ANNUAL CURRICULUM PLAN (2025-2026)
SUBJECT : ENGLISH CLASS: VIII

S.N	Month	NAME OF THE LESSON/TOPIC	TEXTBOOK	Learning Objectives	Methodology	Learning Outcomes	Assessment Tools
		TERM I					
1	**April-Sept**	**PERIODICT TEST-I (20Marks)** ● Unseen passage /poem ● After Twenty Years (Lesson) ● Sentences, their kinds and transformation ● Diary Entry Writing	**Tune Into Grammar** **Raintree English (MCB)** **Raintree Lit.reader**	Reinforcement and assessment of the content taught and the skills developed	Individual assessment through a pen and paper test	Learners will be able to – • Read and comprehend the text • Enhance vocabulary and grammar skills. • Think critically and analytically	**All topics** **(Reading , Writing , Grammar and Literature) will be assessed on-** *Notebook Assessment *Presentation *Quizzes *Worksheet / Online Assessment *Oral Questioning *Discussion *Pen-Paper Test *Activity Assessment

							*Individual /peer Assessment * Creative writing Prompt
2		**CW/HW/NOTEBOOK WORK ASSESSMENT (10 Marks)** **RUBRICS FOR ASSESSMENT-** 1. Completeness 2. Organization 3. Content understanding 4. Neatness and legibility 5. Timely submission 6. Content		*To reinforce and facilitate the understanding of the content taught in class. *To enable learners to build /develop appropriate vocabulary, spellings, writing style and neat handwriting.	Periodic monitoring and checking of written work done in the notebooks as class task /home task.	Students will be able to: 1. Demonstrate understanding: Show knowledge of concepts and topics. 2. Organize notes: Keep notes neatly organized and structured. 3. Apply concepts: Apply learned concepts to notes and examples. 4. Reflect and review: Reflect on learning and review notes regularly.	
3		**ART INTEGRATED PROJECT (10Marks)** Make a PPT presentation on 20 interesting facts on Lakshdweep and Andaman and Nicobar Island. (GROUP ACTIVITY) **RUBRICS FOR ASSESSMENT**		• To help the learners explore the different aspects of Sikkim by working in a joyful manner in groups of 4 – 5 students. • To enable the students to integrate their	● Class discussion and brainstorming on the topics given as the project. ● Brainstorming with each group and helping them draw the outline of their project	Students will be able to: 1. Express / Demonstrate through art. 2. Apply learned concepts to artistic expressions. 3. Develop critical thinking and make connections.	

		1. Demonstration of knowledge and concepts. 2.Application of knowledge to tasks or problems. 3. Creativity and originality 4. Organization: Clarity, structure, and organization. 5. Accuracy		learning by working across subject boundaries.		4. Communicate effectively 5. Connect art to other subjects(Interdisciplinary connections) 6.Develop problem-solving skills. 7. Express thoughts and emotions.	
4		**HOLIDAY HOMEWORK (10 Marks)** A)Design an original and creative book cover of any one book of the below mentioned authors. A. R.K. NARAYAN B. ROAL DAHL C. RUSKIN BOND D. J K ROWLING E. B)Take 4 coloured A-4 thick sheets and design and write in beautiful handwriting (quotations/proverbs/idioms/limericks/ tongue twisters etc. (Choose any 4 topics.) **RUBRICS FOR ASSESSMENT** ● Content – 5 marks ● Presentation - 3 marks ● Timely submission – 2 marks		● Reading for pleasure and for comprehension. ● Intensive reading for understanding a novel in terms of its plot, setting, characterisation and themes. ● To build an interest towards reading.	● Class discussion on the places of historical interest mentioned in the novel and their relevance to the novel. ● Giving guidelines for research for the preparation of the task.	Students will be able to: 1.Reinforce concepts learned during the academic year. 2.Develop independent learning and time management skills. 3. Apply knowledge to practical problems and activities. 4. Prepare for upcoming topics and lessons. 5.Develop critical thinking and problem-solving skills. 6.Encourage creativity and innovation. 7.Take responsibility for own learning.	

6		**SPEAKING ACTIVITY (INDIVIDUAL/PAIR) (10 Marks)** (Based on the themes outlined in the units of the MCB for Term 1) **RUBRICS FOR ASSESSMENT** Content – 5 Fluency and Accuracy – 4 Confidence – 1		● To enable learners to speak using appropriate word stress, sentence stress and intonation patterns. ● To make them adopt different strategies to convey ideas effectively according to purpose,topic and audience. ● To enable them to express and argue a point of view clearly and effectively. ● To make them participate in spontaneous spoken discourse in familiar social situations.	● Individual assessment through a one minute presentation.	Students will be able to: 1.Express thoughts and ideas clearly. 2. Use relevant vocabulary in context. 3.Speak confidently and fluently. 4.Participate in discussions and conversations. 5. Develop confidence in speaking. 6.Improve pronunciation and intonation. 3. Articulate thoughts and opinions.	
7		**PERIODIC TEST-II(20 Marks)** ● Unseen Passage/ poem ● The Solitary Reaper Poem) ● Tenses ● Modals		Reinforcement and assessment of the content taught and the skills developed	Individual assessment through a pen and paper test	Learners will be able to – • Read and comprehend the text • Enhance vocabulary and grammar skills. • Think critically and analytically	

8		**<u>WRITING SKILLS ACTIVITY (10 Marks)</u>** **DIARY ENTRY** (Based on the lesson -After Twenty Years **<u>RUBRICS FOR ASSESSMENT</u>** 1. Content: Relevance and depth of content. 2. Organization: Clarity and coherence. 3. Language: Grammar, vocabulary, and syntax. 4. Creativity: Originality and creativity in expression. 5. Reflection: Depth of reflection and insight.		*To enable learners express one's personal feelings/thoughts/activities. *To express creativity freely *To learn good vocabulary.	* Individual assessment through a worksheet. *The task can be assessed on the following points/rubrics- A) Content B) Relevent details covered in a grammatically covered language	Students will be able to: 1. Write about personal experiences and emotions. 2.Use vivid and descriptive language to convey thoughts. 3.Write coherently and organize thoughts effectively. 4. Reflect on experiences and learn from them.	
9		**CW/HW/NOTEBOOK WORK ASSESSMENT (10 Marks)** **<u>RUBRICS FOR ASSESSMENT</u>** Content – 6 Neatness / Work presentation – 2 Regularity / Timely submission - 2		To reinforce and facilitate the understanding of the content taught in class. *To enable learners to build /develop appropriate vocabulary, spellings, writing style and neat handwriting.	Periodic monitoring and checking of written work done in the notebooks as class task /home task.	Students will be able to: 1. Demonstrate understanding: Show knowledge of concepts and topics. 2. Organize notes: Keep notes neatly organized and structured. 3. Apply concepts: Apply learned concepts to notes and examples.	

						4. Reflect and review: Reflect on learning and review notes regularly.	
10		**<u>GRAMMAR</u>** ● Sentences, their kinds and transformation ● Modals ● Tenses ● Non-Finites ● Sub- Verb Agreement ● Active –Passive Voice	**Tune Into Grammar** **PPTs based on the topics**	* Teaching the rules of grammar related to the various topics and their application / functional usage. *Reinforcement of the rules and usage. *Application of language conventions and using integrated structures with accuracy and fluency.	*This will include guided practice, and independent practice. Additionally, incorporating authentic examples and providing opportunities for students to use the grammar in context can help reinforce their learning. *Using PPT's, Slide share and Youtube videos for reinforcement of the topics. *Worksheets	Students will be able to- 1. Express thoughts and ideas clearly. 2. Use correct grammatical structures. 3. Convey meaning effectively. 4. Enhance confidence in using language. 5Describe past, present, and future actions accurately. 6. Express degrees of possibility, ability, and obligation. 7.Form complex sentences.	

						8.Understand the function of grammar topics and their usage for accuracy in language (both spoken and written) by the processes of noticing, identifying and applying them in use and arriving at the rules.	
11	SA1	**Literature Reader and Course Book (Lessons/ Poems for detailed study)** 1. Engine Trouble (Lesson) 2. The Cherry Tree (Lesson) 3. After Twenty Years (Lesson) 4. Where the mind is Without fear (Poem) 5. The Solitary Reaper (Poem)	**RAINTREE ENGLISH MCB and LITERATURE READER**	**<u>GENERAL OBJECTIVES</u>** * To enable learners to appreciate a literary genre (prose /poetry) and the writer's/poet's style of writing. *To make the learners appreciate the poem story in terms of its plot/ theme, (setting and characterisation for the story). *To develop new vocabulary. * To enable specific and global comprehension of the text read. To develop an understanding of the themes conveyed by the text. *To make the learners understand the story in	Class discussion on the author's /poet's life and work. *Class discussion on the setting, plot, characters and the themes in the poem and lesson . *Loud reading/recitation will be done in the class *The students will be asked to underline the difficult words / phrases and write their meanings in the notebooks *Reading and explanation of the text (Para- wise) *The students will answer the questions asked by the teacher during explanation of the text. * Reading and explanation of the text will be continued	Students will be able to: 1.Identify and analyze themes and messages. 2.Recognize and interpret literary devices (e.g., imagery, metaphor). 3.Think critically about texts and meanings. 4.Appreciate the value and significance of literature. 5.Expand vocabulary through exposure to poetic language. 6.Develop empathy through exploring different perspectives. 7.Inspire creative writing and self-expression.	

				terms of its setting, plot, characters and themes. *Reinforcement of the content read through Class task/ Home task/ Worksheet. *To enable learners to reason , recall , extrapolate , illustrate , justify etc. **SPECIFIC LEARNING OBJECTIVES** **1.Engine Trouble-** * To appreciate a humorous narrative *To see how the theme of luck is unfolded. **2.After Twenty Years-** * To recognise the value of friendship * To inculcate a sense what is wrong and what is right. * To become familiar with twist endings. * To observe and accept that friends may change. **3. The Cherry Tree-** *To learn to see beauty in simple things	* Videos on Youtube / PPT's will be shown/shared to understand the story/poem in a better way. * The learners will share their views about the characters and events in the story * The theme/s of the story/poem will be further discussed in the class to enable them to comprehend the text thoroughly. *The students will learn to write character sketch of a person * Comprehension questions will be discussed in the class and students will be asked to do the same in their notebooks. *Different activities like Crossword puzzle/ Role Play/Creating My Story on theme of the story/poem, Comic Strip/Sequencing of the events in the story * Worksheets **Activity (Poem):** 1. **Poem Analysis**: Students analyze the poem's imagery and poetic devices.	8.Interpret symbols and figurative language. 9.Recognize tone and mood in poems	

				*To analyse and compare characters *To recognise the bond shared b/w grandfather and grandchild **4.Where the Mind is without Fear (Poem)** *To appreciate a patriotic poem *To note that the poem is in the form of a prayer addressing God as Father. * To comprehend different kinds of freedom * To learn how the speaker shows his concern for our country by praying for our spiritual independence from prejudices in the context of our struggle for freedom from foreign domination. **5. The Solitary Reaper (Poem)** *To learn about Wordsworth as a lyric poet *To observe the effect of the song on the poet *To develop an understanding of the	2. **Group Discussion**: Students discuss the poem's themes and meanings. 3. **Creative Writing**: Students write their own poem using similar imagery or devices. 4. **Poetry Reading:** Students take turns reading the poem aloud. 5. **(Think-Pair-Share)**Students discuss the poem in pairs and share with the class. 6**. Poem Mapping**: Create a visual map of the poem's theme. 7.**Role-Play:** Act out a scene from the poem or a similar encounter. **(Lesson**) 1. **Summary Writing:** Summarize a chapter or section. 2. **Character Analysis**: Analyze main characters' traits and motivations. 3. **Plot Discussion**: Discuss plot twists, conflicts, and resolutions. 5. **Alternative Endings: Write alternative** endings.		

				themes conveyed by the poem. a. Happy/ Unforgettable experiences of life when recollected in tranquillity are a source of immense pleasure, peace and solace. b. Admiration of nature's beauty and the maiden's song.	6. **Character Diary:** Write a diary entry from a character's perspective. 7. **Sequel Story**: Write a short story continuing the narrative. 8. **Role-Play**: Act out scenes or characters. 9.**Group Discussions**: Discuss themes, characters, or plot. 10. **Debates:** Debate topics related to the prose.		
12	SA1	**WRITING SKILLS TOPICS (TERM 1)** • **STORY WRITING Assessment Rubrics:** 1. Creativity: Originality and uniqueness. 2. Plot: Coherence and engagement. 3. Characterization: Depth and believability. 4. Language: Clarity, grammar, and style. • **DIARY ENTRY WRITING Assessment Rubrics:**		● To make the learners write in a style and format appropriate for writing letters (formal and informal)/ articles/ speeches/diary entry/short story writing. ● To enable the learners to plan, organise and present ideas coherently by organising their ideas logically and concisely	● Using Grammar book and smart board module for writing tasks to teach and reinforce the formats for the writing topics and their value points. ● Worksheets with writing tasks based on the themes highlighted in the MCB and socially relevant topics. ● Class discussion / brainstorming on the tasks / questions to be done in class.	Students will be able to - 1. Create engaging stories. 2. Develop a clear narrative structure. 3. Create believable characters. 4. Use descriptive language effectively. 5. Reflect on personal experiences. 6. Use descriptive language to convey emotions.	

		1. Content: Relevance and depth. 2. Organization: Clarity and coherence. 3. Language: Grammar, vocabulary, and syntax. 4. Reflection: Depth of reflection**.** • **DESCRIPTIVE PARAGRAPH WRITING (PERSON)** **Assessment Rubrics:** 1. Descriptive language: Effectiveness and creativity. 2. Clarity: Clear and concise description. 3. Organization: Logical structure. 4. Language: Grammar and syntax**.**		● To enable learners to introduce, develop and conclude a given topic. *To help/advise them to use CODER while attempting writing tasks. ● To reinforce the formats and the value points for all writing topics		7.Write coherently and organize thoughts. 8. Use vivid and sensory details. 9.Describe people, places, or objects clearly. 10 Write coherently.	
		Term ll					
13	Oct-March	**PERIODIC TEST-III (20 Marks)** *Unseen Passage /Poem * The Fog (Poem) * Letter to the Editor *Prepositions		Reinforcement of the content taught and the skills developed	*Individual assessment through a pen and paper test.	Learners will be able to • Read and comprehend the text • Enhance vocabulary and grammar skills. • Think critically and analytically	**All topics(Reading ,Writing, Grammar and Literature) will be assessed on-** *Notebook Assessment *Presentation

							*Quizzes *Worksheet / Online Assessment *Oral Questioning *Discussion *Pen-Paper Test Activity Assessment *Individual /peer Assessment * Creative writing Prompt
14	FA3	**CW/HW/NOTEBOOK WORK ASSESSMENT (10 Marks)** **RUBRICS FOR ASSESSMENT** Content – 6 Neatness / Work presentation – 2 Regularity / Timely submission - 2		*To reinforce and facilitate the understanding of the content taught in class. *To enable learners to build /develop appropriate vocabulary, spellings, writing style and neat handwriting	*Periodic monitoring and checking of written work done in the notebooks as class task/home task.	Students will be able to: 1. Demonstrate understanding: Show knowledge of concepts and topics. 2. Organize notes: Keep notes neatly organized and structured. 3. Apply concepts: Apply learned concepts to notes and examples.	

						4. Reflect and review: Reflect on learning and review notes regularly.	
15	FA3	**SPEAKING ACTIVITY (INDIVIDUAL/PAIR)** **(10 Marks)** (Based on the themes outlined in the units of the MCB for Term 2) **RUBRICS FOR ASSESSMENT** Content – 5 Fluency and Accuracy – 4 Confidence – 1		● To enable learners to speak using appropriate word stress, sentence stress and intonation patterns. ● To make them adopt different strategies to convey ideas effectively according to purpose, topic and audience. ● To enable them to express and argue a point of view clearly and effectively. ● To make them participate in spontaneous spoken discourse in familiar social situations.	Individual assessment through a one minute presentation.	Students will be able to: 1.Express thoughts and ideas clearly. 2. Use relevant vocabulary in context. 3.Speak confidently and fluently. 4.Participate in discussions and conversations. 5. Develop confidence in speaking. 6.Improve pronunciation and intonation. 3. Articulate thoughts and opinions.	

16		**PERIODIC TEST-IV(20 Marks)** * Unseen Passage/poem * Conjunctions *The Open Window (Lesson) * Descriptive Paragraph Writing (Person)		*Reinforcement and assessment of the content taught and the skills developed	Individual assessment through a pen and paper test	Learners will be able to – • Read and comprehend the text • Enhance vocabulary and grammar skills. • Think critically and analytically	
17		**LISTENING ACTIVITY (INDIVIDUAL)** **(10 Marks)** Worksheet to be attempted with an audio played on the smart board		*Listening to conversation or talk and understanding the topic and the main points. * Listening for specific information required. *Understanding and interpreting spontaneous spoken discourse in familiar social situations	Individual assessment through a worksheet or an audio clip	Students will be able to: 1. Understand spoken language and comprehend main ideas and details. 2. Recognize important information. 3.Think critically about what they hear. 4. Engage in discussions and conversations. 5.Learn new words and phrases. 6. Understand and follow directions. 7.Contribute to conversations and debates.	

						3.Focus and respond thoughtfully.	
18	FA4	**CW/HW/NOTEBOOK WORK ASSESSMENT (10 Marks) RUBRICS FOR ASSESSMENT** Content – 6 Neatness / Work presentation – 2 Regularity / Timely submission - 2		* To reinforce and facilitate the understanding of the content taught in class. *To enable learners to build /develop appropriate vocabulary, spellings, writing style and neat handwriting	Periodic monitoring and checking of written work done in the notebooks as class task/home task.	Students will be able to: 1. Demonstrate understanding: Show knowledge of concepts and topics. 2. Organize notes: Keep notes neatly organized and structured. 3. Apply concepts: Apply learned concepts to notes and examples. 4. Reflect and review: Reflect on learning and review notes regularly.	
21	SA II	**<u>GRAMMAR</u>** ● Prepositions ● Conjunctions ● Tenses ● Direct – Indirect Speech ● Sub- Verb Agreemen *Adjectives ● Active –Passive Voice	**Tune Into Grammar** **PPTs based on the topics**	* Teaching the rules of grammar related to the various topics and their application / functional usage. *Reinforcement of the rules and usage. *Application of language conventions and using	*This will include guided practice, and independent practice. Additionally, incorporating authentic examples and providing opportunities for students to use the grammar in context can help reinforce their learning.	Students will be able to- 1. Express thoughts and ideas clearly. 2. Use correct grammatical structures. 3. Convey meaning effectively. 4. Enhance confidence in using language.	

				integrated structures with accuracy and fluency	*Using PPT's, Slide share and Youtube videos for reinforcement of the topics. *Worksheets	5Describe past, present, and future actions accurately. 6. Express degrees of possibility, ability, and obligation. 7.Fform complex sentences. 8.Understand the function of grammar topics and their usage for accuracy in language (both spoken and written) by the processes of noticing, identifying and applying them in use and arriving at the rules.	
		<u>WRITING</u> **<u>*Letter to the Editor</u>** **Assessment Rubrics:** 1. Content: Relevance, clarity, and depth of argument. 2. Organization 3. Language: Clarity, tone, and grammar. 4. Effectiveness in convincing the reader. 5.Spelling, punctuation, and formatting. **<u>STORY WRITING</u>**		● To make the learners write in a style and format appropriate for writing letters (formal and informal)/ articles/ speeches/diary entry/short story writing. ● To enable the learners to plan, organise and present ideas coherently by organising their ideas logically and concisely	● Using Grammar book and smart board module for writing tasks to teach and reinforce the formats for the writing topics and their value points. ● Worksheets with writing tasks based on the themes highlighted in the MCB and socially relevant topics. ● Class discussion / brainstorming on the tasks / questions to be done in class	Students will be able to - 1. Create engaging stories. 2. Develop a clear narrative structure. 3. Create believable characters. 4. Use descriptive language effectively. 5. Reflect on personal experiences. 6. Use descriptive language to convey emotions.	

		Assessment Rubrics: 1. Creativity: Originality and uniqueness. 2. Plot: Coherence and engagement. 3. Characterization: Depth and believability. 4. Language: Clarity, grammar, and style. • **DESCRIPTIVE PARAGRAPH WRITING (PERSON)** **Assessment Rubrics:** 1. Descriptive language: Effectiveness and creativity. 2. Clarity: Clear and concise description. 3. Organization: Logical structure. 4. Language: Grammar and syntax		● To enable learners to introduce, develop and conclude a given topic. *To help/advise them to use CODER while attempting writing tasks. ● To reinforce the formats and the value points for all writing topics		7.Write coherently and organize thoughts. 8. Use vivid and sensory details. 9.Describe people, places, or objects clearly. 10 Write coherently	
		Literature Reader and Course Book (Lessons/ Poems for detailed study) 1. The Fog(Poem) 2. The Open Window (Lesson) 3. Mrs Beck Drives a Hard Bargain (Lesson) 4. An Encounter in a Forest (Lesson)	**RAINTREE ENGLISH MCB and LITERATURE READER**	**<u>GENERAL OBJECTIVES</u>** * To enable learners to appreciate a literary genre (prose /poetry) and the writer's/poet's style of writing. *To make the learners appreciate the poem story in terms of its plot/ theme, (setting	Class discussion on the author's /poet's life and work. *Class discussion on the setting, plot, characters and the themes in the poem and lesson . *Loud reading/recitation will be done in the class *The students will be asked to underline the difficult	Students will be able to: 1.Identify and analyze themes and messages. 2.Recognize and interpret literary devices (e.g., imagery, metaphor). 3.Think critically about texts and meanings.	

		5. All the World's a Stage (Poem)		and characterisation for the story). *To develop new vocabulary. * To enable specific and global comprehension of the text read. To develop an understanding of the themes conveyed by the text. To make the learners understand the story in terms of its setting, plot, characters and themes. *Reinforcement of the content read through Class task/ Home task/ Worksheet. *To enable learners to reason , recall , extrapolate , illustrate , justify etc. **SPECIFIC LEARNING OBJECTIVES** **<u>The Fog (Poem</u>**) *To appreciate the description of the fog	words / phrases and write their meanings in the notebooks *Reading and explanation of the text (Para- wise) *The students will answer the questions asked by the teacher during explanation of the text. * Reading and explanation of the text will be continued * Videos on Youtube / PPT's will be shown/shared to understand the story/poem in a better way. * The learners will share their views about the characters and events in the story * The theme/s of the story/poem will be further discussed in the class to enable them to comprehend the text thoroughly. *The students will learn to write character sketch of a person * Comprehension questions will be discussed in the class and students will be asked to do the same in their notebooks. *Different activities like Crossword puzzle/ Role	4.Appreciate the value and significance of literature. 5.Expand vocabulary through exposure to poetic language. 6.Develop empathy through exploring different perspectives. 7.Inspire creative writing and self-expression. 8.Interpret symbols and figurative language. 9.Recognize tone and mood in poems	

				* To note the difference between the two characters * To understate the implied message **<u>THE OPEN WINDOW</u>** To enjoy the humour in the story To see the story from the viewpoint of a fifteen year old prankster To note the writer's intention to delight and not instruct **<u>AN ENCOUNTER IN THE FOREST</u>** To appreciate mythology and Indian culture To recognise the genre of a play To study the development of the plot mainly through dialogue	Play/Creating My Story on theme of the story/poem, Comic Strip/Sequencing of the events in the story * Worksheets **Activity (Poem):** 1. **Poem Analysis**: Students analyze the poem's imagery and poetic devices. 2. **Group Discussion**: Students discuss the poem's themes and meanings. 3. **Creative Writing**: Students write their own poem using similar imagery or devices. 4. **Poetry Reading:** Students take turns reading the poem aloud. 5. **(Think-Pair-Share)**Students discuss the poem in pairs and share with the class. 6**. Poem Mapping**: Create a visual map of the poem's theme. 7.**Role-Play:** Act out a scene from the poem or a similar encounter. **(Lesson**) 1. **Summary Writing:** Summarize a chapter or section.		

				To appreciate how a play is written - the interweaving of stage directions and dialogue To show how everyone must go beyond what he or she can see and try to understand a situation before reacting to it story. **<u>MRS BECK DRIVES A HARD BARGAIN</u>** To identify the text as a first person narrative in which the narrator is the main character To note how the narrator depicts himself and the antagonist as contrasting characters Toreflect on the values of helping others To identify the humour in the narration and the different situations To observe the antagonist's manipulative method to get her way	2. **Character Analysis**: Analyze main characters' traits and motivations. 3. **Plot Discussion**: Discuss plot twists, conflicts, and resolutions. 5. **Alternative Endings: Write alternative** endings. 6. **Character Diary:** Write a diary entry from a character's perspective. 7. **Sequel Story**: Write a short story continuing the narrative. 8. **Role-Play**: Act out scenes or characters. 9.**Group Discussions**: Discuss themes, characters, or plot. 10. **Debates:** Debate topics related to the prose.		

				<u>ALL THE WORLD'S A STAGE</u> To appreciate the poet's perception of life To interpret the underlying meaning in the poem			
		Rubrics for the Assessment of R/S/W/L Skills	**Rubrics for Assessment of Reading Skills** **1.Comprehension** **2. Vocabulary** **3. Fluency** **4. Accuracy** **5. Interpretation** **6. Critical thinking**	**Rubrics for Assessment of Writing Skills** **1. Content and Relevance** **2. Organization and Structure** **3. Style and Tone** **4. Grammar and Mechanics** **5. Vocabulary and Language Use** **6. Clarity and Coherence** **7. Creativity and Originality** **8. Adherence to Format and Guidelines**	**Rubrics for Assessment of Listening Skills** **1. Attention and focus** **2. Comprehension and understanding** **3. Retention and recall** **4. Interpretation and analysis** **5. Response and feedback** **6. Empathy and understanding** **7. Active listening**	**Rubrics for Assessment of Speaking Skills** **1. Clarity and Articulation** **2. Organization and Coherence** **3. Vocabulary and Grammar** **4. Fluency and Pace** **5. Confidence and Body Language** **6. Content and Relevance** **7. Pronunciation and Intonation** **8. Engagement and Interaction**	

ANNUAL CURRICULUM PLAN (2025-26)

CLASS : VIII

SUBJECT : HINDI

TERM I

हिंदी पाठ्यपुस्तक – सुनहरी धूप
व्याकरण – व्याकरण संबोधन
गीता सार

Task	Marks	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
आवधिक परीक्षा 1	20 अंक	पढ़ाई गई विषयवस्तु की समझ का मूल्यांकन करना।	लिखित प्रश्नोत्तर विधि	तार्किक व चिंतन मनन कौशल का विकास	अपने उत्तरों द्वारा पढ़ाई गई विषयवस्तु की समझ को अभिव्यक्त कर सकेंगे।	आवधिक परीक्षा 1 द्वारा
आवधिक परीक्षा 2	20 अंक	पढ़ाई गई विषयवस्तु की समझ का मूल्यांकन करना।	लिखित प्रश्नोत्तर विधि	शुद्ध तथा परमाधजित ज्ञान कोशिका का विकास	अपने उत्तरों द्वारा पढ़ाई गई विषयवस्तु की समझ को अभिव्यक्त कर सकेंगे।	आवधिक परीक्षा 2 द्वारा
विषय संवर्धन 1 कविता पाठ	5 अंक	लय तथा आरोह अवरोह सिखाना देश भक्ति की भावना का विकास करना	काव्य पाठ विधि	वाचन तथा श्रवण कौशल का विकास	उचित भाव, लय तथा आरोह अवरोह द्वारा कविता पाठ कर सकेंगे।	कविता पाठ द्वारा

एकाधिक मूल्यांकन ग्रीष्मावकाश गृहकार्य	5 अंक	बताए गए कार्य की सहायता से विद्यार्थियों में भाषा कौशल का विकास करना	लिखित तथा परियोजना कार्य	रचनात्मक कौशल तथा कार्यात्मक कौशल का विकास	ग्रीष्मावकाश गृहकार्य द्वारा विभिन्न भाषा कौशलों को अभिव्यक्त कर सकेंगे।	रचनात्मक कार्य द्वारा
पोर्टफोलियो मूलयांकन	5 अंक	कार्यपत्रिकाओं तथा विभिन्न गतिविधियों द्वारा विद्यार्थियों के रचनात्मक कौशल का मूल्यांकन करना	आगमन तथा निगमन विधि	तार्किक चिंतन, ज्ञानात्मक कौशल तथा सृजनात्मक कौशल का विकास करना।	रचनात्मक कार्यों द्वारा विभिन्न भाषा कौशलों को अभिव्यक्त कर सकेंगे	कक्षा में करवाई गई विभिन्न गतिविधियों द्वारा
मध्य अवधि परीक्षा	80 अंक	पढ़ाई गई विषयवस्तु की समझ का मूल्यांकन	लिखित प्रश्नोत्तर विधि	पठन, लेखन, वाचन, श्रवण तथा चिंतन कौशल का विकास	पढ़ाई गई विषयवस्तु की समझ को अपने उत्तरों द्वारा अभिव्यक्त कर सकेंगे।	मध्य अवधि परीक्षा द्वारा
सुनहरी धूप						
पाठ–1 प्रियतम कविता	अप्रैल	1. दूसरों से न जीने की शिक्षा देना। 2. कर्मशीलता का महत्त्व तथा परोपकार की भावना का विकास करना।	व्याख्यान विधि काव्य पाठ	काव्य पाठ तथा स्वरचित लघु कविता निर्माण कौशल का विकास।	दैनिक जीवन में समय के महत्त्व तथा उपयोगिता को ध्यान में रखते हुए कार्य करेंगे	पाठ में अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

पाठ–2 लालच बुरी बला (कहानी)	मई	परिश्रम से जीवन जीना सिखाना	कहानी कथन विधि	स्लोगन लेखन तथा कहानी कथन कौशल का विकास करना।	ईमानदारी, सत्य तथा कर्तव्यनिष्ठा को अपने व्यवहार द्वारा व्यक्त कर सकेंगे।	पाठ में अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा
पाठ–3 परीक्षा (कहानी)	जुलाई	जीवन में बुद्धि का महत्व समझाना तथा समस्याओं का सामना करने का साहस जगाना।	कहानी कथन विधि	कहानी कथन कौशल तथा लोक कथा पठन कौशल का विकास।	दैनिक जीवन से जुड़ी समस्याओं को अपनी बुद्धि के प्रयोग से हल कर सकेंगे	पाठ में अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा
पाठ–4 चिकित्सा का चक्कर	जुलाई	हास्य– व्यंग के माध्यम से चिकित्सा के महत्व समझाना। अपने कर्तव्यों को समझने का विकास	पठन–पाठन, भाव स्पष्टीकरण तथा व्याख्यान विधि	कहानी कथन कौशल का विकास करना	पशु पक्षियों के प्रति अपनी भावनाओं को व्यक्त कर सकेंगे। उनकी रक्षा के लिए सदैव कार्यरत रहेंगे।	पाठ में अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा
पाठ–6 क्या निराश हुआ जाए	अगस्त	जीवन में एक दूसरे की सहायता का महत्त्व समझाना तथा सहायता करना। सामाजिक कार्यों में भाग लेना सीखना	कहानी कथन विधि	वाद–विवाद करना। अपने अनुभव सुनाना	अपने शब्दों में कहानी लेखन व वाचन कर सकेंगे।	पाठ में अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा

गीता–सार						
पाठ–1 युद्ध में अर्जुन		• पाठ के पठन माध्यम से जीवन में जागरूकता पैदा करना। • गीता के द्वारा श्री कृष्ण के रहस्यों को समझना। • भारतीय संस्कृति में कृष्ण ओर अर्जुन के गुणों से परिचित कराना। • अध्याय तथा मानवीय मूल्यों का विकास करना।	कहानी कथन विधि व्याख्यान विधि पठन–पाठन विधि	पठन और श्रवण कौशल का विकास		पाठ में अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा
व्याकरण						
उपसर्ग, प्रत्यय		• उपसर्ग तथा प्रत्यय का प्रयोग कर पायेंगे। • प्रत्यय शब्दों की पहचान सीखेंगे • प्रत्यय के कारण अर्थ में बदलाव को समझेंगे।	आगमन तथा निगमन विधि	रचनात्मक व ज्ञान कौशल का विकास		पाठ में अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा

		• शब्दों का भिन्न–भिन्न तरीके से प्रयोग सीखेंगे				
शब्द मंजूषा • पर्यायवाची शब्द • विलोम शब्द		• शब्द भंडार में वृद्धि करनां • शब्दों का व्यावहारिक प्रयोग सिखाना • शब्दों की पहचान तथा अंतर को स्पष्ट करना।	आगमन तथा निगमन विधि	निर्माण कौशल का विकास	सीखे गए शब्दों का अपनी भाषा में प्रयोग कर सकेंगे	पाठ में अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा
रचना के आधार पर वाक्य भेद		• वाक्यों का महत्व समझाना। • वाक्यों की पहचान कराना। • वाक्य के सारे भेद बताना • वाक्यों के बीच के अंतर को स्पष्ट करना।	आगमन तथा निगमन विधि	ज्ञानात्मक कौशल का विकास		पाठ में अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा

समास		• सामायिक शब्दों की पहचान कराना। • शब्दों का सामायिक तरीके से प्रयोग सीखाना	आगमन तथा निगमन विधि	शब्द निर्माण कौशल का विकास		पाठ में अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा
अनुच्छेद लेखन पत्र लेखन अपठित गद्यांश		• रुचिकर विषयों पर अपने शब्दों में लिखने का अभ्यास कराना। • अर्थग्रहण संबंधी प्रश्नों के माध्यम से अपठित गद्यांश का अभ्यास कराना। • विभिन्न क्रियाओं को दर्शाते हुए चित्र लेखन का अभ्यास कराना। • पत्र के विभिन्न भेदों का परिचय देते हुए पत्र लेखन के प्रारूप की सहायता से अनौपचारिक पत्र लेखन का अभ्यास।	अवलोकन विधि स्पष्टीकरण विधि सामूहिक चर्चा विधि	सृजनात्मक लेखन व चिंतन कौशल का विकास	• विभिन्न स्थितियों व लेखन के स्वरूप के अनुसार अनुच्छेद के रूप में लिखेंगे। • अपनी कल्पना से मौलिक रचना करेंगे। • अपने अनुभवों को अपनी भाषा शैली में लिखेंगे।	रचनात्मक लेखन अभ्यास द्वारा

मुहावरे		• मुहावरों का अर्थ समझाते हुए वाक्य प्रयोग द्वारा अभ्यास कराना	खेल विधि स्पष्टीकरण विधि	लेखन तथा ज्ञानात्मक कौशल का विकास	• लेखन तथा वाचन में मुहावरों का प्रयोग कर सकेंगे। • मुहावरों के प्रयोग से कहानी लिख सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

TERM - II

हिंदी पाठ्यपुस्तक – सुनहरी धूप (भाग 8)
व्याकरण – व्याकरण संबोध
गीता सार

Task	Marks	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
आवधिक परीक्षा 3	20 अंक	पढ़ाई गई विषयवस्तु की समझ का मूल्यांकन करना।	लिखित प्रश्नोत्तर विधि	तार्किक व चिंतन मनन कौशल का विकास	अपने उत्तरों द्वारा पढ़ाई गई विषयवस्तु की समझ को अभिव्यक्त कर सकेंगे।	आवधिक परीक्षा 3 द्वारा
आवधिक परीक्षा 4	20 अंक	पढ़ाई गई विषयवस्तु की समझ का मूल्यांकन करना।	लिखित प्रश्नोत्तर विधि	शुद्ध तथा परमाधजित ज्ञान कोशिका का विकास	अपने उत्तरों द्वारा पढ़ाई गई विषयवस्तु की समझ को अभिव्यक्त कर सकेंगे।	आवधिक परीक्षा 4 द्वारा

विषय संवर्धन 2 (पात्र मंचन)	5 अंक	उचित आरोह अवरोह द्वारा रामायण के पात्रों का चरित्र चित्रण करना। नाट्य कला विकसित करना।	नाटक विधि	वाचन तथा श्रवण कौशल का विकास	रामायण के विभिन्न पात्रों का चरित्र मंचन कर सकेंगे	पात्र मंचन द्वारा
एकाधिक मूल्यांकन 2 (कला समेकित परियोजना)	5 अंक	बताए गए कार्य की सहायता से विद्यार्थियों में भाषा कौशल का विकास करना	लिखित तथा परियोजना निर्धारित विधि	रचनात्मक कौशल तथा चिंतन कौशल का विकास करना।	रचनात्मक कौशलों का प्रयोग करते हुए विभिन्न कलाओं का समावेश करते हुए परियोजना का निर्माण कर सकेंगे।	कला कमेकित परियोजना द्वारा
पोर्टफोलियो मूलयांकन 2	5 अंक	कार्यपत्रिकाओं तथा विभिन्न गतिविधियों द्वारा विद्यार्थियों के रचनात्मक कौशल का मूल्यांकन करना	आगमन तथा निगमन विधि	तार्किक चिंतन, ज्ञानात्मक कौशल तथा सृजनात्मक कौशल का विकास करना।	रचनात्मक कार्यों द्वारा विभिन्न भाषा कौशलों को अभिव्यक्त कर सकेंगे	कक्षा में करवाई गई विभिन्न गतिविधियों द्वारा
वार्षिक परीक्षा	80 अंक	पढ़ाई गई विषयवस्तु की समझ का मूल्यांकन	लिखित प्रश्नोत्तर विधि	पठन, लेखन, वाचन, श्रवण तथा चिंतन कौशल का विकास	पढ़ाई गई विषयवस्तु की समझ को अपने उत्तरों द्वारा अभिव्यक्त कर सकेंगे।	वर्षिक परीक्षा द्वारा

सुनहरी धूप						
पाठ – चाँदी का जूता (कहानी)		• अपने कार्यों पर विश्वास करने के लिए प्रेरित करना • संतोष ही परम धर्म है, इस भावना को विकसित करना। • दहेज़ कुप्रथा को त्यागने का संकल्प तथा दहेज़ के दुष्परिणाम को समझना	कहानी कथन विधि	पठन, कौशल और कहानी वाचन कला का विकास	कहानी में घटित घटनाओं के बारे में सवाल पूछेंगे और बातचीत करेंगे। वे अपनी राय देंगे वे प्रतिक्रिया व्यक्त कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास, प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
पाठ – कुछ नए मन भावन खेल		• विभिन्न खेलों के महत्व को समझना। • पढ़ाई के साथ–साथ खेलों के लिए प्रेतिर करना	व्याख्यान व विधि	लेखन तथा पोस्टर बनाने के कौशल का विकास		पाठ के अंत में दिए गए अभ्यास, प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

पाठ – सत्कर्तव्य (कविता)		• जीवन में कर्तव्य के महत्व को समझाना मातृभूमि के प्रति समर्पण की भावना, स्वाधिकार का त्याग करना सीखना	स्पष्टीकरण तथा व्याख्यान विधि	कर्तव्य बोध व मातृभूमि के प्रति प्रेम का विकास		पाठ के अंत में दिए गए अभ्यास, प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
पाठ– सार्म्थयवान इकबाल		• विकलांगता को नहीं समझना। • विकलांगता में नया उत्साह एवं आत्मविश्वास भरना। • उनके साथ दयाभाव नहीं समानता का भाव हो– ऐसी मूल्य जानना • उनके लिए विभिन्न प्रतियोगिताओं का आयोजन करने का भाव जगाना	व्याख्यान विधि	अनुच्छेद लिखवाना तथा रोचक प्रंसग सुनना		पाठ के अंत में दिए गए अभ्यास, प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

पाठ– बिंदा		• निरंतर कार्य करने के लिए तत्पर रहने की सीख देना। • माँ के प्रति प्रेम, त्याग और कार्यों की कृतज्ञता –ज्ञापन करना सीखना।	व्याख्यान विधि आगमन तथा निगमन विधि	भाषण कौशल तथा अनुच्छेद लेखन कौशल का विकास		पाठ के अंत में दिए गए अभ्यास, प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
गीता सार						
पाठ 7 जगत की उत्पत्ति एवं ईश्वर की श्रेणियाँ पाठ 8– परम ब्रह्मा का स्वरूप पाठ 9– भिकारी और भगवान का सम्बन्ध पाठ 10– ईश्वर की विभूतियाँ पाठ 11– भगवान का विराट रूप पाठ 12– सगुण निर्गुण भक्ति		• अध्यात्म के प्रति जागरूकता पैदा करना। • गीता के द्वारा श्री कृष्ण के जीवन के उद्देश्य को समझाना। • भारतीय संस्कृति में कृष्ण के गुणों से परिचित कराना। • चरित्र निर्माण तथा मानवीय मूल्यों का विकास करना।	कहानी कथन विधि व्याख्यान विधि पठन–पाठन विधि नाट्य रूपांतर विधि	लेखन, वाचन, पठन, तथा श्रवण कौशल का विकास		पाठ के अंत में दिए गए अभ्यास, प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

व्याकरण						
शब्द–मंजूषा • पर्यायवाची शब्द • विलोम शब्द • अनेकार्थी शब्द • वाक्यांश के लिए एक शब्द		• शब्द भण्डार में वृद्धि। • शब्दों का व्यावहारिक प्रयोग सिखाना • शब्दों की पहचान तथा अंतर को स्पष्ट करना	आगमन तथा निगमन विधि खेल विधि	शब्द निर्माण कौशल का विकास	सीखे गए शब्दों का अपनी भाषा में प्रयोग कर सकेंगे	पाठ के अंत में दिए गए अभ्यास, प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
ई–मेल लेखन		• वाक्य संरचना का ज्ञान • वाक्यों का सही प्रयोग सीखना	आगमन तथा निगमन विधि	ज्ञानात्मक कौशल का विकास		पाठ के अंत में दिए गए अभ्यास, प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
<u>रचनात्मक लेखन</u> अनुच्छेद लेखन पत्र लेखन अपठित गद्यांश		• रुचिकर विषयों पर अपने शब्दों में लिखने का अभ्यास कराना। • अर्थग्रहण संबंधी प्रश्नों के माध्यम से अपठित गद्यांश का अभ्यास कराना। • विभिन्न क्रियाओं को दर्शाते हुए चित्र लेखन का	अवलोकन विधि स्पष्टीकरण विधि सामूहिक चर्चा विधि	सृजनात्मक लेखन व चिंतन कौशल का विकास	• विभिन्न स्थितियों व लेखन के स्वरूप के अनुसार अनुच्छेद के रूप में लिखेंगे। • अपनी कल्पना से मौलिक रचना करेंगे। • अपने अनुभवों को अपनी भाषा शैली में लिखेंगे।	रचनात्मक लेखन अभ्यास द्वारा

		अभ्यास कराना। • पत्र के विभिन्न भेदों का परिचय देते हुए पत्र लेखन के प्रारूप की सहायता से अनौपचारिक पत्र लेखन का अभ्यास।				
मुहावरे		• मुहावरों का अर्थ समझाते हुए वाक्य प्रयोग द्वारा अभ्यास कराना	अवलोकन विधि स्पष्टीकरण विधि	ज्ञानात्मक कौशल का विकास		
विज्ञापन लेखन		• विभिन्न वस्तुओं का रचनात्मक व आकर्मक रूप में प्रस्तुतीकरण	नाट्य विधि कला विधि	वाचक व श्रवण कौशल का विकास		

ANNUAL CURRICULAM PLAN 2025-26

Subject: Maths Class-VIII

S.NO	TASK	LEARNING OBJECTIVE	METHO METHODOLOGY	SKIILS TO BE DEVELOPED	Learning Outcomes
1	PT-1 *Chap-1Rational Numbers *Chap- 2 Linear equations	Assessment of the unit	Paper and pen test	*Critical & Creative thinking *Decision making * Time management	Assessment of understanding rational numbers and linear equations; development of critical thinking, creative thinking, time management, and decision making skills.
2.	Multiple assessment- *Holiday Home Work Art integrated activity *Interdisciplinary project Classwork and homework	*Strengthening up the concepts taught. Learning by doing on various topics. *Taking out of hidden talents of individual students To know about art, cultural and literature of other states of India *An excellent way to find what children know, think , feel and can do.	*Preparing charts, cutting and pasting, *written practise, *model making *Experimental Learning by activity	*Logical thinking, *creativity *Motor skills *Observational skills * Team work	Strengthening concepts, showcasing creativity and interdisciplinary skills through holiday homework, art integration, and projects.
3.	Subject enrichment activity	Strengthening up the basic concept of the topic	Learning by doing	*Creative skills *Observational Skill *Problem skill.	Strengthening basic concepts via hands-on experiential learning.
4.	PT-2 *Unit-5 Squares & Square root. *Unit-6 Cubes and cubes roots	Assessment of the unit.	Paper and pen test	*Critical thinking *Decision making.	Assessment of understanding squares, square roots, cubes, and cube roots; critical and decision-making skills.

S.NO	FA/SA	TASK	MARKS	LEARNING OBJECTIVE	METHO METHODOLOGY	SKIILS TO BE DEVELOPED	Learning Outcomes
5.	FA1	Portfolio	5	To motivate the students to excel	Learning by doing	Positive competetive spirit Thinking skill regularity *punctuality *writing skills *creativity and neatness.	Motivation to excel through regular portfolio evaluation and learning reflection.
6.	SA1	UNIT-1 RATIONAL NUMBERS.		TO LEARN ABOUT- *The properties of a rational no.(closure, associative, distributive, communicative)	*Recapitulation, *Discussion *Brain storming, *Sense board teaching *Use of google for showing videos and quiz etc	*Critical reasoning * Creative thinking.	
7.	SA1	UNIT-2 Linear equations in One variable		*Solving equations which have linear expressions on one side and nos. on the other side and application of linear equations. *Solving equations which have variable on both sides and word problems related to the type *Equations reducible to the linear form.	*Practical application of the concept. *Sense board Teaching * use of google	*Critical thinking *Creative thinking *problem solving skill.	
8.	SA1	UNIT-3 Understanding quadrilaterals.		*Classification of polygons. *Convex and concave polygon. *Regular and irregular	*Experiential learning *recapitulation *Brain storming *Discussion *use of google	*Creative thinking Critical thinking *Decision making skill. Logical reasoning	

				polygons. *Sum of the measures of exterior angles of a polygon. *Different types of quad.and their properties.			
9.	SA1	UNIT-5 Squares and square roots		*Properties of square numbers *Finding the square of a numbers. *finding the square root by prime factorisation. *Finding square root by division method.	*Recall *Discussion * Brain storming *lecture method *learning by doing	*Creative thinking *Critical reasoning *Problem solving *Decision making *Logical	
S.NO	FA/SA	TASK	MARKS	LEARNING OBJECTIVE	METHO METHODOLOGY	SKIILS TO BE DEVELOPED	Learning Outcomes
				*Square root of a decimal numbers. *Estimating square root.		reasoning	
10.	SA1	UNIT-6 Cubes and cube roots.		*To find cube of a number. *Cube root by prime factorisation. *Cube root of a cube number.	*Recall * Discussion *Brain storming, *lecture method , *learning by doing	*Creative thinking *Critical reasoning *Problem solving *Decision making *Logical reasoning	
11.	SA1	UNIT-7 Comparing quantities.		*Finding the increase or decrease percent.Price related to buying and selling. *To find sale tax/value added tax. *To calculate compound interest.	*Recall Discussion Brain storming, *lecture method , *learning by doing Method Use of google to show videos etc Use of sense board	*Creative thinking *Critical reasoning *Problem solving *Decision making *Logical reasoning	
12.	SA1	UNIT-8		Terms,	*Recall	*Creative	

		Algebaric - expressions		factors and co-efficients. *Addition and subtraction of algebraic expression. *Multiplication of algebraic expression. *Standard identities and their application in calculation the product of two algebraic expression.	Discussion Brain storming, *lecture method , *learning by doing Method Use of google to show videos etc Use of sense board	thinking *Critical reasoning *Problem solving *Decision making *Logical reasoning	
13.	FA2	PT-3 *Chap-4 Data handling *Chap-12 Factorisation	2.5	Assessment of the unit.	Pen and paper test	Critical reasoning * Creative thinking, *problem solving	
14.	FA2	PT-4 * Chap-9 Mensuration *Chap-13 Intoduction of graphs	2.5	Assesment for learning	Pen and paper test	*Critical reasoning * Creative thinking	
15.	FA2	Subject enrichment Activity	5	Strengthening up the concepts	Experiential learning.	*Critical reasoning & Creative thinking and motor skill.	
S.NO	FA/SA	TASK	MARKS	LEARNING OBJECTIVE	METHO METHODOLOGY	SKIILS TO BE DEVELOPED	Learning Outcomes
16.	FA2	Portfolio	5	To motivate the students to excel	Learning by doing.	Positive competetive spirit Thinking skill regularity *punctuality *writing skills *creativity and neatness.	
17.	FA2	Multiple assessment : *Class work and homework	5	*Assesment *regularity *concept clarification *Strengthe	Experiential learning	*Critical reasoning Creative thinking *motor skill	

		*Class activities *Games		ning up the concepts taught. * Learning by doing on various topics. *Taking out of hidden talents of individual students		neatness.	
18.	SA2	UNIT-4 Data handling		*To draw bar graph, double bar graph. *Organisation of data. *Drawing histogram. *Circle graph or pie chart. *Chance and probability.	*Experimental Learning Recapitualation Explanation *Use of google to show videos	Creative thinking * Critical thinking *Decision making *Observational skill *Coordination skil	
19.	SA2	UNIT-9 Mensuration		*Area of trapezium. *Area of polygon. *Surface area of cube cuboid and cylinder. *Volume of cube , cuboid and cylinder.	*Recapitulation *Practical application of the concept. *Sense board teaching.	*Critical reasoning * Creative thinking *Problem solving.	
20.	SA2	Chap-10 Exponents and powers		*Power with negative exponents. *Laws of exponents.	Recapitulation warm up session *Discussion, *Brain storming *Lecture method sense board teaching you tube videos	*Critical reasoning * Creative thinking *Problem solving *Logical reasoning	
21.	SA2	UNIT-11 Direct and inverse proportion		*Direct proportion and their application. *Indirect proportion and their application.	Recapitulation warm up session *Discussion, *Brain storming *Lecture method sense board teaching you tube videos	*Critical reasoning * Creative thinking *Problem solving *Logical reasoning	
S.N	FA/SA	TASK	MARKS	LEARNING	METHO	SKIILS TO	Learning

O				OBJECTIVE	METHODOLOGY	BE DEVELOPED	Outcomes
						* Decision making	
22.	SA2	UNIT-12 Factorisation		*Method of common factor. *Factorisation by regrouping terms. *Factorisation using identities. *Division of algebraic identities.	Recapitulation warm up session *Discussion, *Brain storming *Lecture method sense board teaching you tube videos	*Critical reasoning Creative thinking *Problem solving *Logical reasoning Decision making	
23.	SA2	UNIT-13.Introduction to graphs.		*To study different types of graphs-bar graph, pie-graph, line graph. *Location of a point co-ordinates, to draw linear graphs. *Some applications related to the linear and line graphs.	*Experiential Learning *Observational Learning Recapitulation warm up session *Discussion, *Brain storming *Lecture method sense board teaching you tube videos	*Coordination Skill *Critical reasoning Creative thinking *Problem solving *Logical reasoning Decision making	

ANNUAL CURRICULUM PLAN SESSION -2025-26
SUBJECT -SOCIAL SCIENCE CLASS-8

FA/SA /PT	Name of the Lesson	Text book	Learning objectives	Methodology	Learning outcomes	Assessment tool
PT-1 Mid -term	L-1 History -The Modern period. L-1-Resources History-L-2 l-1 Civics *The expansion of the British power *The Constitution and the need for laws.. L-3 HISTORY-Life in the rural areas L-5-The great uprising	My big book of Social Science My big book of Social science	*To know about the Medieval period *To gain informat on about cholas theirs records ,events conquest & inscriptions. *To understand the concept of resources. *To understand and observe the colonial administrative structures of that period *Understand the various land revenue system of the country during 18th century. *To understand the changes occurring during the colonial rule.	*N.C.E.R.T Book *Videos on smart board *Map atlas *Text book by Ratna sagar *Animation on Dowry& literary sources of the country. *Animation on expansion of british power. *animation on land revenue system. *animation on great uprising.	Understand the resources, Understanding Awareness about location, distribution of resources ,conservation & Understand the inter relationship between natural and human made resources. *Introduce the learners to battels fought during the expansion of British empire. *Introduce the learner to the idea that the growth of new crops disrupted the rhythms of peasant life and led to revolt. *Introduce the leaners to the places and leaders of the revolt of 1857.	Pen and paper test. Class-test Group Activities Oral test. Class-test Map work Oral test MCQ

						Work sheet Visit to parliament house during vacations Note books
PT-2	L-1 Civics continued of the lesson- The constituti on and the need for laws. L-1-Land ,soil and water	My big book of Social science	*To know about salt Satyagrah of 1930 *Anti - Liquor movement*Rule of laws. To know about the features of our constitution. To know about India is a democratic republic. *To know about land resources, soil resources& water resources and their conservation methods.	*Text book by Ratna sagar *Videos & animation on Salt Satyagrah	Know about the meaning of land resources & Understanding conservation. Understand the importance of resources in our life. Appreciate the judicious use of resources for sustainable development.	Pen and paper test Class-test Work sheets Short &very short

					Develop awareness towards resources conservation and take initiative towards conservation process. Understand the Constitution as the primary source of all our laws.	answers. Map work
MID-TERM	L-2 Civics Ideals of our Constituti on. l-3-The Parliamentary system L-4-The Judiciary-	My big book of Social science	*To know about the features of the constitution. *To know about the fundamental rights &duties of the country . *To know about the working of the Parliamentary system of government.	*Text book by Ratna sagar. *smart board - videos &animations on different features of the constitution.	* Understand why India chose a parliamentary form of government. • * Gain a sense/rationale of the essential elements of the parliamentary form of government. *Engages analytically on local issues connected to people's struggles for justice, equality etc.	Various testing methods are used- Class-test Oral test Worksheet Short and very short answers.

			world and India. *To know about the justice system of the country.	justice system in our country.	Know about article 22 of the constitution.	MCQ questions
FA	L-4-Tribal communities &Natural vegetation and wild life.	My big book of Social science	To understand the different ways of how tribals lived in the country. To understand various vegetation and wild life of India.	Rubics-presentation-3 marks Content -2 marks	Show how government records can be read to reconstruct histories of tribal revolt. Show how bio-diversity bring balance in nature.	Project work activity
SA	Revision work & Mid term examination	My big book of Social science	All the chapters of 1 st Term	*Pen paper test *Quiz *HOTS	Time management skill and understanding skill	Pen and paper examination.

PT-3	L-6 History Education and the British rule. L-7- Reforms in Indian Society	My big book of Social science	*To know about the orientalist s &the Anglicists in Indian society. *To about the Education system under British. *To know about the National education of India.	*Reference to the text book *Reference to the text book * Videos on British education system Asking them questions to clear their concepts. *Videos on reform movement in Indian society.	Discuss how the politics of education is linked to question of power and cultural identity. Discuss why so many methods of reformers focused on the women's question, and how they visualized a change in women's conditions. Outline the history of new laws that affect women's lives. Illustrate how autobiographies, biographies and other literature can be used to reconstruct the histories of women.	Various testing methods are used- Class-test Oral test Worksheet Short and very short answers. MCQ Group discussion Map work

PT-4	L-5 Marginalization and Social Justice L-6 Untouchability-A social evil	My big book of Social science	*To know about the welfare of SC & ST. *To know about the National Commission for Backward classes. To know about the upliftment of Dalits and Untouchables.	*Reference to the text book *Reference to the text book videos .Condition of the marginalized groups. *How government has uplifted the untouchable s of the society?	* Understand what is meant by marginalized. Gain a critical understanding of social and economic injustices * Develop skills to analyse the marginalised point of view. * To respect the tradition & culture of this group. *To understand problems faced by untouchable groups in Indian society.	Various testing methods are used- Class-test Oral test Worksheet Short and very short answers. MCQ Group discussion

Annual examination	L-5 Geo Agriculture	My big book of Social science	*To know about the agriculture system of India. *To know about factors affecting agriculture of India . *To understand various farming types in India. *To understand various food crops in India. *To understand various agricultural development in India.	*Reference to the text book Animated videos on agriculture Articles on agriculture. Group discussion on various aspects of agriculture.	Understanding the natural resources provided by agriculture and their importance in our life. Awareness about the location and distribution of main crops . Differentiate between the various types of farming according to the geographical conditions, demand of production, labour and level of technology	Various testing methods are used- Class-test Oral test Worksheet Short and very short answers. MCQ Group discussion Map work

Annual examination	L-8 History The National Movement First Phase L-9 History The National Movement Second phase & India after Independence.	My big book of Social science	*To know about the rise of Nationalism & India till Morley -Minto reforms. *To know about the in coming of Gandhi ji on political platform till Independence. *To know about India after Independence.	*Reference to N.C.E.R.T Book *Videos on National movement phase of Indian independence.	Illustrate how newspapers and recent . writings can be used to understand the political history. Discuss the successes and failures of Indian democracy Illustrate how newspapers and recent . writings can be used to understand the contemporary history.	Various testing methods are used- Class-test Oral test Worksheet Short and very short answers. MCQ Group discussion Map work

Annual examination	L-7-Civics Government for Development	My big book of Social science	*To know about the working and programmes of Planning Commission. *To know about public and private sectors. *To know about social sectors of the society.	*Reference to the text book of Ratna Sagar Smart board videos on social sectors of the society. *Group discussion on Planning of development of government.	* Role of government in the economic sphere. * Links between people's aspirations/needs and role of government.	Various testing methods are used- Class-test Oral test Worksheet Short and very short answers. MCQ Group discussion

Annual examination	L-6 Industries	My big book of Social science	*To under stand about the concept of manufacturing . *To understand the importance of manufacturing. *To understand the concept of size, ownership, classification of the industries	*Reference to the text book of Ratna Sagar *Videos on small scale & large scale industries *Videos on industrial pollution Videos on population distribution &factors affecting it.	Recalling secondary activities. Able to define industries on the basis raw material, size and ownership . The meaning of industrial regions . Understanding location and distribution in the world with special reference to India.	Various testing methods are used- Class-test Oral test Worksheet Short and very short answers.
	L-7 Human Resources		*To understand the uneven distribution of population in India. *To understand factors affecting the distribution of population in India. *To understand change of population.		Awareness about human resources. Appreciate the gender quality and respect for human dignity. Analysis of the population distribution in the world. Understanding the factors affecting distribution of population.	MCQ Map work

SA	Revision & Annual examination	My big book of Social science	Complete syllabus of the year.	*Pen paper test. Examination	*Time management skill and understanding skill	Pen and paper examination

RAMJAS PUBLIC SCHOOL (DAY BOARDING)
Anand Parbat, Delhi-110005
ANNUAL CURRICULUM PLAN 2025-26

SUBJECT: Science TERM-1 CLASS: VIII

S No.	FA/SA	Task	Marks	Learning objectives	Methodology	Learning Outcomes	Assessment tools	Skills to be developed
A	FA1		**20**					
1	**FA1 (Term 1)**	**PERIODIC TEST 1** **Chapter 2:** Microorganisms **Chapter 4:** Combustion and flame **PERIODIC TEST 2** **Chapter 10:** Sound **Chapter 11:** Chemical effects of electric current	**5**	·To develop accurate and scientific knowledge ·Small tests help children to be thorough in their syllabus. ·Understand fundamental concepts develop, Cognitive thinking.	Paper pen test which includes questions based on real life situations, numerical, application, interpreting given data, definitions	After exam students will be able to: * Assess their knowledge retention. * Develop critical thinking and problem-solving skills. * Improve time management	• Multiple-Choice Questions (MCQs) • Short-Answer Questions • Essay Questions • True or False Questions • Fill-in-the-Blank Questions • Case Study-Based Questions • Assertion and Reason Questions • Performance-	• Logical Thinking • Problem Solving • Critical Thinking • Ability to Generate Ideas Quickly and Spontaneously • Stress Management • Time Management • Analytical Ability • Memory Retentio

				·Relate/connect classroom learning to everyday life situations and understanding of content taught and reinforcement.		* Identify areas for improvement. *Build confidence in their abilities. *Develop effective test-taking strategies.	Based Assessments	
2	**FA1 (Term 1)**	**SUBJECT ENRICHMENT ACTIVITY** Activities/ Experiments as per CBSE Guidelines PRACTICALS	5	·Provide opportunities to explore and work with one's hands, observe, collect data, analyze, organize, and interpret data, and draw generalizations .	1.Learning by doing experiments, keep giving students an opportunity to explore, investigate, concept clarity, reinforcement of learning. 2.Children are encouraged for judicious use of materials and keep them back after use. 3.This enables students to work together, share experiences,	1. Practical understanding: Students gain direct experience with concepts. 2. Scientific inquiry skills: Experimentation develops critical thinking and problem-solving. 3. Observation and data analysis: Students learn to collect and interpret data. 4. Application of theory: Hands-on experiments illustrate theoretical concepts. 5. Development of laboratory skills: Students become proficient in using equipment and techniques. 6. Enhanced retention: Hands-on	1. **Practical performance** 2.**Practical file:** Evaluating written reports of experimental procedures and results. 3. **Data analysis**: Assessing students' ability to interpret and analyze data. 4. **Viva voce (oral exam):** Questioning students about their experiments. 5. **Observation**	Allows students to generate ideas quickly and spontaneously. Critical thinking Creative thinking Stress management Time management Analytical ability Memory retention Research work

					and learn from each other.	experiences improve knowledge retention. 7. Collaboration and teamwork: Experiments often promote group work. 8. Critical thinking and troubleshooting: Students learn to analyze results and address issues.		Skills of integration Teamwork Decision making
3.	FA1	**MULTIPLE ASSESSMENTS CW/ HW & HOLIDAY HW (ASSIGNMENTS)** (Parameters of Assessment) · Timely execution · Presentation · Originality ·Relevance of Topic ·Content Quality · Neatness · Creativity	**5**	To help the learners to: ·Take active part and interest in classwork/ homework assignment. ·Inculcate the habit of regularity and neatness in doing assigned tasks. ·Reinforce learning through additional tasks. ·Inculcate the habit of self-learning and	The work includes the tasks assigned by the teacher to the students in the class during the lesson or at the end of teaching period and may include: ·Worksheet to be completed for recapitulation of the topic, meant for reinforcement of learning. ·Questions based on real life situations, interpreting,	1. **Reinforcing learning**: HW helps students reinforce concepts learned in class. 2. **Developing study habits**: Regular HW promotes discipline and time management. 3. **Improving retention**: HW aids in retaining information and concepts. 4. **Encouraging self-directed learning**: Students learn to work independently. 5. **Building problem-solving skills**: HW assignments often require critical thinking. 6. **Preparing for assessments**: HW helps students prepare for exams and quizzes	1.Completion checks: Verifying if assignments are completed. 2. Accuracy checks: Reviewing correctness of answers. 3. Feedback: Providing comments or suggestions for improvement. 4. Regularity 5. Neatness	Apart from development of skills as: Analytical ability Time management Critical thinking Stress management A child also will be able to learn: Regularity in submission of work Completeness, correctness, and neatness of Overall quality of answers Better Expression work

				extended learning.	giving data, definitions, value-based questions. ·Questions based on application of classroom learning to real life situations. ·Questions based on enhancement of skills related to drawing diagrams, circuit diagrams, data etc. ·Tasks related to rectification of mistakes/errors			
		PROJECT WORK Integrated Project-Topic – Wildlife		Facilitate understanding of the content. Observe, collect data,	Collection And Presentation Sharing experiences and learning	• **Problem-Solving:** Apply knowledge to real-world challenges.	• **Planning**:. • **Research**: Relevant and in-depth content.	Allows students to generate ideas. Critical thinking Creative thinking

		sanctuaries and national parks in Lakshadweep, Andaman and Nicobar Islands. (Parameters of Assessment) · Timely execution · Presentation · Originality ·Relevance of Topic ·Content Quality · Neatness · Creativity		analyze, organize, and interpret data and draw generalizations. Provides an opportunity to work in groups and in real-life situations. Helps develop a positive attitude towards group work, sharing and learning from each other.	from each other. Exploring, investigating, and working in groups.	• **Research**: Gather, analyze, and synthesize information. • **Project Management**: Plan, organize, and adapt effectively. • **Teamwork**: Collaborate and communicate in group settings. • **Technical Skills**: Use tools and methods relevant to the field. • **Communication**: Write reports and present findings clearly. • **Creativity**: Develop innovative solutions and ideas. • **Independent Learning**: Take initiative and reflect	• **Execution**: Quality of output and technical skills. • **Creativity**: Original ideas and problem-solving. • **Teamwork**: Collaboration and contribution (for group work). • **Communication**: Clear report and presentation • **Presentation** • Originality	Time management Analytical ability Research work Skills of integration Teamwork

						on progress.		
4		**PORTFOLIO** Student portfolio is a compilation of academic work and other forms of educational evidence assembled.		• Acquire foundational knowledge and understanding of key concepts • Apply knowledge to real-world situations or problems • Develop critical thinking and analytical skills • Improve communication skills (oral and written) • Demonstrate creativity and innovation • Work collaboratively in team settings • Enhance self-directed and lifelong	• Inquiry-Based Learning • Project-Based Learning (PBL) • Problem-Based Learning • Experiential Learning • Cooperative/Collaborative Learning • Case Study Method • Flipped Classroom • Blended Learning • Discussion-Based Teaching • Demonstration Method • Role Play and Simulation • Peer	• Demonstrate the ability to collect and organize work over time • Reflect on personal growth, progress, and learning • Showcase a range of skills, knowledge, and competencies • Set personal academic or professional goals • Develop self-assessment and critical evaluation skills • Foster creativity and original thinking • Integrate feedback to improve performance • Communicate ideas clearly	• Rubrics (criteria-based scoring guides) • Checklists • Self-assessment forms • Peer assessment forms • Teacher/Instructor feedback forms • Reflection journals or logs • Progress tracking sheets • Conferencing or interview records • Rating scales	A portfolio is a powerful tool that showcases: Innovation. Organization. Creativity. Writing skills. Effective use of technology. Leadership. Initiative. Accomplishments. Some portfolios help to evaluate learning progress and achievement in a specific course, while others are maintained for the entire time a

				learning habits • Use technology effectively for learning and problem-solving • Reflect on personal learning and growth • Make informed decisions based on evidence and reasoning	Teaching • Brainstorming Sessions • Reflective Practice	through written and visual formats • Strengthen responsibility and ownership of learning • Connect classroom learning with real-world applications		student is enrolled in a school. And some portfolios are used to assess learning in a specific subject area, while others evaluate the acquisition of skills that students can apply in all subject areas.
1	**SA1**	**Chapter 1**: Crop production and management		**STUDENTS WILL BE ABLE-** • Understand the basic practices of crop production (e.g., preparation of soil, sowing, irrigation) • Differentiate between types of crops (e.g., Kharif and	• **Lecture-Based Instruction**: Introducing fundamental concepts and principles of crop production through lectures. • **Hands-On Learning**: Allowing students to practice	**BY THE END OF THIS CHAPTER STUDENTS WILL BE ABLE TO:** List the steps involved in crop production. **Explain** the purpose of soil preparation, sowing, and irrigation. **Identify** the tools used in different stages of crop production.	• **Practical Exams**: Assessing hands-on skills such as soil preparation, sowing, irrigation, and harvesting. • **Written Tests**: Evaluating theoretical knowledge on crop types, growth cycles, pest management,	• **Scientific Thinking** – Applying biology, chemistry, and environmental science in real-world farming • **Technical Skills** – Soil preparation, sowing, irrigation, fertilization, pest control, and harvesting

				Rabi) and their growing seasons • Explain methods of improving crop yield (e.g., use of fertilizers, crop rotation, irrigation techniques) • Identify tools and machinery used in modern agriculture • Understand the importance and methods of storage of food grains • Describe the role of manures and fertilizers in soil fertility • Explain the process of harvesting and post-harvest management • Recognize sustainable agricultural	activities like sowing, irrigation, and harvesting in real or simulated settings. • **Field Visits**: Organizing trips to farms, agricultural research centers, or plantations to observe real-world crop management practices. • **Project-Based Learning**: Assigning projects where students plan and manage a simulated crop production scenario. • **Group Discussions**: Facilitating discussions on topics like crop	**Differentiate** between manure and fertilizers and their uses. **Describe** traditional and modern methods of irrigation. **Recognize** common weeds and explain methods of weed control. **Describe** the process of harvesting, threshing, and storing crops. **Understand** the importance of crop rotation and mixed cropping. **Design** a basic crop plan using scientific farming practices. **Appreciat**e the role of agriculture in ensuring food security.	and sustainable practices. • **Project Work**: Assigning tasks where students plan and manage a simulated crop production scenario, demonstrating their understanding and application of concepts. • **Case Study Analysis**: Assessing students' ability to analyze real-world agricultural issues and propose solutions. • **Field Reports**: Evaluating students based on their observations and findings during field visits or practical agricultural	• **Observation & Analysis** – Monitoring crop health, identifying problems, and interpreting field data • **Problem-Solving** – Managing crop diseases, weather issues, and resource limitations • **Planning & Organization** – Scheduling farming tasks and managing time and resources effectively • **Decision-Making** – Choosing suitable crops, techniques, and inputs based on conditions • **Use of Tools & Technology** – Operating

				practices and their benefits • Understand the role of science and technology in modern farming • Develop awareness about the challenges in agriculture and ways to overcome them	diseases, pest management, and sustainable farming. • **Case Studies**: Analyzing real-world agricultural issues such as climate impact on crop yield or pest outbreaks. • **Demonstrations**: Showing students the use of agricultural machinery or techniques like irrigation systems. • **Collaborative Learning**: Encouraging students to work in teams to design a crop management		activities. • **Portfolios**: A collection of students' work throughout the course, including research, reports, and reflections on learning. • **Peer Reviews**: Encouraging students to assess each other's crop management projects, promoting collaborative learning and critical thinking. • **Presentations**: Assessing students' ability to communicate their understanding of crop management topics, such as pest control, irrigation techniques, and sustainable	farming equipment and using agri-tech tools (e.g., sensors, apps) • **Sustainability Awareness** – Practicing eco-friendly methods like crop rotation and organic farming • **Teamwork & Communication** – Working in groups, sharing ideas, and documenting progress • **Project Management** – Designing and managing simulated or real crop production projects

					plan or solve agricultural problems. • **Flipped Classroom**: Having students review materials on crop production outside class, followed by interactive activities or discussions in class. • **Debates**: Organizing debates on agricultural policies, such as genetically modified crops or organic farming. • **Role Play**: Students take on the roles of farmers, scientists, or agricultural experts to		farming methods. • **Reflective Journals**: Students write reflections on their learning experiences, including challenges faced and lessons learned in crop production activities. • **Quizzes**: Short, frequent quizzes to test understanding of key concepts such as crop rotation, fertilizer use, and pest control methods. • **Self-Assessment**: Students evaluate their own progress, skills, and understanding of the course material.	

					explore issues in crop management. • **Simulations and Virtual Labs**: Using technology to simulate crop growth, pest management, and harvesting techniques		• **Rubrics**: Clear, structured evaluation criteria for projects, presentations, and practical tasks, ensuring transparent and objective assessment.	
2	SA1	**Chapter 2:** Micro-organisms: friend and foe		**STUDENTS WILL BE ABLE -** • Define microorganisms and classify them into major groups (bacteria, viruses, protozoa, fungi, algae) • Understand the role of microbes in food production, medicine, and agriculture • Explain the nitrogen cycle	• **Using interactive lectures with real-life examples and diagrams** Engaging students by explaining key concepts through familiar examples and visuals to enhance understanding. • **Using microscopic observation (e.g., prepared**	**BY THE END OF THIS CHAPTER STUDENTS WILL BE ABLE TO:** **Define** microorganisms and list the different types (bacteria, fungi, protozoa, algae). **Describe** the structure of a bacterium and explain its role in the nitrogen cycle. **Demonstrate** how yeast is used in the making of bread	• **Using multiple-choice and short-answer tests** Assessing students' understanding of key concepts such as definitions, types of microorganisms, and their beneficial and harmful roles. • **Preparing practical/activity reports** Encouraging students to	• **Observation Skills** Developed through hands-on activities and experiments, such as watching mold grow on bread or curd forming from milk. • **Critical Thinking** Encouraged by analyzing the helpful and harmful roles of microorganisms in everyday life.

				and the role of microbes in nitrogen fixation • Identify common diseases caused by microbes in humans, animals, and plants • Learn preventive measures against microbial diseases • Explore food spoilage and preservation techniques	**slides or video demonstrations)** Allowing students to explore the microbial world through microscopes or videos for better visualization of microorganisms. • **Conducting hands-on activities like observing bread mold or curd formation** Encouraging students to observe microbial processes firsthand, fostering experiential learning. • **Using storytelling (e.g.,**	and describe the fermentation process. **Compare** the roles of beneficial and harmful microorganisms, providing examples of each. **Evaluate** the impact of bacteria on human health and propose methods to control bacterial infections. **Design** an experiment to investigate how temperature affects the growth of bacteria in a petri dish.	document their observations from hands-on activities like bread mold growth, curd formation, or simple fermentation experiments. • **Creating project work** Allowing students to make posters, models, or presentations that highlight the uses of microbes in food production, medicine, agriculture, and environmental management. • **Organizing debates or presentations** Engaging students in discussions on topics like "Microorganisms: Friends or	• **Scientific Inquiry** Strengthened through questioning, hypothesizing, and experimenting with microbial processes like fermentation or food spoilage. • **Research Skills** Built while gathering information about diseases, food preservation, or the nitrogen cycle. • **Communication Skills** Improved through class discussions, presentations, and explaining microbial concepts clearly to peers.

					historical discoveries like penicillin) Capturing students' interest and showing the significance of microbes through real scientific stories and discoveries. • **Analyzing case studies on disease outbreaks (e.g., cholera, COVID-19)** Helping students understand the impact of harmful microbes by studying real-world events and their consequences. • **Using educational videos and animations**		Foes?" to evaluate their critical thinking, reasoning, and public speaking skills. • **Conducting peer and self-assessment** Encouraging students to reflect on their own and their peers' performance during group activities, fostering accountability and collaboration. • **Using worksheets and puzzles** Providing reinforcement of terminology and concepts through crosswords, matching exercises, and fill-in-the-blanks	• **Collaboration and Teamwork** Practiced during group activities, experiments, and debates, promoting cooperative learning. • **Problem-Solving** Applied when identifying issues caused by microbes and exploring possible solutions (e.g., disease prevention or storage techniques). • **Creativity** Fostered through projects like model-making, posters, or skits related to microbes. • **Time Management** Gained while planning and

					Simplifying complex scientific processes such as the nitrogen cycle or microbial reproduction through engaging visuals. • **Performing role plays or skits on health and hygiene** Reinforcing key hygiene and disease prevention concepts by involving students in creative dramatizations. • **Conducting experiments on fermentation or food spoilage** Demonstrating microbial activity in		in an interactive format.	executing group work, experiments, and project deadlines. • **Health and Hygiene Awareness** Increased through learning about disease-causing microbes and preventive measures like vaccination, sanitation, and food safety.

					everyday processes to connect theory with practice			
3	SA1	**Chapter 3:** Coal and Petroleum		· **STUDENTS WILL BE ABLE** - • Understand the formation of coal and petroleum • Identify various types and uses of fossil fuels • Differentiate between renewable and non-renewable resources • Recognize the environmental impacts of fossil fuel usage • Appreciate the importance of conserving natural resources	• **Interactive lecture** with storytelling approach to explain fossil fuel formation • **Use of visual aids** like diagrams, animations, and models • **Group discussions** on resource depletion and conservation • **Simple experiments** to demonstrate pollution caused by burning fossil fuels • **Case studies** on real-life issues such as oil spills and mining impacts • **Activity-based learning**: poster-	**BY THE END OF THIS CHAPTER STUDENTS WILL BE ABLE TO:** • Describe the formation process of coal and petroleum • Classify fuels into renewable and non-renewable categories • List the uses and harmful effects of coal and petroleum • Explain the need for judicious use and conservation of natural resources • Suggest practical methods to conserve fossil fuels	• Oral quizzes and questioning during class • Worksheets with fill-in-the-blanks, matching, and diagrams • MCQ tests and short-answer questions • Project work and poster presentations • Peer assessment during group activities • Rubric-based evaluation for creativity and understanding in projects	• Critical thinking and analysis of environmental issues • Collaboration and teamwork through group work • Communication skills via presentations and discussions • Scientific literacy and vocabulary building • Environmental awareness and sense of responsibility • Problem-solving through exploration of sustainable alternatives

					making, debates, or role-play on “Save Fuel”	•Create a concept map showing the process of coal formation and the uses of coal and petroleum.		
4	SA1	**Chapter 4**: Combustion and flame		**STUDENTS WILL BE ABLE -** • Understand the meaning of combustion and the conditions required for it • Identify different types of combustion (rapid, spontaneous, explosion) • Recognize the structure and characteristics of a flame • Understand the concept of ignition temperature and inflammable substances • Learn about	• **Beginning the lesson with observation and questioning** Showing a lit candle and ask students to observe the flame’s color and shape Ask guiding questions • **Presenting concepts using visual aids and demonstration** Using videos or animations showing types of combustion (rapid, spontaneous, explosion)	**BY THE END OF THIS CHAPTER STUDENTS WILL BE ABLE TO:** • Define combustion and list its essential conditions • Classify types of combustion with real-life examples • Describe the structure of a flame and explain each zone • Explain ignition temperature and identify inflammable materials • Discuss the environmental and health impacts of	• Oral quizzes and rapid-fire questioning • Worksheets with diagrams to label, fill-in-the-blanks, and match-the-following • Practical observations and notebook recordings of flame structure • Short answer tests and MCQs • Poster or chart-making on "Fire Safety at Home" or "Types of Combustion" • Peer evaluation during group activities and role-plays	• Scientific observation and analytical thinking • Application of knowledge to real-life safety situations • Communication and collaboration during group tasks • Creativity through drawing, diagram labeling, and poster-making • Environmental and personal safety awareness • Problem-solving by identifying causes of fires

				the harmful effects of incomplete combustion and pollutants • Appreciate the need for safe practices in handling fire and fuel	Demonstrating the fire triangle: fuel, heat, and oxygen Showing safe experiments using candles or spirit lamps to explain flame zones (luminous and non-luminous) • **Encouraging group discussions and peer learning** Organizing short discussions on real-life fire accidents or safe cooking practices Let students share personal experiences related to fire safety or LPG use	incomplete combustion • Demonstrate awareness of fire safety and fuel-efficient practice.		and suggesting preventive steps

					• **Playing role-based safety scenarios** Assigning roles (firefighter, safety officer, student, etc.) and enact fire emergency responses Discussing do’s and don’ts during a fire • **Engaging students in hands-on activities** Conducting simple activities like comparing substances that burn easily (paper vs. metal) Guiding students in identifying fuel efficiency in household examples			

					• **Facilitating reflection and drawing** Asking students to draw the structure of a candle flame and label its parts Letting them reflect on ways to reduce air pollution caused by combustion			
5	SA1	**Chapter 11:** Chemical effects of electric current		**STUDENTS WILL BE ABLE-** • Understand that electric current can cause chemical reactions • Identify good and poor conductors of electricity • Learn about the process of electrolysis and its applications • Recognize	• **Beginning the lesson with real-life examples** Asking: *Why do some objects get coated with another metal?* Show everyday items (e.g., gold-plated jewelry, chrome-plated taps) to spark curiosity	**BY THE END OF THIS CHAPTER STUDENTS WILL BE ABLE TO:** • Explain how electric current can produce chemical effects • Identify good and poor conductors among liquids • Describe electrolysis and its visible results (gas bubbles, deposits, color	**Observation Checklist** – Watch if students set up circuits correctly, notice bubbles or color changes, and handle materials safely. **Worksheets or Lab Reports** – Students draw circuits and write what they see; check for clear	**Observation Skills** – Noticing changes like gas bubbles, color changes, or electrode reactions. **Scientific Thinking** – Making predictions, drawing conclusions, and understanding cause-effect relationships.

				the chemical effects like gas formation, color change, and metal deposition • Understand the concept of electroplating and its importance in daily life • Practice safe handling of electric equipment and solutions .	• **Presenting concepts with diagrams and simple circuit demonstrations** Draw and explain an electric circuit including battery, wires, and electrodes Use a simple setup (lemon cell or salt solution) to show how current flows through liquids Demonstrate chemical changes like gas bubbles or color changes in the solution • **Encouraging observation and recording** Ask students to observe and note changes in electrodes and	change) • Understand and explain the process and applications of electroplating • Safely construct and explain simple circuits involving liquids • Relate scientific principles to real-life applications in industries and homes	and correct answers. **Concept Maps or Flowcharts** – Students show how electroplating or current flow works using simple steps and connections. **Oral Questions or Group Talks** – Ask students to explain what they did; check if they understand in their own words. **Hands-On Tasks** – Students build circuits or test liquids; check if the setup works and if they follow instructions. **Quizzes or Short Questions** – Use matching, true/false, or multiple-choice questions to	**Drawing and Diagram Skills** – Creating accurate and labeled circuit diagrams. **Critical Thinking** – Connecting experiments to real-life uses like electroplating and corrosion prevention. **Collaboration and Communication** – Working in groups, discussing findings, and sharing roles during activities. **Data Recording and Analysis** – Writing observations clearly, analyzing results, and identifying patterns.

					liquids during experiments Guide them to draw circuit diagrams in notebooks and explain the working • **Playing role-based or simulation activities** Assign roles like scientist, engineer, or inspector and simulate an electroplating factory Discuss why electroplating is important in industry and how it prevents corrosion • **Engaging students in group experiments and hands-on learning** Conduct group activities using		check understanding. **Self or Peer Review** – Students reflect on what they learned and give simple feedback to each other. **Science Journal or Notebook** – Students draw, write, and reflect; look for effort, improvement, and correct ideas	**Problem Solving** – Troubleshooting simple circuits and identifying conductive or non-conductive liquids. **Creative Thinking** – Taking part in role-play or simulation tasks like running a mock electroplating factory. **Safety Awareness** – Learning and applying safety rules while using electric and chemical materials

					simple circuits to test conductivity of liquids (tap water, salt water, oil, lemon juice) Use LED bulbs or magnetic compasses to detect current flow • **Facilitating connection to daily life and safety** Discuss household appliances that use electrochemical effects (batteries, water purifiers) Emphasize safety tips when working with electrical and chemical setups			
6	SA1	**Chapter 8:** Force and pressure		**STUDENTS WILL BE ABLE TO -**	• **Giving Stimulating**	• Students will be able to **define**	• **Quizzes:** Short-answer or	• **Critical Thinking:**

				• To learn about different kinds of **force** and the effects of force. • To understand the effect of **two or more forces** acting simultaneously on an object. • To learn about **electrostatic forces**. • To learn about **gravitational force** and its effects. • To learn the application of **air pressure**. • To understand **atmospheric pressure** and its applications. .	**Real-Life Examples:** Giving students relatable examples, like walking on snow or using a sharp knife, to spark curiosity about force and pressure in their daily lives. • **Engaging with Hands-On Experiments:** Encourage students to actively engage in experiments, such as using a **spring balance** to measure force or testing **electrostatic forces** with balloons. Allow them to	**and explain** different types of forces (gravitational, electrostatic, etc.) and their effects. • Students will understand the concept of **pressure** and how it relates to force and area. • Students will be able to **calculate pressure** • Students will demonstrate how multiple forces can **act simultaneously** on an object and affect its motion or shape. • Students will apply their understanding of **air and atmospheric pressure** in real-world scenarios. • Students will	multiple-choice questions to assess students' understanding of force, pressure, and related concepts. • **Practical Experiments:** Students conduct experiments (e.g., using a spring balance, measuring pressure on various surfaces) and report their findings. • **Worksheets:** Problem-solving worksheets with calculations involving force and pressure to evaluate mathematical application. • **Group Presentations:** Students present their group findings from experiments or	Students analyze and evaluate how force and pressure impact objects in various scenarios, developing problem-solving skills. • **Mathematical Skills:** Students apply formulas (e.g., Pressure=ForceArea\text{Pressure} = \frac{\text{Force}}{\text{Area}} Pressure=AreaForce) to calculate force and pressure in different situations. • **Scientific Observation:** Students develop the ability to observe and interpret changes during experiments,

					explore **pressure** by comparing sharp and blunt objects. • **Providing Visual and Interactive Aids:** Enhance understanding through **visual aids**, including diagrams, videos, or animations that show the effects of different forces (gravitational, electrostatic, or pressure in fluids). • **Stimulating Group Activities:** Promote teamwork by having students work in small groups to conduct experiments on	recognize and explain the **applications** of force and pressure in everyday life and technology.	real-life applications of force and pressure. • **Oral Questions:** Ask students to explain concepts and demonstrate their understanding in class discussions. • **Concept Maps:** Students create concept maps to visually represent their understanding of how force and pressure relate to one another. • **Peer and Self-Assessment:** Encourage students to assess their own or their peers' experiments and understanding of key concepts.	noting how force affects materials and pressure varies. • **Practical Experimentation:** Students gain hands-on experience in conducting experiments, learning to use equipment like spring balances and pressure sensors. • **Communication:** Students improve their ability to explain scientific concepts, both verbally and in writing, during discussions and presentations. • **Collaboration:** Students work in teams to conduct experiments,

					force and pressure, such as measuring how pressure varies with different surfaces or using simple machines to understand force. • **Encouraging Problem-Solving:** Give students practical, real-life problems to solve, like calculating pressure or force in different scenarios, stimulating their critical thinking and application skills. • **Facilitating Role-Play and Simulations:** Inspire creativity with			share ideas, and discuss findings, enhancing teamwork and cooperation. • **Application of Knowledge:** Students learn to connect abstract scientific concepts to real-world applications, such as pressure in everyday objects and technologies.

					role-play or simulations, where students can simulate real-world applications of force and pressure, like designing a car tire or understanding air pressure in airplanes			
7	SA1	**Chapter 10:** Sound		**STUDENTS WILL BE ABLE -** • To understand how **sound is produced** and travels through different mediums (solids, liquids, gases). • To identify the **characteristics of sound** – pitch, loudness, and frequency. • To	• **Stimulating Curiosity with Real-Life Examples:** Begin the lesson by discussing **everyday sounds**—ringing phones, musical instruments, traffic, etc.—to help students relate the topic to their surroundings.	**BY THE END OF THIS CHAPTER STUDENTS WILL BE ABLE TO:** • Students will be able to **explain how sound is produced** through vibrations. • Students will understand how **sound travels** through solids, liquids, and gases. • Students will identify and	• **Oral Questioning:** Ask concept-check questions during and after demonstrations to assess real-time understanding. • **Worksheets and Quizzes:** Use short-answer, multiple-choice, and diagram-based questions to assess concepts like vibration,	• **Observation Skills:** Students learn to identify sound sources, vibrations, and changes in pitch or loudness. • **Scientific Inquiry:** Encourages asking questions, forming hypotheses, experimenting, and drawing conclusions from

				understand the concept of **vibration** as the source of sound. • To learn how **sound is measured** and the units used (decibels, hertz). • To explore the **structure and function of the human ear** in hearing sound. • To differentiate between **noise and music** and understand their effects. • To learn about the **reflection of sound** (echo) and its applications. • To understand the concept of **audible and**	**•Demonstrating Sound Production:** Use simple objects (e.g. ruler, rubber band, metal plate) to **show vibrations**. Let students stretch a rubber band over a box and pluck it to feel the vibrations and hear the sound. **• Group Activity – Sound through Mediums:** Divide students into groups to explore how **sound travels through solids, liquids, and gases** using: A metal rod and a stethoscope or	describe the **characteristics of sound** – pitch, loudness, and frequency. • Students will be able to **demonstrate and explain echo formation** and the conditions required for it. • Students will understand the **structure and function of the human ear** in the hearing process. • Students will differentiate between **musical sounds and noise** based on their characteristics. • Students will measure **sound levels** and discuss the effects of **noise pollution**.	pitch, loudness, and parts of the ear. **• Practical Activities:** Evaluate students on hands-on experiments (e.g., sound through different media, creating musical instruments) based on observation, explanation, and teamwork. **• Projects and Presentations:** Assess understanding through projects such as sound pollution surveys, homemade musical instruments, or group presentations on how sound travels.	sound-related activities. **•Creative Thinking:** Designing instruments or presentations builds creativity and innovation. **•Analytical Thinking:** Analyzing sound levels, understanding wave behavior, and differentiating between types of sound enhances reasoning. **•Communication Skills:** Improved through explaining experiments, participating in discussions, and presenting findings. **•Collaboration and Teamwork:** Group projects

				inaudible sounds. • To become aware of the **harmful effects of noise pollution** and ways to reduce it.	paper cup phone A tuning fork in water to observe ripples A balloon to feel vibrations • **Visual and Audio Aids:** Use videos, animations, and models to explain: Structure of the **human ear** Difference between **pitch and loudness Echo formation** and sonar • **Project – Make a Simple Musical Instrument:** Ask students to create basic instruments like a **straw flute**, **rubber band guitar**, or **shaker**	• Students will apply knowledge to **create simple sound-producing devices** or musical instruments. • Students will explain the importance of **protecting hearing** and suggest ways to **reduce noise pollution**.	• **Peer and Self-Assessment:** Encourage students to reflect on their group work and participation; use simple rubrics for students to assess each other's contributions and learning. • **Concept Mapping:** Ask students to create a visual representation of concepts like sound production, transmission, and hearing.	and experiments help build interpersonal and cooperative learning skills. •**Environmental Awareness:** Understanding noise pollution develops a sense of responsibility toward the environment and health.

					using everyday materials. They'll then: Explain how sound is produced Identify pitch and volume Relate it to vibrations • **Experiment – Measuring Sound:** Use a **smartphone decibel meter app** to measure the loudness of different classroom sounds. Discuss **noise pollution** and acceptable sound levels. • **Role-Play / Simulation – Journey of a Sound Wave:** Have students act out how sound waves travel from the			

					source to the ear, demonstrating vibrations, transmission through a medium, and the role of the ear. • **Classroom Discussion – Noise vs Music:** Play different audio clips and ask students to identify which are **pleasant (music)** and which are **unpleasant (noise)**. Discuss why certain sounds are considered noise. • **Awareness Project – Noise Pollution:** Assign a group project where students:			

					Survey the noise levels in their school or neighborhood List common sources of noise Suggest methods to **reduce noise pollution** Present their findings using charts or a short presentation			

EXPERIMENTS:

EXPT 1.1: To separate healthy seeds for sowing.

2. EXPT 2.1: To study about the various microorganisms (bacteria, algae, fungi, and protozoa) from permanent slides.

3. EXPT 6.2: To show that oxygen (air) is necessary for combustion

4. EXPT 6.3: To show that a combustible substance will not catch fire if its temperature is lower than its ignition temperature.

5. EXPT 11.3: To show that the pressure exerted by water increases with depth.

6. EXPT 14.1: To study whether a given liquid is a good conductor or a poor conductor of electricity.

7. EXPT 14.2: To study the process of electroplating.

TERM-2

S No	FA/SA	Task	Marks	Learning objectives	Methodology	Learning outcomes	Assessment tools	Skills to be developed
A	FA3		20					
1	FA3 (Term 2)	**PERIODIC TEST III** **Chapter – 9 Friction** **Chapter – 6** Reproduction in animals **PERIODIC TEST IV** **Chapter – 7 Reaching the age of adolescence** **Chapter – 5 Conservation of plants and animals**	5	·To develop accurate and scientific knowledge. ·Small tests help children to be thorough in their syllabus. ·Understand fundamental concepts develop, Cognitive thinking. ·Relate/connect classroom learning to everyday life situations and understanding of content taught and reinforcement.	Paper pen test which includes questions based on real life situations, numerical, application, interpreting given data, definitions.			Logical thinking, problem solving, and critical thinking allows students to generate ideas quickly and spontaneously, stress management, time management, analytical ability, and memory retention.

2	FA3 (Term 2)	SUBJECT ENRICHMENT ACTIVITY Activities/ Experiments as per CBSE Guidelines PRACTICALS	5	·Provide opportunities to explore and work with one's hands, Observe, collect data, analyze, organize, and interpret data and draw generalizations.	1.Learning by doing experiments, keep giving students an opportunity to explore, investigate, concept clarity, reinforcement of learning. 2.Children are encouraged for judicious use of materials and keep them back after use. 3.This enables students to work together, share experiences, and learn from each other.			Allows students to generate ideas quickly and spontaneously. Critical thinking Creative thinking Stress management Time management Analytical ability Memory retention Research work Skills of integration Teamwork Decision making

3.	FA3	**MULTIPLE ASSESSMENTS CW/ HW & HOLIDAY HW (ASSIGNMENTS)** (Parameters of Assessment) · Timely execution · Presentation · Originality ·Relevance of Topic ·Content Quality · Neatness · Creativity	5	To help the learners to: ·Take active part and interest in classwork/ homework assignment ·Inculcate the habit of regularity and neatness in doing assigned tasks ·Reinforce learning through additional tasks ·Inculcate the habit of self-learning and extended learning.	The work includes the tasks assigned by the teacher to the students in the class during the lesson or at the end of teaching period and may include: ·Worksheet to be completed for recapitulation of the topic, meant for reinforcement of learning. ·Questions based on real life situations, interpreting giving data, definitions, value-based questions. ·Questions based on application of classroom learning to real life situations.			Apart from development of skills as: Analytical ability Time management Critical thinking Stress management A child also will be able to learn: Regularity in submission of work Completeness, correctness, and neatness of overall quality of answers Better expression work

					·Questions based on enhancement of skills related to drawing diagrams, circuit diagrams, data etc. ·Tasks related to rectification of mistakes/errors.			
		PROJECT WORK Presentation of integrated Project-Topic – Wildlife sanctuaries and national parks in sIKKIM. (Parameters of Assessment) · Timely execution · Presentation · Originality ·Relevance of Topic ·Content Quality · Neatness · Creativity		Facilitate understanding of the content. Observe, collect data, analyze, organize, and interpret data and draw generalizations. Provides an opportunity to work in groups and in real life situations. Helps develop a positive attitude towards group	Collection And Presentation Sharing experiences and learning from each other Exploring, investigating, and working in groups			Allows students to generate ideas. Critical thinking Creative thinking Time management Analytical ability Research work Skills of integration

				work, sharing and learning from each other.				Teamwork
4		**PORTFOLIO** Student portfolio is a compilation of academic work and other forms of educational evidence. Assembled.	5	Objective of Portfolio: (1) evaluating coursework quality, learning progress, and academic achievement; (2) determining whether students have met learning standards or other academic require promotion, and graduation; (3) helping students reflect on their academic goals and progress as learners; (4) creating a lasting archive	Portfolios come in many forms, from notebooks filled with documents, notes, and graphics to online digital archives and student-created websites. Portfolios can be a physical collection of student work that includes materials such as written assignments, journal entries, completed tests, artwork, lab reports, physical projects and other material evidence of learning progress and academic accomplishment,			A portfolio is a powerful tool that showcases: Innovation. Organization. Creativity. Writing skills. Effective use of technology. Leadership. Initiative. Accomplishments. Some portfolios help to evaluate learning progress and achievement in a specific course, while others are maintained for the entire time a student is enrolled in a school. And some

				of academic work products, accomplishments, and other documentation. Advocates of student portfolios argue that compiling, reviewing, and evaluating student work over time can provide a richer, deeper, and more accurate picture of what students have learned and are able to do than more traditional measures—such as standardized tests, quizzes, or final exams—that only measure what students know at a specific point in time	including awards, honors, certifications, recommendations, written evaluations by teachers or peers, and self-reflections written by students. Portfolios may also be digital archives, presentations, blogs, or websites that feature the same materials as physical portfolios, but that may also include content such as student-created videos, multimedia presentations, spreadsheets, websites, photographs, or other digital artifacts of learning.			portfolios are used to assess learning in a specific subject area, while others evaluate the acquisition of skills that students can apply in all subject areas.

5	SA2	**Chapter 6:** Reproduction in Animals		**STUDENTS WILL BE ABLE -** • To understand the **importance of reproduction** in living organisms. • To differentiate between **sexual and asexual reproduction**. • To learn about the **male and female reproductive systems** in humans with their main parts and functions. • To understand the processes of **fertilization**, **zygote formation**, and **development of the embryo**. • To explain the **differences between internal and external fertilization**	• **Visual Explanation:** Use diagrams, models, and videos to explain **human reproductive systems**, **fertilization**, and **embryo development**. Keep the content age-appropriate and sensitive. • **Interactive Discussion:** Ask questions like "Why is reproduction important?" or "How are baby animals born?" to stimulate curiosity and encourage student participation. • **Life Cycle Chart Activity:** Have students draw or label the **life cycles of a frog, butterfly,**	**BY THE END OF THIS CHAPTER STUDENTS WILL BE ABLE TO:** • Students will explain the **importance of reproduction** in living organisms. • Students will differentiate between **sexual and asexual reproduction** with suitable examples. • Students will identify and describe the main parts and functions of the **human reproductive systems**. • Students will understand **fertilization**, **zygote formation**, and **embryo**	• **Worksheets & Labeling Diagrams:** Diagrams of reproductive systems, life cycles, and types of reproduction for labelling and identification. • **Quizzes and MCQs:** To assess understanding of definitions, processes (fertilization, embryo development), and differences (internal vs external fertilization). • **Group Presentations:** Students present on life cycles or comparisons between	• **Observation Skills** – Through watching life cycles or animal behavior. • **Analytical Thinking** – Comparing types of reproduction and fertilization. • **Diagram and Labelling Skills** – Drawing and labeling reproductive systems and life cycles. • **Scientific Communication** – Explaining biological processes clearly in presentations or reports. • **Empathy and**

				with examples. • To study **asexual reproduction** methods such as **budding** and **binary fission**. • To observe and describe **life cycles of animals** (e.g. frog, hen). • To promote awareness about **reproductive health and hygiene** in a simple, age-appropriate manner.	**or hen**, showing stages like egg, larva, pupa, and adult. • **Comparison Table:** Students work in pairs to create a table comparing **sexual and asexual reproduction**, including examples like humans (sexual) and Hydra/Amoeba (asexual). • **Project – Observe Animal Reproduction:** As a homework or group task, ask students to observe animals (like birds or pets) and report any signs of reproductive behavior or young ones. • **Role-Play or Simulation:**	**development**. • Students will explain the **differences between internal and external fertilization**. • Students will describe methods of **asexual reproduction** such as **budding** and **binary fission**. • Students will outline the **life cycle of animals** like frogs and hens. • Students will demonstrate awareness of **basic reproductive hygiene** and responsible behavior.	reproduction types. • **Practical Models/Charts:** Assessing model making or chart preparation for reproductive organs or life cycle stages. • **Oral Questions:** Checking understanding during discussion or review sessions. • **Project Reports:** Evaluating observations and reflections from home or group assignments related to reproduction in animals	**Sensitivity** – Understanding reproduction respectfully and responsibly. • **Health Awareness** – Learning hygiene practices related to reproductive health. • **Collaboration** – Working in groups for projects and discussions.

					Students can enact the process of fertilization and embryo development using labeled cards or props to represent gametes and zygotes. • **Creative Model Making:** Assign students to make simple clay models of **the embryo development stages**. • **Awareness Talk:** Organize a short, guided session on **reproductive health and hygiene**, stressing cleanliness, growth changes, and responsible behavior.			

6		**Chapter 7:** Reaching the age of adolescence		**STUDENTS WILL BE ABLE -** • To understand the meaning of **adolescence** and the age range it covers. • To identify the **physical, emotional, and mental changes** that occur during adolescence. • To learn about **secondary sexual characteristics** and how they develop. • To understand the role of **hormones** in the changes during puberty. • To gain knowledge of **endocrine glands** like the pituitary, thyroid, and adrenal glands. • To learn about the	• **Storytelling & Real-Life Situations:** Begin with relatable stories about growing up and the challenges of adolescence to spark open discussions. • **Chart-Making Activity:** Students create charts showing **physical changes in boys and girls** during puberty, such as growth of hair, voice change, breast development, etc. • **Role-Play – Hormone Factory:** Students act as different endocrine glands (pituitary, thyroid, adrenal, etc.) to simulate	**BY THE END OF THIS CHAPTER STUDENTS WILL BE ABLE TO:** • Students will define **adolescence** and list the age range. • Students will identify key **physical and emotional changes** during puberty. • Students will explain the **role of hormones** and name major **endocrine glands**. • Students will describe the development of **secondary sexual characteristics** . • Students will understand the **importance of**	• **Worksheets and Labeling Tasks:** Assess understanding of human glands, hormone functions, and physical changes. • **MCQ/Short-Answer Quiz:** Test key concepts such as puberty, hormones, adolescence, and health habits. • **Group Presentations:** Students present findings on adolescent health, hygiene, or nutrition. • **Role-Play/Discussion Assessment:** Evaluate	• **Self-Awareness and Confidence** – Understanding personal changes and accepting them positively. • **Communication Skills** – Expressing ideas respectfully during discussions and presentations. • **Critical Thinking** – Analyzing health myths and facts about adolescence. • **Scientific Knowledge** – Understanding hormones and reproductive health. • **Empathy and Respect** –

				reproductive phase of life in humans. • To promote awareness of **personal hygiene**, **nutritional needs**, and **mental well-being** during adolescence. • To develop an understanding of **gender sensitivity**, **empathy**, and **respect** during this life stage.	the production and role of hormones in body development. • **Quiz Game – Myth vs Fact:** Conduct a quiz on **common myths and facts** about adolescence to clarify misconceptions. • **Group Discussion:** Topics like "What changes did you notice during puberty?" or "Why is hygiene important at this stage?" – guided in a sensitive and inclusive way. • **Project – Healthy Living:** Assign students to create posters or short presentations on **balanced diet,**	**hygiene, nutrition, and mental health** during adolescence. • Students will recognize the beginning of the **reproductive phase** of life in both genders. • Students will demonstrate **gender sensitivity, respect, and empathy** in peer interactions.	participation, understanding, and respectful communication during group work. • **Project Work:** Check creativity, relevance, and clarity in posters or awareness campaigns.	Developing sensitivity toward peer changes and emotional needs. • **Health and Hygiene Awareness** – Learning to maintain personal hygiene and emotional balance. • **Collaboration** – Working effectively in group activities and projects.

					exercise, and hygiene for teens. • **Diagram Labelling:** Use worksheets to label **human endocrine glands** and reproductive organs. • **Awareness Talk/Session:** Invite a counselor or health professional (or use a video) to discuss **mental health**, **emotions**, and **positive self-image** during adolescence.			
7		**Chapter 9: Friction**		**STUDENTS WILL BE ABLE -** • To understand what **friction** is and how it acts as a **force that opposes motion**. • To identify the	**•Demonstration -Based Learning:** Use simple classroom demonstrations to show friction in action:	**BY THE END OF THIS CHAPTER STUDENTS WILL BE ABLE TO:** • Students will define **friction** as a force	• **Worksheets:** Diagrams, matching activities, and short questions on types and effects of friction.	• **Observation and Inquiry:** Through experiments, students learn to observe carefully and

				causes of friction, especially surface roughness and contact. • To explore **different types of friction** – static, sliding, rolling, and fluid friction. • To investigate the **factors affecting friction**, such as surface type, weight, and contact area. • To understand the **advantages and disadvantages** of friction in daily life. • To learn about methods of **increasing or reducing friction**, including the use of lubricants,	Rub hands together to feel **heat due to friction**. Slide different materials (rubber, plastic, metal) over a surface to compare **surface resistance**. **• Hands-On Experiment – Measuring Friction:** Have students drag objects over different surfaces (cloth, sandpaper, wood, tile) using a spring balance and record the force needed. Discuss which surface causes more friction and why. **• Group Activity – Types of Friction:** Divide the class into small	opposing motion between two surfaces. • Students will identify and explain **types of friction** – static, sliding, rolling, and fluid. • Students will list **factors affecting friction** and understand how surface texture and weight influence it. • Students will differentiate between situations where friction is **useful** and where it is **undesirable**. • Students will describe how **friction produces heat** and causes	**• Quizzes:** Multiple-choice or true/false questions to assess key concepts. **• Practical Reports:** Evaluation of students' results and conclusions from their friction experiments. **• Project Work:** Posters, presentations, or models on applications of friction (e.g., brakes, soles, lubricants). **• Oral Questioning:** Interactive questioning during activities and review sessions.	draw conclusions. **• Critical Thinking:** Understanding when friction is helpful vs. harmful encourages analysis and evaluation. **• Problem-Solving:** Suggesting real-life solutions for reducing or increasing friction builds creative thinking. **• Communication:** Students explain concepts during presentations, role-plays, or group discussions.

				wheels, or streamlining. • To observe how **friction produces heat** and affects wear and tear of objects. • To apply the concept of friction in explaining **real-life situations** like walking, writing, or vehicle movement.	groups. Assign each group one type of friction: **static, sliding, rolling, or fluid**. They will research and present examples, advantages, and disadvantages of their assigned type. • **Role-Play – Friction in Real Life:** Students act out or demonstrate how friction plays a role in daily situations—writing, braking, slipping, or flying. • **Chart-Making Project – Ways to Reduce or Increase Friction:** Groups create charts or posters explaining:	wear and tear. • Students will suggest **ways to increase or reduce friction** with appropriate examples	• **Peer Review:** Students assess each other's group projects or presentations using simple rubrics.	•**Collaboration** Working in teams during activities fosters cooperation and sharing of ideas. • **Scientific Reasoning:** Applying learned concepts to real-world phenomena helps build logical understanding.

					How lubricants, ball bearings, and streamlining reduce friction. How sports shoes, tires, or sand increase friction when needed. • **Observation Task – Friction Around Us:** Asking students to list **5 examples** from home or school where friction is useful and 5 where it causes problems.			
8		**Chapter 5: Conservation of plants and animals**		**STUDENTS WILL BE ABLE-** • To understand the **importance of biodiversity** and the need to conserve plants and animals. • To differentiate between **deforestation** and	• **Storytelling and Real-Life Examples:** Begin with a story about a forest or an endangered animal to build emotional connection and curiosity.	**BY THE END OF THIS CHAPTER STUDENTS WILL BE ABLE TO:** • Students will explain the **importance of forests and wildlife** for ecological balance.	• **Worksheets:** Label diagrams, match-the-following (e.g., animal → sanctuary), short answers, and MCQs. • **Observation of Projects:** Assess	•**Environmental Awareness:** Builds concern for biodiversity and motivates responsible behavior. • **Research and Inquiry:** Through projects and discussions,

				afforestation, and explain their impact on the environment. • To recognize the causes and consequences of **deforestation**, such as soil erosion, loss of habitat, and climate imbalance. • To learn about the **conservation methods** like wildlife sanctuaries, national parks, and biosphere reserves. • To identify the roles of organizations and laws in **protecting endangered species**. • To understand the difference between	• **Video/Documentary Viewing:** Show a short documentary or animation on **deforestation**, **wildlife conservation**, or **biodiversity hotspots**. • **Visual Aids and Diagrams:** Use maps to show locations of **national parks**, **sanctuaries**, and **biosphere reserves** in India. Display pictures of **endangered and extinct animals** for discussion. • **Group Discussion – "Why Save Forests?"** Students discuss the impact of forest loss on	• Students will identify the causes and harmful effects of **deforestation**. • Students will define **biodiversity** and list methods of **conservation**. • Students will differentiate between **national parks, sanctuaries, and biosphere reserves**. • Students will classify species as **extinct, endangered, or protected**. • Students will describe the role of **individuals and communities** in conservation.	research, creativity, and clarity in poster-making and local conservation projects. • **Oral Questioning:** Quick questions after each activity to reinforce concepts and gauge understanding. • **Quiz or Concept Test:** Evaluate understanding of terms like deforestation, conservation, endangered species, etc. • **Group Presentations:** Students present posters or project findings and explain their views on	students explore real-world conservation issues. • **Communication and Expression:** Posters, presentations, and debates improve speaking and writing skills. • **Critical Thinking:** Analyzing causes of deforestation and balancing development with conservation. • **Collaboration and Teamwork:** Group activities foster cooperation and shared responsibility.

				endangered, **extinct**, and **protected species**. • To promote awareness about **recycling, sustainable use of resources**, and the role of individuals in conservation. • To encourage a sense of **responsibility toward the environment** and promote **eco-friendly practices**.	animals, climate, and humans. Encourage them to share local examples. • **Poster-Making Activity:** Students design posters with slogans and facts about **protecting forests and wildlife**. • **Project – Local Conservation Efforts:** Assign students to research a local park, conservation project, or rare plant/animal found in their area. • **Debate – Development vs Conservation:** Organize a classroom debate on the balance between development	• Students will suggest **eco-friendly practices** and participate in simple conservation actions.	conservation efforts	• **Citizenship and Ethics:** Encourages respect for nature, sustainable living, and active participation in conservation.

					needs and environmental protection. • **Plant-a-Tree Initiative (if possible):** Have students plant saplings in the school compound or home, and maintain a **care journal** for a week.			
9		**Chapter 12:** Some Natural Phenomenon		**STUDENTS WILL BE ABLE -** • To understand what **natural phenomena** are, focusing on **lightning** and **earthquakes**. • To explain the **causes of lightning** and how electric charges build up in clouds. • To describe **safety measures** to protect against lightning	• **Stimulating Curiosity with Real Incidents:** Begin with videos or news stories showing **lightning** or **earthquake** events. Ask students: "What causes this?" to encourage questioning. • **Demonstration – Static Electricity:** Rub a balloon on	**BY THE END OF THIS CHAPTER STUDENTS WILL BE ABLE TO:** • Students will explain the causes of **lightning and earthquakes**. • Students will understand the concept of **electrostatic charge** and how lightning forms. • Students will	• **Worksheets and Quizzes:** Cover concepts like charge, safety measures, structure of the Earth, and causes of natural phenomena. • **Diagram Labelling:** Test ability to label diagrams of lightning formation,	• **Scientific Thinking:** Students learn to observe, ask questions, and understand causes of natural events. • **Disaster Preparedness:** Develops a practical, safety-first mindset during emergencies. • **Observation and Experimentati**

				strikes. • To understand the structure of the **earth's crust** and how **earthquakes** occur due to tectonic movements. • To learn how to **measure earthquakes** using the Richter scale. • To list **precautionary steps** to be taken before, during, and after an earthquake. • To promote **awareness and preparedness** for natural disasters. • To encourage students to apply **scientific reasoning** to explain real-world natural events.	hair or wool and show how it attracts paper bits, introducing **electrostatic charges**. • **Simple Experiment – Electroscope:** Use a homemade electroscope with aluminum foil and a glass jar to show presence of electric charge. • **Diagram-Based Teaching:** Use labeled diagrams to explain: Charge separation in clouds Earth's tectonic plates Structure of the Earth's layers • **Group Activity – Safety Campaign:** Each group	describe **precautionary measures** to take during lightning and earthquakes. • Students will demonstrate how to use simple devices like an **electroscope**. • Students will identify the **structure of the Earth** and how **tectonic movement** causes earthquakes. • Students will apply learning to create **safety plans and awareness materials**. • Students will explain the importance of **disaster preparedness** in real-life situations	Earth's layers, and a fault line. • **Group Projects:** Evaluate creativity and accuracy in safety guides and preparedness kits. • **Practical Demonstration:** Assess understanding during static electricity or electroscope demonstrations. • **Oral Questioning and Class Discussion:** Check clarity of concepts during recap and class interaction. • **Peer Feedback:** Students rate	**on:** Hands-on activities build curiosity and improve process skills. • **Collaboration:** Working in groups fosters communication and cooperation. • **Visual Learning:** Through maps, diagrams, and models, students better understand complex concepts. •**Environmental Awareness:** Inspires students to stay informed and responsible during natural disasters.

					creates a **safety guide/poster** on what to do during: A lightning storm An earthquake • **Project – Disaster Preparedness Kit:** Students list or create a model of an **earthquake safety kit** (torch, water bottle, first-aid, etc.). • **Earthquake Simulation (Role Play):** Simulate an earthquake in class. Students must take safe positions, showing how to "Drop, Cover, and Hold". • **Map Activity – Earthquake Zones in India:** Use an outline map to mark		each other's group work based on cooperation, presentation, and knowledge shared.	

					seismic zones and discuss why some regions face more earthquakes than others.			
10		**Chapter 13:** Light		**STUDENTS WILL BE ABLE -** • **Identify light as a form of energy** that enables vision and describe its property of traveling in a straight line. • **State and explain the laws of reflection** using proper scientific terminology. • **Differentiate between regular and diffused reflection** based on surface characteristics and image formation. • **Describe**	• **Using interactive lectures** Introducing concepts such as the nature of light, laws of reflection, and image formation through engaging presentations or videos, and enhancing understanding with visual aids and real-life examples. • **Conducting demonstrations and experiments** Reinforcing learning by guiding students	**BY THE END OF THE LESSON STUDENTS WILL BE ABLE TO:** • **Define light** as a form of energy and explain that it travels in a straight line. • **State and apply the laws of reflection** using correct terminology. • **Differentiate between regular and diffused reflection** through observation and examples. • **Explain**	• **Oral Questioning** Using in-class verbal questions to check for understanding of key concepts such as laws of reflection, image formation, or types of lenses. • **Class Quizzes** Conducting short written or digital quizzes with multiple choice, fill-in-the-blanks, and true/false questions to assess recall	• **Observation Skills** Carefully observing light behavior in various experiments, such as reflection and refraction. • **Analytical Thinking** Analyzing real-life phenomena (like mirror images or rainbows) using scientific principles. • **Diagrammatic Skills** Drawing and interpreting ray

				image formation by plane mirrors and explain the properties of the image formed. • **Define and use key terms** such as incident ray, reflected ray, normal, angle of incidence, and angle of reflection. • **Explain multiple reflections** and identify real-life applications such as periscopes and kaleidoscopes. • **Recognize concave and convex lenses** and describe how they affect light rays. • **Describe the basic concept of refraction** as the bending of	through hands-on activities, such as: – Showing reflection with a torch and mirror – Demonstrating straight-line travel of light using cardboards with holes – Exploring basic refraction using glass slabs or water – Creating kaleidoscopes or periscopes to explore multiple reflections • **Using models and diagrams** Explaining abstract concepts like ray diagrams, reflection, refraction, and structure of the human eye with labeled models and visual representations.	**image formation in a plane mirror** and describe the characteristics of the image. • **Identify and label components of a ray diagram**, including incident ray, reflected ray, normal, and angles. • **Demonstrate multiple reflections** using mirrors and explain their real-life applications (e.g., periscope). • **Identify concave and convex lenses** and describe how they affect light rays. • **Describe**	and comprehension. • **Worksheets** Providing structured practice sheets including ray diagram drawing, labeling parts of the eye, and reflection scenarios to reinforce learning and test application. • **Practical Demonstrations** Observing students during hands-on activities or experiments (e.g., using mirrors, tracing light paths) to assess their ability to apply concepts practically.	diagrams and labeling the human eye accurately. • **Problem-solving Skills** Applying concepts to explain or solve situations involving light, lenses, and vision correction. • **Critical Thinking** Comparing types of reflection, understanding how light behaves under different conditions, and questioning everyday occurrences. • **Practical and Experimental Skills** Performing hands-on

				light when it moves between different media. • **Label and describe the basic structure of the human eye**, including major parts like the cornea, lens, and retina. • **Identify common vision defects** (myopia and hypermetropia) and explain how they can be corrected. • **Demonstrate understanding of eye care practices** and ways to maintain good vision. • **Explain the role of opticians and corrective lenses** in addressing vision	• **Organizing group activities and peer learning** Promoting teamwork and deeper understanding by engaging students in collaborative tasks like tracing ray diagrams or assembling simple optical tools. • **Encouraging discussion and questioning** Fostering curiosity and critical thinking by initiating discussions on real-life applications (e.g., mirrors, eyeglasses, rainbows) and encouraging students to ask and answer questions.	**basic refraction of light** and provide examples of it in everyday life. • **Label the parts of the human eye** and describe their functions. • **Recognize common eye defects** (myopia and hypermetropia) and explain how they are corrected. • **List good eye care habits** and explain the importance of maintaining eye health. • **Explain dispersion of light** and relate it to natural phenomena such as the rainbow.	• **Group Activities and Peer Assessment** Evaluating collaboration and conceptual understanding through tasks like building a periscope or explaining how a rainbow forms, followed by peer reviews. • **Diagram-based Assessments** Assessing students' ability to draw and interpret ray diagrams and eye structure diagrams. • **Project Work or Models** Assigning small projects (e.g., creating a	activities with mirrors, lenses, and light sources to reinforce theoretical knowledge. • **Communication Skills** Explaining concepts, sharing observations, and participating in class discussions or group work. • **Teamwork and Collaboration** Working with peers during group experiments or model-building activities. • **Scientific Reasoning** Drawing logical conclusions

				problems. • **Describe the phenomenon of dispersion of light** and explain how a rainbow is formed. • **Apply the principles of reflection and refraction** to explain the working of everyday optical devices.	• **Integrating digital tools and simulations** Enhancing visualization and conceptual clarity using animations and interactive simulations, especially for complex phenomena like refraction and dispersion. • **Providing worksheets and practice problems** Supporting revision and skill-building by assigning exercises on ray diagrams, labeling parts of the eye, and answering conceptual questions. • **Assessing progress and giving feedback**	• **Apply concepts of light** to explain the functioning of simple optical devices and real-world applications.	working model of a kaleidoscope or optical tool) to evaluate creativity and application of knowledge. • **Written Tests** Conducting formative or summative assessments that include short and long answer questions for evaluating depth of understanding. • **Exit Tickets** Asking students to write one key learning point or question at the end of the lesson to check immediate understanding and retention.	from experiments and demonstrations involving light. • **Visual-Spatial Skills** Understanding spatial arrangements through ray tracing, image positioning, and optical path visualization

					Monitoring understanding through quizzes, oral questioning, and short assessments, and offering constructive feedback to guide improvement.			

· **NOTE: The below mentioned chapter of Term 1 to be included in Yearly Exam:**

● **Chapter – 4 Combustion and Flame**

EXPERIMENTS:

1. EXPT 9.1: To study asexual reproduction (Budding) in Hydra with the help of permanent slides.
2. EXPT 9.2: To study asexual reproduction (binary fission) in Amoeba with the help of permanent slides.
3. EXPT 12.2: To show that rolling friction is less than sliding friction in magnitude.
4. EXPT 16.1: To prove the laws of reflection of light by using a plane mirror.
5. EXPT 16.3: To study dispersion of light using a plane mirror inclined on water surface.

ARTIFICIAL INTELLIGENCE
ACP FOR CLASS VIII

MONTH	CONTENT/NAME OF THE LESSON	LEARNING OBJECTIVES	METHODOLOGY	LEARNING OUTCOMES	MODE OF ASSESSMENT
April	Lesson 1-Networking Concepts	Students will learn about types of networks, networking devices, need for networking and network topologies.	Showing pictures of networking devices, diagrammatic explanation of topologies.	Students will learn about types of networks, networking devices, need for networking and network topologies.	Notebook Assessment, Assignments, Worksheets, Pen Paper Test
May	Lesson 2-Introduction to GIMP	Students will learn a new photo editing software (GIMP) with tools for retouching and correcting images.	Practical display followed by lab exercises.	Students will learn a new photo editing software (GIMP) with tools for retouching and correcting images.	Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments
July	Lesson 3 -More on GIMP	Students will learn to merge layers and different images to form one final image using GIMP.	Practical display followed by lab exercises.	Students will learn to merge layers and different images to form one final image using GIMP.	Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments
July	Lesson 4-Dynamic Web Pages in HTML5	Students will learn to design dynamic web pages using JavaScript in HTML5.	Practical display followed by lab exercises.	Students will learn to design dynamic web pages using JavaScript in HTML5.	Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments

August	Lesson 5-Latest IT Trends	Students will learn about the latest IT developments and technologies, both commonly known and emerging.	Classroom discussion of known and unknown examples of IT trends.	Students will learn about the latest IT developments and technologies, both commonly known and emerging.	Notebook Assessment, Assignments, Worksheets, Pen Paper Test
August	Lesson 6-Cloud Computing	Students will understand how cloud computing works, and how cloud storage providers store and share data.	Classroom discussion using real life examples and cloud services.	Students will understand how cloud computing works, and how cloud storage providers store and share data.	Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments
September	Lesson 7-Control Structures in Python	Students will learn the use of selection, sequence, and iterative statements in Python programming.	Practical display followed by lab exercises.	Students will learn the use of selection, sequence, and iterative statements in Python programming.	Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments
October	Lesson 8-Functions, String and List in Python	Students will understand the use of functions, lists, and strings in Python programs through practical examples.	Classroom discussion and practical lab exercises.	Students will understand the use of functions, lists, and strings in Python programs through practical examples.	Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments

November	Lesson 9-Artificial Intelligence and its Domains	Students will learn about AI categories, domains, and identify risks and barriers associated with AI.	Classroom discussion of examples from AI domains and barriers.	Students will learn about AI categories, domains, and identify risks and barriers associated with AI.	Notebook Assessment, Assignments, Worksheets, Pen Paper Test
December	Lesson 10-Fields of Artificial Intelligence	Students will explore career options in AI, smart living applications, and AI-powered smart homes.	Explanation of career options, apps and smart living with AI.	Students will explore career options in AI, smart living applications, and AI-powered smart homes.	Notebook Assessment, Assignments, Worksheets, Pen Paper Test
January	Lesson 11-Introduction to SDGs and Data Science	Students will learn about Sustainable Development Goals (SDGs), Data Science, and the role of AI in achieving SDGs.	Classroom discussion of SDGs and application of Data Science in AI.	Students will learn about Sustainable Development Goals (SDGs), Data Science, and the role of AI in achieving SDGs.	Notebook Assessment, Assignments, Worksheets, Pen Paper Test

CURRICULUM PLAN (2024-2025)

SUBJECT : SANSKRIT **CLASS : VIII**

S.No.	FA/SA	Task	Marks	Learning Objectives	Methodology	Skills to be developed
		प्रथम इकाई परीक्षा				
1.	FA-1	पाठ– स्वास्थ्यैव धनंम् व्याकरण सर्वनाम शब्द रूप अशुद्धि संशोधन	10	विषय एवं भाषा का गूढ़ ज्ञान करवाना	आगमन विधि	लेखन कौषल का विकास
2.		**ग्रीष्मावकाश गृह कार्य** देव मन्त्रों पर आधारित चार्ट, समाचार पत्रिका निर्माण	10	• संस्कृत भाषा के प्रति रूचि उत्पन्न करना। • श्लोंका का पठन–गायन करवाना • रचनात्मक कार्य के लिए प्रोत्साहित करना	खोज विधि	रचनात्मक कार्य व पठन कौषल का विकास
3.		सन्धि पर आधारित गतिविधि	10	• भाषा एवं वर्तनी का शुद्ध ज्ञान कराना। • व्याकरण के नियमों से अवगत कराना	आगमन/ निगमन विधि	बुद्धि एवं लेखन कौषल का विकास
4.		पर्यावरणस्य महत्वम् (परियोजना कार्य सामूहिक रूप में)	10	• वार्तालाप के द्वारा संस्कृत वाचन एवं लेखन करवाना • अपने आसपास के वातावरण के प्रति सजग कराना	प्रस्तुतिकरण विधि	लेखन, वाचन एवं अभिनय कौषल का विकास

5.		अविस्मरणीय यात्रा	10	• अपने अनुभवों की अभिव्यक्ति कराना	प्रस्तुतिकरण विधि	सृजनात्मक लेखन एवं अभिव्यक्ति कौषल का विकास
		कुल अंक	**50**			
6	FA-2	**द्वितीय इकाई परीक्षा** पाठ 1अपूर्वः त्यागःपीयूष बिन्दवः व्याकरण– अपठित गद्यांश चित्र लेखन	20	पठन, स्मरण एवं लेखन का मूल्यांकन करना।	आगमन विधि लेखन विधि	• लेखन, श्रवण एवं पठन कौषल का विकास
7		श्लोक पाठ (गीता) लिखित एवं गायन	10	श्रीमद्भागवत गीता का परिचय एवं तत्वज्ञान का बोध	सस्वर वाचन प्रस्तुतिकरण	श्रवण, चिन्तन, स्मरण एवं रचनात्मक कौषल काविकास
8		बाल श्रमिक समस्या परियोजना कार्य	10	बालश्रम की कुरीतियाँ उनका दुष्प्रभाव एवं समस्या का अन्मूलन	अभिनय, परियोजना प्रस्तुतिकरण विधि प्रष्नोत्तर विधि	• समस्या समाधान सामाजिक एवं व्यवहारिक कौषल का विकास
9.		कक्षा कार्य एवं गृह कार्य मूल्यांकन	10	लेखन, स्मरण एवं ग्राह्य शक्ति का विकास	लेखन, पठन एवं निगमन विधि	• सृजनात्मक, निरीक्षण एवं परीक्षण, सम्प्रेषण कौषल का विकास
		कुल अंक	**50**			
1.	SA-I	**पाठ्यपुस्तक दिव्यम् भाग–3** पाठ 1 स्वारथ्यैव धनम्		संवादविधि के द्वारा वार्तालाप, प्रष्नोत्तर और नित्यजीवन में भाषा का प्रयोग	कक्षा चर्चा, पठन, पाठन एवं आगमन, निगमन विधि	सम्प्रेषण शक्ति का विकास, भाषा कौषल एवं वार्तालाप कौषल का विकास
2.		पाठ–2 पूनर्मूषको भवा		कत्वा तुमुन प्रत्यय प्रयोग से वाक्य निर्माण और उपयोगिता	पठन–पाठन एवं सामूहिक अभिनय द्वारा	तार्किक कौषल का विकास पारस्परिक चर्चा कौषल का विकास

3.		पाठ–3 अपूर्वः त्यागः		बालश्रम कुरीतियों पर चर्चा उनका उल्मूलन बदुष्प्रभाव	कक्षा चर्चा, आगमन विधि, प्रष्नोत्तर विधि	समस्या समाधान सामाजिक कौषल का विकास, भावान्तमक कौषल का विकास
4.		पाठ–4 तुलस्याः महत्ता		पद्य गायन, जीवन और भाषा में सुवचनों का उपयोग	पद्य गायन विधि सप्रसंग व्याख्या उदाहरण सिहत	जीवन मूल्यों का विकास चरित्र कौषल का विकास सांस्कृतिक व भाषा कौषल का विकास
5.		पाठ–5 पीयूष बिन्दवः		व्याकरण युक्त शब्दों द्वारा भाषा ज्ञान, कथा वाचन, पठन	पठन, पाठन, विस्तृत व्याख्याय	चिन्तन विकास, नेतृत्व कौषल का विकास
6.		पाठ–6 चाणक्यः चन्द्रगुप्तः च		भाषा ज्ञान, विषेषण विषेष्य व समान विभक्ति का प्रयोग ईष्वर की रचना का प्रकृति में महत्व	पठन, पाठन, कथा माध्यम के द्वारा, प्रष्नोत्तर माध्यम से, बहु वैकल्पिक प्रष्नोत्तर माध्यम से	सांस्कृतिक कौषल व्यवहारिक कौषल श्रवण कौषल निरीक्षण व परीक्षा कौषल व निर्णय कौषल का विकास
7.		पाठ–7 वासुदेवस्य दूतकर्म		भाषा के शुद्ध रूप का ज्ञान, वर्तनी की शुद्धता, व्याकरण नियमों का ज्ञान, शब्दों का पदच्छेद	श्यामपट्ट एवं स्मार्ट बोर्ड के द्वारा निगमन विधि संवाद एवं प्रष्नात्तर विधि के माध्यम से	निरीक्षण व परीक्षण कौषल, भाषा का विकास, चिन्तन कौषल का विकास
8.		अमूल्यः समयः		प्रहेलिका और अन्तरालाप के द्वारा बुद्धिविकास, भाषा का सौन्दर्य और उपयोगिता नवीन शब्दों का प्रयोग	संवाद, पठन–पाठन, आगमन–निगमन एवं प्रष्नोत्तर माध्यम से	तार्किक कौषल का विकास, लेखन कौषल एवं श्रवण कौषल सृजनात्मक कौषल

	SA-1	**व्याकरण** **<u>शब्द रूप</u>**– अकारान्त (पुल्लिंग) आकारान्त (स्त्रीलिंग) ऋकारान्त (पुल्लिंग एवं स्त्रीलिंग) सर्वनाम शब्द– अस्मद्, युष्मद किम्, वत्, इदम् (तीनों लिंगों में)		कारक एवं विभक्ति का ज्ञान, वाक्य निर्माण एवं संस्कृत अनुवाद ज्ञान	वाचन, पठन लेखन एवं श्यामपट्ट के माध्यम से	श्रवण, स्मरण, चिन्तन भाषा विज्ञान के कौषल का विकास
		<u>धातुरूप –</u> परस्मैपदीप (पाँचों लकारों में)		क्रिया का ज्ञान, कर्त्ता के अनुसार उचित क्रिया का प्रयोग सभी लकारों में	व्याकरण पुस्तक लेखन, श्रवण वाचन माध्यम द्वारा	भाषा ज्ञान, सम्प्रेषण कौषल एवं तार्किक कौषल का विकास
		गणना (1–50) समय		संस्कृत में तीनों लिंगों के अनुसार गणना ज्ञान संस्कृत में घटिका समय ज्ञान	श्याम पट्ट प्रष्नोत्तर विधि, लेखन एवं वाचन विधि	व्यवहारिक एवं शाब्दिक कौषल का विकास
		सन्धि–स्वर– (दीर्ध, वृद्धि (गुण) समास–तत्पुरूष		व्याकरण के नियमों के द्वारा भाषा का शुद्ध	चर्चा, लेखन, वाचन	तार्किक, व्यवहारिक
		वाच्य – कर्तृ एवं कर्म प्रत्यय – क्त, कत्वा ल्यप् तुमुन् पद् परिचय एवं उपपद विभक्ति		ज्ञान एवं वाक्य संरचना, वर्तनी की शुद्धता का ज्ञान	व्याख्याय एवं नियम लेखन विधि	चिन्तन, भाषा विज्ञान एवं शाब्दिक ज्ञान कौषल का विकास
		अशुद्धि संषोधन		भाषा का शुद्ध ज्ञान	श्याम पट्ट अभ्यास पुस्तिका में लेखन विधि एवं प्रष्नोत्तर विधि	विवेचनात्मक शाब्दिक एवं तार्किक कौषल का विकास

		अपठित गद्यांष		पुस्तक से अतिरिक्त विषय को पढ़ाना व समझाना	वाचन, पाठन एवं अभ्यास पुस्तिका, लेखन विधि प्रष्नोत्तर विधि	आत्म विवेचन, निरीक्षण, भाषा एवं शाब्दिक एवं रचनात्मक कौषल का विकास
	FA-III					
	1.	प्रथम इकाई परीक्षा पर्यावरण रक्षकाः व्याकरण : प्रत्यय, अषुद्धि संषोधन, चित्र लेखन	10	विषय भाषा का गूढ़ ज्ञान करवाना एवं विषय का मूल्यांकन करना	आगमन विधि	लेखन, चिन्तन कौषल का विकास
	2.	बहुवैकल्पिक प्रष्न प्रतियोगिता	10	विषय की गहराई और भाषा को समझना	लेखन एवं प्रष्नोत्तर विधि	चिन्तन, तार्किक एवं विवेचनात्मक कौषल का विकास
	3.	प्राकृतिक आपदा	10	विषय को मनोरंजन बना कर छात्रों के बुद्धिचातुर्य को बढ़ाना	खेल एवं लेखन विधि	तार्किक, जिज्ञासु एवं रचनात्मक कौषल का विकास
	4.	प्राकृतिक आपदा–एकीकरण विषय	10			
	5.	स्व परिचय	10	आत्म विवेचन भाषा एवं विचारों की अभिव्यक्ति करवाना	श्रवण एवं लेखन विधि	आत्म विवेचन, सृजनात्मक एवं लेखन कौषल का विकास
		कुल अंक	50			
	FA-4	**ईकाई परीक्षा** पाठ– 1 भातीयाः नायिः पाठ– 2 राजाभोजः व्याकरण–समास शब्दरूप (ईकारान्त उकारान्त) धातुरूप आत्मने पदीय	20	लिखित, स्मरण एवं श्रवण का मूल्यांकन करना	लेखन, श्रवण एवं निरीक्षण विधि	लेखन, स्मरण, चिन्तन एवं सम्प्रेषण कौषल का विकास

	2.	मम भारतम् (परियोजना)	10	अपने देश के बारे में अपने भावों को संस्कृत में अभिव्यक्ति करवाना	खोज, आगमन, नियमन एवं प्रस्तुतिकरण	समाजिक, व्यवहारिक, सांस्कृतिक एवं लखन कौषल का विकास
	3.	शब्दात्याक्षरी प्रतियोगिता	10	भाषा के नए शब्दों का ज्ञान देकर रूचि बढ़ाना	खेल एवं प्रस्तुतिकरण विधि	तार्किक कौषल का विकस, तार्किक व्यवहारिक एवं चिन्तन कौषल
	4.	रामायण पर आधारित प्रष्नोत्तर	10	प्राचीन ग्रन्थों में रूचि उत्पन्न करना	प्रश्नोत्तर विधि	सांस्कृतिक, सामाजिक एवं चिन्तन कौषन का विकास
		कुल अंक	50			
	SA-II	पाठ 9 पर्यावरण रक्षकाः		मनव जीवन में पर्यावरण की उपयोगिता, प्रदूषण के दुष्प्रभाव एवं उसके निदान	प्रश्नोत्तर विधि कक्षा चर्चा अभिनय विधि द्वारा	चिन्तन कौषल, समस्या समाधान, सामाजिक कौषल एवं व्यवहारिक कौषल का विकास
		पाठ 10 लोभः वापस्य कारणम्		व्याकुरण युक्त जीवन शब्दों, आत्मने पदीय धातु का प्रयोग और जीवन में विद्या और बुद्धि की उपयोगिता	कथा माध्यम, आगमन–नियमन विधि, प्रष्नोत्तर विधि	आत्मविवेचन कौषल, चिन्तन कौषल एवं नेतृत्व कौषल एवं श्रवण कौषल का विकास
		पाठ 11 भारतीयाः नार्यः		जीवन मूल्यों का विकास, पद्य लय गायन, षिक्षाप्रद श्लोकों द्वारा प्राचीन ग्रन्थ परिचय	सस्वर वाचन विधि, विस्तृत व्याख्याय उदाहरण सहित, प्रष्नोत्तर विधि	श्रवण एवं गायन कौषल का विकास आत्मविवेचन कौषल जीवन मूल्य कौषल चरित्र निर्माण कौषन का विकास

		पाठ 12 गीतायाः महात्म्यम्		भाषा का परिमार्जन एवं संवर्धन, उपपद विभक्ति द्वारा वाक्य रचना एवं उपयोगिता	पुनरावृत्ति विधि, श्यामपट्ट, लेखन एवं श्रवण विधि द्वारा	निरिक्षण कौषल, भाषा कौषल, रचना एवं विवेचनात्मक कौषल का विकास
		पाठ 13 सन्मित्रम्		पर्यटन के लाभ, पर्यटक स्थल की संस्कृति उत्पादन, भौगोलिक स्थिति आदि का ज्ञान, पर्यटन सम्बंधी शब्दार्थ वाक्य निर्माण इत्यादि	स्मार्ट बोर्ड, पठन–पाठन, प्रष्नोत्तर विधि मानचित्र द्वारा	सांस्कृतिक कौषल, भाषा कौषल, तार्किक चिन्तन एवं जिज्ञासा कौषल का विकास
		पाठ 14 राजाभोजः		कथा के द्वारा कर्त्तव्यनिष्ठा का महत्व बताना	कथा माध्यम से, पठन–पाठन विधि प्रष्नोत्तर विधि	श्रवण कौषल का विकास, सांस्कृतिक कौषल, चिन्तन कौषल एवं व्यवहारिक कौषल का विकास
		पाठ 15 अविस्मरणीया गोवा यात्रा		संस्कृत में वैज्ञानिक तथ्यों एवं सिद्धान्तों का परिचय एवं महत्व	श्याम पट्ट विधि आगमन–नियमन विधि प्रष्नोत्तर एवं चित्र पद्रर्षन विधि	वैज्ञानिक कौषल, तार्किक कौषल, विवेचनात्मक कौषल एवं व्यवहारिक कौषल का विकास
		पाठ 16 समषीलेषु विभाति मैत्री		संस्कृत भाषा के आधारभूत नियमों का प्रयोग एवं भाषा का शुद्धिकरण	आगमन/निगमन विधि श्यामपट्ट, प्रष्नोत्तर विधि, लेखन विधि	तार्किक कौषल, चिन्तन कौषल, रचनात्मक कौषल का विकास

	S.A II	**व्याकरण –** शब्द रूप इकारान्त (पुल्लिंग एवं स्त्रीलिंग) ईकारान्त (स्त्रीलिंग) उकारान्त (पुल्लिंग)		कारक एवं उचित विभक्ति रूप प्रयोग द्वारा वाक्य रचना एवं अनुवाद	श्यामपट्ट, पुस्तक वाचन, लेखन एवं श्रवण विधि	श्रवण, स्मरण, चिन्तन एवं भाषा ज्ञान कौषल का विकास
		धातु रूप : आत्मने पदीय (पाँचों लकारों में) सेव्, लभ्, रूच एवं याच्		क्रिया के विभिन्न रूप एवं भाषा में प्रयोग का ज्ञान	पुस्तक, वाचन लेखन, श्रवण विधि	शाब्दिक कौषल, सम्प्रेषण एवं भाषा कौषल का विकास
		गणना (51–100) समय रचना		विभिन्न भाषाओं में गणना एवं समय ज्ञान	श्याम पट्ट, पुनरावृत्ति लेखन, वाचन, श्रवण विधि	व्यवहारिक एवं शाब्दिक कौषल का विकास
		सन्धि–स्वर (यण्, अयादि पूर्व रूप) समास – तत्पुरूष (न×ा्) प्रत्यय–तल्, टाप्, डीप्) अव्यय शब्द		व्याकरण के नियमों द्वारा भाषा का शुद्ध ज्ञान वर्तनी की शुद्धता एवं वाक्य रचना	नियमों की विस्तृत व्याख्या, वाचन लेखन एवं चर्चा विधि	भाषा, शाब्दिक चिन्तन एवं तार्किक कौषल का विकास
		पत्र लेखन		भाषा का ज्ञान एवं भाषा पर नियन्त्रण/विचार अभिव्यक्ति	पुनरावृत्ति एवं लेखन	भाषा, शाब्दिक, व्यवहारिक एवं चिन्तन कौषल का विकास
		नोट : प्रथम सत्र की सम्पूर्ण व्याकरण				

संस्कृतग्रीष्मावकाश गृह कार्य

कक्षा अष्टम्

1 देव मन्त्रों पर आधारित चार्ट बनाईए ।

2 समाचार पत्रिका बनाईए ।