

CAMBRIDGE LOWER SECONDARY CURRICULUM HANDBOOK



D Y PATIL
INTERNATIONAL SCHOOL
NERUL

Einstein's way of teaching was very special....

Einstein's way of teaching was very special. Humour played a gigantic role at times in his approach. He taught his students not only how to think but also what to think of. "Think more. Be totally absorbed. The answer is bound to dawn," was his philosophy. Memorisation, he felt, is not and cannot be the ultimate answer. He stressed this undeniable fact vehemently and unreservedly. Only today's proper thinking will bring in tomorrow's satisfaction.

That's one aspect we consider important in middle years, which we aim to further enhance in our students at DYPIS.....

Introduction

This Curriculum Handbook is designed to provide you with an introduction to the Grade 7 curriculum.

The Middle Years is an important stage in a child's education. It is a time to consolidate previous learning and strengthen existing skills whilst at the same time developing new skills in a far wider curriculum.

The changes involved here are immense but always evolving and never dull. The opportunities provided at DYPIS mean that students are studying in a stimulating learning environment. We are proud of our international dimension and this area of the curriculum extends the choice available to our students considerably.

At DYPIS we ensure that every child in the school maximizes his/her potential. Our curriculum seeks to stretch students so they are fulfilled and stimulated to reach their true potential.

WELCOME NOTE FROM THE PRINCIPAL

Dear Students and Parents,

“The highest education is that which does not merely give us information but makes our life in harmony with all existence.”-Rabindranath Tagore

Education is a collaboration between dedicated teachers, motivated students and zealous parents. In these changing times, a school plays an important role in empowering the students to be lifelong learners and shape them as individuals who can adapt to the ever-changing global society.

At DYPIS, we aim at providing inquiry-based models of teaching and learning. Students generate information and make a meaning of it from their personal experience. Experiential learning coupled with reflection on the process is a key aspect of the curriculum.

In addition to strengthening language literacy, mathematics and numeracy, we also focus on enhancing creativity and innovation skills of students.

We believe in creating agile and adaptable students by fostering compassion for the society and environment through related activities in the curriculum. Students learn to analyze information and put them into use effectively, thereby enhancing their critical thinking and problem-solving abilities.

This handbook gives you a clear understanding of the subjects offered and will guide you through the requisite learning and assessment objectives of these subjects.

Wishing you all a stimulating and delightful learning experience!

Ms. Shan Liz Sanju

Principal

(principal@dypisnerul.in)



DYPIS MISSION

To create a community of life-long learners working together in a caring, challenging and nurturing environment that encourages enthusiasm, international mindedness, independence and responsibility where academic and personal potential can be achieved.

DYPIS VISION

We aspire to be a school from which students gain a sense of personal accomplishment, self- confidence, and a lifelong love for learning. By fostering critical thinking through the inquiry process, our students develop a broad range of competencies for their future endeavors. We value a strong partnership where parents contribute to the education and success of their children.

Quality education at DYPIS means providing a safe and secure learning environment where children:

- take risks and take responsibility for their actions
- become enthusiastic and happy learners
- have the courage to explore new ideas and to think on their own
- become independent, self-confident, inquisitive individuals[®]
- learn at their own pace and in ways that are best for them
- develop good habits and positive attitudes



THE CAMBRIDGE LEARNER

We design all our curriculum and assessments with the Cambridge learner attributes in mind. The five attributes are our way of recognising that students need to develop attitudes and life skills throughout their education, as well as academic skills, in order to be successful at university and in employment.

Through our programmes, we help schools to develop Cambridge students who are:

Confident in working with information and ideas – their own and those of others

Cambridge students are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.

Responsible for themselves, responsive to and respectful of others

Cambridge students take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.

Reflective as learners, developing their ability to learn

Cambridge students understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be lifelong learners.

Innovative and equipped for new and future challenges

Cambridge students' welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.

Engaged intellectually and socially, ready to make a difference

Cambridge students are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.

ACADEMIC OBJECTIVES

- To cultivate, recognize and respect the opinions and contributions of the child, parents and teachers
- To provide a safe, nurturing environment for learning where individuality is recognized and diversity is celebrated
- To provide instruction that encourages development of each child's practical, cognitive, physical, social and moral potential
- To present a curriculum that is intellectually stimulating and developmentally appropriate
- To encourage initiative, discipline, critical thinking and creative approaches to problem-solving
- To foster the values of good citizenship through community service, civic awareness and development of leadership potential

Middle School

– Cambridge Lower Secondary Programme

The Cambridge Lower Secondary Programme is a framework for educational success for students approximately 11-14 years old.

It builds on the Cambridge Primary Program learning, and develops children's knowledge and skills across the core curriculum areas. The Cambridge Lower Secondary Programme offers a means of tracking student progress through the secondary phase, with an integrated package of teaching, learning and assessment materials.

Subjects offered at DYPIS



English



Science

Physics | Biology | Chemistry



Mathematics



Social Studies

(History, Civics and Geography)



Hindi

as a second language

French

as a foreign Language



Global Perspectives (GP)



ICT

(Information & Communication Technology)



Marathi

as a State Language

SUBJECT OUTLINES



English

DYPIS strongly believes and inspires among the learners the art of communication. The Cambridge Middle School English Curriculum encourages a life-long enthusiasm for reading, writing and spoken communication. Learners develop English language skills for different purposes and audiences. It promotes a research based approach to learning, to develop confidence, creativity, and intellectual engagement.

Aims and Objectives:

The study of English language is to enable learners to:

- communicate confidently and effectively, and develop critical/analytical skills to respond to a range of information, media and texts .
- evolve as readers, (engaging with a range of texts)and writers(creative and correct application of written words).
- develop speaking and listening skills for effective presentations.
- develop a personal style and an awareness of the audience being addressed.

Skills

English as a language equips the learners with the four skills:

Reading

Learners acquire the skill to read, interpret , evaluate and respond to a range of texts that enables a deeper understanding and appreciation of the ways in which writers use English to express meaning and achieve effects. Learners explore wider and universal issues and promote a better understanding of themselves and the world.

Writing

To develop the ability to articulate, experience and express what is thought, felt and imagined. Learners will be able to organize and structure ideas and opinions for deliberate effect and creatively develop to apply the written expression of thought.

They demonstrate the capacity to use the selected writing forms with precision in expression.

Speaking and Listening

This skill enables one to communicate clearly and confidently in a range of contexts to present facts, ideas and opinions in a cohesive order which sustains the audience's interest. Learners learn to adapt the tone of voice, use of vocabulary and non-verbal features for different audiences. Furthermore, they listen to, understand, and use spoken language effectively.

Syllabus

Term 1

Literature- 'A Piece of Life' - My Book of Poetry and Prose

Complete English for Cambridge Secondary 1 (Oxford) -Stage8(Reference)

Reading Comprehension Book 2 (Practice)

Grammar:

- Parts of Speech: Nouns, Verbs, Adverb, Conjunction, Adjectives (Degrees of comparison)
- Types of Sentences: Simple, Compound, Complex sentences
- Application of Punctuations: Full stop, comma, exclamation marks, question mark

Creative Writing:

Persuasive Writing: Formal and informal letters, Article Writing, Blog writing.
Narrative writing POV, Characters, Dialogues Techniques- Dialogues & Characters, Plot structure, Setting, Conflict



Term 2

Literature-‘A Piece of Life’ -My Book of Prose and Verse

Complete English for Cambridge Secondary 1 (Oxford) -Stage 8(Reference)

Reading Comprehension Book 2 (Practice)

Grammar:

Parts of Speech: Prepositions, Conjunction – Coordinating and Subordinating, Active and Passive Voice, Subject Verb Agreement

Creative Writing: Narrative:

- Narrative & Short Story (Rising action, Climax Resolution)
- Persuasive Writing: Speech, Letter, Brochure, Summary Writing



Hindi

as a second language

Hindi as a second Language offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing. In both written and spoken Hindi, learners will be able to follow factual information as well as abstract ideas, select relevant details, and understand what is directly stated or implied. Learners will be encouraged to respond effectively to a variety of stimuli. They will be able to express their viewpoints with a degree of accuracy and clarity, in spoken and written form, in order to meet the needs of the given purpose and target audience. This will enable learners to become independent users of Hindi in a range of contexts.

Aims and Objectives

- develop the ability to use Hindi effectively for the purpose of practical communication



- form a sound base for the skills required for further study or employment using Hindi as the medium
- develop an awareness of the nature of language and language-learning skills
- encourage learners' use of the expanding body of new vocabulary in Hindi
- promote learners' personal development.

Skills

The skills covered in the syllabus are outlined below:

Reading

- understand public notices and signs (including timetables and advertisements)
- identify and select correct details from simple texts
- select and organize relevant information from a range of texts that are likely to be within the experience of young people and reflecting the interests of people from varied cultural backgrounds, such as blogs, brochures, emails, forms, imaginative writing, letters, magazines, newspapers and webpages
- identify some ideas, opinions and attitudes in a range of texts
- identify the important points or themes within an extended piece of writing
- draw conclusions from an extended text and recognise connections between related ideas within a text

Writing

- communicate factual information, ideas and arguments in short and extended writing tasks in appropriate and accurate Hindi
- respond to a written stimulus and use appropriate register and style/format for the given purpose and audience, such as a summary, an informal letter/email, an article, a report or review
- use a range of grammatical structures, punctuation and vocabulary
- express opinions and use appropriate register/style
- select and organize information and ideas into coherent paragraphs and use a range of linking devices

Listening



- understand factual information and ideas from a range of sources, such as a recorded phone message, news or weather report, travel broadcast, interview, dialogue, memoir or telephone conversation
- identify relevant information and select correct details from a range of sources
- identify ideas, opinions and attitudes from a range of sources and understand the connections between them
- show some awareness of what is implied but not directly stated, such as gist, purpose and intention.

Speaking

- communicate factual information, ideas and arguments
- use a range of appropriate vocabulary and grammatical structures using suitable pronunciation and intonation
- organize and link ideas with a range of appropriate linking devices
- give a short, clear presentation without a script on a chosen topic
- demonstrate competence in a range of speech activities, such as respond to questions on topics within a defined range (for example, past and present schooling, future plans and current affairs)
- take part in a conversation and demonstrate flexibility in dealing with new ideas and other speakers' responses
- show a sense of audience.

Syllabus : Textbook उन्मेष भाग - ७

Term 1

Text book : उन्मेष भाग - ७

अ) १.१ - पाठ व कविता जीवन मूल्यों के साथ (Chapter and Poem with Themes)

१. मूल्य - वृक्षों और वन्य जीव जंतुओं के प्रति संवेदना व प्रेम भावना जाग्रत करना: कविता- थोड़ी धरती पाऊँ(मौखिक)

२. **मूल्य** - ज़रूरतमंदों और गरीबों के प्रति दया भाव व संवेदना : नाटक /संवाद-छोटा जादूगर (लिखित)

३. **मूल्य** - किसी भी विषय को पढ़ने व पढ़े पर देखने के अंतर को समझाना :नाटक -टी वी की पठकथा (मौखिक)

४. **मूल्य** - आपसी प्रेम व भाईचारा जैसी भावनाओं को जाग्रत करना: कविता-भाईचारा (मौखिक)

५.**मूल्य** - मन में परोपकार का भाव रखना तथा दूसरों की सेवा करना :कहानी - मानव सेवा ही ईश्वर सेवा है (मौखिक)

६. **मूल्य** - सावधानी तथा समझदारी से गुणों की परख करना :कहानी - परीक्षा (लिखित)

७.**मूल्य** -देश प्रेम की भावनाओं को जाग्रत करना व गांधी जी के व्यक्तित्व को समझना :प्रेरक प्रसंग -एक फूल(मौखिक)

८.**मूल्य** - जीवन के लिए ज़रूरी मूल्यों को समझाना एवं उनका अनुसरण करना :दोहे -कबीर के दोहे (मौखिक)

१.२ -अपठित गद्यांश (Comprehension)

ब) व्याकरण (Grammar) -

१. संज्ञा(Noun) २. लिंग(Gender) ३.वचन(Number) ४.सर्वनाम(Pronoun)
५.क्रिया एवं काल(Verb and Tense) ६. कारक ७. अशुद्धि शोधन(Error Correction)

क) रचनात्मक लेखन (Creative writing) -

१.अनुच्छेद लेखन (Paragraph writing) २. संवाद लेखन(Dialogue Writing)
३. डायरी लेखन (Diary writing) ४.अनौपचारिक पत्र लेखन

Term 2

अ) १.१ - पाठ व कविता जीवन मूल्यों के साथ (Chapter and Poem with Themes) -

१. मूल्य - अपनी कार्य क्षमता को पचानना और सकारात्मक सोच को बढ़ावा देना :कविता -हिम्मत (मौखिक)

२. मूल्य - प्लास्टिक पुनर्चक्रण के महत्व को समझाना व विवेकपूर्ण रूप से उसकी उपयोगिता को बताना :लेख -प्लास्टिक युग (मौखिक)

३.मूल्य - लगन व परिश्रम का महत्व समझाना :कहानी -अवसर (लिखित)

४. मूल्य - देशभक्ति व देश के लिए बलिदान की प्रेरणा : प्रेरक प्रसंग -एक विलक्षण विजेता (लिखित)

५. मूल्य - भारतीय शास्त्रीय नृत्यों विशेषकर कथक की जानकारी देना साथ ही कला के प्रति रुचि जाग्रत करना:सांस्कृतिक लेख-शास्त्रीय नृत्य कथक (मौखिक)

६. मूल्य - पशु - पक्षियों के जीवन व स्वभाव को जनाना एवं उनके प्रति संवेदनशील होना: लेख -यात्रा एक अनोखे पक्षी द्वीप की (मौखिक)

७. मूल्य - बाल मजदूरी की समस्या को समझाना :कविता -बच्चे काम पर जा रहे हैं (मौखिक)

१.२ -अपठित गद्यांश (Comprehension)

ब) व्याकरण (Grammar) -

१. क्रिया विशेषण (Adverb) २. विशेषण(Adjective) ३. विरामचिह्न(Punctuation) ४.मुहावरा(Idioms)

क) रचनात्मक लेखन (Creative writing) -

१. निबंध लेखन(Essay writing) २. ईमेल लेखन(Email writing) ३. औपचारिक पत्र लेखन ४.विज्ञापन लेखन





French

as a foreign Language

This curriculum develops learners' curiosity about other languages and cultures, and how they shape our perceptions of the world. They will see themselves as successful language learners, be able to communicate confidently and learn to develop different skills of the language.

Aims & Objectives:

The aims describe the purpose of a course based on the syllabus. The aims of French as a Foreign Language are:

- To develop an ability to use the language effectively by understanding and responding to spoken and written language for purposes of practical communication.
- To offer insights into the culture and civilization of countries where French is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages
- To enable students to develop their linguistic and communicative skills.
- Develop a positive attitude towards language learning and towards speakers of other languages.

Skills covered:

Reading:

- To understand short and long passages based on themes like friends, family, hobbies, environment, travel, health in the form of paragraphs, informal letters and email.
- To understand complex grammar and answer accordingly.
- To deduce the meaning of occasional unknown words and expressions from the content.
- To interpret and respond to visual images.

Writing:

- To learn to write different writing skills like postcards, informal letters, email and dialogues on topics like friends, family, hobbies, environment, travel, health.
- To use different tenses and complex grammar in sentence structure and vocabulary relevant to the given situation.
- To communicate effectively using connectors and give opinions on the given topic by following the format of the same.

Listening:

- To understand short recordings dealing with daily life situations (school, simple transactions at shops, directions, etc)
- To understand the pronunciation and respond accordingly.
- To identify the main points, ideas, emotions from the monologues / interviews / conversations.

Speaking:

- To effectively communicate social exchanges on familiar topics in the form of role plays.
- To be able to describe events and experiences and express opinions in the present, past and future tense in the form of topic conversations.
- To use simple connectors, different tenses, grammar and vocabulary relevant to the given situation.
- To use features of pronunciation and intonation to convey meaning and attitude.

Syllabus:

Term 1:

- Unité 1- En ville
- Unité 2- On fait des projets
- Unité 3- De jour en jour
- Unité 4- En famille

Grammar- Articles, verbs (regular, irregular, semi-irregular, reflexive), negation, prepositions, futur proche, comparative, adjectives, perfect tense with avoir, demonstrative adjectives

Creative writing - Descriptive writing, paragraph writing, post card, dialogue writing, informal letter writing.

Term 2:

- Unité 5 -Bon appétit!
- Unité 6-En voyage
- Unité 7 -Ça va?
- Unité 8 - On va s'amuser

Grammar - Perfect tense with irregular verbs and être, negation in perfect tense, adjectives, object pronouns, prepositions, imperative, comparative, pronom y.

Creative writing - Descriptive writing, paragraph writing, post card, dialogue writing, informal letter writing.



Marathi

as a State Language

Aims & Objectives

- develop the ability to use Marathi as a local language effectively for the purpose of practical communication.
- develop an awareness of the language and language-learning skills.
- promote students for personal development.

SKILLS

Reading

Learners study through a variety of texts: prose, poetry and drama, enabling them to develop a greater understanding of what writers do and the techniques they use.

Writing

By giving learners classwork & homework, they can improve on writing skills. Writing practice helps to think and speak in that language. It includes knowledge of spelling, capitalisation, punctuation, and grammar.

Speaking and Listening

Speak for a variety of purposes such as to explain, describe, narrate, explore, analyse, imagine. Listening tests the learners ability to listen for basic interpersonal, instructional and academic purposes. To understand short and long recordings dealing with daily life situations.

Textbook : सुलभ भारती इयत्ता ७

Syllabus:

Term 1

१. प्रार्थना ,श्यामचे बंधुप्रेम , गोपाळचे शौर्य , दादास पत्र ,आम्ही सुचनाफलक वाचतो.

टप टप पडती(कविता), आजारी पडण्याचा प्रयोग,आपली समस्या आपले उपाय - १

व्याकरण (Grammar) : विशेषण, लिंग,वचन (उजळणी), वाकप्रचार (phrases), म्हणी(Idioms), क्रियाविशेषण अव्यय, चित्रवर्णन,पत्रलेखन (Informal letter writing), अपठित गद्यांश

Term 2

१. शब्दांचे घर (कविता), वाचनाचे वेड, आम्ही बातमी वाचतो, लेक (कविता), आपली समस्या आपले उपाय -२ , रोजनिशी, अदलाबदल

व्याकरण (Grammar): शब्दयोगी अव्यय, उभयान्वयी अव्यय, केवलप्रयोगी अव्यय, नियमानुसार लेखन, सूचना लेखन, कथा लेखन.





Science

Physics | Biology | Chemistry

Cambridge Lower Secondary Science curriculum helps learners develop a life-long curiosity about the natural world and enables them to seek scientific explanations for the phenomena around them. Students develop a holistic approach to Science by considering scientific thinking and practical skills alongside knowledge and understanding, which is vital for explaining the world around us. This approach provides learners with the knowledge and skills they need to excel at Science in later stages of education. It also helps them to make informed choices, including considering sustainability issues and meeting the challenges facing our environment.

Aims & Objectives

The aims of Middle school sciences are to encourage and enable students to:

- understand and appreciate Science and its implications
- consider Science as a human endeavor with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

The objectives of Middle school sciences encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation.

Strands:



This curriculum is divided into six main areas called 'strands':

- **Biology** – living things and their interaction with each other.
- **Chemistry** – the study of matter.
- **Physics** – the interaction of matter and energy.
- **Earth and space** – Galaxies and Asteroids
- **Thinking and Working Scientifically** – develops understanding and skills of scientific models and representations, scientific enquiry and practical work.
- **Science in context** – unique to our science curriculum, this helps teachers demonstrate the relevance of science to learners

Syllabus

Term 1

- **Physics:** Forces and Energy
- **Biology:** Respiration, Diet and growth.
- **Chemistry:** Properties of Materials, Materials and Cycles on Earth (to continue in term 2)

Term 2

- **Physics:** Light, Magnetism
- **Biology:** Growth, development and health, Moving the body and Ecosystems.
- **Chemistry:** Materials and Cycles on Earth (continued)and Chemical Reactions



Mathematics

Cambridge Lower Secondary Mathematics encourages lifelong enthusiasm for analytical and rational thinking. Learners develop a holistic understanding of the subject, focusing on principles, patterns, systems, functions and relationships. Learners become mathematically competent and fluent in computation which they can apply to everyday situations.

Aims & Objectives

In Cambridge Lower Secondary Mathematics, learners:

- engage in creative mathematical thinking to generate elegant solutions
- improve numerical fluency and knowledge of key mathematical concepts to make sense of numbers, patterns, shapes, measurements and data
- develop a variety of mathematical skills, strategies and a way of thinking that will enable them to describe the world around them and play an active role in modern society
- communicate solutions and ideas logically in spoken and written language using appropriate mathematical symbols, diagrams and representations
- understand that technology provides a powerful way of communicating mathematics, one which is particularly important in an increasingly technological and digital world.

Skills

The skills required for different topics vary as per the course. However we aim at inculcating the following common skills by our teaching methodologies of the Math curriculum:

- **KNOWLEDGE:** Ability to recall or recognize already learnt information.
- **COMPREHENSION:** Ability to organize data & solve simple computations mentally.
- **APPLICATION:** Ability to select & apply already learnt rules.

- **ANALYSIS:** Ability to break up a given communication into its constituent elements or parts.
- **SYNTHESIS:** Ability to produce new communication/solutions from many sources of data.
- **JUDGMENT:** Ability to judge various values of data and predict method of solutions.

Syllabus

The Middle years curriculum provides a comprehensive set of learning objectives for Cambridge Lower Secondary Mathematics.

The learning objectives are divided into four main areas called 'strands' which run through every lower secondary mathematics stage: Number, Algebra, Geometry and Measure, and Statistics and Probability. Mental strategies are also a key part of the Number content. Together, these two areas form a progressive step preparing students for entry into IGCSE level courses.

Term 1

Numbers : Whole Numbers, Positive and Negative Numbers, Properties of Numbers, Order of operation, Fractions, Decimals

Algebra : Algebraic Expressions, Equations

Geometry : Angles and Lines

Term 2

Numbers : Percentage, Ratio

Geometry : Polygons, Coordinate Geometry, Transformations

Mensuration : Length and Area, Volume

Data Handling : Statistics, Probability



Social Studies

History | Civics and Geography

The History curriculum aims to make the students at DYPIS see how many of the problems and strengths of their world today have their roots in the past and that these roots still shape our behavior today. In understanding their past, students will be better equipped to understand and make reasoned and ethical judgments about their actions today.

Students will learn about the three phases of history of the world including Ancient History, Medieval History and Modern History along with the contemporary world.

Aims and Objectives

Study of History encourages the students to :

- develop a better understanding of the world.
- understand ourselves and other people.
- develop the knowledge of Chronology
- develop an interest for the cause-and-effect relationship between the past and present.
- relate to the Social, Political, Religious and Economical life of the people in the past and present.

Skills:

Chronological Thinking

- Students should be able to distinguish between past, present, and future time.
- Students should be able to identify how events take place over time.
- Students should be able to use chronology in writing their own histories.

Communication

Students need to be capable of communicating effectively. They should cultivate skills in writing, public speaking, lecturing, leading discussions and giving presentations.

Investigation

Students need to develop investigating and research skills and involve various strategies for the same.

Syllabus

Term 1

- Unit 1- Renaissance and Reformation
- Unit 2 – American Revolution

Term 2

- Unit 3 – Industrial revolution
- Unit 4- Governance – comparative study





Social Studies

Geography | **Civics and History**

Geography, as a subject, provides a wide range of information and understanding, which is essential for better understanding of the world around us. Geography draws its content both from natural sciences as well as social sciences. It explores the relationship between people and their environment and their interactions at different scales-local, state/region, nation and the world.

Aims and objectives

The study of Geography will help the learners to: -

- familiarize themselves with the terms, key concepts and basic principles of geography.
- search for, recognise and understand the processes and patterns of the spatial arrangement of the natural as well as human features and phenomena on the earth's surface.
- understand and analyze the interrelationship between physical and human environments and their impact.
- apply geographical knowledge and methods of enquiry to new situations or problems at different levels- local/region, national and global.
- develop geographical skills, relating to collection, processing and analysis of data/information and preparation of reports including maps and graphics and use of computers wherever possible.
- utilize geographical knowledge in understanding issues concerning the community such as environmental issues, socio-economic concerns, and gender and become responsible and effective members of the community.

Skills

candidates develop lifelong skills, including:

- an understanding of the processes which affect physical and human environments
- an understanding of location on a local, regional and global scale
- the ability to use and understand geographical data and information
- an understanding of how communities around the world are affected and constrained by different environments.

Syllabus

Term 1

- Urbanization

Term 2

- Weather and climate
- River and River Flooding





ICT

(Information & Communication Technology)

Students develop an understanding of the implications of technology in society and the ways Information and Communication Technology (ICT) can help at home, work and the wider world. Through practical and theoretical studies, students solve problems using a variety of common software such as word processors, spreadsheets and interactive presentation software and high-level programming language.

Learners will analyze, design, implement, test and evaluate ICT systems, making sure that they are fit for purpose. There is an emphasis on developing lifelong skills, which are essential across the curriculum and their future career.

Aims and Objectives:

ICT encourages and make the students able to :

- become competent and confident users who can use the basic knowledge and skills acquired to assist them in their daily lives.
- prepare students for the world of tomorrow.
- to help learners to have an open and flexible mind.
- to adjust to the inevitable future changes.
- to facilitate good communication between the students, thus promoting better social understanding.
- to develop an interest in computational thinking and an understanding of the principles of problem-solving using analytical and logical skills.
- to create computer-based solutions to problems using algorithms and a easy to learn programming language

Skills:

Learners will develop key ICT skills in a range of applications including computer programming, word processing, digital graphics, spreadsheets, the internet and web authoring. They will also consider wider issues such as eSafety and the adaption of their work to suit their audience.

Syllabus:

Term 1

Theory:

- a) Unit 1: Network Communication and Mobile OS
- b) Unit 4: Introduction to programming concepts
- c) Flash : Tweening & Publishing

Practical:

- a) Unit 2: Creating tables in MS Word 2010
- b) Unit 3: MS Excel 2010 Advanced Features
- c) Unit 5 : More on Scratch

Term 2

Theory:

- a) Unit 12: World Wide Web

Practical:

- a) Unit 6: QB64-Programming Statements II
- b) Unit 7: QB64-Graphics and Sound
- c) Unit 8: Introduction to HTML
- d) Unit 9 : Elementary HTML
- e) Unit10: Creating Forms in HTML

*** The weblinks to download the software shall be shared with the student in the classroom**



Global Perspectives

Overview:

Cambridge Global Perspectives is a groundbreaking and stimulating course that stretches across traditional subject boundaries and develops transferable skills. It is both cross-curricular and skill-based and taps into the way learners of today enjoy learning, including teamwork, presentations, projects and working with other learners around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view.

Aim:

The aims are to enable students to:

- become independent and empowered to take their place in an ever-changing, information- heavy, interconnected world
- develop an analytical, evaluative grasp of global issues and their causes, consequences and possible courses of action
- enquire into and reflect on issues independently and in collaboration with others from different cultural perspectives
- work independently as well as part of a team, directing much of their own learning with the teacher as an active facilitator
- consider important issues from personal, local and/or national and global perspectives and understand the links between these
- critically assess the information available to them and support judgements with lines of reasoning
- communicate and empathize with the needs and rights of others.

A Brief Outline of the Course

Over the year the students will learn skills like research, analysis, evaluation, communication, collaboration and reflection. They will learn to write a research paper

based on current relevant global issues on the given topics. In addition, they will be trained to collaborate in groups for team projects.

Syllabus and Assessment Overview

All candidates will be assessed on three components.

This table summarizes the key information about each examination paper and component.

Key: Paper 1- Written Paper, Paper 2 - Individual report and Paper 3 - Team project

TERM	PAPER	SYLLABUS
I	1- Written Paper	•Development trade and aid
	3- Team Project	•Environment, pollution and conservation
II	1- Written Paper	•Values and beliefs
	2- Individual Report	•Migration and Urbanisation •Employment

LIFE SKILLS

The capacity to perform something efficiently is known as skill. A skill is a learned ability to do something well. Hence, the qualities that individuals can develop to lead a successful life are known as Life skills.

The World Health Organization Defines Life skills as “The abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life”.

Adolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is also the stage when young people extend their relationships beyond parents and family; they are intensely influenced by their peers and the outside world in general.

In today's modern day with so much competence and technologies these adolescents may come across few challenges that are shared below-

KEY ISSUES & CONCERNS OF ADOLESCENT STUDENTS

- developing an identity
- managing emotions
- building relationships
- resisting peer pressure
- acquiring information, education and services on issues of adolescence
- communicating and negotiating safer life situations

Life skills at DYPIS, focuses on cultivating the following skills which are interrelated and reinforce each other. Together, they are responsible for our psychological competence, build our self-esteem and nurture holistic development.

Social skills - Self -awareness, Empathy, Effective communication, Interpersonal relationship.

Thinking skills – Creative thinking, Critical thinking, Decision making, Problem solving.

Emotional Skills – Coping with stress, coping with emotion.

Activities are designed to enhance the skills in amalgamation with present life situations.

Following are the topics taken in the Grade 7 classroom aiming to strengthen students in coping up with the challenges & develop their overall personality holistically.

Confidence

- aids in reaching one's fullest potential
- increases the belief of achievement and success

Peer pressure

The positive effect:

- drive to do the best, take positive risks, to work through obstacles
- helps build self confidence
- helps enhance one's self esteem

The negative effect:

- experimentation with risky things
- indiscipline and misbehavior
- unhealthy relations with others
- fear and frustration
- feeling of isolation

Handling exam anxiety

- facilitate to perform very well
- find out solutions to one's problems
- guide to control the outcome of any situation
- help do away with our fear of exams examination

Learning styles

- recognize learning styles
- facilitate better understanding of learning material
- enhance confidence towards academics with help of learning strategies



Creative problem solving

- help aids to believe in ourselves
- foster positive thinking
- perform a task very well
- generate newer and better techniques (innovation)
- help improve our knowledge

Art

Art gives learners a platform to express themselves, sparking imagination, creativity and developing transferable skills. Students explore and push boundaries to become reflective, critical and decisive thinkers. They learn how to articulate personal responses to their experiences.

Aims & Objectives:

Students develop creative skills that will help with many aspects of their future learning and development. They will:

- learn to see themselves as artists and become increasingly reflective and independent
- develop the skills needed to express creative ideas and to communicate visually
- understand their place and the place of others in a creative, innovative and interconnected world.

Skills:

- Observations Skills (Study of light, angle, shape, size)
- Human figure Drawing: Proportion, Perspective, Character.
- Line Drawing art technique: Following elements of art use lines for art creations.
- Colour Theory level II : 12 Color Wheel, Color Gradation Study
- Recycled Craft: Recycling of plastic/paper/box for useful/creative art works
- Texture making: How to create textures using natural & manmade materials.
- Digital Art: Technical and aesthetic skills

Syllabus:

Term I:

- Colour Gradation - 12 Color
- 2D Design
- Memory Drawing
- Jute Thread Craft
- Paper-Mache Craft Level II
- Lippan Art from Gujarat
- Digital Art: Design a Birthday Card (Paint/Canva)

Term II:

- Native American Art
- Festive Craft
- Canvas Painting Abstract style
- Object Drawing Study
- Sketching Ballpoint Sketching Technique
- Shadow art
- Texture Painting Composition
- Digital Art: Design your Art Profile (Paint/Canva)

Music

Music fosters creativity and builds confidence. It helps learners to express themselves and shows them the importance of communication as they learn to connect with other musicians and with audiences. The Music curriculum at DYPIS, emphasizes musical exploration with opportunities for learners to perform and present their music at every stage of development.

Aim & Objectives:

In secondary school Music, learners:

- collaborate with others in purposeful and expressive ways through singing and playing musical instruments
- cultivate the joy of music through participating in meaningful and enjoyable experiences.
- develop the knowledge, skills and attitudes necessary to think and contribute as musicians.
- nurture individual and collective creativity.

Skills:

- Perform in small groups and improvise musical performances
- Ability to read and write music in traditional and / or non-traditional notation style.
- Incorporate the available resources and art forms in order to develop their creative skills and expressions
- Write and compose music in selected topic
- Express themselves as individuals through their musical composition
- Create soundscape based on personal experiences
- Create music to represent different cultures and styles / genres.

Syllabus:

Term 1

Vocal

- Instrument learning (guitar / keyboard)
- Music theory

Term 2

Vocal

- Music theory & composition
- Instrument learning (keyboard / guitar)

PERFORMING ARTS - DANCE

Dance awakens new perceptions in the minds of pupils, which help them learn and think in new ways. It encourages them towards leading a lifelong healthy and active lifestyle. Through dance, students learn teamwork, focus, and improvisational skills. Children need to express and communicate their ideas and to be given the opportunity to make creative decisions, even at a young age.

Dance skills developed in Grade 7

Creating

- understand and appreciate different types of art.
- advance physical flexibility and strength
- show obedience to teachers
- promote discipline and cooperation.
- enhance coordination and team building
- improvise to create various movements for specific purposes
- explore various sources of musical and natural rhythms such as beat, breath, emotional and environmental rhythms
- analyze and integrate the reflections of others into the creative process when evaluating and improving investigate a cultural or historical dance form and identify how it communicates artistic, ritual or social issues, beliefs or values
- show physical confidence in the use of their bodies
- choreograph performance to express and communicate an idea, feeling, experience

Responding

- reflect on their personal and family history and make connections with cultural and historical dance forms
- perform increasingly more difficult sequences with control
- recognize how dance can be used to express and understand our inner thoughts and our understanding of the world around us.

PHYSICAL EDUCATION

The aim of the physical education curriculum is to provide opportunities for students to develop knowledge, skills, and positive attitudes toward active living. The curriculum will support students in acquiring the understanding and skills to engage in movement activity and to develop a solid foundation for a balanced lifestyle and help learners to lay foundations for lifelong learning.

In physical education learners:

- develop their movement competence and confidence, linking movement skills together with increasing control, fluency and variety.
- progress their knowledge and understanding of movement through the learning of movement, concepts, rules, tactics/strategies and compositional ideas.
- enhance their creativity and innovation in addressing movement challenges by varying elements to help build and extend their movement vocabulary.
- participate and perform as individuals and group members in respectful and responsible ways engaging appropriately and safely in team/group work and fulfilling associated expectations and roles.
- develop their knowledge and understanding of how physical education can contribute to a healthy and active lifestyle.
- develop transferable skills promoting physical, cognitive and social development, becoming independent, critical and reflective movers and thinkers.

This curriculum framework provides a comprehensive set of learning objectives. These learning objectives are divided into six main areas.

- **Moving Well** - Learners develop their proficiency and independence in movement, linking actions together in different and innovative ways. They enhance their control, fluency and variety in different roles, in a range of activities, on different surfaces and with different equipment.
- **Understanding Movement** - Learners develop their understanding of how to describe and analyze movement and movement patterns. They observe, discuss, interpret and evaluate movements, rules and strategies and use success criteria to improve their own and others' movements.

- **Moving Creatively** - Learners creatively respond to movement challenges in a wide range of individual and group activities. In expressive activities they create and explore compositions of movements that enable them to communicate a theme, mood or emotion.
- **Taking Part** - Learners participate positively in a variety of individual, pair and group activities and deepen their understanding of concepts of team and group work. They develop their collaborative, leadership and social skills, understand that people have different movement strengths and give supportive feedback.
- **Taking Responsibility** - Learners perform tasks that require them to make decisions and solve problems when sharing space and equipment, working safely and responsibly, and seeking help at appropriate times from a range of sources (e.g. the internet, teacher and peers). They take part in a wide range of movement activities that promote fair play and respect others' efforts to improve.
- **Healthy Bodies** - Learners understand the importance of physical activity and diet for a healthy lifestyle. They broaden and deepen their knowledge of body parts, joints and muscles that enable movement and bodily changes that occur during and immediately after physical activity. They manage risks through warm ups, cool downs and safety rules that they create and follow.

The above learning objectives are provided for grades 6 to 8. These build on the learning objectives provided for grades 1 to 2 and grades 3 to 5 in Cambridge Primary Physical Education. The learning objectives span three stages to accommodate the physical, cognitive and social differences between lower primary, upper primary and lower secondary. Learners develop their knowledge, skills and understanding through a wide range of physical activities that have appropriate support and challenge built into them.

ASSESSMENTS

Good assessment lies at the heart of a good education. Assessment forms an integral part of learning and teaching and has two important roles - to prove what a student has learnt and to improve a student's understanding and skills.

AT DYPIS, assessments are designed to be fair, valid, reliable and practicable, so that it provides a true picture of a student's ability, wherever and whenever the assessment was taken. The learners are appraised / evaluated on formative and summative assessments throughout the year to ascertain levels of the students' academic achievements.

Formative assessments (FA) are woven into the daily learning process.

FA Objectives:

- Individual identification of strengths and improvement areas of every learner
- Periodical update and feedback regarding knowledge & skill acquisition
- Encourages reflection/ introspection and practice of correction strategies
- Implementation of remedial measures as applicable

FA reference framework:

- Quizzes
- Debates/Panel Discussions
- Presentations – Collaborative/ Individual
- Mental Math Test
- Assignments
- Role play
- Class Participation
- Class test
- Project Work/Research project
- Experiments/Lab reports

Annually, the summative assessment is in the form of two well documented and recorded/ monitored cycle tests and two terminal examinations.

Should a student fail to undertake an Assessment/Test/Exam, or fail to submit an Assessment Task the student will be awarded 0 marks. In case of medical reasons the student is unable to take the cycle test/exam the student will be marked absent and the percentage of the weightage will be adjusted.

ACADEMIC HONESTY POLICY

Academic honesty and integrity are the foundation of any educational institution. DYPIS is committed to academic honesty and aims to ensure that all students are aware of what this entails. Academic integrity is a responsibility of the whole school community. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

Academic Dishonesty & Malpractice:

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

- Plagiarism: taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own.
- Copying: taking work of another student, with or without his or her knowledge and submitting it as one's own.
- Exam cheating: communicating with another candidate in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam in order to gain an unfair advantage.
- Duplication: Submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
- Falsifying data: creating or altering data which have not been collected in an appropriate way.
- Collusion: Helping another student to be academically dishonest.

Cheating and plagiarism are serious offenses. Cheating and plagiarism do not reflect the high standards of character, citizenship, and integrity so highly valued at DYPIS and reflected in our school's mission statement. Academic misconduct of any kind undermines the learning environment and will not be tolerated at DYPIS.

Our expectations and best practices are set out below.

The academically honest student:

DOES

- Document source material in a formal and appropriate manner (MLA Format)
- Use direct quotations appropriately
- Paraphrase and cite others' ideas appropriately
- Understand the concept of plagiarism
- Understand the consequences of cheating regarding both school based work and external examinations and assessments
- Acknowledge explicitly and appropriately the help provided by another person
- Follow all exam rule

The academically honest student:

DOES NOT

Copy from any source without adhering to rules that govern intellectual property

- Copy the internal assessment work of other students
- Give another student his/her work to copy
- Use notes during a test unless allowed by the teacher or permitted by the examination rules
- Do homework for another student
- Present material written by another student as his/her own
- Purchase and submit pieces written by someone else
- Write essays for other students

The Consequences of Academic Dishonesty

Incidences of academic mis-conduct at DYPIS are treated on a case-by-case basis and students may be penalized with a failing grade for the assignment or

assessment, the semester, or the year. In addition, a student may receive internal suspension.

The responsibilities of students

All DYPIS students and parents should make sure that they are aware of the contents of this document and what academic honesty and dishonesty both mean. They should also make themselves aware of the consequences of academic dishonesty. Students should recognise that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages in the production process.

KNOW YOUR POINTS OF CONTACT

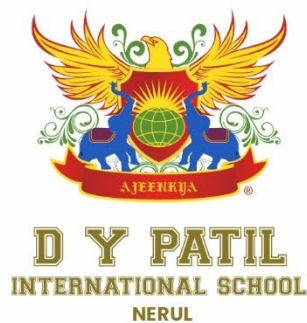
- Academic matters - Subject teachers and Section coordinator
- Behavioral issues- Section Coordinator
- Admin matters- Cafeteria/ Transport/ Infrastructure/ uniform etc - Administrator
- Fee related matters - School Accounts section
- Leave for more than 2 days- sanction from Principal
- Special permissions- mobile/early departure/absence during exam/change of subjects - sanction from Principal

Please feel free to contact the Principal at (principal@dypisnerul.in) on any issue pertaining to your child and school.

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