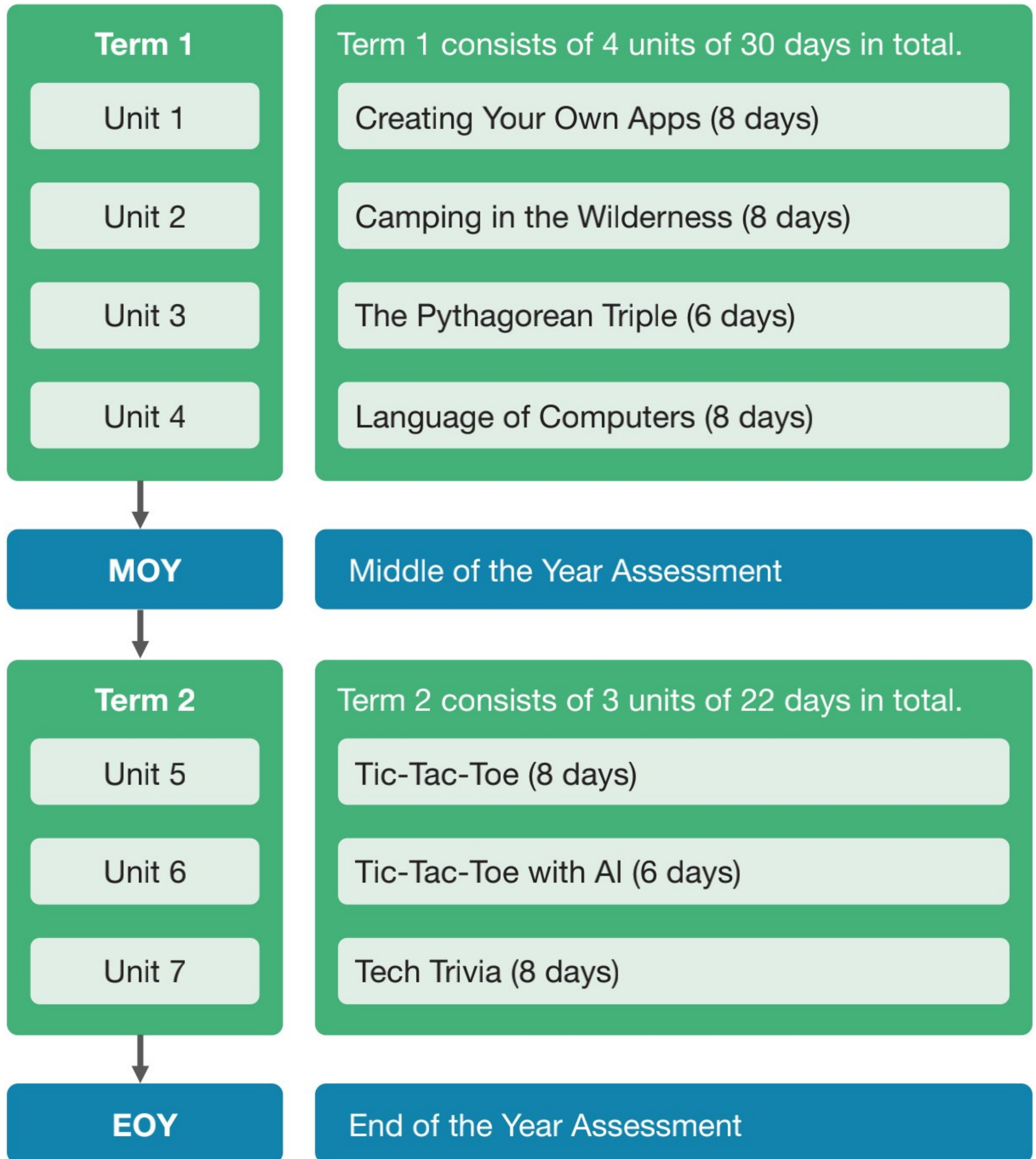









Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.



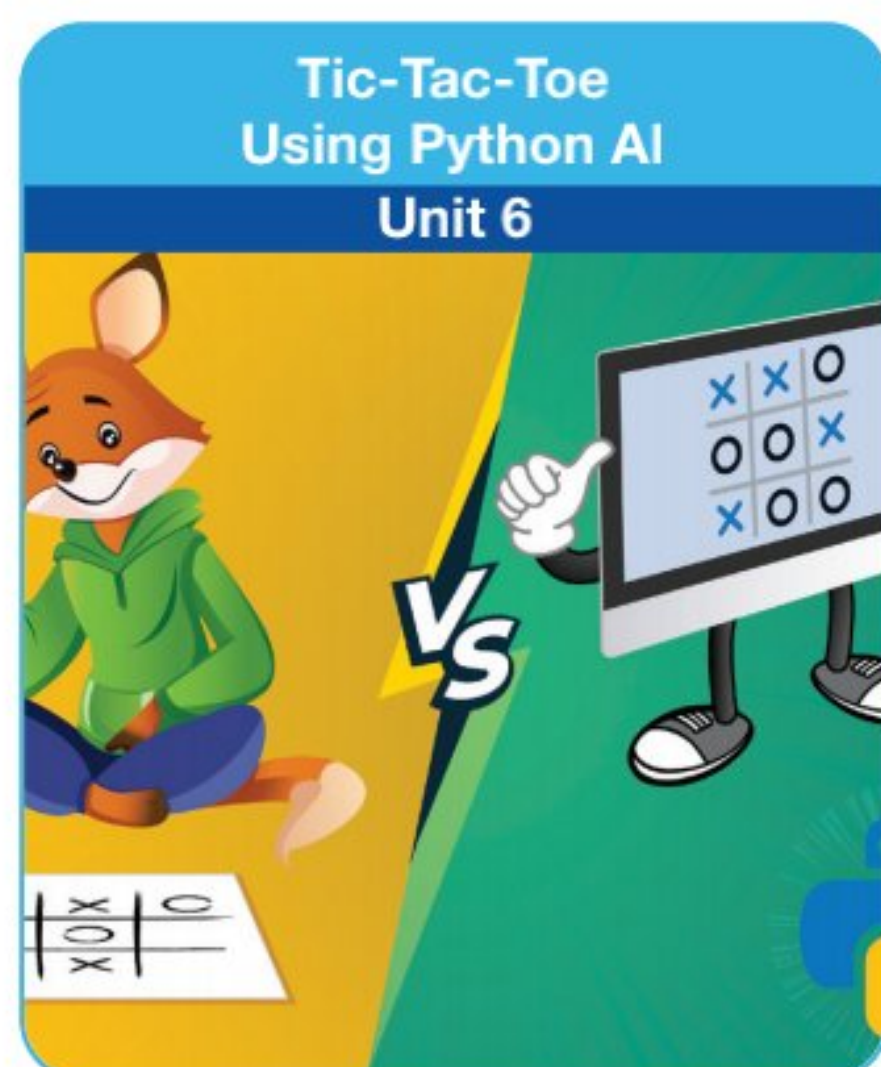
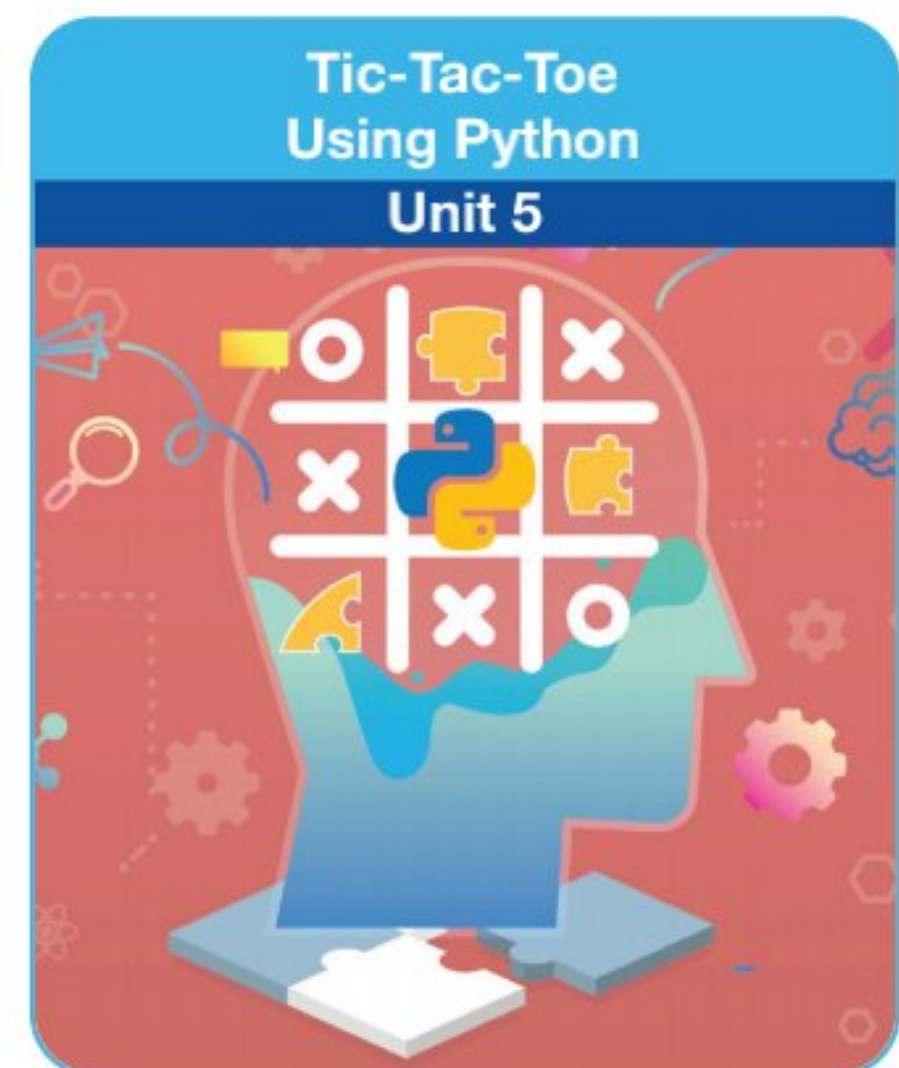
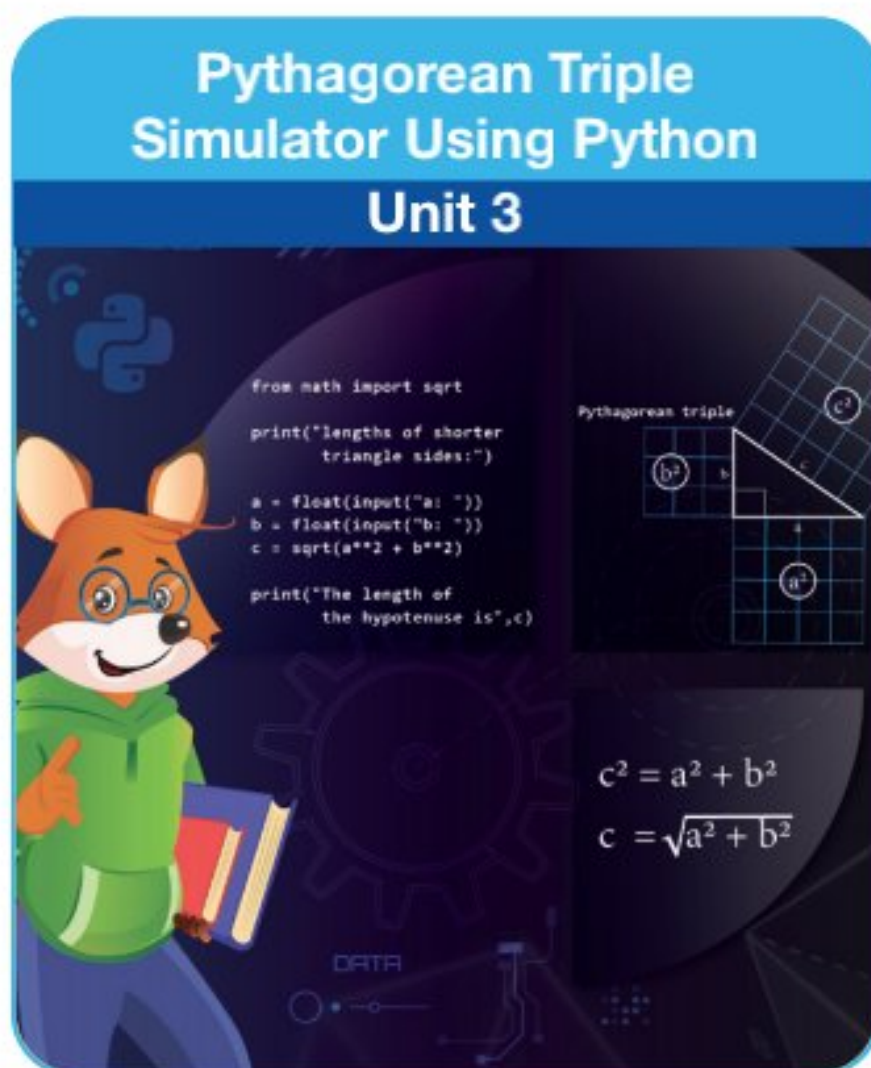
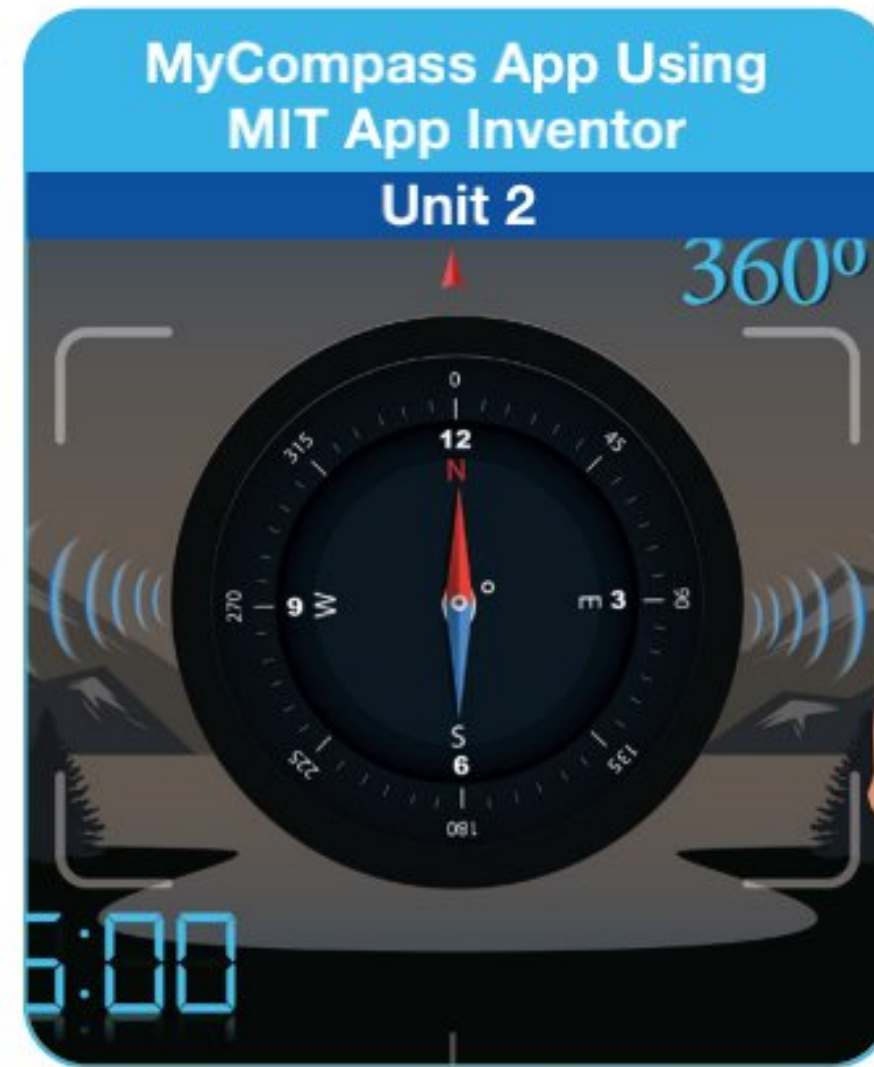
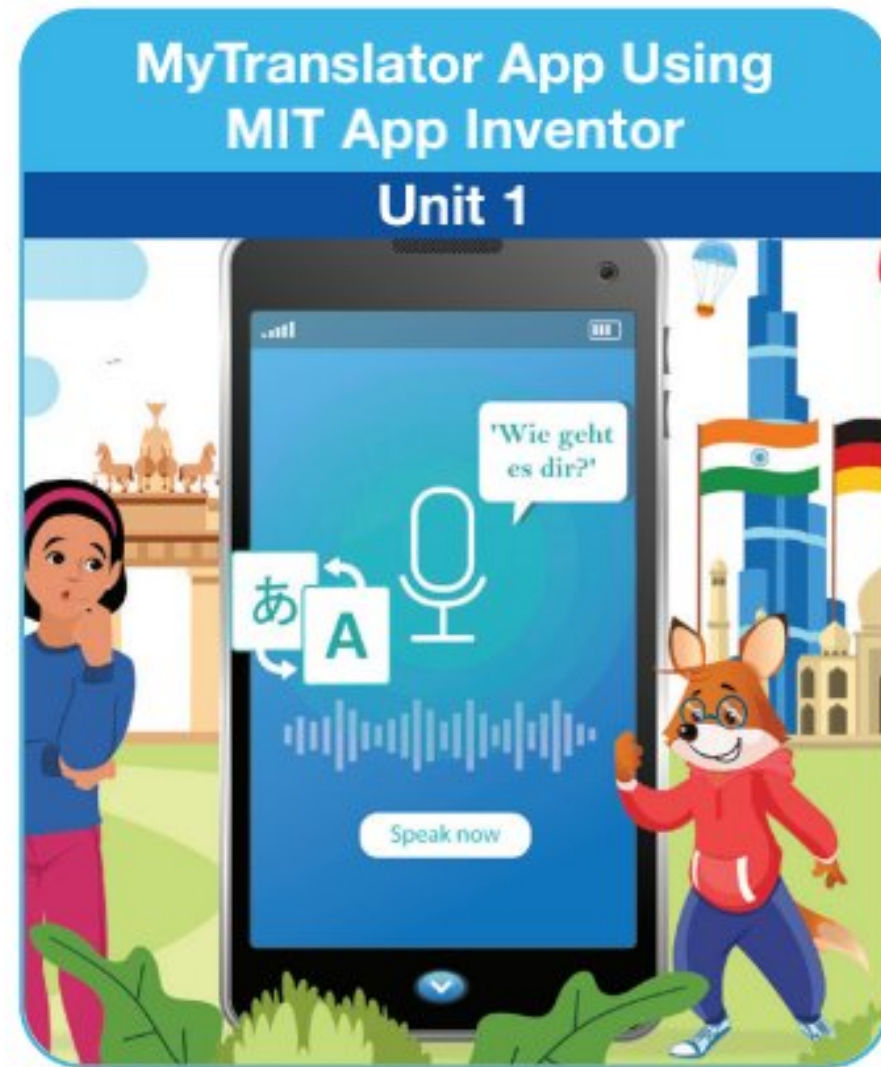
Detailed Syllabus for the Year

The roadmap given below lists the units covered in each term. Term 2 units will be visible on the tab after the completion of MOY.

PART 1	Unit Name	USE Software/ Programming language	THINK Skills	BUILD Project
	1. Creating Your Own Apps	MIT App Inventor with emulator/AI2 companion	Creativity Decomposition Problem-solving Coding	Create the AudioNotes, AroundTheWorld and MyTranslator apps using App Inventor.
	2. Camping in the Wilderness	MIT App Inventor with emulator/AI2 companion	Decomposition Abstraction Problem-solving Coding	Create the VoiceClock and MyCompass apps using App Inventor.
	3. The Pythagorean Triple	Python (Introduction)	Critical thinking Mathematical thinking Algorithms Coding	Create a Pythagorean Triple simulator using operators and conditions in Python.
	4. Language of Computers	Python (Intermediate)	Logical thinking Coding Decision-making Abstraction	Create a binary to decimal and decimal to binary converter using Python.
PART 2	Unit Name	USE Software/ Programming language	THINK Skills	BUILD Project
	5. Tic-Tac-Toe	Python (Advance)	Creativity Coding Problem-solving	Create a single player Tic-Tac-Toe game using Python.
	6. Tic-Tac-Toe with AI	Python (Artificial Intelligence)	Creativity Coding Problem-solving Analysis	Create an AI based Tic-Tac-Toe game using Python.
	7. Tech Trivia	HTML and CSS	Visualisation Creativity Critical thinking Coding	Create a tech quiz website using HTML and CSS.

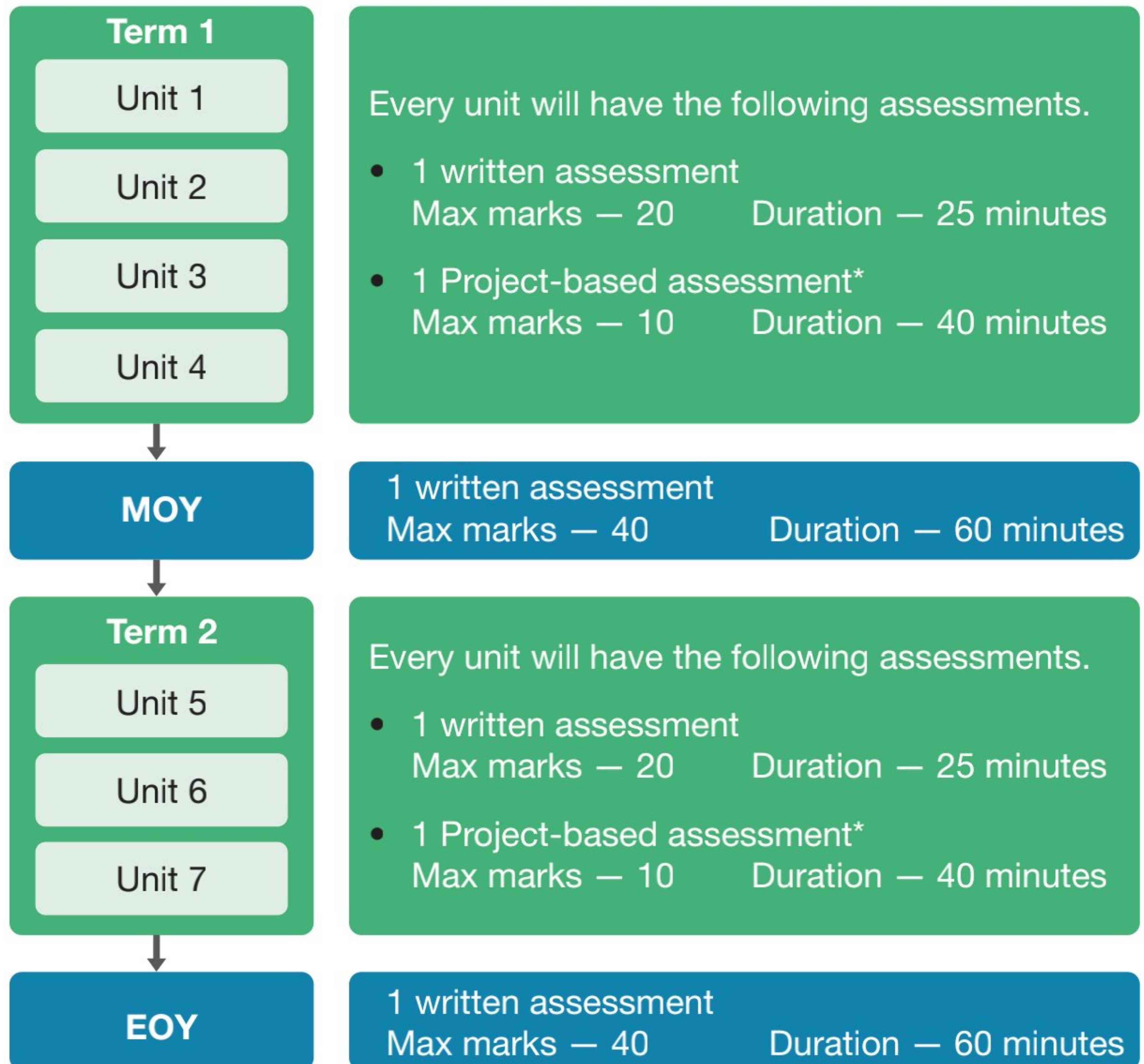
The LEAD Method

3. Project—Based Learning: Students demonstrate skills such as abstraction, decomposition, visualisation, creativity, and problem-solving by building projects at the end of every unit.



Assessment Structure for the Year

The objective of the assessments is to check if all students have understood the concepts and can apply their learning. Based on the assessment data, it is very important to do strong remedial before progressing forward. The CCS curriculum prescribes and provides the following assessments.



Note: *This is in line with NEP 2020's recommendations to include computational thinking and project-based assessments from early years.

Assessment Framework

Unit Assessments

The written unit assessments will have the following structure.

Type of Question	Marks	Questions	Total Marks
Multiple choice questions	1	4	4
Very short answer questions – Fill in the blanks	1	4	4
Short answer questions	2	1	2
Short answer questions – Debug	2	1	2
Long answer questions – Coding	4	2	8
		12 questions	20 marks

MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

Type of Question	Marks	Questions	Total Marks
Multiple choice questions	1	4	4
Fill in the blanks	1	4	4
Match the following	1	4	4
Short answer questions – Fill Go	1	4	4
Very short answer questions – Coding	1	2	2
Short answer questions	1	4	4
Short answer questions – Debug	2	2	4
Short answer questions – Coding	3	2	6
Long answer questions – Debug	4	2	8
		28 questions	40 marks

Note:

- In MOY - 100% questions will be from Term 1 Units.
- In EOY - 100% questions will be from Term 2 Units.

अधिगम वार्षिक योजना

प्रिय शिक्षकों,

नीचे दी गई तालिका, उस सीखने की यात्रा को सारांशित करती है जिसे आप इस वर्ष अपने विद्यार्थियों के साथ पूरा करेंगे।

Bridge Course

सत्र 1

इकाई 1

इकाई 2

UASM 1

SE 1

इकाई 3

इकाई 4

UASM 2

SE 2

इकाई 5

इकाई 6

इकाई 7

महत्वपूर्ण पूर्व-अपेक्षित कौशलों का दोहराव करवाने और पुनः तैयार करने में आपकी सहायता करता है

9 इकाइयों को 64 दिनों में पूरा किया जाएगा।

साहस और चुनौती (8 दिन)

अच्छाई बनाम बुराई (7 दिन)

यह लिखित मूल्यांकन इकाई 1 और इकाई 2 में सीखी गई अवधारणाओं का आंकलन करेगा।

SE 1, इकाई 1 और 2 की अवधारणाओं पर आधारित होगा।

जिज्ञासा का सफ़र (8 दिन)

समाज और सिनेमा (7 दिन)

यह लिखित मूल्यांकन इकाई 3 और इकाई 4 में सीखी गई अवधारणाओं का आंकलन करेगा।

SE 2, इकाई 3 और 4 की अवधारणाओं पर आधारित होगा।

परिश्रम का पर्याय (8 दिन)

मधुर यादें (7 दिन)

समय को जानो (6 दिन)

अधिगम वार्षिक योजना

UASM 3

SE 3

इकाई 8

इकाई 9

UASM 4

SE 4

यह लिखित मूल्यांकन इकाई 5, 6 और 7 में सीखी गई अवधारणाओं का आंकलन करेगा।

SE 3 इकाई 5, 6 और 7 की अवधारणाओं पर आधारित होगा।

खेल भवना (7 दिन)

आत्मसंयम (6 दिन)

यह लिखित मूल्यांकन इकाई 8 और इकाई 9 में सीखी गई अवधारणाओं का आंकलन करेगा।

SE 4 इकाई 8 और 9 की अवधारणाओं पर आधारित होगा।

MOY

सत्र 1 की इकाइयों के दोहराव की 5 दिनों की योजना के साथ MOY (Middle of the Year Assessment)

सत्र 2

इकाई 10

इकाई 11

UASM 5

SE 5

इकाई 12

इकाई 13

इकाई 14

7 इकाइयों को 47 दिनों में पूरा किया जाएगा।

जैसे को तैसा (7 दिन)

कर्मनिष्ठा (7 दिन)

यह लिखित मूल्यांकन इकाई 10 और इकाई 11 में सीखी गई अवधारणाओं का आंकलन करेगा।

SE 5 इकाई 10 और 11 की अवधारणाओं पर आधारित होगा।

निर्मल धारा (7 दिन)

बालसुलभ चपलता (6 दिन)

जल-संरक्षण (7 दिन)

वार्षिक मूल्यांकन-योजना

मूल्यांकन का उद्देश्य यह जाँचना है कि क्या सभी विद्यार्थियों में विषय की समझ विकसित हो चुकी है और क्या वे उस समझ का प्रयोग अपने जीवन में कर सकते हैं? मूल्यांकन डेटा के आधार पर, आगे बढ़ने से पहले LEAD के उपचारात्मक सुझावों का उपयोग करके प्रगति करना बहुत महत्वपूर्ण है। LEAD निम्नलिखित मूल्यांकन निर्धारित करता है:

Bridge Course

1 लिखित मूल्यांकन
कुल अंक – 20 समय सीमा – 20 मिनट

सत्र 1

UASM 1
(इकाई 1 और 2)

Subject Enrichment 1

UASM 2
(इकाई 3 और 4)

Subject Enrichment 2

UASM 3
(इकाई 5, 6 और 7)

Subject Enrichment 3

UASM 4
(इकाई 8 और 9)

Subject Enrichment 4

निम्नलिखित प्रारूप के अनुसार सत्र 1 में 4 लिखित मूल्यांकन करवाए जाएँगे:

- 1 लिखित मूल्यांकन
कुल अंक – 20 समय सीमा – 40 मिनट
- 1 subject enrichment
कुल अंक – 10 रूब्रिक के अनुसार ग्रेड दिया जाएगा

नोट: हमने सभी Subject Enrichment (SE) गतिविधियों के लिए मूल्यांकन प्रदान किया है, हम सुझाव देते हैं कि आप एक सत्र में कम से कम एक मूल्यांकन करें।

MOY

1 लिखित मूल्यांकन
कुल अंक – 80 समय सीमा – 180 मिनट

सत्र 2

UASM 5
(इकाई 10 और 11)

Subject Enrichment 5

UASM 6
(इकाई 12, 13 और 14)

Subject Enrichment 6

UASM 7
(इकाई 15 और 16)

Subject Enrichment 7

निम्नलिखित प्रारूप के अनुसार सत्र 2 में 3 लिखित मूल्यांकन करवाए जाएँगे:

- 1 लिखित मूल्यांकन
कुल अंक – 20 समय सीमा – 40 मिनट
- 1 subject enrichment
कुल अंक – 10 रूब्रिक के अनुसार ग्रेड दिया जाएगा।

नोट: हमने सभी Subject Enrichment (SE) गतिविधियों के लिए मूल्यांकन प्रदान किया है, हम सुझाव देते हैं कि आप एक सत्र में कम से कम एक मूल्यांकन करें।

EOY

1 लिखित मूल्यांकन
कुल अंक – 80 समय सीमा – 180 मिनट

मूल्यांकन का प्रारूप (Assessment Framework)

इकाई मूल्यांकन (Unit Assessments)

लिखित मूल्यांकन का प्रारूप इस प्रकार है:

मूल्यांकन के अव्यव	प्रश्न के प्रकार	अंक प्रति प्रश्न	कुल प्रश्न	कुल अंक
अपठित गद्यांश/काव्यांश	बहुविकल्पी (MCQ)	1	5	5
व्याकरण	बहुविकल्पी (MCQ)	1	3	3
	अतिलघूत्तरीय (VSA)	1	2	2
लेखन	दीर्घउत्तरीय (LA)	4	1	4
पाठ्यपुस्तक	बहुविकल्पी (MCQ)	1	3	3
	लघूत्तरीय (SA)	1+ 2	2	3
			16 प्रश्न	20 अंक

MOY और EOY मूल्यांकन (MOY & EOY Assessments)

MOY और EOY मूल्यांकन का प्रारूप इस प्रकार है:

मूल्यांकन के अव्यव	प्रश्न के प्रकार	अंक प्रति प्रश्न	कुल प्रश्न	कुल अंक
अपठित गद्यांश/काव्यांश	बहुविकल्पी (MCQ)	1	4	4
	लघूत्तरीय (SA)	2	6	12
व्याकरण	बहुविकल्पी (MCQ)	1	10	10
	लघूत्तरीय (SA)	2	5	10
लेखन	अतिदीर्घउत्तरीय (VLA)	6	4	24
पठित गद्यांश/काव्यांश	बहुविकल्पी (MCQ)	1	2	2
	लघूत्तरीय (SA)	1	2	2
पाठ्यपुस्तक	लघूत्तरीय-I (SA)	1	2	2
	लघूत्तरीय-II (SA)	2	4	8
	दीर्घउत्तरीय (LA)	3	2	6
			41 प्रश्न	80 अंक

Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.

BOY

Beginning of Year assessment to help you identify learning gaps.

Bridge Course

Supports you in reteaching and recapping critical pre-requisite skills.

Term 1

Chapter 1

Integers (10 days)

Chapter 2

Exponents and Powers (9 days)

Unit ASM 1

This unit assessment will assess concepts learned in Chapter 1 and Chapter 2.

SE 1

SE 1 will be based on the concepts of Chapter 1.

Chapter 3

Algebraic Expressions (10 days)

Chapter 4

Linear Equations in One Variable (8 days)

Unit ASM 2

This unit assessment will assess concepts learned in Chapter 3 and Chapter 4.

SE 2

SE 2 will be based on the concepts of Chapter 3.

Chapter 5

Lines and Angles (9 days)

Chapter 6

Triangle and its Properties (8 days)

Learning Journey for the Year

Unit ASM 3

SE 3

Chapter 7

Chapter 8

Unit ASM 4

SE 4

This unit assessment will assess concepts learned in Chapter 5 and Chapter 6.

SE 3 will be based on the concepts of Chapter 6.

Congruence of Triangles (17 days)

Operations on Decimals (5 days)

This unit assessment will assess concepts learned in Chapter 7 and Chapter 8.

SE 4 will be based on the concepts of Chapter 8.

MOY

5 days of Term 1 Revision plan, followed by Middle of Year Assessment

Term 2

Chapter 9

Chapter 10

Unit ASM 5

SE 5

Chapter 11

Chapter 12

6 chapters are to be covered in 57 days.

Percentages (10 days)

Rational Numbers (12 days)

This unit assessment will assess concepts learned in Chapter 9 and Chapter 10.

SE 5 will be based on the concepts of Chapter 9.

Three-dimensional Shapes (10 days)

Symmetry (4 days)

Learning Journey for the Year

Unit ASM 6

SE 6

Chapter 13

Chapter 14

Unit ASM 7

SE 7

EOY

This unit assessment will assess concepts learned in Chapter 11 and Chapter 12.

SE 6 will be based on the concepts of Chapter 11.

Mensuration (13 days)

Data Handling (8 days)

This unit assessment will assess concepts learned in Chapter 13 and Chapter 14.

SE 7 will be based on the concepts of Chapter 14.

5 days of Term 2 revision plan followed by End of Year Assessment

Note: All subject enrichment (SE) activities are optional. However, It is recommended that students perform them in class in order to strengthen their conceptual understanding.

Life Skills - The important skills that students will develop this year are:

⚡ THINK

1. Solving real-world problems
2. Creating new ideas
3. Being curious
4. Reflecting on your learning
5. Learning from mistakes

💬 COMMUNICATE

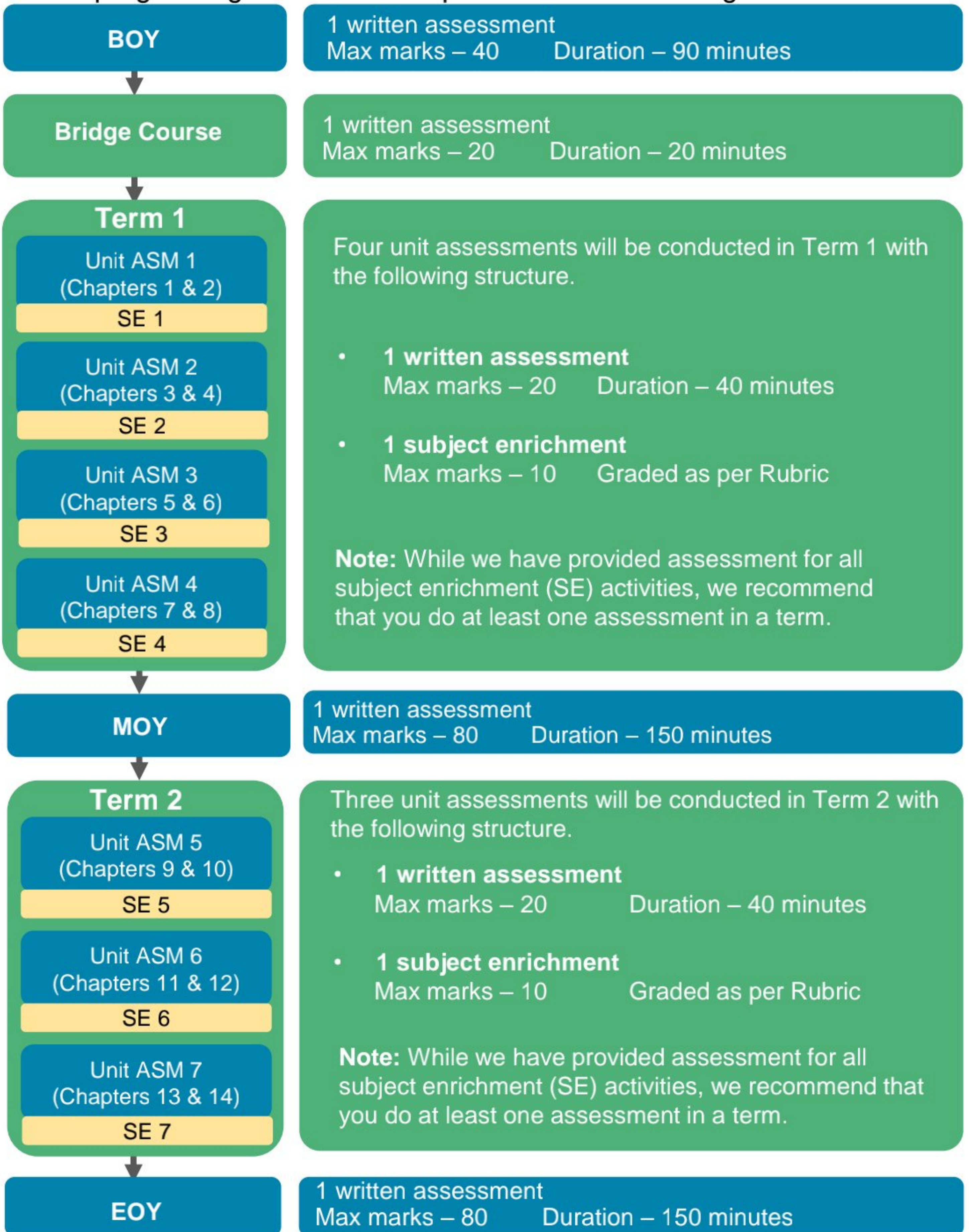
1. Communicating effectively
2. Presenting ideas
3. Using information
4. Using different media

🔄 COLLABORATE

1. Working with others
2. Appreciating others' ideas
3. Resolving conflicts
4. Connecting yourself to your community
5. Connecting yourself to the nation

Assessment Structure for the Year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do strong remedials using LEAD remedial recommendation before progressing forward. LEAD prescribes the following assessments:



Assessment Framework

Unit Assessments

The written unit assessments have the following structure.

Types of Question	Marks	Questions	Total Marks
Multiple Choice Questions	1	4	4
Fill in the Blanks	4	1	4
Short Answer Questions	2	4	8
Long Answer Questions	4	1	4
		10 questions	20 marks

MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

Types of Question	Marks	Questions	Total Marks
Multiple Choice Questions	1	16	16
Fill in the Blanks	16	1	16
Short Answer Questions	2	12	24
Long Answer Questions	4	6	24
		35 questions	80 marks

Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.

BOY

Beginning of Year assessment to help you identify learning gaps.

Bridge Course

Supports you in reteaching and recapping critical pre-requisite skills.

Term 1

Chapter 1

Chapter 2

Unit
ASM 1

SE 1

Biology

The following 2 chapters of Biology are to be covered in 21 days.

Nutrition in Plants (12 days)

Nutrition in Animals (9 days)

This unit assessment will assess concepts learned in Chapters 1 and 2.

SE 1 will be based on the concepts of Chapter 1.

Term 1

Chapter 1

Chapter 2

Unit
ASM 2

SE 2

Chemistry

2 chapters of Chemistry are to be covered in 18 days.

Substances: Acids, Bases, and Salts (10 days)

Chemical Reactions (8 days)

This unit assessment will assess concepts learned in Chapters 1 and 2.

SE 2 will be based on the concepts of Chapter 1.

Term 1

Chapter 1

Chapter 2

Physics

2 chapters of Physics are to be covered in 21 days.

Heat and Temperature (9 days)

Light: Spherical Mirrors and Lenses (12 days)

Learning Journey for the Year

Physics

Unit
ASM 3

SE 3

This unit assessment will assess concepts learned in Chapters 1 and 2.

SE 3 will be based on the concepts of Chapter 1.

Term 1

Chapter 3

Chapter 4

Unit
ASM 4

SE 4

The following 2 chapters of Biology are to be covered in 16 days.

Respiration in Organisms (10 days)

Forests: Our Lifeline (6 days)

This unit assessment will assess concepts learned in Chapters 3 and 4.

SE 4 will be based on the concepts of Chapter 3.

MOY

5 days of Term 1 Revision plan, followed by Middle of Year Assessment

Term 2

Chapter 5

Chapter 6

Unit
ASM 5

SE 5

Chapter 7

Chapter 8

Chapter 9

5 chapters of Biology are to be covered in 33 days.

Transportation in Animals (11 days)

Transportation in Plants (5 days)

This unit assessment will assess concepts learned in Chapters 5 and 6.

SE 5 will be based on the concepts of Chapter 5.

Asexual Reproduction in Plants (6 days)

Sexual Reproduction in Plants (8 days)

Wastewater Management (7 days)

Learning Journey for the Year

Biology

Unit
ASM 6

SE 6

This unit assessment will assess concepts learned in Chapters 7, 8 and 9.

SE 6 will be based on the concepts of Chapter 9.

Physics

Term 2

Chapter 3

Chapter 4

Unit
ASM 7

SE 7

2 chapters of Physics are to be covered in 20 days.

Motion and Velocity (11 days)

Electricity: Heating and Magnetic Effects (11 days)

This unit assessment will assess concepts learned in Chapters 3 and 4.

SE 6 will be based on the concepts of Chapter 4.

EOY

5 days of Term 2 revision plan followed by End of Year Assessment

Note: All subject enrichment (SE) activities are optional. However, It is recommended that students perform them in class in order to strengthen their conceptual understanding.

Life Skills - The important skills that students will develop this year are:

THINK

1. Solving real-world problems
2. Creating new ideas
3. Being curious
4. Reflecting on your learning
5. Learning from mistakes

COMMUNICATE

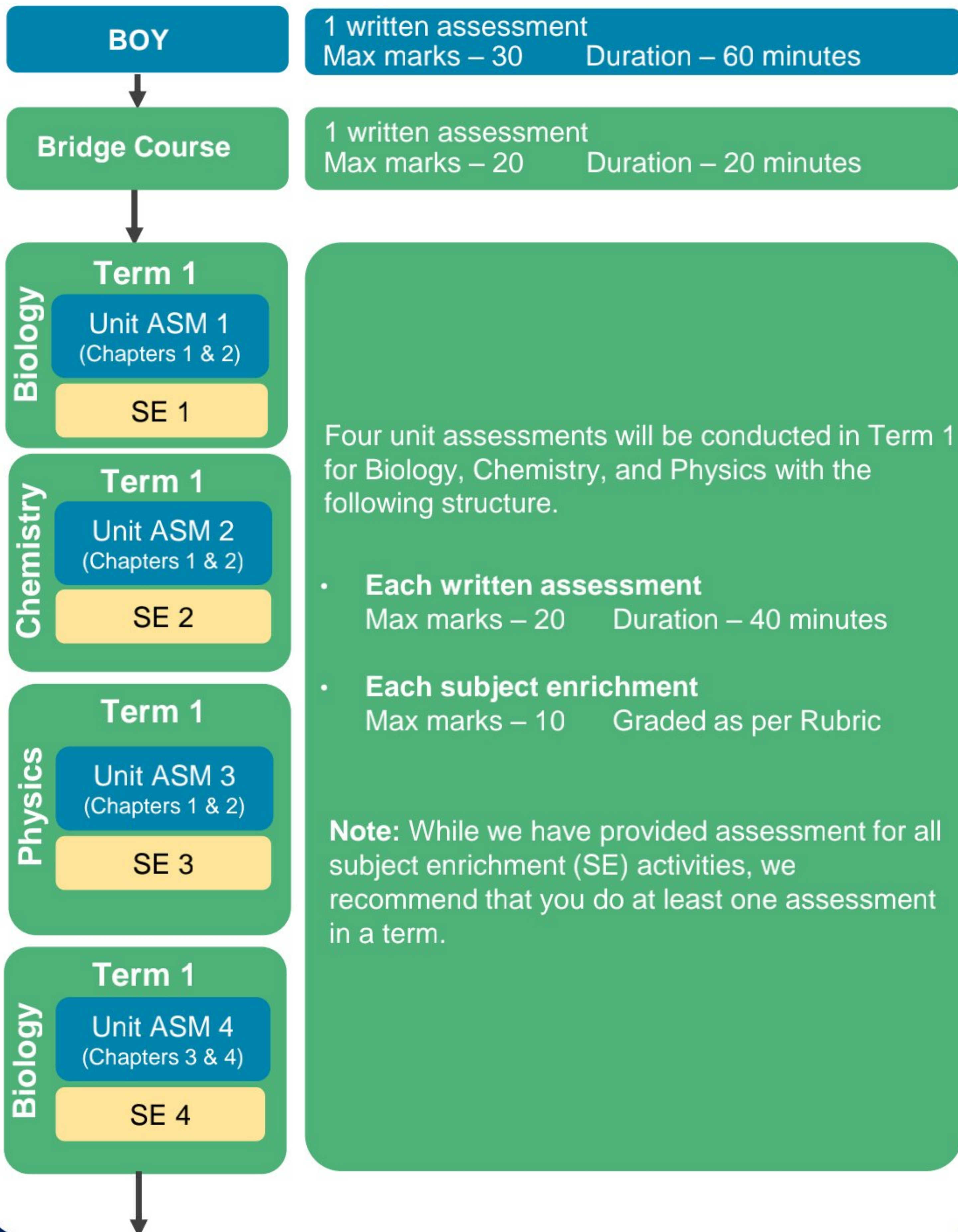
1. Communicating effectively
2. Presenting ideas
3. Using information
4. Using different media

COLLABORATE

1. Working with others
2. Appreciating others' ideas
3. Resolving conflicts
4. Connecting yourself to your community
5. Connecting yourself to the nation

Assessment Structure for the Year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do strong remedials using LEAD remedial recommendation before progressing forward. LEAD prescribes the following assessments:



Assessment Structure for the Year

MOY

1 written assessment
Max marks – 80 Duration – 180 minutes

Term 2

Biology

Unit ASM 5
(Chapters 5 & 6)

SE 5

Three unit assessments will be conducted in Term 2 for Biology and Physics with the following structure.

Term 2

Biology

Unit ASM 6
(Chapters 7 – 9)

SE 6

- **Each written assessment**
Max marks – 20 Duration – 40 minutes
- **Each subject enrichment**
Max marks – 10 Graded as per Rubric

Term 2

Physics

Unit ASM 7
(Chapters 3 & 4)

SE 7

Note: While we have provided assessment for all subject enrichment (SE) activities, we recommend that you do at least one assessment in a term.

EOY

1 written assessment
Max marks – 80 Duration – 180 minutes

Assessment Framework

Unit Assessments

The written unit assessments have the following structure.

Types of Question	Marks	Questions	Total Marks
Multiple Choice Questions	1	4	4
Fill in the Blanks	4	1	4
Short Answer Questions	2	4	8
Long Answer Questions	4	1	4
		10 questions	20 marks

MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

Types of Question	Marks	Questions	Total Marks
Multiple Choice Questions	1	16	16
Fill in the Blanks	8	2	16
Short Answer Questions	2	12	24
Long Answer Questions	4	6	24
		36 questions	80 marks

Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.

BOY

Beginning of Year assessment to help you identify learning gaps.

Bridge Course

Supports you in reteaching and recapping critical pre-requisite skills.

Term 1

Chapter 1

Chapter 2

Chapter 3

Chapter 4

UASM 1

SE 1

4 chapters of Geography are to be covered in 21 days.

Interior of the Earth (4 days)

Our Changing Earth (6 days)

Hydrosphere (4 days)

Atmosphere (7 days)

This unit assessment will assess concepts learned in Chapters 1, 2, 3, and 4.

SE 1 will be based on the concepts of Chapters 1, 2, 3, and 4.

Term 1

Chapter 1

Chapter 2

Chapter 3

UASM 2

SE 2

3 chapters of History are to be covered in 17 days.

Understanding Medieval History (5 days)

New Kingdoms in Medieval India (5 days)

The Delhi Sultanate (7 days)

This unit assessment will assess concepts learned in Chapters 1, 2, and 3.

SE 2 will be based on the concepts of Chapters 1, 2, and 3.

Learning Journey for the Year

Term 1

Chapter 1

Chapter 2

Chapter 3

Chapter 4

UASM 3

SE 3

SPL

4 chapters of SPL are to be covered in 20 days.

The Story of Democracy (3 days)

How Does Democracy Work? (6 days)

Equality (6 days)

Understanding Gender (5 days)

This unit assessment will assess concepts learned in Chapters 1, 2, 3, and 4.

SE 3 will be based on the concepts of Chapters 1, 2, 3, and 4.

Term 1

Chapter 4

Chapter 5

Chapter 6

UASM 4

SE 4

History

3 chapters of History are to be covered in 16 days.

The Arrival of Europeans (5 days)

The Vijayanagar and Bahmani Kingdoms (5 days)

Mughal Empire (6 days)

This unit assessment will assess concepts learned in Chapters 4, 5, and 6.

SE 4 will be based on the concepts of Chapters 4, 5, and 6.

MOY

5 days of Term 1 Revision plan, followed by Middle of Year Assessment

Learning Journey for the Year

Term 2

Chapter 5

Chapter 6

UASM 5

SE 5

Geography

2 chapters of Geography are to be covered in 15 days.

Biosphere: Natural Vegetation and Wildlife (7 days)

Life in Different Regions (8 days)

This unit assessment will assess concepts learned in Chapters 5 and 6.

SE 5 will be based on the concepts of Chapters 5 and 6.

Term 2

Chapter 7

Chapter 8

Chapter 9

Chapter 10

UASM 6

SE 6

History

4 chapters of History are to be covered in 25 days.

Tribes in Medieval India (5 days)

Religious Movements in Medieval India (7 days)

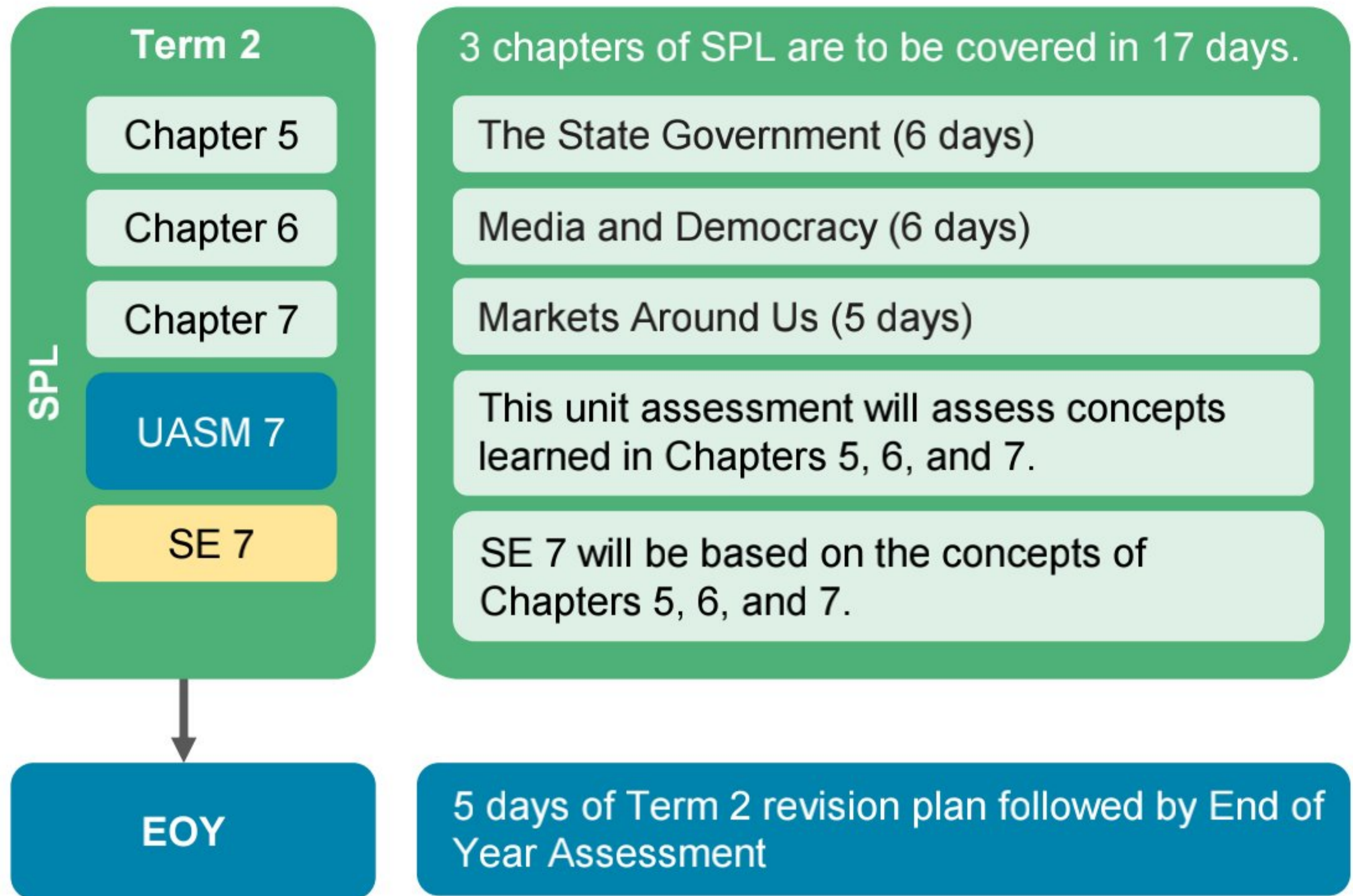
Art, Culture, and Architecture in Medieval India (7 days)

Developments in the 18th Century (6 days)

This unit assessment will assess concepts learned in Chapters 7, 8, 9, and 10.

SE 6 will be based on the concepts of Chapters 7, 8, 9, and 10.

Learning Journey for the Year



Note: Note: All subject enrichment (SE) activities are optional. However, It is recommended that students perform them in class in order to strengthen their conceptual understanding.

Life Skills - The important skills that students will develop this year are:

⚡ THINKING SKILLS	🗣️ COMMUNICATION SKILLS	🤝 COLLABORATION SKILLS
<ol style="list-style-type: none">1. Solving real-world problems2. Creating new ideas3. Being curious4. Reflecting on your learning5. Learning from mistakes	<ol style="list-style-type: none">1. Communicating effectively2. Presenting ideas3. Using information4. Using different media	<ol style="list-style-type: none">1. Working with others2. Appreciating others' ideas3. Resolving conflicts4. Connecting yourself to your community5. Connecting yourself to the nation

Assessment Structure for the Year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do strong remedials using LEAD remedial recommendation before progressing forward. LEAD prescribes the following assessments:

BOY

1 written assessment

Max marks – 30

Duration – 60 minutes

Bridge Course

1 written assessment

Max marks – 20

Duration – 20 minutes

Term 1

UASM 1

(Geography Chapters 1, 2, 3, and 4)

Subject Enrichment 1

Four unit assessments will be conducted in Term 1 for Geography, History, and SPL with the following structure.

1 written assessment

Max marks – 20

Duration – 40 minutes

1 subject enrichment

Max marks – 10

Graded as per Rubric

Note: While we have provided assessments for all subject enrichment (SE) activities, we recommend that you do at least one assessment in a term.

UASM 2

(History Chapters 1, 2, and 3)

Subject Enrichment 2

UASM 3

(SPL Chapters 1, 2, 3, and 4)

Subject Enrichment 3

UASM 4

(History Chapters 4, 5, and 6)

Subject Enrichment 4

1 written assessment

Max marks – 80

Duration – 150 minutes

MOY

Assessment Structure for the Year

Term 2

UASM 5
(Geography Chapters
5 and 6)

Subject Enrichment 5

UASM 6
(History Chapters 7, 8,
9, and 10)

Subject Enrichment 6

UASM 7
(SPL Chapters 5, 6,
and 7)

Subject Enrichment 7



EOY

Three unit assessments will be conducted in Term 2 for Geography, History, and SPL with the following structure.

1 written assessment

Max marks – 20 Duration – 40 minutes

1 subject enrichment

Max marks – 10 Graded as per Rubric

Note: While we have provided assessments for all subject enrichment (SE) activities, we recommend that you do at least one assessment in a term.

1 written assessment

Max marks – 80 Duration – 150 minutes

Assessment Framework

Unit Assessments

The written unit assessments of Geography have the following structure:

Types of Question	Marks	Questions	Total Marks
Multiple Choice Questions	1	4	4
Fill in the blanks	3	1	3
Short Answer Questions	2	3	6
Long Answer Questions	4	1	4
Map Work	3	1	3
		10 questions	20 marks

The written unit assessments of History have the following structure:

Types of Question	Marks	Questions	Total Marks
Multiple Choice Questions	1	4	4
Very Short Answer - Fill GO/Match the following	3	1	3
Short Answer Questions	2	3	6
Long Answer Questions	4	1	4
Map Work	3	1	3
		10 questions	20 marks

The written unit assessments of SPL have the following structure:

Types of Question	Marks	Questions	Total Marks
Multiple Choice Questions	1	5	5
Fill in the blanks	5	1	5
Short Answer Questions	2	3	6
Long Answer Questions	4	1	4
		10 questions	20 marks

Assessment Framework

MOY & EOY Assessments

MOY and EOY assessments will have the following structure:

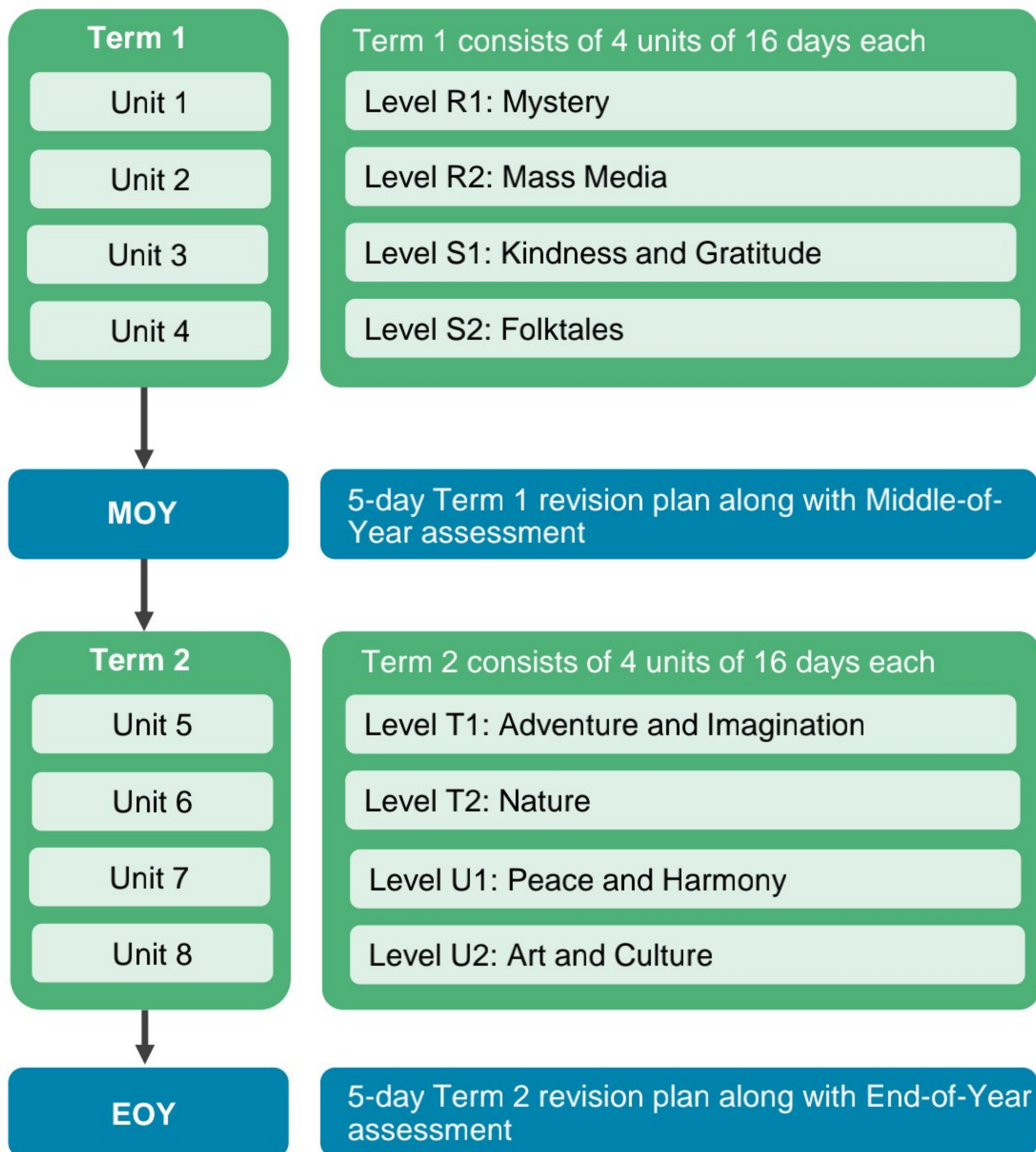
Types of Question	Marks	Questions	Total Marks
Multiple Choice Questions	1	15	15
Match the following	4	1	4
Fill in the Blanks	1	3	3
Very Short Answer - Fill GO	5	1	5
Short Answer Questions	2	12	24
Long Answer Questions	4	6	24
Map Work	5	1	5
		37 questions	80 marks

Spiraling in Assessments

- In MOY – 100% questions will be from Term 1 Chapters.
- In EOY – 75% questions will be from Term 2 Chapters, and 25% will be from Term 1 Chapters.
- In Unit Assessments – 85%-90% of the questions will be from the chapters being assessed and 10%-15% questions from previous chapters covered in the previous unit assessment of that subject. This is to help students practise concepts and be better prepared for the MOY and EOY.
- The exact syllabus is provided in the Important Notes of the respective assessment day.

Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.



Detailed Syllabus for the Year

The units covered in each term during the academic year is listed below. Term 2 units will be visible on the tab after the completion of MOY.

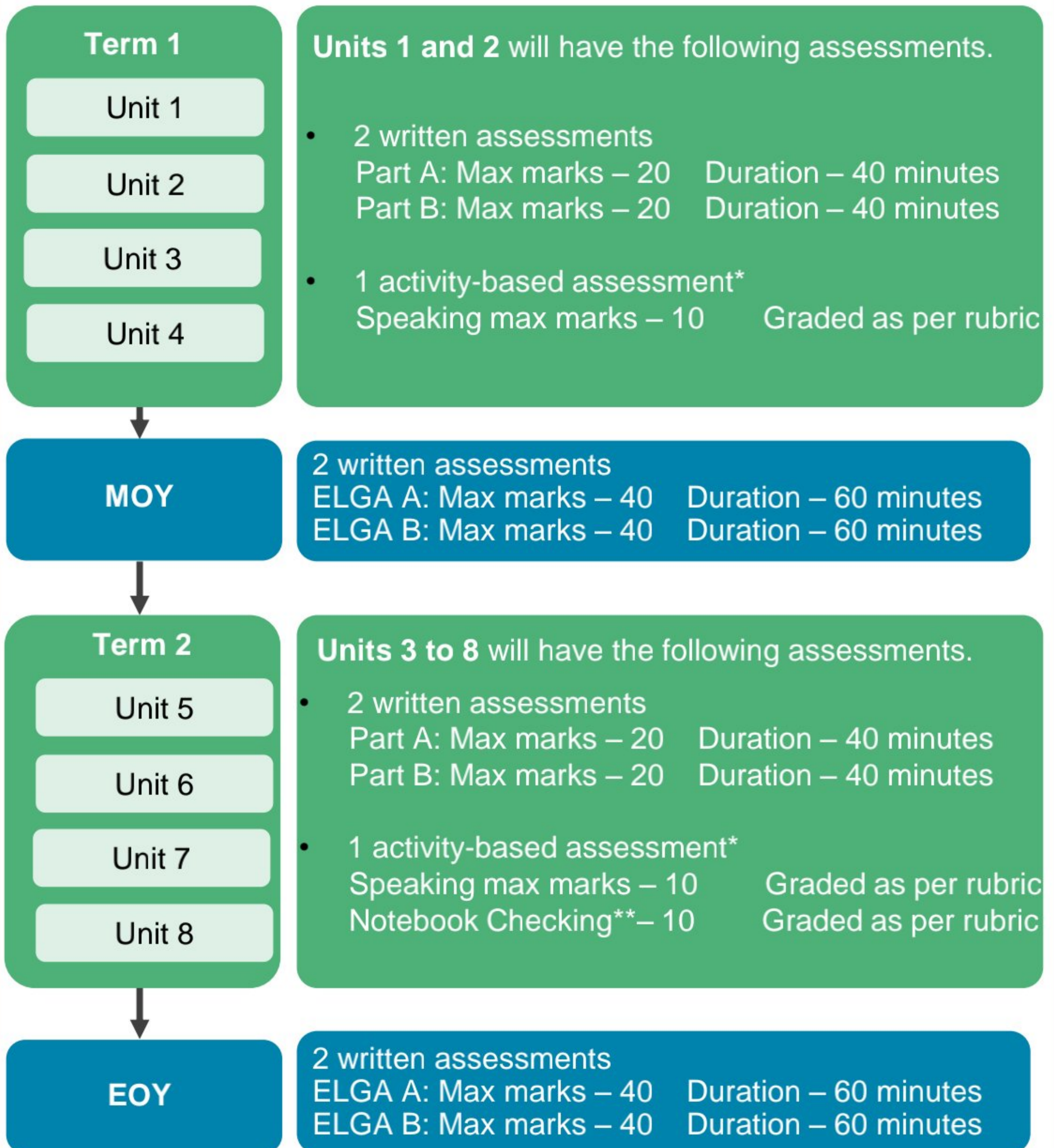
TERM 2	Unit 1 Level R1	Unit 2 Level R2	Unit 3 Level S1	Unit 4 Level S2
 PHONICS	Phonics ends with Level M2.	Phonics ends with Level M2.	Phonics ends with Level M2.	Phonics ends with Level M2.
 WHOLE WORDS	<ul style="list-style-type: none"> Guess the meanings of new words and use them correctly. Recognise and use homophones, homonyms, synonyms, and antonyms in sentences. 	<ul style="list-style-type: none"> Guess the meanings of new words and use them correctly. Deduce and use the meanings of words based on their relation to each other. 	<ul style="list-style-type: none"> Guess the meanings of new words and use them correctly. Deduce and use the meanings of words based on their relation to each other. 	<ul style="list-style-type: none"> Guess the meanings of new words and use them correctly. Deduce and use the meanings of words based on their relation to each other.
 READING AND LISTENING COMPREHENSION	<ul style="list-style-type: none"> Identify the rhyme scheme of a poem. Distinguish between cause and effect. Identify different points of view. Compare and contrast facts and opinions. Form an opinion based on the text. Identify the character traits of a character by making inferences. Explain the impact of a character's actions on other characters and events. 	<ul style="list-style-type: none"> Identify character traits by making inferences. Explain the impact of a character's actions. Identify the purpose and audience of a text. Explain the motivation behind a character's actions. Identify the theme or big ideas from a text. Articulate multiple points of view by drawing conclusions. 	<ul style="list-style-type: none"> Identify character traits by making inferences. Explain the impact of a character's actions. Identify the purpose and audience of a text. Explain the motivation behind a character's actions. Identify the theme or big ideas from a text. Articulate multiple points of view by drawing conclusions. 	<ul style="list-style-type: none"> Identify character traits by making inferences. Explain the impact of a character's actions. Identify the purpose and audience of a text. Explain the motivation behind a character's actions. Identify the theme or big ideas from a text. Articulate multiple points of view by drawing conclusions.
 GRAMMAR	<ul style="list-style-type: none"> Recognise and use different parts of speech in a text. Identify and use demonstrative and interrogative pronouns. Identify and use multiple adjectives in the correct order. 	<ul style="list-style-type: none"> Identify and use different types of pronouns. Identify and use different types of adjectives. Use modals that convey different meanings, politeness, prediction, and intention. 	<ul style="list-style-type: none"> Identify and use different types of pronouns. Identify and use different types of adjectives. Use modals that convey different meanings, politeness, prediction, and intention. 	<ul style="list-style-type: none"> Identify and use different types of pronouns. Identify and use different types of adjectives. Use modals that convey different meanings, politeness, prediction, and intention.
 WRITING AND SPEAKING EXPRESSION	<ul style="list-style-type: none"> Write an opinion article. Write different writing pieces for a school magazine. Give an extempore presentation for a minute. 	<ul style="list-style-type: none"> Write a story using all the plot elements with a closed ending. Write different writing pieces for a school magazine. Use interview skills for a specific purpose. 	<ul style="list-style-type: none"> Write a story using all the plot elements with a closed ending. Write different writing pieces for a school magazine. Use interview skills for a specific purpose. 	<ul style="list-style-type: none"> Write a story using all the plot elements with a closed ending. Write different writing pieces for a school magazine. Use interview skills for a specific purpose.
 GENERAL AWARENESS	<ul style="list-style-type: none"> Read different stories, poems, and articles having an element of mystery. Learn about the mass media from different perspectives. 	<ul style="list-style-type: none"> Learn the value of kindness and gratitude by reading different stories and poems. Read folk tales from different parts of the country and develop appreciation for them. 	<ul style="list-style-type: none"> Learn the value of kindness and gratitude by reading different stories and poems. Read folk tales from different parts of the country and develop appreciation for them. 	<ul style="list-style-type: none"> Learn the value of kindness and gratitude by reading different stories and poems. Read folk tales from different parts of the country and develop appreciation for them.
 THINKING SKILLS	<ul style="list-style-type: none"> Come up with new ideas around known and new concepts. Reflect on their learning. Ask questions showing curiosity about new ideas and experiences. 	<ul style="list-style-type: none"> Attempt to find multiple ways to solve a problem. Reflect on their learning. 	<ul style="list-style-type: none"> Attempt to find multiple ways to solve a problem. Reflect on their learning. 	<ul style="list-style-type: none"> Attempt to find multiple ways to solve a problem. Reflect on their learning.
 COMMUNICATION SKILLS	<ul style="list-style-type: none"> Communicate ideas and thoughts effectively. Present information to an audience. 	<ul style="list-style-type: none"> Communicate ideas and thoughts effectively. Present information to an audience. 	<ul style="list-style-type: none"> Communicate ideas and thoughts effectively. Present information to an audience. 	<ul style="list-style-type: none"> Communicate ideas and thoughts effectively. Present information to an audience.
 COLLABORATION SKILLS	<ul style="list-style-type: none"> Resolve conflicts or disagreements better. 	<ul style="list-style-type: none"> Work with others to complete a task. 	<ul style="list-style-type: none"> Work with others to complete a task. 	<ul style="list-style-type: none"> Work with others to complete a task.

Detailed Syllabus for the Year

TERM 2	Unit 5 Level T1	Unit 6 Level T2	Unit 7 Level U1	Unit 8 Level U2
 PHONICS	Phonics ends with Level M2.	Phonics ends with Level M2.	Phonics ends with Level M2.	Phonics ends with Level M2.
 WHOLE WORDS	<ul style="list-style-type: none"> Guess the meanings of new words and use them correctly. Differentiate between literal and figurative language. Create and use hyperbole and personification in sentences. 	<ul style="list-style-type: none"> Guess the meanings of new words and use them correctly. Deduce the meanings of words based on the word class the words belong to. 	<ul style="list-style-type: none"> Guess the meanings of new words and use them correctly. Deduce the meanings of words based on the word class the words belong to. 	<ul style="list-style-type: none"> Guess the meanings of new words and use them correctly. Deduce the meanings of words based on the word class the words belong to.
 READING AND LISTENING COMPREHENSION	<ul style="list-style-type: none"> Identify the rhyme scheme of a poem. Identify the main idea and locate the key details of a text. Interpret similes and metaphors from a poem. Explain hyperbole and its effect on the reader. Explain the personification used in a poem. Identify themes from texts. 	<ul style="list-style-type: none"> Identify different points of views in a text. Recognise and identify plot structures. Identify the problem and solution in a text. Identify the main idea and give supporting details. Ask questions about the texts read or viewed. Respond to a text with reasons, simple judgement, and personal interpretations. 	<ul style="list-style-type: none"> Identify different points of views in a text. Recognise and identify plot structures. Identify the problem and solution in a text. Identify the main idea and give supporting details. Ask questions about the texts read or viewed. Respond to a text with reasons, simple judgement, and personal interpretations. 	<ul style="list-style-type: none"> Identify different points of views in a text. Recognise and identify plot structures. Identify the problem and solution in a text. Identify the main idea and give supporting details. Ask questions about the texts read or viewed. Respond to a text with reasons, simple judgement, and personal interpretations.
 GRAMMAR	<ul style="list-style-type: none"> Identify and use connectors to express relationships between similar group, of words. Constructs a variety of sentences. 	<ul style="list-style-type: none"> Use modals to convey different meanings (willingness). Identify and use different types of pronouns (reflexive and reciprocal). 	<ul style="list-style-type: none"> Use modals to convey different meanings (willingness). Identify and use different types of pronouns (reflexive and reciprocal). 	<ul style="list-style-type: none"> Use modals to convey different meanings (willingness). Identify and use different types of pronouns (reflexive and reciprocal).
 WRITING AND SPEAKING EXPRESSION	<ul style="list-style-type: none"> Write a personal narrative and narrate it using visuals. Write a narrative poem using personification. Recite a poem in front of an audience. 	<ul style="list-style-type: none"> Write a piece of procedural writing and present it in a scrapbook. Create and present posters in front of an audience. Write notices for classroom and school events. 	<ul style="list-style-type: none"> Write a piece of procedural writing and present it in a scrapbook. Create and present posters in front of an audience. Write notices for classroom and school events. 	<ul style="list-style-type: none"> Write a piece of procedural writing and present it in a scrapbook. Create and present posters in front of an audience. Write notices for classroom and school events.
 GENERAL AWARENESS	<ul style="list-style-type: none"> Read different texts having elements of adventure and imagination. Learn to appreciate nature by reading about the wonders of nature. 	<ul style="list-style-type: none"> Learn the value of empathy and unity by reading stories on peace and harmony. Learn to appreciate diversity by reading about different arts and cultures. 	<ul style="list-style-type: none"> Learn the value of empathy and unity by reading stories on peace and harmony. Learn to appreciate diversity by reading about different arts and cultures. 	<ul style="list-style-type: none"> Learn the value of empathy and unity by reading stories on peace and harmony. Learn to appreciate diversity by reading about different arts and cultures.
 THINKING SKILLS	<ul style="list-style-type: none"> Reflect on their learning. 	<ul style="list-style-type: none"> With support, find alternate ways to solve problems/questions. Attempt to find multiple ways to solve a problem. Reflect on their learning. 	<ul style="list-style-type: none"> With support, find alternate ways to solve problems/questions. Attempt to find multiple ways to solve a problem. Reflect on their learning. 	<ul style="list-style-type: none"> With support, find alternate ways to solve problems/questions. Attempt to find multiple ways to solve a problem. Reflect on their learning.
 COMMUNICATION SKILLS	<ul style="list-style-type: none"> Communicate ideas and thoughts effectively. Present information to an audience. 	<ul style="list-style-type: none"> Present information to an audience. 	<ul style="list-style-type: none"> Present information to an audience. 	<ul style="list-style-type: none"> Present information to an audience.
 COLLABORATION SKILLS	<ul style="list-style-type: none"> Explore new ideas, perspectives and accept feedback. 	<ul style="list-style-type: none"> Work with others to complete a task. 	<ul style="list-style-type: none"> Work with others to complete a task. 	<ul style="list-style-type: none"> Work with others to complete a task.

Assessment Structure for the year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do strong remedials using LEAD remedial recommendation before progressing forward. LEAD prescribes the following assessments:



*This is aligned with NEP 2020's recommendations to include activity-based assessments.

** This is optional.

Assessment Framework

Unit Assessments

Units 1 and 2 written assessments have the following structure.

PART A		PART B	
Vocabulary and Writing		Reading Comprehension and Grammar	
Whole words	10 marks	Reading Comprehension*	10 marks
Writing	10 marks	Grammar	10 marks
Total	20 marks	Total	20 marks

Units 3 to 8 written assessments have the following structure.

PART A		PART B	
Vocabulary and Writing		Reading Comprehension and Grammar	
Whole words	10 marks	Reading Comprehension*	12 marks
Writing	10 marks	Grammar	8 marks
Total	20 marks	Total	20 marks

*The text in the reading comprehension section will be an unseen passage covering vocabulary from the units which students have already learnt. This is to ensure that we are testing students on their ability to read and understand independently. Since ELGA is a skill-based program, by design we do not ask questions from the texts in the book.

Assessment Framework

MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

ELGA A		ELGA B	
Vocabulary and Writing		Reading Comprehension and Grammar	
Phonics and Whole words	20 marks	Reading Comprehension*	24 marks
Writing	20 marks	Grammar	16 marks
Total	40 marks	Total	40 marks

*The text in the reading comprehension section will be an unseen passage covering vocabulary from the units which students have already learnt. This is to ensure that we are testing students on their ability to read and understand independently. Since ELGA is a skill-based program, by design we do not ask questions from the texts in the book.

Spiraling in Assessments

- In MOY – 100% questions will be from Term 1 Units.
- In EOY – 75% questions will be from Term 2 Units, and 25% will be from Term 1 Units.
- In Unit Assessments – In units 2, 4, 6 and 8, 90% of the questions will be from the unit and 10% questions will be from the previous unit, that is, unit 1, 3, 5 and 7. This is to help students practise concepts and be better prepared for MOY and EOY.
- Difficulty level of questions in the assessments are based on Board guidelines.