Learning Journey for the Year

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

BOY	Beginning of Year assessment to help you identify learning gaps.
Bridge Course	Supports you in reteaching and recapping critical pre-requisite skills.
Term 1	8 chapters are to be covered in 76 days.
Chapter 1	Algebraic Expressions and Identities (10 days)
Chapter 2	Factorisation (8 days)
Unit ASM 1	This unit assessment will assess concepts learned in Chapter 1 and Chapter 2.
SE 1	SE 1 will be based on the concepts of Chapter 1.
Chapter 3	Polygons (9 days)
Chapter 4	Quadrilaterals (12 days)
Unit ASM 2	This unit assessment will assess concepts learned in Chapter 3 and Chapter 4.
SE 2	SE 2 will be based on the concepts of Chapter 3.
Chapter 5	Data Handling (15 days)
Chapter 6	Probability (4 days)
Unit ASM 3	This unit assessment will assess concepts learned in Chapter 5 and Chapter 6.
SE 3	SE 3 will be based on the concepts of Chapter 5.

Learning Journey for the Year

Chapter 7	Linear Equations in One Variable (8 days)
Chapter 8	Rational Numbers (10 days)
Unit ASM 4	This unit assessment will assess concepts learned in Chapter 7 and Chapter 8.
SE 4	SE 4 will be based on the concepts of Chapter 8.
MOY	5 days of Term 1 Revision plan, followed by Middle of Year Assessment
Term 2	8 chapters are to be covered in 57 days.
Chapter 9	Exponents and Powers (6 days)
Chapter 10	Squares and Square Roots (10 days)
Unit ASM 5	This unit assessment will assess concepts learned in Chapter 9 and Chapter 10.
SE 5	SE 5 will be based on the concepts of Chapter 9.
Chapter 11	Cube and Cube Roots (6 days)
Chapter 12	Mensuration (15 days)
Unit ASM 6	This unit assessment will assess concepts learned in Chapter 11 and Chapter 12.
SE 6	SE 6 will be based on the concepts of Chapter 12.
Chapter 13	Percentages and its Applications (12 days)

Learning Journey for the Year

Chapter 14	Direct and Inverse Proportions (8 days)
Unit ASM 7	This unit assessment will assess concepts learned in Chapters 13 & 14.
SE 7	SE 7 will be based on the concepts of Chapter 14.
EOY	5 days of Term 2 revision plan followed by End of Year Assessment

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

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

THINK

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

COMMUNICATE

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

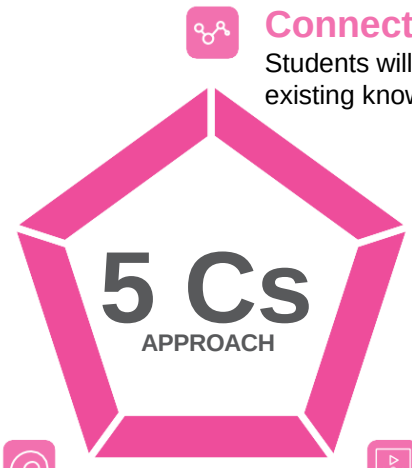
COLLABORATE

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

The LEAD Method

The LEAD Method includes unique pedagogical approaches you will use to help your students develop a deep understanding of concepts. These are integrated into the lesson plans.

1. 5Cs Approach: Every concept is taught through the 5Cs approach



Connected to Previous Learning
Students will build new knowledge on their existing knowledge.

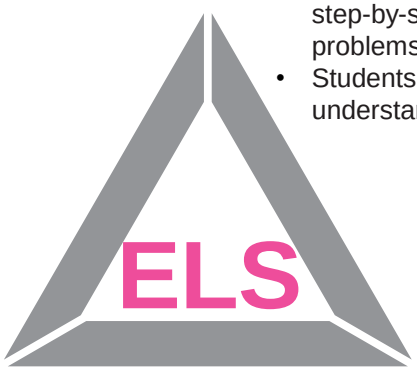
Connected to Life
Students will be able to connect and apply their knowledge to life.

Caters to All Learners
Students have multiple pathways to learn all concepts — videos, activities, and projects.

Concentric
All learning moves from teacher-led to student-led.

Contextual
All concepts are taught using language, pictures, and examples that are relevant to students.

2. ELS: English Language Strategies



Reading
- GADFUSA method to aid comprehension and build a step-by-step problem-solving approach for word problems
- Students can jot down the keywords to check for understanding

Writing
- Step-by-step guide to write answers effectively
- Writing tips to help students organise their answers

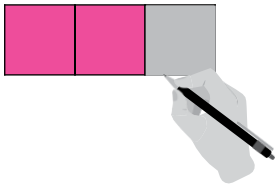
Vocabulary
- Keywords with meanings for easy understanding
- Labelled diagrams for picture-word association
- Definitions highlighted for easy revision

The LEAD Method

3. CPA: Concrete-Pictorial-Abstract Method

The CPA method helps you build:

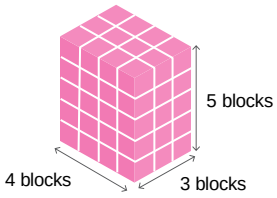
- Deeper understanding of Math concepts
- Better connection of Math topics to life
- Better spatial and reasoning skills

Concrete	Pictorial	Abstract
		$2 + 1 = 3$
You model and solve Math problems using physical objects.	You use drawings of physical objects to model and solve Math problems.	You use symbols to represent the drawings and solve Math problems using these symbols.

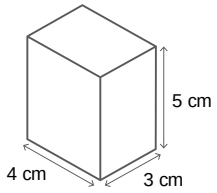
Volume of a Cuboid

Mensuration

Concrete



Pictorial



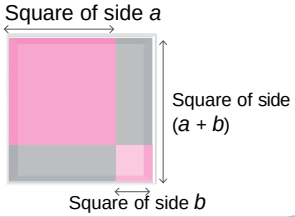
Abstract

Volume of a Cuboid
= L × B × H
= 4 × 3 × 5
= 60 cm^3

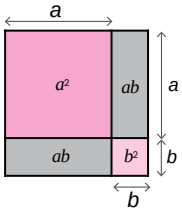
Algebraic Identity

Algebra

Concrete



Pictorial



Abstract

$(a + b)^2$
$= a^2 + 2ab + b^2$

Important Icons

Icons and Features of the Book

CONNECT TO LIFE

Provide activities and questions that help students apply new concepts to their life.

THINK

Provide opportunities for building thinking skills.

ACTIVITY

Help students understand concepts and apply their learnings.

COLLABORATE

Provide opportunities for building collaboration skills.

KEYWORDS

Provide meanings of difficult words as they read.

COMMUNICATE

Provide opportunities for building communication skills.

Scan here to know more.

Students can access important resources at home by scanning these codes using the LEAD Student App.

Icons and Features in the Lesson Plans

Think

Observe

Read

Discuss

Turn-Write-Pair-Share

Solve

Ensure that you use the routines and structures as mentioned in the plans to achieve excellence in each unit.

Resources called LCRs will help you understand these in detail. The LCR for each routine or structure will be mentioned under 'Preparation Needed' the first few times that routine is used

Assessment Structure for the Year

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

BOY

1 written assessment
Max marks – 40 Duration – 90 minutes

Bridge Course

1 written assessment
Max marks – 20 Duration – 20 minutes

Term 1

- Unit ASM 1 (Chapters 1 & 2) — SE 1
- Unit ASM 2 (Chapters 3 & 4) — SE 2
- Unit ASM 3 (Chapters 5 & 6) — SE 3
- Unit ASM 4 (Chapters 7 & 8) — SE 4

Four unit assessments will be conducted in Term 1 with the following structure.

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

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

MOY

1 written assessment
Max marks – 80 Duration – 180 minutes

Term 2

- Unit ASM 5 (Chapters 9 & 10) — SE 5
- Unit ASM 6 (Chapters 11 & 12) — SE 6
- Unit ASM 7 (Chapters 13 & 14) — SE 7

Three unit assessments will be conducted in Term 2 with the following structure.

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

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

EOY

1 written assessment
Max marks – 80 Duration – 180 minutes

Assessment Framework

Unit Assessments

The written unit assessments have the following structure.

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

MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

Types of Question	Marks	Questions	Total Marks
Multiple Choice Questions	1	15	15
Fill in the Blanks	5	1	5
Short Answer Questions	2	6	12
Short Answer Questions	3	8	24
Long Answer Questions	4	6	24
		36 questions	**80 marks**

Assessment Framework

Spiraling in Assessments

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

Difficulty level of Questions

Difficulty level of questions in the assessments are based on Board guidelines. All questions are categorised as per the table below:

	LOTS (Lower Order Thinking Skills)	MOTS (Middle Order Thinking Skills)	HOTS (Higher Order Thinking Skills)
Definition	Questions based on recalling knowledge	Questions based on applying skills in familiar scenarios	Questions based on applying skills in unfamiliar scenarios, analyzing situations and building on top of what was taught in class.
Bloom's Level	Remember	Understand Application (simple)	Application (complex) Evaluate Analyse Create

In line with Board guidelines, LEAD assessments follow the structure explained below

Unit ASM 1 - 60% LOTS : 30% MOTS : 10% HOTS
Unit ASM 2 - 50% LOTS : 40% MOTS : 10% HOTS
Unit ASM 3 - 40% LOTS : 50% MOTS : 10% HOTS
Unit ASM 4 - 30% LOTS : 50% MOTS : 20% HOTS
MOY - 30% LOTS : 50% MOTS : 20% HOTS
Unit ASM 5, 6, 7 - 30% LOTS : 50% MOTS : 20% HOTS
EOY - 30% LOTS : 50% MOTS : 20% HOTS

We increase the level of difficulty for students slowly in Term 1.

Materials Required

You will need the following materials for the various activities and experiments that will be conducted in Term 1.

Term 1 – List of Materials

Chapter 3: Polygons

- Two copies of CRP-1 — Tessellations Activity (one per class)
- Two copies of CRP-2 — Regular Tessellations Activity (one per class)
- Markers of different colours (one per group)

Chapter 4: Quadrilaterals

- *Optional:* A big protractor (for demonstration)
- *Optional:* A big ruler (for demonstration)
- *Optional:* A big pair of compass (for demonstration)
- Four straws of different lengths (one set per group)

Chapter 5: Data Handling

- *Optional:* A big protractor (for demonstration)
- *Optional:* A big ruler (for demonstration)
- *Optional:* A big pair of compass (for demonstration)
- 2 sheets of graph paper (for each student)

Chapter 6: Probability

- A copy of the student attendance data for the current academic year (for each student).

Chapter 8: Rational Numbers

- A copy of CRP-1 — Rational Numbers on a Number Line (Cut out the 12 flashcards.)
- 12 cloth clips (one set per class)
- A long rope (one per class)