

PARENT SYLLABUS (2022-23)

ENGLISH - CLASS VIII

MONTH	TOPICS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
APRIL	Introduction - Speaking Activity My Favourite Book and Author Revision of Tenses (all tense forms) Literature Reader: Lesson-1	Each student will be able to - speak few sentences about themselves - identify the correct form of verb - use tenses appropriately	 Students will do the following: Art Integration: Create a bookmark based on the theme of their favourite book. They can choose a dialogue from the book and write it on the bookmark. Research on the professional history of the author: Write a paragraph in about 40-50 words. 	Students will be assessed through: Worksheet
APRIL	Unit -1, Section -1 What Ate the Sun? (Activity Based)	Each student will be able to - analyse the difference between Facts and Myths - analyse the origin of myths - attempt textual questions	Students will do the following: Art Integration (Collage Making): Create a collage of five Greek myths. Group discussion on: Highlight and tell each other about different myths and legends of the world.	Students will be assessed through: - Practice Worksheet - Class participation - Submission of work

April	Unit-1, Section -2 The Thousand- Petalled Lotus	Each student will be able to - analyse the importance of courage, determination and kindness for peaceful existence in the world. - analyse the character traits of King Vikram - compare the character traits of King Vikram and Prince Ajit - learn new words - attempt HOTS and value based questions	Students will do the following: Individual Activity: Interview their parents and ask them their favourite game they used to play during their childhood. Do they miss those times? Do they find time to play the game even today? They will create a Poster /PPT on do's and don'ts of adolescence. Group activity: Compose a song on 'kindness' and will present the same in the class.	Students will be assessed through: Class participation Submission of work Practice Worksheets Assignment Long Answer Questions
April	Unit-1, Section -3 Tartary (Poem)	Each student will be able to - identify the poetic devices -paraphrase the poem - comment on the title - learn about the power of imagination - attempt textual questions	Students will do the following: Group activity: Research about why do we dream and what is the science behind it.	Students will be assessed through: Short Revision test through Google forms Class participation Submission of work Practice Worksheets

April	Types of sentences (Simple, Compound, Complex)	Each student will be able to - distinguish between the different types of sentences - join two or more clauses using conjunctions and other connectors - make use of different kinds of sentences for enhanced writing skills	Students will do the following: Discuss the concept of sentence structure and answer accordingly.	Students will be assessed through: Class participation Submission of work Practice Worksheets
May	Writing Skill - Informal Letter <u>Activity Book:</u> <u>Unit - 1</u>	Each student will be able to - write a letter with correct format, content and style of writing	Students will be able to write the letter.	Students will be assessed through: Class participation Submission of work Weekly test syllabus Literature Tartary - poem The Thousand-petalled lotus(prose) Grammar Types of Sentences Writing skills Informal letter Reading Comprehension
Мау	<u>Unit-2, Section 1: A Rocks! (activity</u> <u>based)</u>	Each student will be able to:	Students will do the following:	Students will be assessed through: Class participation Submission of work

	<u>Literature Reader:</u> Lesson 2	 analyse the importance of art as a means of communication perceive that art bridges the gap between the prehistoric ages and the present world answer the textual questions 	 Art Integration: The students will design a collage on Bhimbhetka rocks. Experiential Learning: Work in groups and share their experiences of the places they have visited with their families. 	Worksheet
July	<u>Unit 2, Section 2:</u> <u>The Last Stone</u> <u>Mason by Sigrun</u> <u>Srivastav</u> <u>Activity Book:</u> <u>Unit - 2</u>	Each student will be able to: - understand the dilemma of the old stone mason and answer the textual questions, - analyse the characters of Salim and Masterjee. - infer what the generation gap means	Students will do the following: Experiential Learning: Pay a visit to a stonemason/sculptor/carver/pot maker nearby and reflect on their background and relevance of their art. Take an imaginary interview and make notes on the same.	Students will be assessed through: Class participation Submission of work Worksheet
July	<u>Section 3:</u> Ozymandias	Each student will be able to:	Students will do the following: Group Activity: Research about the poet and discuss about her notable works.	Students will be assessed through: Class participation Submission of work

	(Poem Recitation Activity)	- recite the poem with the desired intonation and expressions.		
July	<u>Unit 3: An Indian</u> <u>Kaleidoscope</u> <u>Section 1: On</u> <u>Being an Indian</u> <u>by Ruskin Bond</u>	Each student will be able to - enlist points on the idea of brain drain - answer the textual questions - enhance their comprehension skills	Students will do the following: Individual Activity: The students will create a web chart by using the terms 'patriotism' and 'belonging' as the centre words.	Students will be assessed through: Class participation Submission of work Practice Worksheets Assignment Long Answer Questions
July	<u>Unit-3, Section 2:</u> <u>The Idea of India</u> (reading activity) <u>Literature Reader:</u> <u>Lesson 3 & 4</u>	Each student will be able to - enlist points on rights and duties - suggest points on the changes which can be made in Indian Constitution - use a dictionary to find the meaning of new and difficult words	Students will do the following: Individual Activity : Discuss about "'Unity in diversity' is needed to make India strong'. What do they think are the diversities in our country ? Do they think diversity makes us more interesting?	Students will be assessed through: Class participation Submission of work
August	Writing Skill Drafting a Poster- -format -writing style -sample	Each student will be able to - draft a poster on a given topic	Students will do the following: Individual activity - Design a Poster promoting anyone section of the Preamble of India.	Students will be assessed through: Class participation Submission of work Weekly Test 2 (Tentative Syllabus)

	Grammar + Vocabulary :Punctuation (Comma) ,Reordering Phrases to form complete sentences	 -reorder words or phrases to form complete sentences -Punctuate the given sentences 	Compose a poem - Create a poem using the names of punctuation marks Reorder the words/ phrases to form meaningful sentences.	 On Being an Indian by Ruskin Bond The Last Stonemason In the Bazaars of Hyderabad by Sarojini Naidu (poem) Writing Skills – Informal/Formal Letter Grammar - Reordering Phrases to form complete sentences Punctuation Tenses (all forms) Reading Comprehension Passage (Case-Based)
August	<u>SECTION 3:</u> POETRY:	Each student will be able to	Students will do the following	Students will be assessed through:
	In the Bazaars of Hyderabad by Saroiini Neidu	- analyse the central theme of the poem	Experiential Learning: Recall their Visit to a nearby market and observing the behaviour of various vendors, relating it to the poem read.	Class participation Submission of work
	<u>Grammar-</u> Tenses (all forms)	 identify poetic devices used in the poem construct the scene of 	YouTube- A funny video will be shown to generate laughter.	Practice Assignment
	Reported Speech	a market place in the form of a descriptive paragraph. (take hints	Just for Laugh: The students will create a joke and share it in the class. To give it a twist, they will also share the	
	<u>Activity Book:</u> <u>Unit - 3</u>	from the poem) - identify the correct form of tense in the given sentences	tense they have made their joke in! The one using a maximum number of correct tenses gets extra applauses!	

		 attempt exercises on tenses revise the concept of Reported Speech via video, worksheet and quiz. 		
August	Writing Skills - <u>Formal letter -</u> <u>letter of</u> <u>application and</u> <u>letter to the editor</u>	Each student will be able to - write the format for formal letter and letter to the editor and application to the Principal - draft an application to the Principal. -draft a letter to the editor using the correct format, content and style	 Students will do the following: There are so many municipal taps of drinking water installed in your city. For lack of maintenance, most of them are either leaking or left running by careless members of the public. Write a letter in 100-120 words to the editor of a local newspaper drawing the attention of the authorities for proper maintenance and urging the public to be careful while using them. Bring samples of letters from magazine, newspaper or any other source. Learners will write a formal letter and will read or share amongst themselves in order to exchange ideas and understand the format better. 	Students will be assessed through: Class participation Submission of work
September	<u>Unit 4: Inventions</u> and Discoveries <u>Section 1: An</u> <u>Amazing Ancestor</u> (Activity Based) <u>Literature Reader:</u> Lesson 5 & 6	Each student will be able to: - differentiate between an invention or discovery - enhance their comprehension skills	Students will do the following: Group Activity : Think about how the earlier keypad has become the QWERTY key pad of today and why it is still relevant.	Students will be assessed through: Class participation Submission of work

		- learn about the ancestry of some modern gadgets		
September	Unit 4, Section 2: Madam Curie (play) Revision for Mid- Term Exam	Each student will be able to: -share at least one significant invention and discovery and describe it briefly. -relevance of that discovery in today's time. -sequence the creative process the scientists may have followed. -frame meaningful sentences related to the given words - answer the basic textual questions	Students will do the following: Role Play The students will role play the character of their choice from the play, 'Madame Curie'	Students will be assessed through: Class participation Submission of work Worksheet ACTIVITY BASED ASSESSMENT (HOLIDAY HOMEWORK) - 10 MARKS Class VIII - Mid Term EXAM_SYLLABUS (tentative) Section A- Reading Comprehension-Case Based Passage Section B - Writing • Poster Making • Formal Letter Informal Letter Informal Letter Reordering Phrases into complete sentences Tenses (all forms) Types of Sentences Punctuation Reported Speech Section D- Literature MCB- Unit 1

October	Unit 4, Section 3: The Microscope (poem) Activity Book: Unit - 4	Each student will be able to: -share at least one significant invention and discovery and describe it briefly. -relevance of that discovery in today's time. -sequence the creative process the scientists may have followed. -frame meaningful sentences related to the given words - answer the basic textual questions	Students will do the following - They will visit the biology lab and learn to use a microscope. - They will also create a collage depicting different types of microscopes	Sec 1- The Thousand Petalled Lotus Sec 2- Tartary (Poem) <u>Unit 2</u> Sec 2 - The Last Stonemason <u>Unit 3</u> Sec 1- On Being an Indian Sec 3- In The Bazaars of Hyderabad (poem) <u>Unit 4</u> Sec 2- Madam Curie (play) Students will be assessed through : Class participation Submission of work Revision Worksheet
October	Grammar: Prepositions-Time and place	Each student will be able to:	Students will do the following	Students will be assessed through: - Quiz - Oral questioning in the class

	<u>Literature Reader:</u> Lesson 7 & 8	 describe the pictures and events using prepositions. identify and apply the prepositions in the worksheet and quiz 	- Describe the pictures and events using prepositions.	-Worksheet
November	Writing Skills: Notice Writing -format -content -style (Invite and lost & Found)	Each student will be able to: - draft a notice using the correct format, content, and style	 Students will do the following You are Ashish/ Ashna Khanna, a student of class VIII. You have found a wrist watch in the school playground. Write a notice in 50 words, for the school notice board inviting its rightful owner to claim the watch after furnishing necessary details. You are Rahul/Rashmi. As President of the Literary Club of your school you have organized an interschool debate competition on the. occasion of the Silver Jubilee celebrations of your school. Write a notice in about 50 words, informing the students of your school about the competition. 	Students will be assessed through: - Worksheet - Oral questioning in the class - Revision of letter format using the AMP technique
November	Unit 5, Section 1: The Palindrome Literature Reader: Lesson 9 <u>Activity Book:</u> Unit - 5	Each student will be able to: - to read, compare, contrast and think critically - analyse the characters of Raman and his mother - draft character sketch of Tenali Raman	Students will do the following Group Activity: - The students will work in groups pf four and search for similar stories on Tenali Raman and read them aloud in the class. - They can also find out more about the other famous court jesters.	Students will be assessed through: - Class participation - Submission of work - Worksheet - Oral questioning in the class

		-reflect on the topics and answer questions		
November	Unit 5, Section 2: Advia! Unit 5, Section 3: Flutters of Thought (poem recitation)	Each student will be able to: - Recall and express their views about Afghanistan and its people - Express in their own words how a language barrier can lead to misunderstanding - List reasons why the family made errors in judging the two men - Compare and contrast the characters of Puja and Sudhir - Deduce the meanings of unfamiliar words - recite the poem using the desired intonation and expressions	Students will do the following Group Activity: - Discuss whether they have had any experience where they expected a certain kind of behavior from another person or group, but that person or group turned out to be different. - Recite the poem using the desired intonation and expressions.	Students will be assessed through: - Class participation - Submission of work
Novermber	<u>Unit-6, Section 3:</u> <u>The Tyger (poem)</u>	Each student will be able to: -enjoy the poem and the humour in it - identify the rhyme scheme of the poem -participate in the class discussion	Students will do the following Individual Activity: Write a list of the traits and habits of an animal of your choice. Be sure to use words and phrases in such a way that your poem communicates how you feel about this animal.	Students will be assessed through: - Quiz - Oral questioning in the class - Individual Tasking: Class and home assignments

December	Grammar-Active and Passive Voice Literature Reader: Lesson 10	Each student will be able to: convert the sentences in active voice into passive and vice-versa	Students will do the following Group Activity: The class will be divided into teams – and one member from each team will be sent out of the room for 1-2 minutes. The other students will move things in the room and then call the students back in. The idea is for them to say as many things as possible that have been changed within a time limit, awarding a point for each correct sentence. It's important to set a time limit so that as many students as possible get a go. The sort of language expected is: "The table has been moved" Have students enter the room without notice: "The chair is being moved" "The curtains were being closed when I walked in" To maximize student talk time, each student will say something that wasn't spotted at the end of each round: "The board markers were put on a chair".	Students will be assessed through: - Quiz - Oral questioning in the class
December	<u>Unit-6, Section 1:</u> <u>An Interview with</u> <u>Arun</u> <u>Krishnamurthy</u>	Each student will be able to: - analyse the Threats to the environment and areas that need to be healed	Students will do the following Group Activity: Think of the many ways you can make a difference to the environment (brainstorm and mind mapping on the board)	Students will be assessed through: - Class Discussion

		 analyse the causes- Human activities and Ways to reduce the threats analyse the role of Arun Krishnamurthy in cleaning the environment. 		
December	<u>Unit-6, Section 2:</u> <u>An Island of Trees</u> <u>Activity Book:</u> <u>Unit - 6</u>	Each student will be able to: - analyse the importance of trees - discuss the character traits of grandmother and Koki - analyse the relationship between grandmother and the great grandfather - analyse what steps should be taken to take	 Students will do the following: They can gather names of trees akin to a particular, climate and season and write a short informative script. They can do a role play as trees and humans; and discuss about the adverse results of deforestation and the need for afforestation. Importance of trees and plants and their role in the environment can also be highlighted. 	Students will be assessed through: - Class Discussion - Worksheets - Oral questioning
		care of the environment	Students will do the following	
December	Writing Skills:	Each student will be able to:	The students will go through the report links	Students will be assessed through:
	Newspaper Report		given below and answer the questions that	- Worksheet
	writing	 write a newspaper report using the appropriate format, content and style 	https://www.hindustantimes.com/india- news/india-logs-156-omicron-cases-in-a-day- delhi-overtakes-maharashtra-as-top-	- Oral questioning in the class - Class participation
			https://timesofindia.indiatimes.com/city/mumb	- Submission of work

			 <u>ai/over-55-of-states-covid-19-spurt-on-sunday-reported-from-mumbai/articleshow/88511341.cms</u> 1. Find the differences between the two newspaper reports. 2. Which report is better? Why? 	
January	Unit 7, Section 1: Ashoka, the Messenger of Peace <u>Literature Reader:</u> Lesson 10	Each student will be able to: - reflect on the importance of having peace in present times and share it in the class - discuss about various preachers of peace from history - character-sketch of Ashoka	Students will do the following Experiential Learning: Visit Qutab Minar and observe the inscriptions mentioned on the Ashoka Pillar.	Students will be assessed through: - Class discussion - Oral questioning in the class - Individual Tasking: Class and home assignments
January	Writing Skills: Article for the school magazine.	Each student will be able to: - write an article for the school magazine using correct format, content and style.	Students will do the following Individual Activity: Write an article for the school magazine.	Students will be assessed through: - Worksheet - Oral questioning in the class - Individual Tasking: Class and home assignments
	Grammar: 1. Conjunctions 2. Punctuation (Apostrophes) 3. Adverbs 4. Phrasal verbs	Each student will be able to: - frame meaningful sentences using conjunctions	Students will do the following Class Activity: Frame sentences using conjunctions (subordinating and coordinating conjunctions) Complete the given exercises on Punctuations.	Students will be assessed through: - Quiz - Oral questioning in the class - Worksheets

		 use apostrophes at the appropriate place join sentences using appropriate conjunctions. gap filling using appropriate conjunctions Use adverbs and phrasal verbs at appropriate places in a sentence 	Newspaper Activity: Read any newspaper article and find out the adverbs being used in the article and understand their usage.	
February	Unit 7, Section 2: Towards Peace (Activity-Based) <u>Literature Reader:</u> Lesson 11 & 12	Each student will be able to: - name some of the famous Nobel peace prize winners - briefly identify why the Nobel peace prize is given - recite the poem using the desired intonation and expressions	Students will do the following Art Integrated Activity: The students will compose a song on 'Peace' and will sing it in the class using their musical instrument and props.	Students will be assessed through: - Class discussion - Submission of work
February	Unit 7, Section 3: Maithreem Bhajatha (poem) Activity Book: Unit - 7	Each student will be able to: - reading of the poem with the meaning explained by the teacher	Students will do the following Group Activity: The Class will be divided into two groups and have one group ask questions about the poem while the other gives the answers.	Students will be assessed through: - Class discussion - Submission of work

		- spell at least six new		
		words correctly		
				Students will be assessed through:
February	Revision:	Each student will be	Students will do the following	- Class discussion
		able to:		- Submission of work
	Grammar:			- Assignment
	Reordering	-create meaningful	-reorder the given words/phrases to form meaningful	END TERM EXAM SYLLABUS- 8
	Phrases to form	sentences by re-	sentences	(<u>Tentative)</u>
	sentences, Active	arranging the given	-white mornal and formal retters to their menus and	
	and Passive Voice,	words/phrases	imaging themselves to be a reporter of a National	Section A- Reading - Case-Based
	Reported Speech,	- Write an	Paily and draft a newspaper report on the given	Comprehension
	l enses (all forms)	using the correct	tonic	
	W ::: 01 :!!	format content and	write the answers to the long answer questions and	Section B – Writing
	writing Skills:	etylo	discuss with peers	Application to the Principal, Letter to the
	Letters-	- draft a newsnaner		Editor, Report Writing, Article Writing, Notice
	Formal/Informal,	report on the given		(Losi and Found, Invite), Poster
	Anicie whiling, Nowenener Deport	tonic		Section C- Grammar -
	writing Notico	- answer the questions		Active and passive voice
	writing Poster	based on the lessons		 Tenses (all forms)
	Making, 1 Oster	and poems		Prenositions
	Making			Reported Speech
				(Apostrophos)
				• Adverbs
				Section D- Literature-
				MCB
				<u>Unit 4</u>
				Sec 2 - The Microscope (poem)
				<u>Unit 5</u>
				Sec 1 - The Palindrome & Sec 2- Advia!
				<u>Unit-6</u>
				Sec 1 - An Interview with Arun Krishnamurthy
				Sec 2 - An Island of Trees
				Sec 3 - The Tyger (poem)
				<u>Unit /</u>

			Sec 1 - Ashoka, the Messenger of Peace and Sec 3 - Maithreem Bhajatha
March	End term Examination		

हिंदी – कक्षा – आठवीं

मास	विषय / उपविषय / कालांश	अधिगम प्राप्त उपलब्धियाँ	कलात्मक शिक्षण / गतिविधि	मूल्यांकन
मास अप्रैल + मई	विषय / उपविषय / कालांश ब्रिज कोर्स – कविता – भविष्यत् • सरलार्थ • मूल भाव • अभ्यास प्रश्न वाक्य रचना व्याकरण – संवाद लेखन पत्र व्याकरण – लिंग, वचन वाक्य – शुद्धी पाठ–आखिरी पत्ता मूल भाव प्रश्न–उत्तर अभ्यास प्रश्न	अधिगम प्राप्त उपलब्धियाँ प्रत्येक विद्यार्थी किसी कहानी / रचना को पढ़कर उसके सामाजिक मूल्यों पर चर्चा कर पाएगा। अपने आस–पास हो रही घटनाओं के प्रति संवेदनशील बनेगा। देश के गौरवपूर्ण इतिहास को जानकर चर्चा करके अपने शब्दों में लिख पाएगा। <u>खिलौना गतिविधि</u> के माध्यम से कहानी सुनते हुए विविध कौशलों व सृजनत्मकता का विकास हो पाएगा। निरस्वार्थ प्रेम, दूसरों के दुख के प्रति संवेदनशीलता तथा व्यक्ति नहीं	कलात्मक शिक्षण / गतिविधि https://youtube.com/watchFaKg आभासी https://youtube/VUZyDLt9u5I मैं और मेरा व्याकरण व हिंदी शब्दकोश। – सचित्र हिंदी व्याकरण – यू टयूब पर कहानी 'आखिरी पत्ता' से संबंधित कहानी दिखाई जाएगी। – <u>खिलौना गतिविधि</u> के माध्यम से कहानी वाचन (ऑनलाइन/ऑफलाइन) स्लोगन निर्माण कहानी निर्माण रंगीन चित्र द्वारा https://youtube.com/watch?v=uYhq4qBCm7Y	मूल्यांकन पाठ पर आधारित कार्यपत्र। –वाद–विवाद मूल्यांकन बिन्दु – – प्रवाहपूर्ण उच्चारण – विषयानुकूल आत्मविश्वास – भाषा –प्रस्तुतिकरण –विज्ञापन रंगीन, स्पष्ट व आकर्षक हों
	अन्यास प्रश्न कारक संज्ञा व अभ्यास कार्य सर्वनाम व प्रकार	प्रेम, दूसरों के दुख के प्रति संवेदनशीलता तथा व्यक्ति नहीं व्यक्तित्व श्रेष्ठ है – यह जान पाएगा। – धन नहीं मानवता बड़ी है यह जान पाएँगें।	https://youtube.com/watch?v=uYhq4qBCm7Y - पाठ का स्कैन - पी. पी. टी. लिंक - पाठ / कविता / व्याकरण पर आधारित	व आकर्षक हो संज्ञा व सर्वनाम पर आधारित कार्यपत्र

	– मनोविज्ञान और स्वास्थ्य के	–वर्ग पहेली	
	बीच संबंध को समझ पाएँगें।		
अपठित गद्यांश		–संज्ञा कोलाज	लिंग व वचन पर
अनुच्छेद			आधारित कार्यपत्र ।
	प्रेरणा	–कारक पर लिंक	
मधुप – भंगाहल का तिलिस्मी	– समाज के प्रति संवेदनशील हो		अपठित गद्यांश पर
संसार	सकेंगे ।	–वाद–विवाद	आधारित कार्यपत्र
मूल भाव	– देश–प्रेम, समर्पण, त्याग		
प्रश्न–उत्तर	सहृदयता का विकास हो सकेगा।		
	– अपने गौरवशाली अतीत को		
संवाद लेखन	जानेंगें।		
	– प्राचीन परंपराओं में से आज के		
पत्र	लिए जो उचित है उसका चुनाव		
	कर पाएंगें।		
अमृत संचयन			
	अभिव्यक्ति		
फूल का मूल्य	– दिए गए अनुच्छेद विषय पर		
	कम से कम पाँच पंक्तियाँ बता		
यर्थाथ पर आधारित आत्मा की	एवं लिख		
पुकार	सकेगा ।		
लालच का अंत	– दिए गए संज्ञा शब्दों के		
	भाववाचक संज्ञा बनाने में सफल		
	होगा ।		
	– पाठ _् पर आधारित प्रश्नों के		
	उत्तर दे पाएगा।		
	– विज्ञापन – निर्माण कर पाएगा।		
	– कारक शब्दों को वाक्यों में		
	रेखांकित कर पाएगा।		
	– समाज में फैले अधविश्वासों को		
	दूर करने के कुछ उपाय बता		
	पाएगा ।		
	– कविता का प्रतीकात्मक अर्थ		
	जान संकेगा।		

		– सही प्रारूप द्वारा किए गए		
		विषय पर पत्र लिख पाएगा।		
`				
সুলাহ	कावता — सिपाहा — सरनार्थ	्राह्यता — गाञा_वतांत के कथ्म और	गतिविधया/ क्रियाकलाप कन्म प्रकीकरण	पाठ पर आधारित
	– सरलाय – मल भाव	विखित शैली को जानकर अपनी		अभ्यास कार्य एवं
		भाषा–शैली		
	– अभ्यास प्रश्न		– कहानी वाचन आत्मविश्वास भाव व उच्चारण के साथ	
		में लिख पाएगा।	कहानी सुनाएगा। (वाचन कौशल)	कायपत्र द्वारा साक्रय
	पाठ – असली याचक			मानसिक सहभागिता
		– सामाजिक – धार्मिक –	मूल्यांकन बिन्दु – भाषा	दवारा मौखिक प्रश्नोंत्तर
	व्याकरण – पद–भेद –	आर्थिक पक्षों से भली भाँति	उच्चारण	
	(विशषण, क्रिया)	पाराचत हागा।	आत्मावश्वास	
	वर्णा विन्छेत	गत्रात्म्प्रणाः		एकल प्रस्तुताकरण
	491-14 <i>0</i> 04	्रत्यारगरग — — कविता का पतीकात्मक अर्थ		द्वारा छात्रों से कहानी
	वाक्य—भेद	जान पाएगा।	मल्यांकनात्मक गतिविधि – शब्दों का तालमेल का कविता	सनाएगा।
	(अर्थ व रचना के आधार पर)		बनानी ।	3
		– सैनिकों के प्रति जागरूकता,		
	अनुच्छेद लेखन	सहानुभूति को जान पाएगा।	खिलौना गतिविधि	तात्र्यों में उत्तित तिषोषण
			कलात्मक शिक्षण –	
	अभ्यास कार्य	संवेदनशीलता – दूसरों की	– रोल प्ले	शब्दों द्वारा रिक्त स्थान
		भावनाओं का सम्मान कर पाएगा।		पूर्ति करवाई जाएगी।
	अमृत संयथ —	गनगम्प्रमा कविन के भाव का	मूल्याकन बिन्दु – भाव-भागमा	
	पाठम पगंधुलापाला	प्रत्यास्मरण — कापता के माप का	<u>ज</u> न्दनिक्रणा	
			४२३४४४४ आत्मविश्वास	
		शब्दकोश विस्तार – पछे गए	भाषा	
		कठिन शब्दों से कम से कम दो		
		शब्दों के अर्थ बता सकेगा।	–भाषण ∕ वाद विवाद	
		–अभिव्यक्ति एवं प्रयोग – विशेषण		
		शब्दों का विज्ञापन निर्माण में	अनुभवात्मक गतिविधि – मित्र के गुण बताते हुए परिचय	
		प्रयाग कर पाएग[] 	दना	

		–वर्ण–विच्छेद नियमानसार कर	काबलीवाला से स्वरचित पृश्न–निर्माण निधि से पृश्न रचना	
			जन्मनी जनमामि।	
			करपाइ जाएगा।	
		–वाक्य–भेद पर मौखिक व लिखित		
		रूप से अभ्यास कर पाएगा।		
अगस्त	कावता — बाल लाला		कलात्मक / रचनात्मक गातावाध –	विषय पर आधारित
		पारास्थातया क अनुकूल स्वय का		अभ्यास कार्यपत्र।
	सरलार्थ	ढालना सीखेंगे।	कृष्णजी की किसी प्रसिद्ध बाल लीला पर आधारित एक	
			कोलाज 🖊 चार्ट निर्माण।	
	प्रश्न उत्तर	औपचारिक शिक्षा और भक्ति—भाव	·	बाल लीला पर अभिनय
		के पनि उत्तिन नालमेल बना	गिन्नौना गतितिधि	
		प्रमात जावत तालगल वना		के मूल्यांकन बिंदु –
	प्याकरण	41911		
	\ ~~		आज का भाक्त व्यावसायांकरण ता नहां ह — वाद—ाववाद	
	अनेकार्थी शब्द	ममता का भाव		• आत्मविश्वास
		माँ के त्यागमयी, समर्पित, स्वार्थ	कृष्ण जीवन पर आधारित कोलाज बनाएंगें।	
	सूचना लेखन	रहित योगदान को जान पाएँगे।		• उच्चारण
	<u>ू</u> पत्र		कष्ण जीवन पर आधारित श्लोक का गायन व गीत	
	ਤਿੰਨ ਰਾਸ਼ੀਜ	– कथा चर्चा टवारा श्रीकष्ण के	यनामं ।	• भाव
	अपाठत गंधाश	बयपन का लालाओं के बार में जान		• प्रस्तुतीकरण
	पयायवाची शब्द	सकगा।	–अपन बचप्पन का काइ शताना कक्षा का चचा द्वारा	
	अनुच्छेद		बताएंगे ।	
		– अपने बचपन के अनुभवों को		गगल फार्म कार्यपत्र
	अमत संचय —	चर्चा दवारा सना पाएगा।	कलात्मक शिक्षण	
			भक्ति व शांति पर आधारित गीत दवारा प्रस्तति	द्वारा मूल्यांकन
	אוט־שוגויז יינוג 	शब्दकोश तिस्तार — गफे गग		
		$\frac{1}{2} = \frac{1}{2} = \frac{1}$		~
		काठन शब्दा स कम स कम दा	א א א א א א א א א א א א א א א א א א א	पाठ पर आधारित
		शब्दा क अथ बता सकगा।	आराह–अवराह	
			उच्चारण की शुद्धता	अम्यास कायपत्र
		–नटखटपन, शरारत, ठिठोली	लयात्मकता	अनस्वार अननासिक
		आदि भावों को समझ पएगा।	आत्मविश्वास	नतना पर आधारित
			प्रस्ततीकरण	
		– पात में आए नए शब्दों के अर्थ		অন্নার দ্যান্দস
			निज वर्णन वीनियों के प्रारंपण ये प्राप्त कर लेखन	
		जान पाएगा। 	– । यत्र पणन पाडिया क माध्यम स समझा कर लखन	
		、 、		
		– एकवचन सं बहुवचन शब्द बना		
		पाएगा ।	करवाया जाएगा व मुख्य बिंदु समझाए जाएंगे।	

वाद–विवाद गूगल फार्म द्वारा
– अपठित गद्यांश आधारित कार्यपत्र गूगल फार्म प्रश्नोत्तरी कार्यपत्र द्वारा मूल्यांकन
– सक्रिय मानसिक सहभागिता द्वारा मौखिक प्रश्नोत्तर
 आधारित अभ्यास प्रश्न द्वारा लिखित एवं मौखिक मूल्यांकन –गगल फार्म दवारा

		संगीत कला –		
		प्रयत्नरत रहने का भाव विकसित होगा। शब्द कोशविस्तार – कम से कम दो ज्ञान एवं एक समझ के प्रश्नों की रचना स्वयं कर पाएंगें तथा सामान्य प्रश्नों के उत्तर बता पाएंगें। <u>प्रयोग</u> – अर्थ के आधार पर वाक्य बना पाएगा।		मध्यावधि परीक्षा (21.09.2022 — 30.09. 2022)
		– अशुर्दध वाक्यों को शुद्ध कर पाएगा।		
		– दिए गए विषय पर संवाद लेखन कर पाएगा।		
अक्टूबर	मधुप — पाठ—अंतिम सीख	प्रत्येक छात्र	अंतः वैयकित्व परम्परिक एवं भविष्य कौशल	विषय पर आधारित अभ्यास कार्यपत्र
	मूल भाव	ग्राह्यता – ज्ञानी व विद्वानों का आदर करना सीख सकेंगें।	कला समेकित गतिविधि –चार्ट निर्माण	एक मिनट⁄वाचन कौशल
	प्रश्न उत्तर . 、	– सत्य और असत्य के मार्ग पर चलने का परिणाम जान सकेंगें।	–मात्र एक मिनट राजनीति व कूटनीति में अंतर	अंहिसा और शांति
	पाठ – ससार सागर के अनाम नायक	– विनम्रता का पाठ समझ सकेंगें।	अंतः विषय कला सेतु	आवश्यकता या मजबूरी
	मूल भाव	–युद्ध की राजनीतिव कूटनीति समझ सकेंगें।	<u>संवाद लेखन</u> (शारीरिक, गतिविधि कौशल, भर्षिीय कौशल,	आधारित–अभ्यास कार्य एवं कार्यपत्र द्वारा
	प्रश्न उत्तर			मूल्यांकन
	क्रिया–विशेषण	– आनलाइन ।शक्षण सामग्रा दा जाएगी।	ताकिक एव रचनात्मक काशल)	–संवाद–लेखन, मुहावरे,
	काल	– पाठ का पी.डी.एफ. एवं	मूल्याकन बिदु – संवाद प्रस्तुति–(1)	अनुच्छद, अपाठत मद्यांश, औपचारिक पत्र पर आधारीन स्टर्भपत्र
	अनेक शब्दों के लिए एक शब्द			तर आवारित कायपत्र

	वाडिया विद्यार्थियां का भजा		–साक्रय मानासक
चित्र वर्णन	जाएगा जिसको पढ़कर पाठ का	विषय वस्तू – (1)	सहभागिता द्वारा
	मल भाव तथा उसका उददेश्य	3	,
अमन जंचरा	रनाऐंगे।	भात-भंगिमा- (1)	मौग्विक पश्रनोत्तर
、 ·			0
अनमलि भट		रचनात्मकता– (1)	– आधारित अभ्यास प्रश्न
			द्वारा लिखित एवं
`	– तालाब, नदी,रू नहरें, कएं आदि		मौखिक मल्याकन
दहज	की आवश्यकता और उपयोगिता		6
	को जानरपुर्वरता आर ७ विमा रित		राणिक किणकरणा
	का जान पार्गा।		–सानूहिक क्रियाकलाप
			द्वारा कहाना म स
			मुहावरों की पहचान
	– अज्ञात कर्मकारों के प्रति		कराकर
	सजगता व सम्मान बढेगा।		
			– आहित गटगांश
	 ``````_``````````````		जगाठरा गय्पारा
	-जल सरक्षण म समाज क		आधारित कायपत्र द्वारा
	विभिन्न वर्गा, जातियाँ		गूगल फाम प्रश्नतिरी
			कार्यपत्र द्वारा मूल्यांकन
	के त्यागमयी, समर्पित, स्वाथरहित		
	रगेगटान को जान पाएँगे।		
	$\underline{\mathbf{x}}$		
	कठिन शब्दों से कम से कम दो		
	शब्दों के अर्थ बता पाएंगे।		
	– कम से कम दो ज्ञान एवं एक		
	यमरा के गुभ्में की उग्रत्ना उत्तरां		
	रानझ पं प्रशा पं रखा रपप		
	कर पाएग एव ज्ञान धारित		
	सामान्य प्रश्नों के उत्तर बता		
	पाएंगे ।		
	प्रयोग – दैनिक जीवन में बोलचाल		
	में किया विषोषण प्रत्वों का उत्तिव		
	त्रयागं कर अपनं विचारा का		
	अभिव्यक्ति स्पष्ट रूप से कर		
	पाएंगें ।		
	– काल का उचित प्रयोग व		
	पत्नार बता पाएंगें।		
	ן יצוא וואי אואא		

		<mark>चित्र वर्णन</mark> – दिए गए चित्र को देखकर उस पर पंक्तियां लिख पाएगा।		
नवम्बर	मधुप – पाठ – ज़ायका–ए– पुरानी दिल्ली	प्रत्येक छात्र – – ग्राहयता – पुरानी दिल्ली के	मूल्यांकन गतिविधियाँ	विषय पर आधारित अभ्यास कार्यपत्र
	मूल भाव	पारंपरिक व्यंजनों के विषय में जान सकेंगें।	– मूक अभिनय द्वारा मुहावरों की पहचान करवाई जाएगी।	–पाठ पर आधारित अभ्यास कार्य एवं कार्यपत्र दवारा मल्यांकन
	प्रश्न उत्तर	 फास्ट-फूड के आधुनिक जमाने में भी सदियों पुराने व्यंजनों के 	कहानी निर्माण करेंगें।	गगल फार्म दवारा
	समास —भिन्नार्थक शब्द	अस्तित्व को पहचान सकेंगे। – मुगल राजकुमार, राजकुमारियों और बेगमों के खाने–पीने के शौक	कलात्मक शिक्षण — कलाकृतियाँ बनाना	
	–सूचना लेखन	के बारे में पता चलेगा।	क्रियाकलाप गतिविधि—	–सक्रिय मानसिक सहभागिता द्वारा मौखिक प्रश्न
	—मुहावरे	-पुराना प्रासद्ध खान-पान का दुकानों के बारे में पता चलेगा।	–छात्र अपने पसंदीदा खाने के बारे में लिखकर	–उपसर्ग–प्रत्यय स्वर
	—पत्र —अनच्छेद	—उपसर्ग — प्रत्यय से नए शब्द बना पाएगा।	उससे प्रयोग होने वाली सामग्री की सूची बनाएंगे।	संधि प्रश्न द्वारा लिखित एवं मौखिक मूल्यांकन
	अमृत संचय धन की भेंट	शब्द कोश विस्तार – पूछे गए कठिन शब्दों से कम से कम दो शब्दों के अर्थ बता पाएगा।	– विज्ञापन निर्माण का रचनात्मक प्रस्तुति	– अपठित गद्यांश आधारित कार्यपत्र दवारा
		— <u>प्रत्यास्मरण</u> — कम से कम दो ज्ञान एवं एक समझ के प्रश्नों की		गूगल फार्म प्रश्नोत्तरी
		रवना स्पय कर पाएगा एव सामान्य प्रश्नों के उत्तर दे पाएगा।		पगवपत्र द्वारा मूल्याकन
		<u>अभिव्यक्ति</u> – दैनिक जीवन में बोलचाल में मुहावरों का उचित प्रयोग कर पाएगा।		गूगल फार्म द्वारा
		–भिन्नार्थक शब्दों को वाक्य में उचित रूप से प्रयोग कर पाएगा।		साप्ताहिकपरीक्षा—द्वितीय 25 / 11 / 2022

		–समास विग्रह		
दिसम्बर दिसम्बर द	मधुप – पाठ – बस्तर – जनजाति में तुंबा (सपष्टीकरण, प्रश्न उत्तर) मूल भाव प्रश्न उत्तर वाक्य'–भेद (रचना एवं अर्थ के आधार पर) अनुच्छेद वाक्य शुद्धि पत्र संवाद लेखन अमृत संचय धन की भेट	प्रत्येक छात्र प्राहयता – – बस्तर के आदिवासी समाज की कला, संगीत खान–पान को जान पाएगा। – प्रकृति प्रदत्त वस्तुओं को सहेजना, पुनरावर्तन संरक्षण करना सीख पाएगा। – तुंबा और लौकी के विभिन्न उपयोग व प्रयोगों को जान पाएगा। – तुंबा और लौकी के विभिन्न उपयोग व प्रयोगों को जान पाएगा। – तौवन शब्दों को पढ़ उसके अर्थ बता पाएगा। – नवीन शब्दों को पढ़ उसके अर्थ बता पाएगा। – उपसर्ग – प्रत्यय से नए शब्द बना पाएगा। पह कोशविस्तार– कम से कम दा ज्ञान एवं एक समझ के प्रश्नों की रचना स्वयं कर पाएंगें तथा सामान्य प्रश्नों के उत्तर बता पाएंगें। प्रयोग– अर्थ के आधार पर वाक्य बना पाएगा। – अशुद्ध वाक्यों को शुद्ध कर पाएगा।	कियाकलापगतिविधि – कला समेकित गतिविधि द्वारा–विभिन्न प्रकार के तुंबा आर्ट पर आधारित कोलाज बनाएंगें व पोस्टर बनाएंगें। बस्तर के निवासी व आपके बीच संवाद लेखन। खिलौना गतिविधि।	पाठ पर आधारित अभ्यास कार्य एवं कार्यपत्र द्वारा मूल्यांकन वाद-विवाद गूगल फार्म द्वारा - अपठित गद्यांश आधारित कार्यपत्र गूगल फार्म प्रश्नोत्तरी कार्यपत्र द्वारा मूल्यांकन - सक्रिय मानसिक सहभागिता द्वारा मौखिक प्रश्नोत्तर - आधारित अभ्यास प्रश्न द्वारा लिखित एवं मौखिक मूल्यांकन गूगल फार्म द्वारा साप्ताहिकपरीक्षा द्वितीय 30/12/22

		– दिए गए विषय पर संवाद		
		लेखन कर पाएगा।		
		– निरसवार्थ सेवा के मल्य को		
		समद्य पाएगा।		
जनवरी		प्रत्येक फ्रान	कियाकलाग गतिविधि-	
011911	गपुर — गान — नोभ को फोरो	र्त्राप्य के टषाणिणाम जमरा		– पाठ पर आधारित–
	(गाफनीक्लाम प्राप्त जन्म)	– लान के पुष्पारणान सनझ		्राज्याचा स्टार्भ गर्स
	(स्पष्ठाकरण, प्ररग–उत्तर)	(10)		अम्यास काय एप
			–मारतीय से महाने पुरूष जो लोग लोग, त्यांग सक देश	कार्यपत्र दवारा मुल्यांकन
	मूल भाव	– कहाना क माध्यम स लाभ का	क लिए लिखग	
		त्यागन का तराका साख सकग।		- ·
	प्रश्न उत्तर		–संधि व संधि– विच्छेद कर पाएंगे।	– अपठित गद्याश
		– महान व्यक्तियों जैसे आइंस्टीन		आधारित कार्यपत्र गूगल
	व्याकरण —	व स्वामी राम के बारे में जान	–अनुभव आधारित गतिविधि।	फार्म प्रश्नोत्तरी कार्यपत्र
		सकेंगें ।		द्वारा मूल्यांकन
	संधि – (स्वर, व्यंजन, विसर्ग)		–कला समेकित गतिविधि	
		ईश्वर ही सृष्टि का रचियता है		
	विज्ञापन निर्माण	यह जान पाएँगे।	–भाषण व रंगों से कहानी का चित्रण	- साप्रध्य मानासक सन्दर्भाषीत्वा तत्वरम
	सूचना लेखन			सहमागिता द्वारा
	अनुच्छेद	ईश्वर भक्ति की भावना को	–फिल्म 'अँखियों के झरोखों से' दोहा प्रतियोगिता सुनेंगे।	माखिक प्रश्नात्तर
	शदध–अशदध	र समझेंगे।	3	
	3 (1 3 (1		–संत कबीरदास जी कहते हैं मनष्य की खोपडी उल्टी होती	– आधारित अभ्यास प्रश्न
	अमन संचय	शब्द कोश विस्तार – पर्छ गए	है क्योंकि वह कभी भी धन पाप्ति से थकता नहीं।	द्वारा लिखित एव
		कदिन शब्दों से कम से कम दो	विषय पर पत स्वरनित कहानी निर्माण (चित्र सहित)	मौखिक मूल्यांकन
		प्राटन राज्या रा प्रान रा प्रान या प्राटनें के शर्भ तता सकेंगें।		
	41141	राष्या पं जय पता तपग्न	गांबान नेगवन	गूगल फार्म द्वारा
			–संपाद लखन	
		–साध व साध–ावच्छद कर पाएग		
		–आत्म विश्वास सफलता का		
		पहचान ह, इसका समझ पाएग।		
		–लोभ को बीभत्स–विभीषिका को		
		समझ पाएगा।		
फरवरी	मधुप —	प्रत्येक छात्र	–कला समेकित गतिविधि	– पाठ पर आधारित–
	पाठ – चिकित्सा का चक्कर	– व्यंग्य विद्या को समझ सकेगा।		अभ्यास कार्य एवं
	(स्पष्ठीकरण, प्रश्न–उत्तर)		वाद—विवाद	कार्यपत्र द्वारा मूल्यांकन

Г — Г				
		– विभिन्न चिकित्सा पद्धनियों की	–घर के बुजुर्गों की मदद से	
	मुल भाव	जानकारी हो सकेगी।		
	6			– अपतित गृदयांश
		ग्राम्प्रम के पनि जगरूक हो	किनी तीमपी का तलाज दिगतें।	आहर्ष प्रिय
	210 11 × 10	- रपारच्य के प्रारा जागरेक हा	विभिन्न वानारा का इलाज लिख	आवारित कावपत्र गूनल
		संकगा।		फाम प्रश्नात्तरा कायपत्र
	व्याकरण		हकीम और वैद्य के बीच परिचर्चा	द्वारा मूल्यांकन
		– सही निर्णय लेने में सक्षम		
	अपठित मदयांश	होगा ।	योग विदया पर आधारित चित्र रंगों के प्रयोग दवारा चार्ट	
	,		/ कोलाज बनाएं।	– साक्रय मानासक
	विचान निर्माण	_अपने जीवन को गतिमान बना		सहभागिता द्वारा
		जनने जापने की नासनान बना		मौखिक प्रश्नोत्तर
		सकग	ाकसा भा आषाध पर विज्ञापन निमाण	
	अमृत सचय			शाधानित शध्याच्य गणन
		शब्द कोश विस्तार – पूछे गए		
	पराया	कतिन शब्दों से कम से कम दो		द्वारा लिखित एव
		षाब्टों के अर्थ बना पाएंगें।		मौखिक मूल्याकन
		राष्ट्रा पंजन वता वार्गा		
	पुनरावृति			0
		– समास एव सधि को अभ्यास		व्याकरण आधारित
		कार्य द्वारा समझा पाएंगें।		
		,		अभ्यास प्रश्न।
		– पनरावति में पछे गए पृथ्नों के		
		उत्तर गामग		

CLASS VIII – MATHEMATICS Parent Syllabus (2022-2023)

MONTH	TOPIC	LEARNING OUTCOME	ACTIVITIES	ASSESSMENTS
April (21 teaching periods)	Rational Numbers -Definition of rational numbers -Representation of rational numbers on the number line -Rational numbers between two rational numbers	The students will be able to -Define rational numbers -represent the rational numbers on the number line. -find rational numbers between two rational numbers	Students will recall and revise the mentioned topics and clarify their doubts, if any.	-Oral questions -Diagnostic worksheet -Google Form
	Algebraic Expressions	The students will be able to		-Oral questions

-Identify monomial, binomial and trinomial expressions. -Addition and subtraction of algebraic expressions -Finding the value of a given expression	-identify terms, coefficients in an algebraic expressions. -Identify different types of expressions- monomial, binomial and trinomial -add/subtract two or more expressions. -Find the value of an expression	Students will recall and revise the mentioned topics and clarify their doubts, if any.	-Diagnostic worksheet -Google Form
Area and Perimeter - Area and Perimeter of a square - Area and Perimeter of a rectangle - Area and Perimeter of a triangle - Area and Perimeter of a circle	The students will be able to -recall the formulae of area and perimeter of different 2D shapes. -recall, revise and apply the formulae of solid shapes.	Students will recall and revise the mentioned topics and clarify their doubts, if any.	-Oral questions -Diagnostic worksheet -Google Form
Rational Numbers -Recall of natural numbers, whole numbers, integers, rational numbers. and basic operations on them. -Properties of rational numbers- Closure, Commutativity, Associativity, additive identity, additive inverse, multiplicative identity and multiplicative inverse. (3 periods) -Negative of a number -Reciprocal -Distributivity of Multiplication over Addition and subtraction. Representation of rational numbers on the number line -Rational numbers between two rational numbers	Each child will be able to -state and apply properties of addition and multiplication for simplification: Closure, Commutativity, Associativity, additive identity, additive inverse, multiplicative identity and multiplicative inverse -state and apply distributive property of multiplication over addition for rational numbers. -represent rational numbers on the number line. -find rational numbers between two given rational numbers. -represent rational numbers on the number line. -find rational numbers between two given rational numbers.	Experiential Activity: Art in Math -addition of rational numbers by paper folding. https://youtu.be/n3AQUZm99bs	Assessment through # assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions
Equations In One Variable -a linear equation -Solving equations -Applying of equations -Reducing equations to simpler forms	Each child will be able to -define a linear equation -solve a linear equation -apply equation concept to solve word problems -reduce equations to simpler forms -reduce equations to linear form	Story Sums Children will make story sums on real life application of linear equations and integrate with the lesson food in Science	Assessment through # assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions

MAY (18 teaching periods)	Linear Equations in one variable(contd) -Equations reducible to the linear form Understanding quadrilaterals -Simple closed curves -Polygons -Classification of Polygons-Convex and Concave, Regular and Irregular -Angle Sum Property -Sum of the measures of the exterior angles of a Polygon -Kinds of quadrilaterals-Trapezium, Kite, Parallelogram -Elements of a parallelogram-sides, angles, diagonals -Property of diagonal of a parallelogram and its Applying	Each child will be able to -Reduce the equations into linear form Each child will be able to -state whether a given quadrilateral is simple closed curve or not -classify polygons -name the diagonal of a given polygon -differentiate between convex and concave polygons -state whether a given polygon is regular or irregular -define a quadrilateral -state, apply and -verify angle sum property of a quadrilateral -state and apply exterior angle property of a polygon to find unknown angles -state different kinds of quadrilaterals -state the elements of a given quadrilateral -state, verify and apply the property of a parallelogram -state and apply properties of special mentioned	ART IN MATH Quadrilateral design project Each student will think of a space they would like to design, but all the components of the design MUST be a quadrilateral. http://terrysteachingtidbits.blogspot.com/2014/03/quadr ilateral-design-project.html?m=1	Assessment through # assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions #-Weekly test 6.5.22
July` (24 teaching periods)	Continuation of Understanding of quadrilateral Some special parallelograms- Square, Topic: Squares and Square Roots -Numbers and their squares -Properties of square numbers	parallelograms to find unknown values. Each child will be able to -state and apply properties of special mentioned parallelograms to find unknown values. Each child will be able to -state orally the squares of first 20 natural	 -Rangoli on an A-4 sheet using different quadrilaterals. -to verify the squares by paper cutting and pasting method 	Assessment through # assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions
	-Some interesting patterns -Pythagorean triplets -Finding square roots (prime factorisation, division method) -Square roots of decimals	numbers -learn/derive interesting square patterns -write a pythagorean triplet whose one of the members is given -find square root of numbers and decimals, by using prime factorisation / division method	<u>Art in Math</u> https://youtu.be/RKNnR51Dk8g	Assessment through # assignments # Google quiz # Activities and Projects

	Cubes and Cube Roots -Cubes of numbers -Interesting patterns -Perfect and Non perfect cubes -Cube roots by prime factorisation method	Each child will be able to -give the cube of a given natural number -derive/ observe interesting cubic patterns -state whether a given number is a perfect cube or not -calculate the cube root of a given number by prime factorisation method	Experiential Activity -To study and create some interesting patterns: a) Adding consecutive odd numbers b) Cubes and their prime factors -to carry out cube roots using estimation Art Integration Vedic Method for analyzing cube root of a number. www.youtube.com/watch?v=5yOadRCaxOY Trans disciplinary Children will create a jigsaw puzzle on cube and cube	 # Practice Worksheet # Oral Questioning #NCERT Questions #Weekly test-2 15.7.22 Assessment through # assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions
	Exponents and Powers -Powers with negative exponents -Laws of exponents -Appication of laws for simplification -Use of exponents to express small numbers in standard form -Comparing very large and very small numbers	Each child will be able to -differentiate between positive and negative exponents with examples -state and apply laws of exponents for simplification write large numbers in standard form	Experiential activity To represent exponential notation for 2²,2³,3² by paper folding method. -comparison of exponential notation using flash cards. Art Integration Children will make colourful anchor charts on laws of exponents. Trans disciplinary activity Write down the ph scale of different acids, bases and salts found in the kitchen and express them in standard form of exponents	Assessment through # assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions
August	Algebraic Expressions and Identities -Algebraic expression definition -Classification of algebraic expressions -Like and unlike terms	Each child will be able to -define an algebraic expression -state examples of algebraic expressions -classify algebraic expressions into monomials, binomials and trinomials	Art in Math Comic strip on algebraic expressions	Assessment through # assignments # Google quiz # Activities and Projects

(26 teaching periods)	-Addition and subtraction of algebraic expressions -Multiplication of monomial by a monomial -Multiplication of monomial by a polynomial -Multiplication of binomial by a binomial -Multiplication of binomial by a trinomial -Multiplication of binomial by a trinomial -Identity -Standard identities -Applying of standard Identities Each child will be able to -Recall the concepts -Solve the problems independently -	-pick out like and unlike terms in a given set of algebraic expressions -add, subtract and multiply algebraic expressions Each child will be able to -state and apply the standard identities viz. $(a + b)^2 = a^2 + b^2 + 2ab$ $(a - b)^2 = a^2 + b^2 - 2ab$ $(a + b)(a - b) = a^2 - b^2$ $(x + a)(x + b) = x^2 + (a + b)x + a$	Experiential activity To learn the concept of multiplication of algebraic expressions from pattern of dots Art in Math Create a song on algebraic expressions -To Verify algebraic identity : (a + b) ² = a ² + b ² + 2a b	# Practice Worksheet # Oral Questioning #NCERT Questions
	Comprehend the problems. -Apply the formulas Data Handling -Pictograph -Bar graph -Double bar graph -Organization of data -Grouping of data -Pie chart	Each child will be able to -draw a pictograph, bar graph and double bar graph for the given data -organise and group given raw data -draw a pie chart for given data	Experiential Activity -To Draw a pie chart by conducting a small survey in the class. -to find out the data from the newspaper and prepare bar graph/double bar graph/pie chart as per the data collected.	Assessment through # assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions
September (26 teaching periods)	Data Handling Chance and probability Revision For MIDTERM	Each child will be able to -solve probability problems	Art IntegrationDivide a pie chart into equal sectors of 30 degree each and design each sector with a different geometric art.Trans disciplinaryEach child will make a case study on pie chart	Assessment through # assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions
October (14 teaching periods)	Comparing Quantities -Recalling ratios and percentages -Finding the increase or decrease percent -Finding discounts -Profit and Loss -Sales tax / VAT -Compound Interest	Each child will be able to -calculate ratio of two given quantities -convert ratio into percentage -solve word problems on ratio concept -find the increase / decrease percent -calculate discounts -solve word problems related to profit and loss -calculate sales tax and VAT	Experiential learning Role-play to depict real life situations involving ratios, profit/loss transactions or Simple Interest	Assessment through # assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions
November	Practical Geometry	Each child will be able to	Art in Math	Assessment through

(26 teaching periods)	 -Construction of quadrilaterals when a) four sides and a diagonal are given b) when two diagonals and three sides are given c) when two adjacent sides and three angles are given d) when three sides and two included angles are given -Construction of special quadrilaterals viz. Square, rhombus, rectangle and parallelogram 	 -construct quadrilaterals with mentioned conditions using appropriate geometrical instruments -construct special quadrilaterals viz. Square,rhombus, rectangle and parallelogram 	Maze Create a maze based on the concept of practical geometry Reference the given pdf link https://learnbps.bismarckschools.org/pluginfile.php/126 519/mod_resource/content/1/Solving%20Equations%2 OMaze.pdf	# assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions #Weekly test-3 11.11.22
	Direct And Inverse Proportions -Direct Proportion -Inverse Proportion	Each child will be able to -find unknown values in a given situation after visualizing whether it is a problem of direct / inverse variation -solve word problems on direct/ inverse variation	Art in Math - Create a comic listing few daily life situations where we use the direct and inverse variations	Assessment through # assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions
December (26 teaching periods)	Factorisation -Factors of natural numbers -Factors of algebraic expressions -Factorisation a)Method of common factors b)Method of regrouping terms c)Method of using identities -Division of Algebraic expressions -Factorisation by division -Finding and correcting errors in given mathematical statement	Each child will be able to -find the common factors of given terms -factorise given expressions -state and apply mentioned identities for factorisation -divide two given polynomials -find and correct errors in given mathematical statement	Art in Math Create a song on factorisation	Assessment through # assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions #Weekly test-4 16.12.22
	Visualising Solid Shapes(Project based Learning) -Views of 3 D shapes Viz. front, side,top view -Mapping space around us -Faces, Vertices and edges -Polyhedrons -Convex and regular Polyhedrons -Pyramids -Prisms	Each child will be able to -distinguish between 2D and 3 shapes via daily life examples give the side, front and top view of a given object -draw a map on a particular scale and using specific symbols -state the faces, vertices and edges of a given 3D object	Art in Math -To draw a hut and show its top, side and front view. -To make the nets of the following solids and to verify Euler's formula for them: a) Cube b) Cuboid c) Triangular Pyramid d) Triangular Prism e) Square Pyramid	Assessment through # assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions
January	Mensuration	Each child will be able to	Art in Math Use a graph paper to design the floor plan of your room	Assessment through # assignments

(14 teaching periods)	-Recall of formulae for areas of 2d figures -Applying of the formulas -Area of Trapezium -Area of Quadrilateral -Area of a polygon -Solid shapes -Surface Areas Volumes	-state the formulas for perimeter and area of rectangle, square, triangle, parallelogram and circle -apply the formulas to calculate areas / perimeters in a word problem -state and apply formula for area of a trapezium -state and apply formulas for surface areas and volumes of cube, cuboid and cylinder	Experiential Learning -visualizing the 3-D solid shapes in class and analyzing the formula on their own. -finding the areas of the objects in their surroundings.	# Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions
February (24 teaching periods)	Mensuration (contd) -Surface Areas Volumes Playing with numbers(activity and	Each child will be able to -state and apply formulas for surface areas and volumes of cube, cuboid and cylinder	Experiential Learning -wooden structures of solids to learn about their surface areas and volumes: a) Cube, b) Cuboid c) Cylinder	Assessment through # assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning
	game based) Revision For Final Exams			#NCERT Questions

SOCIAL SCIENCE CLASS VIII (2022-23)

Month	No of Periods / Topics	Learning outcome	Activities(art	Assessments
	covered		integration)	
April and May (18 days+ 13 days) 35 minutes	 Bridge Course (5 days) Sources of history- primary and secondary sources Government-forms of government, structure of the government in India at various levels Resources- natural resources, human beings as resource 	 Each student will be able to: Identify the sources of modern history Recognise the colonial powers in India Explain the functioning of the various organs of the government Differentiate between democratic and non-democratic forms of government 	Paste or draw pictures of various sources of modern history Graphic organisers on the structure of the government Discussion on people as resource Importance of resources Map skills- States and Union Territories of India and their capitals Neighbouring countries of India	Google forms Quiz Map skills

 Map skills- India- States, Union Territories and their capitals HISTORY: Colonisation of India 	 Learn the conservation of resources Analyse the role of humans as a resource for the development of the country Locate and label the states, Union Territories and their capitals on the map of India 		
 (9 classes) Trading companies Birth of the British Indian army From trading company to political power Battle of Plassey Battle of Buxar British conquest outside Bengal Mysore wars Subsidiary Alliance Maratha wars Expansion of British rule in India and beyond Doctrine of lapse and other techniques of annexing Indian territories 	 Each student will be able to: Identify the various European trading companies in India compare the course of events leading to the establishment of British rule in India recognize the popular rulers of India and the places they ruled over analyse the causes of various battles fought between the Indian rulers and the English East India Company. For example- Battle of Plassey, Battle of Buxar, Mysore Wars, Maratha Wars evaluate the impact of various battles fought on the India's political, social and economic life 	 Students will be asked to : design a costume for an Indian ruler/ British official of your choice. Imagine You are a ruler of a vast Kingdom, give a name to your kingdom. One day you got to know that an asteroid is coming close to the Earth and might hit your kingdom also. How would you save your kingdom? Create a folk tale on the measures you took to save your kingdom. 	Google forms- MCQs and very short answer type questions Assignments – HOTS questions revision questions worksheet Map skills • Places annexed under Subsidiary alliance • Places annexed under Doctrine of Lapse • French and British settlements in India

	 critically analyse the various policies introduced by EEIC to annex Indian territories locate and label the important places on the map of India 		
 Civics - Parliamentary Government- the Union Legislature (8 classes) Introduction to the parliament- structure Lok Sabha- composition, criteria to contest election, election, presiding officer etc Rajya Sabha- composition, criteria to contest election, election, presiding officer etc Functioning of the Union Legislature Important functions of the Union Legislature Comparison between the Lok Sabha and the Rajya Sabha Some important legislations in recent years 	 Each student will be able to: Recognize the current presiding officers of the Lok Sabha and the Rajya Sabha Explain the process of election of the members of the Lok Sabha and the Rajya Sabha Compare the powers and the functions of both the houses Describe the various stages involved in the making of a new law Differentiate between a bill and a law; ruling party and the opposition Justify how the principle of no-confidence motion keeps ministers accountable Explain the terms-impeach, budget, zero hour, question hour. Session, ex-officio, ruling party, coalition government etc. 	 Students will be asked to : Graphic representation of stages involved in law making process Mock parliament- debate on the current topic Suppose you are given the opportunity to design the building of the Indian Parliament. Prepare a sketch of the building on an A4 sheet. (take reference of the architectural design of the current building of the Parliament) 	Google forms- MCQs and very short answer type questions Assignments – HOTS questions revision questions practice worksheets

	 Evaluate the implications of the laws in relation with people's right to criticise government's law they find unfair 			
GEOGRAPHY: Land, Soil and Water Resources (9 classes) • Land Resources- importance of land resource, pattern of land use, ownership of land, land use in India • Soil resources- importance of soil resources, layers of the soil, factors affecting soil formation, soil resources in India • Water resources- importance of water resources, sources of water, distribution of water resources • Degradation and conservation of land, soil and water resources • Various methods of afforestation	 Each student will be able to: Explain the terms- land use, soil profile, horizon, multi-purpose river valley projects, afforestation, hazard mapping, salinization, crop rotation, shelter belts etc. Justify the reasons for change in pattern of land use over the period of time. Identify the major land resources of India, layers of the soil, soil resources in India etc. Analyse the causes of degradation of natural resource es Suggest various methods to conserve land, soil and water resources Compare the advantages and disadvantages of multi-purpose river valley projects Develop eco-friendly lifestyle and habits 	 Students will be asked to : Design a poster to create awareness on conservation of natural resources Prepare a short play to create awareness on conservation of any of the natural resources of your choice. 	Google forms- MCQs, very short answer type questions Assignments – HOTS questions practice worksheets map work on soil resources of India, land resources in India Weekly test I: 35 marks 13.05.2022	
JULY 20 days	History: The Company's Civil Administration And Revenue Policy (9 classes) Structure of Administration Permanent Settlement Ryotwari Settlement Mahalwari Settlement Indigo Cultivation Indigo Revolt	 Each student will be able to: Draw a labelled diagram of the structure of the British administration in India Distinguish between Permanent Settlement, Ryotwari Settlement and Mahalwari Settlement Assess the effects of the above three Settlements Evaluate the causes and consequences of the Indigo revolts 	Students will be asked to: Enact a conversation between a British official and a farmer (students may refer to the language of villagers and enact a conversation using the same language)	Google forms- MCQs, very short answer type questions Assignments – HOTS questions revision questions practice worksheets
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	Civics: The Indian Constitution (8 classes) Why should a country have a constitution? The importance of the Preamble and the explanation of the many terms given in it example: Sovereign, Secular, Socialist etc Federal Structure Three Organs of Government Parliamentary form of Government Universal Adult Franchise Difference between Fundamental rights and Duties Directive Principles of State Policy	 Each student will be able to: Explain the term 'constitution' State why should a country have a constitution Assess the visions and values of the Indian Constitution Explain the important terms in The Preamble Draw a labelled diagram of the Three Organs of government Justify why elections are important in a democracy Analyse the importance of Universal Adult Franchise 	Students will be asked to: Make a collage by collecting pictures from old newspapers and magazines on how our constitution promotes fraternity among the diverse people of our country-example: people doing community services during the current pandemic. Design a Preamble for your class(online classes) (students may add values keeping in mind the current situation)	Google forms- MCQs, very short answer type questions Assignments – HOTS questions revision questions practice worksheets Weekly test II: 35 marks 22.07.2022

		 Differentiate between Fundamental Rights and Duties 		
AUGUST 19 days	Geography: Mineral And Energy Resources (3 days in July+ 4 days) Metallic minerals • Non-metallic minerals • Occurrence of minerals • Distribution of minerals • India's mineral resources • Energy resources • Conventional sources • Non-conventional sources • Distribution of energy resources • India's power resources • India's power resources • Conservation of Distribution of minerals	 Each student will be able to: Locate and label on the Map of India the important resources i.e. chief minerals and mineral fuels and their producing states Explain the uses of various energy and mineral resources Draw the flow chart of the classification of minerals Differentiate between metallic and non-metallic minerals Enlist the non- conventional sources of energy List the ways in which minerals can be conserved 	Students will be asked to: Design a Poster on Energy saving tips for your school/ class/ home Quiz on the topic. Short paly on conservation of resources	Google forms- MCQs, very short answer type questions Assignments – HOTS questions revision questions practice worksheets
	History: The Revolt Of 1857 (8 classes)	Each student will be able to:State the various causes of the revolt	Students will be asked to:	Google forms- MCQs, very short answer type questions

Revolts before 1857 •Causes of the revolt •Political causes, •Socio-religious causes, •Economic causes, •Military causes •Outbreak of the revolt. •Other centres of the revolt •Causes of the failure of revolt •Consequences of the revolt	 Explain the importance of Awadh Distinguish between the Military causes and Immediate cause for the revolt Justify the revolt at Delhi Analyse why the Revolt failed State the Nature of the Revolt Evaluate the results of the Revolt Locate and label the centres of the Revolt of 1857 on the map of India 	Open book assessment on the Causes and Effects of the Revolt Compose a song of heroism on the martyrdom of large numbers of common people during the Revolt of 1857	Assignments – HOTS questions revision questions practice worksheets
History: Education And British Rule (7 classes) Traditional education in 19 th century India •Education in India under the British	 Each student will be able to: State the differences between the Orientalists and Anglicists Justify the role of Christian missionaries in the nineteenth-century Assess the role of the Indian reformers Explain the importance of Wood's Despatch of 1854 	Students will be asked to: Draw a caricature expressing your views on the relevance of the traditional system of education in modern times Debate on Anglicists vs Orientalists	Google forms- MCQs, very short answer type questions Assignments – HOTS questions revision questions practice worksheets

	 Beginning of English Education in India Role of the government Anglicists vs Orientalists Wood's Despatch Effects of Western Education National Education Beginning of Modern education in Aligarh & Baroda 	 Analyse the role played by Maharaja Sayajirao Gaekwad III as a great educator in Baroda Evaluate the importance of the efforts of Sir Syyed Ahmad Khan in modernizing Muslims in Aligarh 		
SEPTEMBER	Geography: Agriculture (9	Each student will be able to:	Students will be asked to:	Google forms- MCQs, very
22 days	 Factors influencing crop cultivation Types of agriculture Extensive agriculture Intensive agriculture Subsistence agriculture Commercial agriculture 	 Explain the factors influencing crop cultivation Differentiate between intensive agriculture and extensive agriculture and extensive agriculture Explain the terms: Subsistence agriculture, Commercial agriculture, Plantation agriculture Assess the type of agriculture carried out in India Differentiate between Food and Cash Crops 	where Shifting Cultivation is still practised; locate and label the same on the map of India followed by a comic strip on advantages and disadvantages of Shifting Agriculture. Debate on the advantages and the disadvantages of the Green Revolution	Assignments – HOTS questions revision questions practice worksheets Internal Assessment 1. Weekly Test I & Weekly Test II: 35+35 2. Lab Activity: 10 marks 3. Activity based Assessment: 10 marks 4. H.W. & C.W. : 10 marks

	 Plantation agriculture Agriculture in India Agricultural season Types of crops Food crops Cash crops Major crops A comparative assessment of the India and the USA on agriculture Revision for Mid-Term Examination (8 classes) + 5 days for examinatio 	 Tabulate information of Indian agriculture vs Agriculture in USA Locate and label the Major Crops grown in India on an outline map of India 		
OCTOBER 13 days	 History: Women, Caste And Reform (6 classes) Movement against Sati- Initiative by Raja Ram Mohun Roy Movement for Widow remarriage- Initiative by Ishwar Chandra Vidyasagar 	 Each student will be able to: Explain : Female infanticide; Sati; Dowry; Polygamy Name any three organizations that promoted widow remarriage Enlist the efforts of social reformers to promote women's education State the importance of Periyar's efforts to end Brahmin domination Describe why did the 19th century social reformers try to 	Students will be asked to: Character Portrayal on Raja Rammohun Roy, Vidyasagar, Pandita Ramabai, Rokeya Sakhawat Hossain, Periyar, Phule, Ambedkar, Rashsundari Devi, Dayanand Saraswati, Tarabai Shinde, Narayan Guru write one slogan in her/his notebook to represent the ideas of any one social reformer in the 19 th century,learnt in this lesson	Google forms- MCQs, very short answer type questions Assignments – HOTS questions revision questions practice worksheets

 Movement against child marriage- The Age of Consent Act- 1891 	improve the condition of Hindu widows		
 Movement for Women's education- Efforts of Ishwar Chandra Vidyasagar 			
Civics: The Judiciary (5 classes)• Two types of courts: Civil courtCriminal Court• Structure of the judiciary• Supreme court• Powers and functions of Supreme Court• High Court	 Each student will be able to: Distinguish between Civil and Criminal cases State the difference between original and appellate jurisdiction of the Supreme Court Analyse why is the Indian judiciary 'single and united' Explain the term 'jurisdiction' Identify which court can revise its own decisions Mention two provisions that seek to prevent judges from becoming dependent on the parliament. 	 Students will be asked to: Find out how trials are conducted in a court. Draw a caricature on your findings. Identify the present Chief Justice of India, when she/he held this post and who held this post before. Read the details of any one PIL filed to protect child's rights. Have a group discussion in class. 	Google forms- MCQs, very short answer type questions Assignments – HOTS questions revision questions practice worksheets
Subordinate courts Geography: Industry	Each student will be able to:	Students will be asked to:	Google forms- MCQs, very
(2 classes + 6 classes in November)	State the differences between primary and secondary industries Enlist the important industrial	Tabulate information on industries under the headings – Industries and Leading	short answer type questions Assignments – HOTS questions
Location of industry	regions in India Locate and label on the map of India the main industrial regions of India	states in India Group discussion on Bangalore being called the Silicon Valley of India	revision questions practice worksheets

	 Types of industries Major Industries Major industries of India Agro and forest based industries Mineral based industries Iron and steel industry Textile industry 	Explain the terms: Information technology; sunrise industry; tertiary industry etc	Collect pictures of the Cotton Textile industry and Iron and steel industry in India and paste them in the notebooks Map pointing of the various agro based, forest based and mineral based industries in India Map skills: major industries Art in education: Textile craft on the cotton cloth	
NOVEMBER 21 days	History: Rise Of Indian Nationalism (9 classes) • Factors that led to nationalism • Formation of Indian National Congress • Moderate Phase: • Demands and methods • Extremist phase (1905-1918) • Split in Congress • Revolutionary activities • Revolutionaries in India and abroad.	 Each student will be able to: Enlist the factors leading to the rise of Nationalism Identify the founder and the first founder of the Indian National Congress State the main demands of the Extremists Describe the functions of the main political organisations Differentiate between the moderates and the extremists 	Students will be asked to: Learn to sing the song Vande Mataram Debate to be held on the topic: 'The extremists should not have urged students to leave their classrooms and join the National Movement'. Art in education: Role play on the freedom movements	Google forms- MCQs, very short answer type questions Assignments – HOTS questions revision questions practice worksheets
	Civics: Role Of Police And Courts (6 classes) • Role of police	 Each student will be able to: State the meaning of FIR Distinguish between a) 'warrant' and 'surety'' 	Students will be asked to: Art in education: Find out in which police station an FIR should ideally be filed if a crime is committed in your	Google forms- MCQs, very short answer type questions Assignments – HOTS questions revision questions

	 Power to arrest FIR Receiving an FIR Filling of FIR Role of court Trial Role of the public prosecutor 	 b)'public prosecutor' and 'defence lawyer' mention any three rights of an arrested person state when can a trial be considered fair 	neighbourhood. Draw a sketch of your neighbourhood, showing the location of this police station Draw a graphic organizer of the what an FIR should mention Discussion on the role of public prosecutor	practice worksheets Weekly test III: 35 marks 18.11.2022
DECEMBER	History: National Movement – Fulfilment	Each student will be able to: Assess the effect of emergence of	Students will be asked to: Find more information about	Google forms- MCQs, very short answer type questions
22 days	 (10 classes) Emergence of Gandhi Govt. of India Act 1919 Jallianwala Bagh Massacre Khilafat Movement Non-Cooperation Movement Revolutionary trends The Simon Commission Civil Disobedience Movement Dandi March Two Nation Theory Govt. of India Act 1935 Final Phase of National Movement Transfer of power Cabinet Mission Partition and Independence 	Gandhi on the National Movement Explain the term Satyagraha Enlist the main features of Government Act of 1919 and the Rowlatt Act State the effects of the Jallianwala Bagh incident Explain the Non-cooperation Movement Describe the Quit India movement State the purpose of the Khilafat Movement Explain the Two nation theory	some of the women leaders of India's freedom struggle Learn to sing some of the freedom songs sung by freedom fighters e.g. 'Sarfaroshi ki tamanna' or 'Kadam kadambadhaye ja' Art in education: rap song on freedom struggle	Assignments – HOTS questions revision questions practice worksheets
	Geography: Natural Vegetation And Wildlife	Each student will be able to:	Students will be asked to:	Google forms- MCQs, very short answer type questions
	 (8 classes) Environmental conditions that Influence the plants and animals Biomes 	 Mention the three environmental conditions that influence the plants and animals Define biome, natural vegetation and social forestry 	Map work on National Parks and Wildlife Sanctuaries in India Group project on collecting pictures of unusual animals	Assignments – HOTS questions revision questions practice worksheets Weekly test IV: 35 marks 23.12.2022

	 Distribution of wildlife Natural vegetation of India Wildlife of India Conservation of vegetation and wildlife The need to conserve Ways to conserve Map of India showing National parks, Wildlife sanctuaries and Biosphere reserves 	 Enlist five major types of vegetation found in India List down the endangered species of India State the major conservation measures for wildlife and natural vegetation 	and birds found in different parts of India Group discussion on India's forest and wildlife policies and to write a brief report on the findings. Make a PPT on any one animal that has been declared extinct in India. You ma\y take the help of books, internet or magazines	
JANUARY	History: India After Independence (4	Each student will be able to:	Students will be asked to: Find out about the cultural	Google forms- MCQs, very short answer type questions
11 days	 classes in December+6 classes) Indian democracy Some important features Successes and Failures Major Problems after Independence Integration of the states India's foreign policy India's relation with foreign countries 	Explain the important points of Indian democracy State the successes and failures of an independent India Assess the major problems after independence Briefly explain the reorganization of states e.g. Creation of Andhra Describe India's Foreign Policy Explain the important terms : Non- alignment, SAARC, NAM.	similarities between India and its neighbouring countries and about the scripts and languages used in these countries. See if there are any similarities with your own language and script Have a class discussion on whether the creation of linguistic states is justified Art in education: Make a PPT in a group on some of the successes and failures that India has had since independence	Assignments – HOTS questions revision questions practice worksheets
	India and the SAARC	Fach student will be able to:	Chudanta will be asked to:	
		Each student will be able to:	Students will de asked to:	short answer type questions

	Marginalised Groups And Social Justice (continues in February) (5 classes in January+4 classes) Meaning of marginalized • Some forms of social inequality • Caste system • Untouchability Social justice and Indian Constitution • Reservations • The law on Manual Scavenging	Explain the terms: -Marginalised -Adivasi -Manual scavenging -Safai Karamcharis -Sulabh International State how has caste system led to marginalization State the difficulties faced earlier by the manual scavengers	Collect newspaper clippings relating to discrimination in society and make a Collage Find out schemes launched by the central government for the development of tribal people Try to get translations of a few works of Adivasi literature and share them out in class	Assignments – HOTS questions revision questions practice worksheets
FEBRUARY				Internal Assessment
22 days	Revision for End Term			1. Weekly Test III & Weekly
zz uays				2 Lab Activity: 10 marks
	13 classes for revision			3. Activity based Assessment: 10 marks
	5 days for examination			4. H.W. & C.W. : 10 marks

CLASS VIII SCIENCE

Month	Topics	Learning Outcome	Activities	Assessments
APRIL No. of classes: 21	BRIDGE COURSE SYNTHETIC FIBRES AND PLASTICS	 Each student will be able to: classify natural and synthetic fibres recognize synthetic fibres like rayon, nylon, acrylic fibre discuss the preparation, properties and uses of rayon and nylon list the characteristics of synthetic fibres compare between thermoplastics and thermosetting plastics give examples of the two types of plastics appreciate the uses of most commonly used plastics on the environment 	 To classify natural and synthetic fibres To compare and infer the water absorbing capacity of natural and synthetic fabrics. Make a list of ten articles at home and in school premises which are made of plastic. A debate on - plastic bags should be completely avoided. use of synthetic fibres should be encouraged in place of animal fibre. Art Integration Activity: To make a polymer model with beads and thread. List the natural and synthetic fibres. Research on their largest producing or manufacturing country of the world. Mark these countries on the political map of world. 	-Objective questions - Quiz -Worksheet
APRIL (CONTD.) No. of classes: 21	MATERIALS: METALS AND NON-METALS	 Each student will be able to: categorise elements as metals and non-metals give examples of metals and non-metals describe the occurrence of metals distinguish between the physical properties of metals and non- metals 	 Flash card activity- symbols of elements To cut pieces of some metals like Na, Mg, Fe, K, Cu etc. To create a concept map On a political world map, mark the various metals found in large amounts in different regions of the world. Also, mention their physical properties, uses and reactivity. 	-Objective questions - Quiz -Worksheet

MAY No. of classes: 14	MATERIALS: METALS AND NON-METALS (CONTD.)	 Each student will be able to: write the reactions of metals with oxygen, water, acids and bases differentiate between acidic and basic oxides and give examples explain the displacement reaction apply the knowledge of the reactivity series of metals to write the displacement reaction appreciate the uses of metals and non-metals in day- to-day life Collect information from magazines, newspaper or internet on importance of consuming iodised salt. Reaction of metals with oxygen, water, dilute acids and bases. Displacement reaction using CuSO₄ and Fe metal. To show oxides of non- metals are acidit in nature and metallic oxides are basic in nature. Observe and infer about the rusted iron article. Art Integration Activity: Presentation: Parody on "Useful metals and non-metals" 	-Oral questions -Worksheet
MAY (CONTD.) No. of classes: 14	COAL AND PETROLEUM	 Each student will be able to: distinguish between exhaustible and inexhaustible natural resources explain the occurrence of coal discuss the uses of byproducts obtained from coal draw the labelled diagram to show the occurrence of petroleum and natural gas deposits name the various constituents of petroleum write the uses of various constituents of petroleum 	-Objective questions - Quiz -Worksheet

JULY No. of classes: 24	COAL AND PETROLEUM (CONTD.)	 Each student will be able to: describe the advantages of CNG justify the judicious use of natural resources list the tips given by PCRA to save diesel and petrol Section 2 (04.07.20) Exploration: Find out the locations of major thermal power plants in India and the reasons for their being located at those places. Presentation on "Alternative methods to conserve fuel" Oral que -Workshell 	uestions neet test 2022)
JULY (CONTD.) No. of classes: 24	COMBUSTION AND FLAME	 Each student will be able to: develop the concept of combustion and define it differentiate between combustible substances identify the different zones of a candle list the substances that burn with flame and without flame categorise the fuel into solid, liquid and gases interpret the calorific values of solid, liquid, and gaseous fuels discuss the importance of calorific value in selecting fuel list the characteristics of an ideal fuel adopt different ways to extinguish fire by removing one of the necessary conditions required for burning solve numerical based on fuel efficiency explain global warming and acid rain 	ve questions

JULY (CONTD.) No. of classes: 24	CELL – STRUCTURE AND FUNCTIONS	 Each student will be able to: explain the importance of cell in our body understand the facts related to number, shape, and size of cell compare a prokaryotic cell with a eukaryotic cell discuss the various cell organelles analyse the differences between animal and plant cell justify that plants do not have bones yet have a rigid structure distinguish between cell wall and plasma membrane 	0	Comparison of the cells to the bricks in the school building Making a mind map to show the different types of cell organelles and their functions. Art Integration Activity: Design a model of plant and animal cells for comparison using edible materials available in kitchen.	-Objective questions - Quiz -Worksheet
JULY (CONTD.) No. of classes: 24	REPRODUCTION IN ANIMALS	 Each student will be able to: evaluate the importance of reproduction for continuation of species compare the types of reproduction in living beings (animals) synthesize the steps from fertilization to the development of embryo in sequence draw neat and labeled diagrams of male and female reproductive systems 	0	To collect information on twins in different classes and find out whether they are identical or non-identical. Use a graphic organiser to compare asexual and sexual reproduction.	-Objective questions - Quiz -Worksheet

AUGUST	REPRODUCTION IN ANIMALS	Each student will be able to:	 Create a model on the budding in hydra and binary fission in amoeba 	-Oral questions
No. of classes: 21	(CONTD.)	between viviparous and	using ecofriendly materials available	-Worksheet
		oviparous animals	at home.	
		 draw well labeled diagram 	1	Weekly test
		of metamorphosis in frog		(05.08.2022)
		\circ compare the budding in		
		hydra and binary fission in		
		amoeba		
		 develop the concept of 		
		cloning with the help of an		
		example of sheep Dolly		011
AUGUSI	REACHING THE AGE	Each student will be able to:	• Art Integration Activity:	-Objective questions
(CONTD.)	OF ADOLESCENCE	 develop the definition for 	Create an advertisement for seiling	0:-
No. of classes, 01		adolescence and puberty	health food and suggest how you can	- Quiz
INO. OF Classes. 21		 emist the physical, emetional, and other 	build awareness on healthy eating	Warkshoot
		biological changes during	habits among your peers.	-vvorksneet
			 Making a list of food items taken 	
		\sim analyse and deal with the	during the week and identifying the	
		health issues like nimples	items responsible for proper growth	
		weight gain and develop	and the ones which are junk food.	
		confidence	 To collect data on the number of 	
		\circ identify the location of	children in class who exercise	
		endocrine glands in the	regularly.	
		diagram of human body		
		 compare the function of 		
		male hormone		
		testosterone and female		
		hormone estrogen		
		 evaluate the role of 		
		hormones and their		
		importance		
		\circ explore the various ways		
		to maintain personal		
		hygiene for good health		
		 co-relate the importance of 		
		exercise and balanced diet		
		in leading a healthy life		

AUGUST	SOUND	Each student will be able to:	0	To observe that vibrations produce	-Objective questions
(CONTD.)		 list various sounds they 		sound using rubber band, pencil box,	
		hear around them		shallow pan.	- Quiz
No. of classes: 21		 discover sound is 	0	Bring a musical instrument in the	
		produced by vibrating		class. Play and show the children that	-Worksheet
		bodies and define the term		how you play it.	
		vibration	0	Art Integration Activity:	
		\circ identify the vibrating parts		To show that sound travels through	
		of various musical		solids as well as liquids.	
		instruments		(To make jaltarang)	
		\circ identify the appreciate the		Choose a musical instrument of a	
		working of the voice box in	0	siter or quiter. Place the string of	
		the throat		varying thickness and compare the	
		 discover that sound needs 		sound produced by each	
		a medium to travel		sound produced by each.	
		 observe the model of ear 			
		and identify its parts			
		\circ co-relate the ear drum to			
		the vibrating parts of the			
		musical instruments			
SEPTEMBER	SOUND (CONTD.)	Each student will be able to:	0	To measure the amplitude of	-Oral questions
		\circ recall and define the terms		vibration using mass spring	
No. of classes: 14		oscillation, time period,		system/simple pendulum.	-Worksheet
		amplitude, and frequency			
Mid-term		 relate amplitude, 			Mid-term examinations
examinations		frequency with pitch and			
		loudness			
		 identify the harmful effects 			
		of noise pollution			
		 realise the need to 			
		minimise noise pollution			
OCTOBER	FORCE AND	Each student will be able to:	0	Observe different devices	-Objective questions
	PRESSURE	 develop the definition of 		that you use in daily life.	
No. of classes: 14		force		Note the different types of	- Quiz
		 list the effects of force 		forces at play in each	
		 recognize the effects of 		dovice Depart the	-Worksheet
		force			
		 classify force into various 		observations in tabular	
		types			

		 distinguish between contact and non-contact forces deduce formula for pressure due to solids observe the pressure exerted by liquids comprehend atmospheric pressure as the pressure exerted by gases list the importance of atmospheric pressure in daily life 	 form. To demonstrate change in speed of a moving object, its direction of motion and shape on applying force. To observe the magnetic force using nails and a magnet. To measure the weight of an object, as a force by the earth using a spring balance. To observe the frictional force using a comb on hair. Art Integration Activity: Create a short story in which all the different types of forces are involved. Present it in the form of story telling in the class. To show that liquid pressure increases with depth.
NOVEMBER No. of classes: 23	FRICTION	 Each student will be able to: develop an understanding of frictional force identify the cause of friction discover the factors affecting friction describe the different types of friction state examples of the types of friction-static, sliding and rolling write the application of friction in daily life. 	 To show that rolling friction is less than sliding friction: Place the two books, one on the top of the other. Slide one book over the other and observe the force applied and friction offered by the surfaces in contact. Now place some pencils between the surface of the books and repeat the experiment. Observe the soles of the shoes of your friend. In which condition are they? Can you guess by seeing their soles that how old these shoes are? Observe the the soles of the shoes are?

		 appreciate the advantages of friction analyse the disadvantages of friction list ways to reduce and increase friction discover and define the term drag appreciate the streamlined bodies of birds and fishes correlate the streamlined bodies of birds and fishes with that of aeroplanes and boats 	 Discuss this in relation to frictional force. o Art Integration Activity: Create a rap on friction. 	
NOVEMBER (CONTD.) No. of classes: 23	SOME NATURAL PHENOMENA	 Each student will be able to: develop the understanding on electric charges explain the flow of electric charges from a charged body to the neutral body describe the properties of charges list the differences between conductors and insulators explain about earthing and lightning conductor specify the precautions taken during lightning and thunderstorm explain about the earthquake and its cause list the precautions taken during earthquake 	 To show like charges repel and unlike charges attract each other. Open a water tap and adjust the flow so that it forms a thin stream. Charge a refill and bring it near the water stream. Observe and record your observations. Art Integration Activity: Construct your own model of 'Electroscope' and explain its working in the class. 	-Objective questions - Quiz -Worksheet
NOVEMBER (CONTD.) No. of classes: 23	CHEMICAL EFFECTS OF ELECTRIC CURRENT	Each student will be able to: o name some good conductors of	 To make a tester and to check for conductors and insulators. To test the conductivity of 	-Objective questions - Quiz -Worksheet

DECEMBER	LIGHT	Each s	tudent will be able to:	0	To show the laws of reflection	-Oral guestions
		0	develop the		of light.	
No. of classes: 26			understanding of	0	To study the nature of the image	-Worksheet
			reflection of light		formed by a plane mirror.	
		0	draw the diagram to	0	To observe dispersion of	
			explain the laws of		light using a prism	(02.12.2022)
			reflection	0	Braille was known as the 'Father of	
		0	differentiate between		the blind'. He invented Braille script	
			regular and diffused		for visually challenged to satisfy their	
			reflection		about his work	
		0	write the differences	0	Art Integration Activity:	
			between real and		To make a kaleidoscope and create	
			virtual images		beautiful patterns in it.	
		0	list the			
			characteristics of			
			the image formed by a			
			plane mirror			
		0	appreciate the			
			importance of			
			multiple reflection			
			and multiple images			
			in daily life			
		0	construct and			
			explain the working			
			of kaleidoscope			
		0	describe the			
			phenomenon of			
			dispersion of white			
			light			
		0	draw well labelled			
			diagram of a human			
			eye			
		0	recognise the essential			
			parts of the human eye			

		 locate the blind spot with the help of an activity list the different ways to take care of eyes recognise and observe the patterns of the Braille system 		
DECEMBER (CONTD.) No. of classes: 26	MIRCOORGANISMS: FRIEND AND FOE	 Each student will be able to: explain the structure of microorganisms classify the microorganisms under different groups name the five major groups of microorganisms list the various uses of microorganisms list the various uses of microorganisms mention the causative organism, mode of its transmission and preventive measures for some common human diseases. discuss the diseases caused by microorganisms in plants describe the conditions prevailing for food poisoning explain the food preservation 	 You may have noticed that most packed food items we get from the market have 'best before' or 'expiry' dates on them. Check the different types of food items and record your observations in a tabular form (product name, method of packaging and expiry/best before date). Which type of foods have the shortest and longest best before/expiry dates? Also, find out why is it considered unhealthy to consume foods after the best before/expiry date. Prepare a report on your findings. To show that soil, water and air contains microorganisms. To study lactobacillus bacteria in curd. To observe bread mould under the microscope. To observe the budding of yeast cells. 	-Objective questions - Quiz -Worksheet

		 list the methods of food preservation draw and explain the nitrogen cycle 	 Prepare a list of diseases from which children were protected in their childhood. Also, note down the age at which different vaccines were given to them. Art Integration Activity: Make pizza dough using yeast and write the recipe for the same. Make a video and take pictures while performing the activity. 	
JANUARY No. of classes: 12	CROP PRODUCTION AND MANAGEMENT	 Each student will be able to: differentiate between different types of crops list the basic practices of crop production explain the preparation of soil using agricultural implements describe the method of sowing using different tools differentiate between manure and fertilisers list the traditional and modern methods of irrigation explain the methods to protect the weeds describe the method of harvesting and storing the grains explain about the animal husbandry 	 Plant samples are often preserved for scientific study. A collection of such plant samples is called a herbarium. You could prepare a small herbarium of food crops. For each plant, collect leaves, roots, seeds and flowers. Dry the collected specimens by pressing them between different layers of newspaper for about two weeks. Paste the specimens and write details such as name of the plant, place and date of collection, etc. Prepare a chart showing irrigation methods practiced in different regions of India. The chart includes a map of India. 	-Oral questions -Worksheet Weekly test (16.01.2023)

FEBRUARY No. of classes: 23	CONSERVATION OF PLANTS AND ANIMALS	 Each student will be able to: list the causes and consequences of deforestation write the ways to conserve the forest and wildlife describe about flora and fauna explain the existence of endemic species state the significance of red data book recognize the importance of migration for survival explain about the need of reforestation 	 Study the biodiversity of a park nearby. Prepare a detailed report with the photographs and sketches of flora and fauna. Karnataka Government had launched 'Project Elephant' to save Asian elephants in the state. Find out about this and other such campaigns launched to protect the threatened species. 	-Objective questions - Quiz -Worksheet
MARCH End term examinations				End term examinations

Class VIII - FRENCH

TEXT BOOK : Cours de Langue et de Civilisation Françaises- Part III By G. Mauger

TERM-I

MONTH	CONTENT	LEARNING OUTCOMES	ASSESSMENT	ACTIVITIES
<u>April</u>	Revision of concepts done in the previous class.	Students will be able to - List the parts of a train and how a	Question Bank	Production écrite Décrivez la scène à la gare.
	La Famille Vincent à la gare du Havre	railway station functions.	Worksheet - Pluriels.	
	 Les moyens de transport Description of a train in France and in India. 	Name the various modes of transport in France and compare them to those in India.		

	 Les Pluriels Les verbes connaître et 	Change the sentences from singular to plural forms.		
	reconnaitre			
<u>May</u>	Dans le Train • Explanation of the lesson	Students will be able –	Question Bank	Décrivez l'image
	 Exercises of the lesson Conjugaison des verbes 	Answer questions based on the lesson.	Worksheet – Grammar – Passé Composé	Comprehension orale
		List out the various facilities available in a train in France.	Class Test (practice)– L-1 & Grammar	
		Conjugate verbs in the past tense using être as auxiliare.		
July	L'arrivé à Paris.	Students will be able to –	Expression Écrite – Décrivez	ART INTEGRATION – Collage –
	• Les adjectifs	depending on the gender and noun of	(Assessment of writing skills)	dans une forme de collage.
	Vers l'hôtel • L'Impératif	 Describe an arrival into a new city using the vocabulary words from the lesson. 	Worksheet – L'Impératif.	
A		Conjugate verbs in the imperative form.		Comméterneien engle
August	A l'notel Ecomparitif et Le superlatif	 Students will be able to- Use the various degrees of comparison in a sentence. 	Worksheet - Grammar.	Jeu de rôle
	Le Futur Proche et le Passé Récent	 Conjugate verbs in the futur proche and passé récent tenses. 	Question bank	
			Weekly test 12/08/2022	
			Leçons-26 et 27	
<u>September</u>	REVISION Lessons 26 to 30	Students will be able to answer questions based on the lessons.	Question Bank	
TERM-II	1	1	1	1
MONTH	CONTENT	LEARNING OUTCOME	ASSESSMENT	ACTIVITIES

<u>October</u>	La chambre d'hotel Superlative tense Verbs-pouvoir, couvrir and s'endormir	Students will be able to conjugate irregular verbs-pouvoir, couvrir and s'endormir They will be able to translate the lesson and use comparative and superlative.	Worksheet- comparative et superlatif	Q/A Exercises Passage reading
<u>November</u>	Le petit déjeuner Les adjectifs- masculin- féminin Une promenade Les adjectifs-vieil-nouvel- bel pour les noms voyelles	Students will be able to learn new vocabulary, do Q/A , exercises and passage reading.	Activity: Comprehension écoute (5 marks) (Listening Intelligence) Fill 10 blanks (1/2 mark each)	Art Integration Créez une carte de menu et écrivez de votre repas favori Un court métrage- les frites Worksheet on le court métrage
<u>December</u>	Le déjeuner au restaurant	Students will be able to do adjectives- masculine and feminine Verb-appeler/,savoir	TERM-II WEEKLY TEST Pen & paper Test (35 marks) <u>23.01.23</u> Lessons 31-32	Worksheet- les adjectifs
<u>January</u>	Chez les Legrand Le vocabulaire Les exercices Les adverbes	Students will be able to do Subject and object direct Conjugate verbes – Rire & Sourire Students will learn les adverbes	Question Bank	Art Integration Jeu de rôle
<u>February</u>	Revision lessons 31-35	Revision in form of quiz, short tests Sample paper	Term-II LESSONS-31-35 Pen & Paper test (50 marks)	

Class VIII - German

TEXT BOOK : Hallo Deutsch 3 by Goyal Publishers.

MONTH /	TOPIC	LEARNING OUTCOMES	ASSESSMENT
NO. OF CLASSES			
<u>April</u> 8 Classes	Revision of concepts done in the	Students will be able to -	Arkaitakush Ükunaran
<u>o Classes</u>	previous class.	identity their body parts in German and make small	Arbeitsbuch Übungen
	Lektion 1 Modul 5		
	• Körperteile.		
	Dativ case		
	Personal Pronomen – Dativ		
	Case		
	Imperativ		
	• nterrogativ – Wem ?		
	Krankenheiten.		
	• Email		
May		Students will be able to –	
6 Classes	Lektion 2 Modul 5	Use the concept of Dativ in order to express if they	
			Arbeitsbuch Übungen
	Rezept Schreiben	Understand and help in relieving common diseases	
	• Understanding healthy mestyle	using home remedies.	
July	Lektion 2 Modul 5	Students will be able to –	Arbeitsbuch Übungen
8 Classes	Vokabular	Write short paragraph about healthy habits and	
	Aufsäetze schreiben.	discuss in class as well.	
	• E mail Schreiben.		
	Hörubungen.		
	Wiederholung für UT-1	-	
August	Lektion 3 Modul 5	Students will be able to –	Arbeitsbuch Übungen
8 Classes		Express about their past experiences .	

<u>September</u> 4 Classes	 Partizip Perfekt – haben und sein. Partizip Perfekt – regular verbs Partizip Perfekt – irregular verbs Adverbs of time. Wiederholung für die Prüfung. 	revision	
October 4 Classes	Lektion 1 Modul 6 Wo ist Tina? • Fragewort: wo? • Verb: stehen, sitzen. • Präpositions of position (Dativ und Wechsel)	 Students will be able to - Inquire about the whereabouts of a person. To fix a meeting To talk about shopping places. 	Worksheets Arbeitsbuch Übungen
<u>November</u> <u>8 Classes</u>	Lektion 2 Modul 6 Wo ist Tina? • Verb: wissen • Plätze in der Nähe • Vokabular: Geschäfte. Lektion 3 Modul 6 Hast du Lust ins Kino zu gehen? • Fragewort: Wohin? (akkusativ) • Infinitiv: zu +infinitiv	 Students will be able to - plan an outing with a friend Find one's way on the city ask and give directions 	Worksheets Arbeitsbuch Übungen
<u>December</u> <u>8 Classes</u>	 Lektion 3 Modul 6 Hast du Lust ins Kino zu gehen? Präpositions of position (akkusativ): entlang, um, durch, bis, von, und mit. Wegbeschreiben. 	 Students will be able to - ask about the whereabouts of objects ask about where to place an object and to answer the same. describe a room 	Worksheets Arbeitsbuch Übungen

<u>January</u> <u>4 Classes</u>	Lektion 4 Modul 6 Ordnung muss sein • Präpositions of position (Wechsel) • Verb: stellen, stehen, sitzen, setzen, legen, liegen.	 Students will be able to - ask about the whereabouts of objects ask about where to place an object and to answer the same. describe a room 	Worksheets Arbeitsbuch Übungen
<u>February</u>	Widerholung und Erklärungen von Lektion 1 bis 3	Exam Revision	Worksheets

विषय – संस्कृत

मास	कालांश / विषय / उपविषय	प्राप्त उपलब्धियाँ ⁄ अधिगम बोध	गतिविधियाँ ∕ रचनात्मक–कियाकलाप	मूल्यांकन
अप्रैल	दिव्यम् –(भाग–३)	प्रत्येक छात्र–	धी–मानचित्र(एम.एम.)– पूर्व ज्ञान हेतु	मत्स्यपात्र (सक्रिय मानसिक
	कालांश –२	–कारक–प्रयोग व धातुओं के लट् लकार की	धारणा–मानचित्र(सी.एम.) –	सहभागिता) गतिविधि द्वारा
	अधिगम सेत्–	पुनरावृत्ति करते हुए प्रदत्त चित्र का वर्णन कम	संधि हेतु तथा समापन–सार हेतु	मूल्यांकन—
		से कम चार संस्कृत वाक्य लिखकर कर पाएगा।	प्रवाह—चित्र (प.च.) —	कार्यपत्रों द्वारा मूल्यांकन—
	कारक—प्रयोग व धातुरूपा का	–कम से कम चार संस्कृत–अनुवाद करके लिख	विषय के पठन हेतु	"स्वास्थ्यैव धनम्"
	ाचत्र—वणन, संस्कृत—अनुवाद म 	पाएगा।	कला–समेकित–शिक्षण–विषयाधारित	"पुनर्मूषको भव (क्त्वा–तुमुन्–
		–क्रीडनक– गतिविधि के माध्यम से पूर्व ज्ञात	<u>बहुविध—मूल्यांकन</u>	ल्यप्–प्रत्ययाः)"आधारित(कार्यपत्र) ।
	कालाश —३ "न्नून्यूज्यूच्यू	स्वास्थ्य के कम से कम दो नियमों को बताते	पौष्टिक व अपौष्टिक भोजन में अन्तर	कार्यपत्र द्वारा मूल्यांकन—
	$\frac{1}{2}$	हुए विविध कौशलों व स्जनात्मकता का विकास	(चित्र,कविता,कथा)	प्रत्यय —क्त्वा,तुमुन्,ल्यप्
	(विधिलिङ्लकारस्य पुनरावृत्तः)	हो पाएगा।	प्रत्यय–रंगोलिका	शब्दरूप व धातुरूप
		–स्वास्थ्य के महत्त्व को जान पाएगा।	"पुनर्मूषको भव"	कला—समेकित—शिक्षण—विषयाधारित
	पुनमूषका मव (क्तवा—तुमुन्— 	–मानव कल्याण के लिए शरीर को स्वस्थ रखने	कथा का चित्रपट्टिका रूप में लेखन।	बहुविध—मूल्यांकन
	ल्यप्—प्रत्ययाः)	की अनिवार्यता पर चर्चा करते हुए कम से कम	"पुनर्मूषको भव"	पौष्टिक व अपौष्टिक भोजन में अन्तर
	<u>व्याकरणन्</u> भारतम् जेलनं अप क	दो वाक्य बोल पाएगा।	कथा का लघुनाटिका रूप में लेखन व	मूल्यांकन–बिन्दुः–
	•वापुरूप–लखन –अस्,७	–प्रत्येक छात्र संस्कृत भाषा के विधिलिङ्लकार	मंचन।	–विषयवस्तु 1
	(लट्-लृट्- लड्-लाट्लफारपु) •णल्डमा चेलनं	को जान कर शुद्ध व स्पष्ट उच्चारण करते हुए	पगड–चित्र (एच) – विधिलिङलकार	–मौलिकता 1
	•राब्दरूप–लखन – ग्राचक चना फूच गिन गान	लेखन कर पाएगा।	धातरूप पतन हेत	-रचनात्मकता 1
	—થાળવગ,ળતા,વળ,ાવવૃ,નાવૃ	–धातुओं के विधिलिङ्लकार के प्रयोग पर चर्चा		–नियतसमयानुसार 1
		करते हुए कम से कम दो वाक्यों का निर्माण	ावाधालङ् लकारः	–प्रस्तुतीकरण 1
		कर पाएगा।		कला-समेकित-शिक्षण-विषयाधारित
		–प्रत्येक छात्र प्रत्यय व उसके भेदों को नियमों		बहुविध—मूल्यांकन
		सहित समझ कर संस्कृत भाषा में क्त्वा–तुमुन्–	पठत् (पठयुः)	क्त्वा,तुमुन्,ल्यप्– प्रत्ययों का रंगोली
		ल्यप्–प्रत्यय–को जान कर शुद्ध व स्पष्ट		रूप में लेखन।
		उच्चारण करते हुए लेखन कर पाएगा।	पठताम्	(भित्तिचित्र)

		–क्त्वा–तुमुन्–ल्यप्–प्रत्ययं कं प्रयोगं परं चचा		<u>+<u>_</u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u></u>
		करते हुए कम से कम दो वाक्यों का निर्माण	प्रवाह—ाचत्र (५.च.) —	–विषयवस्तु १
		कर पाएगा।	प्रत्यय पठन हेतु	–मौलिकता 1
		–पत्येक छात्र कम से कम चार शब्दों से पक		–रचनात्मकता 1
		ति पत्राग पश्रक करते हा अभाज कार्य कर	प्रत्यय	–नियतसमयानुसार 1
				–प्रस्तुतीकरण 1
				कला–समेकित–शिक्षण–विषयाधारित
		–राष्द्ररूप पं धातुरूप पर आधारित अम्यास	(कृत) (स्त्री)	बहुविध—मूल्यांकन
				"पुनर्मुषको भव" कथा का
		-3 $+$ $-$	(ताद्धत	चित्रपटिटका रूप में लेखन।
		अपन विचारा का माखिक आभव्याक्त कर		"अपर्वः त्यागः
			प्रत्यय पठन हेतु	कथा का लघनाटिका रूप में लेखन
		–पूछ् गए काठन शब्दा म स न्यूनतम दा–तान		व मंचन।
		शब्दा क अथ बताकर शब्दावला का विस्तार	प्रत्यय	मल्यांकन–बिन्द:–
		कर पाएगा।		
				–मौलिकता 1
			(कत्त्वा) (तुमुन्)	–रचनात्मकता १
			िल्यप	–नियतसमयानसार १
				–प्रस्ततीकरण १
			मत्स्यपात्र (सकिय मानसिक सहभागिता)	
			गतिविधि	
			कीडनक—गतिविधि	
			_कटपत्री_खित्रौने टारा स्वास्थय_नियमों	
			का अधिगम।	
			कीदनक_ग्रतिविधि	
			्रमार्थनेप्रन्नातापाय कर्माट / शांटे के गिवनौनों टाग मणक	
			-पगष्/ जाट के खिलाना क्वारा नूपक-	
т	टिलाम _(भाग_२)	गनोक स्रान	पण्या का प्रदेशना भी मानसित्र(प्रमागम्) पर्व तान देव	मन्छणात्र (मकिंग मानसिक
শহ			वाननानावत्र(१न.१न.)नपूर्व झान हतु धारणण गावनिवर्तणी गाउ	गरस्ययात्र (साम्रज्य नागासफ ग्रान्ग्याग्रिना) ग्रानिविधि टाजा
	कालाश –२ "	-संस्पृति नीपी ने पिशेषण-पिशेष्य के प्रयोग		राहनागिता) गोतापाव द्वारा गज्यांकन
	-अपूवः त्यागः (विशेषण—विशेष्यः)- 	को जीने कर शुद्ध प स्पष्ट उच्चारण करते हुए	विशेषणनविशेष्य हतु तथा समापन-सार	नूल्याकन— कार्यप्राचीं वाणा प्राच्यांकन
	व्याकरण	लिखन कर पाएगा। निकोषण निकोषण ने मर्चाम पर नर्ज राजी ज्या	हतु मनगणमन् (मकिन मनगिक मनशमीका)	ϕ
	कालाश –१	–ावशाषण–ावशाष्य के प्रयोग पर चर्चा करत हुए	אפרוויומו) אינאיא אפרוויומו (אואיע אורואיא אפרוויומו)	शब्दरूप–धातुरूप–आधारित
	•शब्दरूप–लखन	किम से कम चार विशेषण—विशेष्या का चुनवि	गातावाथ क्या समेकिन विष्णाल निरुपल्लानित	
	–वृक्ष,कवि,नदी,मुनि,गुरु		$\frac{\phi \phi \phi}{\phi \phi} = \frac{\phi \phi \phi \phi \phi}{\phi \phi} = \frac{\phi \phi \phi \phi \phi}{\phi \phi} = \frac{\phi \phi \phi \phi \phi}$	अपूर्वः त्यागःआधारित(कायपत्र)
	ाकम्, तत् (ताना लिगो मे)	-जावन म त्याग, घय, परापकार व विवकशीक्त 	$\frac{\mathbf{a}_{\mathbf{b}}\mathbf{a}\mathbf{b}-\mathbf{b}_{\mathbf{b}}\mathbf{b}}{\mathbf{b}_{\mathbf{b}}\mathbf{b}} = \frac{\mathbf{a}_{\mathbf{b}}\mathbf{b}}{\mathbf{b}_{\mathbf{b}}\mathbf{b}}$	$\phi \phi - \psi + \psi \phi - \psi + \psi - \psi + \psi$
	•धातुरूप–लखन –् भू,पठ्	का आवश्यकता व महत्त्व का जान पाएगी तथा		
	(लट्–लृट्–लङ्–लोट्लकारेषु)	चिंचा करत हुए कम स कम दा वाक्य बलि	प्रवाह—।यत्र(५.च.)— ।वंशवण—।वंशव्य पठन \	अपूर्वः त्यागः कथा का चित्रपाट्टका
	"तुलस्याः महत्ता (केवलं	41(74)	हतु	रूप म लखन।
	पठनाथेम्)"			

		–पन्ना धात्री जैसी वीरांगना की जीवनगाथा		कथा का लघुनाटिका रूप में लेखन
		द्वारा बताईं गईं सज्जनता , मानवता व त्याग		व मंचन।
		भाव की बातों को जीवन में आत्मसात कर		मल्यांकन—बिन्दः—
		लाभान्वित हो पाएगा।		<u></u>
		–"कार्य को परिश्रम,त्याग व लगन से करने पर	मुख्यपात्राणि	–मौलिकता १
		असाध्य कार्यों को करना भी संभव है"–पर चर्चा		
		की जाएगी।	जनगरिमं तनगीय	1
		–अपने परिवार, समाज व देश के हित हेतु	oquiti anut.	–प्रस्तनीकरण १
		समर्पणभाव को अपने जीवन में अपना पाएगा।		ardianter
		–प्रत्येक छात्र संस्कृत भाषा विशेषण–विशेष्य के	(पन्ना) (चन्दनः)	
		प्रयोग को जान कर शुद्ध व स्पष्ट उच्चारण		
		करते हुए लेखन कर पाएगा।	"अपूर्वः त्यागः" कथा का चित्रपटिटका रूप	
		–विशेषण–विशेष्य के प्रयोग पर चर्चा करते हुए	में लेखन।	
		कम से कम चार विशेषण–विशेष्यों को चुन कर	कथा का लघुनाटिका रूप में लेखन व	
		लिख पाएगा।	् मंचन।	
		–शब्दरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य	कीजनक—गतिविधि	
		कर पाएगा।	_कर्गट-खिलौनों टारा पन्ना धारा टारा	
		–धातुरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर	उत्यसिंह के पाणों की ख्या के प्रसंग का	
		पाएगा ।	पटर्शन ।	
		–अभिव्यक्ति– प्रत्येक छात्र विषय से संबंधित		
		अपने विचारों की मौखिक अभिव्यक्ति कर		
		पाएगा ।		
		–पूछे गए कठिन शब्दों में से न्यूनतम दो–तीन		
		शब्दों के अर्थ बताकर शब्दावली का विस्तार		
		कर पाएगा।		
जुलाई	दिव्यम् –(भाग–३)	–प्रत्येक छात्र संस्कृत भाषा में शिक्षाप्रद	धी–मानचित्र(एम.एम.)– पूर्व ज्ञान हेतु	मत्स्यपात्र (सक्रिय मानसिक
	कालांश –४	श्लोकों को जान कर शुद्ध व स्पष्ट उच्चारण	धारणा—मानचित्र(सी.एम.) —	सहभागिता) गतिविधि द्वारा
	"पीयूष—बिन्दवः (श्लोकाः)"	करते हुए लेखन कर पाएगा।	धातुरूप हेतु तथा समापन–सार हेतु	मूल्याकन–
	व्याकरण	–प्रत्येक छात्र विद्या और सरस्वती माता का	प्रवाह <u>–चित्र (प.च.) –धात्रूप</u> पठन हेतु	कार्यपत्रो द्वारा मूल्याकन—
	कालाश –४	संबंध, विद्वान् का सम्मान, विद्यार्थी के लक्षण,	विधिलिङ्	"पीयूष–बिन्दवः (श्लोकाः)"
	•शब्दरूप –लखन –अरमद,युष्मद्			संधः –दीघ
	•धातुरूप—लखन—अस्,भू,पठ्,कृ	–प्रत्यक छात्र स्वय म सद्वृत्ति का विकासत		(समय—लखन)
	(विधिलिङ् लकार)		(पठेत) (पठेयुः)	शब्दरूप व धातुरूप
	–संव्,लम्(लट्–लकारः)	–श्लाक द्वारा बताइ गइ सज्जनता व मानवता		आधारित।
		का बाता का अपन दानक जावन म आत्मसात	(पठेताम्)	कला-समीकेत-शिक्षण-विषयाधारित
	•(સમય–ભહ્યન)			बहुावध—मूल्याकन
		निगण कल्यांग कालए गुणा का आनेवायता एव जन्म करने त्या का यो कप यो याखा योग	। अपारु—ायत्र (प.य.) — संधि तिषग के गटन नेन	ध टका—ानमाण — — >
		איז		समय का धाटका रूप म लखने।
		11.7.11	साधः	(मात्तायत्र)

–श्लोकों के सरलार्थे को समझकर लिख मूल्यांकन—बिन्दुः— –विषय 1 पाएगा। –प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त –मौलिकता 1 स्वर विस व्यंजन कक्षा के साथ मुख्य बिंदुओं को साझा करके –रचनात्मकता 1 लिख पाएगा। –नियतसमयानुसार 1 ″पीयूष–बिन्दवः″ –विषय संबंधी पृष्ट प्रश्नों में से कम से कम दो –प्रस्तुतीकरण 1 के सही उत्तर चर्चा करते हुए बताकर लिखने का अभ्यास कर पाएगा। श्लोक–गायन परिश्रम प्रियवाणी –शब्दरूप व धातुरूप पर आधारित अभ्यास मूल्यांकन–बिन्दुः– कार्य कर पाएगा। –भावाभिव्यक्ति 1 सुपात्र -संधि को नियमों सहित समझ कर कम से –उच्चाणशुद्धता १ कम चार शब्दों के सही संधि/ संधिविच्छेद मत्स्यपात्र (सक्रिय मानसिक –कण्ठस्थींकरण 1 बताकर अभ्यास कार्य कर पाएगा। सहभागिता)गतिविधि –आत्मविश्वास 1 –अभिव्यक्ति– प्रत्येक छात्र विषय से संबंधित –गहन–प्रश्नों,चर्चात्मक–प्रश्नों द्वारा –प्रस्तुतीकरण 1 अपने विचारों की मौखिक अभिव्यक्ति कर मुल्यांकन । कला-समेकित-शिक्षण-विषयाधारित पाएगा । –पूछे गए कठिन शब्दों में से न्यूनतम दो–तीन वहुविध–मूल्यांकन शब्दों के अर्थ बताकर शब्दावली का विस्तार घटिका—निर्माणं कर पाएगा। श्लोक–गायन -अंकों के स्थान पर शब्दों में समयलेखन। समयः सार्ध सामान (साढे य: पादोन सपाद (पौने) (सवा) कला–समेकित–शिक्षण–

अगस्त	दिव्यम् –(भाग–३)	–प्रत्येक छात्र जीवन में त्याग, धैर्य, परोपकार	धी–मानचित्र(एम.एम.)– पूर्व ज्ञान हेत्	कार्यपत्रों द्वारा मूल्यांकन-
	कालांश – ३	व विवेकशक्ति की आवश्यकता व महत्त्व को	धारणा—मानचित्र(सी.एम.) –	"चाणक्यः चन्द्रगुप्तः च "
	"चाणक्यः चन्द्रगुप्तः च	जान पाएगा तथा चर्चा करते हुए कम से कम	विशेषण–विशेष्य हेतु तथा समापन–सार	पर्यायपदाः
	(क्त,क्तवतु प्रत्ययः)"	दो वाक्य बोल पाएगा।	हेतु	कला–समेकित–शिक्षण–विषयाधारित
	कालांश – ५	–अपने परिवार, समाज व देश के हित हेतु	मत्स्यपात्र (सक्रिय मानसिक सहभागिता)	बहुविध—मूल्यांकन
	व्याकरण	समर्पणभाव को अपने जीवन में अपना पाएगा।	गतिविधि	विशेषण–विशेष्य <u>–तालिका</u>
	• संधिः –गुण	–प्रत्येक छात्र संस्कृत भाषा क्त व क्तवतु प्रत्यय	<u>कला—समेकित—शिक्षण—विषयाधारित</u>	–क्त व क्तवतु प्रत्यय–रंगोलिका
	•पर्यायपदाः	व अव्ययपदों के प्रयोग को जान कर शुद्ध व	बहुविध—मूल्यांकन	मूल्यांकन–बिन्दुः–
	•उपपद–विभक्तिः	स्पष्ट उच्चारण करते हुए लेखन कर पाएगा।	प्रत्यय रंगोलिका	–विषय 1
	–द्वितीया,तृतीया,चतुर्थी	–क्त व क्तवतु प्रत्यय के प्रयोग पर चर्चा करते	भूमिका—निर्वहन	–मौलिकता 1
	<u>अपठित—गद्यांश्</u>	हुए कम से कम चार नए शब्दों का निर्माण	विशेषण–विशेष्य <u>–तालिका</u>	–रचनात्मकता 1
		पाएगा।	प्रवाह—चित्र(प.च.)— विशेषण—विशेष्य पठन	–नियतसमयानुसार 1
		–प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त	हेतु	–प्रस्तुतीकरण 1
		कक्षा के साथ मुख्य बिंदुओं को साझा करके	प्रवाह—चित्र(५.च.)— पात्र—परिचय हेतु	
		लिख पाएगा।		भूमिका–निर्वहन
		–विषय संबंधी पृष्ट प्रश्नों में से कम से कम	મુख્યપાત્રાણ	मूल्यांकन–बिन्दुः–
		दों के सही उत्तर चर्चा करते हुए बताकर लिखने		–भावाभिव्यक्ति 1
		का अभ्यास कर पाएगा।		–उच्चाणशुद्धता १
		–प्रत्यक छात्र संस्कृत भाषा विशषण–विशष्य क		–कण्ठरस्थीकरण 1
		प्रयोग को जान कर शुद्ध व स्पष्ट उच्चारण		–आत्मविश्वास १
		करते हुए लेखन कर पाएगा।	यागवयः यम्द्रगुपा	–प्रस्तुतीकरण 1
		–विशेषण–विशेष्य के प्रयोग पर चर्चा करते हुए		साप्ताहिक–परीक्षा
		कम से कम चार विशेषण–विशेष्यों को चून		(१२.०८.२०२२)
		् कर लिख पाएगा।	बाला गातावाध (ठनपसकपदह	
		- संधि को निगमों सदित समय कर कम से		
		कम नार अब्दों के सदी संधि/संधितिन्छोत	–पाठ स क्त व क्तवतु प्रत्यय युक्त शब्दा	
		बताकर अभ्यास कार्य कर पाएगा।	को चुनकर सूची रूप में लेखन।	
		–पर्यायपदों को अर्थ सहित लिख पाएगा।		
		–उचित–उपपद विभक्ति पदों द्वारा वाक्यपर्ति		
		कर पाएगा।		
		–प्रदत्तापठित–गद्यांश पर आधारित पष्ट		
		प्रश्नों के संभावित उत्तर लिखने का अभ्यास।		
		–अभिव्यक्ति– प्रत्येक छात्र विषय से संबंधित		
		अपने विचारों की मौखिक अभिव्यक्ति कर		
		पाएगा।		
		–पूछे गए कठिन शब्दों में से न्यूनतम दो–तीन		
		शब्दों के अर्थ बताकर शब्दावली का विस्तार		
		कर पाएगा।		

सितम्बर	दिव्यम् –(भाग–३)	–प्रत्येक छात्र पुनरावृत्ति द्वारा निर्धारित विषय	–परीक्षा हेतु विषय निर्धारित विषय की	कार्यपत्रों द्वारा मूल्यांकन।
	कालांश –४	का अभ्यास कर पाएगा।	पुनरावृत्ति ।	मध्यावधि–परीक्षा
	•पुनरावृत्तिः	–धातुरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर	–धातुरूप–लेखनतथा शब्दरूप–लेखन	
		पाएगा।	द्वारा वाक्यपूर्ति ।	
		–प्रदत्तचित्र का वर्णन कम से कम पाँच	–प्रदत्तचित्र का वर्णन कम से कम पाँच	
		संस्कृतवाक्य निर्माण द्वारा।	संस्कृतवाक्य निर्माण द्वारा।	
		–प्रदत्तापठित–गद्यांश पर आधारित पृष्ट	–प्रदत्तापठित–गद्यांश पर आधारित पृष्ट	
		प्रश्नों के संभावित उत्तर लिखने का अभ्यास।	प्रश्नों के संभावित उत्तर लिखने का	
			अभ्यास।	
			–गतिविधियों / रचनात्मक–क्रियाकलापों	
			द्वारा विषय की पुनरावृत्ति।	6 . No
अक्तूबर	दिव्यम् –(भाग–३)	–प्रत्येक छात्र जीवन में त्याग, धैर्य, परोपकार	धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु	कार्यपत्रों द्वारा मूल्यांकन—
	कालांश –३	व विवेकशक्ति की आवश्यकृता व महत्त्व को	धारणा-मानचित्र(सी.एम.) -	"वासुदेवस्य दूतकर्म"
	"वासुदेवस्य	जान पाएगा तथा चर्चा करते हुए कम से कम	विशेषण—विशेष्य हेतु तथा समापन—सार	संख्या—ज्ञानं (१—१००)
	दूतकर्म(अव्यय–प्रकरणम्)"	दो वाक्य बोल पाएगा।	हेतु	धातुरूप–लेखन
	कालाश –१	–अपने परिवार, समाज व देश के हित हेतु	मत्स्यपात्र (सक्रिय मानसिक सहभागिता)	शब्दरूप–लेखन
	<u>व्याकरण</u>	समप्णभाव का अपने जीवन में अपना पाएगा।	गतिविधि	संख्यावाचि–शब्दाः
	•संख्या–ज्ञान (१–१००)	–प्रत्येक छात्र संस्कृत भाषा में अव्ययपदों के	कला-समीकित-शिक्षण-विषयाधारित	कला-समीकेत-शिक्षण-विषयाधारित
	•धातुरूप–लेखन–दा,पा,दृश्,गम्	प्रयोग को जान कर शुद्ध व स्पष्ट उच्चारण	बहुविध—मूल्याकन	<u>बहुविध–मूल्याकन</u>
	((लट्–लृट्–लङ्–लाट्लकारषु)	करत हुए लखन कर पाएगा।	भूमिका—ानवहन ०२	विशेषण—विशेष्य <u>—तालिका</u>
	-संव्,लभ्(लृट्-लकारः)	-अव्ययपदा द्वारा वाक्य पूर्ति कर पाएगा ` <u>`</u> <u>`</u> ` <u>`</u> `	1 = 1 = 1 = 1 = 1	–पाठ स अव्ययपद चुनकर
	•शब्दरूप—लखन—अनक,सव		प्रवाह—।चत्र(५.च.)— ।वशषण—।वशष्य पठन <u>~</u>	सूची रूप में लेखन।
	(ताना लग)	किसा के साथ मुख्य बिंदुआ का साझा करक		
			่ หุดเธ–เนิล(५.น.)– ५เล–५เरียน ธิกู	भूमिका—निवहन
	(१–४ लगानुसारण –प्रथमा वि.)	-विषय संबंधा पृष्ट प्रश्ना में से कम से कम		<u>मूल्याकन–ाबन्दुः–</u>
		दा के सहा उत्तर यथा करत हुए बताकर लिखन	मरब्यपात्राणि	–भावाभव्याक्त 1 –––––––
		्या अन्यास प्रेर पार्शा । –गटोक फान संस्कृत भाषा तिषोषााा–तिषोषा के		–उच्चाणशुद्धता 1
				-कण्ठरस्थाकरण 1
		प्रयोग का जान कर शुद्ध व स्पष्ट उच्चारण		
		करत हुए लखन कर पाएगा।		–प्रस्तुताकरण 1
		–विशेषण–विशेष्य के प्रयोग पर चर्चा करते हुए	(दर्योधनः) वासदेवः)	
		कम से कम चार विशेषण–विशेष्यों को चुन	3	
		कर लिख पाएगा।		
		–संख्या(१–१००) का लेखन कर पाएगा।		
		–शब्दरूपों व धातुरूपों द्वारा वाक्यपूर्ति का		
		अभ्यास कार्य कर पाएगा।		

		–संख्यावाचि–शब्दरूपों ۹–४ लिंगानमारेण		
		। भारभा। शाधीवासिन मनोक कान निषम से संसंभित		
		-आमध्यावत- प्रत्यक छात्र पिषय स संबाधत		
		अपने विचारा का माखिक आमव्याक्त कर		
		– पूर्छ गए कठिन शब्दों में से न्यूनतम दो–तीन		
		शब्दों के अर्थ बताकर शब्दावली का विस्तार		
		कर पाएगा।		
नवम्बर	दिव्यम् –(भाग–३)	–प्रत्येक छात्र महानगरों की यांत्रिक–बहुलता	धी—मानचित्र(एम.एम.)— पूर्व ज्ञान हेतु	कार्यपत्रों द्वारा मूल्यांकन—
	कालांश –३	के कारण हो रही वायुमण्डल और भूमण्डल की	धारणा—मानचित्र(सी.एम.) –	"पर्यावरणरक्षकाः"
	"पर्यावरणरक्षकाः"	मलिनता को जान कर मानव कल्याण के लिए	संधि हेत् तथा समापन–सार हेत्	"भारतीयाः नार्यः (स्वर–संधिः)"
	कालांश—३	पर्यावरण शुद्धि की अनिवार्यता पर चर्चा करते	मत्स्यपात्र (सक्रिय मानसिक सहँभागिता)	संधिः–वृद्धि
	"भारतीयाः नार्यः (स्वर–संधिः)"	हए कम से कम दो वाक्य बोल पाएगा।	गतिविधि	कला-समेकित-शिक्षण-विषयाधारित
	कालांश —१	–भारतीय नारियाँ प्राचीन काल से ही बद्धिमती	कला-समेकित-शिक्षण-विषयाधारित	बहविध—मल्यांकन
	• संधिः —वद्धि	और कर्तव्यनिष्ठ रहीं हैं दस विषय में अपने	बहविध—मल्यांकन	३
		विचार दो वाक्य बोलकर पकट कर पाएगा।	``ञ```` दे`````` स्लोगन–पोस्टर–लेखन	मल्यांकन–बिन्दः–
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		- प्रशा के उतारा पर यथा करते हुए सनस्त		–1444 ।
		किंदा के साथ मुख्य बिंदुआ की सीझी करक		
				-रचनात्मकता 1
		– विषय संबंधा पृष्ट प्रश्ना म स कम स कम	A A A A A A A A A A A A A A A A A A A	–ानयतसमयानुसार 1
		दों के सही उत्तर चर्चा करते हुए बताकर लिखने	Mr 2	–प्रस्तुतीकरण 1
		का अभ्यास कर पाएगा।		
		– संधि व उसके भेदों को नियमों सहित समझ		कविता—वाचन
		कर कम से कम चार शब्दों का संधि / संधिच्छेद	R I	मूल्यांकन—बिन्दुः—
		बताते हुए अभ्यास कार्य कर पाएगा।		–भावाभिव्यक्ति 1
		–अभिव्यक्ति– प्रत्येक छात्र विषय से संबंधित	प्रकृतेः क्रियमाणानि गुणैः कर्माणि सर्वशः।	–उच्चाणशुद्धता १
		अपने विचारों की मौखिक अभिव्यक्ति कर	अहकारविमूदात्मा कतोहमिति मन्यत ॥	–कण्ठस्थीकरण 1
		पाएगा।	कविता–वाचन	–आत्मविश्वास 1
		– पछे गए कतिन शब्दों में से न्यनतम टो–तीन	प्रवाह—चित्र (प.च.) —	–प्रस्ततीकरण 1
		अद्यों के अर्थ बताकर शब्दावनी का विज्यार	संधि प्रदन हेत	21XJ/113/X 1 - 1
		राष्ट्रा के जन्म बताकर राष्ट्रापला का विस्तार	यांधिः)	
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दिसम्बर	दिव्यम् –(भाग–३) 	–प्रत्येक छात्र संस्कृत भाषा में शिक्षाप्रद श्लोकों	धी—मानचित्र(एम.एम.)— पूर्व ज्ञान हेतु	कार्यपत्रों द्वारा मूल्यांकन—
	कालाश—३ "गीताया: माहात्म्यम (प्रलोकाः)"	का जान कर शुद्ध व स्पष्ट उच्चारण करत हुए लेखन कर पाएगा।	धारणा—मानाचत्र(सा.एम.) — धातऊप हेत तथा समापन—सार हेत	गोतीयाः महात्म्यम् (श्लोकाः) "रात्ता भोत्तः (समास प्रकरणम)"
	व्याकरणं	-प्रत्येक छात्र कर्म का फल से संबंध को पनः	प्रवाह–चित्र (प.च.) –धातरूप पठन हेत	धातरूप व शब्दरूप
	<u></u> कालांश —३	जान पाएगा।	विधित्रिङ	कला-समेकित-शिक्षण-विषयाधारित
	"राजा भोजः (समास प्रकरणम्)"	-प्रत्येक छात्र स्वयं में सद्वृत्ति व परिश्रम के		बहुविध—मूल्यांकन
	कालांश –२	साथ कर्म करने के गुण को विकसित कर		
	•धातुरूप–लखन–दा,पा,दृश्,गम् ((विधिन्नित्तन्नकार्ग)	पाएगा अस्रोक नगा ननार्नं गर्नं नानों को आपने वैनिक	(रक्षेत) (रक्षेयुः)	श्लाक–अथसंबधा–ाचत्र–ानमाण (प्रत्येक, उपनिनं)
	((पिथिलिङ्लफोर) —नम रक्ष (पंच लकारेष)	-रलाक दारा बताइ गई बाता का अपने दानक जीवन में आत्मसात कर लाभान्वित हो पाएगा।		(रलाक)—साहत) मल्यांकन—बिन्दः—
	• शब्दरूप–लेखनं– राजन, भवत्	–मानव कल्याण के लिए कर्म की अनिवार्यता	रक्षताम	<u>– विषय</u> 1
	(पुल्लिंग)	पर चर्चा करते हुए कम से कम दो वाक्य बोल	कला-समेकित-शिक्षण-विषयाधारित	–मौलिकता 1
		पाएगा।	बहुविध-मूल्यांकन	–रचनात्मकता १
		– २०१का क सरलाथ का समझकर लिख	। श्लाक–अथसंबधा–ाचत्र–ानमाण (प्रत्योक–यनित) प्रत्योक गणगन	—।नयतसमयानुसार 1
		-प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त		
		कक्षा के साथ मुख्य बिंदुओं को साझा करके		श्लोक–गायन
		लिख पाएगा।		मूल्यांकन–बिन्दु:–

		 –विषय संबंधी पृष्ट प्रश्नों में से कम से कम दो के सही उत्तर चर्चा करते हुए बताकर लिखने का अभ्यास कर पाएगा। –प्रत्येक छात्र राजा भोज के जीवन को जान पाएगा तथा चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा तथा अपने परिवार, समाज व देश के हित हेतु समर्पणभाव को अपने जीवन में अपना पाएगा। –प्रत्येक छात्र संस्कृत भाषा में समास के प्रयोग को जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा। –प्रस्मास के प्रयोग पर चर्चा करते हुए कम से कम चार शब्दों का समास / विग्रहपाएगा। –प्रश्नों के उत्तरों पर चर्चा करते हुए कम से कम चार शब्दों का समास / विग्रहपाएगा। –प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख पाएगा। –विषय संबंधी पृष्ट प्रश्नों में से कम से कम दो के सही उत्तर चर्चा करते हुए बताकर लिखने का अभ्यास कर पाएगा। –शब्दरूप व धातुरूप पर आधारित अभ्यास कार्य कर पाएगा। –आभव्यक्ति– प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा। –पूछे गए कठिन शब्दों में से न्यूनतम दो–तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा। 	$\begin{tabular}{ c c c c c c c c c c c c c c c c c c c$	भावाभिव्यक्ति १ उच्चाणशुद्धता १ कण्ठरश्यीकरण १ आत्मविश्वास १ प्रस्तुतीकरण १ कथा / घटनावाचन,भूमिकानिर्वहन (भोजआधारित)ं मूल्यांकनबिन्दु: भावाभिव्यक्ति १ उच्चाणशुद्धता १ उच्चाणशुद्धता १ आत्मविश्वास १ प्रस्तुतीकरण १
जनवरी	दिव्यम् –(भाग–३) कालांश –२ "अविस्मरणीया गोवा यात्रा (पत्र लेखनं)" कालांश –२ •उपपद–विभक्तिः –पंचमी, षष्ठी,सप्तमी	—प्रत्येक छात्र भारत के गोवा जैसे प्रदेश के शुद्ध वायुमण्डल और प्राकृतिक स्थलों की सुंदरता को जान कर मानव कल्याण के लिए पर्यावरण शुद्धि की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। —प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख पाएगा।	धी—मानचित्र(एम.एम.)—पूर्व ज्ञान हेतु धारणा—मानचित्र(सी.एम.) — विसर्गसंधि हेतु तथा समापन—सार हेतु मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि <u>कला—समेकित—शिक्षण—विषयाधारित बहुविध—मूल्यांकन</u> गोवा यात्रा (3–4 वाक्ययुक्त लेखन व वीडियो)	कार्यपत्रों द्वारा मूल्यांकन– "अविस्मरणीया गोवा यात्रा (पत्र लेखन)" उपपद–विभक्तिः आधारित। कला–समेकित–शिक्षण–विषयाधारित बहुविध–मूल्यांकन गोवा के किन्ही तीन स्थानों का चित्रात्मक वर्णन। (भित्तिचित्र) स्लोगन–पोस्टर–लेखनं मूल्यांकन–बिन्दु:–
		–विषय संबंधी पृष्ट प्रश्नों में से कम से कम	प्रवाह–चित्र (५.च.) – गोवा विषय पठन	–विषयवस्तू १
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		दो के सही उत्तर चर्चा करते हुए बताकर लिखने	हेत्	–मौलिकताँ 1
		का अभ्यास कर पाएगा।		–रचनात्मकता १
		–उचित–उपपद विभक्ति पदों द्वारा वाक्यपूर्ति	गोवा	–नियतसमयानुसार 1
		कर पाएगा।		–प्रस्तुतीकरण 1
		–अभिव्यक्ति– प्रत्येक छात्र विषय से संबंधित	(खाद्य	साप्ताहिक—परीक्षा
		अपने विचारों की मौखिक अभिव्यक्ति कर	(_{मंदिर} (समुद्रतट)	२३.०१.२०२३
		पाएगा ।		
		–पूछे गए कठिन शब्दों में से न्यूनतम		
		दो–तीन शब्दों के अर्थ बताकर शब्दावली का	मग्रापात्राणि	
		विस्तार कर पाएगा।		
			(परिजातः) (अभिनवः)	
फरवरी	दिव्यम् –(भाग–३)	–प्रत्येक छात्र पुनरावृत्ति द्वारा निर्धारित विषय	–परीक्षा हेतु विषय निर्धारित विषय की	कार्यपत्रों द्वारा पुनरावृत्ति।
	कालांश –४	का अभ्यास कर पाएगा।	पुनरावृत्ति ।	अंतावधि—परीक्षा
	•पुनरावृत्तिः	–धातुरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर	–धातुरूप–लेखनतथा शब्दरूप–लेखन	
	रचनात्मक–कार्यम्–	पाएगा ।	द्वारा वाक्यपूर्ति ।	
	चित्र—वर्णन	–प्रदत्तचित्र का वर्णन कम से कम पाँच	–प्रदत्तचित्र का वर्णन कम से कम पाँच	
	पत्र—पूर्तिः	संस्कृतवाक्य निर्माण द्वारा।	संस्कृतवाक्य निर्माण द्वारा।	
	• शब्दरूप–लेखनं– विद्वस्, भवत्	–उचितपदों द्वारा पत्र–पूर्ति का अभ्यास कर	–उचितपदों द्वारा पत्र–पूर्ति।	
	(स्त्रीलिंग)	पाएगा ।	–प्रदत्तापठित–गद्यांश पर आधारित पृष्ट	
	परीक्षा के लिए निर्धारित सभी	–हिन्दीभाषा के वाक्यों का संस्कृतभाषा में	प्रश्नों के संभावित उत्तर लिखने का	
	पाठ।	अनुवाद कर पाएगा।	अभ्यास ।	
	पुनरावृत्ति द्वारा निर्धारित विषय	–प्रदत्तापठित–गद्यांश पर आधारित पृष्ट	–गतिविधियों / रचनात्मक–क्रियाकलापों	
	का अभ्यास।	प्रश्नों के संभावित उत्तर लिखने का अभ्यास।	द्वारा विषय की पूनरावत्ति।	