art work | Pd 1,2 & 3 | Make pen stand | Pd 1 & 2 | Medicinal plants and its importance REFER Sheet 3 | Pd 1 & 2 | Learn to chop different vegetables | Pd 1 | Basic first aid |
| | Pd 3 | Know how to avoid body odour | Pd 2 | Stich a button | | | Pd 4 | Cleaning of Desks | Pd 3 | Grow Tulsi in a small earthen pot | Pd 3 | Learn to cook rice | Pd 2 & 3 | Waste CD art |
| | Pd 4 | Ways of Lice treatment | Pd 3 & 4 | Heming | | | | | Pd 4 | Grow money plant in a bottle | Pd 4 | Cook rice and vegetables | Pd 4 | Cleaning of Desks |
| | Pd 5 | Cleaning of Desks | Pd 5 | Learn to Iron the school dress (demostration) | | | | | Pd 5 & 6 | Make a decorative flower pot | | | | |

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# English I

## 1st Term

1. The Sentence – Definition, Statements, Interrogative Sentences, Imperative Sentences, Exclamatory Sentences.
2. Phrases – Noun Phrases, Adjective Phrases, Adverb Phrases
3. Clauses – Noun Clauses, Adjective Clauses, Adverb Clauses
4. Sentence Patterns – Simple Sentence, Compound Sentence, Complex Sentence
5. Nouns – Kinds of Nouns, Countable and Uncountable Nouns, Collective Nouns + Plural Verb, Noun with a Plural form, Two Nouns joined by *and*
6. Pronouns – Personal Pronouns, Relative Pronouns
7. The Adjective – Order of Adjectives, Kinds of Adjectives, Adjectives used as Nouns
8. Comparison of Adjectives
9. Articles – Indefinite Articles, Definite Article, Omission of Articles, Repetition of Articles
10. The Adverb- kinds of Adverbs, Position of Adverbs, Use of Adverbs
11. Tenses and Their Use – I – Simple Present, Present Continuous
12. Tenses and Their Use – II – Simple Past, Past Continuous, Present Perfect, Present Perfect Continuous, Past Perfect, Past Perfect Continuous
13. Introduction to Precis writing
14. Composition – Narrative, Descriptive, Argumentative, Story Writing, Picture Composition
15. Comprehension
16. Letter writing (Formal & Informal)

## 2nd Term

1. Tenses and Their Use – III – Simple Future, Future Continuous, Future Perfect and Future Perfect Continuous
2. Active and Passive Voice
3. The Infinitive
4. The Participle
5. The Gerund
6. The Conjunction
7. The Preposition
8. Words followed by Prepositions
9. Conditional Sentences
10. Direct and Indirect Sentences – Assertive Sentences, Imperative Sentences, Exclamatory Sentences, Interrogative Sentences
11. Sequence of Tenses
12. Punctuation
13. Precis Writing
14. Composition – Narrative, Descriptive, Argumentative, Story Writing, Picture Composition
15. Comprehension
16. Letter writing (Formal & Informal)

**Note : High School English Grammar & Composition to be referred for further material on grammar .**

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**Teaching Points and Learning objectives**
**Written communication**

The length of a composition should be about 200-250 words. In this class too the stress should *not* be on form. Form will come naturally into the more detailed and complex functions which will be mastered in this class. Pupils should be made aware of the unit of a paragraph.

**Functions**

1. To describe specific situations e.g. streets during rains, break time in school.
2. To describe specific objects/ processes.
3. To describe character expressing approval/disapproval e.g. campaign notice for class election.
4. To explain how to use an object or explain the function of an object
5. To explain the rules of games and activities.
6. To express opinions (like/dislike) about people, situations.
7. To ask someone to do a favour, to persuade someone to do something, to convince someone about something.
8. To agree or disagree with an opinion.
9. Composition of simple dialogues, which may later be spoken.
10. Dramatisation of stories for class acting.
11. To fill in forms, to interpret graphs and tables.
12. Pictures used as an extension of the imagination.
13. Letters to friends, relations, of description and discussion.
14. Reproduction of information acquired by reading.
15. Reproduction of information acquired by listening.

**Correct Language Skills**

(Emphasize on full sentences referring to actual situations).

1. The sentence: subject and predicate.
2. Agreement of verb and subject.
3. Correct use of the articles.
4. Prepositions (i) expression of place. (ii) expression of time.
5. The word home: with and without preposition
6. Simple and progressive forms of the present tense.
7. Simple and progressive forms of the past tense.

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# English II

**1st Term**

1. Oliver in Trouble
2. The March Sisters
3. *Nicholas Nye*
4. Grandpa Fights an Ostrich
5. Meetings with a Maharaja
6. *Night Mail*
7. The Umbrella Man
8. After Twenty Years
9. *Ozymandias*

**2nd Term**

10. Prometheus Brings the Life Force
11. Beastmage
12. *The Song of the Whale*
13. The League of the Scarlet Pimpernel
14. The Washwoman
15. *The Chimney Sweeper*
16. A Pot of Tea
17. Eliza Meets Higgins
18. *Night of the Scorpion*

**Note : In Eng 2 Syllabus, words in Italics indicate poems**

**Teaching Points and Learning objectives**
**Literature In English**

**(i) Class Reading :**

1. One-act plays.
2. Narrative and descriptive prose, e.g., adventure, humour, tales of other lands, travel stories, descriptions from natural history, scenes from historical novels.
3. Poetry : tales in verse, both humorous and serious ballads; short lyrics; narrative poems; Indians verse.

**(ii) Extensive Reading.**

It is recommended that pupils should read at least *six books* out of class, under the direction of the teacher, and discuss them informally in class.



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**2nd LANGUAGE-HINDI**

**Pratham Satra**

Gunjan Hindi Pathmala-7

1.Hans Rahi Usha
2.Yeh Mera:Yeh Meet Ka
3.Mithaiwala
4.Sarfaroshi Ki Tammana
5.Peheli Boond
6.Jooth Ka Sacch
7.Ek Patra:Putri Ke Naam
8.LeekParVe Chale
9.Har Ki Jeet
10.Rakhi Ka Mulya

Prachi Hindi Vyakaran Evam Bhasha-Bodh-7

1.Bhasha Varna
2.Shabd,Pad
3.Sangya,Bhavvachak Sangya
4.Sarvanam
5.Karak Ka Vischrit Adhayan
6.Avyya
7.Muhavre
8.Vilom
9.Taatsam-Tadbhav

**Ditiya Satra**

Gunjan Hindi Pathmala-7

1. Amrita Shergil
2. Surdas Ke Pad
3. Dawat Ki Adawat
4. Burha Kutta
5.NamakKaDaroga
6.Tufano Ki Or
7.Sushrut
8.Nishthur Anukampa
9.Jaygaan

Prachi Hindi Vyakaran Evam Bhasha-Bodh-7

1.Visheshan
2.Kriya
3.Vakya
4.Viram Chinah
5.Kal Ka Vistrit Adhyan
6.Lokokti



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7.Samrupi Bhinnartak Shabd
8.Visheshan Bnao
9.Apatith,Patra,Nibandh

Udeshya

*Nibandh-bhashae gyan vridhi,rachanatmakta,tartmyata,kalpanashilta ka vistar,vakya vinyas ka anushilan.
*Patra-vishaya ki kedriyata ka sathik prastutikaran,vishaya ki sanshkhipta arthat gagar mein sagar bharne ki prakriya ka anushilan.
*Hindi Vyakaran ka vyavaharik gyan.
*Kahani ke vachan dwara vachan pratibha ka vikas,aalochatmak tipanni ke dwara kahani ke mool kathya se parichaye,tarkikta tatha rachanatmakta ka vikas,charitra dwara nirnayatmak aaolokan ka anushilan.
*Kahani ke natya rupantar dwara sanvad lekhan ka anushilan.
*kavita ke bhav vishleshan-lekhan dwara manviya bhavnao ka parishkar tatha unki abhivyakti ka anushilan
*Pathyakram se bahar ki rachnao ka pathan kar mahine mein ek din us par alochnatmak vichar dwara pathan-vishleshan pravritti ka vikas.

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## 3RD LANGUAGE HINDI

### 1ST TERM

**SAHITYA MALA-3**

1) Do Mahan
2) Azadi Ke Diwane
3) Shrvan Kumar
4) Mrityu Par Vijay
5) Chotu Lambu
6) Veer Bajirav

**GRAMMAR**

1) Vachan
2) Paryayvachi
3) Anek Shabdo Ke Liye Ek Shabd
4) Vilom Shabd
5) Translation
6) Essay

### 2ND TERM

1) Mahakavi Kalidas
2) Sachai Ka Sufal
3) Paisa Aur Putra
4) Jhoothe Ber
5) Nidra Bhang
6) Jadoo Ki Dibiya

**GRAMMAR**

1) Vachan
2) Paryayvachi
3) Anek Shabdo Ke Liye Ek Shabd
4) Vilom Shabd
5) Translation
6) Essay
7) Letter Writing

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## 2nd Language - Bengali

Grammer

1) Sandhi
2) Uddashe o Bedaho
3) Byaker bibhenno padher parosporik samporker o chinho
4) Karok samporko ( Karta , Karmo , Karon, Nimetto, Apadan, Adhikaran)
5) Sudho o Asudho
6) Samoccharito Vinnathak Sabhdo
7) Beeporit Sabhdo
8) Sadhu chalet
9) Bagdhara
10) Saral bakya , Jateel bakya, jyogaik bakya
11) Prabandho
12) Patra likhan , Byktigata , Bidhalaya sankranto
13) Bodh parikshen

Sahitya Prasanga – Galpo

1) Banglar Rup – Rabindra nath Thakur
2) Kashmirer kayak din – Ajit kumar Ghosh
3) Ghinuk kaheni – Sanjib Chattopadhya
4) Rammohan –Narayan Gongopadhya
5) Everest er chura theke – Satyabrato Das
6) Paribesh Dushen : ozen – Surjendu Bikesh Kar Mahapatra

Sahitya Prasanga – Kabita

1) Parthana – Prionbada Devi
2) Bango Vasha – Michel Madhu sudan Dutta
3) Prashna – Rabindra nath Thakur
4) Aber Aashibo fire – Jibonananda Das
5) Palli janoni – Kaji Najrul Islam
6) Janoni Janmobhumi – Subhes Mukhopadhya

Galpo sankolan

1) Mahabharater katha – Upendra kishor Roychoudhury
2) Talnabome – Bibhuti bhushan Bandhopadhya

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## 3rd Language – Bengali

**1st Semester**

1) Dial B For Bengali Lesson 2,3,4,5
   Kabita Ake JE Aache Majer Desh
2) Sahaj Bangla Path – Prothem Bhag
   Path 1-3 ,7
   Kabita - Kanna Haseer palla, Aajob Khela
3) Aamilikhi 1- 24

**2nd Semester**

1) Dial B For Bengali
   Lesson 6,7,8
2) Sahoj Bangla Path – 1st P
   Path 9,11,14
   Kabita – Nando Khuro
   Khanto Buri
3) Aamilikhi 25 – 48
4) Onuchhed Rochona

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## 3RD Language - GUJARATI

### 1ST TERM

1) Poem :- 1. Mummy 2. Hasta Ramta
2) Prose :- 1. Rang be Rangi Ramkda
3) Paragraph Writing
4) Comprehension
5) Vyakaran – Virodhi, Samanarthi Shabda, Vakya Rachna, Relationship, Translation. Ling
6) Samanaya Gyan

### 2ND TERM

1) Prose :- 1. Raja ni Maja 2. Saslu
2) Vyakaran- Revision of First Term
3) Samanaya Gyan
4) Genaral Question & Answer
5) Paragraph Writing
6) Comprehension

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## Mathematics

1. Set concepts
2. Operations on Sets, Venn Diagrams
3. Number System
4. Integers
5. Factors and Multiples
6. Fractions
7. Decimal Numbers
8. Powers and Roots
9. Ratio and Proportion
10. Unitary Method and its applications
11. Averages
12. Percentage
13. Profit, Loss and Discount
14. Simple Interest
15. Fundamental concepts and operations on algebraic expressions
16. Formulae
17. Exponents
18. Special Products
19. Factors
20. Simplifications of Algebraic Fractions
21. Linear Equations
22. Fundamental Geometric Concepts
23. Angles, parallel lines
24. Basic construction
25. Triangles
26. Congruence of Triangles
27. Polygons
28. Circles
29. Mensurations

**Teaching Points and Learning objectives**

**Set Concepts**
Review of work done in Class VI - idea of notation, equal sets, equivalent sets, the empty set, the universal set, cardinal property of a set, finite and infinite sets. union and intersection of sets, disjoint sets, overlapping sets, complement set; Venn diagrams. Examples should he drawn for the number systems with which the pupil is familiar and from real life situations; operations on sets should be confined to the universal set and one or two of its subsets or two disjoint or overlapping sets.

Review of work done in Class VI.

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**Natural numbers, whole numbers**
The four fundamental operation factors, repeated factors, exponents, prime factorisation. Properties of exponents (confined to integral exponents); I-ICE. or G.C.D.: multiples, even and odd numbers.LCM.: perfect square natural numbers and their square roots.

**Integers**
Their fundamental operations

**Fractions**
Classification and comparison of fractions: the four fundamental operations with fractions: simplification, percentages; ratio.

**Decimals**
The four fundamental operations; recurring decimals; approximation (rounding off). Powers and roots elementary treatment, based on the multiplication tables and drilling in the most frequently used powers and roots e.g. powers of 2 tip to 2K powers o F 3 up to~3 squares of all numbers up to 20 and cubes of a! I numbers up to 10: square roots of the perfect square natural numbers and perfect cube natural numbers corresponding to the previous item.

**Arithmetic problems**
Unitary method Speed, time and distance - simple problems

**Ratio sharing in a ratio**
Direct problems to be emphasized. Pupils may be introduced to the idea of a multiplying ratio to prepare them for direct and inverse proportion in higher classes. *Profit and loss/Simple interest/Averages.*

**Algebra**

**Fundamental concepts**
Review of Class VI work; concept of degrees and coefficients; like and unlike terms; polynomials with rational coefficients.

**Fundamental operations**
Addition, subtraction, multiplication of a polynomial by a monomial, binomial and trinomial (up to degree 2 only); division of a polynomial, in one variable only, by a monomial and binomial in one variable only. Using the rule; Dividend = Divisor times Quotient plus Remainder to cheek the result of division.

**Formula**
Translation from words to symbols (construction of a formula) and from symbols to words. Use of formulae in real life situations as in simple interest, mensuration, geometry, physics etc. Changing the subject of a formula (simple cases only, e.g. not involving solution of quadratic equations or factorisation other than the common factor). Substitution in a formula. Substitution in an expression in which the variables are only up to power?

**Exponents**
The following laws of indices - integral exponents only. Proofs are not required.
$x^m.x^n = x^{m+n}$; $x^m/x^n = x^{m-n}$; $(x^m)^n = x^{mn}$; $x^0=1$. Here x may be a rational number.



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**Products**
Special products as identities:
(i) $(x+a)(x+b) = x^2 + (a+ b)x + ab$
(ii) $(x +a)^2 = x^2+2xa+a^2$
(iii) $(x - a)^2 = x^2 - 2xa$
(iv) $(x + a)(x-a) = x^2 – a^2$

**Factors**
Factors of -
(a) polynomials with a common monomial
(b) difference of two squares

**Simplification**
Simplification of addition and subtraction of algebraic expressions with integral denominators.

**Relations and mapping**
To be done through arrow diagrams, loading to listing of the matching pairs. Classification of functions not included.

**Note:** In the teaching scheme, the section on formulae or graphs of ordered pairs should be linked with this section

**Equations**
A mathematical sentence; an open mathematical sentence in one variable. Simple equations (in one -variable and the graphical representation of the solution and problems leading to simple equations. Simple inequations in one varaiable and the graph cats representation of the solution

**Geometry (Lines, rays, line segments, planes and angles)**
Review of work done in Class VI: lines, rays, segments, planes, angles. Linear pair, vertically opposite angles, parallel lines, corresponding angles, alternate angles, allied (interior opposite) angles.

**Basic constructions**
Constructions: bisection of a line segment and of an angle; construction of an angle congruent to a given angle. Construction of perpendiculars and parallels.

**Triangles**
Classification; construction of triangles; appreciation of the fact that the sum of the three angles of a triangle is two right, angles or 1800; related problems.
**Congruency of triangles**
Conditions for the congruency of two triangles namely, SAS, ASA, SSS, RHS - **no formal proofs** (practical approach, use of movements e.g. sliding (turning to make congruent triangles coincide); using congruency - single cases only; some idea of similarity.

**Polygons**
Quadrilaterals - different kinds of quadrilaterals and their properties. Polygons; sum of the interior angles of a polygon in the case of a polygon of a given number of sides.



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## Constructions

**Rectangle**

(i) A pair of adjacent sides and squares (ii) One side and a diagonal.

**Square**

(i) One side (ii) One diagonal.

**Circles, Arc**

Revising terms associated with circles e.g. radius, diameter, secant, chord.
Questions based on multiple radii and simple questions associated with angles of a triangle and angle at a point.
(Concept: Ability to identify radii of the circle.)

**Mensuration**

Perimeter and area of a rectangle and a square.Volume and surface area of cubes and cuboids. Units of area and volume: $cm^2$, $Cm^3$; $2m^3$

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# History

**1st Term**

1. The Medieval World
2. Mahmud of Ghazni and Mohammad Ghur
3. The Delhi Sultanate-The Slave Dynasty
4. The Delhi Sultanate-The Khalgis
5. The Delhi Sultanate-Tughlaq and Lodi Dynasties
6. Making of our Constitution
7. Basic Ideas of the Constitution

**2nd Term**

1. Advent of the Mughals
2. Akbar
3. Jahangir and Shah Jahan
4. Aurangzeb and Shivaji
5. Developments in Europe
6. Citizenship-Fundamental Rights and Duties
7. Directive Principles of State Policy

**The Medieval World**

**Christianity**

1. The advent of Christianity -A very basic look at the life of Christ – Christianity in the Roman Empire and Europe.
2. Monasteries and their impact.

**Islam**

1. Islam and its impact on the Middle Fast-- a very basic look at the life of Muhatnirad — main tenets (Five — pillars).
2. Spread of Islamic civilization in the Middle East (its impact on trade, culture, science. (Political events to be covered very briefly).

**India:**

**The Turkish invasions and Delhi Sultanate.**

**Political developments**

An outline of major developments focusing on some major rulers – Illtutmish, Allauddin Khilji, etc. Emphasis on cultural and religious developments. Architecture – some monuments, e.g. Qutub Minar, through pictures only,

**Mughal India and regional powers**

Outline of founding of Mughal empire — emphasis on Akbar (less on his conquests and more on his attempts at political, cultural, social unification lots of evidence ftom works of Abul Fazal.), strength of Administration Policies.

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## The Beginning of the Modern World

### The Renaissance

1. Importance of renaissance in the modern world. Art, science, literature, explorations - the great Masters (some idea of why they were different from earlier artists); under Science, focus should be on Galileo and his discoveries Explorations (relation to India) – Columbus, Vasco da Gama, Magellan.
2. The manner in which the Renaissance has impacted our modern world.
3. Teaching should involve students in interpretation of pictures, collection of information, dramatisation etc.

**Suggested Activity:** Skit on "Renaissance".

## Civics

1. Basic Ideas of the Constitution.
2. Good Citizenship
3. A basic look at the way India is governed.

### Constitution

1. How the basic ideas of the Constitution are implemented :
2. Democracy, secularism, Fundamental Rights and directive principles — define each idea very concisely; show how they are implemented (in easy everyday language no details required).
3. Why these ideas are important in our daily lives -- the manner in which they impact US.

**Suggested Activity :**Take a look at our fundamental rights – How would we use them in our lives?

### Good citizenship

1. What is good citizenship? (Fundamental Rights and Duties) - To be expressed in very simple language and not simply copied verbatim from the constitution.
2. There should be plenty of activity work on these topics, e.g. Television reports, newspapers etc).

### Governing of India

1. A very basic look at the way India is governed: no details and less emphasis on studying the Constitution than on the way things work.
2. The three components of the Indian government : legislature, executive and judiciary - define each component and give composition, functions and importance of each ( in easy everyday language; no constitutional details required)
3. How these are paralleled at the Central and State level — tabular form only.



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# Geography

1. Locating places on the earth and Finding Time
2. Movement of the earth
3. Lumberjacks in Canada
4. Automobile Industry in Detroit
5. North America – Physical Features
6. North America – Resource and their utilization
7. Antarctica
8. Four Realms of the earth
9. Weathering
10. South America – Physical Features
11. South America – Economic resources
12. Coffee Fazendas in Brazil

**Map Marking :**
1. North America
2. South America

**Project:**
1. India's State and Capital, Description of any one state.
2. Four Realms of the Earth.

**Practical Work**
1. Record daily weather.
2. Observation of wind speed and direction.

**Teaching Points and Learning objectives**

## Physical Geography

**Locating Places on the Earth and finding Time**
Grid – latitudes, longitudes, North and South poles, Equator, Northern and Southern hemispheres, important parallel of latitudes – Great circle – Prime Meridian – Eastern and Western Hemispheres.

**Motions of the Earth – Rotation and Revolution**
Axis, inclination, rotation, day and night, circle of illumination, revolution – orbit, varying length of day and night, seasons, equinoxes and solstices.

**The Fourth Realms of the Earth**
1. Lithosphere – interior of the earth – crust, mantle, core, magma, lava, rocks, minerals, soils.
2. Hydrosphere – area under hydrosphere, water in different states, hydrological cycle, the ocean waters and their circulation.
3. Atmosphere – composition, structure, air and wind.
4. Biosphere – definition.

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**Weathering**
Mechanical weathering, chemical weathering, and biological weathering.

**North America**
1. Physical features
2. Climate and natural vegetation – Tundra, coniferous, temperate grassland, temperate mixed forest, warm temperate forest, Mediterranean vegetation.
3. Natural resources Political divisions (through map).

**Case study**
1. Lumberjack of Canada.
2. The Automobile Industry - Detroit of USA.
3. Silicon Valley.

**South America**
1. Location. Physical Features the Western Mount us, the Western Coast I Strip/Central Plain/The Eastern Highlands.
2. Climate an ci Natural vegetation – the Equatorial forests, the Savanna type, the Warm Temperate Grasslands, Temperate Grasslands. Temperate Deserts, Hot desert, Mediterranean type, The British type.
3. Resources and their utilization – forests, wild life, water resources, fisheries, agriculture ( a few crops).
4. Political divisions (through map).

**Case study**
1. Coffee Fazenda in Brazil.
2. Pastoral industry in Argentina.
3. Guano Islands

**The Antarctica**
1. Antarctica as a continent.
2. Discovery of Antarctica.
3. Expedition of Indians to Antarctica.

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## Environmental Education

**(A) Environment and Natural Resources**

1. Water- a precious resource; essential for life and life activities, a habitat of plants and animals (fresh and marine), sources of water (fresh and marine) -rain, snow, ponds, wells, lakes, rivers and seas.
2. Air -atmosphere as reservoir of air; role of atmosphere -a blanket for the earth, for maintaining humidity and temperature, a source of gases and medium for dispersal of gaseous wastes.
3. Soil -a medium for growth of plants, types of soil, habitat for organisms, facilitator for percolation and retention of water.
4. Forests -a habitat for plants and animals, an agent for percolation and retention of water; maintaining ground water level; prevention of soil erosion; maintaining air humidity; a source of firewood, timber, fruits, lac, resins and medicinal plants.

**(B) Man and Environment**

1. Response of living beings to changes in environment -adaptation in plants and animals. Modification of environment by human beings to protect themselves against changes and to meet their needs.
2. Effect of human activities and population growth on agriculture, harnessing of energy, housing, industrial development and other areas of consumption and social activities (an elementary idea).
3. Consequences of human activities -stress on land use, water sources, energy and mineral resources; forests, ocean life; environmental degradation.
4. Role of individuals in maintaining peace, harmony and equity in nature; good neighbourly behaviour; use and misuse of common property resources.

**Teaching Points and Learning objectives**
**Suggested list of Activities**

The activities suggested below are neither exhaustive nor prescriptive. Teachers may design their own set of activities keeping in view the overall objectives of teaching an4 learning of Environmental Education at this stage. They will have to make use of local flora and fauna and the available resources and facilities and take cognisance of local environmental problems.

**Students should be encouraged to initiate action on their own.**

1. Collect samples of soil from various places and study similarities and differences between them based on their physical characteristics.
2. Visit nearby localities and study the relation between the types of vegetation and the nature of soil.
3. Collect samples of rainwater in the beginning and midway through a rain spell and compare the samples for impurities present.
4. Collect information from different sources for two weeks (newspapers, radio and television) about temperature, humidity and rainfall and study the pattern of change in respect of each parameter.
5. Collect information from different sources (elders in the community, newspapers, television, Internet and official records) about the water bodies like ponds, *wells,jhohars* lost in the locality, village or region. Find out the reasons (like silting, disuse, filling for reclamation of land). Participate in discussions on the impact of these changes on availability of water, vegetation, habitat and social life.



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6. Collect information about changes in land use, availability of water, forests, livestock and mineral resources of the locality /village/region from different sources (elders in the community, newspapers, television, internet and official records) and have discussions on the same.
7. List the crops grown in your area and prepare a record about the sowing season, duration of maturity, sources and periodicity of irrigation and yield of each crop.
8. Collect information about the prevalent methods of growing plants for forestry in the region.Plant trees in the school compound (or any other area) and look after them (this may be done as a class/group activity as a part of *van mahotsva* programme, wherever possible).
9. Visit nearby localities to observe how plantation prevents soil erosion.
10. Identify and collect relevant information about commercial, industrial or social activities at the local level that may have an impact on the environment. Disseminate information through handouts and school bulletin board.
11. Make a collection of clippings of news items, features, photographs, posters, cartoons, advertisements or any other format, about various issues of environment, including community hygiene, sanitation and pollution. Collate and disseminate information through charts, posters, collages, and bulletin boards or through any other mode.
12. Participate in co-scholastic activities like observance of world environment day and *van mahotsava,* eco-clubs, study tours, debates, exhibitions and quiz competitions.

**Teaching Learning Strategies**

The teaching-learning strategies for Environmental Education at this stage are to be designed in keeping with the local environmental conditions, both natural and social.. At the same time, it should also aim to help students to develop a global perspective of the environment and problems related to it. The most important parameter, however, to be considered while designing teaching-learning situations would be to provide adequate emphasis on the development of positive attitude as well as love and respect towards environment. This implies that a conscious effort has to be made to provide enough opportunities to the students to participate in a variety of activities.

**In order to transact Environmental Education effectively at the upper primary stage, an appropriate combination of the following strategies may be adopted:**

1. Focusing on mastery of basic skills by frequent drills and repetition of relevant exercises.
2. Creating and arranging situations for observation of natural phenomena.
3. Organizing demonstrations and involving students in discussions.
4. Providing opportunities to identify simple environment related problems and studying them through surveys and projects.
5. Helping students to acquire interpersonal and social skills to accomplish tasks through group learning.
6. Providing opportunities to students to use their imagination and visualize their roles in attempting to find alternate solutions to environmental problems.
7. Organizing group activities and group discussions.
8. Organizing activity based learning. Providing hands-on experience sessions.
9. Providing opportunities to develop skill of communicating their perceptions and ideas in verbal, written and visual forms like pictures, cartoons, maps, charts.
10. Organizing field visits and field interaction followed by discussions.
11. Utilizing various types of resource materials, both in print and non-print, as well as expertise available in the community.



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**Evaluation**

The assessment of students' achievement in Environmental Education would encompass all the three aspects of development i.e., cognitive, affective and co native. Both process and product evaluation techniques will need to be used. These will help in ascertaining the growth patterns, identification of strengths and weaknesses as also in utilizing systematic feedback for development of environment friendly habits, positive attitudes and desirable values amongst students.

Continuous and comprehensive evaluation using students' profiles and assigning grades would be desirable.

Proper records of students' progress would need to be maintained and their profiles so developed, would be utilized for effecting improvement leading to desirable understanding and behavioral actions towards the environment.

A multi-pronged approach to evaluation meeting local needs would have to be evolved by the teachers in the context of Environmental Education. Multiple approaches and instruments can be used for monitoring and assessment of desirable behavioral changes in the students. This could be accomplished by carefully observing students individually as well as in groups during participation in field activities, excursions, discussions project work and co-scholastic activities. In addition, assessing students' progress by peers, parents, teachers and community members could also be undertaken. It would also be desirable to undertake institutional evaluation.

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## Computer Applications

- Formulas and Functions in Excel 2013
- Creating Charts in Excel 2013
- Introduction to Visual Basic 6.0
- Working with Controls in Visual Basic
- Arithmetic operations in Visual basic
- Communication on the Internet
- Working with Flash
- Tools in Flash
- Animations in Flash
- Introduction to HTML 5
- Basic HTML 5 Commands
- The Virus

(Visually Explained Visual Basic 6 Prescribed Book for Visual Basic 6.0)

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## Physics

1. Measurement
2. Force and motion
3. Sound
4. Reflection of light
5. Light and shadow
6. Heat
7. Electricity

**Teaching Points and Learning objectives**

**Measurement**

1. Mass and weight -the difference between them —units used - spring balance, beam balance.
2. Density definition — units of measurement — simple calculations based on the formula D = M ÷ V variations in the density of gases and liquids with temperature — convection currents (in liquids/gases) arise as a result of this — floating and sinking (with reference to density).

a. Using a spring balance / beam balance
b. Using a density bottle to find the density of liquids

**Force & motion**

1. Motion — change in position with respect to a set of stationary landmarks.
   Types of motion and examples of the same —translatory (rectilinear and cunilinear), rotatory, oscillatory motion.
2. The motion of a simple pendulum — definitions of one oscillation, amplitude, time period, rest or mean position.
3. Uniform and non-uniform motion
4. Speed, velocity — the difference between them. Calculating speed from the formula:
   S = D ÷ T and using the correct units.
   Acceleration.
   v = u + at and simple problems based on this equation.
   Students need to identify & clearly initial and final velocity, and acceleration.
5. Observing examples of different kinds of motion and classifying them.
6. Finding the time period of a simple pendulum
7. Making a seconds pendulum.
8. Exploring the relationship between the time period and the length of the pendulum! The mass of the bob.
   Optional — may be taken as additional project work.

**Sound**

1. Sound is caused by vibrations - sources of sound the human voice, names of common musical instruments identifying which part vibrated to produce sound.
   a. Distinguishing between loud/soft sounds; high/low pitch; musical sounds/noise
   b. Differentiating between loudness and pitch.
   c. Defining amplitude, frequency



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2. Every sound has the following three properties;
   a. Loudness — dependent on the amplitude of the vibrations.
   b. Pitch – dependent on the frequency of the vibrations.
   c. Quality – dependent on which part of an instrument is vibrating.
3. Sound needs a medium for propagation — travels faster through solids than through liquids/gases – applications: sonar apparatus, echoes — speed of sound in air.
4. Decibel – some samples of decibel levels — noise pollution — causes and steps to reduce it — sound insulation are useful in some spaces (e.g. recording studios). Making improvised musical instruments and finding how to vary the pitch, loudness and quality of the notes

**Heat**

1. The effects of heat: rise in tempera (revision of thermometer, Celsius scale): fire (flammable /nonflammable substances), change *of* state (revision of terms: melting, solidification boiling, condensation, evaporation sublimation) expansion
2. Equal lengths of different solids expand by different amounts when heated equally.
3. Equal amounts of different liquids expand by different amount when heated equally.
4. Some applications in everyday life.
5. Transfer of heat — conduction, convection and radiation.
6. Conductors and insulators
7. Convection currents in liquids and gases.
8. Absorption and reflection of radiant heat polished and dark bodies
9. Everyday applications
10. Thetherinos flask

**Caution:** Train students to take Simple precautions against burn injuries/ fires.

- Simple improvised experiments - conduction and convection
- Examining and drawing a labelled diagram of a thermos flask.
- Compound bar, unequal expansion of different liquids.

**Light**

1. Sources of light (sun, fire, electric bulb and fluorescent tubes heated bodies) - luminous and non-luminous bodies—how we see the Moon —bioluminescence (brief mention).
2. Transparent translucent and opaque bodies/materials — examples.
3. Rectilinear propagation of fight -- pinhole Camera - variations caused by changing distance between screen and pin hole — simple ray diagrams to show Corrnatiou of image.
4. Shadows — umbra, penumbra — eclipses of the sun and the moon — simple ray diagrams.
5. Images formed by a plane mirror — their properties same size as object, as *far* behind the mirror as the object is in front, lateral Inversion
6. The Laws of Reflection — definitions of incident and reflected rays, normal at the point of incidence incident and reflected angle. Regular and diffuse reflection.
7. Drawing a ray diagram for an image formed by a plane mirror.
8. Spherical mirrors: convex and concave mirrors centre of curvature, pole, radius of curvature principal axis, focus of a concave mirror.
9. Image formation by a concave mirror for different positions of the object — drawing ray diagrams for the same.



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10. Understanding the differences between real and virtual Images.
11. The image formed by a plane mirror is also a virtual image.
12. Image formations by a convex mirror its focus – ray diagrams.
13. Some uses of curved mirrors.
    a. Formation of an image by a plane minor —changes observed using objects of different heights, different distances from the mirror can the image be obtained on a screen *2*
    b. Formation of images by a concave mirror

Classifying a set of objects/materials as luminous/non-luminous, transparent translucent / opaque.
Construction of a simple pinhole camera
Exploring the properties of images formed in a plane minor using a mirror strip, a ruler and a small doll or paper-cutout (or other suitable object)

**Electricity**

1. Sources of electricity — cell battery/mains.
2. Effects of electricity — provides heat, light, movement, can make electromagnets, electroplating.
3. Simple electric circuits — electricity can flow only in a complete circuit staring at one terminal and ending at the other — conductors and insulators — the entire circuit must be made up of conductors — switches.
4. Circuit diagrams — using symbols for a cell, a bulb, a switch etc.
   **Note**: arrow in direction of conventional current.
5. Electricity at home — meters determine consumption and we have to pay for it —fuses/miniature circuit breakers protect the house from electrical fires by breaking a circuit — parallel circuits allow us to use different parts of the household separately 9to be explained with a model/simple circuit diagram).
6. Construction of a simple dry cell — simple cross-section drawing of the same - other types of cells which are commonly available (no construction details required).
7. Simple rules for the safe use of electricity at home.
8. Need to conserve electricity.

**Caution:** Warn students never to conduct any experiments using mains supply. For their experiments, they only need a fresh dry cell, insulation tape, wires and a variety of insulators and conductors.

1. A simple improvised circuit with a switch and a torch bulb — to be used for checking the conditions under which electricity will flow and also finding out about conductors and insulators.
2. Locating the meters in a building, watching them at work- learning to read all electric meter.
3. Looking at fuses/ MCBs; parallel circuit —set tip on a board.
4. Looking at and drawing the doss-section of a cut- up dry cell.
5. Survey of electrical usage in their houses —for a set period of time daily listing examples of wastage and identifying possibilities for conservation.

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**CLASS 7 SYLLABUS** **2017-2018**

# Chemistry

1. Elements compounds mixture
2. Physical and chemical changes
3. Air
4. Chemistry in everyday life
5. Acids bases salts
6. Water

**Teaching Points and Learning objectives**

**Elements & compounds**

1. Atoms and molecules, elements and compounds, symbols and formulae of oxides and sulphides of divalent metals done earlier (revision of Class VI work).
2. Atoms are now known to be made up three smaller particles —the positively charged proton, the neutron, both found in the central nucleus and the negative charged electron, which revolves around the nucleus. When atoms combine, usually one of them gives up or donates one or more of its electrons: these are accepted by the other atom and The form a chemical bond between them. (Covalent combination is not to be done at this stage.)
3. Valencv is the number of electrons all atom can donate or accept. Valency is always a whole number.
   Symbols and valencies of oxygen. Sulphur, chlorine and divalent metals such as zinc, copper, calcium, lead, iron, magnesium, mercury.
   Based on the above, students may learn how to write simple formulae of the oxides, sulphides and chlorides of the divalent metals Ensure correct writing of symbols, subscripts. formulae.
4. Monatomic and diatomic molecules – their formulae
5. Differences between physical and chemical changes (brief revision of class VI work).During a chemical change, atoms re-arrange themselves to form new substances; the number of atoms of each kind remains the same before and after the chemical change.
6. Chemical changes are represented by an equation. Identifying reactants, products and writing of simple equations. Some examples given below.
   **Combination:** burning of magnesium / carbon. Hydrogen + oxygen; hydrogen + chlorine; iron + sulphur; water + carbon dioxide.

**Air**

Air is a mixture the constituents of air -pollutants (e.g. carbon monoxide. sulphur dioxide, oxides of nitrogen)

**Oxygen**

1. Occurrence in chemical compounds preparation from hydrogen peroxide, using manganese dioxide as a catalyst
2. The action of a catalyst — the test for oxygen.
3. Other compounds which yield oxygen (e.g. mercuric oxide, potassium nitrate) — equations for all reactions.
4. Properties — burning, rusting (conditions needed. prevention) oxidation reactions.
5. Uses of oxygen: respiration, burning, medical and industrial uses.
6. How the oxygen in the air is renewed – photosynthesis (briefly – link with Biology)
7. The preparation of oxygen from hydrogen peroxide in the laboratory. The test for the gas. (For safety



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reasons. the use of potassium chlorate is to be avoided.)

**Note:** Drawing of the apparatus used and identification of the same to be done.

**Carbon dioxide**

1. Preparation from carbonates by their reaction with acids — equations for these reactions — test for carbon dioxide — properties.
2. Uses of carbon dioxide - soda, dry ice, cooking processes. Extinguishing fires, photosynthesis brief mention).
3. Carbon dioxide in the air - the greenhouse effect.
4. Preparation of carbon dioxide in the laboratory, test for the gas.
5. Test for the gas.
6. Making an improvised fire extinguisher.
7. Observe the action of vinegar (other acid) on baking powder in a cake mix or other batter.

**Note:** Drawing of the apparatus used and identification of the same to be done.

**Nitrogen**

Its importance for plants -- gas used for flushing food packages.

**Rare gases**

Names- some uses (e.g. it, lighting balloons).

**Water vapour**

Humidity rotated to Seasons and location — different fonts in which precipitation occurs (names only) — brief revision of Water cycle.

**Chemistry in your life**

**Useful elements**

1. Metals and non- metals.
2. General properties of metals — good conductors of heat and electricity, malleable and ductile suitable examples.
3. Common uses of metals – jewellery, dentistry, wires, fireworks (magnesium). galvanization thermometers (mercury), aluminium etc.
4. Common non-metals – oxygen, nitrogen, carbon (graphite – lubricant), chlorine, iodine, helium, argon etc. – uses.

**Alloys**

Stainless steel, gold alloys. Bronze, brass, duralumin etc. - their uses.

**Solutions**

We use - e.g. soda water, sugar and salt in solution, chemical reactions in the body take place in solution …… etc.

**Useful compounds**

Some examples given below:

1. Common salt hydrochloric acid (in the stomach bathroom cleaning agent), fertilizers, silicon compounds (non-stick pans), pesticides (copper sulphate), marble and limestone (Calcium carbonate), paints (zinc



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oxide), Plaster of Paris or gypsum (calcium sulphate),

2. Complex organic compounds – containing carbon, hydrogen and oxygen – carbohydrates. Proteins – nitrogenous compounds. Hydrocarbons like methane (natural gas) used as fuels.

**Acids, bases and salts**

1. Formulae of common inorganic acids, their general properties.
2. Displacement reactions – formation of normal and acid salts writing balanced equations for the same – basicity of an acid.
3. Concept that groups of atoms stay together in the following radicals - carbonate, bicarbonate, sulphate. sulphite, phosphate - their valencies - writing the formulae of such salts.
4. Reactions of acids with carbonates,
5. Some uses of acids.
6. Bases —. Soluble bases arc called alkalies —common alkalies (including ammonium hydroxide).
7. Neutralisation reachions —- writing balanced chemical equations for such reactions. Basic salts -- hydroxyl chlorides – one or two examples only.
8. Indicator – testing for acids and bases/alkalies.
9. Salts found in nature — common uses of salt
10. Testing for acids and alkalies using laboratory indicators (litmus/phenolphthalein) as well as other indicators (turmeric, beetroot or red cabbage juice).
11. Apart from well-diluted inorganic acids ascorbic acid (vitamin C), limejuice, vinegar Milk of Magnesia, slaked lime, whitewash and other common fluids can be tested.
12. Extension exercise – use of pH paper may he introduced.

**Water**

1. Sources of water in nature — water as an essential constituent of all living things — the water cycle (revision).
2. Need for adequate quantities of potable water methods of purification — sedimentation, filtering, boiling chlorination
3. Properties of water — a good solvent boiling point. Fleeting point, anomalous expansion of water.
4. Hard and soft water substances that cause hardness- removal of hardness by boiling (one sample equation only), removal by addition of washing soda (one sample equation only).
5. Pollution of water — chemical, thermal, water-borne diseases (in brief) — steps to avoid the same.
6. Conservation of water

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# Biology

1. Basic biology
2. Organization in living beings
3. Tissues, organs and organ system in plants and animals
4. Movement in animals and plants
5. Nutrition in animals and plants
6. Ingestion, digestion, absorption and assimilation of food
7. Respiration in animals and plants
8. Excretion in animals and plants
9. Life under a microscope

Test paper 1
Test paper 2

**Teaching Points and Learning objectives**

**Basic biology**

1. The Cell – the basic unit of life – its structure.
2. Cell ongaltites — cell membrane, plastids, mitochondria, vacuole, centrosomes, nucleus – their functions.
3. Difference between plant and animal cells.
4. Cell division – needed for growth and repair in both plants and animals
5. Look at onion peel and cheek cells under a microscope and drawing the same. (D/E)
6. **Note:** Mitosis and meiosis need not be mentioned.

**Organisation in living beings , tissues, organ, organ system in plants and animals**

1. Characteristics of living things (revision)
2. Cells →tissues → organs →organ systems →organism.
3. Plant tissues: location and function
    a. meristematic tissue
    b. Permanent – simple (parenchyifla, collenchyma, sclerenchyma) and complex (xylem, phloem).
4. Animal tissues location and function Epithelial tissue
    a. Connective tissue — tendons, ligaments, bone, cartilage and blood muscles
    b. Nervous tissue
5. Organs in animals and plants
6. Organ systems and their functions with reference to the human body.
7. Organism → population →community →ecosystem → biosphere.
    a. Study of permanent slides of animal and plant tissues — drawing of the same

**Life processes: movement in animals and plants**

1. Locomotion in animals: organs, which help movement in common animals -mammals, insects, birds, fish, and earthworm etc. — different kinds of movement.
2. Movement in human beings — muscles, joints, ligaments, tendons, joints, cartilage.
3. Movement occurs at joints — locating the joints in the human body — different kinds of joints and examples of these (fixed and slightly moveable joints, freely moveable joints - hinge joints, pivot joints, ball and socket joints).
4. Muscles work in pairs to produce movement —e.g. arm.
5. The difference between movement and locomotion.



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6. Movement in plants: phototropism, geotropism, and hydrotropism — positive and negative responses to the stimuli of light, gravity and water. Simple drawings of experiments set up to show such movements. Thigmotropism Tropic and nastic movements.

**Note** : Technical names of all bones need not be introduced. Drawings of joints, skeleton etc is not required.

**Movement of microscopic living things — Amoeba, Paramoecium, Euglena.**

1. Locating joints in the human body and exploring the range of movements the alow.
2. Observing a skeleton (or models), if available, and observing the various bones and joints.
3. Observing the actions of voluntary muscles in the body (e.g. neck, arm, leg, abdomen Observing the movement of pets/other animals seen at home, birds in flight etc.— recording these in words — sharing these observations in class.
4. Simple experiments to show the different kinds of tropic movements in plants — and drawing the changes observed.

**Life processes: nutrition in animals and plants**

1. Classes of foods (carbohydrates, fats, proteins) their examples and why the body needs them.
2. Vitamins - A, B group, C, ft F — sources, need, deficiency symptoms (in brief).
3. Minerals - iron, calcium, phosphorus, iodine —sources, need, deficiency symptoms (in brief).
4. Water and roughage.
5. Energy obtained from food is measured in calories. (Definition of calorie not required).Link with nutritional information often available on food packets. The daily requirement of calories is dependent on age and occupation.
6. Plants are the only living things that make their own food. Photosynthesis and factors that affect it – macro and micronutrients for plants — some examples — deficiency djseases in plants (e.g. nitrogen, iron) How plants obtain their requirements for photosynthesis and the working of the stomata.
7. Experiment to show the need of light and chlorophyll during the process of photosynthesis in plants.
8. Transport of food to different parts of the plant Plants also use the food they make for their own growth. Autotrophic and heterotrophic nutrition —parasitism and symbiosis with examples.
9. A balanced diet — analysis of daily diet to find ways of improving the same, if needed.
10. Food fats — fast foods, additives, obesity, developing good food habits.
11. What animals eat — herbivores, carnivores, omnivores? (Revision)
12. Food chains, food webs
    a. Location of vaseblar bundles in the stem
    b. Observing root hairs in germinating seeds.

**Note:** Most foods contain more than one class of foodstuff - however they may be rich in one particular group. Students need to have a clear concept about this.

**Activities**

1. Games involving classification of everyday foods into the groups, developing good food habits etc. These may even by developed by students with guidance from the teacher.
2. Test raw and cooked foods for starch with a dilute aqueous solution of iodine. (Note: include *dais* and discuss why they test positively for starch.)
3. Test foods for fats by rubbing them on paper.
4. Test for protein.



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5. Analysing food, checking if the daily diet is balanced.

**Life processes: ingestion, digestion, absorption & assimilation**

1. Types of teeth and their functions in human beings. Care of the teeth.
2. The pattern of teeth in herbivores. Carnivores and omnivores.
3. Learning to brush teeth correctly.
4. Observes ones own teeth.

**Life processes: respiration and excretion in animals & plants**

1. The respiratory system in human beings.
2. Test for carbon dioxide (link with Chemistry – class VII) – getting rid of waste carbon dioxide/water vapour through exhalation.
3. Difference between respiration and breathing (inhalation and exhalation).
4. The respiratory organs of some animals — e.g. fish, amphibians, insects.
5. Respiration in plants
6. Difference between respiration and photosynthesis.
7. Transpiration in plants.
8. Getting rid of wastes in plants — resins and gums.

**Absorption and Excretion in human beings.**

The digestive system! Process in human beings – drawing a simple, labelled diagram of the alimentary canal. Observe the digestive system on a model, if available. Excretion in human beings - what is excreted and through which organs the renal excretory system — drawing of a simple labelled diagram. Excretion in plants- nitrogenous and non – nitrogenous substances

1. Exhaled air contains carbon dioxide —breathing into fresh limewater.
2. Experiment to show that soaked/germinating seeds respire.
3. Experiment to show that transpiration takes through leaves

**Life under a microscope**

1. What are microorganisms?
2. Unicellular plants and animals —*Chlorella, Chlamydomonas, desmids,* diatoms, yeasts.
3. Various types of bacteria.
   *Amoeba, Paramoecium, Euglena.*
4. Multicellular plants and animals:
5. Filamentous algae— *Spirogyra*
6. Fungi — bread mould Colonial organisms - Volvox
7. Conditions for the growth of microorganisms
8. Useful microorganisms – e.g. fermentation, setting of curds, tanning of leather, retting of fibres, formation of compost and manure, biogas, *gobar gas etc.*
9. Harmful microorganisms — disease causing viruses, bacteria, fungi, protozoa- only as examples — symptoms, vectors and spread need not be done.

**How to avoid infections and spoilage of food?**

1. Studying a drop of pond water under a microscope study of permanent slides of microorganisms – drawing the same
2. A simple experiments to determine conditions needed for the growth of mould on bread - need for a control



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to be discussed.

3. Experiment to determine the conditions needed for the formation of curds.



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## Socially Useful Productive Work (SUPW)

1. Health and hygiene
2. Food
3. Shelter
4. Clothing
5. Culture and gardening
6. Community work and social service

**Teaching Points and Learning Objectives**
**Activities practices, crafts and services**

**Health and hygiene**

1. Making of tooth powder, chalk sticks, candles, shoe polish, soap, detergents, broom, wastepaper baskets, dust bins, compost manure etc.
2. Preparation of health posters.
3. Keeping of health records.
4. Keep the neighbourhood clean.
5. Working at health centres.
6. Growing medicinal plants.
7. Working for eradication of communicable diseases.
8. Provision of para-medical services.

**Food**

1. Growing of selected vegetables, ornamental plants.
2. Seed collection, soil testing.
3. Experimentation with different kinds of soil, different kinds of manure.
4. Vegetative propagation by cutting, breeding, grafting.
5. Vegetative reproductivity layering, soil conservation.
6. Making jam, jelly, ketchup, pickles, and bakery items. Running canteens for specific periods.
7. Working in Agro – industries and on kitchen gardening, pot culture, crop and seed production, soil conservation and desert control, bee-keeping, poultry, bakery, confectionery, cooking.

**Shelter**

1. Making articles of use with the help of available material.
2. Polishing doors, windows and furniture.
3. Casual labour tasks in school.
4. Bamboo work, house carft, carpet weaving, etc.
5. Working on potter.
6. Mechanical, electrical and electronic workshop practice.

**Clothing**

1. Making school bags, school flags, table cloth, pillow cases, table mats.
2. Production of cotton/wool/silk and other fibres. Dress making, knitting hosiery work, embrodiery, leather work.



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**Culture and Gardening**

1. Toy making, making of artificial flowers, items, games material etc.
2. Preparing cards for festivals, designing fancy covers for books, book-binding, fancy candle-making, puppets, musical instruments, and photography.

**Community work and social service**

1. Helping adults in their work.
2. Keeping the school and its neighbourhood clean.
3. Helping in the care of the sick at home, in school and in the community.
4. Offering first aid when needed.
5. Helping organizers at festivals and during functions.
6. Helping police and public in traffic control.
7. Helping in literacy campaigns.
8. Surveys of the activities of business and industrial set-ups in the neighbourhood.

**Curriculum Transaction – Aspects of emphasis**
**Academic Areas**
Knowledge of

1. Needs and problems of the community
2. Availability of resources

**Concern for the community and environment**
Interests, attitudes and values, concern for the community and the environment. Interest in the activity in which participating as demonstrated through:

1. Discipline
2. Dignity of labour
3. Initiative
4. Originality
5. Self reliance

**Process of work**

1. Planning and execution of work in the desired sequence.
2. Correct selection of tools as also their maintenance and manipulation.
3. Adherence to safety rules

**Product of work**

1. Quality of the finished product
2. Originality
3. Sale ability of the products

**Report**
Evaluation Criteria

1. Collection and interpretation of information
2. Self evaluation
3. Social usefulness of the task



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4. Precautions taken
5. Results obtained

**Format of a teaching learning unit**

1. Area under which the content unit falls
2. Class
3. Estimated time for the completion of the task
4. Other inputs/tools etc. as needed
5. Steps of operation
6. Procedures for evaluation

**Evaluation of proficiency levels coverage**

1. In regard both product and service oriented activities evaluation may have the following criteria.
   -Subject matter
   -Skills
   -Work attitudes
   -Interests
2. Evaluation of all segments of growth.
3. Evaluation of both product and process performance.
4. Evaluation by the teacher who teaches with appropriate checks and balances for containing biases.
5. Evaluation in real life situations and not in hypothetical or contrived settings.



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## Physical Education

**General**

1. Exercises- warming up and cooling down
2. Stretching exercises
3. Exercises related to particular sports
4. Table tennis, cricket, soccer tournaments for boys
5. Table tennis and carom tournament for girls
6. Volley ball and badminton for girls
7. Exercising on trade mills, steppers, cycles, twisters
8. Coaching camps for students--- cricket and football
9. Fitness camp for students on every Saturday

| | Number of Periods | |
|---|---|---|
| **Physical Exercises** | 2 | Abdominal exercises |
| | 2 | Aerobics |
| | 2 | Pilates |
| | 3 | Skipping, Dumbbells, Swiss ball |
| | 4 | Free Hand Exercises |
| **Games** | 2 | Khokho |
| | 2 | Dodge ball |
| | 3 | Table Tennis |
| | 2 | Carom |
| | 1 | Hand Ball |
| | 1 | Yoga |
| | 2 | Javelin |
| | 2 | Discus |
| | 2 | Gymnastics |
| | 2 | Shot put |
| | 3 | Football |
| **Theory** | 1 | Basics of athletic |
| | 1 | Structure of 400mt track. |
| | 3 | March Past-commands |
| | 2 | Healthy food and hygiene |
| | 2 | First Aid |
| **Videos** | 1 | ICC WORLD CUP FINALS |
| | 1 | ICC WORLD CUP SEM FNL |
| | 1 | BSET GOALS OF FIFA WORLD CUP FOOTBALL |
| | 2 | Best 50 GOAL OF .. UEFA CUP FOOTBALL |



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2 GIANTS OF BRAZIL
2 2006 WC FOOTBALL
OFFICIAL FIFA FILM

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## General knowledge

**(Common to all Classes with varying degree of learning objective)**

1. SUCCESS SKILL - PERSONALITY DEVELOPMENT
   - The grooming of self-confidence begins with the developing of one communication skills.
   - Just bookish knowledge is not enough
   - To be successful in today's world, we must know how to express what we know.

2. SUCCESS SKILL – LIFE SKILL
   - The relevant knowledge required for everyday existence.
   - To encourage students to be aware of what is happening around them and how to respond and react in their everyday environment.

3. SUCCESS SKILL – GENERAL KNOWLEDGE
   - Relevant and useful information for everyday life.
   - Gradation of knowledge according to class.

4. SUCCESS SKILL – CREATIVITY AND THINKING SKILLS
   - Like our bodies, our brain too needs regular exercise.
   - Interactive exercises and mind games that will help the students to think logically and to stimulate their thought processes.

Note :

- Classwise detailed syllabus will be as per the series of the prescribed book. ( The series number corresponds to the class)
- Classes I-IV – Projects & worksheet based
- Classes V-VII – a) Written exams with grades
  b) Quiz /Scrap books on different topics
  c) Projects – Current affairs, Geography, History etc
  d) Quiz may be conducted by the students on any of the above mentioned subjects.
  e) Question bank may be compiled.

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## Value education

**(Common to all Classes with varying degree of learning objective)**

**Suggestions**

1) No books to be prescribed, no evaluation.

2) Teachers to plan out specific topics for allotted classes * (same topic from I-IV but different approach).

3) Boys and Girls Value Education class is divided and is taken by 2 teachers separately.

4) Suggested group activities – socially useful activities like – a) gardening b) classroom cleaning c) organizing the library books etc.

5) Creative work like – chart making, composing songs, poetry writing, writing prayers and arranging for prayer service during exams, indoor games involving group activity, playing any musical instruments etc.

6) Awards will be given at the end of the year based on the student's all-round personality development.

Suggested Topics
1) Discipline
2) Honesty
3) Health & Hygiene
4) Friendship
5) Respect towards elders
6) To develop healthy competitive spirit.
7) To develop a sense of responsibility.
8) Etiquette

- These can be channelized into academics for senior students in the following ways-

- The writing skills can be channelised into literary works which involves imagination.

- Activities which involve public speaking and shouldering responsibilities, will embolden the student in the higher classes, to take up greater responsibilities like captainship, oral projects and literary events which require addressing a crowd.

- If Value education is taught to a small group, every child will get individual attention so students will be able to overcome their inhibitions and be interactive in academic sphere.

- All round development through the various activities stated will help to make the students more focused in academics, increase power of concentration and make them more dedicated.



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# SUPW Class 7

| | April- May | | June-July | | August | | September | | November/ December | | January | | February | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Class 7 | Pd 1 & 2 | Learn book binding | Pd 1 | Make fathers day card | Pd 1 - 4 | Soft toy making | Pd 1-3 | Body cleanliness REFER Sheet 6 | Pd 1 | Stich a button | Pd 1 | Learn to book a railway ticket online REFER Sheet 4 & 13 | Pd 1, 2 & 3 | Best out of waste |
| | Pd 3 & 4 | Make decorative lables | Pd 2 | Lice treatment option | | | Pd 4 | Cleaning of Desks | Pd 2 | Heming | Pd 2, 3 & 4 | Know hacks with baking soda REFER Sheet 8 | Pd 4 | Cleaning of Desks |
| | Pd 5 | Cleaning of Desks | Pd 3 | Reasons & Ways to clean dirty comb | | | | | Pd 3 & 4 | Learn basic stiches REFER Sheet 5 | | | | |
| | | | Pd 4 & 5 | Quilling | | | | | Pd 5 | Learn to Iron the school dress (demostration) | | | | |

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## English I

**1st Term**

1. The Sentence – Definition, Statements, Interrogative Sentences, Imperative Sentences, Exclamatory Sentences.
2. Phrases – Noun Phrases, Adjective Phrases, Adverb Phrases
3. Clauses – Noun Clauses, Adjective Clauses, Adverb Clauses
4. Sentence Patterns – Simple Sentence, Compound Sentence, Complex Sentence
5. Nouns – Kinds of Nouns, Countable and Uncountable Nouns, Collective Nouns + Plural Verb, Noun with a Plural form, Two Nouns joined by *and*
6. Pronouns – Personal Pronouns, Relative Pronouns
7. The Adjective – Order of Adjectives, Kinds of Adjectives, Adjectives used as Nouns
8. Comparison of Adjectives
9. Determiners- few, a few, the few, little, a little, the little, each, every, much, many, etc.
10. Articles – Indefinite Articles, Definite Article, Omission of Articles, Repetition of Articles
11. Agreement of the Verb with the Subject
12. The Adverb- kinds of Adverbs, Position of Adverbs, Use of Adverbs
13. Tenses and Their Use – I – Simple Present, Present Continuous
14. Tenses and Their Use – II – Simple Past, Past Continuous, Present Perfect, Present Perfect Continuous, Past Perfect, Past Perfect Continuous
15. Tenses and Their Use – III – Simple Future, Future Continuous, Future Perfect and Future Perfect Continuous
16. Active and Passive Voice
17. The Infinitive
18. Composition – Narrative, Descriptive, Argumentative, Story Writing, Picture Composition
19. Comprehension
20. Precis
21. Letter writing (Formal & Informal)

**2nd Term**

22. The Participle
23. The Gerund
24. The Conjunction
25. The Preposition
26. Words followed by Prepositions
27. Phrasal Verbs
28. Modals– Shall, Will, Should, Would, may, Might, Can, Could, Need, Dare, Must, Ought to, Used to
29. Conditional Sentences
30. Combination of simple sentences into simple sentence
31. Combination of simple sentences into one Compound Sentence
32. Combination of Simple Sentences into one Complex Sentence
33. Sequence of Tenses
34. Direct and Indirect Sentences – Assertive Sentences, Imperative Sentences, Exclamatory Sentences, Interrogative Sentences



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35. Transformation of Sentences – Sentences with the Adverb 'too', Interchange of - Degrees of Comparison, Affirmative and Negative Sentences, Active and Passive, Interrogative and Assertive sentences, Exclamatory and Assertive Sentences, Interchange of Parts of Speech.
36. Punctuation
37. Homophones
38. Composition – Narrative, Descriptive, Argumentative, Story Writing, Picture Composition
39. Comprehension
40. Precis Writing
41. Letter writing (Formal & Informal)

**Note : High School English Grammar & Composition to be referred for further material on grammar .**

**Teaching Points and Learning Objectives**

**Correct language skills**

1. Comparatives and superlatives (special difficulties), more than, than, even, very and positive, much and comparative.
2. The more (of two), the most (of more than two), very much.
3. Confusion of adjectives and adverbs (e.g., hard. hardly, late, lately, etc.).
4. Use of fairly and rather.
5. Adverbial use of no, not, and none.
6. The prop-word one (consistency throughout a sentence).
7. Negative verbs: cannot, has not, does not, is not, must not, not to, in questions.
8. Anticipatory it with noun clauses and adjective clauses, (e.g., it is wrong to steal.)
9. Verbs compounded with adverbs: the position of the object ("take off your hat" or "take your hat off').
10. Reported speech, simple exercises, (emphasis on correctness in the sequence of tenses).
11. Tenses: Correct use of tenses:
    a. With since (e.g., I have not seen him since last Sunday).
    b. In adverb clauses relating to the future (e.g., I shall call on you when I come to Delhi).
    c. In adjective clauses referring to the future (e.g. you are to bring me the papers which you will find on my desk.
    d. I shall get on the first bus that comes.)
    e. In conditional sentences (e.g., if it rains the match will be cancelled, etc.)

**Oral communication**

**Speech Training**

1.Reading of prepared passages from prose and poetry.
2.Dramatic representation of one-act plays.
3.Re-telling stories and episodes seen on T.V/films/books.
4.Description of persons from literature.
5.Narration of imaginary experiences/stories.
6.Exercises in oral comprehension of passages read by the teacher in class.
7.Exercises in reported speech.
8.Reading of original stories or poetry.
9.News reading.
10. Elocution.
11. Debates



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**Written communication**

1. Re-telling of stories read in books.
2. Description of persons from literature.
3. Narration of imaginary experiences.
4. Narration of imaginary stories.
5. Description of processes with the emphasis on accuracy and conciseness.
6. Dialogues.
7. Dramatizing stories for class acting.
8. Writing of personal and official letters.
9. Reports on projects.
10. Fables and parables may be studied and imitated as a means of training pupils to write briefly and to the point. Further study on the structure of the paragraph and exercises in linking paragraph with paragraph.
11. Written exercises based on the study of passages of prose

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## English II

**1st Term**

1. His First Flight
2. *Mending Wall*
3. The Eyes Have It
4. *If*
5. The Open window
6. *Macavity: The Mystery Cat*
7. A Catastrophe

**Plays:**
A Midsummer Night's Dream
Julius Caesar

**2nd Term**

8. The Diamond Necklace
9. *A Ballad of Sir Pertab Singh*
10. Jane in Trouble
11. *The Battle of Blenheim*
12. The Survival of the Fittest
13. An Astrologer's Day
14. *In The Bazaars of Hyderabad*

**Plays:**
As You Like It
The Tempest

**Note : 1. In Eng 2 Syllabus ,words in Italics indicate poems**
**2. For Plays the text referred is Approach to Shakespeare (with an Introduction by Mrs. Andrew Lang) UBSPD**

**Teaching Points and Learning Objectives**

**Literature in English**

**(i) Class Reading:**
Drama of a suitably simple nature. A book of short stories (including Indian Stories) or a volume such as "The Adventure of Travel" in Longmans' Heritage of Literature series.

**Poetry :** The use is recommended of an anthology which contains poems somewhat more advanced in theme than those suitable for earlier years. Such an anthology should be used selectively with some balance being preserved between narrative, descriptive and lyrical verse. Some Indian verse must be included in the course.

**(ii) Extensive Reading:**
It is recommended that pupils should read at least *six* books out of class, under the direction of the teacher,



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and discuss them informally in class. In addition, one period or more per week should be devoted to extensive reading.



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## 2nd LANGUAGE-HINDI

**Pratham Satra**

Gunjan Hindi Pathmala-7

1.Manavya Hi Vishva Vijay
2.Kya Kare Meenu
3.Lallu
4.Jeevan Ka Lakshay
5.Rang Jati Ek Ritu
6.Padh Paudhe Aur Ham
7.Ratha Chakra
8 Guru Vani
9.Ek Kuta Aur Ek Maina
10.Vidrohi

Prachi Hindi Vyakaran Evam Bhasha-Bodh-8

1.Hindi Lekhan Aur Vartini
2.Shabd Aur Pad
3. Shabd,Rachana-Upsarg Aur Pratya
4.Sangya-Ling,Vachan,karak
5.Sarvanam
6.Visheshan
7. Vilom,Vakyansho Ke Liye Ek Shabd,Paryayvachi,Muhavre,Apatith,Patra Lekhan,Nibandh

**Ditiya Satra**

Gunjan Hindi Pathmala-8

1.Ek Swapan Sakar Hua:Amar Jyoti
2 Mera Naya Bachpan
3 Dharti Ka Suraksha Chakra.
4 Anokha Badla
5Aath Abhimanyu.Kapi Kari Hridye Vichar
6.Kapi Kari Hridye Vichar
7.Saza
8.Rotiyan
9.Priyatam
10.Gudar Sai

Prachi Hindi Vyakaran Evam Bhasha-Bodh-8

1. Kriya,Kal,Vachya
2.Avyaa
3.Vakya
4.Viram Chinah
5.Anekarthi,Samrupi Bhinnartha

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6. Taatsam-Tadbhav
7. Lokokti
8. Apatith,
9. Patra,
10. Nibandh

Udeshya

*Nibandh-bhashae gyan vridhi,rachanatmakta,tartmyata,kalpanashilta ka vistar,vakya vinyas ka anushilan.

*Patra-vishaya ki kedriyata ka sathik prastutikaran,vishaya ki sanshkhipta arthat gagar mein sagar bharne ki prakriya ka anushilan.

*Hindi Vyakaran ka vyavaharik gyan.

*Kahani ke vachan dwara vachan pratibha ka vikas,aalochatmak tipanni ke dwara kahani ke mool kathya se parichaye,tarkikta tatha rachanatmakta ka vikas,charitra dwara nirnayatmak aaolokan ka anushilan.

*Kahani ke natya rupantar dwara sanvad lekhan ka anushilan.

*kavita ke bhav vishleshan-lekhan dwara manviya bhavnao ka parishkar tatha unki abhivyakti ka anushilan

*Pathyakram se bahar ki rachnao ka pathan kar mahine mein ek din us par alochnatmak vichar dwara pathan-vishleshan pravritti ka vikas.



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# 3RD Language - HINDI

## 1ST TERM

1) Veer Napolean
2) Seekho
3) Guru Gobind Singh
4) Ek Gadha Aur Ek Kutta

## GRAMMAR

1) Vilom Shabd
2) Paryay Vachi
3) Anek Shabdo Ke Liye Ek Shabd
4) Translation
5) Essay Writing
6) Letter Writing

## 2ND TERM

1) Daadhi Ka Kamal
2) Maa Durga Ka Avir Bhaav
3) Raja Ram Mohan Roy
4) Kshan Ka Mehatv

## GRAMMAR

5) Vilom Shabd
6) Paryay Vachi
7) Anek Shabdo Ke Liye Ek Shabd
8) Translation
9) Essay Writing
10) Letter Writing



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## 2nd Language – Bengali

**Grammar**

1. Bakya paribartan- Saral Bakya, Jaugik Bakya, Jatil Bakyabda
2. Dhanyatmak Shabda and
3. Homophones(eki shabder bhinna arthe prayog)
4. Upasarga
5. Bachya Paribartan
6. Synonimes(samarthak Shabda)
7. Opposites( Biparit shabda)
8. Padantar
9. Proverbs(Bagdhara)
10. Voice change(Ukti Paribartan)
11. Samoccharita Bhinnarthak Shabda
12. Letter Writing – personal and Official
13. Essay Writing
14. Comprehension

**Sahitya Prasanga- Prose**

1. Aranyer shobha – Bibhuti bhushan Bandopadhya rat Chandra chattopadhya
2. Cyclone- Sharat Chandra Chattopadhya
3. Beerangana- Mahasweta Debi
4. Cloroform- Amarnath Roy
5. Prachin Banglar Shilpa- Subhash Mukhopadhya
6. Phire dekha Netaji- Narayan Sanyal
7. Bidyasagar- Balai Chand Mukhopadhya

**Sahitya Prasanga- Poetry**

1. Bidrohi- kajee Najrul Islam
2. Panrahsha- Rabindra Nath Thakur
3. Banga bhumir prati – Michel Madhusudan Dutta
4. Basti- Shankha Ghosh
5. Fan - Premendra Mitra
6. Ma- Rajani Kanta sen
7. Shatru- Mallika Sengupta
8. Phasaler Dak- Sukanta Bhattacharjya

**Galpo Sankalan**

1. Naya paratnata- Iswar Chandra Bidyasagar
2. Natunda- Sarat Chandra Chattopadhya
3. Praphuller Shiksha- Bankim Chandra Chattopadhya
4. Aatar Payash- Raj Shekhar Basu
5. Saada ghora- Ramesh Chandra Sen
6. Pandit masai- Saiyad Mujtaba Ali
7. Aakasher Swad- Ashapurna Debi
8. Pilkin's eleven- Bimal Kar

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**3rd Language – Bengali**

**1st Semester**

**Dial B for Bengali** Lesson 1,2,3 and 4
**Sahaj Bangla Path- Poetry**

- Saadh
- Prajapati
- Bombagarer raja

**Sahaj Bangla Path- Prose**

- Abdul Majhir galpo
- Sinha indur
- Tia pakhir budhi

**AAmi Likhi** – 1-24

- Paragraph Writing
- Comprehension

**2nd Semester**

**Dial B for Bengali**
Revision Lesson 1,2,4,5,7and 8

**Sahaj Bangla Path- Poetry**

- Amader choto nadi
- Ilshe guri
- Prarthana

**Sahaj Bangla Path- Prose**

- Narahari Das
- Janoyarer jal pan
- Siter sanchay

**AAmi Likhi** – 25-48

- Paragraph Writing
- Comprehension



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## 3RD Language - GUJARATI

### 1ST TERM

1) Porm :- 1. Diwali 2. Vanka Angha
2) Prose :- 1. Mithu nu Dhol 2.Maja Pade
3) Paragraph Writing
4) Comprehension
5) Vyakaran –Virodhi, Samanarthi Shabda, Vakya Rachna, Shabda Samuha, Ling
6) Samanaya Gyan

### 2ND TERM

1) Prose :- 1. Bhaise Bhanavyu Gam 2. Unarani rajama
   3. Maji ne Khawa Pav bhaji
2) Poem Aajab Ghajab
3) Vyakaran- Revision of First Term
4) Samanaya Gyan
5) Genaral Question & Answer
6) Paragraph Writing
7) Comprehension

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# Mathematics

1. Sets
2. Operation on Sets, Venn Diagrams
3. Number System
4. Ratio and Proportion
5. Unitary Method and its applications
6. Speed, Time and Distance
7. Percentages
8. Profit and Loss
9. Simple and Compound Interest
10. Fundamental Concepts and operations on Algebraic Expressions
11. Formulae
12. Exponents
13. Special Products and Expansions
14. Factorisation
15. Simplification of Algebraic Fractions
16. Linear Equations and Inequations
17. Pair of simultaneous Linear Equations
18. Quadratic Equations
19. Co-ordinate System and Graphs
20. Fundamental Geometrical Concepts
21. Triangles
22. Quadrilaterals and polygons
23. Constructions
24. Theorems and Area
25. Circles
26. Perimeter and Area of Plane Figure
27. Volume and Surface Area of cuboid
28. Statistics

**Teaching Points and Learning Objectives**

**Sets**

Idea of a set/ Notation/ Finite/Infinite set.

Well defined collection of distinct objects. Roster method (listing elements) and set builder method. Denoting sets by capital letters and elements by small letters.

**Universal set**

The empty set/ Equivalent sets/ Equal sets

Cardinal number of a set Candidate will be expected to be familiar with the terms and symbols connected with sets, namely, Sets of numbers : N, W, I or Z, Q and R (General, Operational and Relation)

**Subsets**

Complement of a set/ Union of sets/ Intersection of sets

**Venn diagrams**



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Venn diagrams as illustrations to bring out relationship in sets and their use in simple logical problems.

**Numbers**
Natural numbers, whole numbers, integers, ratio, irrational numbers and real numbers.

**The real number line**
Prime, composite numbers, odd and even numbers. Factors-H.C.F, Multiples-L.C.M
Four fundamental operations. Simplification of expressions involving fractions and decimals (Use of principleof BODMAS).Four fundamental operations involving directed numbers.Ratio, fractions, decimals and Conversion of one to the other.Square root by factors and division method.

**Simple Interest**
Calculation of interest and Amount only.

**Compound Interest by Simple Interest method**
Calculation of Interest and Amount only.

**Percentage, Profit, Loss, Time and work, Time and Distance, Proportional parts.**
Elementary (simple and direct questions) only. Length, area, volume weight and time. Pupils must be fully conversant with the measures of money

**Algebra**

**Fundamental concept**
Pupils will be expected to be familiar with algebraic terms such as term, monomial, binomial, trinomial, polynomial degree of a polynomial, coefficient, variable, constant, linear, algebraic fractions.

**Fundamental Operation**
Addition, subtraction and multiplication. Division of a polynomial by a monomial or a binomial of first degree. Simplification by removal of brackets (Use of principle of BODMAS).

**Substitution**
Substitution in polynomials (degree 2 or I.) involving at most three unknowns.

**Exponents**
Positive, integral and zero indices only.
Laws of exponents:
$x^m.x^n = x^{m+n}$; $x^m/x^n = x^{m-n}$; (m>n only)
$(x^m)^n = x^{mn}$; $x^0=1$
Proofs of the laws will not be requited.

**Formulae Products and Expansions**
(x±a) (xdsb)
Framing of formulae (simple cases). Change of subject to formula.



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**Factorisation**
Taking common; ax + bx, a(x + y) ± b(x - y)Grouping and taking common ac + bd + ad + bc. Difference of squares $x^2 - y^2$.Trinomials $ax^2 + bx + c$ (a. b. c)

**Linear equations**
Solution of :
(i) simple linear equations and problems leading to them.
(ii) pairs of simultaneous linear equations in two variables. Simple problems leading them. Candidates will be expected to find a solution set in a given replacement set for the variable.

**Graphs**
Graphical representation of a linear equation in two variables, Solution of a pair of simultaneous linear equations in two variables graphically.

**Mensuration**
**Area and perimeter of rectangle, trapezium triangle,**
Problems on paths inside or outside a rectangle or a circle may be included and circle

**Volume**
Pupils should be familiar with the abbreviations; cm, m, km; cm2, m2, cm2, m3.

**Geometry**

**Note:** In the Geometry section of the syllabus, pupils will not be expected to prove theorems. Questions should be set to test simple logical deductions, from geometrical properties.

**Fundamental concepts**
Candidates will be expected to be familiar with line, plane, space, line segment, polygons as a set of points:

**Lines**
Parallel, intersecting, perpendicular, bisectors of angles, bisectors of line segments.

**Angles**
Acute, right, obtuse, straight, reflex, adjacent angles, vertically opposite angles, complementary and supplementary angles. Alternate, corresponding and interior opposite angles (with reference to parallel line).

**Properties**
1. If two straight lines intersect, the adjacent angles arc supplementary and vertically opposite angles are equal.
2. If two angles having a common arm are supplementary the other two arms lie in a straight line.
3. Two parallel lines are cut by a transversal line,
4. The alternate angles are equal.
5. The corresponding angles are equal,
6. The interior angles on the same side of the transversal are supplementary.



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**Polygons**
The angle sum property - interior: (2n - 4) rt. angles, exterior: (4 rt. angles).

**Triangles – Scalene, Isosceles, equilateral**
**Properties**

1. Congruency: SAS. ASA, SSS, RHS.
2. The angle sum property.
3. If one side of a triangle is produced, the exterior angle Formed is equal Ito the sum of the interior opposite angles.
4. If two sides of a triangle are equal, the angles opposite to them are equal; and the converse.
5. If two sides of a triangle are unequal, the greater side has the greater angle opposite to it; and the converse.
6. Pythagoras' theorem.
7. Quadrilaterals, Parallelogram
8. If a pair of opposite sides of a quadrilateral are equal and parallel, it is a parallelogram,
9. The opposite angles of a parallelogram are equal and adjacent angles are supplementary.
10. The diagonals of a parallelogram bisect each other, and each diagonal bisects the parallelogram.
11. Parallelograms on the same base and between the same parallels are equal in area.
12. Area propositions
13. The area of a triangle is half that of a parallelogram on the same base and between the same parallels.

**Rectangle**
The diagonals of a rectangle arc equal and bisect each other.

**Square**
The diagonals of a square bisect each other at right angles and are equal.

**Rhombus**
The diagonals of a rhombus bisect each other at right angles.
Constructions
Using ruler and compasses only.

**Angles**
An angle equal to a given angle.
Bisection of an angle.
Construction of angles of $60^{O}$, $30^{O}$, $90^{O}$ $45^{O}$

**Lines**
Bisector of a line segment. Perpendicular bisector or a segment.
Construction of a perpendicular to a line (i) at a given point in the line and (ii) from an external point.

**Triangles**
Simple data corresponding to congruency conditions (Questions on constructions of triangles given sum/difference of sides/angles not to be asked). Opposite angles are supplementary.



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**Part – II**

**Arithmetic/Algebra**

1. Approximation
2. Significant figures, rounding off to a specified unit (e.g. to We nearest mm, nearest g, nearest paisa, etc.) and decimal places.
3. Power and roots
4. Use of tables in computing squares, cubes, square roots and cubes (tables and approximation) roots of natural numbers.
5. Using the division method to find the square roots of a non-perfect square natural number to a specified number of decimal places e.g. find 27 correct to 2 decimal places.
6. H.C.F and L.C.M.
7. Using factors only.

**In equations**
Simplification of algebraic fractions (canceling the H.C.F./ in Nr. and Dr.) Addition and subtraction of simple algebraic fractions finding the L.C.M. of the denominators.

**Quadrant equations**
Solution of quadratic equations in one variable, using factors only.
Problems leading to quadratic equations excluded

**Mensuration**
Area and perimeter of a trapezium
Use of the formula for area; direct problems only.

**Geometry**

**Circles**
**Terms** : radius, diameter, circumference, chords, arcs, semicircle, major arc, minor are, sectors, segments, central angle, tangents, in a semicircle = 90
**Statistics**
Tabulation of raw-data. Frequency tally. Frequency distribution and column graphs based on frequency distribution and frequency density. Introduction to grouped data – tabulating data and finding mean. Introducing median and mode, revising earlier concepts.



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## History

**1st Term**

1. Decline of the Mughal Empire
2. Growth of the British Power in India
3. Revolt of 1857
4. The Impact of British Rule
5. Social Reformers
6. One World-The Global Community
7. United Nations
8. UN Agencies

**2nd Term**

1. Revolutions and Nationalist Movements-Europe and America
2. Rise of Indian Nationalism
3. Struggle for Freedom(1905-1922)
4. Struggle for Freedom (1923-1939)
5. Achievement of Independence
6. Indian Foreign Policy

**Teaching Points and Learning Objectives**
**History**
**Decline of the Mughal Empire**
Marathas and regional powers – to be covered briefly. The situation which enabled the British to establish an empire in India – Very brief outline of the British conquest of India – the French and the British empires (very briefly). Instead of giving details of wars and dates maps can be used, so that the cumulative growth of British rule can be seen. Few opponents to British rule – Tipu Sultan, the Marathas can be covered briefly.

**Impact of British rule in India**
Cultural, social and educational. English/western education (less emphasis on details like Wood's Despatch and more on the reasoning behind the policy). Impact in the area of transport and communications – mainly railways. Efforts of social reformers to regenerate Indian society – a representative selection to be taken. Emphasis to be given on the commonalities rather than the details of each.

**Contemporary developments in World History**
**The Age of Revolution**
USA – More emphasis to be given to the ideas and events, which caused the revolution.
France – A very brief look at Napoleon's unification of Europe (no details) and his defeat.

**Nationalism in Europe**
New nations and the impact of nationalism – Definition of nationalism. A very basic look at unification of Italy and Germany. Impact of nationalism to be done through map showing subject peoples in the Empires – how many of them have states of their own now?



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**The US Civil War**

A very basic look at the issues dividing North and South. Role of Abraham Lincoln. A brief look at the main events. Lincoln and Geltysoburg Address (importance).

**Civics**

1. World as A global Community
2. International Co-operation.
3. India and her Neighbours.

**Teaching Points and Learning Objectives**

**World as a global community :**

1. Concept of interdependence; sharing of goods and services; trade; war; overpopulation and poverty; environmental concerns; globalization and its discontent; disarmament.
2. Each of the above concepts to be very clearly and briefly defined. What is the impact on India of these developments?

**International cooperation :**

1. The UNO and how it works ; its six major organs to be explained in clearly and briefly;
2. 5 – 6 Agencies : WHO, ILO, FAO, UNICEF, NESCO; one line about the functioning of each, more of general discussion about their campaigns, use of UNICEF cards posters, television and newspapers.
3. India and her neighbours – very brief look at India in South Asia and S E Asia – identification of the SAARC countries and some common programmes like SAVE, SAF Games, etc. (Details about SAARC conferences and their discussions not required).



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# Geography

1. The Solar System
2. Weather and Climate
3. Study of Climate
4. Temperature
5. Atmospheric Pressure
6. Winds
7. Moisture and Precipitation
8. Asia: The land and its resources
9. Asia: People and their economic activities
10. India:Relief Features and Drainage
11. India:Climate
12. India: Flora and Fauna
13. Wheat cultivation in Punjab
14. Plantation in Kerela
15. Cotton Textile Industry in Mumbai
16. Bangalore: The Silicon Valley of India
17. Pollution

**Map Marking**
1. Asia
2. India

**Project**
1. Climate
2. Rice Cultivation in West Bengal (case study)

**Practical Work**
1. How to measure temperature and rainfall?
2. Calculation of mean daily, mean monthly, mean, annual temperature and diurnal range temperature.

**Teaching Points and Learning Objectives**

## Physical Geography

**Solar System**
Elementary study of the major planets of our solar system - their sizes, distance from the Sun in kms. Characteristic features of each planet. Superior planets and inferior Planets, conditions favourable for life on earth.

**Weather and Climate**
Difference between weather and climate elements of weather



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**Temperature**
Insolation - radiation - factors affecting temperature of a place viz latitude, altitude, distance from the sea, ocean currents and winds.

**Atmospheric Pressure**
Factors affecting the distribution of air pressure of a place viz - temperature, altitude arid rotation of the Earth. Pressure belts of the World - reasons for high and low pressure.

**Winds**
Types of winds (only definition and examples). Diagrammatic representations of Planetary Wind System.

**Moisture in Atmosphere**
Humidity - temperature and humidity, saturated air, dew point, evaporation, condensation, precipitation – relief, convectional and cyclonic rainfall.

**Europe**
1. Location, political divisions (Balkan States, Baltic States, Lowland countries and Scandinavian Countries).
2. Physical features – North Western highlands, North European Plains. Central Upland, the Alpine System.
3. Climate and vegetation - Tundra, cool summer continental, marine west coast, Steppe, humid subtropical, desert, Mediterranean.
4. Resources and their utilization - soils, animal rearing, forests, water resources, fishing ground, minerals

**Asia**
1. Physical features- Northern Lowlands, Central Highland, plateau, river basins, islands
2. Climate and Natural Vegetation -- Tundra. Taiga., Steppe, desert, Monsoon
3. Agriculture.
4. Population - awareness and impact of fast population growth.

**India**
1. Political divisions (through map).
2. Location — five broad physical divisions — Northern mountains. Northern plains, peninsular India. coastal plains, islands.
3. Climate — brief climatic characteristics, three seasons with reference to North East and South West Monsoons.
4. Flora and Puma — tropical rain forest, deciduous vegetation, desert, tidal, alpine.
5. Representation at wild life sanctuaries and biospheres only through map.

**Case Study**
1. Wheat cultivation in the Punjab
2. Plantation in Kerala.
3. Textile industry in Mumbai.
4. Bangalore as an industrial center/ Silicon Valley of India.



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# Environmental Education

1. Our Environment and life
2. Human population and environment
3. Agriculture, animal husbandry and environment
4. Utilisation of industrial resources
5. Environmental concerns
6. Factors effecting environment
7. Environmental pollution
8. Disasters and their aftermath
9. Effects of environmental degradation on life forms and habitat
10. Environmental pollution and human health
11. Protecting the environment
12. Modern life style

**Teaching Points and Learning Objectives**

**Balance in Nature**

1. Eco-system- interaction between living and nonliving components, structure and function.
2. Energy flow through ecosystem (food chain, food webs); examples of terrestrial and marine food chains.
3. Balance in nature -importance of eco-system.

**Impact of Population on Environment**

1. Impact of population growth on- eco-system, human settlements, land distribution.
2. Stress due to population growth on -common social facilities and civic services.
3. Increase in consumption, encroachment on monuments.

**Harnessing Resources**

1. Sources of energy -renewable and non- renewable sources, availability and potential (Indian context).
2. Renewable sources- solar, wind, hydro-energy, ocean (tidal), biomass including bio wastes.
3. Non-renewable sources -coal, petroleum and its products, natural gas.
4. Agriculture and animal husbandry -impact on environment.
5. Utilization of resources for industry -processing and production of goods; need for planning and management; adoption of efficient and environment friendly technologies, industrial waste management practices.
6. Environmental concerns -regional and national.

**Environmental Pollution -Cause and Effect**

1. Emerging lifestyles in modem societies –over utilisation of resources; increasing consumption of energy (electricity and fuels), materials and facilities; synthetic materials -plastics, detergents, paints and refrigerants; advantages and disadvantages of using them.
2. Factors affecting environment -overexploitation of resources, population growth, industrialisation, use of synthetic materials.
3. Pollution of soil, air and water -sources, impact on physical environment and all forms of life, control and preventive measures (modem and traditional).
4. Noise pollution- sources, impact and preventive measures.
5. Disasters -natural and man-made, major types and their causes, impact on environment and human life.



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6. Impact of environmental degradation on -natural habitats, living forms (endangered and extinct species) and domestic animals.
7. Impact of environmental pollution on human health -indoor and outdoor pollution, pollution related diseases (respiratory, dietary, physiological, genetic, and psychological), occupational hazards and disorders (local examples).
8. Role of individuals, community and government in planning, decision-making, legislation and social action for prevention of pollution and improvement of environment.

**Suggested list of Activities**

1. The activities suggested below are neither exhaustive nor prescriptive. Teachers may design their own set of activities keeping in view the overall objectives of teaching and learning of Environmental Education at this stage. They will have to make use of local flora and fauna and the available resources and facilities and take cognisance of local environmental problems. Students should be encouraged to initiate action on their own.
2. Collect samples of water from different available sources -potable water, drain water, water stagnant in pits, industrial or factory discharge. Compare the physical characteristics and presence of suspended impurities and living organisms, in the water samples collected.
3. Conduct surveys in nearby localities on number of trees, types of trees, the products and other benefits obtained from them.
4. Observe and find out advantages and disadvantages of growing crops by transplantation and sowing seeds.
5. Make plans for kitchen garden or school garden. Identify suitable plants/trees, undertake plantation and look after them.
6. Prepare a list of local cottage industries and collect information about the types of raw materials, modes of procurement and disposal of waste. Infer the possible impact of these activities on the environment through discussions.
7. Prepare charts depicting different types of food chains or food webs.
8. Visit some of the sites like agricultural fields, factories, fairs, ponds, seacoast, tourist spots, garbage dumps in the locality and record the prevailing environmental conditions.
9. Identify commercial, social and cultural activities that may have a short term or long term impact on environment. Interpret the collected information to create awareness on the impact of the environment. This may be done through discussions.

The possible sources of information could be news items, features, photographs, posters, cartoons appearing in newspapers, magazines, journals or through questionnaires and personal interviews about one or more of the following:

1. Air, water, land and noise pollution;
2. Per capita availability/consumption of water, electricity and land;
3. Sources of potable water, water treatment plants and wastage of water;
4. Quantity of solid, liquid, degradable, non-degradable waste of the city;
5. Methods of disposal of wastes -drainage systems, sewer treatment plant, industrial effluents;
6. Sources of electricity, losses during transmission and utilisation of electricity;
7. Pollution of water bodies including oceans, droughts, floods, cyclones, their impact on environment.
8. Environmental problems caused due to developmental activities such as construction of roads, buildings, large dams.



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9. Poaching/hunting of wild animals, illegal trading of animals' skin, paws, horns, ivory, cruelty towards animals.
10. Damage to forests by fires and diseases;
11. Deforestation, extinction of species especially that of wildlife;
12. Impact of overgrazing in a given area/region;
13. Programmes/projects related to protection and conservation of environment, success stories on these efforts.
14. Maintenance of wild life park, sanctuaries and forest reserves;
15. Rules, laws, legislations concerning environmental issues enacted by the government from time to time;
16. Agencies engaged in tackling environmental problems.
17. Communicate your findings through appropriate modes (like posters, charts, collages, cartoons, handouts, writing letters, street plays, rallies, campaigns) to all concerned. Brief individual or group report needs to be prepared for discussions.
18. Participate in campaigns organized by different agencies like NGGs, welfare associations, media, to draw attention of the community and/or local authorities to improve environmental conditions.
19. Participate in co-scholastic activities like observance of world environment day and van mahotsava, eco-clubs, study tours, debates, and quiz competitions.

**Teaching Learning Strategies**

The teaching-learning strategies for Environmental Education at this stage are to be designed in keeping with the local environmental conditions, both natural and social.. At the same time, it should also aim to help students to develop a global perspective of the environment and problems related to it. The most important parameter, however, to be considered while designing teaching- learning situations would be to provide adequate emphasis on the development of positive attitude as well as love and respect towards environment. This implies that a conscious effort has to be made to provide enough opportunities to the students to participate in a variety of activities.

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**In order to transact Environmental Education effectively at the upper primary stage an appropriate combination of the following strategies may be adopted:**

1. Focusing on mastery of basic skills by frequent drills and repetition of relevant exercises.
2. Creating and arranging situations for observation of natural phenomena.
3. Organizing demonstrations and involving students in discussions.
4. Providing opportunities to identify simple environment related problems and studying them through surveys and projects.
5. Helping students to acquire interpersonal and social skills to accomplish tasks through group learning.
6. Providing opportunities to students to use their imagination and visualize their roles in attempting to find alternate solutions to environmental problems.
7. Organizing group activities and group discussions.
8. Organizing activity based learning. Providing hands-on experience sessions.
9. Providing opportunities to develop skill of communicating their perceptions and ideas in verbal, written and visual forms like pictures, cartoons, maps, charts.
10. Organizing field visits and field interaction followed by discussions.
11. Utilizing various types of resource materials, both in print and non print, as well as expertise available in the community.



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**Evaluation**

1. The assessment of students' achievement in Environmental Education would encompass all the three aspects of development i.e., cognitive, affective and. Both process and product evaluation techniques will need to be used. These will help in ascertaining the growth patterns, identification of strengths and weaknesses as also in utilizing systematic feedback for development of environment friendly habits, positive attitudes and desirable values amongst students.
2. Continuous and comprehensive evaluation using students' profiles and assigning grades would be desirable.
3. Proper records of students' progress would need to be maintained and their profiles so developed, would be utilized for effecting improvement leading to desirable understanding and behavioural actions towards the environment.
4. A multi-pronged approach to evaluation meeting local needs would have to be evolved by the teachers in the context of Environmental Education. Multiple approaches and instruments can be used for monitoring and assessment of desirable behavioural changes in the students. This could be accomplished by carefully observing students individually as well as in groups during participation in field activities, excursions, discussions, project work and co-scholastic activities. In addition, assessing students' progress by peers, parents, teachers and community members could also be undertaken. It would also be desirable to undertake institutional evaluation.

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## Computer Applications

1. **Visual BASIC (Visually Explained Visual Basic 6 will be used as Prescribed Book for VB 6.0)**
   - Arithmetic Operations
   - Working with controls
   - String manipulation with controls
   - Counters & Accumulators
   - For-Next
   - While Loop
   - Do While Loop
   - Select case statement
   - Library Functions
   - Arrays concepts using Forms

2. **Boolean Algebra concepts**
   - Boolean Algebra
   - Truth Table

3. **MS ACCES 2013**
   - Introduction to database
   - DBMS
   - Working with Tables
   - Modifying Table Design
   - Working with Queries

4. **Introduction to Adobe Photoshop**
   - Features
   - Selection Tools
   - Painting and Drawing Tools
   - Working with Images
   - Retouching Tools
   - Working with Text
   - Working with layers

5. **Understanding HTML**
   - Introduction to CSS
   - Creating HTML using style tag
   - Creating Lists
   - Inserting images in HTML
   - Tables with attributes
   - Links and Frames
   - Inserting Audio and video in HTML

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## Commercial Studies

**1st Term**

1. Book- Keeping- Basic Idea
2. Principle of Double Entry System
3. Event & Transaction
4. Double Entry System
5. Capital and Revenue

**2nd Term**

1. Some fundamental concepts
2. Practical Technique of Double Entry
3. Books of Accounts or Financial Books
4. Technique of Double Entry System
5. Trial Balance

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## Physics

1. Refraction of light
2. Heat
3. Static electricity
4. Magnetism
5. More about solid liquid gases
6. Pressure, up thrust

**Teaching Points and Learning Objectives**
**The Universe**

1. The sun some simple facts about it — the names of the nine planets, in correct order.
2. Natural satellites — the moon and its phases —tides.
3. Galaxy,, constellations, comets, meteors, meteorites — in brief.
4. Eclipses of the sun and the moon (revision).
5. Artificial satellites and their uses.
6. Observe and record the phases of the moon.
7. **Project work** — develop research and presentation skills - using encyclopaedia, Internet and other sources.

**Caution:** Explain to students that watching the sun directly, even **through a darkened glass, can** seriously damage their eyes. To observe a solar eclipse, it can be projected through a pinhole on a wall or a reflected image can be obtained using a mirror.

**Light**

1. Definitions/Explanation of the terms: refraction, angles of incidence and refraction, refractive index (ratio of the speed of light in to the speed of light in the medium), concave and convex lenses, focus of **a** lens, real and virtual images.
2. Ray diagrams showing the passage of a ray of light through a parallel sided glass block and a prism.
3. Dispersion of light by a prism.
4. Ray diagram is showing the formation of images by a convex lens for different positions of the object.
5. Brief, simple explanation of long sight and short sight and how they may be corrected.
6. Some optical instruments that use lenses —magnifying glass. simple camera, microscope and telescope — ray diagrams need not be drawn by students.
7. Observing the refraction of a narrow beam light through a parallel-sided glass block

Observing the formation of images by a convex lens for different positions of the object — no measurements required.

**Note:** A simple convex lens, as obtained in a dissection set, will suffice to set up this improvised experiment; a white card can serve as a screen. Ensure students understand the difference between real and virtual images.

**Heat**

1. Heat flows from a body at a higher temperature to one at a lower temperature.
2. Factors on which the quantity of heat required to raise the temperature of a body depends — its mass, the rise in temperature, the substance of which it is made,



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3. Definition/explanation of the terms: calorie, kilocalorie, specific heat capacity, heat capacity
4. Heat is a form of energy and can also be measured in joules
5. Quantity of heat = mass x specific heat x rise in temperature
6. Heat capacity = mass x specific heat capacity
7. Conductors and insulators (revision) — link with specific heat capacity of material.
8. Change of state occurs at a fixed temperature —melting point or boiling point — and it take up heat. This heat does not cause a rise in temperature and is called latent heat. (Qualitative explanation only.)

**Note:** It is essential for students to know the correct units for these quantities, in the SI system.
Using given data to solve simple numerical based on the formulae:

**More about solids, liquids & gases**

1. Kinetic Theory of Matter: The three states of matter — inter- molecular forces (cohesion) and the arrangement of molecules in each state —explaining the general properties of solids, liquids and gases. (Revision)
2. Liquids: surface tension, formation of droplets and a meniscus.
3. What happens when a substance is heated —conduction, convection.
4. Gases and Liquids exert a pressure — what happens to the pressure when a gas is compressed or allowed to expand.
5. Facts about pressure in liquids.
6. Archimedes' Principle and the Law of Flotation.
7. Atmospheric pressure — the mercury barometer, the lift pump.
8. Exploring facts about pressure in liquids at the same and different Levels.
9. Archimedes Principle
10. The Law of Flotation
11. Mercury/Fortin barometer
12. The Lift Pump — model -if possible

**More about energy**

1. Different forms of energy interconvertibility —energy chains starting from the sun
2. Why coal and oil are called fossil fuels.?
3. Electricity is the most widely used font, of energy — simple ideas about generation in thermal and hydroelectric power stations —location of some major power projects in the country.
4. Renewable and non-renewable sources of energy — non-conventional or alternative sources of energy : solar energy , biomass, nuclear energy, wind energy, geothermal and tidal energy.
5. Air pollution caused by the use of fossil fuels in industry and transport. The use of CNG.
6. Brief explanations of:
    a. Direct use of solar energy for heating/cooking - use of solar photovoltaic cells — examples of their use in India, especially in their own state/ their own lives.
    b. Nuclear power stations — location in India —dangers associated with these, need for careful use and strict observance of precautions.
    c. Biomass — produces both bio-gas (methane) and fertilizer
    d. Wind energy — wind farms.
    e. Geothermal and tidal energy



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**Activities**

a. Personal steps the conservation of all forms of energy and reduction in consumption of fuels and materials of all kinds energy is used in the preparation of all materials.
b. Identifying local situations where energy is wasted and steps to be taken to reduce the same.
c. Practising small but significant changes in life style through participation in campaigns at school, home and outside. E.g. "Say NO' to plastic", Save water, Switch off Something (to save electricity). setting up compost pits in gardens, collecting garbage, recycling materials, creating useful products from waste etc.

**Static electricity**

1. Charged and uncharged bodies — types of charges — charging by friction- simple electrostatic phenomena observed in everyday life.
2. The particles found inside the atom —basic facts about them.
3. The Law of Electrostatic Attraction and Repulsion.
4. An electroscope - charging an electroscope by conduction and induction — determining the nature of its charge (positive/negative).
5. Lightning and lightning conductors.
6. Static electricity, the flow of electrons in a conductor, direction of conventional current.
7. Observing simple electrostatic phenomena
8. Electrostatic attraction and repulsion
9. Making an improvised electroscope —charging it by conduction — testing its charge.

**Magnetism & electricity**

1. Revision of properties of magnets.
2. Magnetic fields around a bar magnet — lines of force.
3. Brief and simple explanation of the magnetic field of the Earth — magnetic compass.
4. Making electromagnets —
   - Their strength depends on the number of coils and the current in the circuit (increase in the number of cells).
   - Uses of electromagnets.
   - Structure and functioning of an electric bell.
5. Magnetic field associated with a straight current carrying conductor.
   - The Right Hand Rule
   - Clockwise arid anti-clockwise current determining the polarity of a solenoid
6. Electromagnetic Induction
   - A brief, simple introduction to the meaning of an alternating current — how it differs from a direct current.
   - Devices that work on this principle dynamo, transformer.
   - Electric motor

**Note:** Devices are not to be studied in detail.

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## Chemistry

1. Hydrogen
2. Carbon
3. Carbon based fuels
4. Structure of atom
5. Transformation of substances
6. Metals and non – metals

**Teaching Points and Learning Objectives**

**Hydrogen**

1. An important constituent of several compounds water, acids, organic compounds etc.
2. Laboratory preparation — displacement reactions (revision) — their equations.
3. Properties – oxidation/reduction reaction – reactions of metals with water – uses of hydrogen
4. Laboratory preparation of hydrogen
5. Note: Equation for the reaction and drawing of apparatus by students.

**Carbon and its compounds**

1. Among the most widely distributed elements on earth — names of some organic and inorganic compounds containing carbon.
2. Allotropy — amorphous forms of carbon - what are crystals? - graphite and diamond- fullerenes (mention only).
3. Other properties of carbon — adsorption affinity for oxygen (reducing agent).

**Carbon – based fuels**

1. Fuels and Combustion — hydrocarbons (methane, biogas. paraffin, kerosene, LPG) ignition temperature - the formation of petroleum and coal (briefly) - products obtained from these fossil fuels- Fire & fire extinguishers (revision) – fire safety at home.
2. The study of the candle flame.

**Carbon monoxide - poisonous nature - found in motor car exhausts. Why it also acts as a reducing agent?**

1. Absorption of ink by charcoal from a solution.
2. Making *kajal* -- ail amorphous form of carbon
3. Study of a candle flame — observing its parts — drawing a labelled diagram,
4. Interaction with a doctor/fire service personnel regarding avoiding fire accidents. What to do in case of tire and first aid for burns.

**Structure of the Atom**

1. Ancient views of atomic structure — Indian scientist. Kanada of 6th century B.C. - Dalton's Atomic Theory (in brief).
2. Sub- atomic particles – the proton, neutron and electron — the experiments of J.J.Thomson and Rutherford modern ideas about the arrangement of particles within the atom.
    a. Atomic mass, mass number and atomic number.
    b. The arrangement of electrons up to atomic number l9 (potassium)
    c. Valency — in terms of electrons donated/accepted (revision).
3. Simple ideas of radioactivity — fission—fusion.



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4. Harmful effects of radiation – some uses of radioactive materials (in brief) Uses of nuclear energy – generation of power--safety requirements.

**Transformation of substances**

1. Change of state — physical changes (brief revision).
2. Characteristics of chemical reactions—examples of the following (including equations based on earlier studies): One or more new substance is always formed, change of colour, effervescence. Chemical reactions involve energy changes — it may be obvious or at sub-atomic level, exothermic and endothermic reactions, brief mention of catalysts and their action, including enzymes in the human body which function as catalysts.
3. Types of chemical re actions: (revision and extension of earlier work, to include writing of appropriate equations, observing the patterns in **these reactions :** Combination, decomposition, displacement, double decomposition reactions where a precipitate is formed, neutralization, oxidation/reduction (in terms of loss or gain of oxygen/hydrogen), electrolysis — the formation of ions — ionic compounds exist as ions when in solution- electroplating.
4. Pure substances have fixed boiling points and melting points. Why tap water may not have a boiling point of $100^0$C, or a freezing point of $0^O$C.
5. Distillation — as a method of separating liquids in a mixture.
6. Balanced chemical equations provide information on the relative proportions of reactants and products.
7. Simple calculations based on chemical equations — e.g. the amount of magnesium oxide when magnesium is burnt; how many grams of lime is formed when limestone is heated
8. As these are relative proportions, the units of mass may be grams, kilograms or tons.

**Metals & Non-Metals**

1. Names of some common minerals and ores — metals that may be obtained from them.
2. General methods of extracting metals from ores -concentration of the ore, froth flotation, roasting of sulphide ores to convert them to oxides, calcinations ( heating without air) to convert carbonates into oxides, smelting heating of oxides ores with carbon to reduce them to the metal, refining by electrolysis.
3. Sample equations based on ferrous or copper sulphide, lead or copper carbonate.
4. Some uses of common metals and non-metals (revision and extension of class VII work). The need to re-cycle and conserve metals.
5. Common alloys and their uses. (revision)
6. Differences in the physical properties of metals and non-metals — luster, corrosion, conduction of heat/electricity, malleability, ductility, sonority, tensile strength, high smelting points (metals).
7. Examples to be drawn, from previous knowledge.
8. Differences in chemical properties :
    a. Reactions of metals with air, water and acids.
    b. Activity series – displacement of less active metal by more active metal.
    c. Noble metals
    d. Metallic oxides – basic – soluble bases (alkali's)
    e. Non metallic oxides – acids – form acids
    f. Acid + base / alkali – salt + water

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## Biology

1. Transportation of food and minerals in animals
2. Transportation of food and minerals in plants
3. Reproduction, development and growth in plants
4. Reproduction, development and growth in animals
5. Control and coordination
6. Sense organs
7. Health and hygiene
8. Pollution and conservation of natural resources
9. Production of food and its management
10. Useful plants, animals and microbes

**Practical**
**Work should be shown through practical file**

1. Cell – onion cell
2. Parts of an angiospermic plant
3. Parts of " Hibiscus flower"
4. Parts of sunflower to show inflorescence
5. Internal characteristics of the root and leaf (cross section)
6. Seed parts
7. Identification of animals
8. Internal structure of a rabbit
9. Food test – protein, carbohydrate and fat
10. Model of heart – to be drawn in the file
11. Blood film – the constituents of blood
12. Experiment on mechanism of inspiration and expiration
13. Model of excretory system and nephron diagram

**Teaching Points and Learning Objectives**
**Life Processes: Transport of food and minerals in animals & plants**

1. The circulatory system in human beings.
2. Different types of blood cells blood groups -transfusion of blood. Functions of the blood.
3. Plants — absorption, conduction, rise of cell sap Transpiration
4. Counting of pulse finding an average nothing changes after exercise and rest.
5. Demonstration conduction in plants — (revision)
6. Find out more about blood groups and blood transfusions.

**Extension activity:** Talking to a pathologist to find out how blood tests can reveal the presence of infection and other diseases like diabetes, HIV.



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**Life processes: growth, development and reproduction in animals and plants**

1. Germinating of seeds – divot and monocot – conditions required for germination.
2. Growth and development in various organisms -metamorphosis e. g. Life cycle of a butterfly
3. Sexual and asexual reproduction in plants and animals
    a. Self and cross pollination
    b. Artificial pollination — producing hybrids to improve quality of crops.
    c. Fission – Amoeba
4. Life cycle of a butterfly — may be observed directly if possible
5. Germination of bean, pea and maize seeds —exploring conditions required for germination (using controls)
6. Growing *flryophyllum Serns/viera,* ginger, grajs, potato, onion, carrot etc through vegetative reproduction.
7. Study of the parts of a flower — revision
8. Physical changes in human beings as a result of growth
9. Adolescencc and adulthood — problems related with adolescence.
10. Measuring height and weigh of children in different classes — finding averages —tabulating results and arriving at conclusions (group work)
11. Observing changes in self — through comparing photographs taken at different ages.
12. Reproduction in human beings.
13. Films on human development, puberty

**Life processes: control & coordination**

1. Sense organs and their functions – eye, ear, nose, skin, tongue.
2. Taking care of the sense organs.
3. Coordination — how this is done- voluntary and reflex actions.
4. Response to internal stimuli — hunger, fat, growth and development etc.
5. The endocrine system — names of endocrine glands - action of some hormones like adrenalin, thyroxine, insulin and pituitary hormone.

**Activities**

Simple experiments to test the sensitivity of the skin to touch in various parts of the body4r)
Identifying materials by smell /taste/touch e.g. garlic, soap, *tulsi* , lemon juice, rubber foam etc. (E)
**Caution:** Students should be warned never to taste/smell any unknown substance.

**Health & hygiene**

1. Diseases may be caused by a deficiency of nutrients. Protein/calorie malnutrition -brief revision of deficiency diseases on account of lack of specific vitamins /minerals.
2. Diseases way arise on account of malfunctioning of organs .— e.g. pancreas — lack of insulin may lead to diabetes, malfunctioning kidneys can lead to accumulation of toxic substances in the body.
3. Communicable and non- communicable diseases.
4. Diseases may be caused by infection — viruses, bacteria, protozoans, fungus, insect bite, ingesting infected food and water, pollution allergies.

**Examples of each of these.**

How diseases spread: Droplet infection (Coughs, colds, influenza, tuberculosis); water-and food - *borne diseases* ( diarrhea, typhoid, cholera) vector – borne diseases(malaria, dengue, filaria, plague, yellow fever,



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gastro-enteritis. polio); contact infection ( skin diseases, conjunctivitis, lice, chicken pox), bites (snake poisoning, rabies).

**Note:** Detailed treatment of diseases is not required.

1. Fever, allergies.
2. Bites, stings and burns
3. First Aid measures for cuts, bites, stings and burns.
4. What to do in ease of fever
5. Prevention of disease – routine stops – immunization.
6. Other bad habits that can lead to ill health: lack of personal hygiene and exercise, addictions to fast food, drugs, tobacco.

**Pollution & Conservation of natural resources**

1. Understanding the terms: renewable and nonrenewable resources, biodegradable and non-biodegradable materials, conservation, deforestation, afforestation, corrosion, contamination, pollution
2. Ways in which pollution can affect air, water and soil — steps to be taken to preserve these resources. **Note:** Water and air pollution are also mentioned in relevant units in Chemistry, where they may be done briefly. Sound pollution done in class VI may be briefly revised here- as it affects both Man and wildlife.
3. Deforestation and depletion of wildlife —upsetting the balance of nature — how it affects Man — what steps need to be taken to prevent/reduce these
4. Fossil fuels — alternate sources of energy —briefly.
5. Setting personal goals and practising methods of reducing pollution and conserving *energy* and materials.
6. Identifying local problems of VIII pollution and steps to be taken to reduce the same.
7. Practising small but significant changes in life style through participation in campaigns at school, home and outside. E.g. "Say NO' to plastic', Save water, Switch off Something (to save electricity), setting up compost pits in gardens, collecting garbage, recycling materials, creating useful products from *waste etc.*
8. Experiments to find out how long different materials take to get degraded in a
9. Compost heap which ones do not get degraded etc.

**Food production & management , useful plants , animals and microbes**

1. Useful microorganisms, plants and animals —products obtained from them.
2. Sericulture, apiculture, pisiculture, poultry farming, livestock farming — cattle for different uses, sheep — briefly. Protection of animals against diseases.
3. Agriculture: cash and food crops: *rabi* and *kharif* crops, annuals, biennials, perennials. Orchards — examples of the same.
4. Different types of soil — which is most suitable for crops (revision)- acidic and alkaline soils — how to treat them.
5. Agricultural practices:soil preparation, selection and sowing of seeds, irrigation manuring- natural and
6. Artificial fertilizers. weeding, harvesting and storage of grain. (in brief)
7. Crop protection — pesticides / insecticides – useful and harmful effects.
8. Modern hybrid seeds useful and harmful effects of using such seeds.
9. Crop rotation - organic farming.



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**Activities**

1. Visit, if possible, to agricultural areas to observe the steps taken by farmers.
2. Visits to Sericulture farm. Apiaries, poultry farms
3. Films about these topics.
4. Experiments to observe the water-retention capacity to different types of soil.
5. Testing soils for acidity/alkalinity

6. Finding about pesticides used by gardeners – extension activity
7. Making compost in the school garden,
8. Vermiculture – setting up a small unit in the school garden.
9. Interactions with agricultural scientists and veterinarians.



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## Socially Useful Productive Work

1. Health and hygiene
2. Food
3. Shelter
4. Clothing
5. Culture and gardening
6. Community work and social service

**Teaching Points and Learning Objectives**
**Activities practices, crafts and services**
**Health and hygiene**

1. Making of tooth powder, chalk sticks, candles, shoe polish, soap, detergents, broom, wastepaper baskets, dust bins, compost manure etc.
2. Preparation of health posters.
3. Keeping of health records.
4. Keep the neighbourhood clean.
5. Working at health centres.
6. Growing medicinal plants.
7. Working for eradication of communicable diseases.
8. Provision of para-medical series.

**Food**

1. Growing of selected vegetables, ornamental plants.
2. Seed collection, soil testing.
3. Experimentation with different kinds of soil, different kinds of manure.
4. Vegetative propagation by cutting, breeding, grafting.
5. Vegetative reproductivity layering, soil conservation.
6. Making jam, jelly, ketchup, pickles, bakery items. Running canteens for specific periods.
7. Working in Agro – industries and on kitchen gardening, pot culture, crop and seed production, soil conservation and desert control , bee-keeping, poultry, bakery, confectionery, cooking.

**Shelter**

1. Making articles of use with the help of available material.
2. Polishing doors, windows and furniture.
3. Casual labour tasks in school.
4. Bamboo work, house carft, carpet weaving, etc.
5. Working on potter.
6. Mechanical, electrical and electronic workshop practice.

**Clothing**

1. Making school bags, school flags, table cloths, pillow cases, table mats.
2. Production of cotton/wool/silk and other fibres. Dress making, knitting hosiery work, embrodiery, leather work.



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**Culture and Gardening**

1. Toy making, making of artificial flowers, items, games material etc.
2. Preparing cards for festivals, designing fancy covers for books, book-binding, fancy candle-making, puppets, musical instruments, and photography.

**Community work and social service**

1. Helping adults in their work.
2. Keeping the school and its neighbourhood clean.
3. Helping in the care of the sick at home, in school and in the community.
4. Offering first aid when needed.
5. Helping organizers at festivals and during functions.
6. Helping police and public in traffic control.
7. Helping in literacy campaigns.
8. Surveys of the activities of business and industrial set ups in the neighbourhood.

**Curriculum Transaction – Aspects of emphasis**
**Academic Areas**
Knowledge of

1. Needs and problems of the community
2. Availability of resources

**Concern for the community and environment**
Interests, attitudes and values, concern for the community and the environment. Interest in the activity in which participating as demonstrated through:

1. Discipline
2. Dignity of labour
3. Initiative
4. Originality
5. Self reliance

**Process of work**

1. Planning and execution of work in the desired sequence.
2. Correct selection of tools as also their maintenance and manipulation.
3. Adherence to safety rules

**Product of work**

1. Quality of the finished product
2. Originality
3. Sale ability of the products

**Report**
Evaluation Criteria

5. Collection and interpretation of information
6. Self evaluation
7. Social usefulness of the task



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8. Precautions taken
9. Results obtained

**Format of a teaching learning unit**

1. Area under which the content unit falls
2. Class
3. Estimated time for the completion of the task
4. Other inputs/tools etc. as needed
5. Steps of operation
6. Procedures for evaluation

**Evaluation of proficiency levels coverage**

1. In regard both product and service oriented activities evaluation may have the following criteria.
   - Subject matter
   - Skills
   - Work attitudes
   - Interests
2. Evaluation of all segments of growth.
3. Evaluation of both product and process performance.
4. Evaluation by the teacher who teaches with appropriate checks and balances for containing biases.
5. Evaluation in real life situations and not in hypothetical or contrived settings.



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## Physical Education

**General**

1. Exercises - warming up and cooling down
2. Stretching exercises
3. Exercises related to particular sports
4. Table tennis, cricket, soccer tournaments for boys
5. Table tennis and caroms tournament for girls
6. Volley ball and badminton for girls
7. Exercising on trade mills, steppers, cycles, twisters
8. Coaching camps for students - cricket and football
9. Fitness camp for students on every Saturday

| Physical Exercises | Number of Periods | |
|---|---|---|
| | 2 | Abdominal Exercises |
| | 2 | Aerobics |
| | 2 | Pilates |
| | 3 | Skipping, Dumbbells, Swiss ball |
| | 4 | Free Hand Exercises |
| **Games** | 2 | Khokho |
| | 2 | Dart Throwing |
| | 3 | Table Tennis |
| | 2 | Carom |
| | 2 | Javelin |
| | 2 | Discus |
| | 2 | Gymnastics |
| | 2 | Shot put |
| | 3 | Football |
| | 1 | Hand Ball |
| | 1 | Yoga |
| **Theory** | 1 | Basics of athletic |
| | 1 | Structure of 400mt track. |
| | 2 | March Past-commands |
| | 3 | IOC,BCCI,ICC-SPORTS ORG |
| | 1 | KINANTHROPOMETRY |
| **Videos** | 2 | THE GREATEST ASHES CD1 |
| | 2 | THE GREATEST ASHES CD2 |
| | 2 | THE GREATEST ASHES CD3 |
| | 1 | IND VS PAK 1999 WC CRK |
| | 1 | HISTORY OF FOOTBALL DISC 1 |
| | 1 | HISTORY OF FOOTBALL DISC 2 |



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# SUPW Class 8

| | April- May | | June-July | | August | | September | | November/ December | | January | | February | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Class 8 | Pd 1 | Learn to book a railway ticket online REFER Sheet 4 & 13 | Pd 1 | Importance of savings REFER Sheet no 16 | Pd 1 | Know the importance of Aadhar card REFER Sheet no 10 | Pd 1 | Heming | Pd 1 4 | Puppet making | Pd 1 & 2 | Learn the importance and DIY manicure and pedicure REFER Sheet no 17 | Pd 1 | Cook rice and vegetables |
| | Pd 2,3, 4, | Pot decoration | Pd 2 | Learn to fill up the savings bank account opening form REFER Sheet no 11 | Pd 2,3, 4 | Wax art | Pd 2 & 3 | Make card with basic stiches | | | Pd 3 | Lice treatment option | Pd 2 | Daily life hacks REFER Sheet 9 |
| | Pd 5 | Cleaning of Desks | Pd 3 & 4 | Day to day banking REFER Sheet no 12 | | | Pd 4 | Cleaning of Desks | | | Pd 4 | Know how to avoid body odour | Pd 3 | Cook rice and dal |
| | | | Pd 5 | Importance of investment in soverin gold bonds REFER Sheet no 15 | | | | | | | | | Pd 4 | Cleaning of Desks |

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# SUPW Classes 9-10

| April- May | | June-July | | August | | September | | November/ December | | January | | February | | Stand By topic | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Periods Required** | **Stiching &Embroidery** | **Periods Required** | **Health & Hygiene** | **Periods Required** | **Recreation** | **Periods Required** | **Recreation** | **Periods Required** | **Gardening** | **Periods Required** | **Community Work/ Social Service** | **Periods Required** | **Minor Electric/ Electronic Work** | **Periods Required** | **Conduct Seminars/ Interviews** |
| Period 1 | .Stich a button | Period 1 | . Healthy food options | Period 1 & 2 | .Pot painting | Period 1 & 2 | .Soft Toy making | Period to be selected as per the topic selected | Refer the attached sheet | Period 1 & 2 | .Basic photography | Period 1 | . Fix a bulb/tubelight | Period to be selected as per the topic selected | Select a moral based topic or a topic on general awareness. Prepare for it & conduct a seminar for school mates |
| Period 2 | .Stich torn armpit | Period 2 & 3 | .Cook healthy salads | Period 3& 4 | .Origamy | Period 3 & 4 | .Wax art | | | Period 3 | .Help in school discipline | Period 2 | .Repair a wet mobile | | |
| Period 3 & 4 | .Heming | Period 3 & 4 | .Importance of wearing clean untorn inners | Stand by | .Quilling | Stand by | .Flower making | | | Period 4 | .Keep the surrounding clean | Period 3 & 4 | Know the basic hardware of computer/laptop & repair | | |
| Period 5&6 | .Make reuseable bags | Period 5&6 | .Manicure | Stand by | .Puppet Making | Stand by | .Wax art | | | Stand by | .Take part in school social service work | | | | |
| Stand by | .Basic stitches | Stand by | .Fruits & its benefits | | | | | | | | | | | | |
| | | Stand by | .First Aid | | | | | | | | | | | | |
| | **Refer the attached sheet** | Stand by | Learn to Iron school uniform & daily wear | | **Refer the attached sheet** | | **Refer the attached sheet** | | | | | | | | |

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