

SYLLABUS BREAKUP OF CLASS VII SESSION (2019-2020)

MONTH	HINDI	ENGLISH	MATHS	SCIENCE	S.st	COMPUTER	SANSKRIT
APRIL	मेधा : पाठ – 1 देश, 2- प्यार की नींव महाभारत : पाठ – 1 से 7 तक व्याकरण : पाठ – 1 भाषा और विचार, 4 शब्द विचार	MCB: Unit 1 The One Who Survived Poem-Trains ACTIVITY-LR: When Wishes Come True Poem- Lady Clare GRA : The Sentence, Nouns	Ch 1: Integers Ch 2: Fractions	Ch 4: Heat and Temperature Ch 1: Nutrition In Plants	H-1: The medieval period C-1: Democracy& Equality G-1: The Earth's Structure & Landforms	Ch1: Number System	प्रार्थना, पाठ-1 वार्तालाप:, पाठ-2 लङ्कार: (प्रथम: पुरुष:) शब्द रूप-राम
MAY	मेधा : पाठ – 3 सुनेली का कुआँ महाभारत : पाठ – 8 से 12 तक व्याकरण : पाठ – 2 वर्ण और वर्णमाला, 6- संज्ञा	MCB: Unit 1 Packing Unit 2 The Diary Of Anne Frank ACTIVITY- LR: In The Bazaars Of Hyderabad GRA: Adjectives	Ch 3: Decimals	Ch 5: Transfer of heat Ch 7: Physical and chemical changes	H-2: Kings and Kingdoms G-2: The Atmosphere	Ch1: Number System (Contd.) Ch3: Formulas and Functions	पाठ-3 लङ्कार: (मध्यम: पुरुष:), धातु रूप-पठ् (पाँचों लकार)
JULY	मेधा : पाठ – 4 जल बैंक 5- भारत कोकिला महाभारत : पाठ – 12 से 18 तक व्याकरण : पाठ – 3 सन्धि, 4-शब्द विचार, 7-सर्वनाम	MCB: Unit 2 – The Diary of Anne frank(contd.),School Breaks Up Poem-The flower-School LR- The Umbrella Man ACTIVITY-LR: The Happy Prince GRA : Articles, Pronouns, Verbs, Paragraph Writing	Ch 8: Ratio Propotion & Unitary Method Ch 6: Algebraic Expressions Ch 10: Lines and Angles	Ch14: Time and Motion Ch2: Nutrition In Animals	H-3: The Delhi Sultanate C-2 State Government :the legislature G-2(contd.), 3: Water	Ch3: Formulas and Functions (Contd.) Ch2:Working in Edubuntu	पाठ-4 लङ्कार: (उत्तम: पुरुष:), पाठ-5 लोट् लकार: (आज्ञार्थकम्) प्रत्यया:-क्त्वा तुमुन्, ल्यय्, शब्द रूप-रमा, विलोम पदानि (1से 15 तक)
AUGUST	मेधा : पाठ – 6-चल रे बटोही, 7-सदाचार का ताबीज़ महाभारत : पाठ – 19 से 24	MCB: Unit 3 The Summit Within, Something Wonderful Happens When You Plant A Tree ACTIVITY- LR:	Ch11: The Triangle And Its Property Ch17: Symmetry	Ch14: Time And Motion (Contd.) Ch3: Fibres Ch10: Soil	H-4: The Mughal Empire C-3: State Government:	Ch4: Using Calc As Database Ch5: Advance Features of	पाठ-6 संख्या-ज्ञानम्, पाठ-7 प्रत्यया:, गम् धातु-लट्,

	तक व्याकरण : पाठ – 5—उपसर्ग, प्रत्यय, समास, 8—विशेषण, अपठित गद्यांश	Princess September GRA- Verbs-Expressing the Present, the Past & the Future Letter Writing			the executive G-4:How Surface Landforms Change	Calc	लृट्
SEPTEMBER	मेधा : पाठ – 8— उठो और जागो 9. मातृ भूमि के प्रति महाभारत : पाठ – 25 से 30 तक व्याकरण : पाठ – 4— षब्द विचार, 9—क्रिया, 14—मुहावरे (पुनराभ्यास)	MCB: Unit 3, Poem- The Ballad Of Mulan ACTIVITY-LR: The Night We Won the Buick GRA- Verbs- Modals, Non-finite forms, Active And Passive Voice, Diary Entry, Revision	Ch15: Data Handling Ch 4: Rational Numbers	Ch8: Weather , Climate and Adaptations Ch14: Time And Motion (Contd.)	H- 5: Architectur e as power C-4(project) G-5: Diversity of Life on Earth & Revision	Ch5: Advance Features of Calc(Contd.) Ch6: Tupi 2D Animation Software	पाठ—8 सुवचनानि, पाठ—9 एक: परिवार: शब्द रूप—कवि (इकारान्त पुल्लिंग)
OCTOBER	मेधा : पाठ – 10—काबुली वाला 11—अटल जी की यादें महाभारत : पाठ – 30 से 35 तक व्याकरण : पाठ – 10—अविकारी शब्द, 11—वाक्य विचार	MCB: Unit 4 Tsunami-The Slayer Of Lives Poem-The fog ACTIVITY- LR: Two's Company, Experiments GRA- Prepositions, Conjunctions, Punctuation & Capital Letters	Ch4: (Contd) Ch5: Exponents and Powers	Ch15: Electric Current And Its Effects Ch 6: Acid , Bases and Salts Ch9: Wind, Storm and Cyclones	H-6: Towns ,Traders and craftmen H:7 Mobile and settled communities (project) C-5 Gender Inequalities G-6: Settlement, Transport & Communicati on	Ch6: Tupi 2D Animation Software (Contd.) Ch7: Working with Layers	पाठ—10 स्वच्छताया: महत्वं, धातु रूप—गम् (पाँचों लकार) सर्वनाम — तत् (पु०)
NOVEMBER	मेधा : पाठ – 12—नीति—वचन, 13—निर्मल ग्राम महाभारत : पाठ – 36 से 38 तक व्याकरण : पाठ – 13—वाक्य शोधन, पत्र लेखन	MCB: Unit 4 Flames In The Forest Unit 5 The Wrong House Poem- The muddle head LR: I Never Forget A Face; GRA- Adverbs, Direct & Indirect Speech, Story Writing	Ch7: Linear Equation In One Variable Ch 9: Percentage And Its Application	Ch15: Electric Current And Its Effects (Contd.) Ch11: Respira tion in Animals and plants	H-8: Religious development C-6: Media and Democracy G-7: Life in Deserts	Ch8: Conditional Control Statements Ch9: Looping Statements	पाठ—11 महात्मा बुद्धः, पाठ—12 सुभाषितानि
DECEMBER	मेधा : पाठ – 14—एक कुत्ता	MCB: Unit 5 The Too-Many Professors	Ch9: (Contd) Ch12: Practical	Ch16: Light Ch12:	H9: The flowering of	Ch9: Looping Statements	पाठ—13 मूर्खः भृत्यः, पाठ—14

	एक मैना, 15—हम प्रभात की किरण हैं महाभारत : पाठ — 38 से 41 तक व्याकरण : पाठ — 12 विराम चिह्न, 4—षब्द विचार व निबन्ध	ACTIVITY-LR: Daffodils GRA- Phrases, clauses, Sentences- Simple, Compound & Complex, Diary Entry	Geometry	Transportation L-17: Water	regional culture C-7: Advertising G-8: Life in Tropical & Subtropical Regions	(Contd.) Ch10: Graphics in Basic-256	नैव क्लिष्टा न च कठिना विलोम पदानि (16 से 30 तक)
JANUARY	मेधा : पाठ — 16— परीक्षा महाभारत : पाठ — 42 से 44 तक व्याकरण : पाठ — 4—षब्द विचार, 10—अविकारी शब्द	MCB: Unit 6 The Face On The Wall Poem-The listeners ACTIVITY- LR: Michael GRA- Simple, Compound & complex Sentences(contd.), Transformation of Sentences , Letter writing	Ch13: Congruence Of Triangles Ch14: Perimeter and Area	Ch16: Light (Contd.) Ch 13: Reproduction In Plants Ch19 : Waste Water story	H-10 India in the 18 th century C-8: Markets around us(Project), G-9: Life in Temperate Regions	Ch10: Graphics in Basic-256 (Contd.) Ch11: Internet Services	पाठ—15 बुद्धिर्यस्य बलं तस्य, पाठ—16 उपसर्गाः । भू धातु—लट्, लृट् सर्वनाम शब्द रूप— 'अस्मद्
FEBRUARY	मेधा : पाठ — 17—टापू की खोज महाभारत : — पुनराभ्यास कार्य व्याकरण : पाठ — 14—मुहावरे व लोकोत्तियाँ (पुनराभ्यास)	MCB: Unit 6 Guilty GRA- Transformation of Sentences(contd.), Words often confused, words followed by appropriate preposition, synonyms & Antonyms, Idiomatic Expressions, Story Writing, Revision	Ch16: Chance And Probability Ch18: Visualising Solid Shapes	Ch16: Light (Contd.) Ch18: Forests	H -Revision C-Revision G-REVISION	Ch11: Internet Services (Contd.) Ch12: The Virus	पाठ—14, 15, 16 के पुनराभ्यास कार्य ।
UNIT TEST- 1	मेधा : पाठ — 1, 2 महाभारत : पाठ — 1 से 10 तक व्याकरण : पाठ — 1, 2, 4, (पर्यायवाची विलोम)	MCB: The One Who Survived; Trains GRA- The sentence, Nouns	Ch: 1,2	Ch: 1,7 Ch: 4 & 5	H-1 , C-1, G-1	Ch:1,2,3	पाठ—1, 2, 3 शब्द रूप—राम ।
HALF YEARLY	मेधा : पाठ — 2 से 9 तक महाभारत : पाठ — 1 से 22 तक व्याकरण : पाठ — 1, 3, 4, 6, 7, 8, 14, अपठित गद्यांश (पाठ 4	MCB: Unit-1(section-2) ,2,3 LR- The Umbrella Man GRA- Chapter 1 – 12, Paragraph Writing, Letter Writing(Formal & Informal), Diary Entry	Ch: 1,2,3,6,8,10,11,15, 17	Ch: 1,2,3,7,8 Ch: 4 , 5 , &14	H-2,3,4,5,C-2,3, G-2,3,4,5	Ch:1,2,3,4,5, 6,7	पाठ— 2 से 8 तक । प्रत्ययाः — क्त्वा, तुमुन्, ल्यप् । विलोम पदानि —

	के प्रथम 6 बिन्दु))						1 से 15 तक। शब्द रूप – राम, रमा, कवि धातुरूप-पठ् (पाँचों लकार), गम् धातु-लट्, लृट्
UNIT TEST-2	मेधा : पाठ – 10 व 11 महाभारत : पाठ – 25 से 35 तक व्याकरण : पाठ – 10, 11 व 4 (अनेकार्थी व वाक्यांश के लिए एक शब्द)	MCB: Tsunami: The Slayer Of Lives, The Fog GRA- Prepositions, Conjunctions, Punctuation & Capital Letters	Ch: 4,5	Ch: 9, 11 &15	H-6,C-5, G-6	Ch:8,9	पाठ-9, 10, 11 धातुरूप-गम्-लट् , लृट्।
ANNUAL	मेधा : पाठ – 10 से 17 तक महाभारत : पाठ – 23 से 44 तक व्याकरण : पाठ – 2, 4, 5, 9, 11, 12, 13, 14, 15, निबन्ध, पत्र	MCB: 4,5,6 LR- I Never Forget A Face GRA- 12 – 20 & 23 – 26, Paragraph Writing, Letter Writing(Formal & Informal), Diary Entry, Story Writing	Ch: 4,5,7,9,12,13,14, 16,18 Previous Chapters 2,8,11	Ch: 1,6,9,11,1 2,13,17,18,19 Ch-14,15 & 16	H-6,8,9,10 C-5,6,7, G-3,7,8,9	Ch:1,3,4,8,9, 10,11,12	पाठ- 9 से 16 तक। विलोम पदानि 1 से 30 तक। सर्वनाम- अस्मद्, तत् (पु०) शब्द रूप-राम, कवि। धातुरूप – भू-लट्, लृट्, गम्-लट्, लृट्। पठ धातु – लङ्, लोट्, प्रत्ययाः – क्त्वा, तुमुन्, ल्यय्।

Learning outcomes

English:

The learner–

- answers questions orally and in writing on a variety of texts
- reads aloud stories and recites poems with appropriate pause, intonation and pronunciation
- participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organisations
- engages in conversations in English with family, friends, and people from different professions such as shopkeeper, sales person etc. using appropriate vocabulary
- responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station
- speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio, audio–video programmes on suggested websites
- asks and responds to questions based on texts (from books or other resources) and out of curiosity
- reads textual/non-textual materials in English/Braille with comprehension
- identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material
- thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
- reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc.
- takes notes while teacher teaches /from books / from online materials.
- infers the meaning of unfamiliar words by reading them in context
- refers dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. (extensive reading)
- uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc)
- organises sentences coherently in English /in Braille with the help of verbal and visual clues and with a sense of audience
- writes formal letters, personal diary, list, email, SMS, etc.
- writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity

- writes dialogues from a story and story from dialogues
- visits a language laboratory.
- writes a Book Review.

Maths:

The learner—

- multiplies/divides two integers
- interprets the division and multiplication of fractions.
- for example interprets $\frac{1}{2}$ as of . Also is interpreted as how many make ?
- uses algorithms to multiply and divide fractions/decimals.
- solves problems related to daily life situations involving rational numbers
- uses exponential form of numbers to simplify problems involving multiplication and division of large numbers.
- represents daily life situations in the form of a simple equation and solves it
- adds/subtracts algebraic expressions
- distinguishes quantities that are in proportion. For example, tells that 15, 45, 40, 120 are in proportion as is the same as
- solves problems related to conversion of percentage to fraction and decimal and vice versa
- calculates profit/loss percent and rate percent in simple interest
- classifies pairs of angles based on their properties as linear, supplementary, complementary, adjacent and vertically opposite and finds value of the one when the other is given.
- verifies the properties of various pairs of angles formed when a transversal cuts two lines
- finds unknown angle of a triangle when its two angles are known
- explains congruency of triangles on the basis of the information given about them like (SSS, SAS, ASA, RHS)
- using ruler and a pair of compasses constructs, a line parallel to a given line from a point outside it and triangles finds out approximate area of closed shapes by using unit square grid/ graph sheet
- calculates areas of the regions enclosed in a rectangle and a square
- finds various representative values for simple data from her/his daily life contexts like mean, median and mode
- recognises variability in real life situation such as, variations in the height of students in her class and uncertainty in happening of events like throwing a coin

- interprets data using bar graph such as consumption of electricity is more in winters than summer, runs scored by a team in first10 overs etc.

Science:

The learner —

- identifies materials and organisms, such as, animal fibres; types of teeth; mirrors and lenses, on the basis of observable features, i.e., appearance, texture, functions, etc.
 - differentiates materials and organisms such as, digestion in different organisms; unisexual and bisexual flowers; conductors and insulators of heat; acidic, basic and neutral substances; images formed by mirrors and lenses, etc., on the basis of their properties, structure and function
 - classifies materials and organisms based on properties/characteristics, e.g., plant and animal fibres; physical and chemical changes
 - conducts simple investigations to seek answers to queries, e.g., Can extract of coloured flowers be used as acid-base indicator? Do leaves other than green also carry out photosynthesis? Is white light composed of many colours?
 - relates processes and phenomena with causes, e.g., wind speed with air pressure; crops grown with types of soil; depletion of water table with human activities, etc.
 - explains processes and phenomena, e.g, processing of animal fibres; modes of transfer of heat; organs and systems in human and plants; heating and magnetic effects of electric current, etc.
 - writes word equation for chemical reactions, e.g., acid-base reactions; corrosion; photosynthesis; respiration, etc.
 - measures and calculates e.g., temperature ;pulse rate; speed of moving objects; time period of a simple pendulum, etc.
 - draws labelled diagrams/ flow charts e.g., organ systems in human and plants; electric circuits; experimental set ups; life cycle of silk moth, etc.
 - plots and interprets graphs e.g., distance time
- Graph constructs models using materials from surroundings and explains their working, e.g., stethoscope; anemometer; electromagnets; Newton's colour disc ,etc.
- discusses and appreciates stories of scientific discoveries
 - applies learning of scientific concepts in day-to-day life, e.g., dealing with acidity; testing and treating soil; taking measures to prevent corrosion; cultivation by vegetative propagation; connecting two or more electric cells in proper order in devices; taking measures during and after disasters; suggesting methods for treatment of polluted

water for reuse, etc.

- makes efforts to protect environment, e.g., following good practices for sanitation at public places; minimising generation of pollutants; planting trees to avoid soil erosion; sensitising others with the consequences of excessive consumption of natural resources, etc.
- exhibits creativity in designing, planning, making use of available resources, etc.
- exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices

Social Science:

The learner —

- identifies major layers of the earth's interior, rock types, layers of the atmosphere in a diagram.
- locates distribution and extent of different climatic regions on the world map or globe.
- explains preventive actions to be undertaken in the event of disasters, e.g., earthquake, floods, droughts.
- describes formation of landforms due to various factors.
- explains composition and structure of the atmosphere.
- describes different components of the environment and the interrelationship between them.
- analyses factors contributing to pollution in their surroundings and lists measures to prevent it.
- reasons and factors leading to diversity in flora and fauna, e.g., climate, landforms, etc.
- reflects on the factors leading to disaster and calamities.
- shows sensitivity to the need for conservation of natural resources— air, water, energy, flora and fauna
- draws interrelationship between climatic regions and life of people living in different climatic regions of the world, including India
- analyses factors that impact development of specific regions
- provides examples of sources used to study various periods in history
- relates key historical developments during medieval period occurring in one place with another.
- explains the relationship between livelihood patterns and the geographical condition of the area inhabited, e.g., tribes, nomadic pastoralists and *banjaras*.

- analyses socio-political and economic changes during medieval period analyses administrative measures and strategies for military control adopted by different kingdoms, e.g., the Khaljis, and Tughluqs, Mughals, etc.
- draws comparisons between policies of different rulers
- describes distinctive developments in style and technology used for construction of temples, tombs and mosques with examples.
- analyses factors which led to the emergence of new religious ideas and movements (*bhakti* and *sufi*)
- draws inferences from poetry of *bhakti* and *sufi* saints about existing social order
- explains the significance of equality in democracy
- distinguishes between political equality, economic equality, and social equality
- interprets social, political and economic issues in one's own region with reference to the right to equality
- differentiates between local government and State government.
- describes the process of election to the legislative assembly
- locates one's own constituency on assembly constituency map of State/UTs and names local MLA
- analyses the causes and consequences of disadvantages faced by women of different sections of the society.
- identifies women achievers in different fields from various regions of India
- illustrates contribution of women to different fields with appropriate examples
- explains the functioning of media with appropriate examples from newspapers.
- creates an advertisement
- differentiates between different kinds of markets
- traces how goods travel through various market places.

Hindi:

- विविध प्रकार की रचनाओं को पढ़कर समूह में चर्चा करते हैं।
- किसी सामग्री को पढ़ते हुए लेखक द्वारा रचना के परिप्रेक्ष्य में कहे गए विचार को समझकर और अपने अनुभवों के साथ उसकी संगति, सहमति या असहमति के संदर्भ में अपने विचार अभिव्यक्त करते हैं।
- किसी चित्र या दृश्य को देखने के अनुभव को अपने ढंग से मौखिक, /सांकेतिक भाषा में व्यक्त करते हैं।
- पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछते हैं/ परिचर्चा करते हैं।
- अपने परिवेश में मौजूद लोककथाओं और लोकगीतों के बारे में चर्चा करते हैं और उनकी सराहना करते हैं।
- विविध कलाओं, जैसे- हस्तकला, वास्तुकला, खेती-बाड़ी, नृत्यकला और इनमें प्रयोग होने वाली भाषा के बारे में जिज्ञासा व्यक्त करते हैं, उन्हें समझने का प्रयास करते हैं।
- विभिन्न स्थानीय सामाजिक एवं प्राकृतिक मुद्दों /घटनाओं के प्रति अपनी तार्किक प्रतिक्रिया देते हैं, जैसे- बरसात के दिनों में हरा भरा होना? विषय पर चर्चा।
- विभिन्न संवेदनशील मुद्दों/विषयों, जैसे- जाति,धर्म, रंग, जेंडर, रीति-रिवाजों के बारे में मौखिक रूप से अपनी तार्किक समझ अभिव्यक्त करते हैं।
- सरसरी तौर पर किसी पाठ्यवस्तु को पढ़कर उसकी उपयोगिता के बारे में बताते हैं।
- किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिंदु को खोजते हैं।
- पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछते हैं।
- विभिन्न पठन सामग्रियों में प्रयुक्त शब्दों, मुहावरों, लोकोक्तियों को समझते हुए उनकी सराहना करते हैं।
- कहानी, कविता आदि पढ़कर लेखन के विविध तरीकों और शैलियों को पहचानते हैं, जैसे- वर्णनात्मक, भावात्मक, प्रकृति चित्रण आदि।
- किसी पाठ्यवस्तु को पढ़ने के दौरान समझने के लिए जरूरत पड़ने पर अपने किसी सहपाठी या शिक्षक की मदद लेकर उपयुक्त संदर्भ सामग्री, जैसे- शब्दकोश,मानचित्र, इंटरनेट या अन्य पुस्तकों की मदद लेते हैं।
- विविध कलाओं, जैसे- हस्तकला, वास्तुकला, खेती-बाड़ी, नृत्यकला आदि से जुड़ी सामग्री में प्रयुक्त भाषा के प्रति जिज्ञासा व्यक्त करते हुए उसकी सराहना करते हैं।
- भाषा की बारीकियों/व्यवस्था तथा नए शब्दों का प्रयोग करते हैं, जैसे- किसी कविता में प्रयुक्त शब्द विशेष, पदबंध का प्रयोग- आप बढ़ते हैं तो बढ़ते ही चले जाते हैं या जल-रेल जैसे प्रयोग।
- विभिन्न अवसरों/संदर्भों में कही जा रही दूसरों की बातों को अपने ढंग से लिखते हैं, जैसे- अपने गाँव की चौपाल की बातचीत या अपने मोहल्ले के लिए तरह तरह के कार्य करने वालों की बातचीत।
- हिंदी भाषा में विभिन्न प्रकार की सामग्री (समाचार-पत्र/पत्रिका, कहानी, जानकारीपरक सामग्री, इंटरनेट प्रकाशित होने वाली सामग्री आदि) को समझकर पढ़ते हैं और उसमें अपनी पसंद-नापसंद के पक्ष में लिखित या ब्रेल भाषा में अपने तर्क रखते हैं।
- अपने अनुभवों को अपनी भाषा शैली में लिखते हैं।
- विभिन्न विषयों और उद्देश्यों के लिए लिखते समय उपयुक्त शब्दों, वाक्य संरचनाओं, मुहावरों, लोकोक्तियों, विराम-चिह्नों एवं अन्य व्याकरणिक इकाइयों, जैसे- काल, क्रिया विशेषण, शब्द-युग्म आदि का प्रयोग करते हैं।
- विभिन्न संवेदनशील मुद्दों/विषयों, जैसे- जाति,धर्म, रंग, जेंडर, रीति-रिवाजों के बारे में लिखित रूप से तार्किक समझ अभिव्यक्त करते हैं।
- भिन्न पत्रिका/पत्रिका आदि के लिए तरह-तरह की सामग्री जुटाते हैं, लिखते हैं और उनका संपादन करते हैं।