





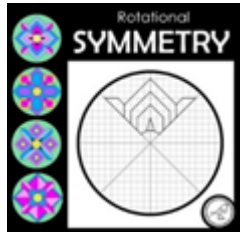


**TAGORE INTERNATIONAL SCHOOL**  
**VASANT VIHAR, NEW DELHI**  
**PARENTS SYLLABUS (2021-2022)**  
**CLASS VII**  
**April-May**


Subject	Topics Covered/ No. of Periods	Learning Outcome	Activities	Assessments
<b>English</b>	<b>MCB-</b> 1.Hopscotch (4) 2.Gulli-Danda (4) 3.The Echoing Green (Poem)(4)  <b>Grammar and Vocabulary-</b>  Words often Confused (2)  ,Punctuation- Use of Apostrophe (2)  Reordering Phrases(2)	<b>Each child will be able to-</b>  * read the chapter loudly and clearly.  *answer probing questions.  *summarise the story/poem in his/her own words.  *justify the theme of the unit using words/phrases/interpretations from the chapters/poem.  *identify the rhyme scheme of the poem.	*Activity Sheets 1,2- My Views on the lockdown   *Activity Sheets	e3r456.


	<p>Proverbs(2)</p> <p>Language Games(2)</p> <p><b>Writing Skill-</b></p> <p>Picture Composition (2)</p> <p>Essay(Narrative)-Draft 1(2)</p>	<p>* write answers within the specified word limit.</p> <p>*differentiate between identical words and use the correct ones in the given situations.</p> <p>*use apostrophe both as contractions and as possessions.</p> <p>*reorder phrases to form grammatically correct sentences.</p> <p>*write the given essay within the specified word limit following the outline/framework.</p> <p>*explain the meaning of the discussed proverbs and use them correctly in situations.</p>	<p>3,4,5-Vocabulary Building</p> <p>*Listening Skill Exercises</p> <p>*Assessment of Speaking Skill through oral reading and discussion.</p> <p>Words often Confused links-</p> <p><a href="https://www.youtube.com/watch?v=OvvjJ_dJMms">https://www.youtube.com/watch?v=OvvjJ_dJMms</a></p> <p><a href="https://www.youtube.com/watch?v=QvVFepxF1rI">https://www.youtube.com/watch?v=QvVFepxF1rI</a></p> <p><a href="https://www.youtube.com/watch?v=MjeiWeu9y-Q">https://www.youtube.com/watch?v=MjeiWeu9y-Q</a> (Information about 10 tallest Ferris wheels in the world)</p> <p><a href="https://www.youtube.com/watch?v=w_N2-366hL4">https://www.youtube.com/watch?v=w_N2-366hL4</a> (How to attempt comprehension passages)</p>	
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<b>Hindi</b>	<p><b><u>मधुप</u></b></p> <p>पाठ – जागरण गीत</p> <p>कालांश –3</p> <p>पाठ- हंस और कौआ</p> <p>कालांश –4</p> <p>पाठ- आर्ट का पुल</p> <p>कालांश –4</p> <p><b><u>व्याकरण ( कालांश-7)</u></b></p> <p>भाषा, बोली, लिपि, वर्ण विच्छेद</p> <p>संज्ञा,सर्वनाम,अनुस्वार , अनुनासिक,नुक्ता,अनेक शब्दों के लिए एक शब्द,विशेषण ,संधि</p> <p><b><u>लेखन (कालांश 4)</u></b></p> <p>अपठित गद्यांश</p> <p>कहानी रचना</p> <p>संवाद रचना</p>	<p><b><u>प्रत्येक छात्र</u></b></p> <p>शब्दों के अर्थ की पहचान कर सकेगा।</p> <p>पाठ से संबंधित नवीन शब्दावली का निर्माण कर सकेगा।।</p> <p>पाठ का शुद्ध उच्चारण के साथ पठन कर सकेगा।</p> <p>भिन्न भिन्न प्रकार के प्रश्नों का निर्माण कर सकेगा।</p> <p>प्रश्नों के सटीक उत्तर दे सकेगा।</p> <p>भिन्न भिन्न शब्दों से वाक्य रचना कर सकेगा।</p> <p>व्याकरण के खेलों के माध्यम से उचित शब्द की पहचान व व्याकरणिक त्रुटियों की पहचान कर सकेगा।</p> <p>लेखन की उचित शब्द सीमा को ध्यान में रखते हुए कहानी रचना,संवाद रचना आदि कर सकेगा।</p>	<p><b><u>आओ मिलकर कुछ नया जोड़ो गतिविधि</u></b></p> <p>कविता के कुछ शब्दों में परिवर्तन कर नए शब्द को जोड़ो</p> <p>सामूहिक कविता या गाने का निर्माण कर से रैप में प्रस्तुत करना।</p> <p><b><u>(कला समावेशन गतिविधि)</u></b></p> <p>कहानी के पात्रों को कठपुतली के माध्यम से प्रस्तुत करना</p> <p><b><u>(कला समावेशन गतिविधि)</u></b></p> <p><b><u>सृजनात्मक लेखन</u></b></p> <p>दो मित्रों के बीच संवाद आज की स्वार्थी परिस्थितियों के अनुरूप।</p> <p>पाठ के संवादों की <b>अभिनय प्रस्तुति</b></p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन,</p> <p>मौखिक चर्चा द्वारा। व्याख्यात्मक अभ्यास पत्र लिखित प्रश्नों के माध्यम से।</p> <p>प्रश्नोत्तर</p> <p>श्रुतलेख</p> <p>श्रुतभाव ग्रहण के द्वारा</p> <p>वर्ग पहेली</p>
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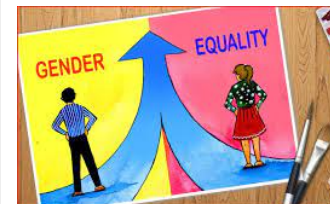
	<p>अनौपचारिक पत्र</p> <p><b>बाल महाभारत</b> (कालांश 3)</p> <p>प्रस्तावना</p> <p>देवव्रत</p> <p>भीष्म प्रतिज्ञा</p>			
<b>Math</b>	<p>INTEGERS (10 periods)</p> <ul style="list-style-type: none"> <li>Recap of addition and subtraction of integers</li> <li>Multiplication and division of integers</li> <li>Properties of integers <ul style="list-style-type: none"> <li>Commutative,</li> <li>Associative,</li> <li>Distributive</li> </ul> </li> <li>Additive identity</li> <li>Multiplicative identity</li> <li>Word problems</li> </ul> <p>LINES AND ANGLES (16 periods)</p> <ul style="list-style-type: none"> <li>Linear angles</li> <li>Supplementary</li> <li>Complementary</li> <li>Adjacent</li> <li>Vertically opposite</li> </ul>	<ul style="list-style-type: none"> <li>Recall the meaning of integers</li> <li>Write a few examples of the use of integers in daily life</li> <li>Represent integers on a number line</li> <li>Compare and order integers</li> <li>Add, subtract, multiply and divide integers</li> <li>Recall the properties of whole numbers and relate them to integers</li> <li>Use properties of the operations of integers</li> <li>Select appropriate tools of computation</li> <li>Solve problems related to day to day life</li> <li>Apply and adapt a variety of appropriate strategies to solve problems <ul style="list-style-type: none"> <li>Understand pairs of angles</li> <li>Lists the pair of angles formed</li> <li>Classify various types of pairs of angles</li> </ul> </li> </ul>	<p><b><u>Integer Card Game</u></b></p> <p><u>“Face Off”</u></p> <p><b><u>Experiential Learning</u></b></p> <p><u>Lab -file activity</u></p> <p>Corresponding , Vertically opposite, Alternate angles – Cut and Paste</p> <p>MAGIC TRIANGLE FREEBIE</p>  <p><a href="https://ideagalaxyteacher.com/multiplying-dividing-integers">https://ideagalaxyteacher.com/multiplying-dividing-integers</a></p>	<p>Google Forms - M,C,Q</p> <p>Google Docs</p> <p>Educsoft assignments</p> <p>Graphic Organizers</p> <p>Entry and Exit Tickets</p> <p>Practice assessments</p> <p>Weekly Test</p>



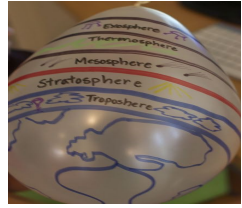
	<p>angles</p> <p>Properties of parallel lines with transversal</p> <ul style="list-style-type: none"> <li>• Interior and exterior angles</li> <li>• Alternate angles</li> <li>• Corresponding angles</li> <li>• Co-interior angles</li> <li>• Questions based on finding the missing angles</li> </ul>	<p>Find patterns using angles</p> <p>Verify that vertically opposite angles are equal.</p> <ul style="list-style-type: none"> <li>• Identify parallel and non-parallel lines</li> <li>• Define transversal</li> <li>• Understands pairs of angles</li> <li>• Lists the pairs of angles formed</li> <li>• Solve application based questions on transversal on parallel lines</li> </ul>	<p><a href="#">gers-activities/</a></p> <p><b><u>Integration with ART:</u></b></p> <p>Creating Rotational Art designs</p> 	
<b>Science</b>	<p><b>Nutrition in plants</b> ( 7 classes)</p> <ul style="list-style-type: none"> <li>- Mode of nutrition in plants</li> <li>- Photosynthesis</li> <li>- Synthesis of plant food other than carbohydrates</li> <li>- Saprophytes</li> <li>- Symbiotic relationship</li> <li>- How nutrients are</li> </ul>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>- Define nutrients</li> <li>- Distinguish between autotrophic and heterotrophic mode of nutrition</li> <li>- Explain the process of photosynthesis and list the raw materials needed for the process</li> <li>- Write the equation for the process of photosynthesis</li> <li>- Compare parasitic, saprophytic,</li> </ul>	<p><b>EXPERIENTIAL ACTIVITY</b></p> <p><b>1.Painting with chlorophyll-</b></p>  <p><b>2.Grow your own fungus</b> -How saprophytes survive.</p> 	<p>Written assignments</p> <p>Graphic organiser</p> <p>Google Forms - MCQ</p>



	<p>replenished in the soil</p> <p><b>Nutrition in animals</b> (7 classes)</p> <ul style="list-style-type: none"> <li>• Different parts of the alimentary canal</li> <li>• Function of each organ in the process of digestion</li> <li>• Types of Teeth in human beings</li> <li>• Taste buds</li> <li>• Digestion in grass eating animals</li> <li>• Digestion in amoeba</li> </ul>	<p>symbiotic and insectivorous mode of nutrition</p> <p>- Explain how nutrients are replenished in soil</p> <p>Name and describe different steps involved in holozoic nutrition</p> <p>- Mention different ways by which animals ingest food.</p> <p>-List the organs of digestion in humans. -Name the types of teeth and explain their function</p> <p>-Mention different ways to take care of teeth.</p> <p>-Locate the taste regions and taste buds on the tongue</p> <p>-Describe rumination process in grass eating animals.</p> <p>-Explain the process of nutrition in amoeba.</p>	<p><b>3.Home experiment</b> Hands- on experimental case study- Is sunlight a must for plant growth ? <b>ART INTEGRATION</b> <b>Green dream</b> Create your own green awareness campaign(role play/poem/poster/infographic)</p> <p>Parts of the digestive system <a href="https://youtu.be/do-qqXy9W1M">https://youtu.be/do-qqXy9W1M</a></p> <p><b>ART INTEGRATION</b> -subject integration</p>  <p>Make your own comic strip on any 1 organ. Or Flash that smile - create a toothpaste campaign of your own!</p>	<p>Entry and Exit Tickets</p> <p>Practice assessments</p> <p>Weekly Test</p>
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	<p><b>Fibre to fabric</b> (4 classes)</p>	<ul style="list-style-type: none"> <li>- Compare digestion in different organisms</li> <li>- Suggest any three animals which provide us fibres</li> <li>- Name any two parameters on which the quality of wool depends</li> <li>- List the six steps involved in the production of wool in sequence</li> </ul>	<p><b>INDIAN ART INTEGRATION:</b> <b>(Culinary art)</b></p>  <p><b>THALI OF MY STATE:</b></p> <p>Introduction( Processing fibres into wool)  <a href="https://youtu.be/U1v_h4oHVtk">https://youtu.be/U1v_h4oHVtk</a></p> <p><b>EXPERIENTIAL ACTIVITY</b></p> <p>Differentiate between a synthetic, plant and animal fibre</p>	
<b>Social Science</b>	<p><b>- The Earth's Structure and Landforms (9</b></p>	<p><b>Each student will be able to :</b></p> <ul style="list-style-type: none"> <li>- Understand the topics taken during</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>- Make a list of</li> </ul>	<p>Google Forms - M,C,Q</p> <p>Google Docs</p>

	<p><b>classes)</b></p> <ul style="list-style-type: none"> <li>● Environment</li> <li>● Structure of the Earth</li> <li>● Rocks</li> <li>● Development of Landforms</li> </ul> <hr/> <p><b>- Kings and Kingdoms of Early medieval India (5 classes)</b></p> <ul style="list-style-type: none"> <li>● Kings and Kingdoms of North India and Peninsular India</li> <li>● Position of the king. His source of income</li> <li>● Role of feudatories, temples</li> <li>● Case study- Chola kingdom- Kings</li> </ul>	<p>the bridge course.</p> <ul style="list-style-type: none"> <li>- Define the environment and state its various components.</li> <li>- Describe the structure of the earth's interior.</li> <li>- Identify the different types of rocks that make up the earth's structure and give their examples.</li> </ul> <hr/> <p><b>Each student will be able to :</b></p> <ul style="list-style-type: none"> <li>- List some of the important Kingdoms that existed in North and Peninsular India in medieval times.</li> <li>- Explain the position of King in these kingdoms.</li> <li>- Describe the role of Samanthas in medieval India.</li> <li>- Justify the privileges given to temples.</li> <li>- Elaborate the role of feudatories in</li> </ul>	<p>surroundings in class and classify them as physical or biological components.</p> <ul style="list-style-type: none"> <li>- Clay model of interior structure of earth.</li> </ul>  <ul style="list-style-type: none"> <li>- Study the rock sample and identify its type.</li> </ul> <hr/> <p><b><u>Activities:</u></b></p> <p>Quiz on important kingdoms in medieval India.</p> <p>Role play</p> <p><b><u>MAP:</u></b> Mark the major kingdoms of medieval India on a map of India.</p> <p>Fact File-On Kanauj</p>	<p>Graphic Organizers</p> <p>Entry and Exit Tickets</p> <p>Practice assignments</p> <p>Weekly Test</p>
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	<p>and administration</p> <hr/> <p><b>- Democracy and Equality (6 classes)</b></p> <ul style="list-style-type: none"> <li>• Universal Adult Franchise</li> <li>• General Elections</li> <li>• Political Parties</li> <li>• Different forms of Government</li> <li>• Equality and Indian Democracy</li> </ul> <hr/> <p><b>The Atmosphere (8 classes)</b></p> <ul style="list-style-type: none"> <li>• The composition of air</li> <li>• Layers of the Atmosphere</li> <li>• Global Warming</li> <li>• Atmospheric</li> </ul>	<p>medieval kingdoms.</p> <hr/> <p><b>Each student will be able to :</b></p> <ul style="list-style-type: none"> <li>- Define the term Universal Adult Franchise.</li> <li>- List a few Political Parties that contest elections at the national level and State level.</li> <li>- Name the different forms of Government in different countries of the world.</li> </ul> <hr/> <p><b>Each student will be able to :</b></p> <ul style="list-style-type: none"> <li>- Define the term Atmosphere</li> <li>- List the main components of the atmosphere</li> <li>- Explain the different layers of the atmosphere around the earth.</li> <li>- State measures to reduce global</li> </ul>	<hr/> <p><b>Activities:</b></p> <p>Class discussion on -Ruling party and opposition party</p> <p>Poster Making : What Equality means to you?</p> 	
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	<p>pressure and Pressure belts on the earth</p> <ul style="list-style-type: none"> <li>Wind and wind belts</li> </ul>	<p>warming.</p> <p>- Explain the concept of the creation of permanent Pressure belts on the earth, wind belts and cyclones.</p>	 <hr/> <p><b>Activities:</b></p> <p>Working model of a Wind vane</p>  <p>Draw layers of atmosphere on a balloon.</p> 	
<b>Sanskrit</b>	<ul style="list-style-type: none"> <li>सेतु पठन - लट् लकार लृट् लकार (भविष्यकाल)</li> </ul>	<p>प्रत्येक छात्र -</p> <ul style="list-style-type: none"> <li>धातु रूपों में समानता व अंतर बता पाएगा।</li> </ul>	<p>अनुभवात्मक कलासमन्वय- अभिनयकला द्वारा दूसरों को</p>	<p>छात्रों द्वारा वाचन कौशल अभिव्यक्ति-</p>

	<p>वार्तालाप: (2 कक्षाएँ)</p> <ul style="list-style-type: none"> <li>विनोद कणिका (१ कक्षा)</li> <li>(हास्य मनोरंजनम्)</li> </ul>  <ul style="list-style-type: none"> <li>लङ्लकार: (प्रथमपुरुषः) (2 कक्षाएँ)</li> <li>लङ्लकार: (मध्यम पुरुषः) (1 कक्षा)</li> <li>लङ्लकार: (उत्तमपुरुषः) (1 कक्षा)</li> <li>संस्कृत गणना- १-५० व कक्षा परीक्षा (1 कक्षा)</li> </ul>	<ul style="list-style-type: none"> <li>एक जैसे शब्दों के प्रत्यय चिन्ह को पहचान पाएगा,</li> <li>धातुरूपाधारित वाक्यों अथवा शब्दों का प्रयोग काव्य में कर पाएगा।</li> <li>धातु रूपों को संकल्पनीय चित्र द्वारा प्रस्तुत कर पाएगा।</li> <li>धातुओं का प्रयोग विभिन्न माध्यम से दर्शाने में समर्थ होगा।</li> <li>धातुओं के रूप लट् व लङ् लकार के प्रत्येक पुरुष में लेखन करने में सक्षम होंगे।</li> <li>लट् लकार से लङ् लकार में धातुरूप परिवर्तन कर सकेंगे।</li> <li>लङ्लकार में वाक्य प्रयोग कर सकेंगे।</li> </ul>	<p>हँसाना</p>  <p>तथा</p> <p>चित्रात्मक कथोपकथन गतिविधि।</p> <p>प्रहेलिका क्रीडा</p> <p>संख्या क्रीडा (बोर्ड क्रीडा)</p> <p>वाक्य प्रयोग व संबंधित आभ्यासिक कार्य</p>	<p>विनोद कणिका अर्थात् हास्य प्रसंग सुनकर।</p> <p>लकारों के संकल्पनीयचित्र, गूगल प्रपत्र पूर्ति, लिखित कार्य,</p> <p>प्रहेलिकाओं के माध्यम से मूल्यांकन</p>
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<p><b>French</b></p>	<p><u><b>Bridge Class –</b></u></p> <p><b>Revision of concepts done in the previous class.</b></p> <p><b>(1 class)</b></p> <p><b>La maison de M. Vincent à Montréal.</b></p> <p><b>(3 classes)</b></p> <p><b>Vocabulaire</b></p> <p><b>Adjectifs possessifs</b></p> <p><b>La Famille Vincent</b></p> <p><b>(3 classes)</b></p> <p><b>Vocabulaire</b></p> <p><b>IR Verbes au present</b></p>	<p>Students will be able to-</p> <p>Answer concepts taught in the previous class correctly.</p> <p>Describe a house and list its various rooms in french.</p> <p>Conjugate regular verbs in present tense.</p> <p>Use the correct adjective possessive before nouns depending on the gender and number of the noun.</p> <p>Describe their family members with the french names for various members.</p> <p>Conjugate regular IR verbs in present tense.</p>	<p><b>Experiential Activity :</b></p> <p>Draw your house and describe each room and the furniture in each room.</p> <p><b>Application-Based Activity :</b></p> <p>Make a “Cahier des Verbes” and start conjugating various verbs in the present tense.</p> <p><b>Experiential Activity-</b></p> <p>Draw your family tree &amp; label the members</p> <p><b>Board game -</b> Conjugation of verbs in the present tense..</p>	<p>Revision worksheet.</p> <p>Read the lesson aloud. <b>(Speaking Skills)</b></p> <p>Activity-based assessment :</p> <p>Décrivez votre famille en 100-120 mots</p> <p>Compréhension Écrite</p> <p>Class Test - Verbs in present tense.</p>
<p><b>Mandarin</b></p>	<p>Lesson 8 (2 classes)</p>	<ul style="list-style-type: none"> <li>• Students may know the following words and concept</li> <li>• 喜欢</li> <li>• 也</li> <li>• Students may know the</li> </ul>	<p>Food Festival</p>	<p>Worksheet</p>

Chinese Tongue Twister  
(1 class)

Lesson 9  
(2 classes)

- Common food vocabulary(薯条, 汉堡, 可乐)
- **Students can perfect their pronunciation and tones (strengthen the grammar of 也)**
- Students may know the words and concept in the lesson
- **Revise color, fruits and food**

Chinese Tongue Twister



Tongue twister  
recording

Make video of your  
Chinese food recipe

My own recipe

營養成分分析 (1人份)

項目	單位	數值	單位	數值	單位	數值
總熱	kcal	520.2	總脂	g	21.4	77.9
蛋白質	g	15.1	碳水化合物	g	18.1	6.76
纖維	g	1.8	鈉	mg	10.8	1.81

食物內含 (1人份)

項目	單位	數值	單位	數值	單位	數值
全脂乳	g	3.4	乳脂肪	g	3.72	6.12
糖	g	0	鈉	mg	0.04	0

材料 A (100g)

豬五花肉片	1000
薑片	10
蒜頭	10
蔥	15

材料 B (100g)

豬骨	1000
雞骨	1000
雞骨	1000
雞骨	1000
雞骨	1000

材料 C (100g)

河粉	1000
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材料 D (100g)

小雞腿	1000
小雞腿	1000
小雞腿	1000

烹調步驟

1. 材料 A 豬五花肉片汆燙清洗，加入其餘食材煮至熟成備用。
2. 材料 B 雞骨 1 小時成為高湯備用，河粉可同步泡軟。
3. 煮滾河粉與材料 D 備用。
4. 依序置入熟河粉、熟材料 D、熟五花肉片並注入高湯於湯碗即可

備註：豬五花肉片也可更換成豬五花肉片。