



BGS Vijnatham School

॥ विद्या - ज्ञान विज्ञान तन्त्रज्ञान सहितम् ॥

ANNUAL CURRICULUM PLAN

STEP - VIII



ANNUAL CURRICULUM PLAN (2023 -24)

STEP: VIII

SUBJECT: English

Book(s): Wow English Course book; Wow Grammar and Composition

Writing Skills(Indiannica Learning);SEAB

Months: April - May

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Literature Lesson 1: 'Being Neighbourly' Poem: 'Mending Walls' Lesson 2: 'Catch Me If You Can' Poem: 'Daffodils' <hr/> Grammar <ul style="list-style-type: none"> Lesson 1- Determiners Lesson 2- Quantifiers. Lesson 3- Present Forms I Lesson 4- Present Forms II Lesson 5- Past Forms I Prefixes. Punctuation Creative Writing: Story Writing,	<ul style="list-style-type: none"> Analyze the relationship between characters, and events in the story Assess understanding of the given lesson and associated grammar concepts (Determiners, Quantifiers. Present Forms I, Present Forms II, Past Forms) Analyzes and evaluates different short stories. Study and learn about importance and format of short stories. 	<ul style="list-style-type: none"> Analyzing the character- traits of different characters Identify elements of a story (Characters, Theme/Plot, Setting, Conflict (problem), Resolution Using literary / poetic devices To use the critical / beyond the text and come up with an alternate ending. Able to differentiate between good and bad neighbour. Appreciate the nature and be sensitive towards animals. 	Activities: Group Discussion 'Good neighbours play a prominent role in influencing our mental peace' <ul style="list-style-type: none"> Flip learning Integrating art - Draw the favourite character from the lesson / favourite scene / topic-based drawing Resources: SEAB – Determiners and Quantifiers(Grammar Book)	<ul style="list-style-type: none"> Group Discussion on the given theme / topic Vocabulary enhancement express thoughts and put them in a sequence to explain it effectively. 	<ul style="list-style-type: none"> Reading Skills (Story / Poem Reading) Listening Skills (ASL) Speaking Skills (Group Discussion) Writing skills (Story Writing) Comprehension skills(OTBA, Analyzing the Character, Q&A)

Months: July - August

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Literature Lesson 3: 'Uncle Podger Hangs a Picture' Poem: 'The Duel' Lesson 4: 'The Walrus and the Carpenter' Poem: 'Learning Text Style - Poetry' Lesson 5: 'Sherlock Holmes' Poem: 'Night Voices' Grammar <ul style="list-style-type: none"> Lesson 6- Past Forms II Lesson 7- Future Forms Lesson 8- Non-Finite Lesson 9- Phrases and Clauses Lesson 10- Modals I Lesson 11- Modals II Creative Writing Formal Letter, Informal Letter, Notice Writing	<ul style="list-style-type: none"> Analyze the relationship between characters, and events in the story Assess understanding of the given lesson and associated grammar concepts (Past Forms, Future Forms, Non Finite, Phrases and Clauses, Modals) To understand the importance of fantasy as a theme in story To understand the reason and format of letter writing. 	<ul style="list-style-type: none"> Analyzing the character-traits of different characters Identify elements of a story (Characters, Theme/Plot, Setting, Conflict (problem), Resolution) Use of literary / poetic devices To use the critical / thinking ability and go beyond the text and come up with an alternative ending To be able to differentiate between good and bad neighbours Appreciate the nature and be sensitive towards animals 	Activities: <ul style="list-style-type: none"> Role play using dialogues Flip learning Integrating art – Draw any imaginary humorous and funny character Resources: <ul style="list-style-type: none"> SE AB – Past Forms Future Forms Non-Finite Phrases and Clauses Modals (Grammar Book) 	<ul style="list-style-type: none"> Group Discussion on the given theme / topic Vocabulary enhancement Effective written expressions Effective reading skills 	<ul style="list-style-type: none"> Reading Skills (Story / Poem Reading) Listening Skills (ASL) Speaking Skills (Role Play) Writing skills (Letter writing) Comprehension skills (OTBA, Analyzing the Character, Q&A)

Months: September - October

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Literature Lesson 6: 'The Saviours' Poem: 'Be the Best' Lesson 7: 'Sam Manekshaw': The Field Marshal Bahadur' Poem: 'A Nation's Strength' Grammar <ul style="list-style-type: none"> Lesson 12- Noun Clauses Lesson 13- Relative clauses Lesson 14- Adverb Clauses Lesson 15- Prepositions Lesson 16- Adjective and Adverb Lesson 17- Questions Creative Writing Diary Entry, Writing a Travelogue and an Itinerary , E-mail Writing	<ul style="list-style-type: none"> Analyze the relationship between characters, and events in the story <ul style="list-style-type: none"> Expose children to the culture, showing power of love and good virtues, teaching respect for others. Assess understanding of the given lesson and associated grammar concepts (Noun Clauses; Relative Clauses; Adverb Clauses; Prepositions; Descriptors; Questions) Understand the attributes that make any story mythical in nature. Find out the difference between mythological and factual stories 	<ul style="list-style-type: none"> Analyzing the elements of mythological stories identify elements of the story (Characters, Theme/Plot, Setting, Conflict (problem), Resolution) and poetic devices used in the poem. Able to write grammatically correct sentences using reported speech and question tags. Writing an imaginative story based on given clues/ outline/beginning / ending 	Activities: Prop-up-a tale (To choose any 3 props and create a self-composed story and narrate) Integrating art – Draw the picture of any inspirational person along with the traits that make him unique Resources: <ul style="list-style-type: none"> SEAB Noun Clauses; Relative Clauses; Adverb Clauses; Prepositions; Descriptors (Grammar Book) 	Debate with contextual relevance, proper expression, pause, intonation and pronunciation. Vocabulary enhancement Use of appropriate grammatical forms in communication To organize sentences coherently	<ul style="list-style-type: none"> Reading Skills (Story / Poem Reading) Listening Skills (ASL) Speaking Skills (Story narration) Writing skills (Diary Entry, Travelogue) Comprehension skills (OTBA, Analyzing the Character, Q&A)

Months: November - December

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Literature Lesson 8: 'Mrs. Packletide's Tiger Poem: 'Ozymandias'</p> <p>Lesson 9: 'The Day of an American Journalist in 2889' 'Learning Text Style – Factual Account'</p> <p>Grammar</p> <ul style="list-style-type: none"> Lesson 18- Conditional Lesson 19- The Passive Lesson 20- Reported Speech Lesson 21- Reflexive Verb and Reflexive Pronoun Lesson 22 Sentence Transformation Poetic devices: Pleonasm, Oxymoron, Irony, Form <p>Creative Writing Writing an article , Writing a Report , Writing an Interview</p>	<ul style="list-style-type: none"> Analyze the relationship between characters, and events in the story Able to understand the difference between a friendly competition and a bitter rivalry. Assess understanding of the given lesson and associated grammar concepts (Conditionals, Passives, Reported Speech, Reflexive Verb and Sentence Transformation) 	<ul style="list-style-type: none"> Analyzing the elements of mythological stories Identify elements of the story (Characters, Theme/Plot, Setting, Conflict (problem), Resolution) and poetic devices used in the poem. To be able to write grammatically correct sentences using proper verb tenses. To be able to write An article and report on any factual incident / event. 	<p>Activities:</p> <ul style="list-style-type: none"> JAM / HAM (picking up any object and speak on its autobiography) Integrating art – Draw any imaginary humorous and funny character <p>Resources:</p> <ul style="list-style-type: none"> SEAB – <p>Conditionals, Passives, Reported Speech, Reflexive Verb and Sentence Transformation (Grammar Book)</p>	<ul style="list-style-type: none"> Making a comic strip Effective communication Vocabulary enhancement Critical thinking and comparing / contrasting different characters Art of answering questions 	<ul style="list-style-type: none"> Reading Skills(Story / Poem Reading) Listening Skills(ASL) Speaking Skills (JAM / HAM) Writing skills (Report writing; Article writing) Comprehension skills(OTBA, Analyzing the Character, Q&A)

Months: January - February

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Literature Lesson 10: 'The Rime of the Ancient Mariner' 'Learning Text Style – Travelogue' Grammar <ul style="list-style-type: none"> Lesson 23 Subject- Verb Agreement Creative Writing -Preparing a Debate , Writing an Argumentative Essay.	<ul style="list-style-type: none"> Achieve a better understanding of 'ballad' – its purpose, structure and rhyming pattern. Develop an interest and appreciate the importance of 'travelling' which can give a break to a stressful, tiring and busy session of hard work. Assess understanding of the given lesson and associated grammar concepts (Subject- Verb Agreement) 	<ul style="list-style-type: none"> Writing the rhyme scheme of the poem and Identifying the poetic devices Ability to write story on a given topic / based on clues / a given beginning or end. Ability to make travel itinerary of the upcoming trip Undertake any trip and develop the deeper and better understanding that 'travel' is much more than seeing new places and people – it's about opening horizons to experience completely different cultures, cuisines and landscapes 	Activities: <ul style="list-style-type: none"> Debate (Mythological vs Fictional vs Factual stories) Resources: <ul style="list-style-type: none"> SEAB – Subject- Verb Agreement (Grammar Book) 	<ul style="list-style-type: none"> Debate with contextual relevance, proper expression, pause, intonation and pronunciation. Vocabulary enhancement Narrate stories and share life experiences Organizing thoughts and actions 	<ul style="list-style-type: none"> Reading Skills (Story / Poem Reading) Listening Skills (ASL) Speaking Skills (Debate) Writing skills (Preparing a debate, Writing an argumentative essay) Comprehension skills (OTBA, Rhyme scheme and poetic devices, Q&A)

वार्षिक पाठ्यक्रम योजना (2023-24)

कक्षा : VIII

विषय : हिन्दी

पुस्तक: वसंत, मैं और मेरा व्याकरण, रचनात्मक लेखन, दूर्वा (पूरक पाठ्य पुस्तक)

माह - अप्रैल-मई

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
साहित्य पाठ 1. ध्वनि (कविता) (पृष्ठ-1) पाठ 2. लाख की चूड़ियाँ (कहानी) (पृष्ठ-5) पाठ 3. बस की यात्रा (व्यंग्य) (पृष्ठ 13) व्याकरण भाषा- विचार (पृष्ठ-5) वर्ण- विचार और उच्चारण (पृष्ठ-17) संधि (पृष्ठ-36) शब्द विचार (पृष्ठ-47) उपसर्ग, प्रत्यय एवं समास (पृष्ठ 82) अपठित बोध (पृष्ठ-272) अनुच्छेद लेखन (पृष्ठ-307) दूर्वा (पूरक पाठ्य पुस्तक) गुड़िया, दो गौरैया, चिट्ठियों में यूरोप, ओस (पृष्ठ-5, 7 & 10) रचनात्मक लेखन (पृष्ठ-7, 51)	<ul style="list-style-type: none"> विभिन्न व्यवसायों की जानकारी से अवगत कराना। कविता एवं पाठ को लय के साथ पढ़ना एवं नए शब्दों से वाक्य बनाना। भाषा, वर्ण, उच्चारण आदि व्याकरण विषयों की चर्चा। मेरी पहली यात्रा पर अनुच्छेद लेखन। 	<ul style="list-style-type: none"> शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना। अपने प्रिय कवि की कुछ पंक्तियाँ लिखकर अर्थ बताना। वस्तु विनिमय प्रणाली के बारे में जानकारी देना। 	गतिविधियाँ <ul style="list-style-type: none"> कक्षा अभिनय। ध्वनि कविता का गायन। जीवन रूपी उपवन के विषय में विचार विमर्श। संसाधन अभ्यासकार्य पुस्तिका- भाषा- विचार (पृष्ठ-145-46) वर्ण- विचार और उच्चारण (पृष्ठ-147-48) संधि (पृष्ठ-151-52) शब्द विचार (पृष्ठ-149-50) उपसर्ग, प्रत्यय एवं समास (पृष्ठ 152-54) रचनात्मक लेखन- <ul style="list-style-type: none"> अपठित बोध (पृष्ठ-272) 	<ul style="list-style-type: none"> उचित हाव-भाव के साथ कक्षा अभिनय करना। कविता का लय के साथ गायन करना। शब्द कोश बढ़ाना अपने विचारों को सबके समक्ष रखना। आत्मनिर्भर बनना। सदैव सहायता के लिए तैयार रहना। अपने विकास के साथ सबके विकास में सहायता करना। 	<ul style="list-style-type: none"> पठन कौशल (कविता/कहानी का पठन) श्रवण कौशल (‘लाख की चूड़ियाँ’ कहानी सुनना) वाचन कौशल (‘बस की यात्रा’ का कक्षा अभिनय) लेखन कौशल (अनुच्छेद लेखन) अभिव्यक्ति कौशल (पात्रों का विश्लेषण, प्रश्नोत्तर) शब्द कोश (कठिन शब्द तथा शब्दार्थ)

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
साहित्य पाठ 4. दीवानो की हस्ती (कविता)(पृष्ठ-20) पाठ 5. चिट्ठियों की अनूठी दुनिया (लेख) (पृष्ठ-23) पाठ 6. भगवान् के डाकिया (कविता)(पृष्ठ31) पाठ 7. क्या निराश हुआ जाये (निबंध) (पृष्ठ-34) व्याकरण- संज्ञा (पृष्ठ-111) लिंग, वचन एवं कारक (पृष्ठ-118) सर्वनाम,शब्द भंडार (पृष्ठ-141) विशेषण (पृष्ठ-155) क्रिया (पृष्ठ-167)काल (पृष्ठ-180) निबंध लेखन (पृष्ठ-312) दूर्वा (पूरक पाठ्य पुस्तक)-नाटक में नाटक,उठ किसान ओ,सस्ते का चक्कर,एक खिलाड़ी की कुछ यादें (पृष्ठ-11,12,13 & 14) रचनात्मक लेखन (पृष्ठ- 64)	<ul style="list-style-type: none"> वीरता का महत्व बताना। कविता एवं पाठ को लय के साथ पढ़ना। शब्द ज्ञान। अर्जित व्याकरण ज्ञान संधि, उपसर्ग का भाषा की विभिन्न परिस्थितियों में प्रयोग। 	<ul style="list-style-type: none"> स्वतंत्रता संग्राम सेनानियों के विषय में जानकारी एकत्रित करना। व्याकरण के महत्वकीचर्चा। भाषा,वर्ण,उच्चारण आदि व्याकरण विषयो की चर्चा। 	<ul style="list-style-type: none"> गतिविधियाँ उचितगति, एव लय के साथदीवानों की हस्ती पाठ का पठन। उचित हावभाव के साथ बचपन पाठ का सस्वर पठन। संसाधन अभ्यासकार्य पुस्तिका- <ul style="list-style-type: none"> संज्ञा (पृष्ठ-98) लिंग, वचन एवं कारक (पृष्ठ-99) सर्वनाम (पृष्ठ-141) विशेषण (पृष्ठ-155) क्रिया (पृष्ठ-168) काल (पृष्ठ-180) रचनात्मक लेखन- निबंध लेखन	<ul style="list-style-type: none"> छात्रों के जीवन की कोई घटना का चित्रण। मेरी पहली यात्रा पर अनुच्छेद लेखन। अपठित गद्यांश को हल करना सीखना। 	<ul style="list-style-type: none"> पठन कौशल (कविता/कहानी का पठन) श्रवण कौशल (‘ बचपन ’ कहानी सुनना) वाचन कौशल (‘ क्या निराश हुआ जाये का कक्षा अभिनय) लेखन कौशल (अनुच्छेद लेखन) अभिव्यक्ति कौशल (पात्रों का विश्लेषण, प्रश्नोत्तर) शब्द कोश (कठिन शब्द तथा शब्दार्थ)

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन कौशल पर आधारित	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित			
<p>साहित्य- पाठ 8-यह सबसे कठिन समय नहीं (कविता) (पृष्ठ-42) पाठ 9-कबीर के साखिया (कविता)(पृष्ठ-48) पाठ 10-कामचोर (कहानी) (पृष्ठ-51) पाठ 11-जब सिनेमा ने बोलना सीखा (आलेख) (पृष्ठ-59)</p> <p>व्याकरण- वाच्य (पृष्ठ-189) अविकारी शब्द (पृष्ठ-195) पद परिचय (पृष्ठ-214) वाक्य विचार (पृष्ठ-220) अशुद्ध वाक्यों का संशोधन(पृ-228) पदबंध एवं उपवाक्य (पृष्ठ-235) पत्र लेखन ,प्रतिवेदन लेखन(पृष्ठ-295)</p> <p>दूर्वा (पूरक पाठ्य पुस्तक) बस की सैर,हिन्दी ने जिनकी जिंदगी बदल दी,आषाढ़ का एक दिन(पृष्ठ-15, 16,17 & 18)</p> <p>रचनात्मक लेखन (पृष्ठ- 26,115)</p>	<ul style="list-style-type: none"> • कठिन समय में सामंजस्य सिखाना। • वाक-कौशल एवं चिंतन-कौशल का विकास । • पठन- लेखन कौशल का विकास, श्रवण कौशल का विकास। • जीवन में जागरूकता की महत्ता बताना । 	<ul style="list-style-type: none"> • कबीरदास जी के विषय में जानकारी एकत्रित करना । • पद परिचय के महत्व की चर्चा । • अशुद्ध वाक्यों का संशोधन की चर्चा । 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> • कक्षा अभिनय । • छात्रों से मित्रता का जीवन में महत्व के विषय में चर्चा करना। <p>संसाधन अभ्यासकार्य पुस्तिका-</p> <ul style="list-style-type: none"> • वाच्य (पृष्ठ-132) • अविकारी शब्द (पृष्ठ-155) • पद परिचय (पृष्ठ-134) • वाक्य विचार (पृष्ठ-220) • अशुद्ध वाक्यों का संशोधन(पृ-228) • पदबंध एवं उपवाक्य (पृष्ठ-235) <p>रचनात्मक लेखन - पत्र लेखन</p>	<ul style="list-style-type: none"> • “एकता में शक्ति” की कहानी सुनाना। • साखियों का गायन करवाना। • मित्रता के भाव से संबंधित प्रश्न छात्रों से पूछना। 	<ul style="list-style-type: none"> • पठन कौशल (कविता/कहानी का पठन) • श्रवण कौशल (‘जब सिनेमा ने बोलना सीखा’ पाठ का श्रवण) • वाचन कौशल (‘कामचोर’ का कक्षा में पठन) • लेखन कौशल (पत्र लेखन) • अभिव्यक्ति कौशल (पात्रों का विश्लेषण, प्रश्नोत्तर) • शब्द कोश (वाक्यनिर्माण)

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>साहित्य पाठ 12-सुदामा चरित्र (कविता) (पृष्ठ-67) पाठ 13-जहाँ पहिया है (रिपोर्ताज)(पृष्ठ-71) पाठ 14-अकबरी लोटा (कहानी) (पृष्ठ-80) पाठ 15-सूर के पद (कविता) (पृष्ठ-92)</p> <p>व्याकरण- वाक्य परिवर्तन और संश्लेषण (पृष्ठ-240) विराम-चिन्ह (पृष्ठ-246) मुहावरे और लोकोक्तियाँ (पृष्ठ-259) विज्ञापन रचना (पृष्ठ-289)</p> <p>दूर्वा (पूरक पाठ्य पुस्तक) अन्याय के खिलाफ, बच्चों के प्रिय श्री केशव शंकर पिल्लै, फर्श पर (पृष्ठ-19, 20, 21 & 22)</p> <p>रचनात्मक लेखन (पृष्ठ- 93)</p>	<ul style="list-style-type: none"> • वाक-कौशल एवं चिंतन-कौशल का विकास। • पठन- लेखन कौशल का विकास, श्रवण कौशल का विकास। • शब्द ज्ञान। • मेहनत की विशेषता बताना। 	<ul style="list-style-type: none"> • सुदामा जी के विषय में जानकारी एकत्रित करना। • वाक्य परिवर्तन और संश्लेषण के महत्व की चर्चा। • मुहावरे और लोकोक्तियाँ की चर्चा। 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> • कृष्ण सुदामा की मित्रता का चित्रण। • मेरे सबसे अच्छा मित्र पर अनुच्छेद लेखन। • अपठित गद्यांश को हल करना सीखना। <p>संसाधन</p> <p>अभ्यासकार्य पुस्तिका-</p> <ul style="list-style-type: none"> • वाक्य परिवर्तन और संश्लेषण (पृष्ठ-140) • विराम-चिन्ह (पृष्ठ-146) • मुहावरे और लोकोक्तियाँ (पृष्ठ-159) <p>रचनात्मक लेखन - विज्ञापन रचना (पृष्ठ-138)</p>	<ul style="list-style-type: none"> • मित्रता की कहानी सुनाना। • सूर के पदों का गायन करवाना। • मानवीय गुणों का विकास करना और उन्हें जीवन में सात्विक क्रियान्वयन के लिए प्रेरित करना। 	<ul style="list-style-type: none"> • पठन कौशल (कविता/कहानी का पठन) • श्रवण कौशल 'किसने किससे कहा और क्यों'(जब सिनेमा ने बोलना सीखा) • वाचन कौशल (‘अकबरी लोटा’ का कक्षा अभिनय) • लेखन कौशल (निबंध लेखन) • अभिव्यक्ति कौशल (उचित हावभाव के साथ अकबरी लोटा पाठ का सस्वर पठन) • शब्द कोश (अपठित गद्यांश पर आधारित प्रश्न/उत्तर)

माह- जनवरी -मार्च

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
साहित्य पाठ 16-पानी की कहानी (लेख) (पृष्ठ-95) पाठ 17-बाज और सांप (कहानी) (पृष्ठ-109) पाठ 18-टोपी (पृष्ठ-116) व्याकरण- अलंकार (पृष्ठ-280) संवाद लेखन (पृष्ठ-286) दूर्वा (पूरक पाठ्य पुस्तक) बूढ़ी अम्मा की बात, वो सुबह कभी तो आएगी (पृष्ठ-19, 20, 21 & 22) रचनात्मक लेखन (पृष्ठ-74)	<ul style="list-style-type: none"> पानी के महत्व को बताना। जीवन में धैर्यता की महत्ता बताना। मुहावरे और लोकोक्तियाँ की चर्चा। 	<ul style="list-style-type: none"> पानी के विषय में जानकारी एकत्रित करना। विज्ञापन रचना के महत्व की चर्चा। मुहावरे और लोकोक्तियाँ की चर्चा। 	गतिविधियाँ <ul style="list-style-type: none"> “पानी की कहानी” पाठ का वाचन तथा अर्थ सम्प्रेषण। बाज और सांप की वार्ता का अभिनय करवाना। संसाधन- अभ्यासकार्य पुस्तिका- रचनात्मक लेखन - <ul style="list-style-type: none"> संवाद लेखन (पृष्ठ-286) 	<ul style="list-style-type: none"> पानी की कहानी” पाठ का वाचन। तथा अर्थ सम्प्रेषण पानी का जीवन में महत्व जानना । अलंकारों का व्यवहारिक भाषा में प्रयोग करना करना सीखना । 	<ul style="list-style-type: none"> पठन कौशल (कविता/कहानी का पठन) श्रवण कौशल (‘बाज और सांप’ कहानी सुनना) वाचन कौशल ‘टोपी’ का कक्षा अभिनय) लेखन कौशल (संवाद लेखन) अभिव्यक्ति कौशल (पात्रों का विश्लेषण, प्रश्नोत्तर) शब्द कोश (कठिन शब्द तथा शब्दार्थ)

ANNUAL CURRICULUM PLAN (2023-24)

STEP: VIII

SUBJECT: MATHEMATICS

Books: Wow Maths 8, Lab Manual for Mathematics 8, NCERT Exemplar

Month: April - May

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 1 : Rational Numbers	Chapter 1 : Rational Numbers Equivalent rational numbers Irrational numbers; addition, subtraction, multiplication, division and their properties; Comparing and ordering.	Chapter 1 : Rational Numbers Pocket money you get, if you spend some amount out of it, it is subtraction of rational number. If you are an athlete, the running race involves rational numbers.	Activities : Chapter 1 : Rational Numbers WOW math, page no : 33; group activity NCERT Exemplar page no: 1-30	Adept at solving quantitative problems Cognitive skill Proficient in communicating mathematical ideas	Notebook Work Assignments Quiz Practice worksheet
Chapter 2 : Exponents	Chapter 2 : Exponents Base; Powers; Reciprocals; Negative exponents; expanded form; laws of exponent; Simplification; scientific notation.	Chapter 2 : Exponents Exponents are used in Computer Game Physics, pH and Richter Measuring Scales, Science, Engineering, Economics, Accounting, Finance, and many other disciplines.	Chapter 2 : Exponents WOW math, page no : 49 NCERT Exemplar page no: 245- 278	Accurately organize, analyze, and interpret data	
Chapter 3 : Squares, cubes and their roots	Chapter 3 : Squares, cubes and their roots Perfect square; square roots; Pythagorean triplet; perfect cubes; properties of cube; cube root.	Chapter 3 : Squares, cubes and their roots Using cube roots can provide a more precise dimension of the apartment. Square roots are also used to find the period of a pendulum. Squares and square roots are used in the Pythagoras theorem.	Chapter 3 : Squares, cubes and their roots WOW math, page no : 79 Lab Manual page no: 35, 40 NCERT Exemplar page no: 73-101 Resources : Written Work Brain Storming Group Discussion Assignments	Mental ability Problem solving and critical analysis Mathematical reasoning and aptitude	

Month: July - August

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 5 : Algebraic Expressions and Identities	Chapter 5 : Algebraic Expressions and Identities Addition, subtraction, multiplication and division of algebraic expressions; application of algebraic identities.	Chapter 5 : Algebraic Expressions and Identities Algebra is used almost everyday and in every work that we do. Example the people in the market make use of algebraic operations to calculate profit and loss incurred.	Chapter 5 : Algebraic Expressions and Identities Wow math, page no : 116; Math lab activity Lab Manual page no: 43, 48 NCERT Exemplar page no: 213- 243	<ul style="list-style-type: none"> • Spatial Sense • Ability to understand both concrete and abstract problems • Mental ability • Problem solving and critical analysis • Mathematical reasoning and aptitude 	<ul style="list-style-type: none"> • Notebook Work • Assignments • Quiz • Practice worksheet
Chapter 6 : Factorisation	Chapter 6 : Factorisation Prime factors; prime factorisation; factors of monomials; factorization by splitting the middle term; division using factorization.	Chapter 6 : Factorisation Simplification of complex algebraic expressions and developing problem solving attitude.	Chapter 6 : Factorisation Wow math, page no : 132 Math lab activity Lab Manual page no: 81 NCERT Exemplar page no: 213- 243		
Chapter 7 : Linear equation in One variable	Chapter 7 : Linear equation in One variable Methods of solving linear equations; application of linear equation.	Chapter 7 : Linear equation in One variable Linear equation simplifies the process of solving real-world problems. This is done by using letters to represent unknowns, restating problems in the form of equations, and offering systematic techniques for solving those equations.	Chapter 7 : Linear equation in One variable Wow math, page no : 135, 152 NCERT Exemplar page no: 105- 12		
Chapter 8 : Percentage and its Applications	Chapter 8 : Percentage and its Applications Percentage of a quantity; percentage increase and decrease; profit and loss; discount; successive discount; taxes; income tax; GST.	Chapter 8 : Percentage and its Applications discounts in shops, bank interest rates, rates of inflation and many statistics in the media are expressed as percentages.	Chapter 8 : Percentage and its Applications Wow math, page no : 135, 170 NCERT Exemplar page no: 281- 308 Resources : Written Work		

Month: September - October

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 4 : Playing with numbers	Chapter 4 : Playing with numbers Reversing numbers; number puzzle and games; coding and decoding; number pattern; Pascal's triangle; magic square; divisibility test.	Chapter 4 : Playing with numbers Calling someone using mobile phone; Calculating daily budget for your food, transportation, and other expenses; Cooking, or anything that involves the idea of proportion and percentage.	Chapter 4 : Playing with numbers Wow math, page no : 87, 94 Games Lab Manual page no: 85 NCERT Exemplar page no: 405- 417	Spatial Sense Ability to understand both concrete and abstract problems Mental ability	Notebook Work Assignments Quiz Practice worksheet
Chapter 9 : Simple and compound interest	Chapter 9 : Simple and compound interest Difference between SI and CI; formula for CI; rate of interest; To find principal, time and rate; applications of CI.	Chapter 9 : Simple and compound interest Simple interest is more advantageous for borrowers than compound interest, as it keeps overall interest payments lower.	Chapter 9 : Simple and compound interest Wow math, page no : 185 Real life based activity NCERT Exemplar page no: 281- 308	Problem solving and critical analysis Mathematical reasoning and aptitude	
Chapter 13 : Visualising solid shapes	Chapter 13 : Visualising solid shapes Views of 3 D shapes; Nested solids; 2-D representation of 3-D objects; polyhedron; Euler's formula; nets of 3 D shapes; mapping around us.	Chapter 13 : Visualizing solid shapes Mobile phones, Laptops, Computers etc are all examples of solid figures.	Chapter 13 : Visualising solid shapes Wow math, page no : 251 Lab Manual page no: 52, 56, 66 NCERT Exemplar page no: 171- 210		
Chapter 17 : Probability	Chapter 17 : Probability Experiments; outcomes; independent and independent events; probability of an event; zero probability; experimental and theoretical probability.	Chapter 17 : Probability Batting Average in Cricket; Politics; Flipping a coin or Dice; Insurance.	Chapter 17 : Probability Wow math, page no : 322 Real life based activity Lab Manual page no: 32		
Chapter 18 : Graphs	Chapter 18 : Graphs Number plane; Cartesian coordinate system; plotting and locating points; special coordinates; linear graphs.	Chapter 18 : Graphs Straight line graphs are used in the research process and the preparation of the government budget; o estimate whether our body weight is appropriate according to our height.	Chapter 18 : Graphs Wow math, page no : 339; Drawing graphs NCERT Exemplar page no: 365- 401 Resources : Brain Storming Group Discussion Assignments		

Month: November - December

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 10 : Direct and Indirect Variation	Chapter 10 : Direct and Indirect Variation Direct and indirect variation; time and work; time and distance; pipes and cisterns.	Chapter 10: Direct and Indirect Variation The number of family members are directly expenditures; The number of fruits in kg directly proportional to price of fruit.	Chapter 10 : Direct and Indirect Variation Wow math, page no : 203; Real life based activity NCERT Exemplar page no: 309-334	Spatial Sense Ability to understand both concrete and abstract problems	Notebook Work Assignments Quiz
Chapter 11 : Properties of Quadrilaterals	Chapter 11: Properties of Quadrilaterals Polygons and their diagonals; angle sum property of quadrilateral; types of quadrilaterals with their properties.	Chapter 11: Properties of Quadrilaterals Everything from blueprints (of homes), doors, window, swimming pool, boxes, football ground, paper etc. is generally made up of such quadrilaterals.	Chapter 11 : Properties of Quadrilaterals Wow math, page no : 224 Lab Manual page no: 9, 12, 17, 23, 26 NCERT Exemplar page no: 129-170	Mental ability Problem solving and critical analysis Mathematical reasoning and aptitude	Practice worksheet
Chapter 12 : Construction	Chapter 12: Construction Construction of quadrilaterals and special quadrilaterals.	Chapter 12: Constructions Use of constructions in real life architecture.	Chapter 12 : Construction Wow math, page no : 236 NCERT Exemplar page no: 129-170		
Chapter 16 : Data Handling	Chapter 16: Data Handling Classification of data; discrete and continuous data; arrayed data; frequency distribution table; histograms; pie chart.	Chapter 16: Data Handling In libraries, doctors keep records of patients, meteorologists take records of the weather, astrologists record the movement of stars, recording water levels in rivers.	Chapter 16 : Data Handling Wow math, page no : 312 Drawing graphs NCERT Exemplar page no: 33-69 Resources : Written Work Brain Storming Group Discussion Assignments		

Month : January - February

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 14 : Area	Chapter 14 : Area Area of equilateral triangle, quadrilateral, trapezium, parallelogram, rhombus, polygons, rectilinear figures.	Chapter 14 : Area Fencing off an area to plot a crop; Planning the construction of a house; building a barn; Building a swimming pool.	Chapter 14 : Area Wow math, page no : 272 Real life based activity Lab Manual page no: 59, 62, NCERT Exemplar page no: 337- 364	Spatial Sense Ability to understand both concrete and abstract problems	Notebook Work Assignments Quiz
Chapter 15 : Volume and Surface Area	Chapter 15 : Volume and Surface Area Volume of cuboid, cube, cylinder; surface area of cuboid, cube, cylinder.	Chapter 15 : Volume and Surface Area Whether you're measuring out ingredients for a recipe, filling up a car's gas tank or just adding detergent to the washing machine, volume is used often in daily life.	Chapter 15 : Volume and Surface Area Wow math, page no : 289 Real life based activity Lab Manual page no: 71, 74, 77 NCERT Exemplar page no: 337- 364 Resources : Written Work Brain Storming Group Discussion Assignments	Mental ability Problem solving and critical analysis Mathematical reasoning and aptitude	Practice worksheet

ANNUAL CURRICULUM PLAN (2023-24)

STEP: VIII

SUBJECT: SCIENCE

Books: Wow! Science -8, Madhubun Laboratory Manual for Science- 8

Months: April - May

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 1: Force and Pressure	<ul style="list-style-type: none"> Force and its types Pressure and its types Relation between force and pressure 	<ul style="list-style-type: none"> To be able to differentiate between contact and non-contact force. To be able to explain relation between force and pressure 	<ul style="list-style-type: none"> Science Kit Activity: As mentioned in pages 12, 13, 15, 17 and 19 Numerical problems – Page No 23, Back exercises SEAB Assignments 	<ul style="list-style-type: none"> To be able to identify between contact and non-contact force. To be able to calculate force /pressure numerically. 	<ul style="list-style-type: none"> OTBA Long/short answer questions/Numerical Fill in the blanks One word/MCQ Match the following
Chapter 2: Friction	<ul style="list-style-type: none"> Friction and its types Causes/Advantages/disadvantages of friction Ways to reduce/increase friction 	<ul style="list-style-type: none"> To be able to understand concept of friction. To be able to explain types and causes of friction. 	<ul style="list-style-type: none"> Science Kit Activity: As mentioned in pages 27, 29 and 31 SEAB Assignments Lab Manual Experiment-13 (Page No. 54) 	<ul style="list-style-type: none"> To be able to apply ideas to increase/decrease the amount of friction in machines, roads, etc. 	<ul style="list-style-type: none"> Match the following Long/short answer questions Fill in the blanks One word/MCQ
Chapter 8: Combustion of Fossil Fuels	<ul style="list-style-type: none"> Combustion and its types Fossil fuels and its types Extraction and refining of petroleum oil Limitations and conservation of fossil fuels 	<ul style="list-style-type: none"> To be able to understand the importance of finding an alternative source of energy. 	<ul style="list-style-type: none"> Activity: As mentioned in pages 114, 117, 131, Flow chart – types of fuels SEAB Assignments Lab Manual Experiments- 8 & 9 (Page No. 39-42) 	<ul style="list-style-type: none"> To be able to identify exhaustible/inexhaustible natural resources. To be able to appreciate natural resources 	<ul style="list-style-type: none"> OTBA MCQ
Chapter 12: Cell Structure and Function	<ul style="list-style-type: none"> How to prepare a slide to view cells Functions of different parts of a cell Plant and animal cell Cell division and growth 	<ul style="list-style-type: none"> Understanding the basic unit of life and how different parts come together to function as an individual unit. Survival of the best (both physically and spiritually). 	<ul style="list-style-type: none"> Activity: As mentioned in page - 190 Diagram – animal cell, plant cell, nucleus, binary fission SEAB Assignments Lab Manual Experiment-10 & 11 (Page No. 45-48) 	<ul style="list-style-type: none"> To be able to prepare slides to view cells. To be able to differentiate between animal and plant cells and their function. 	<ul style="list-style-type: none"> Long/short answer questions Fill in the blanks One word/MCQ Match the following Diagrams

Months: July - August

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> ● Chapter 3: Sound 	<ul style="list-style-type: none"> ● Characteristics of sound ● Understanding functioning of human ear 	<ul style="list-style-type: none"> ● Relationship between the various characteristics of sound. ● Practical uses of sound waves. 	<ul style="list-style-type: none"> ● Science kit ● Activity: page 39 (group activity), 43 ● Diagram: 38,40,41, 42,43 ● SEAB Assignments ● Lab Manual Experiment-14 (Page No. 57) 	<ul style="list-style-type: none"> ● To be able to identify production and propagation of sound. 	<ul style="list-style-type: none"> ● OTBA ● MCQ
<ul style="list-style-type: none"> ● Chapter 9: Metals and Non-Metals 	<ul style="list-style-type: none"> ● Properties, Reactivity series and uses of metals and non-metals ● Importance of alloys 	<ul style="list-style-type: none"> ● Understanding uses of metals and nonmetals in daily life based on their properties. ● Preference of metal alloys over metals. 	<ul style="list-style-type: none"> ● Project: page 150 ● Chemical formulae and reactions ● SEAB Assignments ● Lab Manual Experiment-6 & 7 (Page No. 33-36) 	<ul style="list-style-type: none"> ● To be able to write chemical reactions, e.g., reactions of metals and non-metals with air, water, and acids, etc. 	<ul style="list-style-type: none"> ● Chemical reactions ● Long/short answer questions ● Fill in the blanks ● One word/MCQ
<ul style="list-style-type: none"> ● Chapter 13: Microorganisms 	<ul style="list-style-type: none"> ● Use of microscope ● Types of microbes ● Useful and harmful microbes 	<ul style="list-style-type: none"> ● Differentiating between useful and harmful microbes. ● Understanding preventive measures. 	<ul style="list-style-type: none"> ● Science kit/lab experiment ● Diagram: 202,204,208 ● SEAB Assignments ● Lab Manual Experiment-3 & 4 (Page No. 22-27) 	<ul style="list-style-type: none"> ● To be able to differentiate useful/harmful microorganisms. ● To identify proper use of microorganisms. 	<ul style="list-style-type: none"> ● OTBA ● MCQ
<ul style="list-style-type: none"> ● Chapter 15: Adolescence and Human Hormones 	<ul style="list-style-type: none"> ● Changes during adolescence and puberty ● Working of endocrine system ● Nutritional requirements ● Addiction, drug abuse and AIDS 	<ul style="list-style-type: none"> ● Compassion ● Awareness of gender equality. ● Understanding the challenges of puberty and handling them objectively. 	<ul style="list-style-type: none"> ● Talk show: Challenges of puberty ● Diagram: page - 222 ● Activity: page 233 ● SEAB Assignments 	<ul style="list-style-type: none"> ● To be able to challenge myths and taboos regarding adolescence. ● To be able to take care of hygiene issues related to adolescence. 	<ul style="list-style-type: none"> ● Match the following ● Diagrams ● Long/short answer questions ● Fill in the blanks ● One word/MCQ

Months: September - October

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> ● Chapter 5: Light Reflection and Refraction 	<ul style="list-style-type: none"> ● Concept of reflection and its types ● Image formation on plane mirrors ● Concept of multiple reflection ● Refraction/dispersion of light ● Human eye and its defects 	<ul style="list-style-type: none"> ● To be able to understand common eye defects and preventive measures. ● To be able to understand laws of refraction and their uses. 	<ul style="list-style-type: none"> ● Science kit/ lab activity ● Activity: page 65, 66 ● Ray diagrams/diagrams: – page 63, 69, 71, ● SEAB Assignments ● Lab Manual Experiment- 17, 18 & 19 (Page No. 64-70) 	<ul style="list-style-type: none"> ● To be able to use reflection and refraction of light in daily life (medical and mechanical). ● To be able to identify common eye defects and their causes. 	<ul style="list-style-type: none"> ● OTBA ● Ray diagrams ● Long and short answer questions ● T&F/ fill in the blanks ● One word/MCQ
<ul style="list-style-type: none"> ● Chapter 10: Synthetic Fibres and Plastics 	<ul style="list-style-type: none"> ● Synthetic and natural fibers ● Advantages and disadvantages of synthetic fibers ● Plastics its types and properties ● Impact of plastics on our environment 	<ul style="list-style-type: none"> ● To be able to identify different types of fibers. ● To be able to understand the types of plastics and their uses. 	<ul style="list-style-type: none"> ● Science kit/lab activity ● Activity: page 152, 159 ● SEAB Assignments ● Lab Manual Experiment- 5 (Page No. 30) 	<ul style="list-style-type: none"> ● To be able to generate ideas to limit use of plastics. ● To be able to choose season appropriate clothes. 	<ul style="list-style-type: none"> ● OTBA ● Flowcharts ● One word/MCQ ● Long/short answer ● Fill in the blanks
<ul style="list-style-type: none"> ● Chapter 14: Reproductions in Humans and Animals 	<ul style="list-style-type: none"> ● Types of reproduction ● Reproduction in humans. ● Gender issue and myths. 	<ul style="list-style-type: none"> ● To be able to achieve scientific view of existence of life. ● To be able to draw diagram of human reproductive organs. 	<ul style="list-style-type: none"> ● Talk show: Gender myths ● Diagram: 219, 220, 221, 222, 223 ● SEAB Assignments 	<ul style="list-style-type: none"> ● To have a compassionate outlook towards gender equality. 	<ul style="list-style-type: none"> ● Match the following ● Long/short answer questions ● Fill in the blanks/T&F ● One word/MCQ

Months: November – December

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> ● Chapter 6: Some Natural Phenomenon 	<ul style="list-style-type: none"> ● Electric charges and ways to charge an object/transfer of charge ● Lightening – causes, effects and safety measures ● Earthquakes - causes, hazards, and safety measures 	<ul style="list-style-type: none"> ● To be able to understand reasons of natural disasters. ● To be able to understand natural phenomena. 	<ul style="list-style-type: none"> ● Science kit ● Activity: page 152, 159 ● SEAB Assignments 	<ul style="list-style-type: none"> ● To be able to take measures during and after disasters. ● To contribute to find ways to reduce damage during natural disasters. 	<ul style="list-style-type: none"> ● OTBA ● Short/long answer questions ● Fill in the blanks ● One word/MCQ ● Match the following
<ul style="list-style-type: none"> ● Chapter 16: Crop Production and Management 	<ul style="list-style-type: none"> ● Crop and agriculture ● Types of agricultural practices ● Natural and chemical fertilizers ● Ways to increase crop yields 	<ul style="list-style-type: none"> ● Relating theoretical knowledge with practical situations. ● Understanding human role in maintaining balance. 	<ul style="list-style-type: none"> ● Science kit ● Activity: page 152, 159 ● SEAB Assignments ● Lab Manual Experiment- 1 & 2 (Page No. 17-19) 	<ul style="list-style-type: none"> ● To be able to apply methods to increase crop production. ● To be able to choose right fertilizer for the crops/and determine its effect on nature. 	<ul style="list-style-type: none"> ● Flow chart ● MCQ/One word ● Descriptive questions ● Fill in the blanks ● T/F
<ul style="list-style-type: none"> ● Chapter 11: Air and Water Pollution 	<ul style="list-style-type: none"> ● Air and water pollution ● Effects of pollution and its prevention ● Water supply at home ● Potable water 	<ul style="list-style-type: none"> ● Relating theoretical knowledge with practical situations. ● Understanding human role in maintaining balance. 	<ul style="list-style-type: none"> ● Science kit ● Activity: page 152, 159 ● SEAB Assignments 	<ul style="list-style-type: none"> ● To be able to apply scientific knowledge to purify water. ● To be able to identify and control activities that causes smog. 	<ul style="list-style-type: none"> ● OTBA ● Short/long answer questions ● Fill in the blanks ● One word/MCQ ● Match the following

Months: January - February

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> ● Chapter 7: Our Solar System 	<ul style="list-style-type: none"> ● Stars and constellation ● Various components of our solar system ● Planets of our solar system ● Natural and artificial satellites 	<ul style="list-style-type: none"> ● To be able to understand various components of the universe. ● To understand how the components of the universe interact of affect each other. 	<ul style="list-style-type: none"> ● Class Discussion/Quiz ● Activity: page 98 ● SEAB Assignments 	<ul style="list-style-type: none"> ● Understanding the root of our existence and role of human to maintain balance. ● To be able to explain effect of rotation and revolution of earth. ● To be able to identify constellations and find directions using them. 	<ul style="list-style-type: none"> ● OTBA ● Short/long answer questions ● Fill in the blanks ● One word/MCQ ● Match the following
<ul style="list-style-type: none"> ● Chapter 17: Biodiversity 	<ul style="list-style-type: none"> ● Biodiversity, Flora and fauna ● List of endangered and endemic species ● Use of red data book ● How forests are beneficial ● Causes and consequences of deforestation ● Ways to conserve forest 	<ul style="list-style-type: none"> ● Understanding the importance of co-existence and tolerance. 	<ul style="list-style-type: none"> ● Class discussion/quiz ● Activity: Loss of biodiversity ● SEAB Assignments 	<ul style="list-style-type: none"> ● To be able to appreciate natural resources and biodiversity. ● To be able to take measure to prevent extinction of species. 	<ul style="list-style-type: none"> ● OTBA ● Short/long answer questions ● Fill in the blanks ● One word/MCQ ● Match the following
<ul style="list-style-type: none"> ● Chapter 4: Chemical Effects of Electric Current 	<ul style="list-style-type: none"> ● Electrical conductivity in water and other liquids ● Electrolysis and its application 	<ul style="list-style-type: none"> ● To be able to understand practical uses of electrical conductivity. 	<ul style="list-style-type: none"> ● Science kit ● Activity: page 51 (group activity), 52, 53(electric pen) ● Diagram: page 53, 54,55,56 ● SEAB Assignments ● Lab Manual Experiment-15 & 16 (Page No. 59-62) 	<ul style="list-style-type: none"> ● To be able to explain chemical effects of electric current. ● To be able to identify liquids as electrical conductors and insulators. 	<ul style="list-style-type: none"> ● Match the following ● Long/short answer questions ● Fill in the blanks ● One word/MCQ

ANNUAL CURRICULUM PLAN (2023-24)

STEP: VIII

SUBJECT: SOCIAL STUDIES

Book : Landmark Integrated Social Sciences

Map Book: Indiannica Learning Map and Activity Workbook

Months: April – May

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> History <i>L-01: Where, When and How?</i> <i>L-02: The Expansion of British Power in India</i> <i>L-03: Rural Life and Society</i> 	Understand the manner in which the English East India Company emerged as the sole trading company in India	<ul style="list-style-type: none"> Visit places of historical importance particularly those associated with centres of colonial administration and Indian national movement. 	Locate, mark and colour the areas under EEIC and princely states as they were in the 18th century from page # 26, 29. Map Book Page No: - 40-41, 42-47, 48-51	<ul style="list-style-type: none"> Explains how the English East India Company became the most dominant power. 	Labelled diagram, In text tables, map skills, book exercises.
<ul style="list-style-type: none"> Geography <i>L-14: Resources</i> <i>L-15: Natural Resources -Land, Soil and Water</i> <i>L-16: Natural Resources – Natural Vegetation and Wildlife</i> 	Understand the distribution of various natural resources in India and the world.	<ul style="list-style-type: none"> Explore various farming practices carried out in the neighbourhood/ district/ state and interact with farmers. 	<ul style="list-style-type: none"> Collect photographs showcase how natural resources are being damaged. Map Book Page No: - 1, 2-7, 8-12 	<ul style="list-style-type: none"> Classifies different types of industries based on raw materials, size and ownership. 	Fact Files, Creative Skills on page #214 #221
<ul style="list-style-type: none"> Social and Political Life <i>L-25: The Indian Constitution and the Need for Laws</i> <i>L-26: Vision of the Indian Constitution</i> 	<ul style="list-style-type: none"> Understand why India chose a parliamentary form of government. 	<ul style="list-style-type: none"> Participate in a discussion on the concepts of Constitution. 	<ul style="list-style-type: none"> Case study on Dowry on page #214 two understand the importance of laws. 	<ul style="list-style-type: none"> Interpret social and political issues in one's own region with reference to the constitution of India. 	Group Discussion, Worksheet.

Months : July – August

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> History <i>L-04: Colonialism and Tribal Societies</i> 	<ul style="list-style-type: none"> Discuss different forms of tribal societies. 	<ul style="list-style-type: none"> picture study on page #51- think about the impact of British rule on Mundas and other tribal groups. 	<ul style="list-style-type: none"> Debate on tribal lifestyle. Map Book Page No: - 52-54 	<ul style="list-style-type: none"> Explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion. 	<ul style="list-style-type: none"> Debate, Portfolio, Picture Study, Map Work, book exercises, OTBA
<ul style="list-style-type: none"> Geography <i>L-17: Natural Resources – Minerals and Power Resources</i> <i>L-18: Agriculture</i> <i>L-19: Industries</i> 	<ul style="list-style-type: none"> Familiarize with availability of natural resources and their protection. Learn about various types of farming and agricultural development in two different regions. 	<ul style="list-style-type: none"> Develop projects on conservation of natural and human made resources. Analyses uneven distribution of natural and human made resources on the earth. 	<ul style="list-style-type: none"> Map labelling, chart showing difference between lifestyle of farmers in developed countries and India. Map Book Page No: -13-16, 17-20, 21-22, 23-25, 26-29 	<ul style="list-style-type: none"> Justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas. 	<ul style="list-style-type: none"> Debate, Portfolio, Picture Study, Book Exercises.
<ul style="list-style-type: none"> Social and Political Life <i>L-27: Government at the Centre</i> <i>L-28: The Making of Laws</i> 	<ul style="list-style-type: none"> Understand the ways in which the government and other groups respond to such issues. 	<ul style="list-style-type: none"> Prepare posters with drawings and pictures and make oral and written presentations on the significance of the Constitution of India. 	<ul style="list-style-type: none"> Think about a rule to be followed in the class that you feel is necessary and some basic steps that should be followed to implement this rule try to carry out the entire law-making procedure. 	<ul style="list-style-type: none"> Apply the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation. 	<ul style="list-style-type: none"> Portfolio ,picture study ,debate, poster making, book exercises.

Months : September–October

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> History L-05: <i>Crafts and Industries</i> L-06: <i>The Revolt of 1857</i> L-07: <i>Education and British Rule</i> 	Familiarize students with the process of de-industrialization and industrialization •Discuss how revolts originated and spread, point the changes into colonial rule after 1857.	•Illustrate how vernacular and British accounts can be read to understand the rebellion. •Discuss how the politics of education is to the question of power and cultural identity.	• Divide the class into groups and enact the rules played by some of the famous leaders in the revolt of 1857. Map Book Page No: - 55-58, 59-62, 63-64	• Explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it • Analyses the decline of pre-existing urban centres and handicraft industries and the development of new urban centres and industries in India during the colonial period.	Portfolio, picture study, debate, poster making, Enactment, book exercises.
<ul style="list-style-type: none"> Geography L-20: <i>India and the World Case Studies</i> L-21: <i>Human Resources</i> 	• To understand important forms of manufacturing industries •To understand the role of human resources in the development of nation's economy.	• Use pictures/news clippings/ videos to be familiar with the major manufacturing industries in India and world	• Discuss how the use of computers change the way of life would it be possible to live a comfortable life without mobile phones and other electronic devices? Map Book Page No: - 30-34	• Explains the institutionalization of the new education system in India.	Map skills and book exercise.
<ul style="list-style-type: none"> Social and Political Life L-29: <i>The Judiciary</i> L-30: <i>Role of the Police and the Courts</i> 	• Examine contents of a First Information Report (FIR) form.	• Express views, through descriptive and critical writing, about the role of judges in the delivery of justice to the litigants.	•Portfolio: Chief Justices of India.	• Describe the process of making a law. (e.g., Domestic Violence Act, RTI Act, RTE Act).	Portfolio, Picture Study, Debate, Discuss, book exercise.

Months : November – December

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> History L-08: <i>Women and Reform</i> L-09: <i>Challenging the Caste System</i> L-10: <i>Colonialism and Urban Change</i> 	<ul style="list-style-type: none"> Discuss why so many reformers focused on women question and how they visualized a change in women's condition. 	<ul style="list-style-type: none"> Outline the history of new laws that affect women's lives. Discuss why the questions of caste system was central to most of the project of social reform 	<ul style="list-style-type: none"> Groups Activity on Caste Reforms Map Book Page No: - 65-68, 69-70, 71-72 	<ul style="list-style-type: none"> Analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues. 	Poster, Debate, Picture study, Book exercises.
<ul style="list-style-type: none"> Geography L-22: <i>What Is Disaster Management</i> L-23: <i>Natural Disasters</i> 	<ul style="list-style-type: none"> Discuss with peers about forest fire, landslide, industrial disasters, natural and human reasons for their occurrence and control measures. 	<ul style="list-style-type: none"> Discuss how deforestation poor agricultural practices and misuse of groundwater causes drought like conditions. 	<ul style="list-style-type: none"> Poster making activity on caste inequality. Map Book Page No: - 35-39 	<ul style="list-style-type: none"> Describes causes of forest fire, landslide, industrial disasters, and their risk reduction measures. 	Project, Debate, Picture study, Map work, book exercises.
<ul style="list-style-type: none"> Social and Political Life L-31: <i>Social Justice and the marginalized</i> L-32: <i>Forms of Untouchability</i> 	<ul style="list-style-type: none"> Conduct focus group discussions on violation, protection, and promotion of human rights workers, and other disadvantaged section. 	<ul style="list-style-type: none"> Think and state two reasons for untouchability still being a reality in Indian society 	<ul style="list-style-type: none"> Project: To prepare emergency Kit. 	<ul style="list-style-type: none"> Realize the causes and consequences of marginalization faced by a disadvantaged section of one's own region. 	In text picture study, Portfolio, debate, discussions, book exercises.

Months : January - March

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> History L-11: <i>Changes in the Arts</i> L-12: <i>The Nationalist Movement</i> L-13: <i>India after Independence</i> 	<ul style="list-style-type: none"> Outline the major developments within the national movement and focus on a detailed study of one major event. 	<ul style="list-style-type: none"> Visit places of historical importance particularly those associated with centres of colonial administration and Indian national movement. 	<ul style="list-style-type: none"> On an outline map of India mark important centres of Nationalist Movements from 1885 to 1947. Project work: Contribution of Mahatma Gandhi in freedom movement. Map Book Page No: - 73-75, 76-78, 79- 82, 83-84 	<ul style="list-style-type: none"> Outlines major developments that occurred during the modern period in the field of towns in the colonial period. Outline the course of the Indian National Movement from the 1870s till independence. 	Portfolio, pictures, study on page #264, debate.
<ul style="list-style-type: none"> Geography L-24: <i>Man -made Disasters</i> 	<ul style="list-style-type: none"> Discuss with peers about forest fire, landslide, industrial disasters, natural and human reasons for their occurrence and control measures. 	<ul style="list-style-type: none"> Identifying the cause-and-effect caused due to negligence of human beings. 	<ul style="list-style-type: none"> Poster making, Collect pictures of manmade disasters. Map Book Page No: - 35 	<ul style="list-style-type: none"> To understand the effects of disasters on lives and property. 	Assignments, activities, and projects, Quizzes
<ul style="list-style-type: none"> Social and Political Life: L-33: <i>Economic Presence of the Government</i> 	<ul style="list-style-type: none"> Introduce various ways by which government is engaged in developmental activities especially in infrastructure and social sectors. 	<ul style="list-style-type: none"> Think about the role of government in the economic sphere and social development in your area. 	<ul style="list-style-type: none"> Collect pictures of dams constructed by the government find out what purposes are served by the dams. 	<ul style="list-style-type: none"> Identify the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognizes their availability 	Assignments, activities, and projects, Quizzes. Book exercises.

वार्षिक पाठ्यक्रम योजना (2023-24)

कक्षा : VIII

विषय:संस्कृत

पुस्तक: नवसंस्कृतं

माह -अप्रैल-मई

पाठ/विषय	सीखने के लक्ष्य		गतिविधि&संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित		कौशलपरआधारित	
साहित्य-पाठ 1 आदि पूज्यः गणेशः(पृष्ठ 9)पाठ 2 प्रथमः कूपः(पृष्ठ 17)पाठ3 एयंआकाशवाणी(पृष्ठ24) व्याकरण- विशेषण- विशेष्य,तकारांत पुलिगशब्दरूप,क्तवतु प्रत्यय, राजन शब्दरूपउपपदविभक्ति(पृष्ठ 130)	<ul style="list-style-type: none"> •प्रथमपूज्यगणेश की महिमा के विषय में अवगत करना । •उपपदविभक्ति का ज्ञान •नकारांत शब्दरूपों का ज्ञान । 	<ul style="list-style-type: none"> •प्रथम पूज्य श्री गणेश के अन्य नाम एवं उनसे सम्बंधित कथाओं का संकलन करना। •क्लिष्ट पदों के शुद्ध उच्चारण का अभ्यास कराना। 	<ul style="list-style-type: none"> •गतिविधियाँ •उचितगति, एव लय के साथ पाठ का पठन। •दृश्य-श्रव्य माध्यम से संस्कृत कथा दर्शन। •संसाधन- व्याकरण- •उपपदविभक्ति(पृष्ठ 130) 	<ul style="list-style-type: none"> •प्रथम पूज्य आदि गणेश पाठ काउचित हावभाव के साथ छात्रों द्वारा अभिनय करना । •सुभाषितों को कंठस्थ कर कक्षा में लय पूर्वक गायन । 	<ul style="list-style-type: none"> •पठन कौशल (कथा /श्लोकों का पठन) •श्रवण कौशल (श्री गणेशसे सम्बंधित कथाओं को सुनना) •वाचन कौशल (पाठ का उचित हावभाव के साथ छात्रों द्वारा अभिनय) •लेखन कौशल (चित्र वर्णन) •शब्द कोश (कठिन शब्द तथा शब्दार्थ)

माह-जुलाई – अगस्त

पाठ/विषय	सीखने के लक्ष्य		गतिविधि&संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
साहित्य- पाठ4विद्यामहिमा(पृष्ठ 32)पाठ 5 विश्वमानवः(पृष्ठ 40) पाठ 6 एकंदिनं यापय गुजराते(पृष्ठ 45) व्याकरण-विशेषण- विशेष्यप्रयोगः,अव्यय(पृष्ठ 132)क्त्वा,ल्यप,तुमन प्रत्यय(पृष्ठ 136)	<ul style="list-style-type: none"> विद्याकी महिमा के विषय में अवगत करना । अव्यय,क्त्वा,ल्यप,तुमनप्रत्ययका ज्ञान । गुजरात की संस्कृति से अवगत कराना । 	<ul style="list-style-type: none"> विद्या से सम्बंधित श्लोकों का संकलन । क्लिष्ट पदों के शुद्ध उच्चारण का अभ्यास कराना । 	<ul style="list-style-type: none"> गतिविधियाँ उचितगति, एव लय के साथ पाठ का पठन। संसाधन- व्याकरण- अव्यय(पृष्ठ132) क्त्वा,ल्यप,तुमन प्रत्यय(पृष्ठ136) 	<ul style="list-style-type: none"> अंतर्जाल(Internet)से सत्य नडेला,शिव शुभ्रमन्यम नादर एवं सुन्दर पिचाई के विषय में जानकारी संकलित करना । गुजरात के भोजन एवं उत्सवों के विषय में क्रिया कलाप (प्रोजेक्ट) बनाना । 	<ul style="list-style-type: none"> पठन कौशल (कथा/श्लोकों का पठन) श्रवण कौशल (गुजरात की विविधतापूर्ण संस्कृति से परिचय प्राप्त हुआ) श्रुतलेख वाचन कौशल (पाठ का उचित हावभाव के साथ छात्रों द्वारा पठन) लेखन कौशल (चित्र वर्णन) शब्द कोश (कठिन शब्द तथा शब्दार्थ

माह-सितंबर-अक्टूबर

पाठ/विषय	सीखने के लक्ष्य		गतिविधि&संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>साहित्य-पाठ 7गुरुपूर्णमा (पृष्ठ52)पाठ</p> <p>8श्रेष्ठ:निधि:(पृष्ठ 61)पाठ</p> <p>10 वसुधैव कुटुंबकम् (पृष्ठ 72)व्याकरण-ऋकारांत शब्दरूप,संख्या 1-50 तक (पृष्ठ131) स्वर संधि(पृष्ठ133)</p>	<ul style="list-style-type: none"> गुरु की महिमा के विषय में अवगत कराना । श्रेष्ठ:निधि:पाठ के माध्यम से मित्रता और एकता के महत्त्व को समझाना । सुभाषित के माध्यम से जीवन मूल्यों से अवगत कराना । 	<ul style="list-style-type: none"> नए शब्दों का अपनी बात-चीत में प्रयोग करना। गुरुमहिमा से सम्बंधित श्लोकों का संकलन करना । क्लिष्ट पदों के शुद्ध उच्चारण का अभ्यास कराना । 	<ul style="list-style-type: none"> गतिविधियाँ श्लोकों का लय पूर्वक गायन एवं उनके अर्थ को बताना। संसाधन- व्याकरण- ऋकारांत शब्दरूप,संख्या 1-50 	<ul style="list-style-type: none"> श्लोकगायन,पठन मित्रता पर एक नाटक की कक्षा में प्रस्तुति करना । महर्षि वेद व्यास की रचनाओं की सूची बनाना एवं संस्कृत साहित्य में उनके महत्त्व पर दस पंक्तियाँ संस्कृत में लिखना । 	<ul style="list-style-type: none"> पठन कौशल (कथा /श्लोकों का पठन) श्रवण कौशल (श्रेष्ठ:निधि: कथाको सुनना) वाचन कौशल (पाठ का उचित हावभाव के साथ छात्रों द्वारा अभिनय) लेखन कौशल (चित्र वर्णन) शब्द कोश (कठिन शब्द तथा शब्दार्थ

माह- नवंबर -दिसंबर

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>साहित्य-पाठ 11 अष्टावक्रः (पृष्ठ 77) पाठ 12 पदमेकं स्वच्छतायै(पृष्ठ 83) (क्रिया कलाप) पाठ 13 हिमालयपुत्री बछेंद्रीपालः(पृष्ठ 91)(क्तवतुप्रत्ययस्त्रीलिंग) व्याकरण-क्तवतु प्रत्यय स्त्रीलिंग,समय ज्ञान(घटिकाज्ञान)(पृष्ठ137)</p>	<ul style="list-style-type: none"> पौराणिकपात्र अष्टावक्र के विषयमें बताना। स्वच्छता अभियान के विषय में अवगत कराना । हिमालयपुत्री पर्वतारोही बछेंद्री पाल का जीवन परिचय । 	<ul style="list-style-type: none"> नए शब्दों का अपनी बात-चीत में प्रयोग करना। गुरुमहिमा से सम्बंधित श्लोकों कासंकलन करना। क्लिष्ट पदों के शुद्ध उच्चारण का अभ्यास कराना । 	<ul style="list-style-type: none"> गतिविधियाँ कथा का लय पूर्वक पठन एवं उनके अर्थ को बताना । संसाधन- व्याकरण घटिकाज्ञान(पृष्ठ137) 	<ul style="list-style-type: none"> इण्टरनेटसेअन्य पर्वतारोहियों के विषय में जानकारी लेना एवं उनकी सूची तैयार करना । स्वच्छता पर पोस्टर और बैनर बनाना एवं संस्कृत में नारा लेखन करना 	<ul style="list-style-type: none"> पठन कौशल (कथा /श्लोकों का पठन) श्रवण कौशल (स्वच्छता अभियानसम्बंधित जानकारी को सुनना) वाचन कौशल (पाठ का उचित हावभाव के साथ छात्रों द्वारा अभिनय) लेखन कौशल (चित्र वर्णन) शब्द कोश (कठिन शब्द तथा शब्दार्थ

माह- जनवरी -मार्च

पाठ/विषय	सीखने के लक्ष्य		गतिविधि&संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित	अनुप्रयोग/ कौशल आधारित	कौशल पर आधारित	
साहित्य-पाठ 14 भारतरत्नम (पृष्ठ 97)पाठ 15 प्रथमः प्लास्टिकशल्यचिकित्सकः (पृष्ठ102) (केवल पठन हेतु)पाठ 16 विथिक्रीड़ा(पृष्ठ 110) व्याकरण-संख्याज्ञान 61-100	<ul style="list-style-type: none"> भारतरत्न मपाठ के माध्यम से भारत का सर्वोच्च सम्मान प्राप्त वरिष्ठ नागरिकों जीवन की प्रेरणादायक कार्यों के विषय में अवगत कराना । 	<ul style="list-style-type: none"> नए शब्दों का अपनी बात-चीत में प्रयोग करना। विथिक्रीड़ा से सम्बंधित लेखों का संकलन करना । क्लिष्ट पदों के शुद्ध उच्चारण का अभ्यास कराना । 	<ul style="list-style-type: none"> गतिविधियाँ कथा का लय पूर्वक पठन एवं उनके अर्थ को बताना । संसाधन- व्याकरण संख्या ज्ञान 61-100 	विथिक्रीड़ापाठकेआधार पर गलियों में खेले जाने वाले खेलों की एक सूची तैयार करें । उन खेलों को खेलने की विधि एवं प्रत्येक खेल में कितने खिलाड़ी होते हैं उस खेल का स्वास्थ्य की दृष्टि से क्या उपयोगिता हैं इत्यादि विषयों पर चर्चा करना ।	<ul style="list-style-type: none"> पठन कौशल (कथा का पठन) श्रवण कौशल (आयुर्वेद के जनक :1.अश्विनीकुमार 2.धन्वंतरि, 3.चरक, 4.च्यवनसे सम्बंधित कथाओं को सुनना) वाचन कौशल (पाठ का उचित हावभाव के साथ छात्रों द्वारा अभिनय) लेखन कौशल (चित्र वर्णन) शब्द कोश (कठिन शब्द तथा शब्दार्थ

ANNUAL CURRICULUM PLAN (2023-24)

STEP: VIII

SUBJECT: French

BOOK: APPRENONS LE FRANÇAIS-3

MONTH: APRIL- MAY

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Leçon 0 – La France, qu'est-ce que c'est?</p> <ul style="list-style-type: none"> S'initier à la civilisation française <p>Leçon 1- La rentrée</p> <ul style="list-style-type: none"> Parler de la quantité Saluer Répondre au négatif 	<ul style="list-style-type: none"> Discover about the Culture and Civilization of France. Understanding of the given French words and associated French Culture Make sentences with the new sound words. Knowledge of new Culture. Améliore la vocabulaire et la pronounciation. 	<p>Culture and Civilization of France.</p> <ul style="list-style-type: none"> Les lettres Les accents <p>Students learn about the French education system</p> <ul style="list-style-type: none"> Les articles Les verbes La negation Les adverbess <ul style="list-style-type: none"> express their thoughts using simple sentences by making use of various parts of speech. 	<p>Activities:</p> <ul style="list-style-type: none"> Short documentary on France Project on French cuisine, inventors, fashion etc. Frame phrases with expressions of quantity. Report based on the comparison of education system. <p>Resources:</p> <ul style="list-style-type: none"> E-Modules M1 – Culture and Civilization M2 – Le négatif Recorded e-learning resources 	<ul style="list-style-type: none"> Discover French culture and civilization How to convert singular to plural. How to exchange dialogues in restaurant. Discover different expressions used in different places. 	<ul style="list-style-type: none"> Reading Skills (New words and Sentence Reading) Listening Skills (Audio Dialogues) Speaking Skills (Role Play) Writing skills (Dialogue conversation) Comprehension skills (Analyzing the new words) Communication Skills (Role Play) Vocabulary (Dictation)

MONTH: JULY- AUGUST

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Leçon 2- Il est français?</p> <ul style="list-style-type: none"> • Décrire une personne • Parler de la famille <p>Leçon 3- La journée de Mme. Lavigne</p> <ul style="list-style-type: none"> • Décrire la journée • Dire l'heure • Parler des saisons <p>Leçon 4- Kalu est malade</p> <ul style="list-style-type: none"> • Interroger sur la santé • Parler de la santé • L'interrogation négative et si 	<ul style="list-style-type: none"> • Make sentences with the new sound words. • Students talk about the description, learning colors, adjectives, animal s and verbs • To frame sentences making use of concepts. • Knowledge of new vocabulary. • Améliore la vocabulaire et la prononciation. • Discover about the nationalities and countries. 	<p>Students deal with sentences using a conjugated verb followed by an infinitive. Position of adjectives in a systematic manner</p> <ul style="list-style-type: none"> • Le pluriel • La position d'adjectif • La famille • L'habit • Le meuble <p>Students understand the time by using their watches and its needles</p> <ul style="list-style-type: none"> • Les verbes pronominaux • Les nombres cardinaux et ordinaux • Trois formes d'interrogation • Les animaux 	<p>Activities:</p> <ul style="list-style-type: none"> • Flashcards of adjectives • Students frame dialogues using simple sentences and enact them in group. • Short readings Students describe their daily routine. • Description of their favourite animal. • Memory game on the topic- Animal <p>Resources: Recorded e-learning resources E-Modules (online topic specific pdf and power point presentations)</p> <p>M1 – La famille M2 – Journée M3 – Interroger</p>	<ul style="list-style-type: none"> • How to convey singular plural. • How to describe a season • Décrire la journée. • Discover about the clock. • How to tell timings in French. • How to describe a person. • Parler de la famille. • Discover relations in Family. • How to pronounce members in French. 	<ul style="list-style-type: none"> • Reading Skills (New words and Sentence Reading) • Listening Skills (Audio Dialogues) • Speaking Skills (Role Play) • Writing skills (Dialogue conversation) • Comprehension skills (Analyzing the new words) • Vocabulary (Dictation)

MONTH: SEPTEMBER- OCTOBER

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Leçon 5- Faire les courses</p> <ul style="list-style-type: none"> • Parler des achats • Les repas français <p>Leçon 6- M. Lavigne cherche un manteau</p> <ul style="list-style-type: none"> • Localiser des objets • Faire des achats 	<ul style="list-style-type: none"> • Read and write sound words. • Make sentences with the new sound words. • To frame sentence making use of concepts. • Knowledge of new vocabulary. • Améliore la vocabulaire et la prononciation. • Discover about the nationalities and countries. 	<p>Learn that l'adjectif interrogative invariable</p> <ul style="list-style-type: none"> • Les adverbs interrogatifs • Les magasins, le marché • Les plats et la nourriture <p>Student talk about the difference between regular and irregular verbs</p> <ul style="list-style-type: none"> • Le préposition • Les verbes en -ayer, -oyer, -uyer • Les vêtements et l'accessoire • express their thoughts using simple sentences by making use of various parts of speech. 	<p>Activities:</p> <ul style="list-style-type: none"> • Flashcards of various shapes and the related objects. • Difference between <Savoir> et <Connaître>. • Take various objects and use preposition . • Frame sentences with different verbs. <p>Resources:</p> <ul style="list-style-type: none"> • Recorded e-learning resources • E-Modules (online topic specific pdf and power point presentations) <p>M1 – Les repas M2 – Les magasins</p>	<ul style="list-style-type: none"> • Parler des saisons. • Localiser des objets. • How to make interrogative sentences. • How to pronounce French dishes. • Talk about the conjugation of irregular verbs. • Talk about the clothes and accessories. • How to use Prepositions. 	<ul style="list-style-type: none"> • Reading Skills (New words and Sentence Reading) • Listening Skills (Audio Dialogues) • Speaking Skills (Role Play) • Writing skills (Description) • Comprehension skills (Analyzing the new words) • Communication Skills (Role Play) • Vocabulary (Dictation)

MONTH: NOVEMBER- DECEMBER

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Leçon 7- Allons à Paris</p> <ul style="list-style-type: none"> • Parler des fêtes françaises • Le noms de pays <p>Leçon 8- Les photos de Manuel</p> <ul style="list-style-type: none"> • Localiser un endroit • Les professions 	<ul style="list-style-type: none"> • Try to understand French short videos • Discover about the nationalities and countries. • Read and write sound words. • Make sentences with the new sound words. • To frame sentences making use of concepts to frame correct sentences. • Knowledge of new vocabulary. 	<p>Students understand how to place prepositions de and à</p> <ul style="list-style-type: none"> • Les prépositions de lieu • Les nationalités <p>Student talk about the festivals, they like and dislike and come to know about French Culture</p> <ul style="list-style-type: none"> • Les adjectifs démonstratifs • La fête français • Les verbes <ul style="list-style-type: none"> • use the sound words in their speech. • express their thoughts using simple sentences by making use of various parts of speech. 	<p>Activities:</p> <ul style="list-style-type: none"> • Exercise on feminine and masculine countries and cities. • Project on various festivals of their country and France. • Reading short dialogues • Flashcards of various French festivals. <p>Resources:</p> <ul style="list-style-type: none"> • Recorded e- learning resources • E-Module s (online topic specific pdf and power point <p>M1 – Les fêtes M2 – Le pays</p>	<ul style="list-style-type: none"> • Conjugation with different subjects. • How to pronounce the Prepositions in French. • Discover and identify the contracted articles. • How to identify the demonstrative adjective. • How to use Preposition of places. • Talk about les fêtes français. 	<ul style="list-style-type: none"> • Reading Skills (New words and Sentence Reading) • Listening Skills (Audio Dialogues) • Speaking Skills (Role Play) • Writing skills (Description) • Comprehension skills (Analyzing the new words) • Communication Skills (Role Play) • Vocabulary (Dictation)

MONTH: JANUARY- FEBRUARY

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Leçon 9- Au café des Laurent</p> <ul style="list-style-type: none"> • Commander un plats • Mettre le couvert <p>Leçon 10- Encore une lettre de Rouen</p> <ul style="list-style-type: none"> • Écrire une lettre • Interroger sur les objets • Parler de ses centres d'intérêts 	<ul style="list-style-type: none"> • Try to understand French short videos • Read and write sound words. • Make sentences with the new sound words. • To frame sentence making use of concepts to frame correct sentences. • Knowledge of new vocabulary. 	<ul style="list-style-type: none"> • to use their critical / thinking ability to read between the lines and go beyond the text. <p>Students discover the three form of imperatif</p> <ul style="list-style-type: none"> • L'impératif-affirmatif et négatif • L'impératif des verbes pronominaux <p>Students learn about the four forms of interrogative adjective</p> <ul style="list-style-type: none"> • Les adjectifs interrogatifs • Les loisirs et les sports • express their thoughts using simple sentences by making use of various parts of speech. 	<p>Activities:</p> <ul style="list-style-type: none"> • Collage of utensils and cutlery. • Frame few sentences with different forms of imperative. • Description of their favourite sports and pass time. <p>Resources:</p> <ul style="list-style-type: none"> • Recorded e- learning resources • E-Modules (online topic specific pdf and power point <p>M1-La ville M2- La lettre</p>	<ul style="list-style-type: none"> • Sing different songs. • How to pronounce poem words in French. • Discover about Imperative- Negation and Interrogation. • How to write a letter in French. • Discover about different cities. • How to use Imperative • Names of the different passe-temps . 	<ul style="list-style-type: none"> • Reading Skills (New words and Sentence Reading) • Listening Skills (Audio poem) • Speaking Skills (Singing) • Writing skills (Letter) • Comprehension skills (Analyzing the new words) • Vocabulary (Dictation)

ANNUAL CURRICULUM PLAN - 2023–24

STEP: VIII

SUBJECT: GERMAN

BOOK: 3 Hallo Deutsch

MONTH: April-May

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Modul 5 : Lektion 1 : Stefan, wie geht's dir (Grammar) <ul style="list-style-type: none"> Definite article – Dative case Personal pronoun – Dative case Interrogative pronoun – Wem? Imperative sentences Use of weil Email schreiben Pg 8 – 14	At the end of the lesson students will be able to: <ul style="list-style-type: none"> Make sentences with dative verbs Conjugate the verb "tun" Make imperative sentences Make sentences with weil To write an email to a teacher or friend explaining Their health condition 	<ul style="list-style-type: none"> To name different Body parts To tell about common ailments and remedies To use the critical / thinking ability and go beyond the text and come up with an alternative ending 	Activities: <ul style="list-style-type: none"> Students will discuss with each other about their well being Group discussion Resources: <ul style="list-style-type: none"> Video: Beim Arzt Recorded e-learning resources E-Modules Md 5 Lk 1: Definite article- Dative case 	<ul style="list-style-type: none"> To ask and give information about the wellbeing of a Person To name a few common ailments and remedies To order and request Vocabulary enhancement Group Discussion and debate on the given theme / topic Values to ask about others well being	<ul style="list-style-type: none"> Reading Skills (Paragraph/Email) Listening Skills (Audio) Speaking Skills (Role Play) Writing skills (Picture Composition and Email writing) Comprehension skills (Q&A) Communication Skills (Role Play)

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Modul 5 : Lektion 2 : Gesund leben (Grammar) <ul style="list-style-type: none"> Modalverben–dürfen & sollen Subordinate clause- ‘Weil’ Pg 15 - 22 Lektion 3 : Was hast du für deine Gesundheit getan? (Grammar) <ul style="list-style-type: none"> Tense: Past (perfect) Haben/sein Regular/irregular verbs Adverbs Perfekt forms of verbs Pg 23 – 33	At the end of the lesson students will be able to: <ul style="list-style-type: none"> Make sentences with modal verbs Use imperative and weil sentences Use adverbs of time Frame Ja/nein und W fragen in perfect forms Past perfect (regular and irregular verbs) 	<ul style="list-style-type: none"> Tell healthy living and eating habits. Use adverbs of time To explain the incident happened To use the critical / thinking ability and go beyond the text and come up with an alternative ending 	Activities: <ul style="list-style-type: none"> Health check: Was tust du für deine Gesundheit? Listening an Interview) Interview your Friend and write the Information in given questionnaire Resources: <ul style="list-style-type: none"> Brief lesen : Ein Brief aus dem Krankenhaus Recorded e-learning resources E-Modules Lk2: Modalverben–dürfen & sollen Lk 3: perfekt forms of verbs 	<ul style="list-style-type: none"> To ask for permission To allow someone something To give reasons To report about past experiences and everyday events To interview an Adult Conversation in German To use the critical / thinking ability and go beyond the text and come up with an alternative ending Value <ul style="list-style-type: none"> To discuss healthy living and eating habits 	<ul style="list-style-type: none"> Reading Skills (Paragraph/Email) Listening Skills (Audio) Speaking Skills (Role Play) Writing skills (Picture Composition and Email writing) Comprehension skills (Q&A) Communication Skills (Role Play)

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Modul 6 : Lektion 1 : Wo ist Tina? (Grammar) <ul style="list-style-type: none"> Interrogative pronoun – Wo Preposition of place in answer to the question 'wo' Verb: wissen (conjugation) Indirect questions Pg 48 - 57	At the end of the lesson students will be able to: <ul style="list-style-type: none"> Make questions with "Wo" Make negative sentences with dative Write small emails and paragraph explaining their city Make sentences with wissen and frame indirect questions Use personal pronomen in formal and Informal. 	<ul style="list-style-type: none"> Tell about different shops To fix a meeting place in the city. To use the critical / thinking ability and go beyond the text and come up with an alternative ending 	Activities: <ul style="list-style-type: none"> Paste Pictures of different shops nearby Role Play Group discussion Write an invitation Game : Meine Stadt Stadtplan Resources: <ul style="list-style-type: none"> Recorded e-learning resources E-Modules Lk 1: verb- wissen 	<ul style="list-style-type: none"> To enquire about the whereabouts of a person or a place To talk about shopping places Explain your city Vocabulary enhancement Group Discussion and debate on the given theme / topic 	<ul style="list-style-type: none"> Reading Skills (Paragraph/Email) Listening Skills (Audio) Speaking Skills (Role Play) Writing skills (Picture Composition and Email writing) Comprehension skills (Q&A) Communication Skills (Role Play)

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Lektion 2 : Hast du Lust ins Kino zu gehen? (Grammar) <ul style="list-style-type: none"> Interrogative pronoun and preposition of place Wohin + in, auf Infinitive with zu Pg 58 - 65	At the end of the lesson students will be able to: <ul style="list-style-type: none"> Use akkusativ and dativ prepositions 	<ul style="list-style-type: none"> Ask the way and guide the way to other people To use the critical / thinking ability and go beyond the text and come up with an alternative ending 	Activities: <ul style="list-style-type: none"> Explain your city Group discussion Resources: <ul style="list-style-type: none"> Recorded e-learning resources E-Modules Lk 2: Interrogative pronoun	<ul style="list-style-type: none"> To plan an outing with your friend To find the way in the city Vocabulary enhancement Group Discussion and debate on the given theme / topic 	<ul style="list-style-type: none"> Reading Skills (Paragraph/Email) Listening Skills (Audio) Speaking Skills (Role Play) Writing skills (Picture Composition and Email writing) Comprehension skills (Q&A) Communication Skills (Role Play)

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Lektion 3 : Ordnung muss sein! (Grammar) <ul style="list-style-type: none"> Verbs - stellen, stehen, legen, liegen, sitzen, hängen Wo + dative case Wohin + accusative case Aber, den, oder, sondern Conjunctions with two parts : zwar aber, nicht nur, sondern auch Pg 66 - 74	At the end of the lesson students will be able to: <ul style="list-style-type: none"> Make sentences with different Position verbs Use conjunctions 	<ul style="list-style-type: none"> Use different preposition s to tell the positions of different Objects To use the critical / thinking ability and go beyond the text and come up with an alternative ending 	Activities: <ul style="list-style-type: none"> Puzzle Dialogue writing Gap filling Resources: <ul style="list-style-type: none"> Song: Wie sieht denn dein Zimmer aus! Recorded e-learning resources E-Modules Lk 3: verb- stellen- stehen, legen- liegen, sitzen, hängen	<ul style="list-style-type: none"> To ask about whereabouts of an Object and to find it To ask where to place an Object and to answer the same Vocabulary enhancement Group Discussion and debate on the given theme / topic 	<ul style="list-style-type: none"> Reading Skills (Paragraph/Email) Listening Skills (Audio) Speaking Skills (Role Play) Writing skills (Picture Composition and Email writing) Comprehension skills (Q&A) Communication Skills (Role Play)

ANNUAL CURRICULUM PLAN (2023-24)

STEP: VIII

SUBJECT: COMPUTERS

Book : Wow Compu-Bytes

Months : April – May

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 1 : Computer Networks	Chapter 1 : Computer Networks Data communication and networking; need of computer network; advantages of computer network; to create a computer network; use of network topologies	Chapter 1 : Computer Networks Create model of any one computer network	Lab Activity Group discussion Project work	IT skills Teamwork & cooperation Analysis Organization Creativity Logical thinking Problem Solving	Worksheets Quiz Notebook work
Chapter 2 : Introduction to Microsoft Access	Chapter 2 : Introduction to Microsoft Access Basic structure of database; Define DBMS and its advantages; Create and open a database; Create and view a table; Save tables and database	Chapter 2 : Introduction to Microsoft Access Create student database for the school			

Months : July - August

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 3 : Access : Working with Tables Chapter 4 : Access : Queries, Forms and Reports	Chapter 3: Access : Working with Tables Define tables and data types; Switch data views; Manipulate data; Sort data; Define relationship Chapter 4 : Access : Queries, Forms and Reports Define queries; Query window; Define and create forms and reports	Chapter 3 : Access : Working with Tables Create database for endangered species Chapter 4 : Access : Queries, Forms and Reports Create query to extract records from previous tables.	Lab Activity Group discussion Project work	IT skills Teamwork & cooperation Analysis Organization Creativity Logical thinking Problem Solving	Worksheets Quiz Notebook work

Months : September - October

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 5 : More on HTML : CSS Chapter 6 : Introduction to Photoshop	Chapter 5 : More on HTML : CSS Use of CSS; Use inline style; Use font properties; Use margin Border properties Chapter 6 : Introduction to Photoshop Know interface of Photoshop CS6; Insert images;	Chapter 5 : More on HTML : CSS Create an animated video showing application of CSS Chapter 6 : Introduction to Photoshop Draw a picture in Photoshop	Lab Activity Group discussion Project work	IT skills Teamwork & cooperation Analysis Organization Creativity Logical thinking Problem Solving	Worksheets Quiz Notebook work

Months : November - December

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 7 : More on Photoshop Chapter 8: Looping statements in Python	Chapter 7 : More on Photoshop Use selection tools; use move and gradient tools; use of healing brush and spot healing; use clone stamp and pattern stamp tool; use the eraser tool Chapter 8: Looping statements in Python Understand the concept of loop; Implementing different loops to write python programs	Chapter 7 : More on Photoshop Create collage in Photoshop	Lab Activity Group discussion Project work	IT skills Teamwork & cooperation. Analysis Organization Creativity Logical thinking Problem Solving	Worksheets Quiz Notebook work

Months : January - February

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 9: Cybercrimes and Securities Chapter 10: Future Trends	Chapter 9: Cybercrimes and Securities Computer ethics; Cybercrimes; Categories of cybercrimes; Safety tips to prevent cybercrimes; Know cyber law of India Chapter 10: Future Trends Artificial Intelligence; Augmented reality and its benefits Speech-to-speech translation; Automation; Light peak technology	Chapter 9: Cybercrimes and Securities Know about computer ethics Chapter 10: Future Trends Find out about all the latest technologies	Lab Activity Group discussion Project work	IT skills Teamwork & cooperation. Analysis Organization Creativity Logical thinking Problem Solving	Worksheets Quiz Notebook work

ANNUAL CURRICULUM PLAN (SESSION: 2023-24)**STEP: 8****SUBJECT: MUSIC (Vocal)****APRIL – MAY**

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">• National Anthem (with meaning)• National Songs (with meaning)• Shloka (with meaning)• We are the BGS• Performance on Earth Day• Mother's day performance• Prayers- (Tum hi Mata)• School Songs-(janam diya ishwer ne)	<ul style="list-style-type: none">• Tanpura• Audio Recording• Lyrics Sheet	<ul style="list-style-type: none">• Voice modulation• Knowledge of Ragas, beat, rhythm• Practical voice training, discipline	<ul style="list-style-type: none">• Melody• Rhythm• Voice Quality• Alignment with Scale

JULY- AUGUST

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">• Shloka (with meaning)• Guru Purnima Performance• Van Mahotsav day• Performance on World nature conv. day• Prayers- (O palan haare)• Performance on Independence Day	<ul style="list-style-type: none">• Tanpura• Audio Recording• Lyrics Sheet	<ul style="list-style-type: none">• Voice modulation• Knowledge of Ragas, beat, rhythm• Practical voice training, discipline	<ul style="list-style-type: none">• Melody• Rhythm• Voice Quality• Alignment with Scale

SEPTEMBER-OCTOBER

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none"> Shlokas (with meaning) Prayer- (humko man ki shakti) Chopaiyan (with meaning) Performance on teacher's day Performance on Janmashtami Performance on Gandhi Jayanti Performance on Dussehra Alankaar 	<ul style="list-style-type: none"> Tanpura Audio Recording Lyrics Sheet 	<ul style="list-style-type: none"> Voice modulation Knowledge of Ragas, beat, rhythm Practical voice training, discipline 	<ul style="list-style-type: none"> Melody Rhythm Voice Quality Alignment with Scale

NOVEMBER – DECEMBER

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none"> English Prayers-(We are the BGS) Performance on Diwali Gurupurab Performance Annual Day Performance on Christmas day Basant Panchami Raag Bhoopali Raag Bhairav Raag yaman 	<ul style="list-style-type: none"> Tanpura Audio Recording Lyrics Sheet 	<ul style="list-style-type: none"> Voice modulation Knowledge of Ragas, beat, rhythm Practical voice training, discipline 	<ul style="list-style-type: none"> Melody Rhythm Voice Quality Alignment with Scale

JANUARY - FEBRUARY

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">English Prayers-(We are the BGS)Performance on Republic DayRaag yamanTaals- Ektaal, TeentaalHindi Prayers- (aye malik tere bande hum)	<ul style="list-style-type: none">TanpuraAudio RecordingLyrics Sheet	<ul style="list-style-type: none">Voice modulationKnowledge of Ragas, beat, rhythmPractical voice training, discipline	<ul style="list-style-type: none">MelodyRhythmVoice QualityAlignment with Scale

ANNUAL CURRICULUM PLAN: 2023-24

STEP: VIII

SUBJECT: MUSIC (INSTRUMENTAL)

APRIL – MAY

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">• National Anthem (with meaning)• National Songs (with meaning)• Basic Theory (Parts of Guitar, Parts of Keyboard, and Parts of Drums)• Types Of Chords (Major Chord, Minor Chord, and Sharp Chord)• All Major Scale(Practical)• Performance on Earth Day• Mother’s day performance• School Anthem (WE ARE THE BGS)	<ul style="list-style-type: none">• Guitar• Keyboard• Drum• Practice Pad	<ul style="list-style-type: none">• Work on Beats• Tempo• Prepare the Correct song with the correct pitch	<ul style="list-style-type: none">• Tempo• Tones• Sound Quality• Knowledge of Beats

JULY – AUGUST

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">• Van Mahotsav day• Basic Introduction About Tabla• Performance on World nature conv. day• All Minor Scale(Practical)• All Sharp Scale(Practical)• How to find Scale• Performance on Independence day	<ul style="list-style-type: none">• Guitar• Keyboard• Drum• Ukulele• Tabla	<ul style="list-style-type: none">• Voice Modulation• Knowledge of Rhythm• Works on Beats• Tempo	<ul style="list-style-type: none">• Melody• Rhythm• Voice Quality• Alignment with Scale• Tempo

SEPTEMBER – OCTOBER

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none"> ● Tabla Taal ● Time Signature ● Drum Beats ● Gandhi Jayanti ● Performance on teacher's day ● Performance on Janmashtami ● Dussehra Performance 	<ul style="list-style-type: none"> ● Tabla ● Ukulele ● Drum practice pad ● Shaker ● Tambourine 	<ul style="list-style-type: none"> ● Voice modulation ● Rhythm ● Work on Beats ● Practical on Drum ● Practice on Song 	<ul style="list-style-type: none"> ● Melody ● Rhythm ● Tempo ● Beats ● Time Signature

NOVEMBER – DECEMBER

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none"> ● Learn Chords Major Chord Minor Chord Sharp Chord ● Chord Formation ● Diwali Performance ● Chaupai With Meaning ● Performance on Christmas day ● Annual Day 	<ul style="list-style-type: none"> ● Guitar ● Keyboard ● Drum ● Tabla ● Ukulele 	<ul style="list-style-type: none"> ● Voice modulation Knowledge of beats ● Song Preparation on Instruments Play Practically Songs with Chords 	<ul style="list-style-type: none"> ● Melody ● Rhythm ● Tempo ● Pitch ● Sound ● Beats ● Time Signature

JANUARY – FEBRUARY

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">● Learn Beats 4/4 Beats 3/4 Beats 6/8 Beats● Republic Day Performance● English Prayer with Instrument(We Are The BGS)	<ul style="list-style-type: none">● Guitar● Keyboard● Drum● Tabla● Ukulele	<ul style="list-style-type: none">● Voice modulation Knowledge of beats● Song Preparation on Instruments Play Practically Songs with Chords	<ul style="list-style-type: none">● Melody● Rhythm● Tempo● Pitch● Sound● Beats● Time Signature

ANNUAL CURRICULUM PLAN : 2023-2024

SUB: DANCE

CLASS : VIII

MONTH : - APRIL - MAY

CONTENT	TECHNIQUES / RESOURCES	SKILL DEVELOPMENT	ASSESSMENT / OBSERVATION
<ul style="list-style-type: none">• World dance day.• Pure classical dance form [kathak nritya]- Basic knowledge of a style.• Introduction - Teen Taal - 16 beats [kathak Nritya - PURE CLASSICAL].• Shiv strota.	<ul style="list-style-type: none">• The task based approach focused on the skills and competencies .• Audio - visuals aids:video clips.• Dance training with the help of audio system and other related equipment s.	<ul style="list-style-type: none">• Development of the effective psycho motor domain.• Development of keen sense of rhythm and balance.• Knowledge and respect for diverse Indian culture and heritage .	<ul style="list-style-type: none">• Performance• Rhythm• Coordination• Expression

MONTH : - JULY-AUGUST

CONTENT	TECHNIQUES / RESOURCES	SKILL DEVELOPMENT	ASSESSMENT / OBSERVATION
<ul style="list-style-type: none">• Independence day - Patriotic theme .[dance style- fusion]• Guru poornima .• Contemporary dance.	<ul style="list-style-type: none">• The task based approach focused on the skills and competencies.• Audio - visuals aids:video clips.• Dance training with the help of audio system and other related equipments.	<ul style="list-style-type: none">• Development of the effective psycho motor domain.• Development of keen sense of rhythm and balance.• Knowledge and respect for diverse Indian culture.	<ul style="list-style-type: none">• Performance• Rhythm• Coordination• Expression

MONTH : -SEPTEMBER-OCTOBER

CONTENT	TECHNIQUES / RESOURCES	SKILL DEVELOPMENT	ASSESSMENT / OBSERVATION
<ul style="list-style-type: none">• Dussehra special - [dance style -semi classical].• Janmashtmi - semi classical - krishna bhajan .	<ul style="list-style-type: none">• The task based approach focused on the skills and competencies .• Audio - visuals aids:video clips.• Dance training with the help of audio system and other related equipment s.	<ul style="list-style-type: none">• Development of the effective psycho motor domain.• Development of keen sense of rhythm and balance.• Knowledge and respect for diverse Indian culture and heritage .	<ul style="list-style-type: none">• Performance• Rhythm• Coordination• Expression

MONTH : -NOVEMBER-DECEMBER

CONTENT	TECHNIQUES / RESOURCES	SKILL DEVELOPMENT	ASSESSMENT / OBSERVATION
<ul style="list-style-type: none">• Annual day.• Diwali celebration.• Folk dance - chari from rajsthaan.	<ul style="list-style-type: none">• The task based approach focused on the skills and competencies .• Audio - visuals aids:video clips.• Dance training with the help of audio system and other related equipment s.	<ul style="list-style-type: none">• Development of the effective psycho motor domain.• Development of keen sense of rhythm and balance.• Knowledge and respect for diverse Indian culture and heritage .	<ul style="list-style-type: none">• Performance• Rhythm• Coordination• Expression

MONTH : -JANUARY-MARCH

CONTENT	TECHNIQUES / RESOURCES	SKILL DEVELOPMENT	ASSESSMENT / OBSERVATION
<ul style="list-style-type: none">● Republic day .● Bharatnatyam - basic knowledge of a dance style.● Ganesh vandna - pure classical dance .	<ul style="list-style-type: none">● The task based approach focused on the skills and competencies .● Audio - visuals aids:video clips.● Dance training with the help of audio system and other related equipment s.	<ul style="list-style-type: none">● Development of the effective psycho motor domain.● Development of keen sense of rhythm and balance.● Knowledge and respect for diverse Indian culture and heritage .	<ul style="list-style-type: none">● Performance● Rhythm● Coordination● Expression

ANNUAL CURRICULUM PLAN (SESSION: 2023-24)

STEP: 8

SUBJECT: ART AND CRAFT

BOOK – AESTHETICS - ART & ACTIVITY

MONTH: APRIL -MAY

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none">• Elements of Arts• Principles of design• Still Life• Nature Study• Bird Study• Animal Study	<ul style="list-style-type: none">• Line Drawing• Shape recognition• Form identification• Textured Art• Knowledge of colors• Shading• Object Study	<ul style="list-style-type: none">• Observation• Exploration• Spatial comprehension• Colour sense• Fine motor skills• Drawing	<ul style="list-style-type: none">• Imagination• Creativity• Colour sense• Strokes• Neatness

JULY-AUGUST

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none">• Landscape• Composition• Human Anatomy• Body Proportions• Sketching	<ul style="list-style-type: none">• Head Study• Body Proportions• Sketching• Detailing• Water color technique• Knowledge of perspective	<ul style="list-style-type: none">• Observation• Exploration• Aesthetic sense• Colour sense• Fine motor skills	<ul style="list-style-type: none">• Imagination• Creativity• Colour sense• Neatness

SEPTEMBER – OCTOBER

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none">• Portrait• Knife Painting• Poster design• Folk Art• Collage	<ul style="list-style-type: none">• Composition of colors• Creative thinking technique• Detailing• Pencil shading• Geometrical shapes composition• How to decorate• Pattern drawing• Tearing & Paper pasting	<ul style="list-style-type: none">• Observation• Exploration• Colour sense• Drawing• Tracing• Focus• Perspective	<ul style="list-style-type: none">• Imagination• Creativity• Colour sense• Neatness

NOVEMBER - DECEMBER

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none">• Cartoon Character• Free Hand Drawing• Calligraphy• Mehendi Design• Fabric Painting	<ul style="list-style-type: none">• Geometrical shapes composition• Pen & Pencil techniques• Pattern drawing	<ul style="list-style-type: none">• Self-expression• Observation• Exploration• Aesthetic sense• Spatial comprehension• Colour sense• Fine motor skills• Focus	<ul style="list-style-type: none">• Imagination• Creativity• Colour sense• Neatness

JANUARY- FEBRUARY

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none">• Rangoli Design• Logo Design• Art & Craft Time• Legendary Artists• Glossary• Nail Art	<ul style="list-style-type: none">• Geometrical art forms• Ice-cream stick pasting• Glitter pasting• Paper cutting & pasting• Creative thinking technique	<ul style="list-style-type: none">• Self-expression• Observation• Exploration• Aesthetic sense• Colour sense• Fine motor skills• Drawing• Focus• Perspective• Simple coordination	<ul style="list-style-type: none">• Imagination• Creativity• Colour sense• Neatness

ANNUAL CURRICULUM PLAN (2023-24)**STEP: VIII****SUBJECT: General Knowledge****Book : WOW! World Within Worlds****Months: April – May**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
1. Vivid vertebrates 2. Snake scare 3. Steady the ship 4. Recipe for disaster 5. All about Antarctica	L-01: To identify various vertebrates and reptiles. L-02: To identify various species of snakes in the world. L-03: To identify famous explorers and their ships. L-04: To learn about different types of disasters and their intensity. L-05: To know about Antarctica- world's most intriguing continent.	<ul style="list-style-type: none">Develop an understanding of what are vertebrates and reptiles, different species of snakes, famous explorers, different types of disasters and Antarctica as a continent.	Book Page No:- 7-9, 10-11, 12-15, 16-19.	<ul style="list-style-type: none">Students will learn about various vertebrates and species of snake.Students will be able to identify famous explorers, different types of disasters, Antarctica- Continent.	Discussion, Quiz, Book exercise

Months: July – Aug

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
6. Where in the World? 7. An act of Faith 8. Des(s)ert diaries 9. Word by Word 10. Art of Poesy 11. By the Book 12. Wearing a teacher's hat	L-06: To identify architectural marvels from around the world. L-07: To understand about different religions. L-08: To know the difference between desert and dessert. L-09: To identify speakers and their famous quotes. L-10: To identify famous Indian poets. L-11: To know about famous authors around the world. L-12: To identify famous teachers.	<ul style="list-style-type: none"> To develop an understanding of architectural marvels, different religions. To develop an understanding of difference between desert and dessert. To develop an understanding of famous speakers and their quotes, famous Indian poets, authors around the world, teachers. 	Book Page No:- 22-25, 26-28, 29-32, 33-35, 36-37, 38-41, 42-43.	<ul style="list-style-type: none"> Students will learn about architectural marvels in the world. Students will learn about different religions. Students will be able to differentiate between desert and dessert. Students will identify famous quotes and their speakers, Indian poets, authors around the world and teachers. 	Discussion, Quiz, Book exercise

Months: Sep – Oct

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
13. Legends and Legendry 14. War Cry 15. Human-made birds 16. Flight of Fantasy 17. Vicious Villains	L-13: To identify the names of Legendry Indians. L-14: To identify famous revolutionaries from their revolutions. L-15: To know about Indian airlines and Indian airports. L-16: To learn about the names of enchanting books. L-17: To identify famous villains from Indian films.	<ul style="list-style-type: none"> To develop an understanding of various legends of Indian films. To develop an understanding of revolutions and wars have occurred for centuries. To develop an understanding of all Indian airlines and their taglines. To develop an understanding of names of enchanting books about magic, aliens, mythology and fantasy. To develop an understanding of various villains around the world. 	Book Page No:- 44-47, 48-52, 53-55, 56-57, 58-59	<ul style="list-style-type: none"> Students will identify various Indian film legends. Students will be able to identify famous revolutions and wars occurred, Indian airlines, various books and villains of Indian films. 	Discussion, Quiz, Book exercise

Months: Nov – Dec

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
18. Don't Stop the Music 19. Sporty Affairs 20. Incredible entrepreneurs 21. Space quiz 22. World of Science	L-18: To learn about some integral elements of music, evolution and styles. L-19: To identify record-making sports person. L-20: To identify the names of business leaders from around the world. L-21: To identify famous astronauts cosmonauts. L-22: To learn about ISRO.	To develop an understanding of music and its evolution, identifying record-making sports person, entrepreneurs around the world and famous astronauts and cosmonauts and ISRO.	Book Page No:- 60-62, 63-65, 66-67, 68-69, 70-72.	<ul style="list-style-type: none"> Students will be able to identify famous sportspersons and athletes, famous mathematician, famous scientists and their discoveries, digital platform founders and demonetisation in India. 	Discussion, Quiz, Book exercise

Months: Jan – February

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Activity 1: Over the years Activity 2: Role of Salt 23. Champions at Tokyo Olympics 2020 24. Knowing and fighting COVID-19	To analyse how new inventions and technologies completely integrated into our lives. To know about salt-an important part of our life and has played an important role in our freedom struggle. L-23: To know about Olympic champions. L-24: To understand the nature of viruses, know the test done before to confirm COVID-19 virus.	To develop an understanding of new technologies, importance of salt, Olympic champions and Covid-19 virus.	Book Page No: 73-74, 75-76, 77-78, 79-80	<ul style="list-style-type: none"> Students will learn about new technologies to cure cancer, importance of common salt for human health and protest against salt tax, Olympic games, and how to fight with Covid-19 viruses. 	Discussion, Quiz, Book exercise

ANNUAL CURRICULUM PLAN (2023-24)

STEP: VIII

SUBJECT: VALUE EDUCATION

Books: YES, We Can- A book of values & life skills

Month: April - May

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/Content Based	Application/Aptitude Based		Skill Based	
Chapter 1 : The Selfless Gardener	Understand the importance to do good and expect nothing.	Selflessness, Common Good, Social Service	Activities: Page no. 6-7	Selflessness Helping others	Practice worksheet HOTS Situation questions
Chapter 2 : The Ultimate Sacrifice	To improve the decision-making skills particularly with regard to the critical ones.	Sportsmanship, Sacrifice, Helpful	Activities: Page no. 12,13,14	Respect and empathy Need of Love by old	
Chapter 3 : The Second Childhood	To understand the loneliness and depressing life of old age grand parents.	Caring for the old and loving your grandparents	Page no. 19,20,21	Sense of responsibility Sharing work.	

Month: July- August

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/Content Based	Application/Aptitude Based		Skill Based	
Chapter 4 : Growing Up	To learn to distinguish between good and bad.	To make correct choice in life	Activities : Page no. 25-26	Friendship Good Bad Kindness Gratitude Non-violence Tolerance	Book Practice worksheet
Chapter 5 : Ballu, the Miser	To learn to show gratitude to our parents and teachers	To be sincere in expressing gratitude to the GOD	Activities: Page no. 30,31,32		
Chapter 6 : There's No One Here	To be a responsible citizen and learn to accept religion and live in harmony	India is a Secular Country. Discuss the meaning of secularism, Religious tolerance	Activities: Page No. 36,36		

Month: September- October

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/Content Based	Application/Aptitude Based		Skill Based	
Chapter 7 : A Messenger of Peace	To develop and maintain the capacity to forgive	To know that peace is the most effective weapon	Activities : Page no. 41-42	Peace Non-Violence Courage	Book Practice worksheet Debate
Chapter 8 : A Challenge	To understand the harmful effects of smoking	To discuss the harm that smoking causes and develop good habits	Activities :Page no. 46,47,48	Tolerance Correct Choices	

Month: November- December

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/Content Based	Application/Aptitude Based		Skill Based	
Chapter 9 : Without Limits	.To understand the life of physically challenged people	To develop sensitivity towards the physically challenged	Activities : Page no. 54-55	Overcome challenge. Hope and positivity.	HOTS Question based on situation from book exercise
Chapter 10 : Will you be my Friends	To understand the true duties of a friend during your bad times	To develop concern and consideration for your friend	Activities: Page no. 61-62	Forgive and Forget Willing to sacrifice	

Month: January- February

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/Content Based	Application/Aptitude Based		Skill Based	
Chapter 11 : Stay Hungry, Stay Foolish	To understand the key to success is to strive for excellence.	To feel the potential in yourself to do much more than what is expected	Activities : Page 67,68	Never say -die Belief Creativity Optimistic	Book Exercise Debate
Chapter 12 : Heroes Never Die	To encourage students to read the heroic of the three brave soldiers.	To ingrain in students that bravery is not just limited in the armed forces , common people can display exemplary bravery as well.	Activities: Page 74-76	Loyalty to duty Courage Patriotism.	

ANNUAL CURRICULUM PLAN (2023-24)**STEP: VIII****SUBJECT: SCHOOL CINEMA**

We, at BGS, have designed a Life Skills Program that enables every child to imbibe the values which instill the right kind of attitude to develop various life skills and create a serene environment for self and the people around him/her.

Month	Modules	Values	Attitude	Life skills	Expected Learning Outcomes
April -May	<ul style="list-style-type: none">● M1 - Checkmate● M2 - The high Fives● M3 - Toppers	<ul style="list-style-type: none">● Equality, Honesty, Competency (M1)● Trust, Respect, Friendship, Loyalty (M2)● Life, Learning, Knowledge (M3)	<ul style="list-style-type: none">● Sensitivity, Humility (M1)● Understanding, Open-mindedness (M2)● Courage, Optimism, Sharing (M3)	<ul style="list-style-type: none">● Self-Awareness, Communication, Interpersonal Skills, Creative Thinking (M1)● Coping with Emotions, Problem Solving, Empathy (M2)● Coping with Stress, Critical Thinking (M3)	<ul style="list-style-type: none">● To understand impact of gender bias and discrimination. (M1)● To value relationships and imbibe trust. (M2)● To understand true meaning of success. (M3)
July - August	<ul style="list-style-type: none">● M4 - Little miracles● M5 - Little terrorist	<ul style="list-style-type: none">● Well Being, Life, Friendship (M4)● Culture, Diversity, Secularism, Respect (M5)	<ul style="list-style-type: none">● Appreciation, Giving, Thoughtfulness (M4)● Openness, Tolerance, Cooperation (M5)	<ul style="list-style-type: none">● Creative Thinking, Empathy, Interpersonal Skills (M4)● Self-Awareness, Empathy, Decision Making(M5)	<ul style="list-style-type: none">● To develop sensitivity towards differentially abled people. (M4)● To imbibe respecting diversity. (M5)
September - October	<ul style="list-style-type: none">● M6 - Man of the Match● M7 - Rescued by you	<ul style="list-style-type: none">● Respect, Family (M6)● Environment, Wildlife, Humanity (M7)	<ul style="list-style-type: none">● Prioritizing, Responsibility, Compromise (M6)● Sensitivity, Compassion, Pro-active (M7)	<ul style="list-style-type: none">● Critical Thinking, Decision Making, Empathy (M6)● Problem Solving, Empathy, compassion(M7)	<ul style="list-style-type: none">● To be able to take responsibility. (M6)● To be compassionate and sensitive. (M7)

Month	Modules	Values	Attitude	Life skills	Expected Learning Outcomes
November - December	<ul style="list-style-type: none"> ● M8 - Size perfect ● M9 - Spellbound 	<ul style="list-style-type: none"> ● Health, Individuality, Happiness (M8) ● Time, Perseverance, Hard Work (M9) 	<ul style="list-style-type: none"> ● Self-Belief, Confidence, Acceptance (M8) ● Prioritization, Responsibility, Self-Belief (M9) 	<ul style="list-style-type: none"> ● Self-Awareness, Decision Making, Coping with Emotions (M8) ● Self-Awareness, Critical Thinking, Creative Thinking, Coping with Stress (M9) 	<ul style="list-style-type: none"> ● To imbibe body positivity. (M8) ● To inculcate time management. (M9)
January - February	<ul style="list-style-type: none"> ● M10 - Too cool for school 	<ul style="list-style-type: none"> ● Integrity, Respect, Reason and Logic (M10) 	<ul style="list-style-type: none"> ● Assertiveness, Maturity (M10) 	<ul style="list-style-type: none"> ● Decision Making, Coping with Stress, Problem Solving, Interpersonal Skills (M10) 	<ul style="list-style-type: none"> ● To be able to deal with peer pressure. (M10)

ANNUAL CURRICULUM PLAN(2023-24)
STEP:VIII
SUBJECT:HEALTH AND PHYSICAL EDUCATION

Book: Health Quest-8
Months: April - May

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter – 1 Mental Health	<ul style="list-style-type: none"> • Mental health • Different types of mental illness. 	<ul style="list-style-type: none"> • To be able to understand the factors that affects our mental health. • To be able to know about significance of mental health. 	<ul style="list-style-type: none"> • Discussion • Interactive sessions. 	<ul style="list-style-type: none"> • Ways to improve mental health. 	<ul style="list-style-type: none"> • Short/long answer questions • MCQ/one word • Fill in the blanks
Chapter – 4 Goal setting	<ul style="list-style-type: none"> • Goal setting and its importance • Strategies to achieve goals 	<ul style="list-style-type: none"> • To be able to focus on accomplishment and not on failures. 	<ul style="list-style-type: none"> • Activity: S.M.A.R.T approach (Page No 27) 	<ul style="list-style-type: none"> • Identifying own strength and weakness. • Planning strategies to achieve set goals. 	<ul style="list-style-type: none"> • Short/long answer questions • MCQ/one word • Fill in the blanks
Chapter 13 Qualities of socially Healthy Persons	<ul style="list-style-type: none"> • Social health and its importance • Qualities of socially healthy persons 	<ul style="list-style-type: none"> • To acquire knowledge about Social health. • Ways to improve social health. 	<ul style="list-style-type: none"> • Activity: Experience sharing. 	<ul style="list-style-type: none"> • Listening to others, making decisions, being assertive, solving problems. 	<ul style="list-style-type: none"> • Short/long answer questions • MCQ/one word • Fill in blanks

Months: July – August

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 2 Growth and Development	<ul style="list-style-type: none"> Working of eyes and ears. Structure of eyes and ears. 	<ul style="list-style-type: none"> To be able to understand the working of eyes and ears. To be able to know about common defects of eyes and ears. 	<ul style="list-style-type: none"> Case studies Interactive Sessions 	<ul style="list-style-type: none"> Understanding the role of heredity and environment in growth and development. Taking care of eyes and ears. 	<ul style="list-style-type: none"> Short/long answer questions MCQ/one word Fill in the blanks
Chapter 5 Sports skills for Recreation and Competition	<ul style="list-style-type: none"> Fatigue Load Overload Adaptation in sports and performance. 	<ul style="list-style-type: none"> To be able to understand the causes, symptoms, and measures to overcome fatigue. To be able to know about the components and importance of load in training, fitness and health development. 	<ul style="list-style-type: none"> Practical demonstration Case studies 	<ul style="list-style-type: none"> Practical use relationship of load and adaptation. 	<ul style="list-style-type: none"> Short/long answer questions MCQ/one word Fill in the blanks
Chapter 14 Health Programmes and Blood Banks	<ul style="list-style-type: none"> Health programs in our country Patients' rights Blood banks and blood donation 	<ul style="list-style-type: none"> To be able to answer the questions : Do health services respond to our needs? How do we make 	<ul style="list-style-type: none"> Activity: Group project on experiences with health services in family and community. 	<ul style="list-style-type: none"> Understanding the role of NRHM, Blood Bank, School and community in health. To be aware of Patient's rights. 	<ul style="list-style-type: none"> Short/long answer questions MCQ/one word Fill in the blanks

Months: September - October

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 3 Emotional Development	<ul style="list-style-type: none"> Changes during adolescence Mood swings, anger, and shyness 	<ul style="list-style-type: none"> To be able to describe several mood. To be able to understand the causes of different emotions. 	<ul style="list-style-type: none"> Charts depicting several moods. 	<ul style="list-style-type: none"> To be able to deal with mood swings, anger, and shyness. Learn to manage different emotions. 	<ul style="list-style-type: none"> Short/long answer questions MCQ/one word Fill in the blanks
Chapter 6 Agility	<ul style="list-style-type: none"> Agility for fitness Techniques for testing fitness agility 	<ul style="list-style-type: none"> To be able to test agility. 	<ul style="list-style-type: none"> Pushups Bent knee sit ups Shuttle run 	<ul style="list-style-type: none"> Adapting fundamental skills needed to play different sports 	<ul style="list-style-type: none"> Short/long answer questions MCQ/one word Fill in the blanks
Chapter 15 Role of Media and Advertising	<ul style="list-style-type: none"> Relationship between media and advertising Role of media advertising in keeping the society informed Role of media and advertising in promotion of health and sports 	<ul style="list-style-type: none"> To be able to know about the role of Media and Advertising. 	<ul style="list-style-type: none"> Project to gather advertisement related to health and sports information. 	<ul style="list-style-type: none"> To increase students' knowledge and change attitudes for media. 	<ul style="list-style-type: none"> Short/long answer questions MCQ/one word Fill in the blanks

Months: November – December

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter -7 Yoga	<ul style="list-style-type: none"> Stress and factors inducing stress The role of yoga in stress management 	<ul style="list-style-type: none"> To be able to know about benefits of relaxation, yoga and meditation. 	<ul style="list-style-type: none"> Video /e – modules Poster making Case studies 	<ul style="list-style-type: none"> To be able to define health, diseases and its causes. To be able to differentiate between communicable and non-communicable disease. Explain the importance of healthy diet in maintaining the health of the individual. 	<ul style="list-style-type: none"> Short/long answer questions MCQ/one word Fill in the blanks
Chapter 8 Water and Hygiene Sanitation	<ul style="list-style-type: none"> Maintaining sports ethics Inculcating values through physical education. 	<ul style="list-style-type: none"> To be able to know about standards of sports ethics. To be able to show responsibilities for compliance of sports ethics. 	<ul style="list-style-type: none"> Activity: Demonstration and performing various Asanas. 	<ul style="list-style-type: none"> Learn to stress management techniques that can help to handle stress anxiety, and emotional disturbance in a better and healthier manner. 	<ul style="list-style-type: none"> Short/long answer questions MCQ/one word Fill in the blanks
Chapter 9 Seed Banking	<ul style="list-style-type: none"> Seed banking Indigenous seeds 	<ul style="list-style-type: none"> To be able to know about need of seed banking To be able to understand the importance of seed banking 	<ul style="list-style-type: none"> Activity: Collection of seeds of all locally grown crops and making an indigenous seed bank in the school. 	<ul style="list-style-type: none"> To learn about indigenous seed varieties and its impact on health. 	<ul style="list-style-type: none"> Short/long answer questions MCQ/one word Fill in the blanks

Months: January – February

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 10 Food Practices	<ul style="list-style-type: none"> ● Globalisation in food practices ● Seasonal food ● Nutritional anaemia 	<ul style="list-style-type: none"> ● Promoting Physical Fitness as Fun. ● Developing health and skill related fitness. 	<ul style="list-style-type: none"> ● Activity: Chart: Listing the main nutrients present in food items. 	<ul style="list-style-type: none"> ● To be able to know about reasons behind food choices. 	<ul style="list-style-type: none"> ● Short/long answer questions ● MCQ/one word ● Fill in the blanks
Chapter 11 Genetically Modified Food	<ul style="list-style-type: none"> ● Genetically modified food 	<ul style="list-style-type: none"> ● To understand the need and advantages of genetically modified food. 	<ul style="list-style-type: none"> ● Essay writing ● Debate ● Case study 	<ul style="list-style-type: none"> ● To be able to know about risks associated with genetically modified food. 	<ul style="list-style-type: none"> ● Short/long answer questions ● MCQ/one word ● Fill in the blanks
Chapter 12 Safety and First Aid	<ul style="list-style-type: none"> ● Preventing attack from animals ● First aid 	<ul style="list-style-type: none"> ● To develop an understanding of dog bite and snake bite. 	<ul style="list-style-type: none"> ● Activity: Demonstration of proper techniques for chest compressions 	<ul style="list-style-type: none"> ● To apply the concepts of first aid materials to tackle the problems material. 	<ul style="list-style-type: none"> ● Short/long answer questions ● MCQ/one word ● Fill in the blanks

ANNUAL CURRICULUM PLAN (2023-24)**STEP: 8****SUBJECT: Physical Education**

Month	Lessons	Skill Area
April	<ul style="list-style-type: none">• Athletics• Shotput• Discus throw• Martial Arts	<ul style="list-style-type: none">• Types of starts: standing & sitting• Types of phases in sprint and long run• Techniques & types of throwing• Stretching + Fitness
May	<ul style="list-style-type: none">• Badminton• Chess• Martial Arts	<ul style="list-style-type: none">• Gripping, Serves, Forehand, and Backhand Shuttle control the ng• Rules of game, How they move.• Gymnastics – Cartwheel, Back Handspring
July	<ul style="list-style-type: none">• Table-tennis• Carrom• Martial Arts	<ul style="list-style-type: none">• Gripping, Serves, Forehand ,Backhand Shuttle control the ling• Rules of game, How they move.• Types of Kicks (Karate/Taekwondo)
August	<ul style="list-style-type: none">• High jump• Yoga• Martial Arts	<ul style="list-style-type: none">• Plyometric exercise for high, jumping, types of jumps and techniques of landing• Flexibility sessions• Padmasana, Tadasana, Trikonasana, Bhujangasana• Types of Kicks (Karate/Taekwondo)
September	<ul style="list-style-type: none">• Kabaddi• kho- kho• Martial Arts	<ul style="list-style-type: none">• Rules and regulations of the game• Chain Tackle, Waist hold, Ankle hold, Thigh hold, Diving Ankle holds, Block• Tapping, Diving, Grasping Direction, Running Zig Zag, Kho Kho Position• Types of attacks, defense & types of running and diving.• Kicks Practice with Execution (Play)

October	<ul style="list-style-type: none"> • Long jump / Volleyball • Martial Arts 	<ul style="list-style-type: none"> • Types of jumping techniques & landing techniques • Types of attacks, defence, movements & volley techniques • Types of Punches (Boxing, Karate, Taekwondo)
November	<ul style="list-style-type: none"> • Basket ball • Martial Arts 	<ul style="list-style-type: none"> • Rules and regulations of the game • Types of dribbling, lay up shots and defensive techniques • Punch + Kick combinations, Nunchucks •
December	<ul style="list-style-type: none"> • Cricket • Martial Arts 	<ul style="list-style-type: none"> • Bat gripping, drive shots • Balling actions side-on and front-on • Short catches, fielding and throwing • Self-Defence - Techniques, Handstand
January	<ul style="list-style-type: none"> • Football • Martial Arts 	<ul style="list-style-type: none"> • Dribbling techniques passing techniques & ball control • Self-Defence – Techniques, Handstand Walk
February	<ul style="list-style-type: none"> • Tennis • Handball • Martial Arts 	<ul style="list-style-type: none"> • Griping, Serves, Forehand, Backhand & ball controlling • Gymnastics, Punches, Kick, Combinations, Self-defence