Ahlcon International School

Middle Section

The School

Ahlcon International School established in the year 2001 is a progressive, liberal, English medium, Senior Secondary, co-ed school with 2600 students and a staff strength of 200. The unique location of the school in East Delhi and its reputation as a vibrant center of excellence make it the first choice of parents in the trans-Yamuna area. The performance of the school in the last 17 years has been outstanding in all areas. Mr. Bikramjit Ahluwalia heads the trust as its President, Dr. Rohini Ahluwalia as Chairperson heads the managing committee of the School and Mr. Ashok Pandey is the school Principal.

Ours is a Vision driven school, focusing on the development of complete personality of the each child, through imbibing values, capacity building, extensive use of technology and providing an excellent learning environment.

Vision

To establish Ahlcon International School as a world class center of learning, a leader in imparting joyful, relevant, and value based education to each child and to ensure complete fulfillment of the aspirations of all stakeholders.

Mission

To ensure quality in our educational services through optimizing intellectual and infrastructural resources, capacity building, practicing ethical and transparent management principles and adhering to the core value system

Core Values

1. Students and parents are the primary beneficiaries of our services.
2. Our activities and programmes must revolve around the children and contribute to their growth and learning.
3. To invest in teachers to develop competence and commitment.
4. Constant improvement of school environment characterized by love and compassion.
5. Children should never miss opportunities, facilities and experiences, having a more significant bearing on their lives.
7. To uphold the rule of law and our duties towards nation building.
8. Not to practice any discrimination in the name of caste, creed, race, status or gender.
9. We commit to the UN’s Sustainable Development Goals.

INDEX

Scholastic

SYLLABUS MAPPING FOR HALF YEARLY EXAMINATION
CLASS VII SCIENCE

NAME OF BOOKS:-

1. **SCIENCE NCERT CLASS VII**
2. **SCIENCE POWER BY SRIJAN PUBLICATIONS**
3. **WORKBOOK DESIGNED BY TEACHERS**

S. No.	MONTH	CHAPTER NAME	KEY CONCEPTS	INSTRUCTIONAL OBJECTIVES	RESOURCES	ACTIVITIES/ PROJECTS
1	April	Heat	• Heat energy • Measurement of temperature • Transfer of heat: conduction, convection and radiation. • Practical applications of good conductors and insulators of heat.	The students will be able to: - Identify heat as a form of energy. - Differentiate between clinical thermometer and laboratory thermometer. - Classify the different ways in which heat is transferred from one body to another. - Understand the practical applications of good conductors and insulators of heat.	Visual Aids such as Diagrams, Lab activities, Multimedia, Reference Books, Newspapers, Internet links (http://cbse-notes.blogspot.in/2012/05/class-7-science-ch4-heat.html) Educational Internet Website (Khan Academy)	- Teacher will demonstrate an experiment to show convection currents in water. - Teacher will demonstrate an experiment to show that heat travels through metals by conduction.
S. No	**MONTH**	**CHAPTER NAME**	**KEY CONCEPTS**	**INSTRUCTIONAL OBJECTIVES**	**RESOURCES**	**ACTIVITIES/ PROJECTS**
2	April	Nutrition in plants	• Types of nutrition • Autotrophic nutrition- ✓ Photosynthesis • Heterotrophic nutrition in plants- ✓ Parasites ✓ Saprophytes ✓ Insectivores ✓ Symbiotic plants • Nutrient replenishment in the soil	The students will be able to- - Identify different types of nutrition - Illustrate photosynthesis with a well labeled diagram and the equation - Understand the difference between parasitic, saprophytic, insectivorous and symbiotic plants	Visual aids such as diagrams, lab activities. Reference books, Internet link (https://www.youtube.com/watch?v=3pD68uxRLkM) Educational Internet Website- khan academy	• Students will grow fungus on bread • Differentiating between parasitic/ saprophytic and green plants • Teacher will show stomata present in leaves • Teacher will perform Experiment to show that sunlight is necessary for photosynthesis.

PRESCRIBED LEARNING OUTCOME

SUBJECT - Science Class - VI

PLO under NCERT	PLO followed in AHLCON	PLO not followed	Exceeding PLO in AHLCON	Remarks
Getting to know plants **The learner :** • Identifies materials and organisms, such as, plant fibres, flowers, on the basis of observable features i.e. appearance, texture, function, aroma, etc.	**Getting to know plants** **The learner :** • Identifies materials and organisms, such as, plant fibres, flowers, on the basis of observable features i.e. appearance, texture, function, aroma, etc.	NA	**Getting to know plants** **The learner :** • Conducts simple experiments to seek answers to queries related to properties of air, relation between venation and type of root.	We are following almost all the suggested pedagogical processes and are achieving all the learning outcomes which have been laid down.
Fibre to fabric , Getting to know plants, Electricity and circuits **The learner :** • Differentiates materials and organisms, such as, fibre and yarn; tap and fibrous roots; electrical conductors and insulators; on the basis of their properties, structure and functions.	**Fibre to fabric , Getting to know plants, Electricity and circuits** **The learner :** • Differentiates materials and organisms, such as, fibre and yarn; tap and fibrous roots; electrical conductors and insulators; on the basis of their properties, Structure and functions.	NA	**Fibre to fabric** **The learner :** • Identifies the absorption capacity of various fabrics such as cotton, wool, silk, nylon and acrylic etc. **Electricity and circuits** **The learner :** • Depicts the environmental concern and create awareness through posters, slogan writing etc	We are following almost all the suggested pedagogical processes and are achieving all the learning outcomes which have been laid down.
Sorting materials into groups **Changes around us, Getting to know plants, The living organisms and their surroundings , Light, shadows and reflections** **The learner :**	**Sorting materials into groups** **Changes around us, Getting to know plants, The living organisms and their surroundings ,** **Light, shadows and reflections** **The learner :** • Classifies materials, organisms and processes based on	NA	**Changes around us** **The learner :** • Understands that some changes are reversible while others are irreversible. **The living organisms and their surroundings** **The learner :**	We are following almost all the suggested pedagogical processes and are achieving all the learning outcomes

• Classifies materials, organisms and processes based on observable properties, e.g., materials as soluble, insoluble, transparent, translucent and opaque; changes as can be reversed and cannot be reversed; plants as herbs, shrubs, trees, creeper, climbers; components of habitat as biotic and abiotic; motion as rectilinear, circular , periodic. • Conducts simple investigations to seek answers to queries.	observable properties, e.g., materials as soluble, insoluble, transparent, translucent and opaque; changes as can be reversed and cannot be reversed; plants as herbs, shrubs, trees, creeper, climbers; Components of habitat as biotic and abiotic; motion as rectilinear, circular, periodic. • Conducts simple investigations to seek answers to queries.		• Collage making on habitats and adaptations of various plants and animals • Will be exposed to innovative E-learning tools like popplet making, cross word puzzles, designing of mind maps, concept webs etc. to evoke critical thinking and higher order skills •	which have been laid down.
<u>Food: Where does it come from?</u> **<u>Components of food, The living organisms and their surroundings, Air around us, water , Fibre to fabric, Motion and measurement of distances</u>** **The learner :** • Relates processes and phenomenon with causes, e.g., deficiency diseases with diet; adaptations of animals and plants with their habitats; quality of air with pollutants, etc.	**<u>Food: Where does it come from?</u>** **<u>Components of food, The living organisms and their surroundings,</u>** **<u>Air around us, Water , Fibre to fabric, Motion and measurement of distances</u>** **The learner :** • Relates processes and phenomenon with causes, e.g., deficiency diseases with diet; adaptations of animals and plants with their habitats; quality of air with pollutants, etc. • Applies learning of scientific concepts in day-to-day life, e.g., selecting food items for	NA	**<u>Food: Where does it come from?, Components of food</u>** **The learner :** • Identifies the sources of food and the nutrients present in them. • Organizes role plays on nutrients, their sources and deficiency diseases caused by the improper intake of food. • Exhibits creativity through interdisciplinary linkages in the	We are following almost all the suggested pedagogical processes and are achieving all the learning outcomes which have been laid down.

• Applies learning of scientific concepts in day-to-day life, e.g., selecting food items for a balanced diet; separating materials; selecting season appropriate fabrics; using compass needle for finding directions; suggesting ways to cope with heavy rain/ drought, etc. • Measures physical quantities and expresses in SI units, e.g., length	a balanced diet; separating materials; selecting season appropriate fabrics; using compass needle for finding directions; suggesting ways to cope with heavy rain/ drought, etc. • Measures physical quantities and expresses in SI units, e.g., length		chapter food with the broader theme **Food as Fuel**. The activities from various subjects are **Be a Chef, Holistic Food, Cooking without Fire, Mathematical Chef.** • Tests the food items to identify the nutrients, calorie content in their friend's lunch box.	
<u>Fibre to fabric, Water , Air around us</u> **<u>Garbage in, garbage out</u>** **The learner** : • Explain processes and phenomenon,e.g., processing of plant fibres, movements in plants and animals; formation of shadows; reflection of light from plane mirror;variations in composition of air; preparation of vermi compost, etc.	**<u>Fibre to fabric, Water , Air around us</u>** **<u>Garbage in, garbage out</u>** **The learner :** • Explains processes and phenomenon, e.g., processing of plant fibres; movements in plants and animals; formation of shadows; reflection of light from plane mirror; variations in composition of air; preparation of vermi compost, etc.	**NA**	**<u>Garbage in, garbage out</u>** **The learner :** • Identifies various bins in the school campus for segregation of wet, dry and sanitary waste. • Makes efforts to protect environment, planning, making use of available resources and exhibit value of care and concern for nature.	We are following almost all the suggested pedagogical processes and are achieving all the learning outcomes which have been laid down.
<u>Getting to know plants , Body movements , Water</u> **The learner :** • Draws labelled diagrams / flow charts of organisms and	**<u>Getting to know plants , Body movements , Water</u>** **The learner :** • Draws labelled diagrams / flow charts of organisms and processes, e.g., parts of flowers; joints;	**NA**	**<u>Body movements , water</u>** **The learner :** • Constructs innovative scientific models using materials from surroundings and	We are following almost all the suggested pedagogical processes and are achieving all the

processes, e.g., parts of flowers; joints; filtration; water cycle, etc.	filtration; water cycle, etc.		explain their working e.g. type of joints, acupressure machine to relieve joint pain. • Prepare a fact file based on the judicious use of natural resources such as water, soil forest to maintain development in all areas.	learning outcomes which have been laid down.
<u>Light, shadows and reflections</u> **<u>Electricity and circuits</u>** **The learner :** Constructs models using materials from surroundings and explains their working, e.g., pinhole camera, periscope, Electric torch, etc. • Makes efforts to protect environment, e.g., minimizing wastage of food, water, electricity and generation of waste; spreading awareness to adopt rain water harvesting; care for plants, etc. • Exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.	**<u>Light, shadows and reflections</u>** **<u>Electricity and circuits</u>** **The learner :** • Constructs models using materials from surroundings and explains their working, e.g., pinhole camera, periscope, electric torch, etc. • Makes efforts to protect environment, e.g., minimizing wastage of food, water, electricity and generation of waste; Spreading awareness to adopt rain water harvesting; care for plants, etc. • Exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.	**NA**	**<u>Light, shadows and reflections</u>** The learner : Interprets the newspaper clippings regarding important breakthrough/innovations in scientific field, comprehends the given passage and answers the related questions	We are following almost all the suggested pedagogical processes and are achieving all the learning outcomes which have been laid down.

Fun with magnets **NA** **Separation of substances** **NA**	**Fun with magnets** **The learner :** • Appreciates the significant contribution of the different scientists in various fields. • Engages in hands on activities to study the properties of magnets **Separation of substances** **The learner :** • Demonstrates various methods of separation of substances such as sedimentation, decantation, evaporation and filtration • Becomes aware about the 17 SDG's and will device workable solutions to bring about revolutionary changes in the desired areas of work. • Self-transformation into a global citizen.	**NA**	**Fun with magnets** **The learner :** • Appreciates the significant contribution of the different scientists in various fields. • Engages in hands on activities to study the properties of magnets **Separation of substances** **The learner :** • Demonstrates various methods of separation of substances such as sedimentation, decantation, evaporation and filtration • Becomes aware about the 17 SDG's and will device workable solutions to bring about revolutionary changes in the desired areas of work. • Self-transformation into a global citizen.	We are following almost all the suggested pedagogical processes and are achieving all the learning outcomes which have been laid down.

Lesson Plan for class -6 Science

Name of the Topic: **Body movements**

Lesson Plan Topic: **Body movements based on exercises**

Activity: **"Shake up, shape up"**

Description of the Activity:

The benefits of exercise are far more than just losing weight or achieving a perfect body. Exercise benefits everyone. It improves our sleep quality, boosts our energy level, improves our flexibility, strengthens our muscles and even develops our memory and help us be in the fine fettle. Regular exercises make us happier, help us to live longer, and are the key to living a healthy, balanced life. This activity has been designed with an aim for students to learn about bones, joints and muscles of our body and benefit from exercising to lead a healthy life.

Four countries – India, Korea, USA and Vietnam have been selected for this activity. Learners will find out about the special body work outs practiced in these countries and present these activities in the form of group performance of exercises and a display sheet of their exercise description.

SDG covered: **Goal no.3:** Good Health and Well Being. . – Ensure healthy lives and promote well-being for all at all ages

Overall Goal:

- To develop the core skills and competencies in young people that relate to the world in which they are living as 21st century skills or deep learning skills.
- To create a holistic understanding of health and well-being through various exercises and to clarify related values, beliefs and attitudes.
- To develop a personal commitment in promoting health and well-being for themselves, their families and others and volunteering in professional work related to health and social care.

Learning Objectives:

Students will be able to:

- Integrate **SDG 3** with the objective of promoting healthy living and well being for all at all ages.
- Associate different regions of the world with the types of exercises for fitness practised there.
- Learn about benefits of different exercises performed across the globe.
- Perform correct postures of various exercises as per the country allotted.

International Dimension Used:

- Learn with and about the World.
- Appreciate diversity across borders.
- Make the right choice for sustainability

Research Based Question:

What form of exercise is practised in the allocated countries and how is it treated as an important constituent for the holistic growth of an individual?

Lesson Transaction:

- **Period 1:**

  - The teacher will introduce and discuss the activity in class.
  - The class will then be divided into 4 groups. Each group will be allotted a country to research upon the activity discussed. Street Workout in Vietnam (**Prithvi** HOUSE), Cardio Boxing in Korea (**Neer** HOUSE), Calisthenics in USA (**Agni** HOUSE) and Yoga in India **(Vayu** HOUSE).
  - The students will be given a time of 15 days to research upon the allotted country and the project details.

- **Research Work:**
  Students will:
  - **Find** out the exercises practised in the given country. They will take help from any health magazines, newspapers and internet etc.
  - **Investigate** correct and incorrect postures of any exercise.
  - **Explore** the effects of healthy food and junk food on their body.
- **Period 2:**
  - The teacher will ask the students to take up the responsibility and divide amongst themselves the tasks to be done during the activity. The teacher would then initiate a group discussion during which the students would share the knowledge they have gathered during their research.
- **Period 3 and 4:**
  - Each group will take an A-3 sized sheet which will cover the assigned country and explore the Research Question.
  - They will write the heading in a creative manner, pictures depicting the postures of exercises will be pasted and the SDG goal covered will be mentioned along with its symbol.
  - Below it, the students will write about which part of the body is benefitted from the exercise depicted, e.g. heart, muscles or bones.
  - They will also write under which conditions these exercises should not be practised. E.g. High blood pressure or heart problems.
  - They will paste the world map and colour the country allotted to them.
  - They will perform the exercise in groups.
- **Period 5 and 6:**

  Peer evaluation: Peer group to check:

  - If all the required pictures and SDG are relevant.
  - How creatively has the presentation been made.
  - Postures in a particular exercise are performed correctly.

  Teacher's Evaluation and remarks

Learning Outcome:

Knowledge

- **Understand** about Human anatomy and physiology.(Bones , joints and Muscles)
- **Associate** the relation of nutrients with physical fitness (benefits of balanced and healthy Diet).

Critical Thinking

- The learner knows conceptions of health, hygiene and well-being and can critically reflect on them, including an understanding of the importance of gender in health and well-being.

Life Skills:

- **Skill of collaboration-** The learner is able to include health promoting behaviors in their daily routines.
- **Respect** for different approaches leading to common vision, “Healthy mind resides in healthy body.”
- **Application** The learner is able to plan, implement, evaluate and replicate strategies that promote health, and well-being for themselves, their families and others
- **Perform** and enhance the effect of kinaesthetic movement and the physiological effects of exercise on their body.
- **Implement** the methods of injury prevention and care.

Attitude:

- **Inculcate** a healthy habit of exercises and body workouts to lead a healthy lifestyle.
- **Lead** a disease free life.

AHLCON INTERNATIONAL SCHOOL
MAYUR VIHAR, PHASE-1, DELHI – 110091
MIDDLE SECTION

WEEKLY FLOW

Week. No 4

From: 14/10/2019 – 18/10/2019

Class: VI

Topic: Body Movements

Subject : SCIENCE

No. of Periods: 6

Pd – 1

Introduction

Exploratory questions such as:

- Why is that many animals walk while a snake crawls and a fish swims?
- Why do birds and fishes have streamlined body?
- Why do earthworms have bristles?

Prompting words

Skeletal system, locomotion, ball and socket joint, pivotal joint, hinge joint, fixed joint, rib cage, shoulder bones, pelvic bones, cartilage

Pd – 4

Conduct the activity "Smart Moves" to get students to discuss the movement of various animals, birds, insects and reptiles (IWB)

Home Assignment:

- Students will collect pictures of different animals and prepare a report on their movement on a chart.

Interactive White Board Learning (IWB)

Pd – 2

Plug Points (IWB)
Discuss how nature's designs have been used by man. Just as fish use their fins to steer through water, or bird uses wings to fly in the air, a rudder is used to steer a ship or an aircraft through water or air

Pd – 5

Think and Answer (HOTS)

- How do earthworms fix parts of its body to the ground?
- Why are bones in birds hollow?
- Snakes do not have limbs, then how do they move?
- Name an animal whose skeleton is outside its body?

Multimedia Resource

- www.bbc.co.uk/science/humanbody/body/index.shtml?skeleton

Pd – 3

Movement in other animals

Class Activities

- Students will visit a garden and observe the movements in earthworm, snail, cockroach, fish and birds.
- Skeletal system in these animals will be discussed in the class.
- Moving parts Crossword Worksheet (IWB)

Pd – 6

Lab Activity :

- Study of model of human skeletal system.
- Study of models of joints (Hinge, ball and socket etc.).

Home Assignment:

Students will complete exercises of NCERT book and workbook.

NOTE : The students are advised to complete the concept related written work in the note book by the end of the week and submit the work on time.

Glimpses of the next week- Motion and Measurement of time

NOTEBOOK EVALUATION FORMAT

Hindi

एहल्कॉन इंटरनेशनल स्कूल
मयूर विहार–दिल्ली–91
माध्यमिक वर्ग (सत्र: 2019–20)
कॉपी मूल्यांकन
विषय–हिंदी

विद्यार्थी का नाम ----------
कक्षा छठी – वर्ग ----------

माह – अगस्त
पाठ–साहित्य – ईमानदार बालक (पुनरावृति)
यह पर्यावरण हमारा
व्याकरण–पर्यायवाची,वचन,लिंग,अनुच्छेद,अपठित गद्यांश
वाक्यांश के लिए एक शब्द,पत्र।

कालांश संख्या	पाठ	ईमानदार बालक (पुनरावृति) यह पर्यावरण हमारा	गृहकार्य	जाँचने की तिथि	मूल्यांकन तिथि	अभिभावक हस्ताक्षर
		सप्ताह –1–2	–			
1	ईमानदार बालक (नाटक)	ईमानदार बालक (नाटक) पुनरावृति।	गृहकार्य – रेखांकित शब्द एवं उनके अर्थ कॉपी में लिखेंगे।			
2–3	ईमानदार बालक (नाटक)	• पाठ के आधार पर स्वरचित कहानी लेखन।	गृहकार्य – कहानी लेखन करेंगे।			
4	विलोम शब्द	• अभ्यास–पत्र के माध्यम से विलोम शब्दों की पुनरावृति	गृहकार्य – अभ्यास–पत्र पूर्ण करके कॉपी में लगाएँगे।			
5–6	काल एवं वाक्यांश के लिए एक शब्द	• श्वेतपट्ट (IWB) के माध्यम से परिभाषा एवं भेदों का संपूर्ण परिचय।	गृहकार्य–अभ्यास–पत्र पूर्ण करके कॉपी में लगाएँगे।			
7	लिंग	• श्वेतपट्ट (IWB)के माध्यम से लिंग की परिभाषा एवं भेदों का परिचय। अभ्यास–पत्र के माध्यम से अभ्यास।	गृहकार्य– अभ्यास–पत्र पूर्ण करके कॉपी में लगाएँगे।			
		सप्ताह –3–4				
1–2	यह पर्यावरण हमारा (कविता)	• पाठ का सारांश समझाना। • लघु प्रश्नोत्तर समझाना।	गृहकार्य– लघु प्रश्नोत्तर अभ्यास कॉपी में लिखेंगे। (1,2 एवं 3,4 मिलाकर)			

Examination

EXAMS

Periodic Test Schedule

Class VI

Subject / Test No.	Hindi	Science	Sanskrit/German	S.St.	English	Maths
I	24-04-19	08-05-19	10-07-19	17-07-19	24-07-19	31-07-19
II	06-11-19	13-11-19	20-11-19	27-11-19	04-12-19	11-12-19

Periodic Test Schedule

Class VII

Subject / Test No.	Sanskrit/German	S.St.	English	Maths	Hindi	Science
I	24-04-19	08-05-19	10-07-19	17-07-19	24-07-19	31-07-19
II	06-11-19	13-11-19	20-11-19	27-11-19	04-12-19	11-12-19

Periodic Test Schedule

Class VIII

Subject / Test No.	English	Maths	Hindi	Science	Sanskrit/German	S.St.
I	24-04-19	08-05-19	10-07-19	17-07-19	24-07-19	31-07-19
II	06-11-19	13-11-19	20-11-19	27-11-19	04-12-19	11-12-19

AHLCON INTERNATIONAL SCHOOL
MAYUR VIHAR PH-1; DELHI-110091

The academic session will consist of **two terms of 180 marks each carrying a weightage of 50%.**

Term 1 – Mathematics, Science, SST

Type of Assessment	Parameter	Marks Allotted	Total	Weightage
Formative Assessment 1	Periodic Test – 1	20	**50**	**10%**
	Subject Enrichment Activity	20		
	Notebook Evaluation	10		
Formative Assessment 2	Class Assignment	20	**50**	**10%**
	Notebook Evaluation	10		
	Peer Assessment/ICT Skills	10		
	Practical/Source based analysis	10		
Half Yearly Exam		80	**80**	**30%**
		Total	**180**	**50%**

Term 2 – Mathematics, Science, SST

Type of Assessment	Parameter	Marks Allotted	Total	Weightage
Formative Assessment 3	Periodic Test – 2	20	**50**	**10%**
	Subject Enrichment Activity	20		
	Notebook Evaluation	10		
Formative Assessment 4	Class Assignment	20	**50**	**10%**
	Notebook Evaluation	10		
	Peer Assessment/ICT Skills	10		
	Practical/Source based analysis	10		
Final Exam		80	**80**	**30%**
		Total	**180**	**50%**

Term 1 – English, Hindi, German and Sanskrit

Type of Assessment	Parameter	Marks Allotted	Total	Weightage
Formative Assessment 1	Periodic Test – 1	20	**50**	**10%**
	Subject Enrichment Activity	20		
	Notebook Evaluation	10		
Formative Assessment 2	Class Assignment	20	**50**	**10%**
	Research Project / ICT Skills	10		
	Oral / Listening / Writing Skills	10		
	Notebook Evaluation	10		
Half Yearly Exam		80	**80**	**30%**
		Total	**180**	**50%**

Term 2 – English, Hindi, German and Sanskrit

Type of Assessment	Parameter	Marks Allotted	Total	Weightage
Formative Assessment 3	Periodic Test – 2	20	**50**	**10%**
	Subject Enrichment Activity	20		
	Notebook Evaluation	10		
Formative Assessment 4	Class Assignment	20	**50**	**10%**
	Research Project / ICT Skills	10		
	Oral / Listening / Writing Skills	10		
	Notebook Evaluation	10		
Final Exam		80	**80**	**30%**
		Total	**180**	**50%**

Syllabus Periodic Test 1
MIDDLE SECTION
Subject: Science

<table>
<tr><th>CLASS</th><th>NAME OF THE CHAPTER</th><th>General Instructions</th></tr>
<tr><td>VI</td><td>Topics
▪ Getting to know plants (Page 52-65) 12 marks
▪ Food: Where does it come from? (Page 1 -7) 08 marks</td><td rowspan="3">1. In the periodic test 1, the following format shall be followed for classes (VI – VIII).
2. Paper will be divided into two sections:
3. Maximum Marks : 20

Sec A-Objective 8 Marks
Types of questions: (1mark)
• MCQ
• Fill in the blanks
• True and false
• Name the following

Sec B-Subjective 12 Marks
Type of questions:(1,2,3 & 5marks)
• Definitions
• Reasoning
• Diagrams
• Short answer
• Long answer
• HOTS &Value Based questions</td></tr>
<tr><td>VII</td><td>Topics
▪ Nutrition in plants (Page 1 to 10) 10 marks
▪ Heat (Page 35 to 47) 10 marks</td></tr>
<tr><td>VIII</td><td>Topics
▪ Biology – Crop production and management (Page 1 to 16) 10 marks
▪ Physics –Some natural phenomenon (Page 184 to 197) 10 marks</td></tr>
</table>

Syllabus for Half Yearly Exam

ENGLISH

Class VIII

Reading Comprehension	**20 Marks**
Unseen Passage	10
Unseen Poem	10
Writing	**15 Marks**
▪ Debate Writing	7
▪ Informal/Formal Letter Writing	8
Language	**20 Marks**
▪ Tenses	3
▪ Active passive voice	3
▪ Editing	3
▪ Workbook Pages- 20-22, 17-19, 13-16, 76-79, 69-75	7
▪ Textbook exercises.	4
Literature	**25 Marks**
Prose/Poetry	
• The Silver Lining	
• Where the mind is without fear	
• A Shot in the Dark	
• Going for Water	
• A Boy's Best Friend	
➢ Long question answers	6
➢ Short question answers	9
➢ Reference to context (RTCs)	5
➢ HOTS& Value based questions	5

FA 1, Subject Enrichment Activity

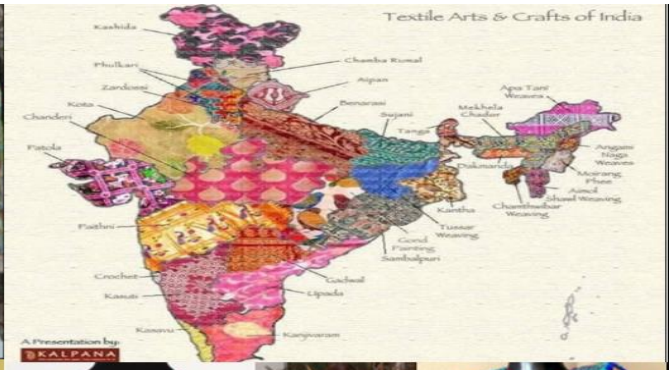
Science Class VII

Type of activity: presentation on Sway" Trendy apparels" based on lesson heat
The activity was conducted for classes VI in the month of May

Objectives: To Develop scientific temperament for observation, collection of data, experimental analysis arriving at conclusions and presenting the findings.

- ✓ To analyse various fabrics and compare their heat absorption / transfer capacities.
  - Critical Thinking by analysing the various fabrics as per the climatic conditions in the given countries.
  - Digital Literacy; Creativity and Imagination while designing the Sway presentation.

- **Method implemented**
- ➢ Class was divided into house-wise groups. (Agni, Prithvi, Neer and Vayu)
- ➢ Each child was allotted a country. Agni - India, Prithvi - Africa, Neer - Afghanistan,
- Vayu - Italy.
- ➢ Each group researched about the clothing found in the country allotted to them.
- Each member of the group will create a sway which will cover the assigned country and explore the Research Question



Country	Climate	Fabric	Reason
India	TROPICAL WET AND ARY	Cotton and rain coat	Cotton fibres by default are more moisture absorbent and loses moisture
Italy	MEDITERRANEAN CLIMATE	twill	This makes the fabric stronger, thicker, and better
mexico	HOT AND HUMID	Pure cotton	Traditional Mexican clothes were designed to keep people cool in the hot climate that can be found in the deserts to the north to the jungles in the south
KOREA	MOONSOON	PURE COTTON,MUL AND SILKS	Cotton is the the best fabrics to be worn in monsoons. It'll not stick to your body, will dry up quickly and will not soak water
estonia	Winter seasons	Pure wool	We wear woollen clothes in winter because air is a poor conductor of heat and woollen clothes do not allow the transfer of body heat to the environment and keep us warm. Woolen yarn has large amount of air trapped between its crimps

AHLCON INTERNATIONAL SCHOOL
MAYUR VIHAR, PHASE-1, DELHI – 110091

Revision Sheet for Half Yearly Exam
CLASS-VII Science

Topic : Acids, Bases and Salts

Fill in the blanks:

1. Spinach contains_____ acid while tamarind contains _____ acid.
2. The gas which escapes out from many aerated soft drink is _____
3. Carbon burns in air to form _____
4. The chemical name of lime water is _____
5. _____ is the reaction between an acid and base.
6. Phenolphthalein indicator turns acidic solutions to _____ and basic solutions to _____.
7. Curd contains _____ while vinegar contains _____

True or False:

1. All acids turn blue litmus red. True / False
2. Neutral solution can change the colour of litmus. True / False
3. Orange juice turns blue litmus red. True / False
4. Substances which are neither acidic nor basic are called neutral. True/ False
5. An acid and a base neutralize each other and from a salt. True / False.
6. China rose indicator turns acidic solution to green. True / False

Name the following:

1. Two natural indicators.
2. One artificial indicator

Define

1. Indicators 2. Neutral solution

Co- Scholastic

AHLCON INTERNATIONAL SCHOOL
MAYUR VIHAR PHASE – 1, DELHI-110091

STUDENTS HEALTH STATUS FORM

PART A

(To be filled by the Parents)

Class & Section_____ **Class Teacher**_____

Name of the Student : _____

Specific Ailments (if any) _____

Parent's Signature: _____

PART B

(To be filled by the Medical Officer during the Health Check-up in school)

Health Status **:**

a) Height (cms.)	_____
b) Weight (kg.)	_____
c) Vision	**(R)**_____**(L)**_____
d) Ear	**(R)**_____**(L)**_____
e) Nose	_____
f) Throat	_____
g) Skin	_____
h) Nails	_____
i) Lymph Nodes (if any)	_____
j) Anaemia	_____
k) Allergy (if any)	_____
l) General Appearance	_____

Oral Hygiene

- **Bad Breath** **- Gum Inflammation** **- Gum Bleeding**

Dental Status

- **Tooth Cavity** **- Teeth Occlusion** **- Stains / Tartar**
- **Plaque** **- Caries**

Medical finding and advice _____

Remarks (if any) _____

Medical Officer's Name: _____

Medical Officer's Signature: _____

AHLCON INTERNATIONAL SCHOOL
MAYUR VIHAR PHASE-I
DELHI-110091
ZONAL LEVEL ACHIEVEMENTS (2019-20)
SPORTS (SUB JUNIOR BOYS BASKET BALL)

S.NO	NAME OF PARTICIPANTS	CLASS / SEC.	POSITION
1	ARYAN RAJ SINGH	VIII C	I
2	TUSHAR PAHWA	VIII D	
3	SATVIK ANAND	VIII E	
4	RISHIT GUPTA	VIII B	
5	YASIR SHAMSHAD	VIII D	
6	YASH JAIN	VIII A	
7	AMAN JHA	VIII D	
8	YUG GUPTA	VIII B	
9	KABEER RANGAN	VII D	
10	ABHYUDAI SINGH	VII D	
11	RISHIK SINHA	VIII D	
12	HARSHWARDHAN KUMAR	IX F	