CURRICULUM
GRADE-8



CURRICULUM

OVERVIEW

The aim of education is to nurture future citizens who are mentally and physically robust, assertive, confident, empathetic and helpful to the community with creative vision, with a sense of patriotism and a global perspective.

Any good curriculum should meet the needs of the learner, both of the present and the future, in the context of the knowledge and skills requirement of the 21st century. A general and comprehensive school education will establish a strong platform and foundation not only for higher studies leading to a career, but also overall empowerment of the individual for a meaningful life.

The focus in our curriculum is not on the delivery and memorization of content but on the understanding of concept and the development of skills as appropriate to each subject domain specifically the 21st century skills i.e. four Cs: Collaboration, Critical thinking, Communication and Creativity. Critical thinking envisages a focus not on memorization and rote learning but on the Higher Order Thinking Skills i.e. understanding, application, analysis, synthesis, evaluation and creativity. Classroom practice will reflect this new focus. Collaboration and independent learning will become more important skills of an empowered learner rather than memorization.
We offer a broad, balanced, relevant, differentiated and inclusive curriculum to all students. The curriculum will adopt the following principles:

- *To nurture individuality and thus enhance one's innate potential.*
- *To develop a scientific outlook and transformative competencies, in order to meet the demands of changing society.*
- *To create a connection between learner's spiritual, ethical, social, cognitive, mental and physical growth and development.*

OBJECTIVES:

1) *To nurture assertive communication and interpersonal skills.*
2) *To develop abilities related to thinking skills and problem solving.*
3) *To acquire the ability to utilise technology and information for the betterment of humankind.*
4) *To inspire the attitude of functional and participatory learning.*
5) *To learn to be empathetic towards others, display dignity and respect to the opposite gender, to contribute for the community and focus on preserving environment.*

In order to achieve the above mentioned objectives, the curriculum shall focus on the development of:

1) *Effective communication skills which involves making effective use of all kinds of symbols (such as language in both verbal and non-verbal form, sounds, motion, visual and written) and tools (such as media and technology) in order to develop interpersonal relationship through skills of listening attentively to and communicating effectively with others, and sharing various perspectives and information assertively with others.*

2) *Thinking skills and problem solving, which involves cultivating the ability and habit of thinking creatively and reflectively, making logical analysis and decisions and effectively solving problems and resolving conflicts.*

3) *Utilisation of technology and information involves the utilisation of technology in a safe, positive and effective way for boosting learning efficacy and living quality.*

4) *Functional and participatory learning leading to the development of higher order thinking skills, encouraging inquisitiveness and keen observation, actively exploring and discovering solutions and applying knowledge, attitudes and skills in daily life.*

5) *Empathy involves being aware of other people's feelings and situations, respect for the opposite gender, tolerant of different opinions and unbiased to humans and group of different identities, with respect for life and thoughtful for community, the environment, and nature, obeying and respecting rules of the law, and holding an attitude which is conducive to collaborative work and leads to individual, global as well as societal transformation.*

6) *To develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.*

STATEMENTS:

Our middle school curriculum serves as a bridge between elementary school and high school and is designed to educate young adolescents in a way that meets their unique developmental needs. All students take seven periods of class. Clubs, sports, visual and performing arts, library, computer literacy, lunchtime, and service projects provide many opportunities for students to be involved in school. 6 to 8 grade students take four core studies and four elective courses to compliment their core studies.

CORE STUDIES:

English, Mathematics, Science and Social Sciences,

ELECTIVE COURSES:

Additional Language (Hindi), Additional Language (French), Additional Language (Sanskrit), Visual and Performing Arts, Computer Literacy and Physical Education.

The academic year is divided into two terms.

Unit Test - 1	*:*	*July 27, 2026 to August 01, 2026*
First Term Examination	*:*	*September 16, 2026 to September 30, 2026*
Unit Test - 2	*:*	*December 14, 2026 to December 19, 2026*
Final Term Examination	*:*	*March 01, 2027 to March 17, 2027*

ENGLISH

OVERVIEW

As English is the medium of instruction, development of competence in English enables the accelerated learning of other subjects also. The emphasis is on the development of fluency with the balance of all skills i.e. listening, speaking, reading, writing and also refining the student's ability to express himself by focusing on Higher Order Thinking Skills transacted through the medium of English.

OBJECTIVES

By the end of Grade 8, students will be able to:

- *Determine theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.*
- *Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.*
- *Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*
- *Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.*
- *Write arguments to support claims with clear reasons and relevant evidence*
- *Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.*
- *Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*
- *Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.*
- *Use formal language in order to draft formal letters to various institutes and entities..*
- *Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.*
- *Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.*
- *Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.*
- *Use precise language and domain-specific vocabulary to inform about or explain the topic.*
- *Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.*
- *Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.*
- *Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.*
- *Develop and strengthen writing as needed by planning, revising, editing and rewriting. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.*
- *Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.*

Month	Concepts / Contents	Skills The student will be able to
April	• Article /Waste Disposal	• Read the text to draw conclusions, interpret information provided and summarize. • Identify the problems faced and the solutions to the problems. • Analyze the responses of the characters in an emergency.
	• Story Writing	• Write a story using opening lines.
	• Functional Grammar Practise (Modals and Position of Adverbs)	• Make use of modals correctly in their sentences. • Use the correct position of adverbs in a sentence.
	• Vocabulary	• Use expressions with 'skin'. (jump out of one's skin etc.)
	• LSRW Skills	• Listen to a story and summarize it.
June	• Inspirational poem / Disappointed	• Read to paraphrase and understand the central idea of the poem and how it is conveyed through particular details. • Discuss the use of imagery as literary device. • Appreciate the emotions potrayed in the poem. • Appreciate the positivity in the poem.
	• Diary Entry	• Write a diary entry taking into account burning social issues.
	• Functional Grammar Practise (Tenses)	• Make use of different types of tenses
	• LSRW Skills	• Listen to a narrative poem and paraphrase it.
July	• Humourous Short Story /Ransom of Red Chief	• Read the text to discuss use of humour to develop a story. • Discuss plot, setting and theme of the story. • Read the text to draw conclusions.
	• Formal Letter of Complaint	• Write a letter of complaint to the Governing Bodies.
	• Vocabulary	• Make use of phrasal verbs with bring, blow, look.
	• Functional Grammar Practise (Determiners)	• Use various determiners in their language skills. • Edit passages to correct determiners.
	• LSRW Skills	• Listen to a humorous story and answer the given questions.
	Unit Test – 1	
August	• Story/Beating the Odds	• Read to analyze the elements of a story. • Read the text involving people fighting against the odds.
	• Narrative Poem/The Owl and the Sparrow	• Recite the poem with correct intonation, pauses and stress. • Read and discuss the ideas in the poem to infer true or false in it. • Read the poem for critical and creative thinking.
	• Informal E-mail	• Write an e-mail to friends and family.
	• Vocabulary	• Use Figures of Speech- Oxymoron, Metaphor, Imagery, and Repetition.
	• Functional Grammar Practise(Sentence Linkers and Passive Voice)	• Use sentence linkers to connect the sentences. • Convert active into passive voice using correct verb forms.
	• LSRW Skills	• Listen to an autobiography of great personality and discuss trials and tribulations of his / her life.
September	Revision	
	First Term Examination	
October	• Mysrery and Suspense Short Story/Prof.Shonku and the Mysterious Island	• Read to identify the main elements of mystery and suspense in the story. • Appreciate a fictional story. • Read the story and change the climax.

Month	*Concepts / Contents*	*Skills* *The student will be able to*
October	• *Science-Fiction/The Million-Year Picnic*	• *Analyze elements of a fiction.* • *Read to discuss the ideas in the text for critical and creative thinking.* • *Appreciate the text about space exploration.*
	• *Descriptive Paragraph writing*	• *Write a descriptive paragraph. On Places and Things.*
	• *Vocabulary*	• *Make use of Acronyms in sentences.*
	• *Functional Grammar Practise (Subject-Verb Agreement)*	• *Make use of subject-verb agreement.*
	• *LSRW Skills*	• *Read a fable and discuss important elements of a fable.*
November	• *Narrative Poem /Beautiful Day*	• *Read to appreciate a narrative poem and discuss use of literary devices.* • *Write a critical appreciation of the poem.*
	• *Advertisement writing*	• *Design an advertisement for sale-purchase and lost and found, To let items.*
	• *Vocabulary*	• *Use words related to Photography in writing skills.*
	• *Functional Grammar Practise (Reported Speech)*	• *Report dialogues in indirect speech (Assertive, Interrogative, Exclamatory and Imperative sentences).*
	• *LSRW Skills*	• *Listen to a Humorous poem and paraphrase it.*
December	• *Motivational Poem /Where The Mind is Without Fear*	• *Inspect the elements of motivational poem.* • *Appreciate the poem and find literary devices used in the poem.*
	• *Functional Grammar Practise (Relative Clauses and Adverbial Clauses)*	• *Identify and make use of Relative Clauses and Adverbial Clauses correctly.*
	• *Article Writing*	• *Write an article based on relevant, well-chosen facts, concrete details and other information .*
	• *Vocabulary*	• *Make use of words related to emotions and feelings (eg: empathy, despair, melancholy, fervor, etc.)*
	Unit Test - 2	
January	• *Memoir /The Christmas Truce*	• *Read the text to draw conclusions, interpret information provided and summarize.* • *Form opinions and make predictions showing an understanding of ideas, events and characters in a story.*
	• *Report writing*	• *Write a newspaper report on the given topic.*
	• *Functional Grammar Practise (Prepositions)*	• *Learn correct usage of the Prepositions.* • *Edit the passage.*
	• *Vocabulary*	• *Understand commonly misspelled words (eg: pneumonia, grammar, committee, writing etc.)*
	• *LSRW Skills*	• *Read the classic and discuss its style of plot constructions and characterization.*
February	*Revision*	
March	***Final Term Examination***	

MATHEMATICS

OVERVIEW

In Mathematics understanding of concepts becomes an essential prerequisite in the development of the skills. Teachers ensure that students understand the concepts before they enable the development of the skills as applied to real life situations. Daily practice in solving math problems is provided for within the school time table in grades 1 to 5 and as homework for grades 6 to 8.

OBJECTIVES

By the end of grade 8, students will be able to:

- *Recapitulate and explain the concepts of grade 7 and apply them in solving higher level problems.*
- *Extend the algebraic skills for multiplication, division and factorization of algebraic expressions.*
- *Construct the different types of quadrilaterals.*
- *Use the laws of exponents in different problems.*
- *Verify the different properties of rational numbers.*
- *Construct & interpret histograms & pie charts.*
- *Apply the concepts of lateral surface area, total surface area & volume of solid shapes like cube, cuboid & cylinder in real life.*
- *Classify the given solids as polyhedrons & non-polyhedrons.*
- *Calculate the square roots & cube roots of different numbers.*
- *Explain the properties of different types of quadrilaterals.*

Month	*Concepts / Contents*	*Skills* *The student will be able to*
April	• *Rational Numbers and their properties* • *Density of rational numbers* • *Exponents and powers* • *Laws of exponents with integral indices* • *Expanded form of a decimal number using exponent* • *Standard form of numbers using exponents* • *Square numbers and their properties* • *Square root of numbers*	• *Discuss and explain rational numbers.* • *Examine the properties of rational numbers i.e. closure, commutative, associative & distributive property.* • *Explain Additive and Multiplicative inverse.* • *Explain Additive and Multiplicative identity.* • *Represent rational numbers on the number line.* • *Find rational numbers between two given rational numbers.* • *Explain Rational numbers with negative exponent.* • *Express large and small numbers in scientific notation.* • *Calculate the squares of natural numbers.* • *Interpret the properties of square roots of natural numbers.* • *Examine whether a number is a square number or not.* • *Estimate square roots.* • *Calculate the square root of natural numbers by different methods.* • *Identify perfect squares by prime factorization method and by using different properties.*
June	• *Cubes and cube roots* • *Probability*	• *Calculate the cubes of natural numbers.* • *Explain the properties of perfect cubes.* • *Examine whether a number is a perfect cube or not.* • *Calculate the cube root of numbers by prime factorization method.* • *Discuss and explain the probability of different events.* • *Calculate the probability of given events.*
July	• *Quadrilaterals* • *Parallelograms* • *Constructions of General and Special Type of Quadrilaterals*	• *Apply the angle sum property of quadrilateral.* • *Explain the types of quadrilateral.* • *Discuss and use properties of different types of parallelograms.* • *Discuss some special parallelograms: rectangle, rhombus and square.* • *Construct the quadrilateral of given measurements.* • *Construct special types of quadrilaterals using their properties.*
	Unit Test - 1	

Month	*Concepts / Contents*	*Skills* *The student will be able to*
August	• *Direct and inverse variation* • *Percentage and its applications* • *Graphs* • *Concepts of Solid Shapes* • *Visualisation of 3-D shapes*	• *Discuss the relation between two variables.* • *Examine the type of variation.* • *Calculate increase and decrease in percentage.* • *Calculate and evaluate the SP, CP, Profit, Loss, Discount, Marked Price, Goods and Services Tax (GST).* • *Use the SP, CP, Profit, Loss, Goods and Services Tax (GST) in real life situations.* • *Analyze and interpret the line graph and linear graph.* • *Explain the coordinates of a point.* • *Plot a point on a graph.* • *Explain the solid shapes.* • *Differentiate between solid shapes and plane shapes.* • *Write the parts of solid shapes.* • *Categorize the solid shapes.* • *Verify the Euler's rule in the solid shapes.*
September	*Revision*	
	First Term Examination	
October	• *Simple interest* • *Compound interest* • *Area of the plane figures*	• *Distinguish between simple interest and compound interest.* • *Evaluate the compound interest and simple interest for the given data.* • *Apply the formula of compound interest* • *Calculate and evaluate the rates of different schemes & make the judgments.* • *Calculate the area of a rhombus.* • *Calculate the area of a general quadrilateral.*
November	• *Area of the plane figures* • *Data Handling*	• *Calculate the area of a trapezium.* • *Draw frequency distribution table of grouped and ungrouped data.* • *Draw and read bar graphs, histograms and pie chart.*
December	• *Surface Area and Volume of Solid Shapes* • *Linear equations in one variable*	• *Discuss and explain the volume and surface area of solids.* • *Distinguish between surface area and volume of solids.* • *Derive the formula for volume and surface area.* • *Calculate the surface area and volume of a solid shape.* • *Frame an equation for the given situation.* • *Solve equations in one variable.* • *Find solutions of equations reducible to linear form.*
	Unit Test - 2	

Month	*Concepts / Contents*	*Skills* *The student will be able to*
January	• *Linear equation in one variable* • *Algebraic expressions* • *Factorization of Algebraic Expressions*	• *Apply linear equations in practical situations.* • *Discuss and explain algebraic expression.* • *Write the terms and coefficients.* • *Explain the types of algebraic expressions.* • *Add and subtract algebraic expressions.* • *Multiply and divide algebraic expressions.* • *Simplify the algebraic expressions.* *Find the square of a number using algebraic identity.* • *Factorize the algebraic expressions.* • *Use different identities of algebraic expressions.*
February	*Revision*	
March	***Final Term Examination***	

SCIENCE

OVERVIEW

Today we are in an age of explosion of information. In this context memorization of content in science is a futile exercise. The scientific skill i.e. the skills of observation, inquiry, recording, investigation, analysis, hypothesis and drawing conclusions etc. are the key scientific skills that can be extrapolated to the study of other subjects.

OBJECTIVES:

By the end of grade 8, students will be able to:

- *Explain evidence for the particulate nature of matter.*
- *Compare and contrast the properties of solids, liquids and gases.*
- *Evaluate the properties of elements, compounds and mixtures.*
- *Analyse why mixtures can be separated by physical means and compounds require chemical separation.*
- *Explain, discuss and analyse the structure and function of cell organelles, compare and contrast a plant and animal cell. Demonstrate the preparation of plant and animal slides.*
- *Discuss and explain types of microorganisms, their useful effects.*
- *Describe lifestyle and environmental factors that support good health.*
- *Differentiate between communicable and non-communicable diseases and ways to prevent them. .*
- *Explain, discuss and demonstrate with an experiment the effects of force and pressure and their relation with specific factors.*
- *Identify the causes and effects of wind currents, lightning, thunderstorms and cyclones and the safety measures.*
- *Demonstrate and describe heating and magnetic effect of electric current and apply in day-to-day life.*
- *Describe the working of fuse and MCB and relate it with the heating effect of electric current. Also justify their use in our house as a safety device.*
- *Analyse the magnetic field pattern around a solenoid carrying current.*
- *Explain the process of electrolysis and its uses in our daily life.*
- *Evaluate the factors that make Earth habitable.*
- *Explore various ways in which organisms reproduce and explain the role of reproduction in life cycle.*
- *Cite examples for different types of asexual and sexual reproduction.*
- *Explore through experiments, how some solids dissolve in water to form solutions although the solids cannot be seen, the substance is still present in the solution.*
- *Observe, describe, record how temperature affects the solubility of solids and gases.*

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Month	Concepts / Contents	Skills The student will be able to
April	**Particulate Nature of Matter** • Composition of matter • Expansion and contraction • Interconversion of states of matter	• Analyse that all matter is made up of small particles. • Explain evidence for the particulate nature of matter. • Describe the properties of particles of matter. • Analyse the role of interparticle spaces and forces. • Compare and contrast the properties of solids, liquids and gases. • Explain the interconversion of states of matter.
June	• **Nature of Matter: Elements, Compounds and mixtures** • Properties and types of Mixture and pure substances • Elements • Compounds • Types & uses of Minerals	• Explain that matter is made up of elements, compounds, and mixtures. • Differentiate between mixtures, compounds, and pure substances. • Identify uniform (homogeneous) and non-uniform (heterogeneous) mixtures with examples. • Compare and contrast the properties of mixtures and compounds. • Evaluate why mixtures can be separated by physical means, but compounds require chemical reactions. • Explore the uses of minerals in daily life.
	Unit Test - 1	
August	**Health: The Ultimate Treasure** • Building a healthy lifestyle • Keeping our surroundings clean • Causes and types of diseases • Management of diseases	• Explain the meaning of health as more than just "not falling sick". • Describe lifestyle and environmental factors that support good health. • Differentiate between communicable and non-communicable diseases. • Explain how diseases spread and how they can be prevented. • Explain immunity and vaccines and their importance. • Analyse the role of antibiotics and dangers of their misuse. • Suggest simple ways to maintain a healthy lifestyle.
September	**Revision**	
	Half Yearly Examination	
October	**Exploring Forces** • Interaction and effects of force • Magnitude of force • Types of forces • Weight and its measurement • Floating and Sinking	• Explain force & its effects • Calculate the magnitude of force. • Classify the different types of forces. • Differentiate between mass and weight. • Explain how weight is measured. • Explore buoyancy, floating, and sinking.

	Pressure, Winds, Storms, and Cyclones • *Pressure and Uses of pressure* • *Liquid Pressure* • *Atmospheric Pressure* • *Effect of wind speed on Air pressure* • *Precautions to be taken during; Thunderstorm, Lightning and Cyclones*	• *Explain pressure and the unit of pressure.* • *Attribute the uses of pressure in everyday life.* • *Analyse the pressure exerted by liquids.* • *Explain atmospheric pressure.* • *Identify wind currents and how they are caused.* • *Explain different types of storms, about lightning, thunderstorms, and cyclones.*
November	***Electricity: Magnetic and Heating Effects*** • *Electromagnet and its uses* • *Applications of Heating effect of electric current* • *Types of cells*	• *Explain the magnetic effect of electric current.* • *Explain the heating effect of electric current.* • *Describe how an electromagnet works and where it is used.* • *Describe how a voltaic cell (galvanic cell) produces electricity.* • *Explain the structure and working of a dry cell.* • *Explain how rechargeable batteries work and give examples of devices that use them.*
December	***Our Home: Earth, A Unique Life-Sustaining Planet*** • *The Biosphere and Planet Earth* • *How Earth supports life* • *Factors that sustain life on Earth* • *Continuity of life on Earth* • *Threats to life on Earth*	• *Identify the three layers of Earth and describe their basic features.* • *Compare planets based on distance, size, temperature, and atmosphere.* • *Describe how the Sun and the atmosphere affect a planet's temperature.* • *Explain factors that make Earth habitable.* • *Explain the need for reproduction and distinguish between sexual and asexual reproduction.* • *Describe sexual reproduction in plants and animals.* • *Identify major environmental threats to our planet.*
	Unit Test-2	
January	***The Amazing World of Solutes, Solvent and Solutions*** • *Solutions and Solubility* • *Floating and Sinking* • *Measurement of mass and volume*	• *Explain what a solution is, and identify solute and solvent in daily life.* • *Differentiate the three main types of solutions based on the size of the particles.* • *Define and explain the Tyndall effect.* • *Differentiate between saturated, unsaturated, dilute, and concentrated solutions.* • *Analyse how temperature affects the solubility of solids and gases.* • *Explore why some objects float and others sink using the concept of density.* • *Learn how to measure mass and volume accurately.*
February	*Revision*	
March	*Final Term Examination*	

SOCIAL SCIENCE

OVERVIEW

Social Science helps the students to understand the complex integration of social institutions and phenomena and to trace how civilization and social institutions have developed. This enables them to become proactive citizens and empowered individuals who have a deeper understanding of their own complex environment as it has evolved through centuries, not just of their local environment but also of the world.

Social Science is a subject with an element of subjectivity and the students own appraisal and evaluation as well as their response to the aspects of the subject are key factors in constructing their own knowledge.

OBJECTIVES:

By the end of Grade 8, students will be able to:

- *Evaluate the impact of British rule in the political scenario of modern India.*
- *Decide the causes, success and failure of any revolt.*
- *Examine social and economic issues and challenges like poverty, child labour, illiteracy and various other dimensions of inequality.*
- *Debate on the importance of rights and responsibility of citizens in a democratic and secular society.*
- *Evaluate and argue on the concept of reservation policy for marginalized classes.*
- *Discuss and propose various ways for the conservation of natural resources.*

Month	*Concepts / Contents*	*Skills* *The student will be able to*
April	***Where, When and How*** ● *Periodisation of Indian History, Sources to Study the Colonial Period, Difficulties using the Original Records*	● *Discuss about the Mughal Empire.* ● *List the causes of the decline of the Mughal Empire.* ● *Discuss the arrival of the British as a trading company.* ● *Understand the period of Renaissance in Europe.*
	Establishment of British Rule in India ● *Expansion of the British Empire from trade to territory, Growth of British influence*	● *Mention the opportunities for foreign trade in India that opened with the discovery of a sea route to India by Vasco da Gama.* ● *List the European trading companies who came to India during this period.* ● *Enumerate the significance of the Battle of Plassey and the Battle of Buxar.* ● *Explain in detail the expansion of British Rule in India.*
June	***The Indian Constitution*** ● *Important features* ● *Importance of Constitution and Preamble*	● *Explain the formation of the Constituent Assembly.* ● *Describe the importance and the main features of the Indian Constitution.* ● *Explain the significance of the fundamental rights and duties given in the Indian Constitution.*
	Resources ● *Types of resources, Conservation of resources*	● *Explain the term resources.* ● *Describe the types of resources-renewable and non-renewable.* ● *Explain the need of conservation of resources.*
July	***The Indian Parliament*** ● *Formation and Functions of the Parliament, People in Parliament*	● *Evaluate the formation of the Indian parliament.* ● *Describe the role of the Election Commission of India in forming the government.*
	The Revolt of 1857 ● *Causes of the Revolt, Effects of the Uprising*	● *Recall that the geographical location of India made it susceptible to foreign invasions.* ● *Describe the causes of the Revolt of 1857.* ● *Find out the centres of this revolt and locate them on a map of India.* ● *Understand the reasons for the failure of this revolt..*
	Unit Test - 1	
August	***Laws*** ● *Rule of Law, Making of Law, Role of people and Controversial Laws*	● *Explain the equality before law guaranteed to all citizens of India by the Constitution.* ● *Explain the features of the arbitrary British law and the evolution of law over the years.* ● *Explain the procedure of framing a new law in India.* ● *Describe some controversial laws.*

Month	*Concepts / Contents*	*Skills* *The student will be able to*
	Manufacturing Industries ● *Classification and Distribution*	● *Explain the meaning of manufacturing.* ● *Classify industries on the basis of product, raw materials, size and ownership.* ● *Explain the factors that influence the location of an industry.* ● *Identify the industrial regions of India.* ● *Explain the main features of the major industries of India..*
September	*Revision*	
	First Term Examination	
October	***Natural Vegetation and Wildlife*** ● *Forests, Grasslands, Conservation of forests*	● *Define natural vegetation and explain its importance.* ● *Explain the relationship between the climate and natural vegetation of a region.* ● *Explain the distribution of natural vegetation on the Earth- forests and grasslands.* ● *Explain the diversity in the wildlife of India.* ● *Explain the need of conservation of natural vegetation and wildlife.*
	Development and Government ● *Welfare of the people, Sources of Finance*	● *Explain the functions of the government in a country.* ● *Explain welfare of the people as one of the most important functions of the government.* ● *Explain the main objectives of the public distribution system.*
November	***The Nationalist Movement: Rise and Growth till 1905*** ● *Reason for the Nationalist Movement, Pre- Gandhian Era, Demands of the Moderates, Response of the Government, Achievements*	● *Explain the meaning of the term nationalism.* ● *Enlist the reasons for the nationalist movements in India.* ● *Study the incidents that led to the birth of the Indian National Congress.* ● *Understand the policies of the moderates.*
	The National Movement- I ● *Reasons for National Movement, Formation of Congress, Moderates* ● *Extremists, Swadeshi and Boycott, Muslim League*	● *Describe the role of the extremists and name their leaders.* ● *Trace the incidents, which led to the Partition of Bengal.* ● *Explain the impact of World War I on India's economy.* ● *Explain the Government of India Act of 1919.*
December	***The National Movement- II*** ● *Emergence of Gandhi, National and regional freedom movements since 1947, Emergence of a New Nation*	● *Explain the social and economic impact of World War I in India.* ● *Explain that the Rowlatt Act was a blow to the nationalist movement in India.* ● *Explain the Jallianwala Bagh Massacre and its repercussions.* ● *Explain the impact of World War I on India's economy.* ● *Describe other political developments between 1919-1947.*
	Unit Test - 2	

Month	*Concepts / Contents*	*Skills* *The student will be able to*
January	***The National Movement- III*** ● *Problems after Independence, The Planned Development, India's foreign Policy, The way ahead for India*	● *Explain the efforts of Vallabhbhai Patel for the creation of the Union of States in India* ● *Describe the features of Indian parliamentary democracy.* ● *Explain the criteria on the basis of what Indian states have been formed.*
February	*Revision*	
March	***Final Term Examination***	

ADDITIONAL LANGUAGE
HINDI

प्रस्तावना:

शिक्षार्थियों को राष्ट्रभाषा हिंदी का अध्यापन साहित्यिक, सांस्कृतिक, सौंदर्यात्मक एवं व्यावहारिक भाषा के रूप में इस प्रकार करवाया जाएगा ताकि शिक्षार्थियों की पहचान बन सके, उनमें आत्मविश्वास हो, हिंदी भाषा उनके विचार–विमर्श की भाषा बन सके। विद्यार्थी भाषा के लिखित प्रयोग के साथ–साथ सहज और स्वाभाविक रूप से मौखिक अभिव्यक्ति में भी सक्षम हो सकें, इतना ही नहीं वे विभिन्न विधाओं और अभिव्यक्ति की अनेक शैलियों से परिचित हो सकें। शिक्षार्थी हिंदी भाषा में दक्ष होकर अन्य विषयों के साथ अंतर्संबंध स्थापित करके वैश्विक क्षितिज तक पहुँच सकें।

उद्देश्य

शिक्षार्थी सत्रांत तक हिंदी विषय के निम्न उद्देश्यों को समझ सकेंगे।

- शिक्षार्थी गद्य की विधाओं – कहानी, लेख, एकांकी, संस्मरण, जीवनी, यात्राा वृत्तांत, रिपोर्ताज को पढ़कर उनसे मिली शिक्षा व भाव को समझने लगेंगे।
- शिक्षार्थी पद्य की विधाओं– कविता एवं दोहों के अर्थ, संदेश एवं मूल भाव को समझने लगेंगे।
- शिक्षार्थियों को विषयपरक प्रश्न, मूल्यपरक प्रश्न, समस्या समाधान प्रश्न, उच्च बौद्धिक स्तरीय क्षमता प्रश्नों के उत्तर अपनी कल्पना एवं अनुभव के आधार पर सुचारू रूप से अपने शब्दों में संक्षिप्त में लिखने आ जाएँगे ।
- शिक्षार्थी मौखिक भाषिक अभ्यास के लिए –कविता, कहानी, वाद–विवाद, अभिनय, भाषण आदि को बोल एवं समझ कर वर्णन करके उसमें निहित भाव को भी समझ सकेंगे।
- शिक्षार्थियों को लिखित भाषिक अभ्यास के लिए– संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रिया विशेषण, वचन, लिंग, प्रत्यय उपसर्ग, विलोम शब्द, पर्यायवाची शब्द, अलंकार,तत्सम–तद्भव शब्द, अनेकार्थी शब्द, वाक्यांश के लिए एक शब्द, कारक, विराम चिह्न, संधि, समास, वाक्य (रचना एवं अर्थ के आधार पर) आदि के उदाहरण, वाक्य प्रयोग एवं उनको वर्गीकृत करना आ जाएगा।
- शिक्षार्थियों में पत्र लेखन, अनुच्छेद लेखन, विज्ञापन लेखन, संवाद लेखन, सूचना लेखन एवं दैनंदिनी लेखन द्वारा लेखन एवं सृजन कौशल की अभिवृद्धि होगी। जिससे वे अपने विचारों की अभिव्यक्ति व्यावहारिक जीवन में कर सकेंगे।
- शिक्षार्थियों में पाठ्यक्रम के अतिरिक्त अपठित अवतरणों एवं काव्यांशों के माध्यम से भाषा बोध–भाव बोध का विस्तार एवं संवर्धन होगा साथ ही उनमें पठन एवं वाचन के प्रति रुचि जाग्रत होगी।
- शिक्षार्थी सुलेख, श्रुतलेख, अनुलेख द्वारा वर्तनीगत एवं मात्राागत अशुद्धियों को ठीक कर शुद्ध लेख लिख सकेंगे।

माह	अवधारणा	कौशल श्रवण कौशल –कथन कौशल–पठन कौशल– लेखन कौशल
अप्रैल	**वीर रस कविता** (कर्मवीर)	• शिक्षार्थी कविता का वाचन कर उसके उद्देश्यों को समझ सकेंगे। • शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। • कविता का मूलभाव लेखन • समय अनमोल पंक्ति भाव पल्लवन • संसार में कर्मवीर न होते तो क्या होता ? • संघर्ष से सफलता के उदाहरण
	• वाचन कौशल	• शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे।
	• लेखन कौशल	• पत्र लेखन (अनौपचारिक), वाक्य रचना।
	• व्यावहारिक व्याकरण अभ्यास	• पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास।
	• रचनात्मक गतिविधि	• वीर रस कविता
	• **रूसी कहानी** (अन्याय के विरूद्ध)	• शिक्षार्थी कहानी का वाचन कर उसके उद्देश्यों को समझ सकेंगे। • शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। • कहानी के पात्रों का चरित्र–चित्रण। • नैतिक मूल्यों की स्थापना में महापुरुषों की भूमिका की व्याख्या। • न्याय–अन्याय की व्याख्या। • कहानी की सीख एवं मूल स्वर पर चर्चा।
	• वाचन कौशल	• शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे।
	• लेखन कौशल	• पत्र लेखन, वाक्य रचना।
	• व्यावहारिक व्याकरण अभ्यास	• पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास।
	• रचनात्मक गतिविधि	• महापुरुषों की सूक्तियाँ (पाँच)
जून	• **शांत रस प्राचीन कविता** (सूरदास के पद)	• शिक्षार्थी कविता का वाचन कर उसके उद्देश्यों को समझ सकेंगे। • शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। • सूरदास के काव्य सौंदर्य की विवेचना। • कृष्ण भक्त कवि के रूप में सूरदास का मूल्यांकन। • श्रीकृष्ण के बाल्यकाल की क्रीडाओं का वर्णन करना। • गोपियों के वियोगावस्था की अभिव्यक्ति।
	• वाचन कौशल	• शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे।
	• लेखन कौशल	• दैनंदिनी लेखन , वाक्य रचना।
	• व्यावहारिक व्याकरण अभ्यास	• पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास।
	• रचनात्मक गतिविधि	• दो कृष्ण लीलाओं का सचित्र वर्णन
जुलाई	• **व्यंग्य लेख** (पहली चूक)	• शिक्षार्थी लेख का वाचन कर उसके उद्देश्यों को समझ सकेंगे। • शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। • ''किसान हमारे अन्नदाता'' पंक्ति का भाव पल्लवन। • गाँव का वातावरण एवं गाँव की दशा–चर्चा। • खेती की उन्नति हेतु सरकार के उपाय–चर्चा। • शहरी एवं ग्रामीण जीवन शैली में अंतर।
	• वाचन कौशल	• शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे।
	• लेखन कौशल	• दैनंदिनी लेखन, वाक्य रचना।
	• व्यावहारिक व्याकरण अभ्यास	• पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास।
	• रचनात्मक गतिविधि	• हास्य व्यंग्य चित्रकथा, कार्टून (एक)

माह	अवधारणा	कौशल श्रवण कौशल –कथन कौशल–पठन कौशल– लेखन कौशल
जुलाई	• **विचार प्रधान लेख** (बाज़ार का जादू)	• शिक्षार्थी लेख का वाचन कर उसके उद्देश्यों को समझ सकेंगे। • शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। • विज्ञापन कला अर्थ उपयोगिता, लाभ–हानि, प्रभाव–चर्चा • उपभोक्तावादी संस्कृति से बचाव के उपाय–चर्चा • भारतीय एवं पाश्चात्य संस्कृति की तुलनात्मक समीक्षा। • बाजार के जादू की जकड़ में बचने के उपाय।
	• वाचन कौशल	• शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे।
	• लेखन कौशल	• विज्ञापन लेखन, वाक्य रचना।
	• व्यावहारिक व्याकरण अभ्यास	• पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास।
	• रचनात्मक गतिविधि	• एड मेड शो
	Unit Test I	
अगस्त	• **भाव प्रधान निबंध** (विविधता में एकता)	• शिक्षार्थी निबंध का वाचन कर उसके उद्देश्यों को समझ सकेंगे। • शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। • भारतीय विविधता के रूपों पर चर्चा। • भारत की एकता में बाधक तत्वों की समीक्षा। • उत्तर भारत एवं दक्षिण भारत को मिलाने के प्रयासों पर चर्चा। • भारत की एकता एवं अखण्डता के उपायों पर चर्चा।
	• वाचन कौशल	• शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे।
	• लेखन कौशल	• अनुच्छेद लेखन, वाक्य रचना।
	• व्यावहारिक व्याकरण अभ्यास	• पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास।
	• रचनात्मक गतिविधि	• विभिन्न प्रांतों की झलक
	• **आत्मकथा** (मैं मजदूर)	• शिक्षार्थी आत्मकथा वृत्तांत का वाचन कर उसके उद्देश्यों को समझ सकेंगे। • शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। • किसानों एवं मजदूरों की दशा पर चर्चा करना। • शोषित वर्ग के प्रति हमारा दृष्टिकोण–चर्चा। • देश निर्माण में मजदूरों का योगदान। • कश्मीर धरती का स्वर्ग है। कैसे ?
	• वाचन कौशल	• शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे।
	• लेखन कौशल	• अनुच्छेद लेखन, वाक्य रचना।
	• व्यावहारिक व्याकरण अभ्यास	• पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास।
	• रचनात्मक गतिविधि	• विषय आधारित आत्मकथा लेखन
सितम्बर	• वाचन कौशल	• शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे।
	• लेखन कौशल	• लेखन अभिव्यक्ति अभ्यास ।
	पुनरावृत्ति – संपूर्ण प्रथम सत्र पाठ्यक्रम	
	First Term Examination	
अक्टूंबर	• **शांत रस कविता** (सूखे सुमन से)	• शिक्षार्थी कविता का वाचन कर उसके उद्देश्यों को समझ सकेंगे। • शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। • कविता का मूलभाव स्पष्ट कर सकेंगे। • वरिष्ठ नागरिकों के प्रति सद व्यवहार पर चर्चा। • प्रकृति का मानवीकरण। • संसार की स्वार्थपरता के कारणों एवं निवारण के उपायों पर चर्चा।

माह	अवधारणा	कौशल श्रवण कौशल –कथन कौशल–पठन कौशल– लेखन कौशल
अक्टूंबर	• वाचन कौशल	• शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे।
	• लेखन कौशल	• पत्र लेखन (औपचारिक), वाक्य रचना।
	• व्यावहारिक व्याकरण अभ्यास	• पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास।
	• रचनात्मक गतिविधि	• धन्यवाद पाती।
नवंबर	• **जीवनी** (एपीजे अब्दुल कलाम)	• शिक्षार्थी जीवनी का वाचन कर उसके उद्देश्यों को समझ सकेंगे। • शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। • कलाम का जीवन–परिचय। • वैज्ञानिक उपलब्धियों का वर्णन। • राष्ट्रपति एवं लेखक रूप में योगदान। • युवा पीढ़ी के प्रेरणा स्त्रोत–विचार लेखन
	• वाचन कौशल	• शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे।
	• लेखन कौशल	• अनुच्छेद लेखन, वाक्य रचना।
	• व्यावहारिक व्याकरण अभ्यास	• पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास।
	• रचनात्मक गतिविधि	• साक्षात्कार
दिसंबर	• **पत्र** (भारतीय पर्व)	• शिक्षार्थी पत्र का वाचन कर उसके उद्देश्यों को समझ सकेंगे। • शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। • भारत पर्वों का देश है – चर्चा। • देश की एकता – अखंडता पर चर्चा। • त्योहार मनाते समय वातावरण पर चर्चा। • सर्वधर्म समभाव चर्चा।
	• वाचन कौशल	• शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे।
	• लेखन कौशल	• उद्घोष लेखन, वाक्य रचना।
	• व्यावहारिक व्याकरण अभ्यास	• पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास।
	• रचनात्मक गतिविधि	• प्रश्नोत्तरी (क्विज)
	Unit Test – II	
जनवरी	• **वीर रस कविता** (शक्ति और क्षमा)	• शिक्षार्थी कविता का वाचन कर उसके उद्देश्यों को समझ सकेंगे। • शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। • कविता का मूलभाव लेखन • क्षमा वीरों का आभूषण – भाव पल्लवन • भारत के गौरवशाली अतीत से अवगत • शक्ति और क्षमा का प्रयोग किन–किन स्थितियों में चर्चा
	• वाचन कौशल	• शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे।
	• लेखन कौशल	• संवाद लेखन, वाक्य रचना।
	• व्यावहारिक व्याकरण अभ्यास	• पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास।
	• रचनात्मक गतिविधि	• महाभारत घटना वर्णन / पात्र अभिनय
	• **संवेदना प्रधान कहानी** (मिठाईवाला)	• शिक्षार्थी कहानी का वाचन कर उसके उद्देश्यों को समझ सकेंगे। • शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। • मानव व्यथा के प्रति संवेदनशीलता एवं उससे उबरने के मनौवैज्ञानिक उपाय। • कहानी में निहित जीवन मूल्यों की महत्ता को आत्मसात कर सकेंगे। • कहानी के पात्रों का चरित्र–चित्रण कर सकेंगे। • कहानी के मूल स्वर एवं शिक्षा से अवगत हो सकेंगे।

माह	अवधारणा	कौशल श्रवण कौशल –कथन कौशल–पठन कौशल– लेखन कौशल
जनवरी	• वाचन कौशल	• शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे।
	• लेखन कौशल	• अनुच्छेद लेखन, वाक्य रचना।
	• व्यावहारिक व्याकरण अभ्यास	• पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास।
	• रचनात्मक गतिविधि	• सुखद अनुभव का वर्णन
फरवरी	• वाचन कौशल	• शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे।
	• लेखन कौशल	• लेखन अभिव्यक्ति अभ्यास।
	पुनरावृत्ति – वार्षिक परीक्षा पाठ्यक्रम	
मार्च	***Final Term Examination***	

FRENCH

OVERVIEW

Learning a new language develops brain and also improves adaptability for new challenges. In French language, there is an integration of all the four skills i.e. Listening, Speaking, Reading & Writing. In addition to this appropriate and correct expression of language is reinforced by understanding grammar.

OBJECTIVES

By the end of Grade 8, students will be able to:

- *conjugate the reflexive verbs including negative and interrogative forms.*
- *speak French fluently to pose questions and answer using various tenses and expressions in the sentences.*
- *read passages in French.*
- *use the advance vocabulary related to different situations.*
- *use grammatical structures effectively.*
- *add more information to description in order to make longer sentence by learning past and future tenses.*
- *conjugate regular and irregular verbs.*
- *give orders and suggestions learning imperatives.*
- *use articles with certain verbs in the sentences in order to perform simple verbal descriptions.*
- *use vocabulary of French everyday objects.*
- *conjugate verbs in past and future tense in negative and interrogative forms as well.*
- *write descriptions and messages using present, near future, simple future, past and recent past in the sentences.*
- *write, accept or refuse an invitation.*

Month	Concepts	Contents	Skills The student will be able to	Activities
April	• Leçon-1 De la tête aux pieds	• les adjectifs • La place des adjectifs • Les parties du corps • La description physique • Des locutions verbales • Des verbes importants	• place the adjectives effectively • describe a person's physical appearance • use verbal expressions • Conjugate and use irregular verbs	• oral activity-describe yourself • Describe your best friend using the verbal expressions taught • Listening .
June	• Leçon-2 Vous avez l'heure, s'il vous plaît?	• les verbes pronominaux • des connecteurs logiques simples • Les moments de la journée • Demander et dire l'heure • Des verbes importants	• describe their daily routine using pronominal verbs. • ask and tell the time in French • Conjugate and use pronominal verbs • Use connectors to make effective sentences .	• make a chart describing your daily routine. • Listening
July	• Leçon-3 Échappatoire	• Les loisirs • Les adjectifs possessifs • Les adverbes de fréquence • Les préposition avec faire et jouer	• tell their hobbies and make proper sentences • usage of faire and jouer • usage of possessive adjectives	• discussion of hobbies in class. • Write about your daily routine. • Listening
	Unit Test–1			
August	• Leçon-4 C'est dans le passé • Leçon-5 C'est encore dans le passé	• passé composé avec avoir (la négation+l'interrogation) • Les indicateurs de temps • passé composé avec être (la négation+l'interrogation)	• change sentences into past tense. • Forming negative and interrogative sentences in past tense. • Learn and understand exceptions in past tense.	• diary entry writing using passé composé. • Discussion of past participles.
September	Révision			
	First Term Examination			

Month	*Concepts*	*Contents*	*Skills* *The student will be able to*	*Activities*
October	• *Leçon-6 Le passé reste dans la passé*	• *Le passé composé et les verbes pronominaux. (Le négation+l'interrogation)* • *Le transitif et intransitif* • *Coup de culture (les événements importants en France).*	• *use past tense with reflexive verbs.* • *Understand transitive and intransitive verbs.* • *know more about the events in France.*	• *Listening* • *write a diary entry using reflexive verbs and passé composé.*
November	• *Leçon-7 La maison de nos amours*	• *décrire la maison* • *Connaître les pièces de la maison* • *Reconnaître les types de logement* • *Apprendre les adverbes interrogatifs*	• *understand the types of interrogation.* • *Learn the names of home appliances in french.* • *Know more about types of accommodations.*	• *Décrivez votre maison et présentez la devant la classe.*
December	• *Leçon-8 Ne fais pas ci, ne fais pas ça!*	• *donner des ordres* • *Réviser l'impératif* • *Utiliser l'impératif avec les verbes pronominaux* • *Connaître l'impératif à la forme négative.*	• *under and form imperative sentences (interrogative and negative)*	• *trouvez les questions avec les mots aléatoires.*
	Unit Test – 2			
January	• *Leçon-9 Alors on danse!* • *Réviser le temps (présent, impératif et passé composé)*	• *distinguer les verbes <<connaître>> et <<savoir>>* • *Coupe de culture (les fêtes françaises)* • *Sample paper of DELF A1*	• *use interrogative adjectives* • *acknowledge the difference between savoir and connaître* • *Converting present tense into imperative and past tense.*	• *table of conversions (based on tenses)* • *DELF paper*
February	*Révision*			
March	***Final Term Examination***			

SANSKRIT

प्रस्तावना –

संस्कृतिः संस्कृताश्रिताः

संस्कृत भाषा संस्कृति की प्राण है। यह भाषा न केवल भारत की अपितु विश्व की प्राचीनतम भाषा है ।
यह समस्त संस्कारों का आधार है । संस्कृत भाषा न केवल मनुष्य की जीवन दिशा को परिवर्तित करती है, अपितु विश्वव्यापी समस्याओं से भी राहत दिलाती है ।

उद्देश्यः

शिक्षार्थी सत्रांत तक संस्कृत विषय के निम्न उद्देश्यों को समझ सकेंगे ।

- शिक्षार्थी गद्याशों को शुद्ध उच्चारित करके उनका अर्थ समझ सकेंगे ।
- शिक्षार्थी श्लोकों का शुद्ध उच्चारण कर अनुवाद समझ सकेंगे ।
- शिक्षार्थी विषयवस्तु को समझ सकेंगे।
- शिक्षार्थी मौखिक अभ्यास के लिए कथा कथन, चित्रवर्णन, अभिनय, श्लोकोच्चारण आदि के माध्यम से शुद्ध उच्चारण कर सकेंगे।
- शिक्षार्थियों को लिखित, भाषिक अभ्यास के लिए वर्णमाला, संज्ञा, सर्वनाम, लकार, शब्दरूप, वचन, लिंग कारक, काल, प्रत्यय, उपसर्ग, विलोम शब्द, पर्यायवाची शब्द, वर्ण–संयोजन, वर्ण–वियोजन, संधि आदि को लिखकर संस्कृत लेखन को समझ सकेंगे।
- शिक्षार्थी पत्र–लेखन, अनुच्छेद लेखन, चित्रवर्णन आदि सृजनात्मक कार्यों की अभिव्यक्ति को प्रकट कर सकेंगे।
- शिक्षार्थी सुलेख, श्रुतलेख के माध्यम से संस्कृत की अशुद्धियों को शुद्ध कर सकेंगे।

माह	अवधारणा	कौशल श्रवण - कौशल, कथन - कौशल, पठन - कौशल, लेखन – कौशल
अप्रैल	• संगच्छध्वं संवदध्वम्	• पाठ पठनम् अवबोधनम् च प्रश्नानाम् उत्तराणि , प्रश्ननिर्माणं मंत्र - पूर्ति , लकार परिवर्तनम् ।
	• साहित्य परिचय:	• वेदा:, उपनिषद:, उपवेदा: , दर्शनानि , वेदांगानि च ।
	• अल्पानामपि वस्तुनां संहति: कार्यसाधिका	• पाठ पठनम् अवबोधनम् च प्रश्नानाम् उत्तराणि । • प्रत्यय: बोध:, संधिविच्छेदं ।
जून	• सुभाषित रसं पीत्वा जीवनं सफलं कुरु।	• श्लोकानाम् पठनम् , सस्वर वाचनम् । • अर्थबोधनम् , लेखनम् च । • एकपदेन , पूर्णवाक्येन प्रश्नानि।
जुलाई	• प्रणम्यो देशभक्तोऽयं गोपबन्धुर्महामना:	• पठनम् अवबोधनम् च। • प्रश्नानाम् उत्तराणि , वाक्य रचना । • चित्र वर्णनं , श्लोक पूर्ति ।
	• गीता सुगीता कर्तव्या	• पठनम् अवबोधनम् च । • प्रश्नानाम् उत्तराणि , वाक्य रचना । • श्लोक पूर्ति , लिंग परिवर्तनम् ।
	Unit Test – I	
अगस्त	• डिजिभारतम् - युगपरिवर्तनम्	• पठनम् , अवबोधनम् , विवेचनम् च। • एकपदेन - पूर्णवाक्येन प्रश्नानि । • शुद्धम् अशुद्धम् ।
	• मञ्जुलमञ्जूषा सुन्दर सुरभाषा	• पाठ पठनम् अवबोधनम् विवेचनम् च । • प्रश्नानाम् उत्तराणि , प्रश्ननिर्माणं । • विभक्ति - वचनम् च । • यथायोग्यम् मेलनम् ।
सितम्बर	• पश्यत कौणमैशान्यं भारतस्य मनोहरम्	• पठनम् अवबोधनम् च । • प्रश्नानाम् उत्तराणि । • प्रश्ननिर्माणं , विशेष्य - विशेषणं ।
	पुनरावृत्ति	
	First Term Examination	

अक्टूबर	• कोऽरूक?कोऽरूक?कोऽरूक?	• पठनम् अवबोधनम् च । • प्रश्नानाम् उत्तराणि । • प्रश्ननिर्माणं , विशेष्य - विशेषणं ।
	• धातु परिचय	• पठ् , लिख् , हस् , चल् , वद् । • वाक्य रचना ।
नवम्बर	• सन्निमित्ते वरं त्याग: (भाग - क)	• पठनम् अवबोधनम् च। • "आम्" अथवा "न" । • प्रश्नानाम् उत्तराणि ।
	• संधि	• स्वर संधि।
दिसम्बर	• सन्निमित्ते वरं त्याग: (भाग - ख)	• पठनम् अवबोधनम् च। • प्रश्न निर्माणम् , प्रश्नानाम् उत्तराणि । • पदच्छेदम् , संधि ।
	Unit Test II	
जनवरी	• वर्णोच्चारण - शिक्षा	• पाठ पठनम् , अवबोधनम् च। • प्रश्नानाम् उत्तराणि। • "आम्" अथवा "न" ।
फरवरी	पुनरावृत्ति	
मार्च	**Final Term Examination**	

COMPUTER SCIENCE

Overview

In this age of information technology, computers are being used in almost every aspect of human existence. Incorporating computer education in schools can inspire students to undertake careers in technology and enhance their understanding of how computer technology impacts people's daily lives. Furthermore, computer education provides students with a grounding in computer related software and activities, such as using Office Suite, programming languages and creating data sheets. Students can apply these skills to a range of occupations later in life.

OBJECTIVES

By the end of grade 8, students will be able to:

- *Create a table in HTML.*
- *Design an interactive form.*
- *Use objects like Text and Images as hyperlinks.*
- *Explain the terms like database, table, record, field and data types.*
- *Include operators in programming constructs.*
- *Design programs using Conditional statements.*
- *Design the programs using Looping Constructs.*

Month	Concepts / Contents	Skills The student will be able to	Sample Activities
April	• Designing Forms in HTML	• Create interface elements within a form. • Create a form for submitting information. • Create internal, external and mailing links to an HTML document.	• Create a library membership Form.
June + July	• DBMS-Data Base Management Mode	• Database Objects • Microsoft Access • Components of MS. Access Window • Creating a Database • Creating a table • Modifying the table	• Create a Database named School. Create a table student and store the personal and academic information in the table.
August + September	• DBMS-Data Base Management Mode	• Creating Querries • Creating Reports	• Create query and reports on the student performance.
October + November	• Programming with Conditional Statements	• Define conditional statements. • Using Multiple IF's Statements	• Calculate the Grade of the student from A-E depending on the percentage.
December + January	• Programming with Iteration statements.	• Describe looping statements. • Differentiate between For loop and While loop. • Design program using looping statement.	• Make a program to print first fifteen natural numbers. • Make a program to display a certain pattern. • Make a program to print the sum of any ten given numbers.
February	Revision & Evaluation		