

**Academic Plan for Class VIII**

**Subject: English**

**Session: 2025-26**

MONTH	UNITS/TOPICS TO BE COVERED	LEARNING OBJECTIVES	ACTIVITY/ASSIGNMENTS
		<b>BRIDGE THE GAP MONTH ACTIVITIES</b>	
APRIL	LITERATURE- THREE QUESTIONS	TO ENABLE STUDENTS TO <ul style="list-style-type: none"><li>• Understand the central theme of the story.</li><li>• Inculcate critical thinking and problem-solving skills.</li><li>• Analyze and draw inferences about their characters</li><li>• Understand the importance of virtues and vices in their real-life situations.</li></ul>	<u>Activity1:</u> Importance of Virtues in life  <u>Activity 2:</u> GRAPHIC ORGANISER: Venn' diagram representation CHARACTERSKETCH/ CHARACTER ANALYSIS  A 1: Ques/Ans A 2: CRAB Worksheet A 3: Writing Skills Ques  <ul style="list-style-type: none"><li>• Vocabulary Enrichment</li><li>• Spell Check</li></ul>
APRIL	LITERATURE- GRANNY'S TREE CLIMBING(POEM)	TO ENABLE STUDENTS TO <ul style="list-style-type: none"><li>• Recognize the central theme of adventure, nostalgia</li><li>• Elicit critical thinking concerning human relationships.</li><li>• Relate the story to personal experiences.</li><li>• Critically analyse whether societal norms about aging should be challenged</li><li>• Enhance interpersonal skills.</li></ul>	<u>Activity 1 :</u> Role Of Grandparents : Pictorial Representation- Collage – How do you spend your quality time with your grandparents?? <u>Activity 2:</u> Eco-friendly Product Design (Importance Of Nature)  A 1: Ques/Ans A 2: CRAB Worksheet A 3: Writing Skills Ques

			<ul style="list-style-type: none"> <li>● Vocabulary Enrichment</li> <li>● Spell Check</li> </ul>
<b>APRIL</b>	<b>ENGLISH PRACTICE BOOK-TENSES</b>	<p>TO ENABLE STUDENTS TO</p> <ul style="list-style-type: none"> <li>● Identify and differentiate between different types of tenses.</li> <li>● Use tenses appropriately in writing skills.</li> <li>● Form correct verb structures for each tense.</li> <li>● Apply and use grammatical concepts correctly.</li> </ul>	<p>EPB Worksheets</p> <p>A 1: Practice Worksheet</p>
<b>APRIL</b>	<b>WRITING SKILL-NOTICE WRITING</b>	<p>TO ENABLE STUDENTS TO</p> <ul style="list-style-type: none"> <li>● Develop and organize ideas and write a notice correctly with proper format.</li> <li>● Identify the purpose of a notice as a formal means of communication</li> </ul> <p>Convey information briefly</p>	A 1: Practice Questions
<b>APRIL</b>	<b>COMPREHENSION PASSAGE</b>	<ul style="list-style-type: none"> <li>● Read and understand a variety of passages (narrative, descriptive, expository, etc.) with accuracy and fluency.</li> <li>● Infer the meaning of unfamiliar words using context clues.</li> <li>● Recognize and use synonyms, antonyms, and figurative language in context.</li> </ul>	<ul style="list-style-type: none"> <li>● Resource Material</li> <li>● Worksheet</li> </ul>

MAY	LITERATURE- THE FUN THEY HAD	<p>TO ENABLE STUDENTS TO</p> <ul style="list-style-type: none"> <li>● Reflect on the theme “More fun prevails in the old schools”</li> <li>● Sensitize the students about the importance of the present time.</li> <li>● Comprehend and interpret the plot.</li> <li>● Make inferences and evaluate ideas.</li> <li>● Enhance the vocabulary.</li> </ul>	<p><u>Activity 1 : CREATIVE COMIC STRIP</u></p> <p>P</p>
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<b>MAY</b>	<b>LITERATURE- FATHER'S HELP</b>	<p>TO ENABLE STUDENTS TO</p> <ul style="list-style-type: none"> <li>● Inculcate the skill of managing emotions and problem-solving.</li> <li>● enable the students to read for thematic understanding</li> <li>● Understand the theme of discipline,honesty and perception</li> <li>● Reflect on the consequences of exaggeration and dishonesty</li> </ul>	<p><u>Activity 1</u> : The Hands of A Father: Hand print Art (Representation of Father's support)</p> <p><u>Activity 2:</u> Confession Letter (Informal Letter)</p> <p>A 1: Ques/Ans A 2: CRAB Worksheet A 3: Writing Skills Ques</p> <ul style="list-style-type: none"> <li>● Vocabulary Enrichment</li> <li>● Spell Check</li> </ul>
<b>MAY</b>	<b>ENGLISH PRACTICE BOOK- SUBJECT VERB AGREEMENT</b>	<p>TO ENABLE STUDENTS TO:</p> <ul style="list-style-type: none"> <li>● Identify singular and plural subjects and their corresponding verbs</li> <li>● Use correct verb forms .</li> <li>● To help them recognize various elements of a sentence.</li> <li>● To apply and construct grammatically correct sentences.</li> </ul>	<p>EPB Worksheets</p> <p>A 1: Practice Worksheet</p>
<b>MAY</b>	<b>READER-CHANGING TIMES</b>	<ul style="list-style-type: none"> <li>● To enable them to participate in spoken discourse in familiar and unfamiliar social situations.</li> </ul>	<p>A 1: Writing Skills Ques</p>

		<ul style="list-style-type: none"> <li>• Compare the past and present to understand progress and challenges</li> <li>• Reflect on personal experiences with change and adaptation.</li> </ul>	
<b>MAY</b>	<b>ENGLISH PRACTICE BOOK PUNCTUATION</b>	<ul style="list-style-type: none"> <li>• To apply and construct grammatically correct sentences.</li> </ul>	EPB Worksheets  A 1: Practice Worksheet 1-5
<b>MAY</b>	<b>WRITING SKILLS- E MAIL WRITING</b>	TO ENABLE STUDENTS TO <ul style="list-style-type: none"> <li>• Identify the elements of the EMAIL writing.</li> <li>• Enhance their writing skills, and understanding of different modes of communication.</li> </ul>	A 1: Practice Questions
<b>MAY</b>	<b>EDITING,JUMBLED SENTENCE,OMISSION</b>	TO ENABLE STUDENTS TO <ul style="list-style-type: none"> <li>• Use parts of speech correctly in sentences</li> <li>• Apply the rules accurately</li> <li>• Identify and apply correct grammatical structures on writing</li> </ul>	<ul style="list-style-type: none"> <li>• Resource Material</li> <li>• Worksheet</li> </ul>

<b>JULY</b>	<b>LITERATURE- MY MOTHER (POEM)</b>	<p>TO ENABLE STUDENTS TO</p> <ul style="list-style-type: none"> <li>• Develop interpersonal skills.</li> <li>• Appreciate and comprehend the poem.</li> <li>• Identify the themes and images.</li> <li>• Enhance the vocabulary. Develop language skills.</li> </ul>	<p><u>Activity1:</u> Mother-Themed Fridge Magnet</p> <p><u>Activity 2:</u> Gratitude Jar : Super Mom, Super Power</p> <p>A 1: Ques/Ans A 2: CRAB Worksheet A 3: Writing Skills Ques</p> <ul style="list-style-type: none"> <li>• Vocabulary Enrichment</li> <li>• Spell Check</li> </ul>
	<b>LITERATURE LUNCHEON</b> -	<p>TO ENABLE STUDENTS TO</p> <ul style="list-style-type: none"> <li>• Understand, analyze and interpret the main idea of the text</li> <li>• Distinguish between the main points and supporting details.</li> <li>• Plan, organize, and present ideas coherently</li> </ul>	<p><u>Activity1:</u> Design your Healthy Plate</p> <p><u>Activity 2:</u> A Menu of Nutrition- Balanced Bites</p> <p>A 1: Ques/Ans A 2: CRAB Worksheet A 3: Writing Skills Ques</p> <ul style="list-style-type: none"> <li>• Vocabulary Enrichment</li> <li>• Spell Check</li> </ul>
<b>JULY</b>	<b>ENGLISH PRACTICE BOOK- NARRATION</b>	<p>TO ENABLE STUDENTS TO</p> <ul style="list-style-type: none"> <li>• Learn to organize ideas logically</li> <li>• Maintaining Subject-verb agreement in the sentences</li> <li>• Understand how to narrate conversations using direct and indirect speech</li> </ul>	<p>EPB Worksheets</p> <p>A 1: Practice Worksheet</p>

<b>JULY</b>	<b>WRITING SKILLS INFORMAL LETTER</b>	<p>TO ENABLE STUDENTS TO</p> <ul style="list-style-type: none"> <li>• To develop creative thinking and effective communication.</li> <li>• Structure the letter in a logical sequence</li> <li>• Incorporate proper punctuations to create flow and express emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Resource Material</li> <li>• Worksheet</li> </ul>
<b>JULY</b>	<b>READER- COMPASSIONATE SOULS</b>	<p>TO ENABLE STUDENTS TO</p> <ul style="list-style-type: none"> <li>• Be able to express, and summarize ideas, elicit the views of others, and present their ideas.</li> <li>• Make the learner reflect on the need for compassion.</li> <li>• Sensitize the students about people who with their compassion have contributed to society.</li> </ul>	<ul style="list-style-type: none"> <li>• A 1: Writing Skills Ques</li> </ul>
<b>AUGUST</b>	<b>READER- ENTERPRISE</b>	<p>TO ENABLE STUDENTS TO</p> <ul style="list-style-type: none"> <li>• To make learners reflect on the theme-“Enterprise” and Entrepreneurship.</li> <li>• To inculcate social skills and problem-solving ability.</li> <li>• Enabling students to cope with stress.</li> <li>• To enhance the vocabulary of the students.</li> </ul> <p>To develop critical thinking and decision-making</p>	A 1: Writing Skills Ques

<b>AUGUST</b>	<b>ENGLISH PRACTICE BOOK- MODALS and PUNCTUATION</b>	TO ENABLE STUDENTS TO <ul style="list-style-type: none"> <li>● Enable the students to use appropriate modals according to the sentence</li> </ul>	EPB Worksheets  A 1: Practice Worksheet A 2: Practice Worksheet 6-14
<b>SEPTEMBER</b>	<b>LITERATURE- CHILDREN'S SONG</b>	<ul style="list-style-type: none"> <li>● To appreciate and enjoy the patriotic flavor highlighted in the poem.</li> <li>● To emphasize correct pronunciation, intonation and modulation</li> <li>● To hone students' critical thinking and comprehension skills.</li> <li>● To analyze, interpret, infer, and evaluate a poem.</li> <li>● To identify the themes, ideas, and events.</li> <li>● To sing any patriotic song in chorus.</li> </ul>	<u>Activity1:</u> Bio Sketch- Unsung Heroes of Indian Freedom Struggle <u>Activity2:</u> My contribution towards my motherland  A 1: Ques/Ans A 2: CRAB Worksheet A 3: Writing Skills Ques <ul style="list-style-type: none"> <li>● Vocabulary Enrichment</li> <li>● Spell Check</li> </ul>
<b>OCTOBER</b>	<b>LITERATURE THE CASE OF THE SHARP-EYED JEWELER</b>	<ul style="list-style-type: none"> <li>● To apprise the students of various renowned detectives.</li> <li>● To identify the themes, ideas, and events in the story.</li> <li>● To predict the upcoming events and reflect on the same.</li> <li>● To be able to sequence the story using the given cues.</li> <li>● Inculcate problem solving abilities.</li> </ul>	<u>Activity1:</u> know more about famous detectives <u>Activity2:</u> Story Enactment: Mystery Genre  A 1: Ques/Ans A 2: CRAB Worksheet A 3: Writing Skills Ques <ul style="list-style-type: none"> <li>● Vocabulary Enrichment</li> <li>● Spell Check</li> </ul>



<b>OCTOBER</b>	<b>READER- NATURE</b>	<ul style="list-style-type: none"> <li>● To nurture natural curiosity and creativity for the immediate surroundings</li> <li>● To develop creative thinking and effective communication.</li> <li>● To read excerpts, poems and speeches related to 'Nature' and express opinions about them.</li> <li>● Interpret and draw relation between nature and human life.</li> <li>● appreciate the comforts and gifts given by nature</li> </ul>	A 1: Writing Skills Ques A2: OMISSION PRACTICE
<b>OCTOBER</b>	<b>ENGLISH PRACTICE BOOK- CLAUSES AND COMPLEX SENTENCES</b>	<ul style="list-style-type: none"> <li>● To be able to identify and differentiate between independent and dependent clauses.</li> <li>● To be able to distinguish between a phrase and a clause.</li> <li>● To use them correctly in writing to create complex sentences.</li> </ul>	EPB Worksheets  A 1: Practice Worksheet



		<ul style="list-style-type: none"> <li>● To understand literary devices such as rhyme, rhythm, simile etc.</li> <li>● To understand the stages in a woman's life and the types of bangles that suit her age.</li> <li>● Infer the meaning and usage of new Vocabulary in the context and beyond.</li> <li>●</li> </ul>	<p>A 1: Ques/Ans A 2: CRAB Worksheet A 3: Writing Skills Ques</p> <ul style="list-style-type: none"> <li>● Vocabulary Enrichment</li> <li>● Spell Check</li> </ul>
<b>NOVEMBER</b>	<b>READER-SPORTS</b>	<ul style="list-style-type: none"> <li>● To inculcate the importance of physical fitness and sports in one's life.</li> <li>● To promote a positive attitude and team spirit.</li> <li>● To imbibe values such as team work, discipline and character building.</li> <li>● To foster better communication and cooperation</li> </ul>	A 1: Writing Skills Ques
<b>NOVEMBER</b>	<b>WRITING SKILL FORMAL LETTER</b>	<p>TO ENABLE STUDENTS TO</p> <ul style="list-style-type: none"> <li>● To develop creative thinking and effective communication.</li> <li>● Structure the letter in a logical sequence</li> <li>● Incorporate proper punctuations to create flow and express emotions</li> </ul>	<ul style="list-style-type: none"> <li>● Resource Material</li> <li>● Worksheet</li> </ul>

<b>DECEMBER</b>	<b>LITERATURE- BAD DREAM</b>	<ul style="list-style-type: none"> <li>● To inculcate values of respect, empathy and compassion</li> <li>● To recall and recognize and understand the plot</li> <li>● To be able to create a wordle on Dreams vs reality.</li> </ul>	<p><u>Activity1:</u> Wordle: Dream vs reality</p> <p><u>Activity2:</u> Day dreams-Night dreams</p> <p>A 1: Ques/Ans A 2: CRAB Worksheet A 3: Writing Skills Ques</p> <ul style="list-style-type: none"> <li>● Vocabulary Enrichment</li> <li>● Spell Check</li> </ul>
<b>DECEMBER</b>	<b>LITERATURE- THE UNDESERVED REWARD</b>	<ul style="list-style-type: none"> <li>● To develop interpersonal skills and manage emotions.</li> <li>● To validate the relationship between old friends and emphasize its importance.</li> <li>● Appreciate, analyse, interpret and infer the ideas in the text.</li> <li>● Communicate effectively and appropriately in real life situations.</li> <li>● Understand difference between 'award' and 'reward'.</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Activity for internal assessment</u></li> <li>● <u>Character analysis</u></li> </ul>
<b>DECEMBER</b>	<b>READER UNIT - TOLERANCE</b>	<ul style="list-style-type: none"> <li>● Inculcate the value of tolerance and consideration for others.</li> <li>● To be able to develop and integrate the use of four language skills: reading, writing, listening and speaking</li> <li>● Communicate effectively and appropriately in real life situations</li> </ul>	A 1: Writing Skills Ques

		<ul style="list-style-type: none"> <li>● Infer the meaning and usage of new vocabulary in context</li> </ul>	
<b>DECEMBER</b>	<b>ENGLISH PRACTICE BOOK: PASSIVE VOICE</b>	<ul style="list-style-type: none"> <li>● Use proper grammar structures and frame correct sentences.</li> <li>● To be able to understand the correct usage of passive voice in real life situations.</li> <li>● To be able to supply newspaper headlines in Passive Voice.</li> <li>● TO be able to differentiate between active and passive voice.</li> <li>● To be able to change the given instructions from active to passive voice.</li> </ul>	<p>EPB Worksheets</p> <p>A 1: Practice Worksheet</p>
<b>DECEMBER</b>	<b>ENGLISH PRACTICE BOOK: LINKERS</b>	<ul style="list-style-type: none"> <li>● Understand the need and importance of using various Linkers to join sentences.</li> <li>● Categorise Linkers under various categories, according to their usage.</li> <li>● Join the sentences with appropriate Linkers or segregate them as per the question.</li> <li>● Complete the gap filling exercises</li> </ul>	<p>EPB Worksheets</p> <p>A 1: Practice Worksheet A2: DO AS DIRECTED: INTEGRATED GRAMMAR</p>

हंसराज मॉडल स्कूल  
पंजाबी बाग, नई दिल्ली  
पाठ्यक्रम योजना  
सत्र :- 2025 - 2026  
कक्षा :- आठवीं  
विषय :- हिंदी

महीना	पाठ का नाम	अधिगम उद्देश्य	गतिविधि	कार्य प्रपत्र
अप्रैल	<p><u>पाठ – 1</u> 'हम पंछी उन्मुक्त गगन के'</p> <p><u>व्याकरण-</u> अनुस्वार एवं अनुनासिक, 'र' के रूप अनुच्छेद लेखन</p>	<ul style="list-style-type: none"> <li>❖ परतंत्रता की व्यथा की अनुभूति कराना।</li> <li>❖ पक्षियों के प्रति संवेदनशील होना।</li> <li>❖ अनुस्वार,अनुनासिक का सही प्रयोग सीखना।</li> <li>❖ 'र' के विभिन्न रूपों के विषय और उनके प्रयोग के साथ-साथ 'ऋ' व 'ॠ' के रूप में अंतर समझ सकेंगे।</li> <li>❖ सतत् विकास लक्ष्य – 15 थलीय जीवों की सुरक्षा।</li> </ul>	<p><u>गतिविधि-</u></p> <ul style="list-style-type: none"> <li>❖ पक्षियों के अरमान और सपनों को आरेख माध्यम से दर्शाए।</li> </ul>	<p><u>कार्य प्रपत्र -1</u> कविता में से प्र. 1 से 3, बातचीत के लिए व जीवन मूल्य से संबंधित प्रश्न -उत्तर, क्रेब वर्कशीट ।</p>

अप्रैल	<p><u>पाठ- 2</u> 'असल धन'</p> <p><u>व्याकरण -</u> विराम चिह्न, अपठित गद्यांश</p>	<ul style="list-style-type: none"> <li>❖ वास्तविक असल धन से परिचित कराना तथा दूसरों के प्रति ईर्ष्या की भावना न रखना आदि गुणों से परिचित कराना।</li> <li>❖ बुद्धिमानी व ईमानदारी से सफलता हासिल करना सीख पाएँगे।</li> <li>❖ तद्भव व तत्सम शब्दों के अंतर समझ पाएँगे ।</li> <li>❖ विभिन्न विराम-चिह्नों व उनके प्रयोग की जानकारी हासिल करना।</li> <li>❖ सतत् विकास लक्ष्य 1 - शून्य गरीबी</li> <li>❖ सतत् विकास लक्ष्य 4 - गुणात्मक शिक्षा</li> <li>❖ सतत् विकास लक्ष्य 16 - शांति, न्याय और व्यवस्था संस्थाएँ</li> </ul>	<p><u>गतिविधि-</u></p> <ul style="list-style-type: none"> <li>❖ अकबर और बीरबल की बुद्धिमानी से संबंधित किस्से पढ़िए व कक्षा में सुनाइए।</li> </ul>	<p><u>कार्य प्रपत्र -2</u></p> <p>पाठ में से प्र. 1 से 5, बातचीत के लिए व जीवन मूल्य से संबंधित प्रश्न-उत्तर, क्रैब वर्कशीट ।</p>
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अप्रैल	<p><b>पाठ – 3</b> (गतिविधि पाठ) 'अच्छे पड़ोसी के गुण'</p> <p><b>व्याकरण-</b> उपसर्ग-प्रत्यय औपचारिक पत्र का प्रारूप</p>	<ul style="list-style-type: none"> <li>❖ पड़ोसियों के साथ हमारा व्यवहार कैसा होना चाहिए, इस विषय में समझ पाएँगे।</li> <li>❖ सामाजिक व्यवहार में प्रवीण हो सकेंगे।</li> <li>❖ उपसर्ग और प्रत्यय की परिभाषा को समझते हुए, उनके प्रयोग को समझ पाएँगे।</li> <li>❖ सतत् विकास लक्ष्य 16 - शांति, न्याय और व्यवस्था संस्थाएँ।</li> </ul>	<p><b>गतिविधि-</b></p> <ul style="list-style-type: none"> <li>❖ चरित्र विश्लेषण - अपने पड़ोसी की बाहरी और आंतरिक विशेषताओं को ध्यान में रखते हुए, उनका चरित्र विश्लेषण कीजिए।</li> </ul>	<p><b>कार्य प्रपत्र -3</b> औपचारिक पत्र लेखन</p>
मई	<p><b>पाठ – 4</b> 'दोपहरी'</p> <p><b>व्याकरण -</b> अलंकार (अनुप्रास, उपमा, मानवीकरण)</p>	<ul style="list-style-type: none"> <li>❖ कठिन परिस्थितियों से जूझने के लिए प्रेरित करना।</li> <li>❖ ग्रामीण और शहरी जीवन में अंतर स्पष्ट कर सकेंगे।</li> <li>❖ गरीब और अमीर के जीवन के अंतर को समझ सकेंगे।</li> <li>❖ अनुप्रास, रूपक व उपमा अलंकार की परिभाषा व उदाहरणों से परिचित हो सकेंगे।</li> <li>❖ सतत् विकास लक्ष्य 1 - शून्य गरीबी</li> </ul>	<p><b>गतिविधि-</b></p> <ul style="list-style-type: none"> <li>❖ गाँव और शहर की दोपहरी में क्या अंतर है ? इस बात पर रिसर्च करते हुए एक रिपोर्ट तैयार कीजिए।</li> </ul>	<p><b>कार्य प्रपत्र -4</b> कविता में से प्र. 1 से 4, बातचीत के लिए व जीवन मूल्य से संबंधित प्रश्न-उत्तर, क्रेब वर्कशीट।</p>



मई	<p><u>पाठ – 5 (केवल पढ़ने हेतु)</u> ‘आकाश की सात सीढ़ियाँ’</p>	<ul style="list-style-type: none"> <li>❖ अन्तरिक्ष यात्रा के तथ्यों से परिचित होंगे।</li> <li>❖ अन्तरिक्ष यात्री बनने की प्रक्रिया को समझ पाएँगे।</li> </ul>		<p><u>कार्य प्रपत्र -5</u> सूचना लेखन</p>
जुलाई	<p><u>पाठ – 6</u> ‘आश्रम के अतिथि और संस्मरण’</p> <p><u>व्याकरण -</u> भाववाचक संज्ञा, पठित काव्यांश</p>	<ul style="list-style-type: none"> <li>❖ संस्मरण विधा से अवगत कराना, सादा जीवन व्यतीत करने के विषय में छात्रों को प्रेरणा देना।</li> <li>❖ भाववाचक संज्ञा की परिभाषा व उसके उदाहरणों से परिचित हो सकेंगे।</li> <li>❖ सतत् विकास लक्ष्य 4 - गुणात्मक शिक्षा</li> <li>❖ सतत् विकास लक्ष्य – 17 लक्ष्य हेतु भागीदारी</li> </ul>	<p><u>गतिविधि-</u></p> <ul style="list-style-type: none"> <li>❖ गाँधी जी के जीवन मूल्यों की चित्र सहित स्क्रेब बुक का निर्माण कीजिए।</li> </ul>	<p><u>कार्य प्रपत्र -6</u> पाठ में से प्र. 1 से 4, बातचीत के लिए व जीवन मूल्य से संबंधित प्रश्न- उत्तर, क्रैब वर्कशीट  </p>

जुलाई	<p><b>पाठ – 7</b></p> <p>‘अन्याय के खिलाफ लड़ाई’</p> <p><b>व्याकरण -</b></p> <p>‘वाक्यांश के लिए एक शब्द, वाक्य शुद्धिकरण अनौपचारिक पत्र लेखन का प्रारूप</p>	<ul style="list-style-type: none"> <li>❖ अत्याचार तथा अन्याय के विरुद्ध संघर्ष की भावना जागृत करना।</li> <li>❖ स्वतंत्रता सेनानियों के जीवन से परिचित हो पाएँगे।</li> <li>❖ जीवनी विधा से परिचित होंगे।</li> <li>❖ सतत् विकास लक्ष्य 1 - शून्य गरीबी</li> <li>सतत् विकास लक्ष्य 2 - शून्य भुखमरी</li> <li>❖ सतत् विकास लक्ष्य 3 - स्वास्थ्य और आरोग्यता</li> <li>❖ सतत् विकास लक्ष्य 13 - जलवायु कार्यवाही</li> <li>❖ सतत् विकास लक्ष्य 16 - शांति, न्याय और सशक्त संस्थाएँ</li> </ul>	<p><b>गतिविधि-</b></p> <ul style="list-style-type: none"> <li>❖ स्वतंत्रता संग्राम से संबंधित छात्रों द्वारा देखें गए चलचित्र पर कक्षा में चर्चा अथवा प्रस्तुति करेंगे।</li> </ul>	<p><b>कार्य प्रपत्र -7</b></p> <p>पाठ में से प्र. 1 से 5, बातचीत के लिए व जीवन मूल्य से संबंधित प्रश्न- उत्तर, क्रैब वर्कशीट  </p>
जुलाई	<p><b>पाठ – 8</b></p> <p>‘दोहे’- भावार्थ, शिक्षा</p>	<ul style="list-style-type: none"> <li>❖ दोहों से शिक्षा ग्रहण करके अपने जीवन में लाभ उठाना।</li> <li>❖ कवियों की विचारधारा से परिचित हो सकेंगे।</li> </ul>	<p><b>गतिविधि-</b></p> <ul style="list-style-type: none"> <li>❖ कठिन शब्दार्थ का शब्द चक्र बनाइए।</li> </ul>	<p><b>कार्य प्रपत्र -8</b></p> <p>पाठ में से प्र. 1 से 6, बातचीत के लिए व जीवन मूल्य से संबंधित प्रश्न- उत्तर, क्रैब वर्कशीट  </p>

	<p><u>व्याकरण -</u> अलंकार (यमक, अतिशयोक्ति) संवाद लेखन</p>	<ul style="list-style-type: none"> <li>❖ उत्प्रेक्षा, श्लेष, यमक, अतिशयोक्ति अलंकार की परिभाषा व उदाहरणों से परिचित हो सकेंगे।</li> <li>❖ सतत् विकास लक्ष्य 1 - शून्य गरीबी</li> <li>❖ सतत् विकास लक्ष्य 8 - उत्कृष्ट कार्य और आर्थिक विकास</li> <li>❖ सतत् विकास लक्ष्य 10- असमानताओं में कमी</li> </ul>		
अगस्त	<p><u>पाठ - 9</u> <u>(गतिविधि पाठ)</u> 'जब भोलाराम ने पंप लगाया'</p> <p><u>व्याकरण -</u> विशेषण व भेद, प्रविशेषण</p>	<ul style="list-style-type: none"> <li>❖ भ्रष्टाचार के दुष्परिणामों से अवगत कराना।</li> <li>❖ व्यंग्य विधा से परिचित हो सकेंगे।</li> <li>❖ भ्रष्टाचार की समस्या के उपाय देने में सक्षम हो सकेंगे।</li> <li>❖ विशेषण व उसके भेदों का उचित प्रयोग करने में सक्षम होंगे।</li> <li>❖ सतत् विकास लक्ष्य 1- शून्य गरीबी</li> <li>❖ सतत् विकास लक्ष्य 4- गुणात्मक शिक्षा ।</li> </ul>	<p><u>गतिविधि-</u></p> <ul style="list-style-type: none"> <li>❖ भूमिका निर्वाहन -</li> </ul> <p>स्थिति एक - भोलाराम और बिजली साहब के बीच की बातचीत ।</p> <p>स्थिति दो - गाँधी जी और भोलाराम के बीच बातचीत ।</p> <p>(ऐसी अन्य स्थितियाँ)</p>	<p><u>कार्य प्रपत्र - 9</u> पठित गद्यांश</p>

		<ul style="list-style-type: none"> <li>❖ सतत् विकास लक्ष्य 16 - शांति, न्याय और अशक्त संस्थाएँ।</li> <li>❖ सतत् विकास लक्ष्य 17 - लक्ष्य हेतु भागीदारी।</li> </ul>		
अगस्त	<p><u>पाठ -10</u> 'बातचीत की कला'</p> <p><u>व्याकरण-</u> संधि, स्वर संधि</p>	<ul style="list-style-type: none"> <li>❖ बातचीत की कला में पारंगत होने के महत्त्व को समझना।</li> <li>❖ बातचीत के गुणों को आत्मसात कर पाएँगे।</li> <li>❖ बातचीत की कला के लाभों से अवगत हो सकेंगे।</li> <li>❖ संधि की परिभाषा, स्वर संधि की परिभाषा व उसके भेदों से परिचित हो सकेंगे।</li> <li>❖ सतत् विकास लक्ष्य 4- गुणवत्तापूर्ण शिक्षा</li> <li>❖ सतत् विकास लक्ष्य 8 - उत्कृष्ट कार्य और आर्थिक विकास</li> <li>❖ सतत् विकास लक्ष्य 16 - शांति, न्याय और अशक्त संस्थाएँ।</li> </ul>	<p><u>गतिविधि-</u></p> <ul style="list-style-type: none"> <li>❖ पॉडकास्ट आयोजन</li> </ul>	<p><u>कार्य प्रपत्र -10</u></p> <p>पाठ में से प्र. 1 से 4, बातचीत के लिए व जीवन मूल्य से संबंधित प्रश्न-उत्तर, क्रैब वर्कशीट।</p>

अगस्त	<p><b>पाठ- 11</b> 'सितारों से आगे'</p> <p><b>व्याकरण-</b> समास (तत्पुरुष, द्विगु, द्वंद्व)</p>	<ul style="list-style-type: none"> <li>❖ जीवन लक्ष्य निर्धारित करने के महत्व के विषय में बताना।</li> <li>❖ कल्पना चावला के जीवन व उनके गुणों से प्रेरणा ले सकेंगे।</li> <li>❖ तत्पुरुष, द्विगु, द्वंद्व समास की परिभाषा व समस्त पद व विग्रह को जान पाएँगे।</li> <li>❖ सतत् विकास लक्ष्य 5 - लैंगिक समानता</li> </ul>	<p><b>गतिविधि-</b> कल्पना चावला के प्रयासों और उपलब्धियों का कोलाज निर्माण कीजिए।</p>	<p><b>कार्य प्रपत्र -11</b> पाठ में से प्र. 1 से 4, बातचीत के लिए व जीवन मूल्य से संबंधित प्रश्न-उत्तर, क्रैब वर्कशीट</p>
अक्टूबर	<p><b>पाठ -12</b> 'पौधे के पंख'</p> <p><b>व्याकरण-</b> निपात, अलंकार, अनौपचारिक पत्र</p>	<ul style="list-style-type: none"> <li>❖ बच्चों के लिए खेल तथा अन्य क्रिया कलाओं की आवश्यकता के महत्व को समझेंगे।</li> <li>❖ 'जीवन में लक्ष्य निर्धारित करना आवश्यक है', पहचान पाएँगे।</li> <li>❖ "खुद पर विश्वास, लक्ष्य के प्रति समर्पण, दृढ़ इच्छाशक्ति और संकल्प -सफलता का राजमार्ग हैं", जान पाएँगे।</li> <li>❖ अलंकार व भेद जानकर उनके उचित प्रयोग में सक्षम होंगे।</li> </ul>	<p><b>गतिविधि-</b> ❖ 'पौधे के पंख' शीर्षक की सार्थकता को चित्र द्वारा समझाइए ।</p>	<p><b>कार्य प्रपत्र- 12</b> पाठ में से प्र. 1 से 4, बातचीत के लिए व जीवन मूल्य से संबंधित प्रश्न-उत्तर, क्रैब वर्कशीट</p>

		<ul style="list-style-type: none"> <li>❖ सतत् विकास लक्ष्य 3 -स्वास्थ्य और आरोग्यता ।</li> <li>❖ सतत् विकास लक्ष्य 4 - गुणवत्तापूर्ण शिक्षा ।</li> <li>❖ सतत् विकास लक्ष्य 10- असमानताओं में कमी ।</li> <li>❖ सतत् विकास लक्ष्य 17 - लक्ष्य हेतु भागीदारी ।</li> </ul>		
अक्टूबर	<p><b><u>पाठ -13</u></b> 'सूर और तुलसी के पद'</p> <p><b><u>व्याकरण -</u></b> अलंकार औपचारिक पत्र लेखन</p>	<ul style="list-style-type: none"> <li>❖ राम तथा कृष्ण की बाल-लीला से परिचित होंगे।</li> <li>❖ सूरदास व तुलसीदास की काव्य शैली से परिचित हो सकेंगे।</li> <li>❖ ब्रज व अवधी भाषा की काव्य शैली के बारे में जान सकेंगे।</li> <li>❖ सतत् विकास लक्ष्य - 4 गुणवत्तापूर्ण शिक्षा</li> <li>❖ सतत् विकास लक्ष्य 16 - शांति, न्याय और अशक्त संस्थाएँ</li> <li>❖ सतत् विकास लक्ष्य 17 - लक्ष्य हेतु भागीदारी।</li> </ul>	<p><b><u>गतिविधि-</u></b></p> <ul style="list-style-type: none"> <li>❖ सूर और तुलसी के पदों का गायन स्पष्टीकरण सहित कीजिए।</li> </ul>	<p><b><u>कार्य प्रपत्र -13</u></b> पाठ में से प्र. 1 से 4, बातचीत के लिए व जीवन मूल्य से संबंधित प्रश्न- उत्तर, क्रैब वर्कशीट ।</p>

अक्टूबर	<p><b>पाठ – 14</b> <b>(गतिविधि पाठ)</b> ‘बहू की विदा’</p> <p><b>व्याकरण-</b> रचना के आधार पर वाक्य भेद</p>	<ul style="list-style-type: none"> <li>❖ सामाजिक कुरीतियों के बहिष्कार की प्रेरणा देना।</li> <li>❖ बेटी और बहू की समानता पर विचार करेंगे।</li> <li>❖ दहेज़ से उत्पन्न समस्याओं को दूर करने में सक्षम होंगे।</li> <li>❖ रचना के आधार पर वाक्यों को उनके भेदों के अनुसार चुन पाएँगे।</li> <li>❖ सतत् विकास लक्ष्य 5- लैंगिक समानता</li> <li>❖ सतत् विकास लक्ष्य 10 – असमानताओं में कमी</li> </ul>	<p><b>गतिविधि-</b></p> <ul style="list-style-type: none"> <li>❖ कक्षा में विद्यार्थियों द्वारा ‘बहू की विदा’ नाटक के पात्रों का एकल अभिनय किया जाएगा।</li> </ul>	<p><b>कार्य प्रपत्र -14</b> अनुच्छेद लेखन</p>
नवम्बर	<p><b>पाठ – 15</b> ‘कामचोर’</p> <p><b>व्याकरण-</b> समास (अव्ययीभाव, कर्मधारय, बहुव्रीहि)</p>	<ul style="list-style-type: none"> <li>❖ बाल मनोविज्ञान से परिचित करवाना।</li> <li>❖ अपने कार्यों के अतिरिक्त दूसरों की सहायता के लिए प्रेरित करना।</li> <li>❖ परिस्थिति का सामना करने में सक्षम होंगे।</li> <li>❖ अव्ययीभाव, कर्मधारय, बहुव्रीहि समास की परिभाषा, समस्त पद व विग्रह को जान पाएँगे।</li> </ul>	<p><b>गतिविधि-</b></p> <ul style="list-style-type: none"> <li>❖ समास व उनके भेदों का फ़्लैश कार्ड बनाइए।</li> </ul>	<p><b>कार्य प्रपत्र -15</b> पाठ में से प्र. 1 से 4, बातचीत के लिए व जीवन मूल्य से संबंधित प्रश्न उत्तर, क्रैब वर्कशीट  </p>

		<ul style="list-style-type: none"> <li>❖ सतत् विकास लक्ष्य - 6 जल एवं स्वच्छता ।</li> <li>❖ सतत् विकास लक्ष्य 14 - जलीय जीवों की सुरक्षा ।</li> <li>❖ सतत् विकास लक्ष्य 15 - थलीय जीवों की सुरक्षा ।</li> </ul>		
नवम्बर	<b>पाठ – 16 (केवल पढ़ने के लिए)</b> ‘एक तिनका’	<ul style="list-style-type: none"> <li>❖ छात्र समानता के अधिकार से परिचित होंगे।</li> <li>❖ अहंकार के दुष्परिणामों को समझेंगे।</li> </ul>		<b>कार्य प्रपत्र – 16</b> अपठित गद्यांश , सूचना लेखन
नवम्बर	<b>पाठ – 17</b> ‘सोना’  <u>व्याकरण-</u> व्यंजन संधि, पठित गद्यांश	<ul style="list-style-type: none"> <li>❖ पशु-पक्षियों के प्रति स्नेहपूर्ण व्यवहार करने के लिए प्रेरित करना।</li> <li>❖ पर्यावरण की दृष्टि से पशु-पक्षियों का संरक्षण क्यों आवश्यक है?-इस प्रश्न के उत्तर को खोजना।</li> <li>❖ व्यंजन संधि व उसके भेदों से अवगत हो पाएँगे।</li> <li>❖ सतत् विकास लक्ष्य 15-थलीय जीवों की सुरक्षा</li> </ul>	<u>गतिविधि-</u> <ul style="list-style-type: none"> <li>❖ कथानक, पाठ की शैली, मुख्य विषय आदि पर चर्चा के पश्चात विद्यार्थी ‘सोना’ कथा मानचित्र का निर्माण करेंगे।</li> </ul>	<b>कार्य प्रपत्र- 17</b> पाठ में से प्र. 1 से 4 , बातचीत के लिए व जीवन मूल्य से संबंधित प्रश्न- उत्तर, क्रैब वर्कशीट ।



नवम्बर	<p><b>पाठ -18</b> 'निर्माण'</p> <p><b>व्याकरण-</b> अलंकार पुनरावृत्ति पठित काव्यांश</p>	<ul style="list-style-type: none"> <li>❖ विकट परिस्थितियों में ईश्वर पर विश्वास रखते हुए नव निर्माण की प्रेरणा देना।</li> <li>❖ मुश्किलों से टकराते हुए सकारात्मक सोच के साथ आगे बढ़ते रहना।</li> <li>❖ प्रकृति से सीख लेकर आगे बढ़ने की प्रेरणा।</li> <li>❖ सतत् विकास लक्ष्य – 17 लक्ष्य हेतु भागीदारी</li> </ul>	<p><b>गतिविधि-</b></p> <ul style="list-style-type: none"> <li>❖ कविता को चित्रात्मक रूप में चित्रित कीजिए।</li> </ul>	<p><b>कार्य प्रपत्र -18</b></p> <p>कविता में से प्र. 1 से 3, बातचीत के लिए व जीवन मूल्य से संबंधित प्रश्न उत्तर, क्रैब वर्कशीट  </p>
दिसम्बर	<p><b>पाठ-19</b> 'जीवन का सच'</p> <p><b>व्याकरण-</b> व्यंजन संधि</p>	<ul style="list-style-type: none"> <li>❖ 'आत्मदया हमारी सबसे बड़ी शत्रु है'- समझ पाएँगे।</li> <li>❖ जीवन के प्रति उत्साह बनाए रखने की प्रेरणा देना।</li> <li>❖ विश्व के जीवन्त उदाहरणों से प्रेरणा ले पाएँगे।</li> <li>❖ व्यंजन संधि व उसके भेदों से परिचित हो सकेंगे।</li> </ul>	<p><b>गतिविधि-</b></p> <ul style="list-style-type: none"> <li>❖ प्रेरणादायी प्रसंगों का कक्षा में वाचन ।</li> </ul>	<p><b>कार्य प्रपत्र -19</b></p> <p>पाठ में से प्र. 1 से 5, बातचीत के लिए व जीवन मूल्य से संबंधित प्रश्न-उत्तर, क्रैब वर्कशीट  </p>

		<ul style="list-style-type: none"> <li>❖ सतत् विकास लक्ष्य-10 असमानताओं में कमी</li> </ul>		
दिसम्बर	<p><u>पाठ -20</u> (गतिविधि पाठ) 'ईर्ष्या: तू न गई मेरे मन से'</p> <p><u>व्याकरण-</u> अर्थ के आधार पर वाक्य-भेद</p>	<ul style="list-style-type: none"> <li>❖ सकारात्मक तथा नकारात्मक भावों में अंतर स्पष्ट करना सिखाना।</li> <li>❖ ईर्ष्या के दुष्परिणामों से अवगत होंगे।</li> <li>❖ ईर्ष्या के लाभदायक पक्ष भी समझेंगे।</li> <li>❖ अर्थ के आधार पर वाक्यों के विभिन्न प्रकारों से अवगत हो सकेंगे।</li> <li>❖ सतत् विकास लक्ष्य 10 - असमानताओं में कमी</li> <li>❖ सतत् विकास लक्ष्य 16 - शांति, न्याय और अशक्त संस्थाएँ</li> </ul>	<p><u>गतिविधि-</u></p> <ul style="list-style-type: none"> <li>❖ 'ईर्ष्या' भाव से होने वाली समस्याओं और उपायों पर चर्चा ।</li> </ul>	<p><u>कार्य प्रपत्र -20</u> संवाद लेखन</p>

**HANSRAJ MODEL SCHOOL**  
**PUNJABI BAGH, NEW DELHI**  
**CURRICULUM PLAN**  
**SESSION: 2025-26**  
**CLASS: VIII**  
**SUBJECT: MATHEMATICS**

Month	Topic / Sub-topics	Learning Intentions (Learning Outcomes + Competencies)	Activities	Assignments
April	Bridging the gap	Recap of previous concepts	Activity Sheet	
April	<b>Chapter-1: Squares and Square Roots</b>  <b>Sub Topics</b> <ul style="list-style-type: none"> <li>Squares</li> <li>Facts about Perfect Squares</li> <li>Square Roots</li> <li>Finding Square Root by Repeated Subtraction Method</li> <li>Finding Square Root by Prime Factorization Method</li> <li>Finding Square Root by Long Division Method</li> <li>Square Root of a Rational Number</li> </ul>	<b>The learners:</b> <ul style="list-style-type: none"> <li>Interpret square of the even number is even, and the square of the odd number is odd.</li> <li>Identify numbers ending with 2, 3, 7 and 8 are never perfect squares.</li> <li>Explain the concept of Pythagorean Triplets.</li> <li>Solve square root of a number by prime factorization and by long division method.</li> <li>Apply the following rules for finding square root: <ul style="list-style-type: none"> <li><input type="checkbox"/> Rule1</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ice breaking activity ‘MATH ABOUT ME’</li> <li>Activity on defining relationship between Triangular Numbers and Perfect Square Numbers using squared sheet and isometric sheet.</li> </ul>	<b>A-1</b> WS 3: Q1(i to iv), Q3, Q4, Q8 <b>A-2</b> WS 4: Q1(i, ii, iv), Q2, Q4, Q6 <b>A-3</b> WS 5: Q1(i, ii), Q2(i, ii), Q3(i, ii), Q4(i, ii) BT Q5, 7, 8  Assignment sheet will be given at the end of the chapter.

	<ul style="list-style-type: none"> <li>• Square Root of Numbers in Decimal Form.</li> <li>• Approximate value of the Square Roots of Natural Numbers</li> </ul>	<p>If a and b are perfect square numbers (<math>b \neq 0</math>), then</p> $\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$ <p>and <math>\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}</math></p> <ul style="list-style-type: none"> <li>□ Rule 2 The pairing of numbers in the division method starts from the decimal point. For the integral part it goes from right to left and for the decimal part, it goes from left to right.</li> <li>□ Rule 3 If p and q are not perfect squares, then to find <math>\sqrt{\frac{p}{q}}</math>, we express <math>\frac{p}{q}</math> as a decimal and then apply the division method to find the square root.</li> <li>• Solve Brain Teasers and HOTS.</li> <li>• Develop critical thinking and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Finding square root of perfect squares by joining the diagonal of a square on a squared sheet.</li> </ul>	
April	<p><b>Chapter-2: Cubes and Cube Roots</b></p> <p><b>Sub topics</b></p> <ul style="list-style-type: none"> <li>• Cube of a number</li> <li>• Properties of cube of a number</li> </ul>	<p>The learners:</p> <ul style="list-style-type: none"> <li>• Interpret cube and cube root of a negative number is negative</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet on different roots</li> </ul>	<p><b>A-4</b> WS 1: Q3, Q4</p>

	<ul style="list-style-type: none"> <li>• Cube Roots of a perfect cubes by Factorization</li> <li>• Cube Root of a number through Estimation</li> </ul>	<ul style="list-style-type: none"> <li>• Describe cube of an even natural number is even and cube of an odd natural number is odd.</li> <li>• Apply the following laws(a and b are any two integers):</li> <li>• <math>\sqrt[3]{a \times b} = \sqrt[3]{a} \times \sqrt[3]{b}</math></li> <li>• <math>\sqrt[3]{\frac{a}{b}} = \frac{\sqrt[3]{a}}{\sqrt[3]{b}} ; b \neq 0</math></li> <li>• Solve Brain Teasers and HOTS.</li> <li>• Develop critical thinking and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a cube root clock of first twelve cube roots.</li> </ul>	<p><b>A-5</b> WS 2: Q1(i, ii), Q2(i, iv), Q4(i). Q7(i, ii), BT – Q2, Q5(iii) Q7.</p> <p>Assignment sheet will be given at the end of the chapter</p>
April	<p><b>Chapter-4: Direct and Inverse variation</b></p> <p><b>Sub Topics</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Types of Variations <ul style="list-style-type: none"> <li>□ Direct variation</li> <li>□ Inverse Variation</li> </ul> </li> <li>• Time and Work, Time and Distance</li> </ul> <p>(continued in May)</p>	<p>The learners:</p> <ul style="list-style-type: none"> <li>• Distinguish between Direct Variation and Inverse Variation</li> <li>• Solve the problems on time and work as well as time and distance using the concepts of direct and inverse variations.</li> <li>• Solve Brain Teasers and HOTS.</li> <li>• Develop problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the concept of Direct Variation by drawing a number of circles of different radii and then developing the concept by relating the radius and the Area of circle</li> </ul>	<p><b>A-6</b> WS 1: Q2, Q3, Q4, Q5 WS 2: Q4, Q5, Q6, Q7</p> <p><b>A-7</b> WS 3: Q1, Q3, Q4, Q6, Q10 BT-Q6, 7, 8</p>

			<ul style="list-style-type: none"> <li>● <b>Inverse Variation:</b> Number of diameters and sector angle</li> </ul>	Assignment sheet will be given at the end of the chapter
May	<p><b>Chapter-16: Rotational Symmetry</b></p> <p><b>Sub Topics</b></p> <ul style="list-style-type: none"> <li>● Introduction</li> <li>● Meaning of rotation</li> <li>● Line symmetry and Rotational symmetry</li> <li>● Order of rotation of symmetry of different polygons for eg: Square, Rectangle etc.</li> <li>● Calculating the angle of rotation about a fixed point</li> </ul>	<p><b>The learners:</b></p> <ul style="list-style-type: none"> <li>● Recall symmetry.</li> <li>● Distinguish between line symmetry and rotational symmetry.</li> <li>● Explain rotational turns of an object around a fixed Point.</li> <li>● Determine the order of rotational symmetry i.e. four in a square and three in an equilateral triangle.</li> <li>● Calculate the angle of rotation about a fixed point.</li> <li>● Solve Brain Teasers and HOTS.</li> <li>● Learn public speaking and will learn how to incorporate technology in subject.</li> </ul>	<ul style="list-style-type: none"> <li>● Working model showing rotational symmetry, angle of rotation and order of rotation of any object from surroundings</li> </ul>	<ul style="list-style-type: none"> <li>● Activity based chapter</li> </ul>



	<ul style="list-style-type: none"> <li>Volume of a Cube, Cuboid and Right Circular Cylinder</li> </ul>	<ul style="list-style-type: none"> <li>Calculate the volume of solid shapes, namely cube, cuboid and cylinder.</li> <li>Distinguish between surface area of a right circular cylinder and cube/cuboid.</li> <li>Understand the formation of the cube, cuboid with the help of nets.</li> <li>Identify side view, top view, and front view of solid figures.</li> <li>Verify Euler's formula for polyhedrons.</li> <li>Design the map of different routes.</li> <li>Solve Brain Teasers and HOTS.</li> <li>Develop problem solving skills.</li> </ul>		<p>BT-Q3, 6, 7, 9, 12</p> <p>Assignment sheet will be given at the end of the chapter</p>
July	<p><b>Chapter-13: Introduction to Graphs</b></p> <p><b>Sub Topics</b></p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Linear Graph</li> <li>Cartesian Plane</li> <li>Plotting a point on Cartesian Plane</li> <li>Construction of Graphs</li> </ul>	<p>The learners:</p> <ul style="list-style-type: none"> <li>Describe the Cartesian Plane and its various elements.</li> <li>Identify the coordinates of a point.</li> <li>Identify the distance of a point from X- axis and Y –axis.</li> <li>Locate the points on a Cartesian plane.</li> <li>Join the points and identify the figure so formed.</li> </ul>	<ul style="list-style-type: none"> <li>Draw any sea creature by joining coordinates on a graph.</li> </ul>	<p><b>A-12</b> WS 1: Q2, Q5 WS 2: Q1, Q2, Q3 BT-Q3.</p> <p>Assignment sheet will be given at the end of the chapter</p>



August		<ul style="list-style-type: none"> <li>Identify abscissa and ordinate of a point.</li> <li>Solve Brain Teasers and HOTS.</li> <li>Enhance collaboration and team spirit.</li> </ul>		
	<b>Chapter-5 : Profit, loss and Discount</b>  <b>Sub Topics</b> <ul style="list-style-type: none"> <li>Introduction</li> <li>Profit and Loss</li> <li>Discount</li> <li>GST</li> </ul>	<b>The learners:</b> <ul style="list-style-type: none"> <li>Understand the concept of profit and loss.</li> <li>Calculate Selling price / Cost price</li> <li>Use the concept of discount.</li> <li>Evaluate G.S.T.</li> <li>Solve Brain Teasers and HOTS</li> <li>Enhance problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>Creating a bill.</li> </ul>	<b>A-13</b> WS 1: Q1 WS 2: Q1, Q3, Q5 BT- Q3, Q5.  Assignment sheet will be given at the end of the chapter
August	<b>Chapter-7 : Algebraic Identities</b>  <b>Sub Topics</b> <ul style="list-style-type: none"> <li>Introduction</li> <li>Identities</li> </ul> $*(a + b)^2 = a^2 + b^2 + 2ab$ $*(a - b)^2 = a^2 + b^2 - 2ab$ $*(a + b)(a - b) = a^2 - b^2$	<b>The learners:</b> <ul style="list-style-type: none"> <li>Distinguish between identity and equation.</li> <li>Analyze the application of identities.</li> <li>Complete the factorization of</li> </ul>	<ul style="list-style-type: none"> <li>Cutting , pasting activity verifying the identities</li> <li>Factoring puzzle</li> </ul>	<b>A-14</b> WS 1: Q1(i, ii), Q2(i, ii) WS 2: Q1(i, ii), Q2(i, iv)  <b>A-15</b> WS 3: Q1(i, ii), Q2(i, iii), Q3(i, ii)

	$*(a + b + c)^2$ $= a^2 + b^2 + c^2 + 2ab + 2bc + 2ca$ $*(x + a)(x + b)$ $= x^2 + (a + b)x + ab$ <ul style="list-style-type: none"> <li>Factorization of Algebraic Expressions using identities</li> <li>Factorization of Algebraic Expressions of the form <math>x^2 + qx + r</math></li> </ul>	<p>algebraic expressions using identities.</p> <ul style="list-style-type: none"> <li>Use the identities in different practical situations.</li> <li>Solve Brain Teasers and HOTS.</li> <li>Develop creativity and critical thinking skills.</li> </ul>		<p>WS 4: Q1, Q2, Q3</p> <p><b>A-16</b></p> <p>WS 5: Q1(i, ii), Q2(i, ii), Q3(i, ii)</p> <p>WS 6: Q1, Q2, Q7</p> <p>WS 7: Q1, Q4 BT-Q2(iv) Q4(iii), Q6 (ii), Q7 (ii, viii, ix) Q10, Q12, Q15</p> <p>Assignment sheet will be given at the end of the chapter</p>
October	<p><b>Chapter 3: Exponents and Radicals</b></p> <p><b>Sub Topics</b></p> <ul style="list-style-type: none"> <li>Idea of Rational Exponents</li> <li>Laws of exponents including Rational Numbers as Exponents</li> <li>Positive Numbers as Exponents</li> </ul>	<p>The learners:</p> <ul style="list-style-type: none"> <li>Convert radical form to exponential form and vice – versa.</li> <li>Use the following rules: <ul style="list-style-type: none"> <li>❖ If <math>a</math> is any positive rational number different from zero and <math>x, y</math> are any rational numbers then: <math display="block">\square a^x \times a^y = a^{x+y}</math> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Wheel activity worksheet</li> </ul>	<p><b>A-17</b> WS 2: Q1(i, iii), Q2(i, ii), Q3(i, ii), Q4(i), Q5(iii) BT-Q2 Q4(ii), Q5, Q6(iii) Q7</p> <p>Assignment sheet will be given at the end of the chapter</p>

October	Negative Rational Numbers as Exponents	<input type="checkbox"/> $a^x \div a^y = a^{x-y}$ <input type="checkbox"/> $(a^x)^y = a^{xy}$ <input type="checkbox"/> $a^0 = 1$ <ul style="list-style-type: none"> <li>Solve Brain Teasers and HOTS.</li> <li>Develop problem solving skills.</li> </ul>		
	<b>Chapter-6 : Compound Interest</b>  <b>Sub Topics</b> <ul style="list-style-type: none"> <li>Computation of Compound Interest</li> <li>Find Compound Interest and amount when interest is compounded: <ul style="list-style-type: none"> <li>Yearly</li> <li>Half yearly</li> <li>Quarterly</li> </ul> </li> <li>Formula for finding compound interest and amount</li> <li>Growth &amp; Depreciation</li> </ul>	<b>The learners:</b> <ul style="list-style-type: none"> <li>Distinguish between simple interest and compound interest.</li> <li>Calculate Compound interest by the method of simple interest (annually, semi-annually, and quarterly)</li> <li>Use direct formula for finding compound interest. (annually, semi-annually, and quarterly)</li> <li>Analyze growth and depreciation applicable in various situations.</li> <li>Solve Brain Teasers and HOTS.</li> <li>Enhance critical thinking and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>Role play</li> </ul>	<b>A-18</b> WS 1: Q1, Q2, Q3 WS 2: Q1, Q3  <b>A-19</b> WS 3: Q3, Q8, Q11, Q12, WS 4: Q1, Q2 BT-Q4, Q6,Q7, Q9  Assignment sheet will be given at the end of the chapter
November	<b>Chapter-8: Polynomials</b>  <b>Sub Topics</b> <ul style="list-style-type: none"> <li>Introduction</li> <li>Degree of a polynomial</li> </ul>	<b>The learners:</b> <ul style="list-style-type: none"> <li>Identify coefficients and degree of a polynomial.</li> </ul>		

	<ul style="list-style-type: none"> <li>Terms in a polynomial</li> <li>Division of a polynomial in one variable by a monomial or a binomial.</li> <li>Verification of the dividend = Divisor <math>\times</math> Quotient + Remainder</li> <li>Factor of a polynomial when remainder is zero.</li> <li>Division of a polynomial by other polynomial if the remainder is non-zero</li> </ul>	<ul style="list-style-type: none"> <li>Apply division of a polynomial in one variable by a monomial or a binomial.</li> <li>Verify Division Algorithm: Dividend = Divisor <math>\times</math> Quotient + Remainder</li> <li>Decide the factor of a polynomial when the remainder is zero.</li> <li>Solve Brain Teasers and HOTS.</li> <li>Enhance reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>Solving Crossword puzzle</li> </ul>	<p><b>A-20</b>            WS 2: Q1(i, ii), Q2(i), Q3(iii)            WS 3: Q1(i, ii), Q2(ii, iii), Q3(iii, vii)            BT- Q2 (ii, v, vi) Q3 (ii, vi) Q4(ii)</p> <p>Assignment sheet will be given at the end of the chapter</p>
November	<p><b>Chapter-9: Linear Equations In One Variable</b></p> <p><b>Sub Topic</b></p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Equations of the form  <math display="block">\frac{ax+b}{cx+d} = k ;</math> <math display="block">cx+d \neq 0</math></li> <li>Cross Multiplication Method</li> </ul>	<p>The learners:            Solve linear equations in one variable of the form <math>\frac{ax+b}{cx+d} = k ; cx+d \neq 0</math> using Cross multiplication method.</p> <ul style="list-style-type: none"> <li>Translate the statements given in the problem step by step into a mathematical statement.</li> <li>Solve Brain Teasers and HOTS.</li> <li>Enhance reasoning devising strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Application based puzzle (decoding the phone number)</li> </ul>	<p><b>A-21</b>            WS 1: Q1(i, ii, iv, v), Q2(ii)</p> <p><b>A-22</b> WS 2: Q1, Q5, Q7, Q9, Q15, Q17 BT- Q4, Q8, Q10, Q12.</p> <p>Assignment sheet will be given at the end of the chapter</p>

	<ul style="list-style-type: none"> <li>Applications of Linear Equations</li> </ul> <p>(Word problems)</p>			
November	<p><b>Chapter-11: Understanding Quadrilaterals</b></p> <p><b>Sub Topics</b></p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Adjacent sides, vertices and diagonals of a polygon</li> <li>Interior and exterior of a curve</li> <li>Convex and concave polygons</li> <li>Regular polygons</li> <li>Angle sum property</li> <li>Sum of the measures of Exterior Angles of a Polygon</li> <li>Properties of parallelogram, rectangle, square and rhombus</li> </ul> <p>(continued in December)</p>	<p>The learners:</p> <ul style="list-style-type: none"> <li>Describe adjacent sides, vertices, and diagonals of a polygon.</li> <li>Recall interior and exterior of a curve.</li> <li>Define different types of quadrilaterals i.e. trapezium, parallelogram, rectangle, rhombus, square and kite.</li> <li>Explain convex polygons, concave polygons and regular polygons.</li> <li>Define different types of quadrilaterals i.e. trapezium, parallelogram, rectangle, rhombus, square and kite.</li> <li>Describe angle sum property of a quadrilateral.</li> <li>Explain the properties of parallelogram, rectangle, square and rhombus.</li> <li>Distinguish between different types of quadrilaterals.</li> <li>Solve Brain Teasers and HOTS.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the properties of special types of quadrilateral using quilling strips.</li> </ul>	<p><b>A-23</b> WS 1: Q2(ii), Q5 WS 2: Q1, Q3</p> <p><b>A-24</b> WS 2: Q5, Q9 WS 3: Q3, Q7 BT-Q3, Q8</p> <p>Assignment sheet will be given at the end of the chapter</p>

		<ul style="list-style-type: none"> <li>Develop creativity and communication skills.</li> </ul>		
Decemb er	<b>Chapter-12: Construction of Quadrilaterals</b>  <b>Sub Topics</b> Construction of the quadrilaterals: <ul style="list-style-type: none"> <li>When 4 sides and 1 diagonal are given</li> <li>When 3 sides and both diagonals are given</li> <li>When 2 adjacent sides and 3 angles are given</li> <li>When 3 sides and 2 included angles are given</li> </ul>	The learners: <ul style="list-style-type: none"> <li>Construct when 4 sides and 1 diagonal are given.</li> <li>Construct when 3 sides and both diagonals are given</li> <li>Construct when 2 adjacent sides and 3 angles are given</li> <li>Construct when 3 sides and 2 included angles are given</li> <li>Judge whether construction of a quadrilateral with given data is possible or not.</li> <li>Solve Brain Teasers and HOTS.</li> <li>Develop creativity and representation skills.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching of concept using self – made videos.</li> <li>Art Integration Worksheet</li> </ul>	<b>A-25</b> WS 1: Q2, Q4 WS 2: Q2, Q4, Q6  <b>A-26</b> WS 3: Q1(iii), Q2(i) WS 4: Q1(iv), Q2( v) BT- Q2 c), e), f) , h)  Assignment sheet will be given at the end of the chapter
Decemb er	<b>Chapter-15: Statistics and Probability</b>  <b>Sub Topics</b> <ul style="list-style-type: none"> <li>Introduction</li> <li>Observations, Raw Data, Range, Class marks, Frequency, Frequency Table</li> <li>Histogram and pie chart</li> <li>Define the term trial, outcome, probability</li> </ul>	The learners: <ul style="list-style-type: none"> <li>Describe the terms – observation, raw data, range, class marks, frequency, frequency table.</li> <li>Differentiate between raw data, ungrouped and grouped data.</li> </ul>	<ul style="list-style-type: none"> <li>Making Definition Tree</li> </ul>	<b>A-27</b> WS 1: Q1, Q2, Q7, Q9, <b>A-28</b> WS 3: Q1, Q3 WS 4: Q1, Q2 BT-Q3, Q4, Q6

		<ul style="list-style-type: none"> <li>● Draw pictorial representations through histogram and pie chart and interpret the same.</li> <li>● Define the terms trial, outcome and probability</li> <li>● Find probability under different given situations.</li> <li>● Solve Brain Teasers and HOTS.</li> <li>● Apply the knowledge and exhibit their creativity.</li> </ul>		<p><b>Assignment sheet will be given at the end of the chapter</b></p>
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**HANSRAJ MODEL SCHOOL  
PUNJABI BAGH, NEW DELHI**

**CURRICULUM  
SESSION 2025-26**

**SUBJECT: SOCIAL SCIENCE  
CLASS VIII**

<b>MONT H</b>	<b>TOPIC/SUB-TOPIC S</b>	<b>LEARNING INTENTIONS ( learning outcomes + competencies)</b>	<b>ACTIVITIES</b>	<b>ASSIGNMENTS</b>
<b>April</b>	<b>Map Work</b> <ul style="list-style-type: none"> <li>• States of India and their Capitals</li> <li>• Union Territories of India.</li> </ul>	Bridging gap The learners <ul style="list-style-type: none"> <li>➤ locate the geographical locations of various States and Union Territories of India.</li> <li>➤ enhance knowledge of different states.</li> <li>➤ develop spatial reasoning skills.</li> <li>➤ gain acquaintance with their country.</li> </ul>	<b>Activity: Political Divisions of India (CR)</b>  <b>a) The States of India</b>  <b>Map 1:</b> Himachal Pradesh, Uttarakhand, Bihar, Uttar Pradesh, Punjab, Haryana, Madhya Pradesh, Jharkhand, Rajasthan, Chhattisgarh.  <b>Map 2:</b> Gujarat, Maharashtra, Goa, Karnataka, Kerala, Tamil Nadu, Andhra Pradesh, Telangana, Orissa West Bengal.  <b>Map 3:</b> Assam, Arunachal Pradesh, Nagaland, Manipur, Mizoram, Tripura, Meghalaya, Sikkim.  <b>b) The Union Territories of India:</b>	



			<b>Map 4:</b> National Capital Territory of Delhi, Jammu and Kashmir, Ladakh, Andaman and Nicobar Island, Lakshadweep, Pondicherry, Chandigarh, Dadra and Nagar Haveli, and Daman and Diu.	
	<b>UNIT - II</b> <b>L -8 The Modern Period</b> <ul style="list-style-type: none"> <li>● Periodisation of Indian history</li> <li>● Modern Period and its main events</li> <li>● Sources of information: British papers, old buildings, etc</li> </ul>	The learners <ul style="list-style-type: none"> <li>➤ classify Indian history into the ancient, medieval, and modern periods.</li> <li>➤ explain the important changes that took place in the modern period.</li> <li>➤ appreciate the various sources of information.</li> <li>➤ enhances analytical skills gained by the study of events.</li> <li>➤ develop a sense of pride for the nation.</li> </ul>	<b>Activity</b> <ul style="list-style-type: none"> <li>● <b>Infographics-India from the Eyes of Freedom Fighters (DC)-</b> Collection of any five books along with the names of authors, language in which they were written, and picture of the cover page.</li> </ul>	<b>Assignment</b> <ul style="list-style-type: none"> <li>● Competency-based Questions</li> <li>● Crab worksheet</li> </ul>
April	<b>UNIT - I</b> <b>L 1: Resources: Utilization and Development</b> <ul style="list-style-type: none"> <li>● Utilization of resources</li> </ul>	The learners <ul style="list-style-type: none"> <li>➤ describe the factors affecting the utilization of resources.</li> </ul>	<b>Activity:</b>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>● D4,E4</li> <li>● EQ: Mention any three ways to ensure the sustainability of resources.</li> <li>● EQ: Distinguish between</li> </ul>

	<ul style="list-style-type: none"> <li>• Classification of resources on the basis of: <ul style="list-style-type: none"> <li><input type="checkbox"/> Renewability</li> <li><input type="checkbox"/> Origin</li> <li><input type="checkbox"/> Occurrence</li> <li><input type="checkbox"/> Development</li> </ul> </li> <li>• Sustainable Development and Conservation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ comprehend the classification of resources on different bases.</li> <li>➤ analyse the need for the advancement of technology for the development of resources.</li> <li>➤ understand the need for sustainable development.</li> <li>➤ develop a spirit of conservation and draw out various measures to ensure the sustainability of resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Flow Chart on Classification of Resources <b>(CR)</b></li> <li>• Pictograph exhibiting three to five Potential and Actual resources <b>(AI)</b></li> </ul>	<p>a) Actual and Potential resources</p> <p>b) Renewable and Non-renewable resources.</p> <ul style="list-style-type: none"> <li>• EQ: ‘The quantity and quality of people in a country determine its human resource’. Justify this statement by giving suitable arguments.</li> <li>• Crab worksheet</li> </ul>
	<p><b>UNIT - II</b></p> <p><b>L-9 Establishment of Company Rule in India</b></p> <ul style="list-style-type: none"> <li>• Arrival of Europeans in India</li> </ul>	<p>The learners</p> <ul style="list-style-type: none"> <li>➤ understand the sequence in which Europeans came to India.</li> <li>➤ comprehend the factors that facilitated the establishment of</li> </ul>	<p><b>PROJECT WORK ONLY</b></p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• <i>Tabulation</i> of different wars <b>(CR)</b></li> </ul>	

	<ul style="list-style-type: none"> <li>• Trading companies</li> <li>• The East India Company</li> <li>• Carnatic wars (1746-1763)</li> <li>• Conquest of Bengal, Battle of Plassey (1757) and Battle of Buxar (1764)</li> <li>• Anglo Mysore wars (1767-1799)</li> <li>• Anglo Maratha war (1775-1818)</li> <li>• Anglo Sikh war (1845-1849)</li> </ul>	<p>European trading centres.</p> <ul style="list-style-type: none"> <li>➤ explain the role of East India Company in establishing its dominance over India.</li> <li>➤ comprehend the factors that led to the defeat of the French in the hands of the British.</li> <li>➤ develop an understanding of the change in the governance of Bengal from Nawab Siraj-ud-Daulah to the establishment of dual government and finally its abolition under Warren Hastings.</li> <li>➤ describe the series of events that led to the defeat of Hyder Ali and Tipu Sultan bringing an end to the mighty Mysore power.</li> <li>➤ analyse the policies of the British against the Marathas.</li> <li>➤ comprehend the changes in the governance of Punjab.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Chronological representation</i></b> of occurrence of events <b>(AI)</b></li> </ul>	
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		➤ develop reasoning and critical thinking skills related to the establishment of company rule.		
MAY	<b>UNIT II</b> <b>L-10: Colonialism: Rural and Tribal Societies:</b> <ul style="list-style-type: none"> <li>• Colonial Agrarian Policies and their impact</li> <li>• Zamindari System, Ryotwari System, and Mahalwari System. Condition of farmers and revolts raised by them</li> <li>• Growth of commercial crops.</li> <li>• Impact of Colonialism on tribals and tribal revolts</li> </ul>	The learners <ul style="list-style-type: none"> <li><input type="checkbox"/> understand the different land revenue systems and their impact on the farmers.</li> <li><input type="checkbox"/> comprehend the commercialization of Indian agriculture under Britishers and its impact on farmers.</li> <li><input type="checkbox"/> analyze the colonial policies of reservation of forest and displacement of tribals.</li> <li><input type="checkbox"/> discuss the decline of Indian crafts and industries.</li> <li><input type="checkbox"/> explain the impact of nationalism and international developments in facilitating the process</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>Map Skill (CR)</b></li> <li>• <b>Flip Book</b> on any tribal group of India (HC)</li> </ul>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>• Tabular chart on Zamindari/Mahalwari / Ryotwari system</li> <li>• Crab worksheet</li> </ul>

	<ul style="list-style-type: none"> <li>● Decline of craft and industries.</li> <li>● Growth of Modern Industries in India</li> </ul>	of industrialization in India.		
	<b>UNIT III</b> <b>L -16 Role of the Constitution</b> <ul style="list-style-type: none"> <li>● Rule of law</li> <li>● Meaning need and purpose of the constitution.</li> <li>● Visions and values of the Indian Constitution</li> <li>● Key features of Indian constitution.</li> <li>● India as Sovereign, Socialist, Secular, Democratic, Republic</li> </ul>	The learners <ul style="list-style-type: none"> <li>➤ describe rule of law as the basic foundation of a democratic system.</li> <li>➤ comprehend the significance of the Constitution in a vast and diverse country like India.</li> <li>➤ develop an understanding of the making of our constitution and underlying values and principles which form the very foundation of democratic India.</li> <li>➤ explain the key features of the Indian Constitution.</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>● <b><i>“Preamble- The Soul of our Constitution”</i></b>-Wordle on keywords of Preamble (DC)</li> </ul>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>● D1, E2</li> <li>● Crab worksheet</li> </ul>

	<ul style="list-style-type: none"> <li>● Fundamental Rights and Duties</li> <li>● Directive Principles of State Policy and Integrated Judicial Mechanism.</li> </ul>	<ul style="list-style-type: none"> <li>➤ understanding the need for democracy and respect for diversity.</li> </ul>		
	<b>UNIT III</b> <b>L-17:</b> <b>Fundamental Rights, Fundamental Duties and Directive Principles of State Policy</b> <ul style="list-style-type: none"> <li>● Fundamental Rights and Duties</li> <li>● Directive Principles of State Policy</li> <li>● Meaning and aspects of Indian Secularism</li> <li>● Provisions of Right to Freedom of Religion</li> </ul>	The learners <ul style="list-style-type: none"> <li>➤ develop the spirit of active citizenship.</li> <li>➤ have awareness of their Fundamental Rights and Duties as a Citizen of India.</li> <li>➤ explain the significance of directive principles.</li> <li>➤ discuss the three-tier appellate judicial mechanism of India.</li> <li>➤ explain the meaning and aspects of secularism.</li> <li>➤ analyse the provisions highlighted in the articles of the Constitution.</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>● <b>Group Discussion</b> on ‘Religious tolerance and harmony is the pride of our country’(HC)</li> <li>● <b>Banner</b> on any Fundamental Right which we relate to our day-to-day life (AI)</li> </ul>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>● D3, E1</li> <li>● Crab worksheet</li> </ul>

	<ul style="list-style-type: none"> <li>Working of Indian Secularism.</li> </ul>	<ul style="list-style-type: none"> <li>➤ comprehend how secularism is practiced in India.</li> <li>➤ imbibe values of equality, regard and love for all religions.</li> </ul>		
	<p><b>UNIT-I</b> <b>Chapter-4 Mineral and Energy Resources</b></p> <ul style="list-style-type: none"> <li>Minerals and their classification</li> <li>Distribution of minerals in India and the world</li> <li>Conservation of minerals</li> <li>Energy Resources: <ul style="list-style-type: none"> <li>Conventional</li> <li>Non-conventional</li> </ul> </li> <li>Conservation of Energy Resources</li> </ul>	<p>The learners</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> describe the meaning of rocks, ores and minerals.</li> <li><input type="checkbox"/> discuss the significance of minerals for the economic development of the nation.</li> <li><input type="checkbox"/> compare and contrast different types of minerals.</li> <li><input type="checkbox"/> identify the distribution of minerals in different parts of the world and India.</li> <li><input type="checkbox"/> justify the need and ways to conserve minerals in order to ensure sustainability on earth.</li> <li><input type="checkbox"/> comprehend the meaning and</li> </ul>	<ul style="list-style-type: none"> <li><b>Project Work only.</b></li> </ul> <p><b>Activity:</b></p> <p><b>BOX IT (SI)-</b> Preparing cards of different mineral and energy resources and piling them in the right boxes to complete the puzzle.</p>	

		<p>significance of energy resources.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> differentiate conventional and non-conventional sources of energy.</li> <li><input type="checkbox"/> understand the need to conserve energy resources and suggest measures to conserve them.</li> </ul>		
	<p><b>UNIT-II</b> <b>Chapter-12 Impact of British Rule on India</b></p> <ul style="list-style-type: none"> <li>● Education under British</li> <li>● Socio-religious reforms</li> </ul> <p>Impact of the reform movements</p>	<p>The learners</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain the education system under the Britishers.</li> <li><input type="checkbox"/> critically analyze its positive and negative implications.</li> <li><input type="checkbox"/> appreciate the efforts made by Indian social reformers to eradicate the social evils present in the Indian society.</li> <li><input type="checkbox"/> realize the importance of education in one's life.</li> </ul>	<p><b><i>Comparative poster display</i></b> on the British system of education and Modern system of education <b>(AI)</b></p>	<p>Assignment</p> <ul style="list-style-type: none"> <li>● D2,E2</li> <li>● Crab worksheet</li> </ul>



		<input type="checkbox"/> enhance problem solving abilities to eradicate social evils.		
	<b>UNIT-II</b> <b>Chapter-5</b> <b>Agriculture</b> <ul style="list-style-type: none"> <li>• Meaning and Importance</li> <li>• Factors affecting agriculture</li> <li>• Types of agriculture</li> <li>• Major Crops</li> </ul> Agricultural Development	The learners <ul style="list-style-type: none"> <li><input type="checkbox"/> know the meaning and importance of agriculture.</li> <li><input type="checkbox"/> classify the different types of agricultural practices.</li> <li><input type="checkbox"/> identify the different crops grown in the world viz food, fibre and beverage and</li> <li><input type="checkbox"/> comprehend the geographical conditions required for their growth.</li> <li><input type="checkbox"/> compare and contrast the agricultural practices of India and USA.</li> <li><input type="checkbox"/> demonstrate abilities to analyze data and communication skill</li> <li><input type="checkbox"/> appreciate the abilities to work collaboratively.</li> </ul>	Activity <ul style="list-style-type: none"> <li>• Poster on genetically modified crops</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assignment</b></li> <li>• <b>Tabular chart on crops</b></li> <li>• <b>Crab worksheet</b></li> </ul>

	<b>UNIT-III</b> <b>Chapter-21 Social Justice and the Marginalized</b> <ul style="list-style-type: none"> <li>• SCs and STs</li> <li>• Reservation</li> <li>• OBCs</li> <li>• Minority groups</li> </ul> Just and Equitable Society	The learners <ul style="list-style-type: none"> <li><input type="checkbox"/> understand the concept of marginalization and analyse the problems faced by the marginalized groups.</li> <li><input type="checkbox"/> comprehend the meaning of Scheduled Castes and Scheduled Tribes as highlighted in the Constitution.</li> <li><input type="checkbox"/> explain the reservation policy and its benefits to the weaker sections.</li> <li><input type="checkbox"/> describe the provisions of Mandal Commission and recognition of OBCs.</li> <li><input type="checkbox"/> identify the constitutional provisions for safeguarding minorities.</li> <li><input type="checkbox"/> analyse the pre requisites to create a just and equitable society in India.</li> <li><input type="checkbox"/> understand national goals like justice,</li> </ul>	Project work only. <b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>Techsearch (CR)</b>- Collect information about the 'Unsung Heroes 'of the marginalised groups and present digitally.</li> <li>• <b>Pamphlet (HC)</b> to sensitize the students about "Save Environment" and steps taken by the "Bishnois" in this context.</li> </ul>	

		liberty, equality, fraternity etc. realize the need to respect social diversity.		
<b>JULY</b>	<b>UNIT I</b> <b>L-2 Natural Resources: Land, Soil and Water</b> <ul style="list-style-type: none"> <li>Land as a resource and Land use pattern</li> <li>Soil as a resource and ways to conserve soil</li> <li>Water resources, water pollution and its conservation.</li> </ul>	The learners <ul style="list-style-type: none"> <li><input type="checkbox"/> understand the significance of land as a resource.</li> <li><input type="checkbox"/> know the various uses of land, causes of land degradation and ways to conserve it.</li> <li><input type="checkbox"/> comprehend the importance of soil as a useful resource, factors that have led to soil erosion and ways to conserve soil.</li> <li><input type="checkbox"/> explain the importance of water resource and enlighten them about methods to save this resource.</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li><b>Map Skill</b> -Areas of high and low rainfall (<b>CR</b>)</li> </ul>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>D1, E1</li> <li>Crab worksheet</li> </ul>
	<b>UNIT II</b> <b>L -11 First War of Independence</b>	The learners	<b>Activity:</b>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>E2, E4</li> </ul>

	<ul style="list-style-type: none"> <li>● Beginning of the Revolt</li> <li>● Causes of the Revolt: economic, political, social, religious, military and immediate causes.</li> <li>● Course of the Revolt</li> <li>● Suppression of the Revolt</li> <li>● Causes of failure of the Revolt</li> <li>● Results of the Revolt</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> understand the nature of revolt and realize why the revolt of 1857 is called the first war of independence.</li> <li><input type="checkbox"/> identify the different causes of the revolt.</li> <li><input type="checkbox"/> explain the spread of the revolt in different parts of India.</li> <li><input type="checkbox"/> describe the reasons for the suppression and failure of the revolt.</li> <li><input type="checkbox"/> analyze the change in administration of India from the hands of EIC to British crown and conclude other consequences of the revolt.</li> <li><input type="checkbox"/> develop analytical and reasoning skills.</li> <li><input type="checkbox"/> have pride and respect for the nation.</li> <li><input type="checkbox"/> value diversity.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Recreational Learning (DC)</b></li> </ul> <p>Movie-The Revolt of 1857(10 mins)</p> <p><a href="https://youtu.be/AGJfOF4Zd9g">https://youtu.be/AGJfOF4Zd9g</a></p>	<ul style="list-style-type: none"> <li>● <b>Map Skill:</b> Important places associated with the Revolt of 1857(<b>CR</b>)</li> <li>● <b>Crab worksheet</b></li> </ul>
	<b>UNIT I</b> <b>L-3: Natural Resources:</b>	The learners	Project work <b>Activity:</b>	

	<b>Vegetation and Wildlife</b> <ul style="list-style-type: none"> <li>• Natural vegetation and its classification</li> <li>• Importance of Forests</li> <li>• Wildlife</li> <li>• Conservation of natural vegetation and wildlife.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> compare and contrast the forests on the basis of location and climatic conditions.</li> <li><input type="checkbox"/> appreciate the rich natural heritage of India.</li> <li><input type="checkbox"/> understand the need to conserve the flora and fauna of India.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Map Skill: (CR)</b>- Identifying areas of different types of vegetation in the world.</li> </ul>	
	<b>UNIT III</b> <b>L-18 The Union Government: Union Legislature</b> <ul style="list-style-type: none"> <li>• Meaning of Federation</li> <li>• Union Government and its organs i.e.; legislature, executive and judiciary.</li> </ul>	The learners <ul style="list-style-type: none"> <li><input type="checkbox"/> understand the need of federal form of government in India.</li> <li><input type="checkbox"/> explain the division of power of government between its three organs.</li> <li><input type="checkbox"/> compare and contrast the jurisdiction of government and subjects of union, state, concurrent lists and residuary subjects.</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>Venn Diagram</b> on subjects mentioned in union, state and concurrent lists <b>(AI)</b></li> <li>• <b>Mock Parliament (HC)</b></li> </ul>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>• Graphic Organizer on three lists i.e.: Union, State, Concurrent list and Residuary subjects.</li> <li>• Crab worksheet</li> </ul>

	<ul style="list-style-type: none"><li>● Division of power through three lists-<ul style="list-style-type: none"><li>□ Union List</li><li>□ State List</li><li>□ Concurrent List</li><li>□ Residuary subjects</li></ul></li><li>● Composition of the two houses of Parliament of India<ul style="list-style-type: none"><li>□ Lok Sabha</li><li>□ Rajya Sabha</li></ul></li><li>● Powers and functions of the National Legislature.</li></ul>	<ul style="list-style-type: none"><li>□ compare and contrast the working of the two houses of Parliament</li><li>□ comprehend the varied roles and functions performed by the parliament of India.</li><li>□ know and value the principle of universal adult franchise</li></ul>		
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AUGUST	<b>UNIT-I</b> <b>Chapter</b> <b>6-Manufacturing Industries</b> <ul style="list-style-type: none"> <li>• Meaning and importance</li> <li>• Classification of industries</li> <li>• Factors influencing location of an industry</li> <li>• Major industries of the world</li> </ul>	The learners <ul style="list-style-type: none"> <li><input type="checkbox"/> comprehend the importance of manufacturing industries and familiarize them with the classification of industries on different basis.</li> <li><input type="checkbox"/> describe the factors that influence the location of an industry.</li> <li><input type="checkbox"/> analyse the important factors that determine the location of the iron and steel industry, cotton textile industry, and information technology.</li> <li><input type="checkbox"/> realize the need of adding value to a product and be environment friendly.</li> <li><input type="checkbox"/> develop communication and collaborative skills among the students.</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>MAPWORK: (CR)-</b> Important iron and steel and cotton textile manufacturing countries.</li> </ul> <p>To be assessed in periodical test only and will not be evaluated in final.</p>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>• D2,E1</li> <li>• Crab worksheet</li> </ul>
	<b>UNIT-II</b>	The learners	<b>Project work only</b> <b>Activity:</b>	

	<b>Chapter-13</b> <b>Colonialism and Urban Change</b> <ul style="list-style-type: none"> <li>• Urbanisation of Calcutta</li> <li>• Urbanisation of Delhi</li> <li>• Railways under British</li> <li>• British impact on painting, literature and architecture.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> analyze the processes of de-urbanization and urbanization under the Britishers.</li> <li><input type="checkbox"/> describe the introduction of railways, its benefits to Britishers and impact on Indian society.</li> <li><input type="checkbox"/> comprehend the changes witnessed in art, literature and architecture under the British.</li> <li><input type="checkbox"/> develop aesthetic skills for modernisation.</li> <li><input type="checkbox"/> realize the importance of collaboration and planning.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Know Thy City...Docket</i></b> (showing year and achievement) on historical background of Delhi (CR)</li> <li>• <b><i>Virtual Tour of Delhi</i></b> (HC)</li> </ul>	
	<b>UNIT-III</b> <b>Chapter 22</b> <b>Safeguarding the Marginalized</b> <ul style="list-style-type: none"> <li>• Constitutional provisions</li> <li>• Protecting the rights of marginalized</li> </ul>	The learners <ul style="list-style-type: none"> <li><input type="checkbox"/> understand the meaning and problems of the backward classes.</li> <li><input type="checkbox"/> identify the safeguards created in the constitution for the</li> </ul>	<b>project work only</b> <b>Activity:</b> <b><i>Brochure</i></b> (DB) on schemes and apps introduced by the government for the marginalized groups.  To be assessed in periodical test only and will not be evaluated in final.	



	<ul style="list-style-type: none"> <li>Measures taken by the government for rehabilitation of Manual Scavengers</li> <li>Programmes launched for upliftment of weaker sections</li> </ul>	<p>upliftment and protection of weaker sections and minorities.</p> <ul style="list-style-type: none"> <li>explain the reservation policy initiated by the government.</li> <li>understand the various provisions of Prevention of Atrocities Act and steps taken for rehabilitation of manual Scavengers.</li> <li>enhance their understanding about the Mid-day Meal scheme and employment generation programmes initiated by the government.</li> <li>have empathy for all sections of society.</li> <li>develop a sense of belongingness and responsibility towards society.</li> </ul>		
	<b>UNIT-I</b> <b>Chapter-7 Human Resources</b>	<p>The learners</p> <ul style="list-style-type: none"> <li>explain the importance and distribution of</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li><i>Demographics of My Nation</i> (AI)- Bar graph showing various attributes</li> </ul>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>D2, E5</li> <li>Crab worksheet</li> </ul>

	<ul style="list-style-type: none"> <li>• Distribution of Population</li> <li>• Land Man Ratio</li> <li>• Factors affecting Distribution of Population</li> <li>• Growth of Population</li> <li>• Composition of Human Resource</li> </ul>	<p>human resource across the world and in India.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> analyse the factors which influence the distribution of population.</li> <li><input type="checkbox"/> identify the factors influencing the growth of population viz birth rate, death rate and migration.</li> <li><input type="checkbox"/> understand the various attributes of composition of population such as age structure, sex ratio and literacy rate.</li> <li><input type="checkbox"/> develop competence in development and problem-solving.</li> <li><input type="checkbox"/> attain creative skill to provide innovative solutions for human resource management.</li> </ul>	<p>of population-state with least and highest population, sex ratio literacy rate and working population dependent population</p>	
<b>October</b>	<b>UNIT-II</b> <b>Chapter14: The Nationalist</b>	The learners	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <i>Board Game</i> on Timeline (SI)</li> </ul>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>• D4, E2</li> <li>• <b>Map Skill:</b> Places related to the various movements and events</li> </ul>

	<p><b>Movement (1870-1947)</b></p> <ul style="list-style-type: none"> <li>• Formation of INC</li> <li>• Partition of Bengal</li> <li>• Formation of Muslim league</li> <li>• Morley Minto reforms</li> <li>• Home Rule League</li> <li>• Lucknow Pact</li> <li>• Arrival of Gandhiji</li> <li>• Government of India Act, 1919</li> <li>• Rowlatt Act</li> <li>• Jallianwala Bagh Massacre</li> <li>• Non Co-operation Movement</li> <li>• Simon Commission</li> <li>• Lahore Session</li> <li>• Civil Disobedience Movement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> explain the circumstances that led to the formation of Indian National Congress</li> <li><input type="checkbox"/> describe the reasons for division of Congress into Moderates and Radicals and formation of Muslim League.</li> <li><input type="checkbox"/> analyse the changes in the Indian political scene after the arrival of Mahatma Gandhi and his experiments of satyagraha.</li> <li><input type="checkbox"/> comprehend the atrocities committed by British like the passing of Rowlatt Act and Jallianwala Bagh Massacre which led to the launch of Non-Cooperation Movement.</li> <li><input type="checkbox"/> analyse how salt became a powerful symbol during Civil Disobedience Movement and the role of revolutionary</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fun Learning</b></li> </ul> <p><b>Movie (DC)</b></p> <p>Azaadi Jallianwala Bagh</p>	<p>associated with the freedom struggle of India.</p> <ul style="list-style-type: none"> <li>• Crab worksheet</li> </ul>
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	<ul style="list-style-type: none"> <li>● Revolutionary movements</li> <li>● Government of India act, 1935</li> <li>● Quit India Movement</li> <li>● Subhash Chandra Bose</li> <li>● Towards Independence</li> </ul>	<p>movements in the independence of India.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand the circumstances that led to the launch of Quit India Movement, role of Subhash Chandra Bose and the formation of Independent India.</li> <li><input type="checkbox"/> develop a sense of pride and respect for the freedom fighters.</li> <li><input type="checkbox"/> value freedom and devising ways for progress.</li> </ul>		
	<p><b>UNIT-II</b> <b>Chapter-15 Indian Marches Ahead</b></p> <ul style="list-style-type: none"> <li>● Indian Independence Act, 1947</li> <li>● Indian Constitution</li> <li>● India-on the path of progress</li> <li>● Indian democracy</li> </ul>	<p>The learners</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand the main features of the Indian Independence Act 1947.</li> <li><input type="checkbox"/> describe the formation of constitution by the Constituent Assembly.</li> <li><input type="checkbox"/> analyze the changes that have taken place in India since independence.</li> <li><input type="checkbox"/> identify the challenges faced by India.</li> </ul>	<p><b>Activity:</b> <i>Mobile Hanger</i> on features of India's Foreign Policy (DC) <b>CRAB WORKSHEET</b></p>	

	<ul style="list-style-type: none"> <li>● India's foreign relations</li> <li>● Indian society</li> <li>● Challenges to Indian democracy</li> <li>● Vision 2020</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> comprehend the meaning of Foreign policy and analyze the key features of India's foreign policy.</li> <li><input type="checkbox"/> appreciate the idea of Vision 2020</li> <li><input type="checkbox"/> having awareness about new hopes</li> <li><input type="checkbox"/> develop critical thinking and decision making abilities for the good.</li> </ul>		
NOVEMBER	<b>UNIT-III</b> <b>Chapter-19 The Union Executive</b> <ul style="list-style-type: none"> <li>● President and his powers and functions</li> <li>● Vice President of India</li> <li>● Union Council of ministers and their functions</li> </ul>	The learners <ul style="list-style-type: none"> <li><input type="checkbox"/> understand the nature and working of the parliamentary system of government.</li> <li><input type="checkbox"/> describe the tenure, appointment, removal, remuneration and powers and functions of the President of India.</li> <li><input type="checkbox"/> comprehend the powers and functions of the Vice president of India.</li> <li><input type="checkbox"/> explain the role of Prime Minister and his cabinet.</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>● Demonstration of Election of President of India <b>(DC)</b></li> <li>● Graphic Organizer showing all the Presidents of India with their names and tenure in chronological order <b>(AI)</b></li> </ul>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>● D4, E2</li> <li>● Crab worksheet :</li> </ul>

		<input type="checkbox"/> enhance leadership abilities and trust in the working of government.		
	<b>UNIT-III</b> <b>Chapter-20 Judiciary</b> <ul style="list-style-type: none"> <li>● Independence of Judiciary</li> <li>● Supreme court of India</li> <li>● High Courts</li> <li>● Subordinate Courts</li> <li>● Lok Adalats and PIL</li> </ul>	The learners <ul style="list-style-type: none"> <li><input type="checkbox"/> describe the concept and importance of independent judicial system</li> <li><input type="checkbox"/> analyze the powers and functions of Supreme Court, High Court and Subordinate Courts.</li> <li><input type="checkbox"/> understand the importance of lok adalats and Public Interest Litigation.</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>● <b>Research Work (AI)-</b> Collect information about any public interest litigation filed during the pandemic to draw attention towards matter of any public importance.</li> </ul>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>● D1, E1</li> <li>● Crab worksheet</li> </ul>

# HANSRAJ MODEL SCHOOL

PUNJABI BAGH, NEW DELHI

## Academic Plan

SESSION: 2025-2026

SUBJECT: SCIENCE

CLASS: VIII

MONTH	TOPIC / SUB TOPICS	LEARNING INTENTIONS	ACTIVITIES	ASSIGNMENTS
APRIL  No. of Working Days-21	Bridging the Gap-Concept of Air and Pollution with Ch-19-Pollution of Air			
	<b>CHAPTER-19: POLLUTION OF AIR</b>  (Internal Assessment) <ul style="list-style-type: none"><li>• Pollution</li><li>• Air pollution: causes</li><li>• Harmful effects of CO, nitrogen dioxide, smog, CFCs and Acid Rain</li><li>• Green House Effect and Global Warming</li><li>• Causes of increase in concentration of greenhouse gases and its consequences</li></ul>	<u>The Learner:</u> <ul style="list-style-type: none"><li>• Defines the terms air pollution, air pollutants, greenhouse and global warming</li><li>• Relates various air pollutants with their harmful effects.</li><li>• Explains the concept of acid rain and its harmful effects.</li><li>• Enumerates the different consequences of global warming.</li><li>• Applies scientific concepts in checking</li></ul>	<ul style="list-style-type: none"><li>❖ Comparative Study of Steps taken by the Government against pollution of three polluted cities of the World.</li><li>❖ Time to Act- Make signage to create awareness in the society about ill effects of air pollution.</li><li>❖ Rewrite or reframe any nursery rhyme in context of 'Air Pollution'.</li></ul>	<b>Assignment 1:</b> Page No.-356 D -1, 2, 3, 4, 5  <b>Assignment 2:</b> Page No.-356 E- 1, 2, 3, 4, 5

APRIL	<ul style="list-style-type: none"> <li>● Global warming: consequences and measures to check it</li> <li>● Methods to control air pollutions</li> </ul>	<p>global warming and controlling air pollution.</p> <ul style="list-style-type: none"> <li>● Exhibits psychomotor and creative skills</li> </ul>		
	<p><b>CHAPTER-18: EARTHQUAKE</b></p> <p><b>(Internal Assessment)</b></p> <ul style="list-style-type: none"> <li>● Earthquake and its effects</li> <li>● Causes of an earthquake</li> <li>● Focus and epicentre</li> <li>● Predicting an earthquake</li> <li>● Measuring of an earthquake</li> <li>● Protection against earthquake</li> <li>● Safety precautions- After and During Earthquake</li> </ul>	<p><u>The Learner:</u></p> <ul style="list-style-type: none"> <li>● Explains the concept of earthquake, its cause and effects</li> <li>● Defines the terms epicentre, focus.</li> <li>● Suggests the measures to be taken during and after earthquake.</li> <li>● Differentiates between focus and epicentre</li> <li>● Knows the methods to predict and measure the intensity of an Earthquake</li> <li>● Acquires the skills of disaster management</li> </ul>	<ul style="list-style-type: none"> <li>● Gather information about a specific earthquake location given by teacher to prepare a map, collage etc.</li> <li>● Mock Drill on DO's and Don'ts during an Earthquake.</li> </ul>	<p><b>Assignment 3: Page No.-342 D-2, 3, 5</b></p> <p><b>Assignment 4: Page No.-342; 343 E-3, 4, 5</b></p>
	<p><b>CHAPTER-4: FORCE AND PRESSURE</b></p> <ul style="list-style-type: none"> <li>● Force and effects of forces</li> </ul>	<p><u>The Learner:</u></p> <ul style="list-style-type: none"> <li>● Defines force, pressure along with their units.</li> <li>● Realises the effects of force.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Encourage students to prepare Hovercraft</li> <li>❖ Demonstration of activities to show</li> </ul>	<p><b>Assignment 5: Page No.-82 D - 3, 5, 6</b></p> <p><b>Assignment 6: Page No.-83</b></p>



	<ul style="list-style-type: none"> <li>• Factors associated with magnitude of force needed</li> <li>• Balanced and unbalanced force</li> <li>• Types of forces: Contact and non-contact force</li> <li>• Pressure and its applications</li> <li>• Liquid pressure: properties</li> <li>• Atmospheric pressure and variation in air pressure</li> <li>• Importance of atmospheric pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses the factors affecting force.</li> <li>• Identifies the different types of forces.</li> <li>• Differentiates between balanced force and unbalanced force and contact force and non-contact force</li> <li>• Explains the relationship of pressure, area and force.</li> <li>• Demonstrates activities based on liquid pressure and atmospheric pressure.</li> <li>• Applies the knowledge of pressure and atmospheric pressure in day-to-day life.</li> <li>• Applies, adapts and innovates the things available to them</li> </ul>	<p>properties of liquid pressure.</p> <ul style="list-style-type: none"> <li>❖ Demonstration of activities based on properties of air pressure using balloons, bottles etc.</li> <li>❖ 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.</li> </ul>	E- 3, 5, 7
<p>MAY</p> <p>No. of Working Days-14</p>	<p><b>CHAPTER-5: FRICTION</b></p> <ul style="list-style-type: none"> <li>• Concept of friction</li> <li>• Cause of friction</li> <li>• Factors affecting friction</li> <li>• Types of friction: Static, sliding and rolling</li> </ul>	<p><u>The Learner:</u></p> <ul style="list-style-type: none"> <li>• Defines and classifies the different types of friction.</li> <li>• States the cause of friction and factors affecting friction.</li> <li>• Describes friction as a necessary evil</li> </ul>	<ul style="list-style-type: none"> <li>❖ Hands on experience to demonstrate various factors affecting friction.</li> <li>❖ Imagine that friction was to suddenly vanish. Write a short story on how would our lives be affected. To show</li> </ul>	<p>Assignment 7: Page No.-106; 107 D -1, 2, 5, 6</p> <p>Assignment 8: Page No.-107; 108 E -1, 2, 3</p>

MAY	<ul style="list-style-type: none"> <li>● Friction: necessity and nuisance</li> <li>● Increasing and reducing friction</li> <li>● Fluid friction</li> </ul>	<ul style="list-style-type: none"> <li>● Applies methods of increasing and decreasing friction.</li> <li>● Demonstrates activity to show fluid friction depends on area of contact/ shape of moving object.</li> <li>● Develops effective and oral communication skills</li> </ul>	<p>pictures of different situations to the students where friction is involved followed by reflective questions which include whether friction is a friend or foe.</p>	
	<p><b>CHAPTER-8:</b> <b>CONSERVATION OF PLANTS AND ANIMALS</b> <b>(Internal Assessment)</b></p> <ul style="list-style-type: none"> <li>● Deforestation: domestic and global consequences</li> <li>● Conservation of biodiversity</li> <li>● Biosphere reserves</li> <li>● National parks</li> <li>● Wildlife Sanctuaries</li> <li>● Flora and Fauna</li> <li>● Endemic Species</li> <li>● Red Data Book</li> <li>● Migration</li> <li>● Reforestation</li> <li>● Recycling of paper</li> </ul>	<p><u>The Learner:</u></p> <ul style="list-style-type: none"> <li>● Recalls the domestic and global consequences of deforestation</li> <li>● Realises and appreciates the importance of conservation of wildlife.</li> <li>● Defines and differentiates between biosphere, national park and wildlife sanctuaries.</li> <li>● Learns about flora, fauna and red data book.</li> <li>● Identifies different types of species.</li> <li>● Defines and realises the importance of migration, reforestation and recycling</li> <li>● Develops literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>❖ To make a picture gallery on Endangered/ Extinct/ Vulnerable species of animals and birds in India.</li> <li>❖ Prepare a poster on Conservation of Animals.</li> <li>❖ In the outline map of India label: Nilgiri Biosphere Reserve, Nandadevi National Park, Sunderban National Park, Jim Corbett National Park, Sariska Wildlife Sanctuary, Kaziranga National Park, Bandipur National Park.</li> </ul>	<p><b>Assignment 9:</b> <b>Page No.-150</b> <b>D -1,2,3,4</b></p> <p><b>Assignment 10:</b> <b>Page No.-150; 151</b> <b>E- 1,3,5</b></p>

<p><b>JULY</b></p> <p><b>No. of Working Days-25</b></p>	<p><b>CHAPTER-6: SOURCES OF ENERGY</b></p> <ul style="list-style-type: none"> <li>• Classification of sources of energy</li> <li>• Fossil fuels</li> <li>• Wood as a fuel</li> <li>• Coal: occurrence, formation and types</li> <li>• Destructive distillation and its products</li> <li>• Petroleum: Occurrence, refining and products</li> <li>• Natural gas</li> <li>• Cleaner fuels</li> </ul>	<p><u>The Learner:</u></p> <ul style="list-style-type: none"> <li>• Classifies, identifies and differentiates sources of energy on the basis of their occurrence, physical state and availability.</li> <li>• Defines fuel, fossil fuel, destructive distillation of coal and refining of petroleum.</li> <li>• Describes the occurrence, formation and types of coal.</li> <li>• Explains the occurrence and refining of petroleum.</li> <li>• States the products and their uses, obtained during refining of petroleum.</li> <li>• Realises the importance of switching on to cleaner fuels like CNG, LPG, Biomass etc.</li> <li>• Thinks critically shows concern towards environment.</li> </ul>	<ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ Graphical representation on increase in cost of petrol/ diesel in last few years.</li> <li>❖ In the outline map of India mark the following places where coal mines are located: Jharkhand, Madhya Pradesh, Odisha, West Bengal and Oil Fields are Located.</li> </ul>	<p><b>Assignment 11:</b> Page No.-118 D -1, 2, 3, 4, 5</p> <p><b>Assignment 12:</b> Page No.-118; 119 E- 2, 3,4</p>
	<p><b>CHAPTER-7: COMBUSTION</b></p> <ul style="list-style-type: none"> <li>• Combustion: necessary conditions</li> <li>• Types of combustion</li> <li>• Fire control</li> </ul>	<p><u>The Learner:</u></p> <ul style="list-style-type: none"> <li>• Defines combustion, combustible substances, ignition/ kindling temperature and calorific value of fuels</li> <li>• States the conditions required for combustion</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw a 2D/ 3D diagram to show different zones of a candle flame.</li> <li>❖ Collect information about various types of fire extinguisher (Class A to Class F) and types of fire extinguishers with</li> </ul>	<p><b>Assignment 13:</b> Page No.-134 D- All parts</p> <p><b>Assignment 14:</b> Page No.-134; 135 E- All parts</p>

JULY	<ul style="list-style-type: none"> <li>● Incomplete combustion</li> <li>● Flame: zones of candle flame</li> <li>● Fuel and calorific value</li> <li>● Characteristic of a good fuel</li> <li>● Harmful effects of good fuel</li> </ul>	<ul style="list-style-type: none"> <li>● Applies the knowledge of ignition temperature in practical situations</li> <li>● Identifies and describes different types of combustion</li> <li>● Recalls the structure of candle flame and explains its different zones</li> <li>● Draws the structure of candle flame and explains its different zones</li> <li>● Explains harmful effects of fuel</li> <li>● Calculates calorific value of given fuel</li> <li>● Analyses the information critically and develops effective communication skills.</li> </ul>	<p>the help of each type. Explain nicely with related pictures to be pasted. (To be done on scrap file/ drawing sheets)</p> <ul style="list-style-type: none"> <li>❖ Demonstration of activity to show- <ul style="list-style-type: none"> <li>➤ Air is a necessary for combustion</li> <li>➤ Ignition temperature should be achieved for combustion</li> <li>➤ Characteristics of different zones of candle flame</li> </ul> </li> <li>❖ Prepare working model of CO<sub>2</sub> type fire extinguisher by using household materials</li> </ul>	
	<p><b>CHAPTER-16: ELECTRIC CURRENT AND Its CHEMICAL EFFECTS</b></p> <ul style="list-style-type: none"> <li>● Conductors and insulators</li> </ul>	<p><b><u>The Learner:</u></b></p> <ul style="list-style-type: none"> <li>● Recalls and identifies conductors and insulators</li> <li>● Defines electrolyte, electrolysis, electrorefining, electroplating and electromagnetic induction</li> </ul>	<ul style="list-style-type: none"> <li>❖ To exhibit voltaic cell to the students followed by display of its construction/ circuit diagram on coloured sheets.</li> <li>❖ Prepare a video to show demonstration of</li> </ul>	<p><b>Assignment 15:</b> <b>Page No.- 297; 298</b> <b>D -1, 2, 5</b></p> <p><b>Assignment 16:</b> <b>Page No.- 298; 299</b> <b>E- 1, 4, 5, 6</b></p>

	<ul style="list-style-type: none"> <li>● Conduction through liquid: cause</li> <li>● Electrolytes</li> <li>● Voltaic cell</li> <li>● Electrolysis: applications</li> <li>● Electroplating and its application</li> <li>● EMI- phenomenon and applications</li> </ul>	<ul style="list-style-type: none"> <li>● Understands the cause of conductivity of liquids</li> <li>● Differentiates and identifies strong and weak electrolytes</li> <li>● Describes the conversion of chemical energy into electrical energy</li> <li>● Explains the electrolysis and its application</li> <li>● States the factors on which electrolysis depends</li> <li>● Quotes examples of application of electroplating</li> <li>● Elaborates the process of EMI, its observation and applications</li> <li>● Develops literacy skills, ICT skill and collaboration.</li> </ul>	<p>electrolysis of water/ to check conductivity of an electrolyte/ using a continuity tester.</p> <ul style="list-style-type: none"> <li>❖ Demonstration of electroplating of Cu on Zn rod.</li> <li>❖ To show model of Electro Magnetic Induction (EMI)</li> </ul>	
<p>AUGUST</p> <p>No. of Working Days-22</p>	<p><b>CHAPTER-13: SYNTHETIC FIBRES AND PLASTICS</b></p> <ul style="list-style-type: none"> <li>● Natural fibres and synthetic fibres</li> <li>● Rayon, nylon, terylene, PET and acrylic</li> <li>● Advantage and disadvantage of synthetic fibres</li> <li>● Characteristics of synthetic fibres</li> </ul>	<p><u>The Learner:</u></p> <ul style="list-style-type: none"> <li>● Defines monomers, polymers, synthetic fibres and polymerisation.</li> <li>● Identifies the types of synthetic fibres.</li> <li>● States the characteristics of synthetic fibres.</li> <li>● Understands the advantages and disadvantages of synthetic fibres.</li> <li>● Classifies and differentiates plastics as thermoplastic and thermosetting plastics.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Clothes made from synthetic fibres take lots of time to decompose. So, do not dump your old clothes into trash. Prepare something new from your old clothes like apron, bag, mat etc. Make a short video/ collage displaying its steps wise step preparation.</li> </ul>	<p><b>Assignment 17:</b> <b>Page No.- 251</b> <b>D- All parts</b></p> <p><b>Assignment 18:</b> <b>Page No.- 251; 252</b> <b>E- 1, 2, 3, 4</b></p>

AUGUST	<ul style="list-style-type: none"> <li>• Types synthetic plastics: characteristics</li> <li>• Plastics and environment</li> <li>• Damage caused by plastics wastes</li> <li>• Measures to control the damaged caused by plastic wastes</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes between biodegradable and non-biodegradable materials.</li> <li>• Realises the damage caused by plastic waste on environment.</li> <li>• Knows the measures to control damage caused synthetic plastic.</li> <li>• Exhibits psychomotor skills and shows concern towards environment.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Collect samples/ pictures of different types of synthetic fibres and paste them on coloured sheet.</li> <li>❖ Make a planter using PET bottles/ Discarded materials.</li> </ul>	
	<p><b>CHAPTER-1: THE CELL: ITS STRUCTURE AND FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Discovery of cell</li> <li>• The cell- variation in cell number, shape and size</li> <li>• Parts of cell</li> <li>• Cell organelles</li> <li>• Level of organisation in an organism</li> <li>• Plant cell and animal cell: diagram and comparison</li> </ul>	<p><u><b>The Learner:</b></u></p> <ul style="list-style-type: none"> <li>• Comprehends the cell as a basic structural and functional unit of life.</li> <li>• Classifies the cell on the basis of shape, size and number.</li> <li>• Differentiates between unicellular and multicellular organisms.</li> <li>• Explains the different parts of cells along with their functions.</li> <li>• Contrasts the plant cell with animal cell.</li> <li>• Organises the levels of organization in an organism.</li> <li>• Draws diagrams of plane cells and animal cells.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To show a temporary mount of onion peel and cheek cell.</li> <li>❖ To make a 3 D-diagram of a plant cell/ nerve cell/ animal cell.</li> <li>❖ Prepare a Jigsaw Puzzle on Plant Cell/ Animal Cell</li> </ul>	<p><b>Assignment 19:</b> <b>Page No.- 13; 14</b> <b>D -2, 3, 4,6</b></p> <p><b>Assignment 20:</b> <b>Page No.- 14</b> <b>E- 2, 3, 4</b></p>

AUGUST	<p><b>CHAPTER-2: MICRO-ORGANISMS: FRIENDS OR FOES</b></p> <ul style="list-style-type: none"> <li>● Introduction: types of microorganisms</li> <li>● Viruses are unique</li> <li>● Existence of microorganism</li> <li>● Microorganism: friends and foes</li> <li>● Food poisoning</li> <li>● Food preservation</li> </ul>	<p><u>The Learner:</u></p> <ul style="list-style-type: none"> <li>● Identifies the different types of microorganisms on the basis of their cell structure.</li> <li>● Explains the uniqueness of virus.</li> <li>● Learns about different types of microbes and their habitats.</li> <li>● Understands and appreciates the role of microbes as our friends.</li> <li>● Compares the uses and harms of microbes.</li> <li>● Relates that microbes are major cause of food poisoning.</li> <li>● Understands the concept of food preservation and applies its techniques.</li> <li>● Learns experimental, analysing and synthesizing skills.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Collect the labels from bottles of Jams/ Jellies/ Chips etc. Enlist the preservatives mentioned on labels.</li> <li>❖ To prepare a tabular chart for at least 10 diseases for which vaccination is done in India</li> </ul>	<p><b>Assignment 21:</b> Page No.- 33 D -1, 2, 4, 5</p> <p><b>Assignment 22:</b> Page No.- 33; 34 E- 1, 4,6</p>
	<p><b>CHAPTER-20: POLLUTION OF WATER</b> (Internal Assessment)</p>	<p><u>The Learner:</u></p> <ul style="list-style-type: none"> <li>● Defines the term water pollution, potable water and loading</li> </ul>	<ul style="list-style-type: none"> <li>❖ Photography- click photograph showing waste water management/ need or method to control water</li> </ul>	<p><b>Assignment 23:</b> Page No.-366 D -2, 3, 4, 5</p>

<p>OCTOBER</p> <p>No. of Working Days-17</p>	<ul style="list-style-type: none"> <li>● Water pollution: cause</li> <li>● Potable water</li> <li>● Purification of water: Physical and chemical method</li> <li>● Treatment of major sources of water pollution: Sewage and industrial waste</li> <li>● Conservation of water</li> </ul>	<ul style="list-style-type: none"> <li>● Examines various samples of water from different sources.</li> <li>● Explains causes of water pollution.</li> <li>● Suggests parameters need to be followed before water is supplied for drinking purpose.</li> <li>● Applies the methods of water purification.</li> <li>● Shows concern about conservation of water.</li> </ul>	<p>pollution. Give suitable and catchy caption to your clicked photograph.</p> <ul style="list-style-type: none"> <li>❖ Activity to show loading/ filtration as a method of purification.</li> <li>❖ Nukkad Natak/ street play/ skit on 'JAL HI JEEWAN HAI'(HC)</li> </ul>	<p><b>Assignment 24:</b>  <b>Page No.- 366; 367</b>  <b>E- 1, 3, 4</b></p>
<p>OCTOBER</p>	<p><b>CHAPTER-9: CROP PRODUCTION AND ITS MANAGEMENT</b></p> <p><b>(Internal Assessment)</b></p> <ul style="list-style-type: none"> <li>● Food from plants</li> <li>● Agricultural practices</li> <li>● Preparation of soil</li> <li>● Sowing</li> <li>● Soil replenishment</li> <li>● Irrigation</li> <li>● Traditional system of irrigation</li> <li>● Modern system of irrigation</li> <li>● Crop protection</li> </ul>	<p><u><b>The Learner:</b></u></p> <ul style="list-style-type: none"> <li>● Defines agriculture, transplantation, harvesting, threshing, winnowing, hybridisation and emasculation.</li> <li>● Describes the various agricultural practices.</li> <li>● Classifies the crops as Rabi and Kharif crops.</li> <li>● Appreciates and analyses the methods of crop-improvement.</li> <li>● Identifies the agricultural tools.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Compose a song/ poem to promote organic farming or green farming</li> <li>❖ Prepare different agricultural implements using clay/dough/shilpkar.</li> </ul>	<p><b>Assignment 25:</b>  <b>Page No.- 185</b>  <b>D- 3, 4, 5</b></p> <p><b>Assignment 26:</b>  <b>Page No.- 185; 186</b>  <b>E- 1, 4, 5</b></p>



OCTOBER	<ul style="list-style-type: none"> <li>● Harvesting</li> <li>● Storage</li> <li>● Crop improvement</li> </ul>	<ul style="list-style-type: none"> <li>● Investigates the methods for crop management.</li> <li>● Establishes critical thinking and creative skills.</li> </ul>		
	<p><b>CHAPTER-3: METALS AND NON-METALS</b></p> <ul style="list-style-type: none"> <li>● Classification of elements</li> <li>● Occurrence of elements</li> <li>● Minerals and ores</li> <li>● Physical properties of metal and non-metals</li> <li>● Chemical properties</li> <li>● Reactivity of metals</li> <li>● Displacement reactions</li> <li>● Noble metals</li> <li>● Uses of metals and non-metals</li> </ul>	<p><b><u>The Learner:</u></b></p> <ul style="list-style-type: none"> <li>● Defines the term element, ore, minerals, metallurgy, metalloids, noble metals and alloys.</li> <li>● Classifies elements into metals and non-metals on the basis of their physical properties.</li> <li>● Compares and contrasts the physical and chemical properties of metals and non-metals.</li> <li>● Demonstrates the activities to show physical properties of metals and non-metals.</li> <li>● Analyses the reactivity of various metals in reactivity series.</li> <li>● Appreciates the importance of various metals, non-metals and alloys.</li> <li>● Exhibits Critical, creative and data interpretation skills</li> </ul>	<ul style="list-style-type: none"> <li>❖ Demonstration of activities to show physical properties and chemical properties of metals and non-metals.</li> <li>❖ Paste the pictures of the materials to show the uses of metals/ non-metals and alloys in daily life.</li> </ul>	<p><b>Assignment 27:</b> Page No.- 54 D- 1,2,3,4</p> <p><b>Assignment 28:</b> Page No.- 54 E- 2,3,4</p>

## CHAPTER-12: SOUND

- 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

### The Learner:

- Defines the term sound, vibration, amplitude, frequency, time period, loudness, pitch, music, noise, audible and inaudible sound.
- Understands the cause of production of sounds.
- Describes the mechanism of production of sound by humans and various animals.
- Explains the propagation of sound in different media.
- Relates the frequency with time period, pitch with frequency and loudness with amplitude.
- Analyses causes and effects of noise pollution.
- Differentiates between noise and music.
- Knows the measures to limit noise pollution and hearing impairment.
- Evolves problem solving skills

- ❖ Demonstration of activities to show dependence of:
  - 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'.

**Assignment 29:**  
**Page No.- 236**  
**D -1, 2, 3, 4**

**Assignment 30:**  
**Page No.- 237**  
**E-1, 2, 4,5**

<p>NOVEMBER</p> <p>No. of Working Days-22</p>	<p><b>CHAPTER-10: REFRACTION AND DISPERSION OF LIGHT</b></p> <ul style="list-style-type: none"> <li>● Refraction of light: cause</li> <li>● Refractive index and optical density</li> <li>● Rules for refraction</li> <li>● Refraction of light by a glass slab</li> <li>● Dispersion of white light by a glass prism</li> <li>● Rainbow formation</li> <li>● Spherical lenses and basic terms related to lenses</li> <li>● Image formation by convex and concave lenses</li> <li>● Application of lenses</li> </ul>	<p><u><b>The Learner:</b></u></p> <ul style="list-style-type: none"> <li>● Understands the concept of refraction and its cause.</li> <li>● Relates and quotes the examples of refraction from daily life.</li> <li>● Analyses the practical uses of lenses.</li> <li>● Draws ray diagrams for refraction through a glass slab, dispersion through a prism, different types of lenses, image formation by spherical lenses.</li> <li>● Differentiates lenses on the basis of images formed by them.</li> <li>● Appreciates the phenomena of dispersion in nature.</li> <li>● Lists the applications of lenses in daily life.</li> <li>● Develops drawing skills, data interpretation and problem-solving skill.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstration of activities to show: <ul style="list-style-type: none"> <li>➤ Application of refraction of light</li> <li>➤ Refraction through a rectangular glass slab</li> <li>➤ dispersion of white light through a glass prism</li> </ul> </li> <li>● Draw the following ray diagrams to show: <ul style="list-style-type: none"> <li>➤ formation of image by a convex lens when object is placed at different positions.</li> <li>➤ Refraction through a glass slab and dispersion of white light through a glass prism.</li> <li>➤ formation of image by a concave lens when object is at infinity, at 2F and between F and O.</li> <li>➤ Bent appearance of a pencil dipped</li> </ul> </li> </ul>	<p><b>Assignment 31:</b> Page No.- 193 D-1,2,4,5</p> <p><b>Assignment 32:</b> Page No- 194 E- 3, 4, 5a,6b</p>
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NOVEMBER			in water, raised appearance of a coin, shallow appearance of a swimming pool.	
	<b>CHAPTER-11: THE HUMAN EYE</b> <ul style="list-style-type: none"> <li>• Structure of human eye and functions</li> <li>• Blind spot</li> <li>• Rods and cone shaped cells</li> <li>• Working of human eye</li> <li>• Range of vision</li> <li>• Power of accommodation</li> <li>• Defects of vision</li> <li>• Care of eyes</li> <li>• Optical and non-optical aids</li> <li>• Braille system</li> </ul>	<b><u>The Learner:</u></b> <ul style="list-style-type: none"> <li>• Appreciates the structure and function of the human eye.</li> <li>• Draws diagram of human eye.</li> <li>• Defines blind spot, range of vision, power of accommodation, near point, far point and persistence of vision.</li> <li>• Understands the various defects of vision</li> <li>• Classifies the resources available for visually challenged persons.</li> <li>• Appreciates the precautions suggested to ensure the health and proper functioning of eyes.</li> <li>• Learns to exhibit sensitivity towards visually challenged persons.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a colourful neat diagram to show parts of Human Eye.</li> <li>• Design a toy/ flipbook to show motion pictures based on 'Persistence of Vision'.</li> </ul>	<b>Assignment 33:</b> <b>Page No.- 212</b> <b>D- 4, 5, 6,8</b> <b>Assignment 34:</b> <b>Page No.-213</b> <b>E- 2, 3, 5</b>

<p>DECEMBER</p> <p>No. of Working Days-23</p>	<p><b>CHAPTER-14: REPRODUCTION IN ANIMALS</b></p> <ul style="list-style-type: none"> <li>• Asexual Reproduction</li> <li>• Sexual reproduction</li> <li>• Reproductive patterns</li> <li>• Male and female reproductive system</li> <li>• Fertilization and development of embryo</li> <li>• Hen's lays egg</li> <li>• Viviparous and oviparous animals</li> <li>• Metamorphosis</li> </ul>	<p><u>The Learner:</u></p> <ul style="list-style-type: none"> <li>• Recalls the concept of reproduction and its types.</li> <li>• Explains the various methods of reproduction in different animals.</li> <li>• Compares male and female reproductive system.</li> <li>• Classifies organisms as oviparous and viviparous animals.</li> <li>• Differentiates between direct and indirect development.</li> <li>• Understands the changes taking place in animals like frog during metamorphosis.</li> <li>• Learns to work creatively and collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>❖ 3-D depiction using clay on cardboard of any one of the following: <ul style="list-style-type: none"> <li>➤ mode of asexual reproduction</li> <li>➤ human female reproductive system</li> <li>➤ Life Cycle of Frog</li> <li>➤ Human male gamete- sperm</li> </ul> </li> </ul>	<p><b>Assignment 35:</b> Page No.- 265 D -4, 5, 6, 7</p> <p><b>Assignment 36:</b> Page No.- 265; 266 E- 1, 2, 4</p>
<p>DECEMBER</p>	<p><b>CHAPTER-15: REACHING THE AGE OF ADOLESCENCE</b></p> <ul style="list-style-type: none"> <li>• Adolescence and puberty</li> <li>• Changes at puberty</li> <li>• Sexual development</li> <li>• Reproductive phase in human being</li> <li>• Determination of sex of a child</li> <li>• Endocrine system</li> </ul>	<p><u>The Learner:</u></p> <ul style="list-style-type: none"> <li>• Defines adolescence and puberty.</li> <li>• Analyses the problems faced by adolescents.</li> <li>• Understands emotional and physiological changes taking place during adolescence.</li> <li>• Concludes the factors responsible for determination for sex of a child.</li> </ul>	<ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ Prepare a poster on 'Say No to Drugs'</li> </ul>	<p><b>Assignment 37:</b> D -2, 3, 4, 6 Page No.- 280</p> <p><b>Assignment 38:</b> Page No.-280; 281 E- 1, 2, 3,</p>

	<ul style="list-style-type: none"> <li>● Role of hormones in completing the life cycle of insects and frogs</li> <li>● Reproductive health: nutritional needs, personal hygiene, physical exercise, say no to drugs</li> </ul>	<ul style="list-style-type: none"> <li>● Realises the importance of hormones in human body for its proper functioning.</li> <li>● Incorporates the various health measures in lifestyle for maintain good reproductive health.</li> <li>● Develops the drawing skills and verbal communication skills</li> </ul>		
	<p><b>CHAPTER-17: STARS AND SOLAR SYSTEM</b> <b>(Internal Assessment)</b></p> <ul style="list-style-type: none"> <li>● Galaxy: milky way galaxy</li> <li>● Stars and constellations</li> <li>● Moon: phases and surface</li> <li>● Solar system</li> <li>● Sun and planets</li> <li>● Terrestrial and Jovian planets</li> <li>● Minor bodies, Artificial satellites and applications</li> </ul>	<p><b><u>The Learner:</u></b></p> <ul style="list-style-type: none"> <li>● Classifies the various heavenly bodies.</li> <li>● Understands the characteristic features of different heavenly bodies.</li> <li>● Define planets, galaxy, celestial bodies, constellations, asteroids, meteors, meteorites and comets.</li> <li>● Explains the different phases of moon</li> <li>● Appreciates applications of artificial satellites.</li> <li>● Develops Psychomotor skills, Capacity for working in team, Organisational skills</li> </ul>	<ul style="list-style-type: none"> <li>❖ To make a PPT and learn aids on the topics allotted for the group presentation.</li> <li>❖ Design/ paint a t-shirt to show phases of moon/ celestial bodies/ change of seasons.</li> </ul>	<p><b>Assignment 39</b> <b>Page No.- 325</b> <b>D1,2,3</b></p> <p><b>Assignment 40</b> <b>Page No.- 326; 327</b> <b>E3,4,5</b></p>

**हंसराज मॉडल स्कूल**  
पंजाबी बाग, नई दिल्ली  
**पाठ्ययोजना (2025-2026)**  
विषय: – संस्कृतम्, कक्षा - अष्टमी

मा सा:	विषयाः/उपावेष्टाः	आधगमोद्देश्याने	गातोवेधयः	कायपत्राणे
अप्रैल	<p><u>सेतु पाठ्यक्रमः</u> सन्धिः – दीर्घः, गुणः</p> <p>प्रथमः पाठः – सुवचनानि</p> <p>व्याकरणकार्यम् – शब्दरूपाणि – किम्, तत्, एतत्</p> <p>पत्रलेखनम्</p>	<ul style="list-style-type: none"> <li>पूर्वपठितविषयस्य पुनरावृत्तिः भविष्यति ।</li> <li>छात्राः अष्टमकक्षायाः पाठ्यक्रमेण सह पूर्वपठितपाठस्य सम्बन्धं स्थापयितुं सरलता भविष्यति ।</li> <li>छात्राणां पठनकौशलस्य विकासः भविष्यति ।</li> <li>नैतिकमल्यानां विकासः भविष्यति ।</li> <li>सद्गुणानां विकासः भविष्यति ।</li> <li>छात्राः श्लोकोच्चारणे समर्थाः भविष्यन्ति ।</li> <li>छात्राः वाक्यानि रचयितुं समर्थाः भविष्यन्ति ।</li> <li>सर्वनामशब्दरूपाणां प्रयोगं कर्तुं समर्थाः भविष्यन्ति ।</li> <li>प्रश्ननिर्माणस्य अभ्यासः भविष्यति ।</li> <li>सम्प्रेषणकौशलस्य विकासः भविष्यति ।</li> </ul>	<p>प्रश्नोत्तरी (Quiz) – छात्रेभ्यः प्रश्नोत्तरी आयोजयिष्यते । प्रश्नानुसारेण छात्राः उत्तराणि वदिष्यन्ति । अनेन पूर्वपठितपाठस्य मूल्याङ्कनं भविष्यति ।</p> <p>श्लोकोच्चारणम्- छात्राः पाठस्य श्लोकानाम् सस्वरम् उच्चारणं करिष्यन्ति ।</p> <p>शब्दरूपप्रयोगः - छात्रेभ्यः वाक्यानि प्रदास्यन्ते । ते वाक्येषु निर्देशानुसारं शब्दरूपाणां प्रयोगं करिष्यन्ति ।</p> <p>पत्रलेखनाभ्यासः – मित्रं प्रति लिखितं पत्रं समुचितपदैः पूरयिष्यन्ति ।</p>	<p>प्रश्नानाम् उत्तराणि लेखिष्यन्ति ।</p> <p>अभ्यासप्रश्नाः – 4,5,6 कार्यपत्रम् – प्रथमः पाठः</p> <p>कार्यपत्रम् – प्रश्ननिर्माणम्</p> <p>छात्राः पत्रं लेखिष्यन्ति । पृष्ठसङ्ख्या- 143</p>

मई	<p>द्वितीयः पाठः - वसुधैव कुटुम्बकम्</p> <p>व्याकरणकार्यम् - अव्ययपदानि</p> <p>चित्रवर्णनम्</p>	<ul style="list-style-type: none"> <li>छात्राः मित्रतायाः महत्त्वं ज्ञास्यन्ति ।</li> <li>परोपकारभावनायाः विकासः भविष्यति ।</li> <li>वाक्येषु विशेष्य-विशेषणपदानां प्रयोगं कर्तुं समर्थाः भविष्यन्ति ।</li> <li>संस्कृतवाक्यानि शुद्धतया वक्तुं समर्थाः भविष्यन्ति ।</li> <li>कर्तृक्रियापदानां चयनं कर्तुं समर्थाः भविष्यन्ति ।</li> <li>SDG-17 लक्ष्यं प्राप्त्यर्थम् मित्रता</li> <li>अव्ययपदानां अर्थं ज्ञास्यन्ति ।</li> <li>वाक्येषु अव्ययपदानां प्रयोगं कर्तुं समर्थाः भविष्यन्ति ।</li> <li>शब्दभेदस्य ज्ञानम् भविष्यति ।</li> <li>संस्कृतभाषया वाक्यानि रचयितुं समर्थाः भविष्यन्ति ।</li> <li>कर्तृक्रियापदानां प्रयोगे समर्थाः भविष्यन्ति ।</li> </ul>	<p>कथाकथनम् - छात्राः परोपकारविषये एकां अन्यां कथां सचित्रं लेखिष्यन्ति ।</p> <p>प्रश्नोत्तरी – (Quiz) छात्राः वर्गेषु विभक्ताः भविष्यन्ति। अव्ययपदानाम् अर्थाः प्रक्ष्यन्ते । क्रमानुसारं छात्राः तेषाम् पदानां अर्थान् वदिष्यन्ति प्रतिपदं एकं एकं वाक्यं च रचयिष्यन्ति ।</p>	<p>अभ्यासप्रश्नाः – 4,5,6 कार्यपत्रम् – द्वितीयः पाठः</p> <ul style="list-style-type: none"> <li>कार्यपत्रम् – अव्ययपदानां वाक्यप्रयोगः।</li> <li>कार्यपत्रम् – चित्रवर्णनम्</li> <li>छात्राः चित्रवर्णनं पठ्यपुस्तके प्रदत्तानां चित्राणां वर्णनं करिष्यन्ति। पृष्ठसङ्ख्या – 151</li> </ul>
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<p>जुला ई</p>	<p>तृतीयः पाठः - अहं नदी अस्मि</p> <p>कथापूर्तिः</p> <p>‘क्त्वा’ प्रत्ययः ‘ल्यप्’ प्रत्ययः च सङ्ख्या 1-50</p> <p>चतुर्थः पाठः क्षमस्व महर्षे!</p>	<ul style="list-style-type: none"> <li>चिन्तनकौशलस्य विकासः भविष्यति ।</li> <li>नदीनां जीवने उपयोगित्वम् अवगमिष्यन्ति ।</li> <li>जलस्य महत्त्वम् अवगमिष्यन्ति ।</li> <li>भारतीयनदीनां ज्ञानं भविष्यति ।</li> <li>संस्कृतकथापठने रुच्युत्पादनं भविष्यति ।</li> <li>संस्कृतवाक्यानि अवगन्तुं समर्थाः भविष्यन्ति ।</li> <li>SDG-6 शुद्धजलम् स्वच्छता च</li> <li>भाषाज्ञानं भविष्यति ।</li> <li>प्रत्यययुतपदानां प्रयोगं कर्तुं समर्थाः भविष्यन्ति ।</li> <li>सङ्ख्यापदानां ज्ञानं भविष्यति ।</li> <li>छात्राः आत्मनिरीक्षणं करिष्यन्ति ।</li> <li>क्षमायाः महत्त्वम् अवगमिष्यन्ति ।</li> <li>सद्व्यवहारस्य ज्ञानम् भविष्यति ।</li> <li>क्षमायाः महत्त्वं ज्ञास्यन्ति ।</li> </ul>	<p>अनुच्छेदलेखनम् –</p> <p>छात्राः ‘मानवजीवने जलस्य महत्त्वम्’ इति विषयम् अधिकृत्य संस्कृतेन दशवाक्यात्मकम् एकम् अनुच्छेदं लेखिष्यन्ति ।</p> <ul style="list-style-type: none"> <li>प्रत्ययपदानां सूचिनिर्माणम्</li> <li>छात्राः 1- 4 पर्यन्तं त्रिषु लिङ्गेषु सचित्रं सङ्ख्याः लेखिष्यन्ति ।</li> <li>छात्राः महर्षिदयानन्दस्य जीवनस्य सङ्घर्षविषये नवीनपदक्षेपविषये च कानिचित् वाक्यानि लेखिष्यन्ति ।</li> </ul>	<ul style="list-style-type: none"> <li>अभ्यासप्रश्नाः – 4,5,6</li> <li>पाठात्मकं कार्यपत्रम्</li> <li>कार्यपत्रम् – कथापूर्तिः</li> <li>कार्यपत्रम् – सङ्ख्यापदानां सूचिनिर्माणं स्मरणं च ।</li> <li>अभ्यासप्रश्नाः – 4,5,6</li> </ul>
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मा सा:	विषयाः/उपोविष याः	अधिगमोद्देश्यानि	गतिविधयः	कार्यपत्राणि
अग स्त	कारकाणि उपपदविभक्ति श्च (द्वितीया, तृतीया, चतुर्थी)	<ul style="list-style-type: none"> <li>तार्किकचिन्तनस्य विकासः भविष्यति ।</li> <li>वाक्येषु शब्दरूपाणां प्रयोगं कर्तुं समर्थाः भविष्यन्ति ।</li> <li>संस्कृतस्य गौरवज्ञानम् भविष्यति ।</li> <li>संस्कृतसाहित्यपरिचयः भविष्यति ।</li> <li>छात्राः संस्कृतकवीनां नामानि ज्ञास्यन्ति ।</li> </ul>	<p>विभक्तिप्रयोगः –</p> <p>छात्रेभ्यः कार्यपत्राणि प्रदास्यन्ते । छात्राः तेषु कार्यपत्रेषु प्रश्नानाम् उत्तराणि लेखिष्यन्ति ।</p> <ul style="list-style-type: none"> <li>संस्कृत-प्रश्नोत्तरी – - कक्षा द्वयोः वर्गयोः विभक्ता भविष्यति पाठाधारितप्रश्नैः च प्रश्नोत्तर्याः आयोजनं भविष्यति ।</li> </ul>	<ul style="list-style-type: none"> <li>अभ्यासपत्रम् उपपदविभक्तेः कार्यपत्रस्य उत्तराणि लेखिष्यन्ति ।</li> <li>अभ्यासप्रश्नाः – 4,5,6 पाठस्य कार्यपत्रस्य उत्तराणि लेखिष्यन्ति ।</li> </ul>
	षष्ठः पाठः - मधुराणि वचनानि  सन्धिः – (दीर्घः, गुणः)	<ul style="list-style-type: none"> <li>जीवनमल्यानां विकासः भविष्यति ।</li> <li>भ्रातृभावनायाः विकासः भविष्यति ।</li> <li>राष्ट्रभक्तेः भावनायाः विकासः भविष्यति ।</li> <li>तार्किकचिन्तनस्य विकासः भविष्यति ।</li> <li>सन्धिनियमानां ज्ञानं भविष्यति ।</li> </ul>	<p>सुक्तिसञ्चयः -</p> <ul style="list-style-type: none"> <li>छात्राः जीवनमल्याधारितान् पञ्च सूक्तीः लेखिष्यन्ति ।</li> </ul>	<p>पाठाधारितं कार्यपत्रम्</p> <ul style="list-style-type: none"> <li>कार्यपत्रम्</li> </ul>
सित म्बर	शब्दरूपप्रयोगः धातुरूपप्रयोगः	<ul style="list-style-type: none"> <li>छात्राः संस्कृतवाक्यानि रचयितुं समर्थाः भविष्यन्ति ।</li> <li>वाक्येषु शब्दरूपाणां प्रयोगं कर्तुं समर्थाः भविष्यन्ति ।</li> </ul>	<p>रूपस्मरणम् –</p> <p>छात्राः शब्दरूपाणि धातुरूपाणि च स्मृत्वा श्रावयिष्यन्ति ।</p>	<ul style="list-style-type: none"> <li>कार्यपत्रम्</li> </ul>

	अध्यापको परीक्षा	<ul style="list-style-type: none"> <li>मूल्याङ्कनम्</li> </ul>		
अक्टू बर	<p>सप्तमः पाठः- सफलं तस्य जीवितम्</p> <p>सन्धिः – (वृद्धिः, यण्)</p> <p>अष्टमः पाठः क्रोधेन कार्यं न सिध्यति</p>	<ul style="list-style-type: none"> <li>परोपकारभावनायाः विकासः भविष्यति ।</li> <li>जीवनमूल्यानां विकासः भविष्यति ।</li> <li>मानवीयगुणानां महत्त्वम् अवगमिष्यन्ति ।</li> <li>तार्किकचिन्तनस्य विकासः भविष्यति ।</li> <li>सन्धिनियमान् ज्ञास्यन्ति</li> <li>छात्राः अनुशासनस्य महत्त्वं ज्ञास्यन्ति ।</li> <li>छात्राः आत्मचिन्तनं करिष्यन्ति ।</li> <li>क्षमायाः महत्त्वम् अवगमिष्यन्ति ।</li> </ul>	<p>श्लोकगायनम् - छात्राः सस्वरं श्लोकान् गास्यन्ति । छात्राः श्लोकसम्बद्धानि चित्राणि निर्मास्यन्ति ।</p> <p>कथालेखनम् – • छात्राः क्रोधशमनस्य काम् अपि एकां संस्कृतकथां सचित्रम् लेखिष्यन्ति ।</p>	<ul style="list-style-type: none"> <li>अभ्यासप्रश्नाः – 4,5,6</li> <li>कार्यपत्रम्</li> <li>अभ्यासप्रश्नाः – 4,5,6</li> </ul>
नव म्बर	<p>नवमः पाठः अविश्वस्ते न विश्वसेत् तुमुन् प्रत्ययः</p> <p>दशमः पाठः</p>	<ul style="list-style-type: none"> <li>बुद्धिपूर्वकं कार्यसंपादनं कर्तुं प्रेरिताः भविष्यन्ति ।</li> <li>एकतायाः महत्त्वम् अवगमिष्यन्ति ।</li> <li>कर्तृक्रिययोः प्रयोगम् अवगमिष्यन्ति ।</li> <li>प्रत्ययान्तपदैः वाक्यरचनाभ्यासः</li> </ul>	<ul style="list-style-type: none"> <li>वीडियो प्रस्तुतीकरणम् – अस्याः कथायाः दृश्य-श्रव्य(वीडियो)माध्यमे न प्रदर्शनं भविष्यति ।</li> <li>पात्राभिनयः –</li> </ul>	<ul style="list-style-type: none"> <li>अभ्यासप्रश्नाः – 4,5,6</li> <li>कार्यपत्रम्</li> </ul>

	गुणाः पूजास्थान गुणिषु	<ul style="list-style-type: none"> <li>भाषाज्ञानम्</li> <li>जीवनदर्शनस्य ज्ञानं भविष्यति  </li> <li>साफल्यप्राप्तेः रहस्यं ज्ञास्यन्ति  </li> <li>जीवने लक्ष्यनिर्धारणं करिष्यन्ति ।</li> </ul>	छात्राः पात्रानुसारेण अभिनयपूर्वकं संवादं वदिष्यन्ति।	<ul style="list-style-type: none"> <li>अभ्यासप्रश्नाः – 4,5,6</li> </ul>
दिस म्बर	<p>सङ्ख्या – 51 -100</p> <p>एकादशः पाठः हितं मनोहारि च दुर्लभं वचः</p> <p>कारकम्, उदविभक्तिः (पञ्चमी, षष्ठी, सप्तमी)</p>	<ul style="list-style-type: none"> <li>सङ्ख्यापदानां ज्ञानं भविष्यति ।</li> <li>जीवनमूल्यानां विकासः भविष्यति ।</li> <li>चिन्तनकौशलस्य विकासः भविष्यति ।</li> <li>भाषाज्ञानम्</li> <li>शब्दप्रयोगः</li> <li>शब्दरूपाणां ज्ञानम्(विभक्त्यानुसारेण)</li> </ul>	<p>सङ्ख्याक्रीडा – सङ्ख्याक्रीडा माध्यमेन सङ्ख्यापदानां ज्ञानं भविष्यति तेषां प्रयोगं च कर्तुं समर्थाः भविष्यन्ति</p> <ul style="list-style-type: none"> <li>भावार्थलेखनम् - छात्राः भावार्थम् अनुसृत्य चित्रं निर्मय तदर्थः भावार्थं लेखिष्यन्ति ।</li> </ul>	<p>कार्यपत्रम् – छात्राः कार्यपत्रस्य उत्तराणि लेखिष्यन्ति ।</p> <ul style="list-style-type: none"> <li>अभ्यासप्रश्नाः – 4,5,6</li> <li>कार्यपत्रम्</li> </ul>
मा साः	विषयाः/उपोवेष याः	आधेगमोद्देश्याने	गातोवेधयः	कार्यपत्राणे
	<p>द्वादशः पाठः स्वाध्यायात् मा प्रमदः</p> <p>पुनरावृत्तिः</p>	<ul style="list-style-type: none"> <li>विद्यायाः उपयोगित्वं कर्तव्यबोधः च</li> <li>भारतीयशास्त्राणां ज्ञानम्</li> <li>भारतीयसंस्कृतेः गौरवज्ञानम्</li> <li>SDG-4 गुणवत्तापूर्ण शिक्षा</li> </ul>	<p>पीपीटी निर्माणम् – छात्राः पाठम् आधृत्य पीपीटी निर्माणं करिष्यन्ति ।</p> <ul style="list-style-type: none"> <li>अभ्यासपत्राणि</li> </ul>	<ul style="list-style-type: none"> <li>कार्यपत्राणि</li> </ul>

		• मूल्याङ्कनम्		
जनवरी	पुनरावृत्ति: प्राग्वार्षिकी परीक्षा च	• मूल्याङ्कनम्		