

Curriculum Plan

ENGLISH

CLASS-VIII (2023-24)

General Objectives :

To enable the learners to

- to communicate effectively and appropriately in real life.
- to use english effectively for study purpose across the curriculum
- to develop and integrate the use of the four language skills i.e. reading, listening, speaking and writing.
- to develop interest in and appreciation of english language .
- to revise and reinforce structures already learnt.

APRIL (18 Days)

| Month / No. of days | Chapter Name | Methodology | Learning Objectives |
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| April/ 18 Days | <u>English Literature</u> Three Questions(Ch1) Periods - (04) Activity <ul style="list-style-type: none"> ● Puppet Show | -Interactive Approach <ul style="list-style-type: none"> · Reading And Explanation · Class Discussion/Group Discussion - Book, Smart Board ,Board, Chalk and Duster | <ul style="list-style-type: none"> · to comprehend the text · to learn new words · to jot down ideas, feelings correctly · to imbibe the lesson contained in the story |
| | Granny's Tree climbing (Ch2) Periods - (03) <ul style="list-style-type: none"> ● Pasting a picture with your grandmother and writing about sweet memories. ● Writing a diamante poem. | -Interactive Approach <ul style="list-style-type: none"> · Recitation And Paraphrasing · Class Discussion/Group Discussion -Book, Smart Board , Board, Chalk and Duster | <ul style="list-style-type: none"> · to comprehend and appreciate the text · to learn new words · to appreciate the beauty and simplicity of the content · to jot down ideas, feelings correctly · to know about poetic devices |

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| | <u>My English Reader</u> Changing Times(Unit 1) Periods - (05) | -Interactive Approach · Silent / Loud Reading · Class Discussion/Group Discussion -Book, Smart Board , Board, Chalk and Duster | · to develop reading and writing skills · to read for information and pleasure |
| | <u>English Practice book</u> Tenses (Unit 1) Periods - (04) | -Interactive Approach · Class Discussion/Group Discussion -Book, Smart Board , Board, Chalk and Duster | · to review different forms of Tenses · to apply them appropriately in the given context · to frame grammatically correct sentences |
| | <u>Writing Skills</u> Notice writing (1) | -Interactive Approach · Format Discussion - Smart Board , Board, Chalk and Duster | · to understand and apply the formats correctly |
| | Diary Entry (01) | Interactive Approach · Format Discussion -Book, Smart Board , Board, Chalk and Duster | · to understand and apply the formats correctly |
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| May/ 15 Days | <u>English Literature</u> The Fun They Had (Ch3) Periods - (04) ● Preparing a Mind Map. ● Conversation Writing | -Interactive Approach · Reading and Explanation · Class Discussion/Group Discussion -Book, Smart Board , Board, Chalk and Duster | · to comprehend the text · to enrich the vocabulary · to read for thematic understanding and pleasure · to jot down ideas correctly · to analyze, interpret and evaluate ideas in the text |
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| | <u>My English Reader</u> Compassionate Souls (Unit 2) Periods - (04) | -Interactive Approach · Silent / Loud Reading · Class Discussion/Group Discussion -Book, Smart Board , Board, Chalk and Duster | · to enhance linguistic skills especially reading and writing · to read for information and pleasure · to appreciate the content |
| | <u>English Practice Book</u> Narration (Unit 2) Periods - (05) | -Interactive Approach · Class Discussion/Group Discussion -Book, Smart Board , Board, Chalk and Duster | · to differentiate between direct and indirect speech · to change the direct form into Indirect form of speech correctly and vice versa |
| | Message Writing(2) | - -Interactive Approach · Format Discussion -Book, Smart Board , Board, Chalk and Duster | · to understand and apply the formats correctly |

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| July/22 Days | <u>English Literature</u> Father's Help (Ch. 4) Periods - (04) Activity <ul style="list-style-type: none"> ● Poster Making (Right to Education) ● Panel Discussion | -Interactive Approach · Reading And Explanation · Class Discussion/Group Discussion -Book, Smart Board , Board, Chalk and Duster | · to read for thematic understanding · to read for pleasure · to appreciate the simplicity of thoughts and way of expressions · to imbibe the lesson conveyed |
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| | <p>My Mother (Ch 5) Periods (03) Activity</p> <ul style="list-style-type: none"> ● Poem Writing (Cinquain)/ Skit ● Class Quiz | <p>-Interactive Approach</p> <ul style="list-style-type: none"> · Recitation and Paraphrasing · Class Discussion/Group Discussion -Book, Smart Board , Board, Chalk And Duster | <ul style="list-style-type: none"> · to be able to appreciate the poet's ideas, feelings · to learn about the poetic devices used. |
| | <p>The Luncheon (Ch. 6) Periods (04)</p> <ul style="list-style-type: none"> ● Jam session <p>Pizza vs Parantha Eat to live or live to Eat</p> <ul style="list-style-type: none"> ● Collage Making on Healthy life style | <p>-Interactive Approach</p> <ul style="list-style-type: none"> · Reading And Explanation. · Class Discussion/Group Discussion. -Book, Smart Board , Board, Chalk And Duster. | <ul style="list-style-type: none"> · to read for thematic understanding · to read for pleasure · to enrich the vocabulary · to jot down ideas correctly. |
| | <p><u>My English Reader</u> Enterprise(Unit 3) Periods - (03)</p> | <p>-Interactive Approach</p> <ul style="list-style-type: none"> · loud/ silent reading. · Class Discussion/Group Discussion. - <p>Book, Smart Board , Board, Chalk and Duster</p> | <ul style="list-style-type: none"> · to polish various skills of language especially reading and writing. · to read for information and pleasure |
| | <p><u>English Practice book</u> Modals(Unit 3) Periods - (03)</p> | <p>-Interactive Approach</p> <ul style="list-style-type: none"> · Class Discussion/Group Discussion -Book, Smart Board , Board, Chalk and Duster | <ul style="list-style-type: none"> · to understand and use the structure appropriately and accurately |
| | <p>Subject Verb Agreement (Unit 4) Periods - (03)</p> | <p>-Interactive Approach</p> <ul style="list-style-type: none"> · Class Discussion/Group Discussion -Book, Smart Board , Board, Chalk and Duster | <ul style="list-style-type: none"> · to understand and use the structure appropriately and accurately |

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| | <u>Writing Skills</u> Informal Letter Writing (01Period) | Interactive Approach · Format Discussion -Book, Smart Board , Board, Chalk and Duster | · to understand and apply the formats correctly |
| | Email writing(01 Period) | Interactive Approach · Format Discussion -Book, Smart Board , Board, Chalk and Duster | · to understand and apply the formats correctly |

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| August/ 23Days | <u>English Literature</u> The Children’s Song (Ch. 7) (05) Formal Letter Writing (the P.M.) | -Interactive Approach · Recitation and Paraphrasing · Class Discussion/Group Discussion -Book, Smart Board , Board, Chalk and Duster. | · to comprehend the poem · to appreciate poetic devices · to present ideas correctly |
| | <u>My English Reader</u> Nature(Unit4) (05) | -Interactive Approach · Reading For Comprehension. · Class Discussion/Group Discussion -Book, Smart Board , Board, Chalk and Duster | · to comprehend the text · to read for information and pleasure · to jot down ideas correctly |
| | <u>English Practice Book</u> Clauses and Complex Sentences (Unit5) (06) | -Interactive Approach · Class Discussion/Group Discussion -Book, Smart Board , Board, Chalk and Duster | · to understand and use the structure appropriately and accurately |

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| | Linkers(Unit 6) (04) | -Interactive Approach · Class Discussion/Group Discussion -Book, Smart Board , Board, Chalk and Duster | · to differentiate between active/passive form · to change from active to passive and vice versa correctly |
| | <u>Writing Skills</u> Article Writing (01) Dialogue Completion(02) | Interactive Approach · Format discussion -Book, Smart Board , Board, chalk and Duster | · to understand and apply the formats correctly |
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| <p>September/ 10Days</p> | <p><u>English Literature</u> The Case of the Sharp Eyed Jeweller (Ch. 8) Periods - (05) Activity</p> <ul style="list-style-type: none"> ● Preparing Plot Diagram <p>Theme,plot,Rising and Falling action,climax etc.</p> <ul style="list-style-type: none"> ● Dialogue Writing between Mr.Regnier and the American in Regnier's room. | <p>-Interactive Approach</p> <ul style="list-style-type: none"> · Reading and Explanation · Class Discussion/Group Discussion <p>-Book, Smart Board, Board, Chalk and Duster.</p> | <ul style="list-style-type: none"> · to comprehend the story through reading · to enrich the vocabulary · to analyze, interpret and evaluate ideas/characters of the story · to jot down ideas correctly · to imbibe the lesson contained in the story |
| | <p>Revision for Half Yearly Exams Periods (5)</p> | | |

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| October/ 17 Days | <u>English Literature</u> Couplets (Ch. 9) (04) <ul style="list-style-type: none"> ● Dialogue Writing based on any couplet. ● Ppt based on Couplets. | -Interactive Approach <ul style="list-style-type: none"> · Recitation and Paraphrasing · Class Discussion/Group Discussion -Book, Smart Board , Board, Chalk and Duster | <ul style="list-style-type: none"> · to know what the couplets are · to appreciate this literary form in verse. · to pen down the ideas correctly i the correct format |
| | The Undeserved Reward (Ch10) (04) <ul style="list-style-type: none"> ● Debate ● Character sketch of the Narrator | -Interactive Approach <ul style="list-style-type: none"> · Reading And Explanation · Class Discussion/Group Discussion -Book, Smart Board , Board, Chalk and Duster | <ul style="list-style-type: none"> · to comprehend the content · to enrich the vocabulary · to imbibe the lesson contained herein · to analyze, interpret and evaluate ideas in the text. |
| | <u>My English Reader</u> Sports(Unit 5) (03) | - Interactive Approach <ul style="list-style-type: none"> · Loud / Silent Reading · Class Discussion/Group Discussion -Book, Smart Board , Board, Chalk and Duster | <ul style="list-style-type: none"> · to polish various skills of language especially reading and writing · to read for information and pleasure. |

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| | <u>English Practice book</u> Non Finites (Unit8) (03) | -Interactive Approach <ul style="list-style-type: none"> · Class Discussion/Group Discussion - Book, Smart Board , Board, Chalk and Duster -Interactive Approach | <ul style="list-style-type: none"> · to know/learn about the various forms of non finites · to apply them correctly in the given context. |
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| | <u>English Practice Book</u> Active Passive Voice (Unit 7)(4) | -Interactive Approach · Class Discussion/Group Discussion -Book, Smart Board , Board, Chalk and Duster | · to have a look of different types of linkers · to apply the grammatical structure in accurate manner in the given context |
| | <u>Writing Skills</u> Speech Writing (01Period) | Interactive Approach · Format Discussion -Book, Smart Board , Board, chalk and Duster | · to understand and apply the formats correctly |

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| November/ 20Days | <u>English Literature</u> Bangle Sellers (Ch 11) (05) Activity ● Idioms on different colors with meaning and images ● Advertisement Designing | -Interactive Approach · Recitation and Paraphrasing · Class Discussion / Group Discussion -Book , Smart Board, Board, Chalk and Duster | · to read to comprehend and appreciate the poem · to admire the simplicity and reflection of Indian culture and tradition · to write down ideas correctly in a logical manner |
| | A Bad Dream(Ch 12) (05) ● Rewriting any scene as Donne Byrne | Interactive Approach · Reading and Explanation · Class Discussion / Group Discussion -Book , Smart Board, Board, Chalk and Duster | · to read for thematic understanding · to read for pleasure · to build vocabulary · to analyze characters · to enhance writing skill |

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| | <u>My English Reader</u> Tolerance (Unit 6) (04) | -Interactive Approach · Loud/ silent reading · Class Discussion / Group Discussion -Book, Smart Board , Board, Chalk and Duster | · to develop reading and writing skills · to develop critical and creative thinking · to jot down ideas correctly and coherently |
| | <u>English Practice Book</u> Punctuation (Unit -09) Periods (05) | -Interactive Approach · Class Discussion/Group Discussion -Book, Smart Board , Board, Chalk and Duster | · to know about various punctuation marks · to apply them correctly in the given context |

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| | Reading For Understanding (Unit-10) | Interactive Approach · Class Discussion/Group Discussion -Book , Board, Chalk and Duster | · to build up comprehension and application skill · to revise through various given exercises |
| | Getting Ready For Class IX (Unit – 11) | Interactive Approach · Class Discussion/Group Discussion -Book, Board, Chalk and Duster | · to build up comprehension and application skill · to revise through various given exercises |
| | <u>Writing Skills</u> Formal Letter Writing (01 Period) | -Interactive Approach · Class Discussion on format - Smart Board , Board, Chalk and Duster | · to understand and apply the formats correctly |

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| December/ 22Days | Revision of Entire Syllabus for Annual Exams | -Interactive Approach · Class Discussion/Group Discussion -Book, Worksheets, Smart Board , Board, Chalk and Duster | to ensure the appropriate understanding of the topics and writing skills taught in the class |

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| January/17 Days | Revision of Entire Syllabus for Annual Exams | -Interactive Approach · Class Discussion/Group Discussion -Book, Worksheets, Smart Board , Board, Chalk and Duster | to ensure the appropriate understanding of the topics and writing skills taught in the class |
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TOOLS FOR INTERNAL ASSESSMENT:

1.PERIODIC TESTS

2.Multiple ASSESSMENT (ORAL TEST, INDIVIDUAL/ GROUP WORK, CLASS DISCUSSION, FIELD WORK, QUIZ, DEBATES, ROLE PLAY, BULLETIN BOARD ETC.

3.SUBJECT ENRICHMENT ACTIVITIES (ASSESSMENT OF SPEAKING AND LISTENING SKILLS)

4.PORTFOLIO

- JOURNAL
- NOTEBOOKS

Page 11 of 12

HOLIDAYS HOMEWORK :

Summer Break :

- Revise syllabus done so far.
- Preparing for Activity ii (Prepare Material for Bulletin Board)
- Multi Disciplinary Activity to meet Multi Cultural Literacy CONTRAST and COMPARE any two states of your choice w.r.t ·

FOOD

· **FESTIVAL**

· **DRESSES**

Winter Break:

· Revise the entire syllabus for final exams.

Draw sketches of any five characters of your choice from Literature and write 5 sentences for each on A4 sheets.

विषय – हिन्दी

कक्षा – VIII

(सत्र 2023-24)

भाषा शिक्षण उद्देश्य

- भाषा की अलग-अलग भूमिकाओं को जानना।
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना।
- भाषा के स्वरूप और व्यवस्था को समझना।
- स्कूल की भाषा, बच्चों की भाषा के बीच के संबंध को जानना।
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना।
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना।
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।
- भाषा और साहित्य के संबंध को जानना।
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना।
- भावों और विचारों की स्वतंत्रता अभिव्यक्त करना।
- भाषायी बारीकियों के प्रति संवेदनशील होना।
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना।
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के अवसर जुटाना।
- भाषा के मूल्यांकन की प्रक्रिया को जानना।
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की सराहना की समझ बनाना।
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना।

अप्रैल 18 दिवस

| मास/कार्य दिवस | पाठ का नाम | शिक्षण युक्ति | अधिगम संप्राप्ति |
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| अप्रैल 18 दिवस | 1. हम पंछी उन्मुक्त गगन के अभ्यास सागर – अनुस्वार, अनुनासिक, 'र' के रूप, नुक्ता, अपठित काव्यांश | व्याख्यान विधि, पठन विधि नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य / गतिविधि ❖ स्वतंत्रता से संबंधित कविता- वाचन प्रतियोगिता कराना। ❖ एस. डी. जी. – 3 उत्तम स्वास्थ्य और आरोग्यता ❖ एस. डी. जी. – 17 लक्ष्यों के लिए भागीदारी | ❖ स्वतंत्रता के महत्त्व को समझाना। |
| | 2. असल धन अभ्यास सागर – तत्सम-तद्भव, विराम चिन्ह, अपठित गद्यांश | चर्चा – परिचर्चा, पठन विधा, प्रश्नोत्तर विधि नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य / गतिविधि ❖ पंचतंत्र की कहानियों का वाचन कराना। ❖ एस. डी. जी. – 10 असमानताओं में कमी ❖ एस. डी. जी. -16 शांति, न्याय और सशक्त संस्थाएं | ❖ बुद्धिमान बनने के लिए प्रेरित करना। |

मई 15 दिवस

| मास/कार्य दिवस | पाठ का नाम | शिक्षण युक्ति | अधिगम संप्राप्ति |
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| मई 15 दिवस | 1. अच्छे पड़ोसी के गुण अभ्यास सागर - उपसर्ग, प्रत्यय | चर्चा – परिचर्चा, पठन विधा, प्रश्नोत्तर विधि नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य / गतिविधि ❖ रोल -प्ले कराना। ❖ एस. डी. जी. 16 शांति, न्याय और सशक्त संस्थाएं | ❖ अच्छे पड़ोसी के कर्तव्य को समझाना। |

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| | 2. पत्र – लेखन (औपचारिक पत्र) | प्रारूप व विषय वस्तु अभ्यास कराना। | ❖ लेखन कौशल का विकास कराना। |
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| मास/कार्य दिवस | पाठ का नाम | शिक्षण युक्ति | अधिगम संप्राप्ति |
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| जुलाई 22 दिवस | 1. दोपहरी अभ्यास सागर – अलंकार - अनुप्रास, उपमा, रूपक, मानवीकरण), अपठित काव्यांश | पठन विधि , व्याख्यान विधि , प्रश्नोत्तर विधि नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि ❖ समाज की विषमताओं पर अनुच्छेद लेखना। ❖ एस. डी. जी. -10 असमानताओं में कमी | ❖ सामाजिक विषमता का बोध कराना। |
| | 2. अलंकार | दृष्टांत विधि | ❖ रचनात्मक कौशल का विकास कराना। |
| | 3. आश्रम के अतिथि अभ्यास सागर - भाववाचक संज्ञा, अपठित गद्यांश | चर्चा – परिचर्चा , पठन विधि , दृष्टांत विधि नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि ❖ गाँधीजी के जीवन से संबंधित प्रेरित कहानी सुनाएँगे। ❖ एस. डी. जी.-16 शांति, न्याय और सशक्त संस्थाएं ❖ एस. डी. जी.-10 असमानताओं में कमी ❖ एस. डी. जी.-17 लक्ष्यों के लिए भागीदारी | ❖ गांधी जी के आदर्शों से प्रेरित करना। |

अगस्त 23 दिवस

| मास/कार्य दिवस | पाठ का नाम | शिक्षण युक्ति | अधिगम संप्राप्ति |
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| अगस्त 23 दिवस | 1. अन्याय के खिलाफ लड़ाई अभ्यास सागर – वाक्यांश के लिए एक शब्द, वाक्य शुद्धिकरण | चर्चा – परिचर्चा , पठन विधि , दृष्टांत विधि नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि | ❖ न्याय व अन्याय में अंतर कर सही का साथ देना । |

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| | | <ul style="list-style-type: none"> ❖ आदिवासियों के संघर्ष से संबंधित पोस्टर बनवाना। ❖ एस. डी. जी.-10 असमानताओं में कमी ❖ एस. डी. जी.-16 शांति, न्याय और सशक्त संस्थाएं | |
| 2. दोहे अभ्यास सागर –अलंकार (उत्प्रेक्षा,श्लेष,यमक,अतिशयोक्ति) | व्याख्यान विधि , पठन विधि , प्रश्नोत्तर विधि नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि ❖ एस. डी. जी. -16 शांति, न्याय और सशक्त संस्थाएं पी.पी.टी.,प्रवाह चित्र , पठन विधि, प्रश्नोत्तर विधि | <ul style="list-style-type: none"> ❖ भक्तिधारा का बोध कराना। | |
| 3. जब भोलाराम ने पम्प लगाया अभ्यास सागर – विशेषण,प्रविशेषण, अपठित गद्यांश | नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि ❖ सरकारी तंत्र के भ्रष्टाचार से संबंधित मित्र से संवाद लेखन कराना। ❖ एस. डी. जी. 9 उद्योग, नवाचार और बुनियादी ढांचे का विकास ❖ एस. डी. जी-10 असमानताओं में कमी | <ul style="list-style-type: none"> ❖ छात्रों को सरकारी तंत्र में भ्रष्टाचार से परिचित कराना। | |
| 4. अनुच्छेद लेखन | विषय वस्तु पर चर्चा व अभ्यास कराना। | <ul style="list-style-type: none"> ❖ रचनात्मक कौशल का विकास कराना। | |
| 5. बातचीत की कला अभ्यास सागर -संधि (स्वर संधि) | व्याख्यान विधि , पठन विधि , प्रश्नोत्तर विधि नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि ❖ कुशल बातचीत की सूची बनाकर कक्षा में सुनाएंगे। ❖ एस. डी. जी.-17 लक्ष्यों के लिए भागीदारी | <ul style="list-style-type: none"> ❖ अच्छी बातचीत के महत्त्व से अवगत कराना। | |
| 6.सितारों से आगे | चर्चा – परिचर्चा , पठन विधि , दृष्टांत विधि प्रवाह चित्र,पी.पी.टी. का प्रयोग | <ul style="list-style-type: none"> ❖ परिश्रम करने के लिए प्रेरणा देना । | |

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| | | <p>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि – कल्पना चावल जैसी(गुंजन सक्सेना)महिलाओं के नाम व परिचय कराना। (परियोजना कार्य हेतु) एस. डी. जी.-5- लैंगिक समानता</p> | |
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सितंबर(10 दिवस)

| मास/कार्य दिवस | पाठ का नाम | शिक्षण युक्ति | अधिगम संप्राप्ति |
|-------------------------|--|---|---|
| सितंबर (10 दिवस) | 1 पौधे के पंख अभ्यास सागर – निपात,अपठित गद्यांश | पठन विधि , आगमन – निगमन विधि नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि <ul style="list-style-type: none"> ❖ शारीरिक स्वास्थ्य से संबंधित नारा – लेखन ❖ एस. डी. जी.-3 उत्तम स्वास्थ्य और आरोग्यता | ❖ छात्रों को शारीरिक स्वास्थ्य के प्रति जागरूक कराना। |
| | 2. सूचना लेखन | प्रारूप व विषय -वस्तु का अभ्यास कराना। | ❖ लेखन कौशल का विकास कराना। |
| | 3. स्वर संधि | नियम व उदाहरण अभ्यास कराना। | ❖ शब्द भंडार में वृद्धि कराना। |
| | 4.सूर – तुलसी के पद अभ्यास सागर – अलंकार पुनरावृत्ति | पठन विधि , प्रवाह चित्र प्रश्नोत्तर विधि नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि <ul style="list-style-type: none"> ❖ 'पद – गायन/ वाचन ❖ एस. डी. जी.-4 गुणवत्तापरक शिक्षा | ❖ सगुण और निर्गुण भक्ति धारा का बोध कराना। |

अक्टूबर(19 दिवस)

| मास/कार्य दिवस | पाठ का नाम | शिक्षण युक्ति | अधिगम संप्राप्ति |
|--------------------------|---|--|--|
| अक्टूबर (19 दिवस) | 1 बहू की विदा अभ्यास सागर -रचना के आधार पर वाक्य भेद | भूमिका – निर्वाह विधि, पठन विधि , प्रश्नोत्तर विधि नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य / गतिविधि रोल -प्ले बहु की विदा (परियोजना कार्य हेतु) ❖ एस. डी. जी.-10- असमानताओं में कमी | ❖ सामाजिक कुरीतियों के प्रति जागरूक कराना। |
| | 2 समास 3 कामचोर अभ्यास सागर -समास | नियम व उदाहरण अभ्यास पठन विधि , प्रवाह चित्र प्रश्नोत्तर विधि नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि ❖ घर के कामों से संबंधित सूची तैयार कराना। ❖ एस. डी. जी.-8- उत्कृष्ट कार्य और आर्थिक विकास | ❖ भाषाई कौशल का विकास कराना। ❖ शब्द – भंडार में वृद्धि कराना। ❖ घर के कामों को लेकर कर्तव्य बोध कराना। |

नवंबर (19 दिवस)

| मास/कार्य दिवस | पाठ का नाम | शिक्षण युक्ति | अधिगम संप्राप्ति |
|------------------------|---|--|---|
| नवंबर (19 दिवस) | 1. सोना अभ्यास सागर – व्यंजन संधि | पठन विधि , प्रवाह चित्र प्रश्नोत्तर विधि नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि | ❖ जीवों के प्रति सहानुभूति उत्पन्न कराना। |

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| | | <ul style="list-style-type: none"> ❖ महादेवी वर्मा की अन्य कहानियों का वाचन कराना। ❖ एस. डी. जी.-15 थलीय जीवों की सुरक्षा (स्थलीय पारिस्थितिक में जीवन) | |
| | 2. निर्माण अभ्यास सागर – अलंकार पुनरावृत्ति | <p>व्याख्यान विधि , पठन विधि , प्रश्नोत्तर विधि</p> <p>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</p> <ul style="list-style-type: none"> ❖ हरिवंशराय बच्चन की अन्य कविता का वाचन कराना। ❖ एस. डी. जी.-11 संवहनीय शहरी और सामुदायिक विकास ❖ एस. डी. जी.-12 जिम्मेदारी के साथ उपभोग और उत्पाद | <ul style="list-style-type: none"> ❖ सदैव आशावान बने रहने के लिए प्रेरित करना। |

दिसंबर(22 दिवस)

| मास/कार्य दिवस | पाठ का नाम | शिक्षण युक्ति | अधिगम संप्राप्ति |
|---------------------------------|---------------------------|---|---|
| <u>दिसंबर (22 दिवस)</u> | 1. जीवन का सच अभ्यास सागर | <p>व्याख्यान विधि , पठन विधि , प्रश्नोत्तर विधि</p> <p>नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि</p> <p>= प्रसिद्ध शारीरिक विकलांग व्यक्तियों का सचित्र परिचय कराना।(परियोजना कार्य हेतु)</p> <ul style="list-style-type: none"> ❖ एस. डी. जी.-10 असमानताओं में कमी | <ul style="list-style-type: none"> ❖ सभी मनुष्य सक्षम है और उनका सम्मान कराना। |

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| | 2. व्यंजन संधि | नियम व उदाहरण अभ्यास कराना। | ❖ भाषाई कौशल का विकास कराना। |
| | 3. ईर्ष्या : तू ना गई मेरे मन से अभ्यास सागर – अर्थ के आधार पर वाक्य | व्याख्यान विधि , पठन विधि , प्रश्नोत्तर विधि नई राष्ट्रीय नीति के अनुसार रचनात्मक कार्य /गतिविधि ❖ दो लोगों के बीच संवाद कराना। ❖ एस. डी. जी-16 शांति, न्याय और सशक्त संस्थाएं | ❖ किसी से ईर्ष्या का भाव ना रखने का भाव विकसित कराना। |

जनवरी 17 दिवस

| मास/कार्य दिवस | पाठ का नाम | शिक्षण युक्ति | अधिगम संप्राप्ति |
|----------------------|----------------|--------------------------------|------------------------------------|
| जनवरी 17 दिवस | पुनरावृत्ति | बोर्ड के प्रश्न पत्र हल कराना। | ❖ लेखन कौशल का विकास कराना। |
| | व्याकरण अभ्यास | अभ्यास पत्रिका कराना। | ❖ आत्म – विश्वास में वृद्धि कराना। |

फरवरी(23 दिवस)

| मास/कार्य दिवस | पाठ का नाम | शिक्षण युक्ति | अधिगम संप्राप्ति |
|------------------------|-------------|--------------------------------|------------------------------------|
| फरवरी (23 दिवस) | पुनरावृत्ति | बोर्ड के प्रश्न पत्र हल कराना। | ❖ आत्म – विश्वास में वृद्धि कराना। |

मार्च – (वार्षिक परीक्षा)

ग्रीष्मावकाश गृहकार्य

मूल्यांकन हेतु कार्य व्याकरण -पुस्तिका में करें

➤ सूचना – लेखन

- विद्यालय में आयोजित होनेवाली 'भाषण प्रतियोगिता' पर सूचना – लेखन करें।
- विद्यालय में आयोजित 'निः शुल्क चिकित्सा जाँच शिविर' की सूचना देते हुए जानकारी दीजिए।
- आप दीपक, छात्र संघ के अध्यक्ष हैं। विद्यालय में सांस्कृतिक गायन की प्रतियोगिता के आयोजन की जानकारी देते हुए सूचना लिखें।

➤ संवाद- लेखन

- मनुष्य व पेड़ के बीच संवाद लिखें (50-60 शब्द)
- गाँधीजी व मनुष्य के बीच संवाद लिखें।
- पढ़ाए गए पाठों के प्रवाह – चित्र बनाएँ।
- ज्ञान सागर व अभ्यास – सागर के प्रश्न करें।

शीत-कालीन गृह कार्य

- कक्षा को दो समूह में बाँटकर समास व अलंकार विषय पर पी. पी. टी बनाएँ।

CURRICULUM MATHEMATICS

CLASS -VIII
(2023-2024)

Specific Objectives:

The objective of teaching mathematics at this level are-

1. Developing a positive attitude towards learning mathematics.
2. Performing mathematical operations and manipulations with confidence, speed, and accuracy.
3. Thinking and reasoning precisely, logically, and critically in any given situation.
4. Developing investigating skills in Math.
5. Comprehend, analyze, synthesize, evaluate, and generalize to solve mathematical problems.
6. Collecting, organizing, representing, analyzing, interpreting data, and making conclusions and prediction from its results
7. Developing willingness to work collaboratively.
8. Communicating Mathematical ideas.
9. Applying Mathematical knowledge & skills to familiar and unfamiliar situation

APRIL (No of teaching days-18)

| Topic/subtopic | Teaching aids/ Methodology | Learning outcomes |
|--|---|--|
| 1. Square and Square roots <ul style="list-style-type: none">▮ Square of number▮ Triangular numbers▮ Numbers between two consecutive square numbers▮ Finding square root of a number by -prime factorization and long division method▮ Simple word problems based on square roots | <ul style="list-style-type: none">▮ Through examples ,generalise the properties of squares of natural numbers▮ Introducing pythagorean triplet▮ Through examples generalizing the number of digits in a perfect square and non perfect square by long division method | The student will be able to <ul style="list-style-type: none">-acquire the knowledge and understanding of various concepts involved in the chapter.-to apply square and square roots for solving word problems and understanding of various concepts involved in the chapter.-would be able to understand its importance in real word problems |

| | | |
|--|--|--|
| <p>2. Cube & Cube roots</p> <ul style="list-style-type: none"> -cube of number -cube roots of perfect cubes by factorization -Properties of Cubes of a Number -Some patterns involving Cubic Numbers -cube root by estimation -Word Problem involving Cubes and Cube roots. | <p>Inductive –Deductive Method</p> <p>Through examples generalize the properties of Cube of Natural Numbers</p> <p>Rapid fire quiz on Cubes and Cube Roots</p> <p>Activity- clock using squareroot /cube root</p> | <ul style="list-style-type: none"> -The students will be able to acquire the knowledge and understanding of various concepts involved in the chapter. -Would be able to understand its importance in real World problems |
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MAY (NO. OF TEACHING DAYS - 15)

| Topic/subtopic | Teaching aids/ Methodology | Learning outcomes |
|--|---|--|
| <p>Exponents and Radicals</p> <ul style="list-style-type: none"> ▫ Rational numbers (both positive & negative) as exponents ▫ Laws of rational exponents ▫ Radicals & radicands | <ul style="list-style-type: none"> ▫ Arriving to the generalization of laws of exponents through pattern ▫ Paper folding activity (for stronger concept) <p>ACTIVITY- FOLDABLE</p> | <p>The students will be able to</p> <ul style="list-style-type: none"> -convert radical form to exponential form & vice versa -apply & define exponential rule. - develop mental ability ,reasoning powers & logic in the field of Exponents. |

SUMMER HOLIDAY HOMEWORK

Assignment of all the chapters covered

JULY (NO. OF TEACHING DAYS - 22)

| Topic/subtopic | Teaching aids/ Methodology | Learning outcomes |
|---|--|--|
| <p>Direct & Inverse Variation</p> <p>Introduction Direct Variation Inverse Variation Problems on Time and work</p> <p>Problems on Time and Distance</p> | <ul style="list-style-type: none"> Relating concept with unitary method Introducing variation through application in real life situations. <p><u>Activity-</u> <u>MIND MAP</u></p> | <p>Students will be able to distinguish between direct & inverse variation</p> <p>Students will be able to understand how variations in one quantity bring variation in other quantity</p> |
| <p>Parallel lines</p> <p>-definition -angles made by a transversal with two parallel lines and vice versa - properties of parallel lines -division of a line segment in a given ratio internally</p> | <p><u>Activity-</u> <u>To show alternate corresponding angles are equal and sum of interior angles are equal(using paper folding)</u></p> | <p>After completion of this chapter students will be able to-</p> <p>-Appreciate different types of angles and their relation when a transversal intersects two parallel lines and vice versa -divide line segment in equal parts using parallel lines with the help of ruler and compass -comprehend that 2 lines parallel and perpendicular to same lines are parallel to each other</p> |

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| Introduction to graphs | <ul style="list-style-type: none"> Learning by doing (plotting Points on the Graph) Joining points to draw line graphs | After completion of this chapter students will be able to <ul style="list-style-type: none"> Understand the cartesian plane & its various elements. Identify the coordinates of a point Plot the point on a cartesian plane Joint the points & identify the figures so formed. Identify abscissa & ordinates of a point. |
|-------------------------------|--|---|

AUGUST (NO. OF TEACHING DAYS -20)

| Topic/subtopic | Teaching aids/ Methodology | Learning outcomes |
|--|---|--|
| Mensuration <ul style="list-style-type: none"> Introduction Area of Trapezium Area of General Quadrilateral, Polygon Curved Surface Area , Total Surface area , volume of <ul style="list-style-type: none"> Cube Cuboid Right Circular Cylinder Visualising solid shapes, Polyhedrons | Inductive Deductive Method <ul style="list-style-type: none"> Applying the formula of Volume & Surface Areas of Cube, Cuboid in practical problems. Thinking & problem solving assignment questions. <p style="text-align: center;">Activity- NETS OF 3-D SHAPES</p> | Students will be able to <ul style="list-style-type: none"> Find area of plane figure (Trapezium & quadrilateral) Find the area of the polygon by dividing it into various triangles. Calculate surface area & volume of rectilinear solids Understand the formation of cubes, cuboid with the help of nets Verify Euler's formula for Polyhedrons. |

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| <p>Algebraic Identities</p> <ul style="list-style-type: none"> IDENTITIES Factorisation of algebraic expressions based on above identities. | <ul style="list-style-type: none"> White Board Verification of identities Recalling identities for factorization | <p>After completion of this chapter students will be able to</p> <ul style="list-style-type: none"> Learn the application of identities. Factorize the algebraic expression using the identities. Apply the identities in different practical situations. |
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SEPTEMBER(NO OF TEACHING DAYS -22 (including exams))

Revision for mid term exam

OCTOBER (NO OF TEACHING DAYS-19)

| Topic/subtopic | Teaching aids/ Methodology | Learning outcomes |
|--|---|---|
| <p>Linear Equation in oneVariable</p> <ul style="list-style-type: none"> Introduction Cross multiplication method to solve linear equation Word problems on linear equations in one variable | <ul style="list-style-type: none"> White board through screen sharing Extending the concept to find solutions of equations reducible to Linear Equation. Statement sum involving real life situations -(age, coins, speed, distance | <p>The students will be able to</p> <ul style="list-style-type: none"> Solve linear equations in one variable and then check. Convert statements into linear equations based on different life situations. <p>Skills</p> <ul style="list-style-type: none"> Intellectual skills |

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| | <p>, formation of ' 2' digit numbers etc.</p> | <ul style="list-style-type: none"> Interpreting & thinking skills. |
| <p>STATISTICS & PROBABILITY</p> <p>-Raw data -Frequency -Making frequency table from the given raw data -range ,class size ,class limits ,class mark.</p> | <p>Recapitulate the representation of ungrouped data - bargraph Graphical representation using frequency distribution table -construction of pie</p> | <p>After studying this chapter student will be able to-</p> <ol style="list-style-type: none"> 1. Understand the terms observations, raw data,range,class marks,frequency ,frequency table. 2. Differentiate between raw data ,ungrouped |

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| <ul style="list-style-type: none"> -grouping the given data into classes -drawing ,reading & interpretation of histogram -circle graph or pie chart (reading & drawing) -probability | <p>chartusing central angle of a sector as a fraction of the area of the circle</p> <ul style="list-style-type: none"> -building the definition of probability through examples of die ,playing cards ,coinsetc <p>ACTIVITY- SDG GOALS (BAR GRAPH)</p> | <p>and grouped data.</p> <p>3. Mark pictorial representation through histogram & pie chart & can interpret the same</p> |
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NOVEMBER (NO OF TEACHING DAYS-19)

| Topic/subtopic | Teaching aids/ Methodology | Learning outcomes |
|--|---|---|
| <p>Understanding quadrilaterals</p> <ul style="list-style-type: none"> ▫ Introduction to curves ▫ Polygons , squares ,rectangle , rhombus, parallelogram & trapezium. ▫ Properties of a quadrilaterals | <ul style="list-style-type: none"> ▫ Understanding polygons with specialreference to quadrilaterals & its types. ▫ Generalizing the angle sum property. <p>ACTIVITY- OUTFIT DESIGNING USING QUADRILATERALS</p> | <p>LEARNING OBJECTIVES-</p> <p>After completion of chapterstudents will be able to</p> <ul style="list-style-type: none"> ▫ Recognize different types of quadrilateralsi.e. rectangle, trapezium, parallelogram , rhombus, square & kite ▫ Understand theproperties of parallelogram ,rectangle, rhombus,& square. ▫ Distinguish between different types of quadrilaterals. |

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| <p>Construction of quadrilateral</p> <ul style="list-style-type: none"> ● Introduction <ul style="list-style-type: none"> 4 sides & one diagonal given. 3 sides & 2 diagonals given. 3 sides & 2 included angles given 2 sides & 3 angles given | <p>1. Using apparatus for construction</p> | <p>LEARNING OUTCOMES- The students will be able to</p> <ul style="list-style-type: none"> To acquire skills of drawing geometrical figures. To handle geometric instruments with ease & proficiency & measure accurately <p>Skills</p> <ul style="list-style-type: none"> Designing skills Drawing skills accuracy |
| <p>Polynomials</p> <ul style="list-style-type: none"> ● Idea of a polynomial in one variable & its terms coefficients & degree Division of a polynomial in one variable by a monomial or a binomial. Verification of division Concept of factor when remainder is zero. Revision of Post Midterm Exam | <ul style="list-style-type: none"> Understand the concept of factor by division Verification of $\text{Dividend} = \text{Divisor} \times \text{quotient} + \text{remainder}$ | <p>The students will be able to</p> <ol style="list-style-type: none"> 1. Identify coefficients & degree of a polynomial 2. Divide a polynomial in one variable by a monomial or a binomial 3. Verify the division 4. Understand and appreciate the factor of a polynomial when the remainder is zero. |

DECEMBER (NO OF TEACHING DAYS-22)

| Topic/subtopic | Teaching aids/ Methodology | Learning outcomes |
|--|---|---|
| <p>Profit,loss and Discount</p> <p>Problem on profit,loss and discount</p> <p>Market Price</p> <p>Selling Price</p> | <p>Inductive Deductive Method</p> <p>Smart board</p> <p>Taking examples from daily life situations.</p> <p>Group discussions.</p> | <p>Students will be able to</p> <p>Apply concept of Profit, Loss & Discount to daily life situations</p> <p>Understand G.S.T. & its calculation.</p> <p>Skills-</p> <p>Practical</p> |

| GST | CBQ AND CASE STUDY | Problem solving Thinking |
|--|---|---|
| <p>COMPOUND INTEREST</p> <p>Difference between CI & SI</p> <p>Calculation of amount & compound interest by formula up to 3 years</p> <p>Interest compounded</p> <p>a. Annually</p> <p>b. Half yearly</p> <p>c. Quarterly up to 3 conversion periods</p> <p>d. Growth and Depreciation</p> | <p>Introduce Deductive method</p> <p>Recapitulate the concept of SI & introducing CI as an extension to SI</p> <p>Calculation of CI with rate of interest compounded annually, semi annually & quarterly.</p> <p>Class discussion</p> <p>LAB ACTIVITY</p> <p>A worksheet involving comparison of interests when it is compounded annually/semiannually & quarterly for the same sum at the same rate & for the same time period. make a decision which option is better in different</p> | <p>The students will be able to</p> <ol style="list-style-type: none"> 1. Distinguish between Simple Interest & Compound Interest 2. Calculate Compound Interest using Amount & Principal. 3. Analyse growth & depreciation applicable in various situations. <p>SKILLS</p> <p>Practical skills</p> <p>Thinking & problem solving</p> <p>accuracy</p> |

JANUARY , FEBRUARY
Revision for Final Exam

**CURRICULUM
CLASS 8
Social-Science
2023-2024**

LEARNING OBJECTIVES:

The main objectives of teaching social science at this level are to enable the students to-

- *Make connections between their everyday life and issues discussed in the textbook.
- *Provide a general idea of the developments within the given periods of history.
- *Explain the coming of the British and the impact of the British rule on India.
- *Appreciate the importance of the freedom struggle and the contribution of national leaders and the people of India.
- *Know various types of sources of information and reflect on them critically.
- *Appreciate the interdependence of various regions and countries.
- *Learn about the global distribution of economic resources and the ongoing process of globalization.
- *Imbibe the ideas of Democracy, rule of law and the Indian constitution.
- *To develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

APRIL(18 DAYS)

| CHAPTER | METHODOLOGY | LEARNING OUTCOMES /LIFE SKILLS |
|--|--|---|
| Resources:Utilization and development (Geography)) | *Explanation with the help of a chart showing the classification of resources. *Group discussion on the measures which can be taken for the conservation of resources. *Activity:Role play on a resource ,exhibiting its importance and need for conservation. | After studying this chapter, the students will be able to: *Explain the concept of resources *Understand the factors affecting the utilization of resources. *Classify the resources. *Explain the concept of sustainable development. *Explain the need and methods of conservation. Life skills:Self -awareness,Creative thinking,Decision making After studying this chapter, the students will be able |

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| <p>Natural resources: Land ,Soil and Water (Geography)</p> | <p>*Explanation with the help of smart board showing factors which influence soil formation and ways for the conservation of soil. *Discussion on the causes of water pollution and the ways for conservation of water. *Map activity *Poster making on “water crisis” (<i>Activity will be assessed for subject enrichment</i>)</p> | <p>to: *Understand the significance of Land,Soil and water each as a resource. *Explain the factors influencing Soil formation process. *Understand the causes of soil erosion,need and ways for the conservation of soil. *Understand the causes of water pollution and its consequences. *Explain the meaning and purpose of Multi Purpose River Valley Projects. Life Skills: Self awareness, Understanding, Empathy,Decision-making</p> <p>After studying this chapter, the students will be able to: *Understand the important changes that took place in the modern period. *Appreciate the various sources of information which are preserved in the archives,old buildings and artifacts Life Skills:Creative thinking ,Decision making</p> |
| <p>The Modern Period (History)</p> | <p>*Explanation with the help of smart board showing the pictures of historical monuments built under British Rule. *Discussion on the various sources of information preserved in the archives,old buildings and artifacts *Group discussion on the ways to protect old building and monuments (Activity)</p> | <p>After studying this chapter, the students will be able to: *Develop an understanding of the rule of law as the basic foundation of a democratic system *Understand the vision and the values along with the features of our constitution Life Skills :Self awareness , Empathy,Effective communication ,Interpersonal relationship</p> |
| <p>Our Constitution(Civics)</p> | <p>*Introduction of the chapter by showing the pictures of prominent members of the</p> | <p>After studying this chapter, the students will be able to: *Develop an understanding of the rule of law as the basic foundation of a democratic system *Understand the vision and the values along with the features of our constitution Life Skills :Self awareness , Empathy,Effective communication ,Interpersonal relationship</p> |

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| | constituent assembly *Discussion on the features borrowed from foreign constitution. Map skill (given on page 194) | |
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MAY(15 DAYS)

| CHAPTER | METHODOLOGY | LEARNING OUTCOMES/SKILL DEVELOPED | NO OF PERIODS |
|---|--|---|---------------|
| Establishment of company rule in India (History) <i>*Internal Assessment using multiple strategies</i> | *Story telling method *Smart board content showing arrival of East India company in India and rise of the British power *Discussion on the factors that favored the British in their wars with regional powers in India *Prepare a tabular chart of the Carnatic wars,Anglo Maratha wars, Anglo Mysore war and Anglo Sikh war | After studying this chapter, the students will be able to: *know about the beginning of trading centres in India *understand the role of east India company in establishment the dominance over India *explain the British conquest of Bengal, Carnatic, Mysore, Maratha and Punjab empire Life Skills: Creative thinking, Listening skill, Critical thinking,Effective communication. | 05 |
| Fundamental rights,fundamental duties and directive principles of state policy(Civics) | *Explanation with smart board *Collect reports and pictures from newspapers which show violation of the various Fundamental rights. | After studying this chapter, the students will be able to: *Understand the meaning ,importance and uniqueness of Indian secularism. *describe the fundamental rights and fundamental duties as enshrined in the constitution of India *explain the significance of Directive Principles of state policy. Life Skills:Creative thinking, Critical thinking ,Effective communication, Empathy | 05 |

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| Mineral and Energy resources (To be done as project work only) | *Explanation with the help of Smart board capsules and map of India showing distribution of mineral and energy resources across the world. | After studying the chapter the students will be able to: *Explain the occurrence of different minerals the classification of mineral resources and its distribution in world. *Understand the need to conserve minerals and energy resources and suggest measures for it. Life Skills: Critical thinking, Creative thinking, Effective communication | 03 |
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JULY(22 DAYS)

| chapter | methodology | Learning outcome/skill developed | No of period |
|---|---|---|--------------|
| Colonialism: Rural and tribal Societies(History) | *Explanation of the colonial agrarian policy and its impact with the help of smart board *Discussion on impact of commercialization of agriculture on the lives of tribals *Students will be encouraged to find out tribals who still live in isolation from the modern developments *map activity | After studying this chapter the students will be able to : *understand different land revenues systems and their impact on the farmers *explain reasons behind the growth of commercial crops and revolts by farmers *analyze how the exploitation of tribal revolts *assess the impact of colonialism on Indian crafts and industry and development in India Life Skills: Critical thinking, Creative thinking, Effective communication | 06 |
| The Union Government:The legislature(civics) | *Explanation with the help of a chart showing the composition of three different organs of the union government | After studying the chapter the students will be able to: *understand the need for a federation in India *understand divisions of subjects as mentioned in | 06 |

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| <p>Natural resources :Vegetation and Wildlife (Geography)</p> | <p>*Smart board content explaining three organs of government ,composition and working of Indian parliament *Representation of division of legislative powers between Union government and State government in tabular form(activity)</p> <p>*Explanation with the help of map of India and map of world showing different belts of natural vegetation *Discussion on the measures which can be taken for the conservation of forests and wildlife *map activity</p> | <p>the three lists with special reference to residuary subjects Life Skills: Critical thinking,Effective communication</p> <p>After studying this chapter, the students will be able to: *define natural vegetation and wildlife *understand the classification of forests on the basis of climate conditions *explain the features of different types of forests found in various parts of the world. *Suggest measures to protect our forests *appreciate the importance of wild life and its conservation Life Skills: Empathy, Creative thinking, Problem solving ,Effective communication, Observational skill</p> | <p>06</p> |
| <p>Agriculture (Geography) * Internal Assessment using multiple strategies</p> | <p>Explanation with the help of a chart showing the types of agriculture *Maps of India and world showing the distribution of Cotton ,Tea ,Wheat, Jute, Rice and Maize (Activity) *Preparation of the chart showing major crops and</p> | <p>After studying this chapter, the students will be able to *understand the meaning and importance of agriculture *explain the main features of various types of agriculture practiced in different parts of the world *prepare a chart showing different crops with their geographical conditions and main areas of their production</p> | <p>04</p> |

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| | geographical conditions required for their production (soil type ,temperature, rainfall ,areas in the India and world (<i>Internal Assessment using multiple strategies</i>)) | Life Skills: Observational skill, Creative thinking | |
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AUGUST(23 DAYS)

| CHAPTER | METHODOLOGY | LEARNING OUTCOMES/SKILL DEVELOPED | NO OF PERIODS |
|--|---|--|---------------|
| The Union Government:Executives(Civics) | <p>*Explanation of the chapter with the help of photograph showing first president of India and prime minister of India</p> <p>*comparison of powers and functions of prime minister and president of India</p> <p>*Paste the pictures of present prime minister of India and his five cabinet ministers(<i>Activity will be assessed for subject enrichment</i>)</p> | <p>After studying the chapter, the students will be able to:</p> <p>*understand the need for a federation in India</p> <p>*understand divisions of subjects as mentioned in the three lists with special reference to residuary subjects</p> <p>Life Skills: Critical thinking ,Effective communication</p> | 06 |
| The First War of Independence (History) | <p>*Smart board content</p> <p>*Map showing main centres of revolt</p> <p>*Story telling method</p> | <p>After studying the chapter, the learners will be able to:</p> <p>*Explain the causes of the 1857 revolt,its nature ,important centres and leaders involved in the revolt.</p> <p>*Assess the reasons for the failure of the 1857 revolt.</p> <p>*Appreciate the outcome of the Revolt known as 'First War of Independence'.</p> | 08 |

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| <p>Manufacturing industries(Geography)</p> | <p>*Explanation with the help of smart board content showing classification of industries *maps of India and world showing industries regions ,important iron and steel plants and important cotton textile centres (activity) *prepare a chart showing classification of industries. Also collect pictures of various products from newspapers and paste them in the chart (To be assessed in Periodic tests only and will not be evaluated in the Annual examination)</p> | <p>Life Skills: Observational skill, Creative thinking, Critical thinking ,Decision making</p> <p>After studying this chapter, the students will be able to *Define the terms – manufacturing industry,industrial development,industrial region,information technology,semiconductor *understand various geographical and non geographical factors influencing location of an industry *understand the important facts of the following industries ;a)Iron and steel industry (Jamshedpur and Pittsburgh) b)Cotton textile industry(Ahmedabad and Osaka)c)information technology (Bangalore and silicon valley)</p> <p>Life Skills: Observational skill, Creative thinking, Critical thinking ,Decision making</p> | <p>08</p> |
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(22 Days including 11 days of examination)

REVISION FOR MID TERM EXAMINATION

OCTOBER(19 DAYS)

| Chapter | Methodology | Learning outcome/Skill developed | No of periods |
|---|---|--|---------------|
| <p>Colonialism and urban change(History) (To be assessed in Periodic tests only and will not be evaluated in the Annual examination)</p> | <p>*Explanation with smart board *discussion on the impact of British policies on India *crossword puzzle</p> | <p>After studying this chapter, the students will be able to: *learn the process of urbanization *assess the impact of British policies on Indian painting ,literature and architecture *recognize the reasons for the introduction of railways by British in India Life skills: Creative thinking, Critical thinking, Effective communication, Listening skill</p> | <p>06</p> |
| <p>Impact of British Rule on India(History) (To be done as project work only)</p> | <p>*Explanation with the help of smart board capsules *Discussion will be done on the impact of British rule in India.</p> | <p>After studying the chapter,the students will be to: *Explain the education policy of the Britishers and its impact in India *Access the impact of social reforms in Indian society. Life Skills: Creative thinking ,Critical thinking, Effective communication ,Listening skill</p> | <p>06</p> |

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| <p>The Judiciary(Civics)</p> | <p>*Explanation with the help of smart board content</p> <p>*Flow chart showing Indian judicial system</p> | <p>After studying this chapter, the students will be able to:</p> <p>*Understand the concept and importance of independent judicial system</p> <p>*Study the hierarchy of Indian judicial system</p> <p>*Understand and appreciate the concepts of LokAdalats and public interest litigation</p> <p>Life Skill:Writing skill,Observational skill,Creative thinking</p> | |
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NOVEMBER (19 DAYS)

| chapter | methodology | Learning outcome/skill developed | No of periods |
|---|---|---|---------------|
| <p>The National Movements (History)</p> | <p>*Explanation with the help of smart board content showing the main events of Indian national movement (1870-1947)</p> <p>*group discussion on the topic"was boycott an effective tool?"</p> <p>*Map of India showing important sessions of congress and important places of national movement(<i>Activity will be assessed for</i></p> | <p>After studying the chapter, the students will be able to:</p> <p>*explain the circumstances leading to the formation of Indian national congress and its demands</p> <p>*examine the causes and impact of partition of Bengal</p> <p>*assimilate the role of mahatma Gandhi and mass movement started by him.The</p> | <p>10</p> |

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| <p>Safeguarding the marginalized(Civics) (To be assessed in Periodic tests only and will not be evaluated in the Annual examination</p> | <p><i>subject enrichment</i>) *flowchart showing the years and major events related to Indian national freedom struggle (activity)</p> <p>*Explanation with the help of smart board content *Discussion on the miserable condition of SC/ST in our country and the measures to be taken to improve their condition.</p> | <p>non- cooperation movement, ,Civildisobedience movement and quit India movement *analyze the circumstances leading to the independence of India Life Skills: Listening skill,Creative thinking,Effective communication</p> <p>After studying this chapter, the students will be able to *Understand the meaning and problems of the backward classes *constitutional provisions for safeguarding the marginalized groups *Appreciate the steps taken by the government for the welfare of minorities and marginalized groups Life Skills: Observational skill, Critical thinking, effective communication</p> | <p>5</p> |
| <p>Human resources(Geography)</p> | <p>*Map of India showing density of population *Pie chart showing the density of population *Discussion on the factors which affect the distribution of population *Discussion on the reasons for the declining sex ratio in</p> | <p>After studying this chapter,students will be able to: *Explain the concept of human resource and its importance *Understand the factors affecting distribution and density of population *Visualize the growth of population from 1911-2001 and its</p> | <p>04</p> |

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| | India. | consequences *Understand the various attribute of composition of population like age structure,sex ratio,literacy rate Life Skills: Self awareness, Observational skill, Critical thinking | |
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December (22 DAYS)

| chapter | methodology | Learning outcomes/skill developed | No of periods |
|--|---|---|---------------|
| India marches ahead(History) | *Smart board content *discussion on “India vision 2020” | After studying this chapter, the students will be able to *Explain the main features of the Indian independence act 1947 *explain the path of India’s economic and agricultural growth *Highlight the main features of India’s foreign policy and visualize India vision 2020 Life Skills: Creative thinking ,Critical thinking, Effective communicaton | 10 |
| Social Justice and the Marginalised (To be done as project work only) | *Explanation with the help of smart board capsules *Discussion on the steps taken by the government for the welfare of the minorities and the marginalized groups. | After studying the chapter the students will be to: *Explain the meaning of marginalized groups and their problems ,constitutional provisions for safeguarding their interest. *Appreciate the steps taken by the government for the | 05 |

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| | | welfare of the minorities and the marginalized groups. Life Skills: Creative thinking, Critical thinking, Effective communication | |
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January and February

***REVISION FOR FINAL EXAMINATION**

HOLIDAY HOMEWORK

SUMMER VACATION

Choose any one topic

1) **MINERAL RESOURCES:** definition of minerals, importance of minerals, distribution of minerals on world map(Iron, Copper, Bauxite, Coal, Petroleum, Mineral oil, Need to conserve mineral and how to conserve mineral

2) **ENERGY RESOURCES** :Definition of energy resources, importance of energy resources, chart showing all the energy resources ,need to conserve energy resources and how to conserve energy resources

WINTER VACATION

Collect information about rich heritage of Adivasis.

CURRICULUM PLAN 2023-24

SUBJECT : SCIENCE

CLASS: VIII

LEARNING OBJECTIVES:

THE TEACHING OF SCIENCE ,AT THIS STAGE,WILL HELP THE LEARNERS TO:

- 1.DEVELOP A SCIENTIFIC ATTITUDE AND TEMPER.
- 2.UNDERSTAND SCIENTIFIC CONCEPTS,PRINCIPLES AND LAWS.
- 3.ACQUIRE KNOWLEDGE OF SCIENTIFIC TERMS,FACTS ,DEFINITIONS AND PROCESSES.
- 4.DEVELOP EXPERIMENTAL SKILLS,OBSERVATIONAL SKILLS AND CRITICAL THINKING SKILLS.
5. INCULCATE SUSTAINABLE DEVELOPMENT GOALS IN UNDERSTANDING SCIENCE IN A BETTER WAY

| CHAPTER | CONTENT AND METHODOLOGY | LEARNING OUTCOMES |
|---|--|--|
| APRIL WORKING DAYS-18 CELL--ITS STRUCTURE AND FUNCTIONS | CELL-ITS DEFINITION DISCOVERY CELL NUMBER, SHAPE AND SIZE RELATION WITH FUNCTION AND LOCATION CELL STRUCTURES AND THE FUNCTIONS OF EACHN PART COMPARISON OF PLANT AND ANIMAL CELL LEVELS OF ORGANIZATION OF LIVING ORGANISMS METHODOLOGY LECTURE METHOD HANDS ON ACTIVITY -SLIDE PREPARATION GRAPHIC ORGANISERS MIND MAPS | THE STUDENTS WILL BE ABLE TO: 1.ACQUIRE KNOWLEDGE OF ALL TERMS RELATED TO CELL AND ITS PARTS 2.UNDERSTAND THE IMPORTANCE OF SHAPE OF CELL. 3.DIFFERENTIATE PLANT AND ANIMAL CELL. 4.DEVELOP SKILL OF DRAWING STRUCTURES OF PLANT CELL AND ANIMAL CELL 5.IDENTIFY CELL ORGANELLES AND THEIR FUNCTIONS. 6. OBSERVATION OF SLIDES OF DIFFERENT TYPES OF CELLS PORTFOLIO DRAWING PLANT CELL/ANIMAL CELL USING BEADS THREADS COTTON PLASTIC WASTE ETC |
| MICRO ORGANISMS – FRIENDS AND FOES | TYPES OF MICROORGANISMS VIRUSES ARE UNIQUE USES OF MICRO ORGANISMS IN FOOD INDUSTRY,BEVERAGES,MEDICINES,AGRICULTURE AND ENVIRONMENT HARMFUL EFFECTS OF MICROBES – | THE STUDENT WILL BE ABLE TO: 1.ACQUIRE KNOWLEDGE ON DIFFERENT TYPES OF MICRO ORGANISMS AND THEIR HABITAT 2. UNDERSTAND THE ROLE OF MICROBES IN FOOD INDUSTRY,CLEANING OF |

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| <p>POLLUTION OF AIR</p> | <p>DISEASE CAUSING MICROBES IN HUMAN BEINGS,ANIMALS,AND PLANTS FOOD POISONING FOOD PRESERVATION METHODOLOGY LECTURE METHOD ROLE PLAY QUIZ GRAPHIC ORGANIZERS</p> <p>READING FOR UNDERSTANDING</p> | <p>ENVIRONMENT,MEDICINE,MINERAL CYCLE 3.UNDERSTAND THE MODES OF TRANSMISSION OF PATHOGENS,PREVENTIVE MEASURES OF DISEASES CAUSED BY THEM 4.APPLY DIFFERENT PRESERVING TECHNIQUES TO AVOID SPOILAGE OF FOOD. PORTFOLIO VACCINATION CHART Report: ANCIENT PRESERVATION TECHNIQUES</p> <p>PROJECTS BASED ON THIS TOPIC AS SUGGESTED IN DAV ACADEMIC PLAN WALL MAGAZINE -EARTH DAY ART INTEGRATION-COMPARATIVE STUDY OF UP MEGHALAYA AND ARUNACHAL PRADESH ON DOs and Donts TO MANAGE AQI</p> |
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| CHAPTER | CONTENT AND METHODOLOGY | LEARNING OUTCOMES |
|---|---|---|
| <p>MAY WORKING DAYS-15</p> <p>METALS AND NON METALS</p> <p>POLLUTION OF WATER</p> <p>SOURCES OF ENERGY</p> | <p>PURE SUBSTANCES CLASSIFICATION OF ELEMENTS OCCURRENCE :MINERALS AND ORES PHYSICAL AND CHEMICAL PROPERTIES OF METALS AND NON METALS NOBLE METALS USES OF METALS ,NON METALS AND ALLOYS</p> <p>READING FOR UNDERSTANDING</p> <p>CLASSIFICATION OF SOURCES OF ENERGY FOSSIL FUELS WOOD AS A FUEL</p> | <p>THE STUDENT WILL BE ABLE TO:</p> <ol style="list-style-type: none"> 1.ACQUIRE KNOWLEDGE OF METALLURGY,NOBLE METALS,ALLOYS 2.UNDERSTAND DIFFERENT PHYSICAL AND CHEMICAL PROPERTIES OF METALS AND NON METALS 3.DIFFERENTIATE METALS ON THE BASIS OF THEIR REACTIVITY 4.APPLY PROPERTIES OF DIFFERENT METALS AND NON METALS TO THEIR USES IN EVERYDAY LIFE. <p>PORTFOLIO: OBSERVATION TABLE ON LAB DEMONSTRATION</p> <p>PROJECTS BASED ON THIS TOPIC AS SUGGESTED IN DAV ACADEMIC PLAN</p> <p>THE STUDENTS WILL BE ABLE TO</p> <ol style="list-style-type: none"> 1 DEFINE NEW TERMS 2 DIFFERENTIATE RENEWABLE AND NON RENEWABLE SOURCES OF ENERGY |

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| CONSERVATION OF PLANTS AND ANIMALS | READING FOR UNDERSTANDING | |
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| CHAPTER | CONTENT AND METHODOLOGY | LEARNING OUTCOMES |
|--|---|---|
| AUGUST WORKING DAYS :23 | | |
| COMBUSTION | COMBUSTIBLE AND NON COMBUSTIBLE SUBSTANCES CONDITIONS REQUIRED FOR COMBUSTION TYPES OF COMBUSTION FIRE CONTROL INCOMPLETE COMBUSTION FLAME FUEL AND CALORIFIC VALUE GOOD FUEL HARMFUL EFFECTS OF FUELS PPT DIAGRAMS GOs WORKSHEETS HANDS ON ACTIVITIES | THE STUDENTS WILL BE ABLE TO: 1.DIFFERENTIATE COMBUSTIBLE AND NON COMBUSTIBLE SUBSTANCES. 2.UNDERSTAND CONDITIONS REQUIRED FOR COMBUSTION 3.COMPARE SLOW AND FAST COMBUSTION AND SPONTANEOUS AND EXPLOSIVE COMBUSTION. 4.APPLY DIFFERENT TECHNIQUES OF FIRE CONTROL 5.UNDERSTAND THE CONCEPT OF GOOD FUEL AND ITS HARMFUL EFFECTS 6.DRAW A LABELED DIAGRAM OF FLAME AND UNDERSTAND THE CHARACTERISTICS OF DIFFERENT ZONES OF COMBUSTION WORKSHOP ON FIRE CONTROL QUIZ MANAGEMENT OF RESOURCES THE STUDENTS WILL BE ABLE TO : 1 UNDERSTAND THE DIFFERENCE BETWEEN SYNTHETIC AND NATURAL FIBERS 2 KNOW ABOUT DIFFERENT TYPES OF SYNTHETIC FIBERS AND PLASTICS 3 ACQUIRE KNOWLEDGE ABOUT ADVANTAGES AND DISADVANTAGES OF SYNTHETIC FIBERS AND PLASTICS 4 DIFFERENTIATE BETWEEN DIFFERENT TYPES OF SYNTHETIC PLASTICS 5 GET SENSITIZED TOWARDS MINIMIZING THE USE OF SYNTHETIC FIBERS AND PLASTICS STORY TELLING NATURAL VERSUS SYNTHETIC FIBERS PROJECTS BASED ON THIS TOPIC AS SUGGESTED IN DAV ACADEMIC PLAN |
| SYNTHETIC FIBERS AND PLASTICS | NATURAL FIBERS AND SYNTHETIC FIBERS RAYON OR ARTIFICIAL SILK NYLON TERYLENE PET ACRYLON ADVANTAGES AND DISADVANTAGES OF SYNTHETIC FIBERS PLASTICS CHARACTERISTICS OF SYNTHETIC PLASTICS TYPES OF SYNTHETIC PLASTICS THERMOSETTING AND THERMOPLASTICS PLASTIC AND ENVIRONMENT DAMAGE CAUSED BY PLASTIC WASTES MEASURES TO CONTROL POLLUTION BY PLASTICS VALUE BASED ACTIVITY READING FOR UNDERSTANDING | |
| CROP PRODUCTION AND ITS MANAGEMENT | | |

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| | | <p>TO VISUALLY IMPAIRED PEOPLE.</p> <p>5. SURVEY : MAKE A LIST OF THE PEOPLE WHO WEAR SPECTACLES</p> <p>6. MENTION THE POWER OF THEIR LENS AND CATEGORIZE AS CONCAVE AND CONVEX</p> |
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| CHAPTER | CONTENT AND METHODOLOGY | LEARNING OUTCOMES |
|--|---|--|
| <p>Month : November</p> <p>No of working days: 19</p> <p>SOUND</p> | <p>SOUND AND VIBRATIONS</p> <p>SOUNDS PRODUCED BY HUMANS AND ANIMALS</p> <p>PROPAGATION OF SOUND</p> <p>TERMS RELATED TO SOUND</p> <p>AUDIBLE AND INAUDIBLE SOUNDS</p> <p>NOISE AND MUSIC</p> <p>NOISE POLLUTION-CAUSES EFFECTS</p> <p>MEASURE TO CONTROL HEARING IMPAIRMENT</p> <p>LECTURE METHOD</p> <p>ACTIVITY BASED ON PROPAGATION OF SOUND</p> <p>NUMERICALS ON CALCULATING FREQUENCY TIME PERIOD AND AMPLITUDE</p> <p>MOVIE : PUSHPAK</p> <p>QUESTION BANK</p> | <p>THE STUDENT WILL BE ABLE TO:</p> <ol style="list-style-type: none"> 1.KNOW THE MECHANISM OF PRODUCTION OF SOUND BY HUMANS AND ANIMALS 2.UNDERSTAND THE MECHANISM OF PRODUCTION OF SOUND 3.IDENTIFY CAUSES AND EFFECTS OF NOISE POLLUTION 4.DESIGN METHODS TO LIMIT NOISE POLLUTION <p>MONO ACTING</p> <p>SIGN LANGUAGE</p> |
| <p>REPRODUCTION IN ANIMALS</p> | <p>DEFINITION OF REPRODUCTION</p> <p>TYPES OF REPRODUCTION</p> <p>REPRODUCTIVE PATTERNS</p> <p>REPRODUCTIVE SYSTEMS</p> <p>MALE</p> <p>FEMALE</p> <p>DEVELOPMENT OF EMBRYO</p> <p>VIVIPAROUS AND OVIPAROUS</p> <p>METAMORPHOSIS</p> <p>LECTURE</p> <p>ROLE PLAY</p> <p>GOs</p> <p>WORKSHEETS</p> <p>DIAGRAMS</p> <p>QUESTION BANK</p> | <p>THE STUDENTS WILL BE ABLE TO:</p> <ol style="list-style-type: none"> 1.LEARN THE DIFFERENT MODES AND PATTERNS OF REPRODUCTION 2 DIFFERENTIATE BETWEEN REPRODUCTIVE PATTERNS MALE AND FEMALE REPRODUCTIVE SYSTEMS OVIPAROUS AND VIVIPAROUS ANIMALS 3 RECOGNISE STAGES OF DEVELOPMENT OF EMBRYO 4 UNDERSTAND METAMORPHOSIS IN FROGS AND SILKMOTH |

| | | |
|---|---|--|
| ELECTRIC CURRENT AND ITS CHEMICAL EFFECTS | CONDUCTORS AND INSULATORS CONDUCTION THROUGH LIQUIDS CAUSE OF CONDUCTIVITY OF LIQUIDS ELECTROLYTES CONVERSION OF CHEMICAL ENERGY INTO ELECTRICAL ENERGY CHEMICAL EFFECTS OF ELECTRIC CURRENT AND ITS APPLICATION FARADAY'S DISCOVERY ELECTROMAGNETIC INDUCTION HANDS ON CONTINUITY TESTER ELECTROLYSIS OF WATER ELECTROPLATING EXPLANATION OF APPLICATIONS OF ELECTROLYSIS | THE STUDENT WILL BE ABLE TO: 1.UNDERSTAND THE CONCEPT OF ELECTROLYTE,CAUSE OF ITS CONDUCTIVITY 2.KNOW THE CHEMICAL EFFECTS OF ELECTRIC CURRENT AND THEIR APPLICATIONS 3.RELATE ELECTRICITY AND MAGNETISM MODEL USING ELECTROMAGNETS |
|---|---|--|

| CHAPTER | CONTENT AND METHODOLOGY | LEARNING OUTCOMES |
|---------------------------------|--|--|
| REACHING THE AGE OF ADOLESCENCE | DEFINITION OF ADOLESCENCE AND PUBERTY CHANGES AT PUBERTY SEXUAL DEVELOPMENT DETERMINATION OF SEX OF A CHILD THE ENDOCRINE SYSTEM HORMONES REPRODUCTIVE HEALTH EXPLANATION DISCUSSION | THE STUDENT WILL BE ABLE TO : 1.UNDERSTAND AND ANALYZE THE PROBLEMS OF ADOLESCENCE 2.RECOGNISE THE EMOTIONAL,PHYSIOLOGICAL AND PSYCHOLOGICAL CHANGES TAKING PLACE DURING ADOLESCENCE 3.ACQUIRE KNOWLEDGE OF DIFFERENT HORMONES AND THEIR FUNCTION 4.APPLY METHODS TO IMPROVE REPRODUCTIVE HEALTH DURING GROWING AGE PORTFOLIO SLOGANS ON MAINTAINING REPRODUCTIVE HEALTH |

| CHAPTER | CONTENT AND METHODOLOGY | |
|---|--|-----------------------------|
| DECEMBER WORKING DAYS : 22 JANUARY WORKING DAYS:17 | REVISION FOR DAV OLYMPIAD AND PERIODIC TESTS SAMPLE PAPERS QUESTION BANKS MCQ ON GOOGLE FORMS WORKSHEETS | PREPARATION FOR ANNUAL EXAM |

| CHAPTER | CONTENT AND METHODOLOGY | LEARNING OUTCOMES |
|--------------------------|-------------------------|---|
| FEBRUARY WORKING SAYS | INTERNAL ASSESSMENTS | PORTFOLIOS AND PROJECTS FOR INTERNAL ASSESSMENTS |

HOLIDAY HOMEWORK(SUMMER)

1. CREATE 20 MCQ BASED ON CHAPTERS 1,2,3&6 WITH ANSWER KEY

2. ART INTEGRATION ACTIVITY :

COMPOSE A POEM ON **JUDICIOUS USE OF RESOURCES**

3. CREATE A CROSSWORD PUZZLE USING KEYWORDS OF CHAPTERS 1,2,3&6

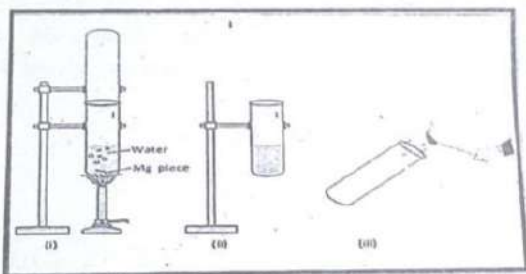
4. RESEARCH PROJECT

ANCIENT PRESERVATION TECHNIQUES

ORIGIN OF VACCINES

5. DO THE FOLLOWING CASE BASED QUESTIONS

Study the given diagram carefully and answer any four questions from 19(i) to 19(v) :



Explanation of diagram for Visually Challenged Students

Take a piece of magnesium ribbon and clean its surface by rubbing it with sand paper. Put it in a boiling tube, half fill the tube with water. Invert another boiling tube over the mouth of the first boiling tube and gently warm the lower tube over the flame of a bunsen burner. After sometime remove the burner and bring a burning splinter near the mouth of the upper (inverted) boiling tube.

ence & Technology

(10)

10

- 19(i) The gas produced during the reaction is :
- (a) hydrogen (b) carbon dioxide
(c) nitrogen (d) oxygen
- 19(ii) In the given setup if magnesium piece is replaced with gold then-
- (a) Carbon dioxide is formed (b) no reaction will take place
(c) Pop sound is produced due to liberation of hydrogen
(d) Oxygen is produced
- 19(iii) What happens when we bring a burning splinter near the mouth of the above test tube ?
- (a) the flame catches fire (b) a pop sound is produced
(c) the flame extinguishes with no sound
(d) Hissing sound is produced
- 19(iv) Why do we rub the Magnesium ribbon with a sand paper, before the reaction?
- (a) to make it dull (b) to give a shiny appearance
(c) to form Magnesium oxide (d) to remove the layer of its oxide
- 19(v) What do you conclude from the above activity ?
- (a) Metal oxides are basic in nature.
(b) Metal react with dilute acids to liberate hydrogen.
(c) Metals react with water to liberate hydrogen gas.
(d) Metal oxides are acidic in nature.

17. Read the following information and answer any four questions from 17 (i) to 17 (v) :

Microbes are tiny living things that are found all around us and are too small to be seen by the naked eye. Microbes can be of many types : viruses, bacteria, fungi, protozoa and algae. They live in water, soil and in the air. The human body is home to millions of these microbes too. Some microbes make us sick others are important for our health.

9-Science & Technology

(5)

5

17(i) Disease causing microorganisms are called :

- (a) Antibodies (b) Pathogens
(c) Vaccines (d) Carriers

17(ii) Virus reproduce :

- (a) only outside the cells of the host organisms
(b) only inside the cells of the host organisms
(c) both inside and outside the cells of the host organisms
(d) all of the above

17(iii) The process of conversion of sugar into alcohol is :

- (a) pasteurization (b) fermentation
(c) decomposition (d) distillation

17(iv) Choose the odd pair out of the following :

- (a) fungi : yeast (b) bacteria : *Vibrio cholerae*
(c) protozoan : *Spirogyra* (d) algae : *Chlorella*

17(v) The medicines that are used to kill/stop the growth of disease-causing microbes are called _____.

- (a) antigen (b) antibody
(c) antibiotics (d) analgesics

HOLIDAY HOMEWORK(WINTER)

ART INTEGRATION ACTIVITY

PROJECT REPORT ON DIFFERENT SPECIES FOUND IN EASTERN AREA OF MEDIA (MEGHALAYA AND ANDHRA PRADESH)

MODEL :RAY DIAGRAMS

SURVEY: EYE CARE

SLOGANS :REPRODUCTIVE HEALTH

REPORT :LATEST IDENTIFIED HEAVENLY BODY

संस्कृत- पाठ्यक्रम

सत्र 2023-24

कक्षा - VIII

अधिगम-उपागमाः-

1. संस्कृतभाषया कथितान् निर्देशान् अवगच्छेयुः।
2. संस्कृतेन लिखिताः लघुकथाः पद्यानि च श्रुत्वा पठित्वा वा अवगच्छेयुः।
3. संस्कृतभाषया लघुवाक्यानि वदेयुः।
4. श्लोकानां सस्वरवाचने समर्थाः भवेयुः।
5. सरलसंस्कृतवाक्यानि रचयेयुः।

| कार्य-दिवसाः | उपविषयाः | शिक्षणविधिः | लक्षिताधिगमाः |
|-------------------|---------------------------------------|--|-----------------------------------|
| April (18Days) | 1. सुवचनानि उपसर्गाः अव्ययपदानि | श्लोकगायनम् संयोजन-वियोजनम् वाक्येषु प्रयोगः | सस्वरवाचनम् नवीनपदानां रचना |

| कार्य-दिवसाः | उपविषयाः | शिक्षणविधिः | लक्षिताधिगमाः |
|-----------------|---|--|------------------------------|
| May (15Days) | 2.वसुधैव कुटुम्बकम् प्रत्ययाः-क्त्वा,ल्यप् सङ्ख्याः - 1-50 | कथावाचनम् संयोजन- वियोजनम् वाक्येषु प्रयोगः | कथाबोधनम् नवीनपदानां रचना |

| कार्य-दिवसाः | उपविषयाः | शिक्षणविधिः | लक्षिताधिगमाः |
|-------------------|--|--|---------------------------|
| July (22 DAYS) | 3.अहं नदी अस्मि 4.क्षमस्व महर्षे! उपपदविभक्तयः धातुरूपाणि | संवादवाचनम् कथावाचनम् वाक्येषु प्रयोगः | विषयावबोधनम् कथाबोधनम् |

| कार्य-दिवसाः | उपविषयाः | शिक्षणविधिः | लक्षिताधिगमाः |
|---------------------|--|-----------------------------|--------------------------|
| August (23 Days) | 5.दिव्या गीर्वाणभारती 6.मधुराणि वचनानि | संवादवाचनम् सूक्तिवाचनम् | सम्भाषणम् भावावबोधनम् |

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|--|-------------------------------|--------------------------------|-----------------|
| | सन्धि-दीर्घ,गुण शब्दरूपाणि | शब्दयोजनम् वाक्येषु प्रयोगः | नवीनपदानां रचना |
|--|-------------------------------|--------------------------------|-----------------|

| कार्य-दिवसाः | उपविषयाः | शिक्षणविधिः | लक्षिताधिगमाः |
|------------------------|--|--|--|
| September (10 DAYS) | पत्र-पूर्तिः चित्रवर्णनम् संवाद- पूर्तिः | रिक्तस्थानपूर्तिः वाक्य-संरचना रिक्तस्थानपूर्तिः | भावाभिव्यक्तिः कल्पनाशक्तेः विकासः |

| कार्य- दिवसाः | उपविषयाः | शिक्षणविधिः | लक्षिताधिगमाः |
|----------------------|--|---|---------------------------------------|
| October (19 Days) | 7.सफलं तस्य जीवितम् वृद्धिसन्धिः सङ्ख्या-51-100 | श्लोकगायनम् शब्दयोजनम् वाक्येषु प्रयोगः | सस्वरवाचनम् नवीनपदानां रचना |

| कार्य- दिवसाः | उपविषयाः | शिक्षणविधिः | लक्षिताधिगमाः |
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|-----------------------|---|--|--|
| November (19 Days) | 8.क्रोधेन कार्यं न सिध्यति 9.अविश्वस्ते न विश्वसेत् तुमुन् प्रत्ययः उपपदविभक्तयः | कथावाचनम् कथावाचनम् संयोजन- वियोजनम् वाक्येषु प्रयोगः | कथाबोधनम् कथाबोधनम् नवीनपदानां रचना वाक्य-रचना |
|-----------------------|---|--|--|

| कार्य- दिवसाः | उपविषयाः | शिक्षणविधिः | लक्षिताधिगमाः |
|-----------------------|---|--|--|
| December (22 Days) | 10.गुणाः पूजास्थानम् 11. हितं मनोहारि च दुर्लभं वचः 12.स्वाध्यायात् मा प्रमदः अव्ययपदानि उपसर्गाः शब्दरूपप्रयोगः | संवादः सूक्तिवाचनम् गतिविधिः वाक्येषु प्रयोग संयोजन- वियोजनम् | सम्भाषणम् भावावबोधनम् पुनरभ्यासः |

| कार्य-दिवसाः | उपविषयाः | शिक्षणविधिः | लक्षिताधिगमाः |
|--------------------------|--|--|---------------|
| January (17 Days) | संवाद- पूर्तिः पत्र-पूर्तिः चित्रवर्णनम् | रिक्तस्थानपूर्तिः रिक्तस्थानपूर्तिः वाक्य-संरचना | पुनरभ्यासः |

February

वार्षिकपरीक्षायाः कृते अभ्यासः।

ग्रीष्मावकाश-गृहकार्यम्-

- 1.पंचप्राकृतिक-चित्राणां चयनं कृत्वा प्रत्येकम् आधृत्य पंच - पंच सरलसंस्कृतवाक्यानां लेखनं कुर्वन्तु।
- 2.शतंपर्यन्तं संख्यापदानां लेखनं कृत्वा कण्ठस्थं कुर्वन्तु।
- 3.पाठ्यक्रमे दत्तानि शब्दरूपाणि धातुरूपाणि च कण्ठस्थं कृत्वा लेखनाभ्यासं कुर्वन्तु।

शीतावकाश-गृहकार्यम्-

- 1.सरलहिन्दीवाक्यानां चयनं कृत्वा संस्कृतभाषया अनुवादं कुर्वन्तु।
- 2.वार्षिकपरीक्षायाः कृते सम्पूर्णपाठ्यक्रमस्य पुनरभ्यासं कुर्वन्तु।

CURRICULUM
CLASS 8
Computer(ICT)
2023-2024

Learning Objective

The objective of Computer subject is to develop Vocational Futuristic ICT skills among students so that they can use their knowledge and skills for developing digital products/e-products and real life applications as well as can use them in their daily life for doing their work in an organized manner by increasing their efficiency.

| Month/No of Days | Chapter Name | Methodology | Learning OBJECTIVE |
|------------------|---|--|---|
| April(18) | Computer Network | <p>Interactive discussion on the need and benefits of a Networking, types of networks, Media used for networking</p> <p>Demonstration /Illustrations of networking components of Computer Lab.</p> <p>- Discussion about Real life Applications /ICT Integration with life skills.</p> | <p>Students will be able to understand various types of networking media, their types</p> <p>Students will be able to identify type of media for their real life work as per their properties and benefits.</p> |
| | <p><u>Practical Activities</u></p> <ol style="list-style-type: none"> 1. Book activities:- 2, 3, 4, 5, 9, 11, 12, 15, 19 2. Making of Presentation on Wired and Wireless Network. 3. Watch Video of Page no 18 on Internet Working 4. Children will explore and identify different types of networking set up in school and society. | | |

| | Chapter Name | Methodology | Learning OBJECTIVE |
|-------------------|---|---|--|
| 2. May (15) | HTML -Part 1 | <ul style="list-style-type: none"> ✓ Demonstration/Illustration of different tags of HTML, ✓ Exercise based practice. ✓ -Discussion about Real life Applications ICT Integration with life skills. | <p>Children will be able to make web page , edit source code and run web pages.</p> <p>Children will be able to add font colours and background colours to the web pages.</p> |
| | <p><u>Practical Activities</u></p> <p>1. Book activities:-21, 22, 27, 32, 38, 42, 43, 46, 47</p> <p>2. Students will make Web page on “Olympic Games”</p> | | |
| 3 | <p>June (Summer Holidays)</p> | | |
| June | <p>Students will do Holiday Homework Activities</p> | | |
| | Chapter Name | Methodology | Learning OBJECTIVE |
| 4 July(22) | HTML PART 2 LIST TABLE Formatting tags of HTML | <p>Explanation with the help of demonstration on notepad for creating web pages, web sites with assignments of hands on experience</p> <p>Discussion about Real life Applications /ICT Integration with life skills</p> <p>-</p> | <p>Children will be able to make use of tables for the formatting of web pages.</p> <p>Children will be able to add images and bullets of different types for making lists</p> |
| | <p><u>Practical Activities</u></p> <p>1. Book activities:-50, 51, 54, 57, 61, 65, 67, 72</p> <p>2. Make web page on “Restaurant Menu Card”</p> <p>3. Make web page on “ States of India” using ordered/unordered lists</p> | | |

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| | CHAPTER NAME | METHODOLOGY | LEARNING OBJECTIVE |
|----------------------------------|---|---|---|
| 5 August (23 days) | Chapter Name HTML PART-3 Internal Linking External Linking Making of website | Demonstration of website making on the smart board Discussion of linking, external and internal linking, -Discussion about Real life Applications /ICT Integration with life skills . | Children will be able create website by interlinking various web pages Children will be able to use HTML coding for building their websites and for showcasing products. |
| | <u>Practical Activities</u> 1. Book activity:-76, 81, 84, 89 2. Make a website on “ My Family “. Create Home page and link different web pages of every member . 3. Create a web page of “ Contact Us” with email link to your email address. | | |
| 6. September(10) | CHAPTER NAME | METHODOLOGY | LEARNING OBJECTIVE |
| | Revision and Practical assessments for Mid Term | Oral listening, Exercise based hands on work | To develop self confidence, Recalling Memory, To increase technical skills, efficiency and speed of practical's |

| | CHAPTER NAME | METHODOLOGY | LEARNING OBJECTIVE |
|-----------------------------------|---|--|---|
| 7 October (19 Days) | Identifying Network resources and Computer <ul style="list-style-type: none"> • Web browser • web server • client server, domains • URL • working of internet | Demonstration/Illustration of various networking devices with in school campus and surrounding area. -Interactive discussion for the explanation of functions of all networking resources. Discussion about Real life Applications of Networking | Students will be able to understand various networking resources Students will be able to understand working of internet |
| | <u>Practical Activities</u> <ol style="list-style-type: none"> 1. Make a Presentation using Impress/MS Powerpoint showing uses of internet in HealthCare and Education field 2. Book activity:90, 92. 93, 95, 96, 98, 100 3. Make Presentation on” Sustainable Developmental Goals” | | |
| | CHAPTER NAME | METHODOLOGY | LEARNING OBJECTIVE |
| 8 November(19) | <u>Problem solving</u> Algorithms Flowcharts Symbols Flow charts | Interactive Discussion about the need of algorithms and flowcharts . Illustration of various symbols of flow chart. Discussion about Real life Applications of Flow chart Hands on activity for making flowchart symbols using cards | Students should be able to make algorithms and flowcharts their own Students will be able to think critically for designing solution of any problems |

Practical Activities

1. Book activities 104, 105, 106, 112, 113, 117
2. Make a Flow chart for Voting Process
3. Make a Flow chart for Tea making process
4. Make a flow chart for finding greater number among 3 numbers.

| | CHAPTER NAME | METHODOLOGY | LEARNING OBJECTIVE |
|---------------------------------------|--|--|--|
| 9 December (22 Days) | Programming with Qbasic LET , INPUT, END REM, PRINT, LOOPING with QBASIC | Discussion and Demonstration of Commands and programs -Discussion about Real life Applications of Programming Practice on computer through exercises | Students will be able to create programs using loops Students will be able to design simple graphics using loop |
| | <u>Practical Activities</u> Book activities 1. 124, 125, 138, 143, 144, 145, 149, 150, 151, 152, 153, 158, 159 2. Write program to generate series of Even numbers between 100-200 3. Write program to generate series of Odd numbers between 300-400 | | |
| | CHAPTER NAME | METHODOLOGY | LEARNING OBJECTIVE |
| 10 January(17) | CYBER SAFETY WORLD | | |
| | Cyber safety tips Cyber bully | Demonstration of videos with explanation, Example based discussions. Demonstration of Cyber safety Video | Students will be able to understand about cyber world, |

| | | | |
|------------------------------|--|---|---|
| | Effects of cyber bullying Prevention Tips Case studies | | They will be able to understand effect of cyber bullying and their prevention |
| | <p><u>Practical Activity</u></p> <p>1. –Demonstration of Cyber safety Presentation .</p> <p>2. Role plays/Presentation on Cyber safety Tips</p> <p>3. Role plays on cyber bullying effects/Prevention</p> | | |
| | | | |
| 11 February | CHAPTER NAME | METHODOLOGY | LEARNING OBJECTIVE |
| | Project work and Revision | <p>Students will make projects by integrating their learning of all chapters and develop digital products.</p> <p>Students will make online stores and showcase their products .</p> <p>Quizzes/MCQ'S will be created and discussed</p> | Children will be able to integrate their ICT learning for developing Vocational /Real life based applications |

Holiday homework

Summer

1. Prepare website/presentation on the topic “My favorite Sports.”
2. Prepare one website/Presentation on topic” Natural resources and Conservation”
3. Identify different types of Internet service providers(ISP's) in your surrounding and make a comparative presentation about the services provided by them (Example- Dial Up, Cable , Satellite , their plans, speed etc.)

Winter Break :

1. Create a presentation /website on topic” Applications of Artificial Intelligence in Daily life”
2. Create sound based presentation/website on topic: “Prevention Tips of Cyber Bully”

3. Make a presentation / website on topic" Do's and Don'ts of Cyber Safety

Book recommended:

HANDS ON – CLASS 8 BY DAV MANAGEMENT COMMITTEE

Additional Suggested Practice Topics

1. Identify various networking devices in your surrounding area and categorize them into wired/wireless category.
2. Make a comparative chart showing Range/ Advantages/Disadvantages for Bluetooth/Radio waves/ Infrared waves/Satellite technologies .
3. Prepare website /Movie of your childhood memories .
4. Prepare web page of online sale of Flipkart/ Amazon/ Snapdeal.
5. Prepare webpage poster for Badminton Tournament .
6. Make a Home page of Restaurant “ Healthy Food “ .
7. Prepare 5 pages website on “ My Family” . Use suitable pictures and give details of every family member on separate pages
8. Prepare a 5 page website of any publication house / Delhi Public Library.
9. Make a webpage for the Online Blog for sharing your achievements and research work.
10. Make a snake and ladder game using QBASIC
11. Make program using Qbasic for displaying grades.
12. Make flow chart for following 1) To find whether a person is eligible for voting or not 2) to find smallest number between given 3 numbers 3) For tea/Juice making process 4) Find whether a child is eligible for nursery admission or not
13. Prepare story presentation on the topic ” My Success Story” . Children will make any success story for their desired goal. They will mention various challenges they faced and ways to overcome for achieving success in their goal .
14. Make a presentation using pictures showing 3 application of computer in 1) Medical 2) Education 3) Business 4) Offices

HEALTH AND PHYSICAL EDUCATION (503)

SPORTS CLASS - VIII (2023-2024)

General Objectives :

- To develop awareness regarding the importance of Physical Fitness in individual and social life including life skill.
- To develop interest in Exercise, Sports and Games for self satisfaction and make it a part of life.
- To inculcate values and skills in children in order to promote self control, concentration, peace and relaxation to avoid the ill effect of stress, strain and fatigue of routine every day life.
- To develop more positive attitude towards challenges, winning and losing, thus preparing students for like and fun the work place.

APRIL

WORKING DAYS - 19

| Contents | Test | Methodology / Activity | Learning Outcome |
|---|---------------------------------|--|---|
| <u>STRAND I</u> Introduction of Game | Any one Game | Explanation Method Introduction of specific Game. Demonstration Method : Learning of basic skill of the game. | Students will come to know the basic skill of the game. |
| <u>STRAND II</u> Yoga | Any Two Meditation Asanas | Demonstration and Explanation Method. Every student will do Sukhasana and Padma Asanas. | Improve concentration power/ability. |
| <u>STRAND IV</u> Body Composition | BMI for specific Age and Gender | BMI is calculated from body mass (M) and height Equipment scales and stadiometer as for weight and height. | Know about their BMI level. |

WORKING DAYS - 16

MAY

| Contents | Test | Methodology / Activity | Learning Outcome |
|---|------|---|---|
| <u>STRAND I</u> Game and Sports | | Demonstration and Explanation Method. Learning of 5 basic skills of your games. | Learning of Basic skills of the game. |
| <u>STRAND II</u> Yoga Any 5 Cultural Asanas | | Tadasana, Trikonasana, Vajar Asana, Gomukh asanas, Akarandhanur Asana. | Come to know about Meditation Asanas and Cultural Asanas. |
| <u>STRAND IV</u> Muscular Strength Partial Curl up (Core) | | The curl up test measures abdominal muscular strength and endurance. | Records the maximum number of sit ups in 30 sec. |
| Flexed Bent Arms Hang (up per Body) | | Muscular endurance functional strength equipment: stopwatch, and elevated horizontal Bar | The total time in second is recorded. |

WORKING DAYS - 22

JULY

| Contents | Test | Methodology / Activity | Learning Outcome |
|---|--------------------|--|--|
| <u>STRAND I</u> Games and Sports | | Demonstration and Explanation Method. Practice of Basic skills and perform in match. | Students will play match for short period. |
| <u>STRAND II</u> Cultural Asanas | | Starts with Meditation Asanas and do 5 Cultural Asanas | Improve Concentration and Flexibility, Strength and Endurance. |
| <u>STRAND IV</u> <u>Flexibility</u> Measurements of flexibility of lower back and hamstring muscles | Sit and Reach Test | Demonstration and Explanation Method. This test is conduct with set and reach box and score is recorded to the nearest centimeter as the distance reached by the hand. Equipment : Sit and Reach Box | Flexibility of lower back and upper leg muscle will improve. |

WORKING DAYS - 24

AUGUST

| Contents | Test | Methodology / Activity | Learning Outcome |
|--|-------------------|---|--|
| <u>STRAND I</u> Games and Sports | Specific Game | Explanation and Demonstration Method. Practice of General and Specific Fitness Exercise and Skill. | Improve the performance of your game. |
| <u>STRAND II</u> Yoga | Cultural Asanas | Sarwang asanas, Pawanmuktasana, Bhujang asanas, Salabh asanas, Dhanura asana. | Increase the flexibility and accuracy. |
| <u>STRAND IV</u> Endurance Cardiovascular Fitness | 600 yard mt. Race | 600 yard Run/walk in fastest possible pace. Objectives to cover 600 yard distance. | Time taken for completion |
| Co-ordination speed limbs movement | 50 mt. Dash | 50 mt. dash (sprint) run with minimum time recorded. | Time taken for completion |

SEPTEMBER

WORKING DAY - 22

| Contents | Test | Methodology / Activity | Learning Outcome |
|--|---|---|--|
| <u>STRAND I</u> Games and Sports | Match of specific game | Demonstration and Explanation Method. Organise match of specific game in your relative class. | Find out the strengthen and weak skill of student. |
| <u>STRAND II</u> Yoga | Parnayam | Practice of Pranayam Purak, Rachek and Kumbak | Improve the efficiency of Respiratory system and lungs capacity. |
| <u>STRAND IV</u> Balance (Optional) Flamingo Balance Test) | Static Balance Flamingo Balance Test | Ability to balance successfully on a single leg on the beam/line. | Total time till the student loses balance. |
| Plate Tapping (Optional) | Co-Ordination | Test speed and co-ordination of limb movement by tapping on the adjustable height table on two discs with non preferred hand as quickly as possible (25 full cycle 50 taps) | Time taken to complete 25 cycle is recorded. |

WORKING DAYS 20

OCTOBER

| Contents | Test | Methodology / Activity | Learning Outcome |
|---|---------------------------------|---|---|
| <u>STRAND I</u> Introduction of Game | Any one Game | Explanation Method Introduction of specific Game. <u>Demonstration Method :</u> Learning of basic skill of the game. | Students will come to know the basic skill of the game. |
| <u>STRAND II</u> Yoga | Any Two Meditation Asanas | Demonstration and Explanation Method. Every student will do Sukhasana and Padma Asanas. | Improve concentration power/ability. |
| <u>STRAND IV</u> Body Composition | BMI for specific Age and Gender | BMI is calculated from body mass (M) and height. <u>Equipment scales and stadiometer as for weight and height.</u> | Know about their BMI level. |

WORKING DAYS - 20

NOVEMBER

| Contents | Test | Methodology / Activity | Learning Outcome |
|---|------|---|---|
| <u>STRAND I</u> Game and Sports | | Demonstration and Explanation Method. Learning of 5 basic skills of your games. | Learning of Basic skills of the game. |
| <u>STRAND II</u> Yoga Any 5 Cultural Asanas | | Tadasana, Trikonasana, Vajar Asana, Gomukh asanas, Akarandhanur Asana. | Time to know about Meditation Asanas and same. Cultural Asanas. |
| <u>STRAND IV</u> Muscular Strength Partial Curl up (Core) | | The curl up test measures abdominal muscular strength and endurance. | Records the maximum number of sit ups in 30 sec. |
| Flexed/Bent Arms Hang (up per Body) | | Muscular endurance/functional strength equipment: stopwatch, and elevated horizontal Bar | The total time in second is recorded. |

WORKING DAYS - 23

DECEMBER

| Contents | Test | Methodology / Activity | Learning Outcome |
|--|--------------------|---|---|
| <u>STRAND I</u> Games and Sports | | Demonstration and Explanation Method. Practice of Basic skills and perform in match. | Students will match for short period. |
| <u>STRAND II</u> Cultural Asanas | | Starts with Meditation Asanas and do 5 Cultural Asanas | Improve Concentration and Flexibility and Strength Endurance. |
| <u>STRAND IV</u> Flexibility Measurements of flexibility of lower back and hamstring muscles | Sit and Reach Test | Demonstration and Explanation Method. This test is conduct with set and reach box and score is recorded to the nearest centimeter as the distance reached by the hand. | Flexibility of lower back and upper leg muscle will improve. |

WORKING DAYS - 17

JANUARY

| Contents | Test | Methodology / Activity | Learning Outcome |
|--|-------------------|---|--|
| <u>STRAND I</u> Games and Sports | Specific Game | Explanation and Demonstration Method. Practice of General and Specific Fitness Exercise and Skill. | Improve the performance of your game. |
| <u>STRAND II</u> Yoga | Cultural Asanas | Sawang asanas, Pawanmuktasana, Bhujang asanas, Salabh asanas, Dhanuras asana. | Increase the flexibility and accuracy. |
| <u>STRAND IV</u> Endurance Cardiovascular Fitness | 600 yard mt. Race | 600 yard Run/walk in fastest possible pace. Objectives to cover 600 yard distance. | Time taken for completion |
| Co-ordination speed limbs movement | 50 mt. Dash | 50 mt. dash (sprint); run with minimum time recorded. | Time taken for completion |

FEBRUARY

WORKING DAYS - 23

| Contents | Test | Methodology / Activity | Learning Outcome |
|---|---|---|--|
| <u>STRAND I</u> Games and Sports | Match of specific game | Demonstration and Explanation Method. Organise match of specific game in your relative class. | Find out the strengthen and weak skill of student. |
| <u>STRAND II</u> Yoga | Parnayam | Practice of Pranayam Purak, Rachek and Kumbak | Improve the efficiency of Respiratory system and lungs capacity. |
| <u>STRAND IV</u> Balance (Optional) (Flamingo Balance Test) | Static Balance Flamingo Balance Test | Ability to balance successfully on a single leg on the beam/line. | Total time till the student loses balance. |
| Plate Tapping | Co-Ordination | Test speed and co-ordination of limb movement by tapping on the adjustable height table on two discs with non preferred hand as quickly as possible (25 full cycle 50 taps) | Time taken to complete 25 cycle is recorded. |

Subject: -Art & Craft
Class VIII
Session- 2023-2024

Learning Objective

The objective of Art & Craft is to create & develop a sense of aesthetics, creativity & nurture innovative ideas in day-to-day life. Art is essential for a child's overall development & enhancing innovative skills which reflects in other spheres of life.

| Month/ No of Days | Chapter Name | Methodology | Learning Objectives |
|---------------------|--|--|--|
| April (21 days) | <ul style="list-style-type: none"> Color Wheel Shade card- Black & White | <ul style="list-style-type: none"> A study of color wheel of primary, secondary & tertiary colors will be conducted in the class in order to understand the basic natural colors, available in the environment. A black & white shade card also known as NON-COLORS in art, will be instructed to the students to prepare balance shade card. | <ul style="list-style-type: none"> To understand basic colors available in the nature & surroundings. Students will learn to form secondary colors by mixing primary colors. Students will learn the usage of Black & White and its importance in the work of art. They will encourage to watch any black & white movie or old albums for reference. |
| 2. May (15 days) | <ul style="list-style-type: none"> Still life in pencil shading Still life in color | <ul style="list-style-type: none"> Students will be provided a detailed demonstration on the basics of object drawing/Still life. In first part they will do with pencil shading, using 2B,3B,4B,6B& 8B pencils. The above-mentioned topic they will do in colors with different medium. | <ul style="list-style-type: none"> The learn the light, shadow, contrast & perspective in a still life, correct techniques of drawing an object. To understand the color balance in a still-life. |
| July (24 days) | <ul style="list-style-type: none"> Landscape / Nature study Human figures – A detailed study | <ul style="list-style-type: none"> Students will be asked to observe their surroundings & environment and select some flora & fauna – tress, plants, flower, birds, butterflies etc. and try to draw and paint them in a realistic manner. A detailed demonstration will be given on the human anatomy (structure & perspective). They will draw human sketches accordingly. | <ul style="list-style-type: none"> To develop & enhance their observation drawing skills. To learn & understand the basic human anatomy of a male & female human structure, and draw them in different actions. |
| August (22 days) | <ul style="list-style-type: none"> Paper bag making Rakhi making | <ul style="list-style-type: none"> Students will learn step-by-step process to fold, paste & prepare a paper bag, using newspaper & handmade paper. They will decorate it afterwards. | <ul style="list-style-type: none"> To learn the technique of making a handmade paper bag, this also motivates students to avoid using plastic bags. To develop the ideas, & creative skills. |

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| | | <ul style="list-style-type: none"> Rakhi making activity will be organized, students will be asked to use their idea & creativity to make beautiful Rakhis. | |
| September (25 days) | <ul style="list-style-type: none"> Graphic Design (Black & White) Graphic design in colors | <ul style="list-style-type: none"> Student will be taught – on how to balance a graphic design using geometrical shapes. The same will be prepared in colored pattern. | <ul style="list-style-type: none"> To know the usage of basic geometrical shape in a graphic design. To learn to balance colors in a graphic design. |
| October (17 days) | <ul style="list-style-type: none"> Diya painting/ Mehendi design (Competition) Diwali greeting cards | <ul style="list-style-type: none"> Painting different Diyas & Pots on Diwali theme. Students will be asked to create variety of Diwali greeting cards using different color medium. | <ul style="list-style-type: none"> To uplift the festive mood with the touch of some creative skills & crafty ideas. To uplift the festive mood with the touch of some creative skills & crafty ideas. |
| November (24 days) | <ul style="list-style-type: none"> Folk Art (Madhubani/Warli paintings) in black ink Madhubani/ Warli in Color | <ul style="list-style-type: none"> To learn the basic technique of madhubani/ Warli painting using black ink.. To learn the technique of the Folk Art – in different color mediums. | <ul style="list-style-type: none"> To learn & understand the rich culture & heritage of our country (Folk art of different states). To learn & understand the rich culture & heritage of our country (Folk art of different states). |
| December (25 days) | <ul style="list-style-type: none"> Drawings on Christmas Christmas Decoration | <ul style="list-style-type: none"> Student will be asked to create beautiful drawings on Christmas eve using their own ideas & thought. Students will make Santa Claus, Christmas tree, snowman, stars, bells etc. using craft skills& decorate their respective classrooms. | <ul style="list-style-type: none"> Another drawing to blow the festive mood & Christmas feel, bringing excitement & enthusiasm is students. A joyful craft activity to learn & know some more crafty skills. |
| January (18 days) | <ul style="list-style-type: none"> 20 Sketches from ‘Step-by-step’ book. | <ul style="list-style-type: none"> Students will complete first 10 sketches from the ‘Step-by-step’ book. Students will finish next 10 sketches from the ‘Step-by-step’ book. | <ul style="list-style-type: none"> To learn & improve pencil drawings & shadings. To learn & improve overall sketching skills. |

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| February (-- days) | To finish all the remaining sketches from the core book 'step-by-step' | <ul style="list-style-type: none">• Students will be asked to finish all the remaining sketches, human figures, landscape from 'Step-by-step' book. | <ul style="list-style-type: none">• To learn & improve pencil drawing & shading skills. |
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CURRICULUM PLAN
CLASS 8
DANCE
2023-2024

Learning Objectives :-

1. Knowledge of the rich cultural heritage of India .
2. Knowledge of different dance forms and gharanas .
3. Develop the dancing skill , creativity , imagination / innovation .

| <i>Month</i> | <i>Chapter / Topic</i> | <i>Methodology</i> | <i>Learning Objectives</i> |
|-------------------------|--|---|---|
| <u>April(18)</u> | <ol style="list-style-type: none"> 1. Bhumi Pranam 2. Discussion of Indian Classical Dance | <ol style="list-style-type: none"> 1. Each step will be taught individually with the help of graceful steps and movements 2. Students will learn and try to perform | <ol style="list-style-type: none"> 1. Importance of dancing skills |
| <u>May(15)</u> | <ol style="list-style-type: none"> 1. Classical Dance :- Hand Movements of classical dance | <ol style="list-style-type: none"> 1. Children will be taught step by step individually . 2. Students will be taught about the different Mudras . <p>Activity - Students will PERFORM individually the same .</p> | <ol style="list-style-type: none"> 1. Will improve awareness towards Dance |
| <u>July(22)</u> | <ol style="list-style-type: none"> 1. Patriotic Dance | <ol style="list-style-type: none"> 1. The meaning of the song will be explained by the teacher to improve the feel and enhance the quality of dance . 2. Students will then try and perform the same . | <ol style="list-style-type: none"> 1. Feeling of Patriotism |



| | | | |
|-----------------------------|---|---|---|
| <u>August(23)</u> | <ol style="list-style-type: none"> 1. Patriotic Dance | <ol style="list-style-type: none"> 1. Children will also be taught in group to develop coordination among themselves 2. Discussion of freedom fighters | <ol style="list-style-type: none"> 1. Feeling of Patriotism |
| <u>September(10)</u> | <ol style="list-style-type: none"> 1. Knowledge about Folk Dance 2. 5 Basic steps of folk Dance | <ol style="list-style-type: none"> 1. Students will be told about different styles Folk Dances of India and related costumes 5 basic steps will also be taught to the teacher 2. Discussion of Folk Dance <p>Activity – Students will be asked to speak / write about different states , costumes etc .</p> | <ol style="list-style-type: none"> 1. Knowledge of the rich culture heritage of India . |
| October(19) | <ol style="list-style-type: none"> 1. Basic Folk Dance Steps 2. Rhythm aspect of different folk dances of India . | <ol style="list-style-type: none"> 1. Every student will be taught different Folk Dance Steps . 2. Discussion on different Folk dance Movements of different states . Students will practice individually as well as in group . | <ol style="list-style-type: none"> 1. Enhance the dancing skills develop the stage Presentation Skills . |
| <u>November(19)</u> | <ol style="list-style-type: none"> 1. Shloka Dance 2. Knowledge of Shloka Meaning | <ol style="list-style-type: none"> 1. Students will learn Shloka and the Meaning and also by heart the same . They will also be taught appropriate based on the meaning of Shloka ‘s. 2. Teaching Usage of Different Shloka’s Meaning | <ol style="list-style-type: none"> 1. Students will learn to recite , explain the meaning and also dance with the Shloka . |
| <u>December(22)</u> | <ol style="list-style-type: none"> 1. Classical Dance ‘Basic Tukra’ 2. Knowledge about Mudra | <ol style="list-style-type: none"> 1. Teaching will be done using different Mudras 2. Students will practice individually as well as in Group . | <ol style="list-style-type: none"> 1. Enhance and develop dancing skills . |



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|---------------------------|---|---|---|
| <u>January(17)</u> | <ol style="list-style-type: none"> 1. Patriotic Dance 2. Knowledge of famous freedom fighters name and work . | <ol style="list-style-type: none"> 1. One by one steps will be taught with the meaningful movements according to the song . 2. Discussion of freedom fighters | <ol style="list-style-type: none"> 1. To develop the acting skills and expressions |
| <u>February</u> | <ol style="list-style-type: none"> 1. Knowledge of Taal TeenTaal | <ol style="list-style-type: none"> 1. Teen Taal will be taught in proper Rhythm with Taali , Khaali and Matra etc . | <ol style="list-style-type: none"> 1. To build the Rhythm Sense |

Subject: -Art & Craft
Class VIII
Session- 2023-2024

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