

HANSRAJ MODEL SCHOOL
PUNJABI BAGH, NEW DELHI
CURRICULUM PLAN
SESSION: 2024-2025
SUBJECT: SCIENCE
CLASS: VIII

MONTH	TOPIC / SUB TOPICS	LEARNING INTENTIONS	ACTIVITIES	ASSIGNMENTS
APRIL	<p>CHAPTER-18: EARTHQUAKE</p> <p>(Internal Assessment)</p> <ul style="list-style-type: none"> ● Earthquake and its effects ● Causes of an earthquake ● Focus and epicentre ● Predicting an earthquake ● Measuring of an earthquake ● Protection against earthquake ● Safety precautions- After and During Earthquake 	<p><u>Learners will be able to-</u></p> <ul style="list-style-type: none"> ● Explain the concept of earthquake and its cause. ● Define the terms epicentre, focus. ● Suggest the measures to be taken during and after earthquake. ● Creative thinking ability, Capacity for working in team and Organisational skills 	<ul style="list-style-type: none"> ❖ Make a model of seismometer to measure the Earthquake. ❖ Gather information about a specific earthquake location given by teacher to prepare a map, collage etc. ❖ Mock Drill on DO's and Don'ts during an Earthquake. 	<p>Assignment 1 Page No.- 342 Question- D(2, 3, 5)</p> <p>Assignment 2 Page No.-342;343 Question-E(3, 4, 5)</p>

<p style="text-align: center;">APRIL</p> <p style="text-align: center;">No. of Working Days-23</p>	<p>CHAPTER-19: POLLUTION OF AIR</p> <p>(Internal Assessment)</p> <ul style="list-style-type: none"> ● Pollution ● Air pollution: causes ● Harmful effects of CO, nitrogen dioxide, smog, CFCs and Acid Rain ● Green House Effect and Global Warming ● Causes of increase in concentration of greenhouse gases and its consequences ● Global warming: consequences and measures ● Methods to control air pollutions 	<p><u>Learners will be able to-</u></p> <ul style="list-style-type: none"> ● Understand the meaning of pollution and its causes. ● Explain the concept of acid rain and its harmful effects. ● Enumerate the different consequences of global warming and steps to check it. ● Promote psychomotor, imaginative, creative artistic and curiosity skills. 	<ul style="list-style-type: none"> ❖ Enlist AQI of at least 10 locations in Delhi for three consecutive days at a specific time. ❖ Time to Act- Make signage to create awareness in the society about ill effects of air pollution. ❖ Rewrite or reframe any nursery rhyme in context of ‘Air Pollution’. 	<p>Assignment 3: Page No.-356 Question -D (1, 2, 3, 4, 5)</p> <p>Assignment 4: Page No.356 Question -E(1, 2, 3, 4, 5)</p>
	<p>CHAPTER-4: FORCE AND PRESSURE</p> <ul style="list-style-type: none"> ● Force and effects of forces 	<p><u>Learners will be able to-</u></p> <ul style="list-style-type: none"> ● Define force, pressure along with their units. 	<ul style="list-style-type: none"> ❖ Encourage students to prepare Hovercraft ❖ Demonstration of activities to show properties of liquid 	<p>Assignment 5: Page No.-82 Question-D (3, 5, 6)</p>

	<ul style="list-style-type: none"> ● Balanced and unbalanced force ● Types of forces: Contact and non-contact force ● Pressure and its applications ● Liquid pressure: properties ● Atmospheric pressure and variation in air pressure ● Importance of atmospheric pressure 	<p>•Understand the factors affecting force. •Explain the different types of forces.</p> <p>•Apply the concept of pressure (both air and liquid) with daily life experiences.</p> <ul style="list-style-type: none"> ● Develop Literacy skills like information, media, and technology as well as learning skills like critical thinking, collaboration, and communication. ● Students will be able to Apply ,adapt and innovate the things available to them. 	<p>pressure through short video.</p> <ul style="list-style-type: none"> ❖ Demonstration of activities based on properties of air pressure using balloons, bottles etc. ❖ Tug of war is a sport that pits two teams against each other to test their strength using a rope. After playing the game with family members/ friends, share your experience of types of force coming into existence in the form of a paragraph with a picture depicting position of your team in the game. 	<p>Assignment 6: Page No. 83 Question-E(3, 5, 7)</p>
<p>MAY No. of Working Days-17</p>	<p>CHAPTER-5: FRICTION</p> <ul style="list-style-type: none"> ● Concept of friction ● Cause of friction ● Factors affecting friction ● Types of friction: Static, sliding and rolling 	<p><u>Learners will be able to-</u></p> <ul style="list-style-type: none"> ● Understand the concept of friction and its cause. ● Explain the different types of friction. ● Appreciate that friction is a necessary evil. 	<ul style="list-style-type: none"> ❖ Hands on experience to demonstrate various factors affecting friction. ❖ Imagine that friction was to suddenly vanish. Write a short story on how would our lives be affected. 	<p>Assignment 7: Page No.-106,107 Question- D (1, 2, 5, 6)</p> <p>Assignment 8: Page No.107,108 Question- E (1, 2, 3)</p>

MAY	<ul style="list-style-type: none"> ● Friction: necessity and nuisance ● Increasing and reducing friction fluid friction 	<ul style="list-style-type: none"> ● Apply methods of increasing and decreasing friction. ● Develop- Effective oral and written communication, Analyse information, Curiosity and imagination 	<ul style="list-style-type: none"> ❖ To show pictures of different situations to the students where friction is involved followed by reflective questions which include whether friction is a friend or foe. ❖ Prepare a PPT on methods of increasing or decreasing friction advantages and disadvantages of friction 	
	<p>CHAPTER-8: CONSERVATION OF PLANTS AND ANIMALS</p> <p>(Internal Assessment)</p> <ul style="list-style-type: none"> ● Deforestation: domestic and global consequences ● Conservation of biodiversity ● Biosphere reserves ● National parks ● Wildlife Sanctuaries ● Flora and Fauna ● Endemic Species ● Red Data Book 	<p><u>Learners will be able to-</u></p> <ul style="list-style-type: none"> ● Justify various ways of conservation of plants and animals. ● Describe the importance of biodiversity. ● Understand the importance of national parks and wildlife sanctuaries. ● Establish love for nature to conserve 	<ul style="list-style-type: none"> ❖ To prepare a recycled paper using scrap paper. ❖ To make a brochure on any 5 National Parks/ Wildlife Sanctuary of India. ❖ To make a picture gallery on Endangered/ Extinct/ Vulnerable species of animals and birds in India. ❖ Prepare a poster on Conservation of Animals. ❖ In the outline map of India label: Nilgiri Biosphere Reserve, Nandadevi National Park, Sunderban National Park, Jim Corbett National 	<p>Assignment 9: Page No.-150 Question-D(1,2,3,4)</p> <p>Assignment 10: Page No. -150,151 Question-(E- 1,3,5)</p>

	<ul style="list-style-type: none"> ● Migration ● Reforestation ● Recycling of paper 	<p>and preserve, Arrive at experimental results, comparison, and research.</p> <ul style="list-style-type: none"> ● Develop Literacy skills like information, media, and technology as well as learning skills like critical thinking, collaboration, and communication. 	<p>Park, Sariska Wildlife Sanctuary, Kaziranga National Park, Bandipur National Park.</p>	
<p>JULY</p> <p>No. of Working Days-25</p>	<p>CHAPTER-6: SOURCES OF ENERGY</p> <ul style="list-style-type: none"> ● Classification of sources of energy ● Fossil fuels ● Wood as a fuel ● Coal: occurrence, formation and types ● Destructive distillation and its products 	<p><u>Learners will be able to-</u></p> <ul style="list-style-type: none"> ● Classify the sources of energy on the basis of their occurrence, physical state and availability. ● Know about the occurrence of fossil fuel and their processing. ● Appreciate the importance of alternate sources of energy. 	<ul style="list-style-type: none"> ❖ To gather information about various types of sources of energy followed by preparation of flow chart on classification of sources on the basis of occurrence, physical state and availability. ❖ Show graphically an increase in cost of petrol in last few years. ❖ In the outline map of India mark the following places where coal mines 	<p>Assignment 11: Page No.-118 Question-D (1, 2, 3, 4, 5)</p> <p>Assignment 12: Page No.-118,119 Question-E(2, 3,4)</p>

JULY	<ul style="list-style-type: none"> ● Petroleum: Occurrence, refining and products ● Natural gas ● Cleaner fuels 	<ul style="list-style-type: none"> ● Think critically and empathetically, will show concern towards environment 	<p>are located: Jharkhand, Madhya Pradesh, Odisha, West Bengal</p>	
	<p>CHAPTER-7: COMBUSTION</p> <ul style="list-style-type: none"> ● Combustion: necessary conditions ● Types of combustion ● Fire control ● Incomplete combustion ● Flame: zones of candle flame ● Fuel and calorific value ● Characteristic of a good fuel ● Harmful effects of good fuel 	<p><u>Learners will be able to-</u></p> <ul style="list-style-type: none"> ● Understand the term combustion and the conditions required for combustion. ● Differentiate between types of combustion. ● Learn about various methods for controlling fire. ● Come to know about different zones of a candle flame. ● Appreciate the properties of a good fuel. ● Develop- Effective oral and written communication, Analyse information, Curiosity and imagination 	<ul style="list-style-type: none"> ❖ Draw a colourful diagram to show different zones of a candle flame. ❖ Collect information about various types of fire extinguisher (Class A to Class F) and types of fire extinguishers with the help of each type. Explain nicely with related pictures to be pasted. (To be done on scrap file/ drawing sheets) ❖ Demonstration of activity to show- <ul style="list-style-type: none"> ➤ Air is a necessary for combustion ➤ Ignition temperature should be achieved for combustion ➤ CO₂ extinguishes fire 	<p>Assignment 13: Page No.-134 Question-D(All parts)</p> <p>Assignment 14:- Page No.-134,135 Question-E(All parts)</p>

	<p>CHAPTER-16: ELECTRIC CURRENT AND Its CHEMICAL EFFECTS</p> <ul style="list-style-type: none"> ● Conductors and insulators ● Conduction through liquid: cause ● Electrolytes ● Voltaic cell ● Electrolysis: applications ● Electroplating and its application ● EMI- phenomenon and applications 	<p><u>Learners will be able to-</u></p> <ul style="list-style-type: none"> ● Understand the concept of electrolyte and cause of conductivity. ● Learn about electroplating and its applications. ● Appreciate the importance of EMI in generation of electricity. ● Develop Literacy skills like information, media, and technology as well as learning skills like critical thinking, collaboration, and communication. 	<ul style="list-style-type: none"> ❖ To exhibit voltaic cell to the students followed by display of its construction/ circuit diagram on coloured sheets. ❖ Prepare a video to show demonstration of electrolysis of water/ to check conductivity of an electrolyte/ using a continuity tester. ❖ Demonstration of electroplating of Cu on Zn rod. ❖ To prepare model to show conversion of magnetic energy into electrical energy. 	<p>Assignment 15: Page No.-297,298 Question-D (1, 2, 5)</p> <p>Assignment 16: Page No.-298,299 Question-E(1, 4, 5, 6)</p>
<p>AUGUST No. of Working Days-23</p>	<p>CHAPTER-13: SYNTHETIC FIBRES AND PLASTICS</p> <ul style="list-style-type: none"> ● Natural fibres and synthetic fibres ● Rayon, nylon, terylene, PET and acrylic 	<p><u>Learners will be able to-</u></p> <ul style="list-style-type: none"> ● Compare synthetic and natural fibres. ● Understand the advantages and disadvantages of synthetic fibres. ● Learn the properties of synthetic fibres. ● Classify materials as thermoplastic and thermosetting. 	<ul style="list-style-type: none"> ❖ Paste samples of different kinds of fabrics and plastics. ❖ Clothes made from synthetic fibres take lots of time to decompose. So, do not dump your old 	<p>Assignment 17: Page No.-251 Question-D(All parts)</p> <p>Assignment 18: Page No.-251,252 Question-E(1, 2, 3, 4)</p>

AUGUST	<ul style="list-style-type: none"> ● Advantage and disadvantage of synthetic fibres ● Characteristics of synthetic fibres ● Types synthetic plastics: characteristics ● Plastics and environment ● Damage caused by plastics wastes ● Measures to control the damaged caused by plastic wastes 	<ul style="list-style-type: none"> ● Discuss the measures to control damage caused synthetic plastic. ● Develop psychomotor skills and will show concern towards environment. 	<p>clothes into trash. Prepare something new from your old clothes like apron, bag, mat etc. Make a short video displaying its steps wise step preparation.</p> <ul style="list-style-type: none"> ❖ Make a planter using PET bottles/ Discarded materials. ❖ Organise a debate among students on the topic, My fabric is superior ❖ Devise an activity to show that organic waste is biodegradable while plastic is not 	
	<p>CHAPTER-1: THE CELL: ITS STRUCTURE AND FUNCTIONS</p> <ul style="list-style-type: none"> ● Discovery of cell ● The cell- variation in cell number, shape and size ● Parts of cell ● Cell organelles ● Level of organisation in an organism 	<p><u>Learners will be able to-</u></p> <ul style="list-style-type: none"> ● Understand the concept of cell as a basic structural and functional unit of life. ● Explain the different parts of cells along with their functions. ● Contrast the plant cell with animal cell. ● Organize the levels of organization in an organism. 	<ul style="list-style-type: none"> ❖ To show a temporary mount of onion peel and cheek cell. ❖ To make a diagram of a plant cell/ nerve cell/ animal cell using material like threads, buttons, pulses, e-wastes, ribbons etc. ❖ Prepare a jigsaw puzzle on plant cell/animal cell 	<p>Assignment 19: Page No.-13,14 Question- D (2, 3, 4,6)</p> <p>Assignment 20: Page No.-14 Question- E(2, 3, 4)</p>

	<ul style="list-style-type: none"> ● Plant cell and animal cell: diagram and comparison 	<ul style="list-style-type: none"> ● Draw diagrams and think creatively ● Learn leadership, flexibility, creativity, experimental, analysing, and synthesizing skills. 		
AUGUST	<p>CHAPTER-2: MICRO-ORGANISMS: FRIENDS OR FOES</p> <ul style="list-style-type: none"> ● Introduction: types of microorganisms ● Virus are unique ● Existence of microorganism ● Microorganism: friends and foes ● Food poisoning ● Food preservation 	<p><u>Learners will be able to-</u></p> <ul style="list-style-type: none"> ● Learn about different types of microbes and their habitats. ● Understand the concept of food preservation and apply its techniques. ● Compare the uses and harms of microbes. ● Appreciate the role of microbes in daily life as friends. ● Develop- Effective oral and written communication, Analyse information, 	<ul style="list-style-type: none"> ❖ Prepare a video to show any method of preservation. ❖ To prepare a tabular chart for at least 10 diseases for which vaccination is done in India. ❖ Collect the labels from the bottles of jams and jellies and enlist the preservatives mentioned on labels. 	<p>Assignment 21: Page No.-33 Question- D (1, 2, 4, 5)</p> <p>Assignment 22: Page No.-33,34 Question-E(1, 4,6)</p>

		Curiosity and imagination		
OCTOBER No. of Working Days-20	CHAPTER-20: POLLUTION OF WATER (Internal Assessment) <ul style="list-style-type: none"> ● Water pollution: cause ● Potable water ● Purification of water: Physical and chemical method ● Treatment of major sources of water pollution: Sewage and industrial waste Conservation of water 	<u>Learners will be able to-</u> <ul style="list-style-type: none"> ● Examine various samples of water from different sources. ● Learn about methods of water purification. ● Appreciate conservation of water. ● Promote psychomotor, imaginative, creative artistic and curiosity skills 	<ul style="list-style-type: none"> ❖ Photography- click photograph showing waste water management/ need or method to control water pollution. Give suitable and catchy caption to your clicked photograph. ❖ Activity to show loading/ filtration as a method of purification. ❖ Nukkad Natak/ street play/ skit on ‘JAL HI JEEWAN HAI’(HC) 	Assignment 23: Page No.-366 Question-D (2, 3, 4, 5) Assignment 24: Page No.-366,367 Question- E(1, 3, 4)
	CHAPTER-9: CROP PRODUCTION AND ITS MANAGEMENT (Internal Assessment) <ul style="list-style-type: none"> ● Food from plants ● Agricultural practices 	<u>Learners will be able to-</u> <ul style="list-style-type: none"> ● Learn various agricultural practices. ● Classify the crops as Rabi and Kharif crops. 	<ul style="list-style-type: none"> ❖ Compose a song/ poem to promote organic farming. ❖ Prepare different agricultural implements using clay/dough/shilpkar. 	Assignment 25: Page No.-185 Question-D(3, 4, 5)

OCTOBER	<ul style="list-style-type: none"> ● Preparation of soil ● Sowing ● Soil replenishment ● Irrigation ● Traditional system of irrigation ● Modern system of irrigation ● Crop protection ● Harvesting ● Storage ● Crop improvement 	<ul style="list-style-type: none"> ● Analyse the methods of crop-improvement ● Investigate real-world problems and finding creative ways to solve them and advance into information literacy. ● Establish critical thinking and creative skills. 	<ul style="list-style-type: none"> ❖ Make a poster on any one given harvest festival of India: -Baisakhi, Gudi Padwa, Onam, Pongal 	<p>Assignment 26: Page no.- 185,186 Question- E(1, 4, 5)</p>
	<p>CHAPTER-3: METALS AND NON-METALS</p> <ul style="list-style-type: none"> ● Classification of elements ● Occurrence of elements ● Minerals and ores ● Physical properties of metal and non-metals ● Chemical properties ● Reactivity of metals ● Displacement reactions ● Noble metals 	<p><u>Learners will be able to-</u></p> <ul style="list-style-type: none"> ● Classify elements into metals and non-metals. ● Compare and contrast metals and non-metals. ● Appreciate the importance of various metals, non-metals and alloys. ● Develop effective oral and written communication skills ● Analyse information, Curiosity and imagination 	<ul style="list-style-type: none"> ❖ Demonstration of activities to show physical properties and chemical properties of metals and non-metals. ❖ Paste the pictures of the materials to show the uses of metals/ non-metals and alloys in daily life. ❖ Design a piece jewellery by using aluminium foil 	<p>Assignment 27: Page no.- 54 Question-D(1,2,3,4)</p> <p>Assignment 28: Page No.- 54 Question – E(2,3,4)</p>

OCTOBER	Uses of metals and non-metals			
	<p>CHAPTER-12: SOUND</p> <ul style="list-style-type: none"> ● Sound and vibrations ● Sound produced by humans ● Sound produced by animals ● Propagation of sound ● Amplitude, time period and frequency of a vibration ● Loudness and pitch of a sound ● Audible and inaudible sound ● Noise and music ● Noise pollution: sources, effect and measure to limit noise pollution ● Hearing impairment 	<p><u>Learners will be able to-</u></p> <ul style="list-style-type: none"> ● Learn mechanism of production of sound by humans and various animals. ● Analyse causes and effects of noise pollution. ● Differentiate between noise and music. ● Collaborate, self-inquiry, concept mapping. ● Arrive at Real life task-based learning ● Evolve psychomotor skills and problem solving. 	<ul style="list-style-type: none"> ❖ Prepare an e-poster to create awareness about the harmful effects of ‘Noise Pollution’. ❖ Demonstration of activities to show dependence of: <ul style="list-style-type: none"> ➢ loudness on amplitude ➢ Pitch on frequency ➢ Pitch on length of vibrating object ❖ Create your own music instruments and compose a music keeping in mind ‘loudness and pitch’. 	<p>Assignment 29: Page No.-236 Question-D (1, 2, 3, 4)</p> <p>Assignment 30: Page No.- 237 Question- E(1, 2, 4,5)</p>
	<p>CHAPTER-10: REFRACTION AND DISPERSION OF LIGHT</p>	<p><u>Learners will be able to-</u></p> <ul style="list-style-type: none"> ● Understand the concept of 	<ul style="list-style-type: none"> ● Demonstration of activities to show: <ul style="list-style-type: none"> ➢ Application of refraction of light 	<p>Assignment 31: Page No.-193 Question – D(1,2,4,5)</p>

<p>NOVEMBER</p> <p>No. of Working Days-22</p>	<ul style="list-style-type: none"> ● Refraction of light: cause ● Refractive index and optical density ● Rules for refraction ● Refraction of light by a glass slab ● Dispersion of white light by a glass prism ● Rainbow formation ● Spherical lenses and basic terms related to lenses ● Image formation by convex and concave lenses ● Application of lenses 	<p>refraction and its cause.</p> <ul style="list-style-type: none"> ● Analyse the practical uses of lenses. ● Appreciate the phenomena of dispersion in nature. ● Develop Psychomotor skills, Creative thinking ability, Capacity for working in team, Organisational skills 	<ul style="list-style-type: none"> ➤ Refraction through a rectangular glass slab ➤ dispersion of white light through a glass prism ● Draw the following ray diagrams to show: <ul style="list-style-type: none"> ➤ formation of image by a convex lens when object is placed at different positions. ➤ Refraction through a glass slab and dispersion of white light through a glass prism. ➤ formation of image by a concave lens when object is at infinity, at 2F and between F and O. ➤ Bent appearance of a pencil dipped in water, raised appearance of a coin, shallow appearance of a swimming pool. ➤ Draw a diagrams to show image formation by a convex lens/concave lens 	<p>Assignment 32: Page No.-194 Question – E(3, 4, 5a,6b)</p>
<p>NOVEMBER</p>				

			by using match stic/broom stick	
	<p>CHAPTER-11: THE HUMAN EYE</p> <ul style="list-style-type: none"> ● Structure of human eye and functions ● Blind spot ● Rods and cone shaped cells ● Working of human eye ● Range of vision ● Power of accommodation ● Defects of vision ● Care of eyes ● Optical and non-optical aids ● Braille system 	<p><u>Learners will be able to-</u></p> <ul style="list-style-type: none"> ● Appreciate structure and function of the human eye. ● Understand the various defects of vision ● Classify the resources available for blind students. ● Collaborate, self-inquiry, concept mapping. ● Arrive at Real life task-based learning, evolve psychomotor skills and problem solving. 	<ul style="list-style-type: none"> ❖ Make a colourful neat diagram to show parts of Human Eye. ❖ Design a toy/ flipbook to show motion pictures based on ‘Persistence of Vision’. ❖ Survey in your neighbourhood on ‘Defects of Vision. 	<p>Assignment 33: Page No.-212 Question – D(4, 5, 6,8)</p> <p>Assignment 34 Page No.-213 Question – E(2, 3, 5)</p>

<p>DECEMBER</p> <p>No. of Working Days-22</p>	<p>CHAPTER-14: REPRODUCTION IN ANIMALS</p> <ul style="list-style-type: none"> • Asexual Reproduction • Sexual reproduction • Reproductive patterns • Male and female reproductive system • Fertilization and development of embryo • Hen's lays egg • Viviparous and oviparous animals • Metamorphosis 	<p><u>Learners will be able to-</u></p> <ul style="list-style-type: none"> • Learn the various methods of reproduction in different animals. • Compare male and female reproductive system. • Classify organisms as oviparous and viviparous animals. • Understand the changes taking place in animals like frog during metamorphosis. • Develop Psychomotor skills, Creative thinking ability, Capacity for working in team and Organisational skills 	<ul style="list-style-type: none"> ❖ 3-D depiction using clay on cardboard of any one of the following: <ul style="list-style-type: none"> ➤ mode of asexual reproduction ➤ human female reproductive system ➤ human male gamete- sperm 	<p>Assignment 35: Page No.-265 Question – D (4, 5, 6, 7)</p> <p>Assignment 36:- Page No.-265,266 Question – E- 1, 2, 4</p>
	<p>CHAPTER-15: REACHING THE AGE OF ADOLESCENCE</p> <ul style="list-style-type: none"> • Adolescence and puberty • Changes at puberty • Sexual development • Reproductive phase in human being 	<p><u>Learners will be able to-</u></p> <ul style="list-style-type: none"> • Analyse the problems faced by adolescents. • Understand emotional and physiological changes taking place during adolescence. • Learn the importance of hormones and their functions. 	<ul style="list-style-type: none"> ❖ Design a cover page of book based on 'Adolescents are Unique'. Designing can be done manually or using any software or app. Give suitable title to book cover. 	<p>Assignment 37: Page No.-280 Question – D (2, 3, 4, 6)</p> <p>Assignment 38: Page No.-280,281 Question – E(1, 2, 3,)</p>

<p>DECEMBER</p>	<ul style="list-style-type: none"> ● Determination of sex of a child ● Endocrine system ● Role of hormones in completing the life cycle of insects and frogs ● Reproductive health: nutritional needs, personal hygiene, physical exercise, say no to drugs 	<ul style="list-style-type: none"> ● Develop Psychomotor skills, Creative thinking ability, Capacity for working in team and Organisational skills 	<ul style="list-style-type: none"> ❖ Write a slogan on Gender Sensitization. ❖ Prepare a poster on ‘Say No to Drugs’ 	
	<p>CHAPTER-17: STARS AND SOLAR SYSTEM</p> <p>(Internal Assessment)</p> <ul style="list-style-type: none"> ● Galaxy: milky way galaxy ● Stars and constellations ● Moon: phases and surface ● Solar system ● Sun and planets ● Terrestrial and Jovian planets 	<p><u>Learners will be able to-</u></p> <ul style="list-style-type: none"> ● Classify the various heavenly bodies. ● Understand the characteristic features of different heavenly bodies. ● Appreciate applications of artificial satellites. ● Develop Psychomotor skills, Creative thinking ability, Capacity for working in team, Organisational skills 	<ul style="list-style-type: none"> ❖ To make a PPT and learn aids on the topics allotted for the group presentation. ❖ Design/ paint a t-shirt to show phases of moon/ celestial bodies/ change of seasons. ❖ To show different phases of moon using paper/ Oreo biscuit/disposable glass 	<p>Assignment 39 Page No.-325 Question – D(1,2,3)</p> <p>Assignment 40 Page No.- 326,327 Question – E(3,4,5)</p>

	<ul style="list-style-type: none">● Minor bodies, Artificial satellites and applications			
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