

SESSION	:	2015-16
FORMATIVE ASSESSMENT	:	III
CLASS	:	VII
SUBJECT	:	Hindi
ACTIVITY	:	Individual

Topic	‘वनों का महत्त्व’
Content Coverage	वन्य जीवन, संरक्षण, उत्तरदायित्व
Nature of task	विषयेत्तर
Learning Objectives	<ol style="list-style-type: none"> 1. वनों से होने वाले लाभ से विद्यार्थियों को अवगत कराना। 2. वनों के संरक्षण के प्रति विद्यार्थियों को जागरूक करना। 3. विद्यार्थियों में विचार क्षमता का विकास करना।
Duration	शीतकालीन अवकाश
Task / Tools/ Techniques	व्यक्तिगत गतिविधि
Execution of task / Procedure	<ol style="list-style-type: none"> 1. विद्यार्थी ए-4 आकार की 2 शीट लेंगे। 2. प्रथम शीट पर ‘वनों के महत्त्व’ पर एक अनुच्छेद लिखेंगे। 3. दूसरी शीट पर स्लोगन लिखकर अंत में Rubrics लिखेंगे।
Criteria / Rubrics for assessment	विषय वस्तु – 20 अंक भाषा शुद्धता – 10 अंक प्रस्तुतीकरण – 10 अंक
Values imparted through the Activities	<ol style="list-style-type: none"> 1. विद्यार्थियों को वन्य जीवन के संरक्षण के प्रति उनके उत्तरदायित्व का बोध कराना। 2. प्रकृति के संरक्षण के प्रति विद्यार्थियों का रुझान पैदा करना।
Follow up	असफल विद्यार्थियों को पुनः अवसर दिया जाएगा।

SESSION	:	2015-16
FORMATIVE ASSESSMENT	:	III
CLASS	:	VII
SUBJECT	:	Sanskrit
ACTIVITY	:	Individual

Topic	‘वनों का महत्व’
Content Coverage	वन्य जीवन, संरक्षण, उत्तरदायित्व
Nature of task	विषयेत्तर
Learning Objectives	<ol style="list-style-type: none"> 1. वन्य जीवन के प्रति विद्यार्थियों का ध्यान केंद्रित करना। 2. वनों के संरक्षण के प्रति विद्यार्थियों को जागरूक करना। 3. शब्द भंडार में वृद्धि।
Duration	शीतकालीन अवकाश
Task / Tools/ Techniques	व्यक्तिगत गतिविधि
Execution of task / Procedure	<ol style="list-style-type: none"> 1. विद्यार्थी ए-4 आकार की 2 शीट लेंगे। 2. वन्य जीवों के नाम संस्कृत में लिखकर उनके चित्र चिपकाएँगे। 3. दूसरी शीट के अंत में Rubrics लिखेंगे।
Criteria / Rubrics for assessment	विषय वस्तु – 20 अंक भाषा शुद्धता – 10 अंक प्रस्तुतीकरण – 10 अंक
Values imparted through the Activities	विद्यार्थियों को वन्य प्राणियों के संरक्षण के प्रति उनके उत्तरदायित्व का बोध कराना।
Follow up	असफल विद्यार्थियों को पुनः अवसर दिया जाएगा।

SESSION	:	2015-16
FORMATIVE ASSESSMENT	:	III
CLASS	:	VII
SUBJECT	:	English
ACTIVITY	:	Individual

Topic	Forest Life and Culture
Content Coverage	Diary Entry, Sentence Formation, Conjunctions
Nature of task	Post content
Learning Objectives	<p>General objectives: To enable the learners to apply the knowledge in the task given to them.</p> <p>Specific objectives: To enable the learners to understand the environmental concerns and express their views and feelings on the same through the medium of a diary entry. Also, to enable them to form sentences on the same topic using conjunctions.</p>
Duration	Winter Break
Task	<ul style="list-style-type: none"> Explore and research about the environmental issues revolving around forest life and culture – about animals on the verge of extinction or have already become extinct, deforestation, increasing industrialization leading to complete wiping out of certain forested areas, etc. – and answer the following questions on two separate pages. <p>Q1. Your school is going on an expedition to a forested area to study closely the plant and animal life existing there. The night before, you decide to do some research on the current state of affairs and find out the jarring rate at which green belts are reducing in India and worldwide. You feel very strongly about the same and are worried about the future of mankind. Write a diary entry expressing your thoughts and feelings about the same in not more than 100 words.</p> <p><i>You can also refer to the poem, The Choice by Robert Morgan, given in your Literature Reader.</i></p> <p>Q2. Form five sentences on the same topic using the given list of conjunctions. Please make sure to not digress from the topic, Forest Life and Culture.</p>
Execution of task / Procedure	<ul style="list-style-type: none"> The learners will research and explore about the existing environmental issues concerning forest life and write a diary entry on the same. They will also use conjunctions to make sentences about life in the forest. ✓ The activity is divided into two tasks and the students will do task 1 on page 4 and task 2 on page 5. Two A4 size coloured sheets should be used for the purpose. ✓ The students will be told about the rubrics of assessment in advance. ✓ The cover page of the project should be unusual yet relevant.

Criteria / Rubrics for assessment	Content – 10 Authenticity of the information collected – 10 Grammatical Accuracy – 10 Coherence and clarity of ideas – 10
Values imparted through the Activities	<ul style="list-style-type: none"> ➤ To enable the learner to research and explore environmental issues and express their views and feelings on the same. ➤ To enable the learners to form sentences after gaining knowledge about the life and culture in a forest.
Follow up	Feedback will be given in a constructive manner. The project file will be collected after the summer break and follow up will be done in the class after evaluation for transparency

Guidelines for the project

1. This project carries 40 marks
2. The cover page of the project should be made keeping in mind the theme of the project.
3. Two A4 size colored sheets should be used for this purpose.
4. The sentences should be made using **only** the following conjunctions:
Whether...or, not only... but also, although, rather... than, though, whether... or, unless, whether, no sooner... than, as much as, whereas

SESSION	:	2015-16
FORMATIVE ASSESSMENT	:	III
CLASS	:	VII
SUBJECT	:	Mathematics
ACTIVITY	:	Individual

Topic	Forest life and culture
Content Coverage	Comparing Quantities and Rational Numbers
Nature of task	<p>1. Read the passage carefully and answer the questions.</p> <p>India, lying within the Indomalaya ecozone, is home to about 7.6% of all mammalian, 12.6% of avian, 6.2% of reptilian and 6.0% of flowering plant species. Many ecoregions, such as the shola forests, exhibit extremely high rates of endemism; overall 33% of Indian plant species are endemic.</p> <p>Q1) Write percentage of all mammalian, avian, reptilian and flowering plant species found in Indomalaya ecozone?</p> <p>Q2) How many Indian Plants species are Endemic? Express in decimals?</p> <p>2. Read the passage carefully and write the answers.</p> <p>In recent decades, human encroachment has posed a threat to India's wildlife, in response the system of national parks and protected areas was expanded. Along with over 515 wildlife sanctuaries, India now hosts 18 biosphere reserves, 9 of which are part of the World Network of Biosphere Reserves.</p> <p>Q1) Write fraction of numbers of Biosphere Reserves to number of wildlife sanctuaries and express it in the lowest form.</p> <p>Q2) How many biosphere reserves in India are a part of World Network of Biosphere Reserves? Find the ratio in the lowest form and represent it on number line (ratio of Biosphere Reserves in India that are the part of World Network to the total Biosphere Reserves in India)?</p> <p>3. Draw a table of the number of animals you see daily in a week. Find the percentage of the animal seen maximum number of times?</p> <p>4. Write the names of trees you see in your locality. Which tree was seen the least number of times? How many times do you see it?</p> <p>5. Value based questions:</p> <p>Q1) Write 3 challenges faced by wildlife today? What can you do to save this forest life?</p> <p>Q2) Write 3 tribes of India living in forests? How do they enrich our culture?</p>

Learning Objectives	<p>(a) To enable the students for learning simple mathematics with the data of wildlife of India?</p> <p>(b) To make the students apply the knowledge of conversions of fractions into decimals, rational numbers in various areas?</p> <p>(c) To make students aware of the basic values required in different situations and to recognize these values in daily lives.</p>						
Duration	2 periods						
Task / Tools / Techniques	Sheets, origami sheets, coloured pens and geometry box.						
Execution of task / Procedure	<p>(a) Students will be divided into 4-5 groups.</p> <p>(b) The students will be given some data in the form of passages. They have to understand these passages and write the answers?</p> <p>(c) Based on the data students will be asked value based questions.</p>						
Criteria / Rubrics for assessment	<table> <tr> <td>Questions and Answers</td> <td>25 marks</td> </tr> <tr> <td>Neatness and presentation</td> <td>05 marks</td> </tr> <tr> <td>Values inculcated</td> <td>10 marks</td> </tr> </table>	Questions and Answers	25 marks	Neatness and presentation	05 marks	Values inculcated	10 marks
Questions and Answers	25 marks						
Neatness and presentation	05 marks						
Values inculcated	10 marks						
Values imparted through the Activities	Teamwork, collaboration of hard work, research and neatness.						
Follow up	After correction of activity, errors will be discussed by teacher in the class.						

SESSION	:	2015-16
FORMATIVE ASSESSMENT	:	III
CLASS	:	VII
SUBJECT	:	Social Science
ACTIVITY	:	Individual

Topic	Forest Life and Culture
Content Coverage	Tribal People and their Life
Nature of task	Individual Activity/Post Content(Interdisciplinary)
Learning Objectives	<ul style="list-style-type: none"> ➤ To understand the life of Tribal people. ➤ To overview the social, economic and cultural life and prospects for tribal groups of India. ➤ To generate awareness about the constitutional provisions made under law in India for developing tribal society.
Duration	Winter Holidays
Task	Writing source, Pictorial representation and Maps.
Execution of task	<ul style="list-style-type: none"> ➤ Students will work on the Life of the tribal groups dominating specific regions of India. <ul style="list-style-type: none"> 1) Roll number 1 to 15- Gonds 2) Roll number 16 to 31- Ahoms 3) Roll number 32 to 50- Nagas <p style="text-align: center;"><u>PART A</u></p> <p>On an A-4 sized sheet students will write about the Tribal people of India with special reference to Social, Economic and Cultural life of specific tribal groups assigned as per roll numbers.</p> <p style="text-align: center;"><u>PART B</u></p> <p>On another A4 sized sheet students will write about the various constitutional provisions made under law in India for uplifting the status of tribal groups in India.</p> <p style="text-align: center;"><u>PART C</u></p> <p>Students will support their research with the help of Maps, newspapers articles and pictures depicting the life of tribal people.</p>
Criteria / Rubrics for assessment	Content Coverage of the given topic: 20 Legal research- 10 Presentation-10
Values	Need for appreciating the tribal culture in India and to work towards raising their standard of living.
Follow up	Teacher will explain how tribal groups have evolved and developed their surroundings.

SESSION	:	2015-16
FORMATIVE ASSESSMENT	:	III
CLASS	:	VII
SUBJECT	:	Science
ACTIVITY	:	Individual

Topic	Forest Life and Culture
Content Coverage	Forests
Nature of task	Individual Activity/Post Content(Interdisciplinary)
Learning Objectives	To understand the effect of deforestation on nature.
Duration	Given in the Holiday Homework
Task	Effect of deforestation in India
Execution of task	<ul style="list-style-type: none"> • Select any one place in India where deforestation is taking place. • Write the effect of deforestation on – (a) Animals (b) Plants (c) Human beings & (d) Climate of the place. • Paste the pictures, newspaper clippings on the deforestation of the place.
Criteria / Rubrics for assessment	Presentation:-10 Concept Accuracy:-15 Content Coverage:-15
Values	Importance of forest cover.
Follow up	Teacher will explain and guide the student in order to complete the task.