



Curriculum (2025-26)

Subject: English

Grade-VIII

Recommended Books– New Pathway

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
My Big Brother	Family Relationship Significance of relationships	CG-1Develops effective communication skills to express thoughts, feelings, and ideas. CG-2- Appreciates the language and literary and cultural heritage related to language by exploring the literary devices	C-1.3 -Raises probing questions about social experiences using appropriate language. C2.3- Expresses through speech and writing their ideas and critiques on various aspects of life.	Describe the importance of sibling relationships. - Express feelings and emotions towards a big brother. - Identify qualities of a good big brother. - Develop effective communication skills to express thoughts and feelings.	- Group Discussion: Encourage students to share their own experiences and feelings about their big brothers. Activity - Storytelling: Share personal anecdotes or stories about big brothers.	April	IA1 Assessment Short question answers



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Thank You Ma'am	Empathy, neighborhood and community Moral Values	CG-1Develops effective communication skills to express thoughts, feelings, and ideas. CG-2- Appreciates the language and literary and cultural heritage related to language by exploring the literary devices	C-1.1- Identifies main points and summarizes from careful listening or reading of the text. C2.3- Expresses through speech and writing their ideas and critiques on various aspects of life.	-- Develops empathy and ethical reasoning skills. - Listens actively and responds appropriately to others. -Apply the story's message to real-life situations. - Expresses thoughts creatively through writing	Analyze the key themes in pairs or groups. Storytelling: Students share personal experiences of kindness and trust. Activity: A Thank You Note	April	IA1 Assessment Reflective writing on personal experiences



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It was Long Ago (Poem)	Memories and passage of time Self-Childhood	CG-2- Appreciates the language and literary and cultural heritage related to language by exploring the literary devices. CG-5- Develops an appreciation of the language including its script, sound, rhymes, puns etc	C-2.2- Identifies literary devices like Metaphor, simile, alliteration etc 5.2 -Engages in the use of puns, rhymes, alliteration and other wordplays.	-To know the poetic devices used in the poem. - To get acquainted with the main idea of the poem and Philosophy. -To discuss the emotions of the poem.	Brainstorming Sharing childhood memories. Discussion on the poet becoming nostalgic. PPT presentation	April	RTC questions Poetic Devices



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I became a friend of animals and birds	Sustainability Learning and respecting nature	CG-1- Develops effective communication skills to express thoughts, feelings, and ideas. CG-3- Develops the ability to recognize basic linguistic aspects and use them in written and verbal expression.	C-1.5- Creates content for audio, visual for different audiences and purposes. C-3.1- Interprets and understands basic linguistic aspects and applies them while writing.	-Describe the importance of treating animals and birds with kindness and respect. - Explain the benefits of building relationships with animals and birds. - Identify ways to contribute to animal conservation and sustainability. - Develop empathy and compassion towards all living beings.	-Class discussion on keeping or having a pet at home -Discussion on how to take care of pets. PPT on the habitat of animals and birds	May	Write a diary entry describing about an incident where you saved a pet.



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The Ghost of the Mountains	Nature, animals and Humans Conservation of Harmony	CG-1Develops the capacity for effective communication using Language skills for description, analyzing and response. CG-2- Appreciates the language and literary and cultural heritage related to language by exploring the literary devices.	C-1.3 Raises probing questions about social experiences using appropriate language C-2.1 Identifies and appreciate different forms of literature and style of writing	Discuss and learn about the importance of Snow Leopards on our planet. Identify ways to contribute to animal conservation and sustainability. - Develop empathy and compassion towards all living beings.	Class discussion on conservation of forest and animals. Pair discussion on the importance of animals and their habitat. PPT on the habitat of snow Leopard.	May	Short question answers



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The elephant and the Tragopan	Human encroachment on nature	CG-2- Appreciates the language and literary and cultural heritage related to language by exploring the literary devices.	C-2.1 Identifies and appreciate different forms of literature and style of writing C2.2 -Identifies literary devices like Metaphor, simile, alliteration etc	Understanding and comprehending the text Analyzing the importance of preserving natural habitat. To learn the usage of different poetic devices. Develop empathy and compassion towards all living beings.	Speaking activity on the topic living in harmony. Class discussion on the environmental issues like encroachment by human beings in the habitat of animals.	July	RTC



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Pocahontas	Conflict and Hope	CG-3- Develops the ability to recognize basic linguistic aspects and use them in written and verbal expression. CG4- Develops the ability to write reviews and uses the library to find references.	C-3.1- Interprets and understands basic linguistic aspects and applies them while writing. C4.2- Uses books and other media resources effectively to find the information	Understanding the role of the Pocahontas. Analyzing different perspectives the story and evaluating the impact of romanticized narratives.	PK testing about well-known personalities in the history. Discussion on the role of the Protagonist as a role model. Writing a note on conflicts between Americans and the colonists	July	MCQs and question answers



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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
The Diary of a Young girl	Human rights Diversity and equality	CG-2- Appreciates the language and literary and cultural heritage related to language by exploring the literary devices. CG-1Develops the capacity for effective communication using Language skills for description, analyzing and response.	C-2.1 Identifies and appreciate different forms of literature and style of writing C-1.3 Raises probing questions about social experiences using appropriate language	To have a nuanced understanding of the Holocaust as an event that affected individuals differently. Identify how Anne Frank made choices in her writing to convey her experiences. To Explore how Anne Frank's story continues to be told today	Discussing about different versions of the diary exist, including a graphic novel and audiobooks. Class discussion on human rights and diary of Anne. Loud reading followed by discussion	August	Diary entry



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The song of Freedom	Independence and equality	CG-2- Appreciates the language and literary and cultural heritage related to language by exploring the literary devices. CG-5- Develops an appreciation of the language including its script, sound, rhymes, puns etc	C-2.2- Identifies literary devices like Metaphor, simile, alliteration etc 5.2 -Engages in the use of puns, rhymes, alliteration and other wordplays	Enhances comprehension of poetic devices. Appreciating the poetry and its style Understanding the themes of freedom and resistance through analyzing vocab and structure.	Group discussion about coded messages used by slaves to escape. Pa-ear discussion on various world war and the freedom of the country. Activity: Write a short poem on Freedom	August	RTC



Curriculum (25-26)

Subject: English

Grade-VII

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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Tenses	Present tense Past Tense Future Tense	CG-3- Develops the ability to recognize basic linguistic aspects and use them in written and verbal expression.	C-3.1- Interprets and understands basic linguistic aspects such as sentence structure, punctuation, tense, gender, and parts of speech while reading and writing.	To understand the usage of present, past and future tense. To identify and use appropriate tense for better communication.	Discussion on types of tenses. Practice exercises in the form of cloze fill or editing in note book Exercise filling in Grammar book PPT presentation	April	Fill ups
Notice Writing	A formal writing	CG-1Develops the capacity for effective communication using Language skills for description, analyzing and response.	Writes different kinds of notices, letters, essays and reports using appropriate style and registers for an effective communication	To produce a clear and coherent piece of message writing using correct format	Format will be discussed Key points Sample writing on smart board Worksheet in full Marks book	April	Notice writing



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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Formal Letter	Formal Writing	CG-1Develops the capacity for effective communication using Language skills for description, analyzing and response.	Writes different kinds of notices, letters, essays and reports using appropriate style and registers for an effective communication	To analyze the format and the key points. To present a well organizes formal writing. To write an application to the principal on a given topic.	Format discussion Key points discussion according to the given question. Worksheet in Full Marks book. Application key points	May	Application to Principal on a given topic.



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Subject: English

Grade-VIII

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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Modals	Communication skill Auxiliary Modal Verbs	CG-3- Develops the ability to recognize basic linguistic aspects and use them in written and verbal expression.	C-3.1- Interprets and understands basic linguistic aspects such as sentence structure, punctuation, tense, gender, and parts of speech while reading and writing.	Apply the different modal verbs based on their functions. Use modal verbs in writing. Write grammatically correct sentences for a variety of situations using modal verbs.	Brain storming and PK Testing Relevance and connection of the topic to the real world Interaction in the classroom with examples.	May Fill ups	



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Grade-VIII

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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Active Passive Voice	Communication skill Voice function	CG-3- Develops the ability to recognize basic linguistic aspects and use them in written and verbal expression.	C-3.1- Interprets and understands basic linguistic aspects such as sentence structure, punctuation, tense, gender, and parts of speech while reading and writing.	Identify the voice of the verb in each sentence. Rewrite the sentence using passive voice. Write grammatically correct sentences for a variety of situations using voice.	Discussion of rules of the voice. Relevance and connection of the topic in daily communication. Interaction in the classroom with examples.	July	Exercise on active and passive voice.



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Grade-VIII

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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Determiners	Communication skill Determiner functions	CG-3- Develops the ability to recognize basic linguistic aspects and use them in written and verbal expression.	C-3.1- Interprets and understands basic linguistic aspects such as sentence structure, punctuation, tense, gender, and parts of speech while reading and writing.	Identify and apply determiners in each sentence. Familiarizing the function of determiners or specify them, providing information about quantity, ownership, or location. Write grammatically correct sentences for a variety of situations using determiners.	Discussion of various types of determiners. Relevance and connection of the topic in daily communication. Interaction in the classroom with examples.	August	Determiners exercise



Cambridge International School Curriculum

Subject: Science

Grade-VIII (2025-26)

Recommended Books— Scientifica-Learning by doing pedagogy

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Crop production and management	1.Types of crops 2.Agriculture practices 3.Steps of agriculture 4.Importance of each practice 5.Animal husbandry	CG-3 Explores the living world in scientific terms CG-4 Understands the components of health, hygiene, and wellbeing	C-3.1 Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms) C-4.1 Undertakes a nutrition-based analysis of food components with special reference to Indian culinary practices and modern understanding of nutrition, and explains the effect of nutrition on health C-4.2 Examines different dimensions of diversity of food — sources, nutrients, climatic conditions, diets	To know terminology To categorize the crops on the basis of season. To study the steps involved in Crop Production. To observe and discuss the use of Each step To comprehend the term animal husbandry	Observation Discussion Charts AVR(to show Tools , Techniques, types of farming) Integrated with S.st for about Seasonal crops & grains.	April	IA-1 Half Yearly

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Light	<ul style="list-style-type: none"> • Laws of reflection • Types of reflection Structure of eye	CG-2 Explores the physical world in scientific and mathematical terms	C-2.4 Demonstrates rectilinear propagation of light from different sources (natural, artificial, reflecting surfaces), verifies the laws of reflection through manipulation of light sources and objects and the use of apparatus and artefacts (such as plane and curved mirrors, pinhole camera, kaleidoscope, periscope)	<ul style="list-style-type: none"> • To Know concept of reflection and laws of reflection. • To Observe and analyze the characteristics of image in a plane mirror. • To Interpret multiple reflection and dispersion of light and then relating it with our daily experience. • To demonstrate dispersion of light • To Know the structure of eye and ways to keep it healthy. 	<p>1. Group Activity To observe nature of image and characteristic of lateral inversion in plane mirror.</p> <p>2. To observe multiple images formed using two plane mirror</p> <p>3. Group Discussion: Formation of rainbow in nature</p> <p>4. Eye care and nutrition</p> <p>5. Integrated with language for knowing new terms. Integrated with Maths for solving the problems related laws of reflection.</p>	April	IA-1 Half Yearly

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Combustion and flame	<ul style="list-style-type: none"> Characteristics of combustion Controlling fire Types of combustion Structure of flame Fuel efficiency <p>Burning of fuels lead to harmful products</p>	CG-1 Explores the world of matter and its constituents, properties, and behaviour	<p>C-1.2 Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes</p> <p>C-1.3 Explains the importance of measurement and measures physical properties of matter (such as volume, weight, temperature, density) in indigenous, non-standard and standard units</p>	<p>To comprehend combustion</p> <p>To observe and infer combustion in daily life</p> <p>To study the structure of flame</p> <p>To enlist the characteristics of an ideal fuel</p>	<p>Experimentation (Show that air is necessary for combustion)</p> <p>Lab activity (To study the conditions needed for combustion and types of combustion)</p> <p>Collecting information (on fuels) followed by discussion.</p> <p>Integrated with Arts for drawing the diagram of a candle flame</p>	May	IA-1 Half Yearly

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Metals and non-metals	<ul style="list-style-type: none"> Physical Properties of metal Chemical Properties of metal Physical and chemical properties of non metal Displacement reaction Uses of metals and non metals 	CG-1 Explores the world of matter and its constituents, properties, and behaviour	<p>C-1.1 Classifies matter based on observable physical (solid, liquid, gas, shape, volume, density, transparent, opaque, translucent, magnetic, non-magnetic, conducting, non-conducting) and chemical (pure, impure; acid, base; metal, non-metal; element, compound) characteristics</p> <p>C-1.2 Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes</p>	<p>To study and analyze physical and Chemical properties of Metals and non metals</p> <p>To examine practical utility of metals and non metals.</p>	<p>Lab activities</p> <p>Demonstration</p> <p>Activity to study physical properties of metals and non-metals</p> <p>Lab Activity (to study displacement reaction)</p> <p>Integrated with S.st for the history of Metals & it's extraction.</p> <p>Integrated with ICT for data collection of metals & Non-metals.</p>	MAY	Half Yearly

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Conservation Of Plants and Animal (Activity (NOT TO BE A PART OF EXAMS)	<ul style="list-style-type: none"> • Biodiversity • Threats to Biodiversity • Conservation of Biodiversity • Endemic Species Migration	CG-3 Explores the living world in scientific terms	<p>Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms)</p>	<p>To comprehend the term biodiversity</p> <p>To enlist the number of threats to biodiversity.</p> <p>To study the aspects of Conservation of biodiversity</p> <p>To highlight the problems faced for survival of Endemic species.</p>	<p>Project report on extinct and endangered species and reasons for extinction.</p>	MAY	Half Yearly

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Force & Pressure	<ul style="list-style-type: none"> • Different types of force • Effects of force • Usage of force Pressure, atmospheric pressure and its applications	CG-1 Explores the world of matter and its constituents, properties, and behaviour	<p>C-1.3 Explains the importance of measurement and measures physical properties of matter (such as volume, weight, temperature, density) in indigenous, non-standard and standard units using simple instruments</p> <p>C-1.4 Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds)</p>	<p>To observe and categorize Force & analyze its effects</p> <p>To summarize the effects of force</p> <p>To Identify and enlist different forces and then interpreting them</p> <p>To Relate pressure with area And then analyzing it for fluids</p>	<p>Group Activity</p> <p>Learning by doing</p> <p>Group Discussion</p> <p>Pair Task</p> <p>Activity: To prove that liquids exert same pressure in all directions at a given depth.</p> <p>Integrated with Maths for solving numericals problems.</p>	JULY	Half Yearly

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Friction	<ul style="list-style-type: none"> Factors affecting friction Advantages and disadvantages of friction Effects of increasing and decreasing friction Friction: A necessary evil <p>Fluid friction</p>	CG-1 Explores the world of matter and its constituents, properties, and behaviour	<p>C-1.3 Explains the importance of measurement and measures physical properties of matter (such as volume, weight, temperature, density) in indigenous, non-standard and standard units using simple instruments</p> <p>C-1.4 Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds)</p>	<p>To observe Friction and its causes</p> <p>To enlist its advantages and disadvantages.</p> <p>To realize friction is a necessary evil</p> <p>To enlist different types of friction</p>	<p>Group Activity</p> <p>Effect of friction on different surfaces like paper, glass sheet etc.</p> <p>To show that rolling friction is less than sliding friction.</p> <p>Debate: “Friction is a Necessary evil”.</p> <p>Integrated with ICT for making various Excel sheets of increasing & decreasing Friction.</p>	JULY	Half Yearly

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Micro organism	<ul style="list-style-type: none"> • Microorganism • Characteristic features of microbes • Importance of microorganisms • Uses of microorganisms • Classification of microorganisms • Beneficial and harmful bacteria • Beneficial and harmful fungi • Beneficial and harmful protozoa • Beneficial and harmful algae • Viruses • Food preservation <p>Nitrogen cycle</p>	CG-3 Explores the living world in scientific terms	<p>C-3.2 Distinguishes the characteristics of living organisms (need for nutrition, growth and development, need for respiration, response to stimuli, reproduction, excretion, cellular organisation) from non-living things C-3.3 Analyses patterns of relationships between living organisms and their environments in terms of dependence on and response to each other</p>	<p>To classify microorganisms.</p> <p>To analyze the beneficial and harmful effects of microorganisms like bacteria, Fungi, protozoa, algae .</p> <p>To discuss harmful effects of viruses.</p> <p>To observe and enlist the ways of food preservation.</p> <p>To draw and summarize Nitrogen cycle</p>	<p>LAB ACTIVITY (slide observation)</p> <p>Handling of Microscope</p> <p>Observation of Various samples Under microscope.</p> <p>curd and making slide.</p> <p>Observation of different food items to know its preserving methods like pickles.</p> <p>Integrated with language</p> <p>New scientific vocabulary.</p>	AUG	Half Yearly

CHAPTERS TO BE INCLUDED IN HALF YEARLY EXAMINATION:

1. Crop production & management
2. Combustion & flame
3. Light
4. Force & Pressure
5. Friction
6. Micro-organisms
7. Metal & Non-metals



International School Award
2018-2021





Cambridge International School

Curriculum Half yearly

Subject: Maths

Grade-VIII(2025-26)

Recommended Book– Maths zest by Headword

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Rational numbers	# Properties # Representation on number line # Rational numbers between two given rational numbers.	Understand how to operate with rational number To apply properties of Rational number in real life Enable to represent rational number on number line Able to insert rational numbers between two rational numbers	Understanding properties of Rational number and its application.	Able to understand Rational numbers and its properties. Able to apply knowledge in Solving sums	Introductory method Discussion on Rational numbers and properties of rational numbers using examples. Discussion Method Discussion and board demonstration on representation of rational numbers on the number line and how to find rational numbers between two rational numbers. Art Integration: Classification of rational numbers by drawing circles of different colors. ACTIVITY: To represent rational numbers on a number line.	APRIL	Internal Assessment 1 Half yearly

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Exponents and powers	# Laws of exponents # Standard form # Usual form # Hots	Understand laws of exponents .. Conversion of very large or very small numbers in standard and usual form.	Understanding laws of exponents and its application.	To facilitate how to use laws of exponents in different situation. Will be able to compare very large and very small numbers. To use laws of exponents in real life situations.	For recapitulation video will be shown. Discussion on laws of exponents using examples then application of laws. Use of exponents to express small and large numbers in standard form. ACTIVITY: To find square of numbers by paper folding method. Explanatory Method Example Method Situational Teaching	APRIL	Internal Assessment 1 Lab Activity Half yearly Final Exam

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Square and square roots	# Properties of squares # Pythagorean triplets # Methods to Find square root: 1)Repeated subtraction, 2)Prime factorization & 3)Division method	Understand square of number and its properties. Understand how to find squareroot by different methods.	Methods to find square root of whole number, fraction and Decimal. Application of Pythagorean triplet.	1.Able to understand concept of square and squareroot. 2.Solve sums involving square roots of whole numbers, decimal numbers, fractions. 3. Determine square roots using the prime factorization of numbers & long division method. 4. Apply square roots in real life situations .	Concept of squares will be introduced using example method Properties of square numbers will be discussed with examples. The concept of Pythagorean triplet will be introduced with example $3^2 + 4^2 = 9 + 16 = 25 = 5^2$ so 3,4,5 are Pythagorean triplet. Concept of finding the square root by repeated subtraction will be discussed with example of 121. Students will be asked to find the square root of 900 by repeated subtraction. But it will be tedious to find , so method of prime factorization will be introduced. And with same procedure long division method will be introduced. Discussion Method Problem Solving Method	MAY	Internal Assessment 1 Half yearly Lab activity: To find square of numbers by paper folding method. Final Term

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Cube and Cube Roots	# Basic knowledge of cubes # Cube root by prime factorization	Understand how to find cube of numbers and its properties Apply different methods to find squareroot of numbers	Understanding of cube numbers and methods to find squareroots.	Define perfect cube number Able to apply prime factorization and estimation Method to find squareroot.	Example method Students will be asked to explain the meaning of cube. Then it will be explained with example i.e. $3 \times 3 \times 3 = 3^3$. Eg. Is 1188 a perfect cube? If not, by which number we multiply it to make it a perfect cube? After this concept of cube root will be discussed with prime factorization with example. Video for the concept of cubes and cube roots. Introductory Method Discussion and Board Method Explanatory and Problem solving Method Situational Teaching	MAY	Half Yearly Exam

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Linear equations in one variable	Solving Equations having variable on both sides	Meaning of linear equation Solution of linear equation Framing linear equation	Relate concept of linear equation in real life	Enable to understand meaning of linear equation and to find solution of linear equation Able to frame linear equation from given situations of real life	Introductory method to understand the concept linear equation Transposing method Activity method (framing of equation) Problem solving method Situational teaching	July	Half yearly Final Term

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Algebraic Expressions & identities	Addition & subtraction of algebraic expression Multiplication of polynomials	Types of algebraic expression Addition & subtraction of algebraic expression Multiplication of expressions	Addition, subtraction and multiplication of algebraic expression	Enable to identify variable, constant, terms, coefficients Facilitate students to add, subtract and multiply algebraic expression	Discussion method Example method Explanation and Practice Method Situational teaching		Half yearly Lab Activity: To Verify algebraic identity $(a+b)^2 = a^2+2ab+b^2$ Final Term

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Application of Percentage	Percentage Profit and Loss Discount Sale tax	ratios and percentage Profit and Loss Discount Sale tax	Application of profit, loss, discount and tax in real life	To recall ratios and percentage To understand the concept of profit-loss, discount, sales tax To apply the concept in solving real life problems	Discussion on the concepts ratio and percentage using daily life examples then application of concepts in different situations. Discussion on the concepts increase and decrease percentage, selling price, cost price, market price, profit, loss, discount, tax, VAT then profit, loss, discount and tax percentage with the help of daily life examples then application of concepts in different situations.	AUGUST	Half Yearly Exam

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Simple and Compound Interest	Simple Interest Compound Interest	Understanding of Simple and Compound Interest	Application of simple and compound Interest	To understand the difference of SI and CI To apply the concept in solving real life problems	Discussion on the meaning of simple and compound interest using daily life examples then use of formula in different situations like when interest is compounded annually or semi annually.	August	Half Yearly Exam

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Data Handling	Interpretation graphical presentation pie chart Probability	Drawing and Interpretation of bar graph, histogram and Pie chart Concept of probability	Interpretation of Graph Finding probability Of events	To differentiate between 1)grouped and ungrouped frequency distribution 2)bar graph and histogram 3)to draw and interprete pie chart 4)to find probability of different events	Histogram: Discussion on various daily life examples like marks obtained by the students of class 8 in math's then organization and grouping of data, discussion on upper and lower limit then drawing and interpretation of histogram. Pie chart: Video will be shown Discussions on various daily life examples like number of students like football, cricket, badminton, basket ball and others then drawing and interpretation of pie chart. Art Integration: Representation of information in pie chart. Understand Random experiment, equally likely outcomes Probability: A.V aid will be used Discussion on daily life examples like tossing of coin, rolling of ludo dice, drawing of sketch pens from a packet of sketch colours etc.	August	Half Yearly Exam



BRITISH COUNCIL

International School Award
2018-2021





Cambridge International School

Curriculum

Subject: Social Science

Grade-VIII (2025-26)

Recommended Books— Landmark Integrated social science* History * Geography * Civics

Students through this curriculum will be provided opportunities to develop the ability to become good citizens of a culturally diverse democratic society in an interdependent world.

Skills: -Critical thinking, logical and reasoning, map skill, observational and social skills will be developed.

Chapters which are not included in Exam

HISTORY - What, How and When, Colonialism and tribal societies, Colonialism and Urban Change, Changes and Arts , India after Independence.

GEOGRAPHY: Natural Resources- Minerals and power resources, What is disaster management? , Natural and manmade disasters.

CIVICS: Role of the Police and the courts.

HISTORY

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Mon ths	Evaluation
What ,how and when	#An overview of the period. #Introduction to the new geographical categories. #An outline of the time frame.	CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful CG- 2 Explores the process of continuity and change in human civilization through specific examples from their context and few historic episodes	C-1.1 -Collects and interprets multiple sources of information to understand the different aspects of life. C- 2.1 - explain and analyses major changes in the past and their impact on society.	Distinguish the ‘modern period’ from the medieval and the Ancient period through the use of sources , nomenclatures used for various regions of the indian sub continent . Lists the different sources of history and outlines their significance for modern Indian history.	Group Discussion with understanding • Time line • Flowchart on sources of modern history	April - May	Not to be included in exams

The Expansion of British power in India	<ul style="list-style-type: none"> *Mercantilism and trade wars *Struggle for territory,wars with indian rulers. *The growth of colonial army and civilian administration 	<p>CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful</p> <p>CG- 2 Explores the process of continuity and change in human civilization through specific examples from their context and few historic episodes</p> <p>CG-5- Understand various forms of inequality and prejudice in society- from those prevalent in the family to those at a community /regional or national level and also the initiatives and efforts at various levels to address these issues</p>	<p>C-1.1-Collects and interprets multiple sources of information to understand the different aspects of life.</p> <p>C-1.2. Represents and analyses data related to various aspects of human life given in the form of text,tables,charts etc.</p> <p>C- 2.1- explain and analyses major changes in the past and their impact on society.</p>	<p>Explain how the English east India company became the most dominant power.</p> <p>Outlines the administration measures taken up the English East India company in territories under the dominion.</p>	<p>*Introduce the chapter with reference of English East India company with reference to main items of trade</p> <ul style="list-style-type: none"> • Chronology • Group discussion/ Explanation <p>Map Work: Expansion of areas Areas under EIC</p> <p>Life Skill Activity: Disunity between indian rulers allowed British to establish their rule over India. Give a speech on what according to you is the best possible way to unifying divergent interests of people belonging to different religions, ethnicities to build a strong and unified India.</p>	April - May	IA1 Half yearly
Rural Life and Society	New Land revenue settlements-	<p>CG-1 Comprehends and interprets sources related to different</p>	<p>C-1.1-Collects and interprets multiple sources of information</p>	<p>To enable the students to</p>	<p>* Group Discussion with example of movie Lagaan</p>	April - May	Worksheet

Permanent, Ryatwari and Mahalwari system Commercialisation of agriculture Peasants revolts Impact of the Colonial agrarian policy	aspects of human life and makes it meaningful CG- 2 Explores the process of continuity and change in human civilization through specific examples from their context and few historic episodes. CG-4 Understands the functioning of social, cultural and political institution and their impact on the society ,and the way individuals and collectives shape their institutions.	to understand the different aspects of life. C-1.2. Represents and analyses data related to various aspects of human life given in the form of text,tables,charts etc. C- 2.1- explain and analyses major changes in the past and their impact on society. C- 4.2- Assesses the influence of social, cultural and political institutions on an individual, group or community.	Acquaint themselves with Land revenue settlement introduced by British and its impact on rural economy Understand the negative effect of British Economical Policy which paved the way for famines Learn about peasant rebellions in different parts on India	*Comparative tables of different revenue tables *Recapitulation * Art Integration: Mark and colour territories where permanent, Mahalwari and ryotwari systems were introduced on Indian map. *Critical Thinking Skill: You are familiar with the misery and poverty that plagued the lives of the peasants.write few lines on the problems faced by Indian peasants in recent times.Give your insight in probable ways to improve their condition.	Half yearly exam
Craft & Industries <ul style="list-style-type: none"> • Indian industry and trade before the British period • The English East India company takes over • the Industrial revolution 	CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful CG-4 Understands the functioning of social, cultural and political	C-1.1-Collects and interprets multiple sources of information to understand the different aspects of life. C- 4.2- Assesses the influence of social, cultural and political	<ul style="list-style-type: none"> • To know about the decline of pre – existing urban centres and handicraft industries • development of new urban centres and 	PPT Videos Text book MarkerBoard Group Discussion	July-August Worksheet

	<ul style="list-style-type: none"> • impact on other countries • de-industrialization growth of industries in the 20th century 	<p>institution and their impact on the society ,and the way individuals and collectives shape their institutions.</p> <p>CG-7 Appreciates the importance and meaning of being Indian by understanding India's rich past and present including its glorious cultural unity in diversity,pluralism,heritage ,traditions,literature.</p>	<p>institutions on an individual, group or community.</p> <p>C-7.1- Explain India's unity in diversity by recognizing commonalities in its rich and diverse cultural elements,languages,art ,philosophical,ideas,value s,clothing,cuisines,tradi tions,festivals,trade,co mmerce and health practices including yoga.</p>	<p>industries in India during the colonial period</p>	<p>Q-Ans</p> <ul style="list-style-type: none"> • Video-Sessions • Recapitulation 		Test
The Revolt of 1857	<p>*The rebellion in the army and the spread of the movement.</p> <p>*The nature of elite and peasant participation regional focus:Awadh</p>	<p>CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful</p> <p>CG- 2 Explores the process of continuity and change in human civilization through specific examples from their context and few historic episodes.</p> <p>CG-4 Understands the functioning of social, cultural and political institution and their impact on the society ,and the way individuals and collectives shape their institutions.</p>	<p>C-1.1-Collects and interprets multiple sources of information to understand the different aspects of life.</p> <p>C- 4.2- Assesses the influence of social, cultural and political institutions on an individual, group or community.</p> <p>C-1.2. Represents and analyses data related to various aspects of human life given in the form of text, tables, charts etc.</p>	<p>* To enable the learner to learn :-</p> <p>* traces the origin and the causes of revolt of 1857.</p> <p>* Identifies and describes the nature and spread of the revolt of 1857.</p> <p>* Evaluates the impact of the Revolt and critically examines the lessons learnt from it.</p>	<p>* Video session about the freedom struggle.</p> <p>*Ques-Ans</p> <p>*Map work:</p> <p>Main places of the revolt of 1857.</p> <p>*Debate : Was the revolt of 1857 a sepoy Mutiny?</p>	July-August	Final Exam

Colonialism and tribal Societies	<p>Changes in Tribal life</p> <p>Construction of a railway network cutting across tribal lands</p> <p>British policy towards tribes</p> <p>Tribal revolts</p>	<p>CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful</p> <p>CG-2 Explores the process of continuity and change in human civilization through specific examples from their context and few historic episodes.</p> <p>CG-7 Appreciates the importance and meaning of being Indian by understanding India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature.</p>	<p>C-1.1-Collects and interprets multiple sources of information to understand the different aspects of life.</p> <p>C-1.2. Represents and analyses data related to various aspects of human life given in the form of text, tables, charts etc.</p>	<p>To help the students to know about the changes in tribal life under colonial rule</p> <p>in tracing the reasons for Tribal Revolts</p>	<ul style="list-style-type: none"> Group Discussion <p>Make a project on any hero of one of the major tribal uprisings. (Internal Assessment Activity)</p>	April-May	Not to be included in exam
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Geography

Resources	<p>Natural Resources</p> <p>Classification of resources</p> <p>Importance of Resources</p> <p>Conservation of resources</p>	<p>CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful.</p> <p>CG-6 Understand the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications.</p>	<p>C-1.1-Collects and interprets multiple sources of information to understand the different aspects of life.</p> <p>C-1.2. Represents and analyses data related to various aspects of human life given in the form of text,</p>	<p>. To enable them to understand the concept and meaning of natural resources</p> <p>Different types of natural resources</p> <p>Use of resources</p> <p>Conservation of resources</p> <p>Sustainable development</p>	<ul style="list-style-type: none"> Examples from Visit to the school lawn and discuss about the various things they see there and coin the term Resources Students will identify and classify Earth's renewable and non renewable resources, including air, plants, water, and animals, resources, including coal, oil, and natural gas, on the basis of pictures shown on the smart board. Flowcharts (Classification) 	April-May	<p>Worksheet Internal Assessment 1</p> <p>Half yearly exam</p>
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	Sustainable development		<p>tables, charts etc.</p> <p>C-6.3 Analyses aspects of differential treatment or discrimination that may exist in Indian society, based on, e.g., socio-cultural background, region, language spoken, and what individuals and societies can do to eradicate such differential treatment</p>		<p>of Resources)</p> <p>Art Integration: Organise a "Best out of Waste" competition in class in which each student will be asked to make a useful item out of old and discarded materials.</p>		
Natural resources-Land,Soil and water	<ul style="list-style-type: none"> *Meaning *Types of resources *Land resources *Land use *Conservation of land resources *Soil resources *Soil 	<p>CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful.</p> <p>CG-6 Understand the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications.</p> <p>CG-7 Appreciates the importance and meaning of being Indian by understanding India's rich past and present including its glorious cultural unity in</p>	<p>C-1.2. Represents and analyses data related to various aspects of human life given in the form of text, tables, charts etc.</p> <p>6 . 1 Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how</p>	<p>To enable them to understand Importance of land resources</p> <p>be familiarize with formation of soil and its constituents</p> <p>show how the landforms affect the life of the people</p> <p>Inspire them to</p>	<ul style="list-style-type: none"> • Group Discussion • Flow Charts • Q/Ans. • Diagrams • Video session • Explanation method • Recapitulation method • Art Integration: Design a poster for class display board to conserve water resources. 	April May	Worksheet Half yearly exam

<p>formation</p> <p>*Parent rock material</p> <p>*Soil profile</p> <p>*Soil resources of India</p> <p>*Conservation of soil</p>	<p>diversity, pluralism, heritage, traditions, literature.</p>	<p>this harmonisation and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence</p> <p>6.2 Understands that, despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying</p>	<p>find ways for conservation of soil</p> <p>Make students aware of problems related to water</p> <p>understand the importance of conservation of natural vegetation and wildlife</p>	<ul style="list-style-type: none"> • Art Integration: Making soil profile <p>Art Integration: Design a poster for class display board to conserve water resources</p>	
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			outcomes and degrees of success				
Natural vegetation and wildlife	<ul style="list-style-type: none"> *Natural vegetation *Types *India-Natural vegetation *Wildlife *Conservation of Wildlife *SDG goals 	<p>CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful.</p> <p>CG-6 Understand the spatial distribution of resources(from local to global),their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications.</p> <p>CG-7 Appreciates the importance and meaning of being Indian by understanding India's rich past and present including its glorious cultural unity in diversity,pluralism,heritage ,traditions,literature.</p>	<p>C-1.2. Represents and analyses data related to various aspects of human life given in the form of text, tables, charts etc.</p> <p>6 . 1 Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonisation and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence.</p>	<p>To enable them to understand about the various types of Natural Vegetation</p> <p>about the wildlife found in the different vegetation zones</p> <p>Inspire them to find ways for conservation of natural resources</p>	<ul style="list-style-type: none"> • Group Discussion • Explanation method • Worksheet (1 mark questions only) 	July-August	<p>Worksheet (1 mark questions only)</p> <p>Half yearly exam</p>
Agriculture	<ul style="list-style-type: none"> *Agriculture *Farming 	CG-1 Comprehends and interprets sources related to different aspects of human	C-1.2. Represents and analyses data related to various	To enable the students to know	<ul style="list-style-type: none"> • Video session (equipment's of agriculture) • Discussion Case study- farm in 	July-August	Half Yearly

	<p>Techniques</p> <p>*Differences in Techniques</p> <p>*Major Crops</p> <p>*Case Study</p> <p>*Farming India</p> <p>* Farming in USA.</p>	<p>life and makes it meaningful.</p> <p>CG-6 Understand the spatial distribution of resources(from local to global),their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications.</p>	<p>aspects of human life given in the form of text, tables, charts etc.</p>	<p>Major crops ,Types of Farming and agriculture products.</p> <p>Difference between farming techniques.</p> <p>Difference in the farms of India and Farms of USA.</p>	<p>India and Farm in USA.</p> <p>Activity: Write a dairy entry about the life of a farmer in India.</p>		
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Civics:-

<p>The Indian Constitution and the Need for Laws</p>	<p>Constitution and its importance</p> <p>Need for laws</p> <p>Law and dissent</p> <p>Making of the Constitution</p>	<p>CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful.</p> <p>CG-4 Understands the functioning of social, cultural and political institution and their impact on the society ,and the way individuals and collectives shape their institutions.</p>	<p>C-1.1-Collects and interprets multiple sources of information to understand the different aspects of life.</p>	<p>To enable students to</p> <p>Familiarize with constitution of India</p> <p>Understand the need for Laws</p> <p>understand ideology behind the constitution and its features</p> <p>Develop respect towards the makers of the constitution</p>	<ul style="list-style-type: none"> • Examples from daily life • Group Discussion, • Flow Charts • Q/Ans • Recapitulation method <p>HOTS: If you are given a chance to change in the constitution what changes would you like to introduce and why?</p>	<p>April-May</p>	<p>Worksheet Internal Assessment 1</p>
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Vision of the Indian Constitution	<ul style="list-style-type: none"> *The Preamble *Fundamental rights *Fundamental Duties *Child labour- case study. *SDG (Goal 5) Gender Equality 	<p>CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful.</p> <p>CG-4 Understands the functioning of social, cultural and political institution and their impact on the society ,and the way individuals and collectives shape their institutions.</p>	<p>C-1.1-Collects and interprets multiple sources of information to understand the different aspects of life.</p> <p>1 Understands that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India's early experiments with democracy (assemblies in Mahajanapadas, kingdoms and empires at several levels of the society, guilds, <i>sanghas</i> and <i>ganas</i>, village councils and committees, Uthiramerur inscriptions)</p> <p>C-5.2 Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation</p>	<p>To enable the students to know</p> <ul style="list-style-type: none"> ✓ Preamble (Explanation) ✓ Fundamental rights of a citizen. ✓ Fundamental duties of a citizens. ✓ Child labour- A case study 	<p>Book</p> <p>Marker</p> <p>Duty Cards: Divide the class into 6 groups. Handout one Civic Duty Card to each group. Ask each group to deliberate over the duty written on their card and think of reasons why that duty is important</p> <p>The teacher engage the students in a brainstorming session and records their answers and relate the same to the lesson</p> <p>ART INTEGRATION: Collect pictures from newspapers which show violations of various fundamental rights . Stick them in collage and write against each picture , name the right in question,</p>	<p>MARC H- April</p>
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The Making of the Laws	<p>The right to Education</p> <p>free and compulsory elementary education</p> <p>role of the community</p> <p>violation of acts</p> <p>implication of the law</p>	<p>CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful.</p> <p>CG-4 Understands the functioning of social, cultural and political institution and their impact on the society ,and the way individuals and collectives shape their institutions.</p>	<p>C-6.1. Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonisation and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence.</p> <p>C-1.1-Collects and interprets multiple sources of information to understand the different aspects of life.</p>	<p>To enable the students to understand : describe of making a law</p> <p>about laws and dissent</p> <p>about controversial laws(India)</p>	<p>Book,Marker, Board,</p> <p>Group Discussion(Real LifeExamples)</p> <p>Group Discussion</p> <p>Real Life Examples</p> <p>Flow Charts (differed acts passed)</p> <p>Q-Ans</p> <p>Group Activity : Art integration- Make a poster to highlight the need for the RTE Act.</p>	March-April	<p>Life skill: There are many organizations who take care of the education of children who cannot afford to go to school.Do you know of any such organization? if yes, how?</p>
Forms of Untouchability	<p>*Manual Scavengers</p> <p>*Laws of Manual Scavenging</p> <p>*Mahatma Gandhi's role in removing</p>	<p>CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful.</p> <p>CG-5- Understand various forms of inequality and prejudice in society- from those prevalent in the family to those at a community /regional or national level and also the initiatives and efforts at various levels to address these issues</p>	<p>C-1.1-Collects and interprets multiple sources of information to understand the different aspects of life.</p> <p>C5.1Identifies,explains, and raises questions about different forms of inequality, prejudice, and discrimination prevailing in</p>	<p>To enable the students to know:</p> <p>Understand role of government in economic sphere.</p> <p>Planning for progress but the government.</p> <p>Developments made by the government.</p> <p>Government efforts to reduce poverty.</p>	<p>Group Discussion</p> <p>Hots: Why do you think untouchability is a social evil?</p> <p>(Life skill based activity)</p> <p>Open discussion</p> <p>Activity: Conduct a survey on poverty.</p>	July-Aug	<p>Final Examination</p>

	g untouch ability		one's own family, locality, region, and national and global levels C-5.2 Identifies, explains, and appreciates efforts (being) made at different levels through various (including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure equity, inclusion, and justice				
Governmen t at the centre	Reasons for opting this system	CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful. CG-5 - Understand various forms of inequality and prejudice in society- from those prevalent in the family to those at a community /regional or national level and also the initiatives and efforts at various levels to address these issues CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C-1.1 -Collects and interprets multiple sources of information to understand the different aspects of life. C5.1 Identifies, explains, and raises questions about different forms of inequality, prejudice, and discrimination prevailing in one's own family, locality, region, and national and global levels C-5.2 Identifies, explains, and appreciates efforts (being) made at	To enable the students to Familiarize with the forms of government in india Understand the functioning of parliamentary form of Government Develop understanding regarding the composition of parliamentary institutions understand about the	<ul style="list-style-type: none"> • Group Discussion • Flow Chart • Q /Ans • Comparative Table (Houses of Parliament and Powers of President and Prime Minister in India) Activity Find the current number of members in Lok Sabha. Also find the distribution of seats in Punjab state.	July- August	Half Yearly Exam

	<p>ministers</p> <p>Civil service and hierarchy</p>	<p>different levels through various (including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure equity, inclusion, and justice</p>	<p>structure and functions of the Indian Civil Service</p>	<p>HOTS: Why do people cast their vote as a secret Ballot? Mock Parliament(Art Integration) Showing live debates or discussions on any social/political issue. Think Big: Imagine that you have just become a member of the LokSabha. Write your first speech outlining your vision and hope.Remember to thank those who helped you, acknowledge people who have inspired you and speak about the needs of the electorate.</p>	
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SYLLABUS FOR IA-1	SYLLABUS FOR HALF YEARLY
<p>1. The Expansion of the British Power in India.</p> <p>2. Resources</p> <p>3. Land soil and water</p> <p>4. The Indian Constitution and the need for laws</p>	<p>1. The expansion of British Power in India.</p> <p>2. Rural life and society.</p> <p>3. Resources</p> <p>4. Land, soil and water.</p> <p>5. The vision of Indian constitution.</p> <p>6. Government at the centre.</p> <p>7. Craft and Industries.</p> <p>8. The revolt of 1857.</p> <p>9. Natural Vegetation and wildlife.</p> <p>10. Agriculture.</p> <p>11. The making of laws</p> <p>12. Forms of Untouchability.</p>



हिन्दी पाठ्यक्रम सत्र -2025-26

कक्षा : 8

विषय □हिन्दी

पुस्तकें हिन्दी 8 □पाठ्यपुस्तक □
सुगंध □हिन्दी व्याकरण □

विषय	उर्प विषय	शैक्षणिक लक्ष्य	दक्षताएं	शैक्षणिक उद्देश्य	शिक्षण विधिया □	महीना	मूल्यांकन
कविता	सरिता	CG- 11 छात्रों द्वारा भाषा पढ़ने और लिखने की समझ विकसित करना।	C- 11.2 कविता में प्रयोग होने वाले अक्षरों को पहचानना और ज्ञान का प्रयोग सरल शब्दों व वाक्यों को पढ़ने लिखने में करना।	छात्रों को कविता के सस्वर वाचन योग्य बनाना। नदियों के नामों से परिचित करवाना व उनका हमारे जीवन में होने वाले लाभ व हानियों के बारे में बताना। वाक्य निर्माण व चिंतन कौशल का विकास।	कविता गायन। कविता का सस्वर वाचन व भाव समझाना। सार लेखन पठित पद्यांश लघु व मूल्याधारित प्रश्नोत्तर।	अप्रैल	सरिता □कविता □ प्रश्नोत्तर
व्याकरण	विलोम	CG- 10 छात्रों द्वारा भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	C- 9.7 प्रभावी ढंग से रोज़मर्रा की बातचीत करने के लिए शब्दों की। जानकारी व उनका इस्तेमाल करना।	शब्द भण्डार में वृद्धि करना।	कक्षा में विलोम शब्दों का पठन और रिक्त स्थान द्वारा विलोम शब्दों का अभ्यास।	अप्रैल	कार्य पत्रिका
पाठ	उपहार	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	C- 10.5 कहानी पढ़कर पात्रोंक्रियानक और लेखक क्या कहना चाहता हैं की पहचान करके गुद से उसका अर्थ समझना।	कहानी का भाव ग्रहण करना। कक्षा में पक्षियों की प्रजातियों से परिचित करवाना। वाक्य निर्माण व चिंतन कौशल का विकास।	पाठ पठन के साथ पक्षियों की कितनी प्रजातियां होती हैं उस पर प्रोजेक्ट तैयार करवाना। पठित गद्यांश लघु व मूल्याधारित प्रश्नोत्तर गृह कार्य : नारा लेखन	अप्रैल	लिखित कक्षा परीक्षा द्वारा

पाठ	जुर्माना	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.5 समान पाठ्य और दृश्य सामग्री वाली पुस्तकों का स्वतंत्र पठन शुरू करती है ।	जुर्माना शब्द से परिचित करवाना वच्चों को छात्रों से संबंधित कथा सुनाना ।	पाठ का कुशल पठन <input type="checkbox"/> जुर्माना माफी के लिए पत्र लेखन । प्रश्नोत्तर	अप्रैल	लिखित कक्षा परीक्षा
व्याकरण	उपसर्ग प्रत्यय	CG- 9 छात्रों में रोज़मर्ग की वातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना	C- 10.2 उपसर्ग प्रत्यय को पहचानना और इस ज्ञान का इस्तेमाल विभिन्न शब्दों से करना	शब्द भण्डार में वृद्धि करना ।	पाठ में से उपसर्ग प्रत्यय शब्द चुनना व उदाहरणों के माध्यम से विभिन्न शब्दों की जानकारी देना ।	मई	पर्यायवाची शब्द का उचित विकल्प चुनना ।
लेखन	अनुच्छेद	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.8 अपनी समझ व अनुभव को व्यक्त करने के लिए अनुच्छेद लिखना	अपने अनुभवों और भावों को व्यक्त करने के लिए लेखन कौशल का विकास	प्रोजेक्टर की सहायता से विषय को समझकर लेखन ।	मई	मौखिक
लेखन	पत्र	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.8 अपनी समझ व अनुभव को व्यक्त करने के लिए पत्र लिखना	लेखन कौशल का विकास	प्रोजेक्टर की सहायता से पत्र का प्रारूप समझकर लेखन ।	मई	मौखिक
पाठ	महाश्वेतादेवी	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C-10 .9विभिन्न प्रकार की पस्तकों पढ़ने में रुचि ।	महाश्वेतादेवी के जीवनी के बारे में बताना । उनको मिलने वाले पुरस्कारों की जानकारी देना ।	पाठ का कुशल पठन छात्रों द्वारा पठित गद्यांश और प्रश्नोत्तर लिखवाना ।	मई	लिखित
कविता	पिंजरा	CG- 9 छात्रों में रोज़मर्ग की वातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना ।	C- 11.2 कविता में प्रयोग होने वाले अक्षरों को पहचानना और ज्ञान का प्रयोग सरल शब्दों व वाक्यों को पढ़ने लिखने में करना । ।	छात्रों को कविता के सम्बन्ध वाचन योग्य बनाना ।	कविता का लयपूर्ण पठन करना पठित पद्यांश तथा प्रश्नोत्तर ।	मई	मौखिक प्रश्नोत्तर
पाठ	फिसलन	CG- 9 छात्रों में रोज़मर्ग की वातचीत के लिए	C- 9.7 प्रभावी ढंग से रोज़मर्ग की वातचीत करने	चोरी ना करने के लिए	पाठ का कुशल पठन <input type="checkbox"/> पठन <input type="checkbox"/> प्रगति प्रश्नोत्तर प्रश्नोत्तर	मई	मौखिक प्रश्नोत्तर

		प्रभावी सम्प्रेषण कौशल विकसित करना ।	के लिए शब्दों की। जानकारी व उनका इस्तेमाल करना।	प्रेरित करना। खोया पाया विभाग के बारे में बताना।	लेखन		
पाठ	बाबा अमरनाथ	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना	C- 10.5कहानी पढ़कर पात्रों कथानक और लेखक क्या कहना चाहता है इसकी पहचान करके गुद से अर्थ समझाना।	पेड़ों का हमारे जीवन में क्या महत्व है जानकारी देना।	पाठ का कुशल पठन श्रुतलेख पठित पद्यांश प्र० उ० लेखन सबसे पुराने पेड़ का नाम लिखवाना।	जुलाई	मौखिक प्रश्नोत्तर
व्याकरण	समास	CG- 10 छात्रों द्वारा भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना	C- 9.7 प्रभावी ढंग से रोज़मर्ग की बातचीत करने के लिए शब्दों की। जानकारी व उनका इस्तेमाल करना।	उदाहरण सहित समास के भेद समझाना।	शमास लेखन	जुलाई	व्याकरण पुस्तक पर अभ्यास।
व्याकरण	प्रतिवेदन लेखन	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	C- 10.8 अपनी समझ व अनुभव को व्यक्त करने के लिए डायरी लिखना	लेखन कौशल का विकास	प्रारूप समझकर लेखन।	जुलाई	कक्षा परीक्षा
पाठ	आत्मनिर्भरता	CG- 9 छात्रों में रोज़मर्ग की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना	C- 10.5कहानी पढ़कर पात्रों कथानक और लेखक क्या कहना चाहता है इसकी पहचान करके गुद से अर्थ समझानाचोरी ना करने के लिए प्रेरित करना। खोया पाया विभाग की जानकारी देना।	पाठ का कुशल पठनकोई चीज मिलने पर उसको कहां देना चाहिए जैसे लघु प्र० उ० मौखिक श्रुतलेख प्र० उ० लेखन	जुलाई	कक्षा परीक्षा
व्याकरण	कारक	CG- 11 छात्रों द्वारा भाषा पढ़ने और लिखने की समझ विकसित करना।	C-11.2 शब्दों में शुरुवात और अन्त के शब्दांशों की पहचान करती है।	आगमन विधि द्वारा समझाना।	व्याकरण पुस्तक पर अभ्यास	जुलाई	कार्य पत्रिका
पाठ	एक कुत्ता और एक मैना	CG- 9 छात्रों में रोज़मर्ग की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना।	C- 10.5कहानी पढ़कर पात्रों कथानक और लेखक क्या कहना चाहता है इसकी पहचान करके गुद से अर्थ समझाना।	जीवन से परिचित करवाना।	अंतरिक्ष विज्ञान से जुड़े किन्हीं तीन आधुनिक वैज्ञानिकों के नाम पता करके बताइए। श्रुतलेख प्र० उ० लेखन	अगस्त	मौखिक प्र० उ०

व्याकरण	मुहावरे 1 से 30	CG- 11 छात्रों द्वारा भाषा पढ़ने और लिखने की समझ विकसित करना ।	C- 9.7 प्रभावी ढंग से रोज़मर्ग की बातचीत करने के लिए शब्दों की । जानकारी व उनका इस्तेमाल करना	शब्द भण्डार में वृद्धि करना ।	मुहावरों का प्रयोग करते हुए छोटी सी लघु कथा मौखिक	अगस्त	व्याकरण पुस्तक पर अभ्यास ।
पाठ	पानी में चंदा और चांद पर	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना	C- 10.5 कहानी पढ़कर पात्रों कथानक और लेखक क्या कहना चाहता है इसकी पहचान करके गुद से अर्थ समझाना ।	मुनीता विलियम और नील आमंस्ट्राग के बारे में चर्चा । चंद्रयान से परिचित करवाना ।	पाठ का कुशल पठन उपरांत श्रुतलेख प्र१ उ१ लेखन चंद्रयान २ का वर्णन कीजिए ।	अगस्त	कक्षा परीक्षा प्र१ उ१
पठ	सुभागी	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना	C- 10.5 कहानी पढ़कर पात्रों कथानक और लेखक क्या कहना चाहता है इसकी पहचान करके गुद से अर्थ समझाना ।	बेटा बेटी एक समान पर कक्षा में चर्चा ।	पाठ का कुशल पठन उपरांत श्रुतलेख प्र१ उ१ लेखन बेटी पढ़ाओ बेटी बचाओ स्लोगन लिखवाना ।	अगस्त	मौखिक प्र१ उ१
कविता	मन भावन सावन	CG- 9 छात्रों में रोज़मर्ग की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना ।	C- 11.2 कविता में प्रयोग होने वाले अक्षरों को पहचानना और ज्ञान का प्रयोग सरल शब्दों व वाक्यों को पढ़ने लिखने में करना । ।	छात्रों को कविता के सम्बन्ध वाचन योग्य बनाना । वर्षा ऋतु के बारे में बताना ।	कविता गायन । कविता का सम्बन्ध वाचन व भाव समझाना । वर्षा से संबंधित चित्र कॉपी पर बनाना । पठित पद्यांश लघु व मूल्याधारित प्रश्नोत्तर ।	अगस्त	कक्षा परीक्षा



Cambridge International School Phagwara

(CBSE Affiliation No. 1630723, School No. 20703)



Cambridge International School

Curriculum (Half Yearly)

Subject: ICT

Grade-VIII (2025-26)

Recommended Books— CODE GPT Ver 4.0 By ORANGE

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Images, Links & Frames in HTML5	Inserting Images Linking Web Pages Adding Audio and Videos Frames	CG-1 Active participation in discussion to create frames. CG-2 Insert the Images and Link those images in HTML.	C1.1- can create a frame in HTML. C2.1-can insert images in the HTML Document.	To enable students to Familiarize the adding of frames and images in HTML. Understand the insertion of the image and link it. Discuss the features of frames and its different properties. Identify the different ways to insert an image and ways to add audio and video in a page..	Group Discussion with understanding • Practical work	April	Worksheets Class Test

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Forms in HTML5.	What is a Form in HTML? The <FORM> Tag The <INPUT> Tag The <SELECT> Tag The <TEXTAREA> Tag	CG-1 Active participation in discussion about forms in HTML. CG-2 Active participation in discussion about the different tags like Form, Input, Select, Text Area Tags in HTML.	C1.1- can create a form in HTML. C2.1-can use different tags like Select, Input, Form in the HTML Document	To enable students to Familiarize with the creation of the forms in HTML. Understand how to use the different tags like Form, Select, Input. Discuss the various attributes of the tags used in HTML Identify the key features of the different tags used in HTML.	Group Discussion with understanding • Practical work	May	Worksheets Class Test

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Computer Networking	Computer Networks	CG-1 Active participation in discussion about computer networks and its advantages.	C1.1- can identify the computer networks and its advantages.	To enable students to Familiarize the concepts of the computer networks and can identify its advantages.	Group Discussion with understanding • Practical work • Video to show the different types of networks.	July	Worksheets Class Test
	Advantages of Networks			Understand the components of the communication system and the network terminologies.			
	Components of Data Communication System.	CG-2 Active participation in discussion about the different components of system and network terminologies.	C2.1-can identify the different components of the system.	Discuss the different types of networks and topologies.			
	Network Terminologies			Identify the components used in the wireless networking.			
	Types of Networks	CG-3 Active participation in discussion about the different types of network and wireless networking.	C3.1- can identify the different types of network and the use of wireless networking.				
	Topology						
	Wireless Networking						

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Trending Technologies	Artificial Intelligence Robotics Machine Learning Data Science Internet of Things (IoT) Edge Computing Augmented Reality and Virtual Reality 3D Printing	CG-1 Active participation in discussion about Artificial Intelligence and Machine Learning. CG-2 Active participation in discussion about Data Science and Edge Computing. CG-3 Active participation in discussion about 3D Printing and Augmented Reality and Virtual Reality.	C1.1- can explain about Artificial Intelligence and Machine Learning. C2.1-can identify the Data Science concepts and features of Edge Computing. C3.1- can explain how to do 3D Printing and describe about Augmented and Virtual Reality.	To enable students to Familiarize with the concepts of Artificial Intelligence and Robotics. Understand the topics of Data Science and Internet of Things. Discuss the features of Edge Computing and Internet of Things. Identify the uses of 3D Printing and discuss the features of Augmented and Virtual Reality.	Group Discussion with understanding • Practical work • Video to show about 3D Printing and Robotics.	July	Worksheets Class Test

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Algorithmic Intelligence	Multiple Conditions in a Program. Loops in a Program.	CG-1 Active participation in discussion about multiple conditions in a Program. CG-2 Active participation in discussion about the various loops in a program.	C1.1- can explain about using multiple loops in a program. C2.1-can identify the usage of different loops in a program.	To enable students to Familiarize the concepts of using multiple loops in a program. Understand the programs using conditions and loops. Discuss the various advantages of using conditions and loops in a program. Identify the concepts of the using multiple conditions and loops in a program.	Group Discussion with understanding • Practical work	August	Worksheets Class Test



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ਕੈਂਬਰਿਜ਼ ਇੰਡੋਨੈਸ਼ਨਲ ਸਕੂਲ
ਜਮਾਤ- ਅੱਠਵੀਂ, ਵਿਸ਼ਾ- ਪੰਜਾਬੀ
ਪਾਠਕਮ ਦਾ ਵਿਸਥਾਰ (2025-26)
ਛਿਮਾਹੀ ਪ੍ਰੀਖਿਆ

ਨਿਰਧਾਰਿਤ ਕਿਤਾਬਾਂ— ਪਰਵਾਜ਼ (ਪਾਠ-ਪੁਸਤਕ), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਪਰਮਵੀਰ ਪਬਲੀਕੇਸ਼ਨਜ਼)

ਵਿਸ਼ਾ	ਪਾਠਕਮ ਉਦੇਸ਼	ਯੋਗਤਾਵਾਂ	ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ	ਪ੍ਰਸਤੁਤੀਕਰਨ	ਮਹੀਨਾ	ਮੁਲਾਂਕਣ ਅਤੇ ਮਾਪਦੰਡ
1.*ਵਿਹਲਾ (ਕਵਿਤਾ)	* ਕਿਰਤ ਕਰਨ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਗਿਆਨ ਦੇਣਾ।	*ਕਵਿਤਾ ਦੀ ਵਿਆਖਿਆ ਅਤੇ ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਸਮਝਣ ਦੇ ਯੋਗ ਹੋ ਜਾਣਗੇ। * ਵਿਹਲੇ ਰਹਿਣ ਦੇ ਨੁਕਸਾਨ ਅਤੇ ਕਿਰਤ ਕਰਨ ਦੇ ਫਾਇਦੇ ਜਾਣ ਸਕਣਗੇ।	* ਕਦਰਾਂ-ਕੀਮਤਾਂ ਉੱਤੇ ਅਧਾਰਿਤ ਪ੍ਰਸਨ-ਉੱਤਰ ਹੱਲ ਕਰ ਸਕਣਗੇ।	*ਅਧਿਆਪਕਾ ਦੁਆਰਾ ਵਿਆਖਿਆ ਵਿਧੀ, ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ। *ਪ੍ਰਸਨ-ਉੱਤਰ	ਅਪਰੈਲ-ਮਈ	(ਆਈ.ਏ.-1) 1. ਅਣਡਿੱਠਾ ਪੈਰਾ 2. ਅਣਡਿੱਠਾ ਕਾਵਿ-ਟੋਟਾ 3. ਵਿਹਲਾ (ਕਵਿਤਾ) 4. ਸੱਜੀ ਬਾਂਹ (ਕਹਾਣੀ) 5. ਵਿਸਮਿਕ 6. ਲਿੰਗ ਬਦਲੋ 7. ਮੁਹਾਵਰੇ
2.*ਵਿਸਮਿਕ 3.*ਲਿੰਗ ਬਦਲੋ 4.*ਮੁਹਾਵਰੇ 5.*ਬਿਨੈ-ਪੱਤਰ (ਸੁਣਨ,ਪੜ੍ਹਨ, ਲਿਖਣ,ਉਚਾਰਨ)	*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ + ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇ ਕੇ। *ਪੱਤਰ ਨੂੰ ਤਿੰਨ ਭਾਗਾਂ ਵਿੱਚ ਵੰਡ ਕੇ ਪੱਤਰ ਲਿਖਣ ਦਾ ਢੰਗ ਸਿਖਾਉਣਾ।	*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ ਅਤੇ ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਗੇ। *ਪੱਤਰ ਨੂੰ ਤਿੰਨ ਭਾਗਾਂ ਵਿੱਚ ਵੰਡ ਕੇ ਪੱਤਰ ਲਿਖਣ ਦਾ ਢੰਗ ਸਿੱਖਣਗੇ।	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। *ਵਿਆਕਰਨ ਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ + ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇ ਕੇ। *ਪੱਤਰ ਨੂੰ ਤਿੰਨ ਭਾਗਾਂ ਵਿੱਚ ਵੰਡ ਕੇ ਪੱਤਰ ਲਿਖਣ ਦਾ ਢੰਗ ਸਿੱਖਣਗੇ।	* ਵੱਖ-ਵੱਖ ਸਜੀਵ-ਨਿਰਜੀਵ ਉਦਾਹਰਨਾਂ ਰਾਹੀਂ। *ਪਰਚੀ ਵਿਧੀ ਰਾਹੀਂ ਮੁਹਾਵਰੇ। *ਸਫੇਦ ਤਖਤੇ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਵਿਦਿ। ਨੂੰ ਬਿਨੈ-ਪੱਤਰ ਦਾ ਲਿਖਤੀ ਕਾਰਜ ਕਰਵਾਉਣਾ। *ਜਮਾਤ ਅਤੇ ਘਰ ਦਾ ਕੰਮ- ਵਿਸਮਿਕ, ਲਿੰਗ ਬਦਲੋ ਅਤੇ ਮੁਹਾਵਰੇ (ਕਾਰਜ ਪੱਤਰਿਕਾ ਰਾਹੀਂ ਅਤੇ ਯਾਦ ਕਰਨਾ।)		
*6. ਸੱਜੀ ਬਾਂਹ (ਕਹਾਣੀ)	* ਪਰਿਵਾਰ ਦੀ ਆਰਥਿਕ ਸਥਿਤੀ ਵਿੱਚ ਮੁੰਡੇ ਅਤੇ ਕੂੜੀਆਂ ਦੇ ਬਰਾਬਰ ਯੋਗਦਾਨ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ (ਸੁਣਨ,ਪੜ੍ਹਨ, ਲਿਖਣ,ਉਚਾਰਨ)	*ਸਮਾਜਿਕ ਸਮਾਨਤਾ ਬਾਰੇ ਸਮਝ ਸਕਣਗੇ *ਘਰੇਲੂ ਕੰਮਾਂ ਦੇ ਨਾਲ ਆਰਥਿਕ ਕੰਮਾਂ ਵਿੱਚ ਵੀ ਅੱਗੇ ਦੀ ਮਹੱਤਤਾ ਸਮਝਣ ਦੇ ਯੋਗ ਹੋ	* ਸਮਾਜ ਵਿੱਚ ਹੋ ਰਹੇ ਮਰਦ ਅਤੇ ਅੱਗੇ ਵਿਚਲੇ ਅੰਤਰ ਨੂੰ ਘੱਟ ਕਰਨ ਵਿੱਚ ਆਪਣਾ	*ਵਿਦਿ। ਦੁਆਰਾ ਪਠਨ, ਅਧਿ: ਦੁਆਰਾ ਚਰਚਾ, ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ, *ਪ੍ਰਸਨ-ਉੱਤਰ *ਘਰ ਦਾ ਕੰਮ-ਕਦਰਾਂ-ਕੀਮਤਾਂ ਉੱਤੇ ਅਧਾਰਿਤ।		*ਉਚਾਰਨ ਕੌਸ਼ਲ (ਲੇਖਾਂ 'ਤੇ ਅਧਾਰਿਤ) 1.ਆਤਮ - ਵਿਸ਼ਵਾਸ 2.ਵਿਸ਼ੇ ਦੀ ਸਮਝ 3.ਭਾਸ਼ਾ

		ਜਾਣਗੇ ।	ਯੋਗਦਾਨ ਦੇਣ ਦੇ ਕਾਬਿਲ ਬਣ ਸਕਣਗੇ ।		ਸੁੱਧਤਾ 4.ਵਿਆਕਰਨਿ ਕ ਨਿਯਮਾਂ ਦਾ ਪ੍ਰਯੋਗ 5.ਪ੍ਰਵਾਹਮਈ ਉਚਾਰਨ	
7.*ਕਿਰਿਆ- ਵਿਸ਼ੇਸ਼ਣ 8.*ਲੇਖ 9.*ਅਣਡਿੱਠਾ ਪੈਰੂ 10.*ਅਣਡਿੱਠਾ ਕਾਵਿ-ਟੋਟਾ (ਸੁਣਨ,ਪੜ੍ਹਨ, ਲਿਖਣ,ਉਚਾਰ ਨ)	*ਸਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ। *ਵਿਆਕਰਨਿਕ ਨਿਯਮਾਂ ਦੀ ਜਾਣਕਾਰੀ। *ਲੇਖ - ਫਲੋ ਚਾਰਟ ਰਾਹੀਂ ਲਿਖਣ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ। *ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ।	*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਗੇ। *ਵਿਦਿ. ਸੁੱਧ ਲਿਖਣਾ ਸਿੱਖਣਗੇ।	ਵਿਦਿ. ਸੁੱਧ ਅਤੇ ਰੌਚਕ ਸ਼ਬਦਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖਣਗੇ। *ਵਿਦਿ. ਯਾਦ ਕਰਨਾ ਅਤੇ ਲਿਖਣਾ। *ਵਿਦਿ. ਨੂੰ ਅਣਡਿੱਠੇ ਪੈਰੂ ਅਤੇ ਅਣਡਿੱਠੇ ਕਾਵਿ-ਟੋਟੇ 'ਚੋਂ ਪ੍ਰਸ਼ਨ ਦੇ ਕੇ ਉਹਨਾਂ ਦੇ ਉੱਤਰ ਹੱਲ ਕਰਨਾ ਸਿੱਖਣਗੇ।	*ਅਧਿ. ਦੁਆਰਾ ਵਿਦਿ. ਨਾਲ ਸੰਬੰਧਤ ਲੇਖਾਂ ਬਾਰੇ ਵਾਰਤਾਲਾਪ ਕਰਨਾ। *ਘਰ ਦਾ ਕੰਮ- ਅਭਿਆਸ ਕਾਰਜ ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ। *ਘਰ ਦਾ ਕੰਮ-ਪ੍ਰਸ਼ਨ- ਉੱਤਰ / ਕਾਰਜ ਪੱਤਰਿਕਾ		
11.* ਗਿੱਧਾ (ਲੇਖ)	*ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।	*ਪੁਰਾਣੇ ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਅਤੇ ਲੋਕ-ਗੀਤਾਂ ਤੋਂ ਜਾਣੂ ਕਰਾਉਣਾ। (ਸੁਣਨ,ਪੜ੍ਹਨ, ਲਿਖਣ,ਉਚਾਰਨ)	* ਕਈ ਤਰ੍ਹਾਂ ਦੀਆਂ ਬੋਲੀਆਂ ਅਤੇ ਉਹਨਾਂ ਦਾ ਮਹੱਤਵ ਸਮਝ ਸਕਣਗੇ। * ਮਹਾਨ ਸ਼ਖਸੀਅਤਾਂ ਨੂੰ ਮਿਲਣ ਵਾਲੇ ਇਨਾਮਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।	* ਵਿਦਿ : ਦੁਆਰਾ ਪਠਨ, ਅਧਿ : ਦੁਆਰਾ ਚਰਚਾ, ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ *ਗਤੀਵਿਧੀ - ਵਿਦਿ. ਬੋਲੀਆਂ ਬੋਲਣਗੇ। *ਪ੍ਰਸ਼ਨ-ਉੱਤਰ *ਘਰ ਦਾ ਕੰਮ- ਕਦਰਾਂ-ਕੀਮਤਾਂ ਉੱਤੇ ਅਧਾਰਿਤ। * ਵਿਦਿ : ਵੱਖ-ਵੱਖ ਤਰ੍ਹਾਂ ਮਿਲਣ ਵਾਲੇ ਤਮਗਿਆਂ ਦੀਆਂ ਤਸਵੀਰ ਲਗਾਉਂਦੇ ਹੋਏ ਉਹਨਾਂ ਬਾਰੇ ਲਿਖਣਗੇ।		
12. ਇਨਾਮ- ਸਨਮਾਨ (ਕ੍ਰੇਵਲ ਪ੍ਰੋਜੈਕਟ ਲਈ)	* ਪੁਰਾਤਨ ਅਤੇ ਆਧੁਨਿਕ ਸਮੇਂ ਵਿੱਚ ਮਿਲਣ ਬਾਰੇ ਇਨਾਮਾਂ ਤੋਂ ਜਾਣੂ ਕਰਾਉਣਾ।	* ਵੱਖ-ਵੱਖ ਇਨਾਮਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨ ਦੇ ਯੋਗ ਹੋ ਜਾਣਗੇ।			(ਆਈ. ਏ.- 1) ਪ੍ਰੋਜੈਕਟ	
1. * ਪ੍ਰਭਾਤ ਦਾ ਸੁਪਨਾ (ਕਹਾਣੀ)	* *ਵਿਦਿ. ਨਾਲ ਸੁਪਨਿਆਂ ਸੰਬੰਧੀ ਵਿਚਾਰ ਸਾਂਝੇ ਕਰਨਾ।	*ਜੀਵਨ ਪ੍ਰਤੀ ਜ਼ਿੰਦਾ-ਦਿਲੀ ਪੁਗਟ ਕਰਨ ਦੀ ਪ੍ਰੇਰਨਾ ਦੇਣੀ । *ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਸਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ	ਵਿਦਿ. ਸੁਪਨਿਆਂ ਤੋਂ ਹਕੀਕਤ ਦੀ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਜਿਉਣ ਦੀ ਕੋਸ਼ਲ ਕਰਨਗੇ।	*ਵਿਦਿ. ਦੁਆਰਾ ਪਠਨ, ਅਧਿ: ਦੁਆਰਾ ਚਰਚਾ, ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ *ਵਿਦਿ. ਕੋਲੋਂ ਘਟਨਾਵਾਂ/ ਮੁੱਖ ਗੱਲਾਂ ਪੁੱਛੀਆਂ ਜਾਣਗੀਆਂ।	ਜੁਲਾਈ - ਅਗਸਤ	ਜਮਾਤੀ ਪਰੀਖਿਆ

		ਕਰਨਾ।		*ਪ੍ਰਸ਼ਨ-ਉੱਤਰ *ਘਰ ਦਾ ਕੰਮ- ਕਰਦਾਂ-ਕੀਮਤਾਂ ਉੱਤੇ ਅਧਾਰਿਤ।	
2.*ਸੰਬੰਧਕ 3.*ਅਗੇਤਰ 4.*ਬਹੁ- ਅਰਥਕ ਸ਼ਬਦ 5.*ਨਿੱਜੀ- ਪੱਤਰ 6. ਦ੍ਰਿਸ਼ ਵਰਣਨ	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ। (ਸੁਣਨ,ਪੜ੍ਹਨ, ਲਿਖਣ,ਉਚਾਰਨ ਕੌਸਲ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।) *ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ। *ਵਿਆਕਰਨਿਕ ਨਿਯਮਾਂ ਦੀ ਜਾਣਕਾਰੀ।	*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ +ਵਰਤੋਂ ਬਾਰ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਗੇ। *ਪੱਤਰ ਨੂੰ ਤਿੰਨ ਭਾਗਾਂ ਵਿੱਚ ਵੰਡ ਕੇ ਪੱਤਰ ਲਿਖਣ ਦਾ ਢੰਗ ਸਿੱਖਣਗੇ।	*ਵਿਚਾਰਾਂ ਅਤੇ ਕਲਪਨਾ ਸ਼ਕਤੀ ਦਾ ਵਿਕਾਸ। ਵਿਦਿ. ਵਿੱਚ ਲਿਖਣ ਕੌਸਲ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ।	*ਬੋਰਡ+ਵੱਖ-ਵੱਖ ਉਦਾਹਰਨਾਂ ਰਾਹੀਂ ਵਿਸ਼ਾ ਸਪੱਸ਼ਟ ਕਰਨਾ। *ਵਾਕਾਂ ਅਤੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਤੀ ਅਭਿਆਸ। * ਸਫੇਦ ਤਖ਼ਤੇ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਵਿਦਿ。 ਨੂੰ ਨਿੱਜੀ-ਪੱਤਰ ਦਾ ਲਿਖਤੀ ਕਾਰਜ ਕਰਵਾਉਣਾ। *ਗਤੀਵਿਧੀ- ਪੋਸਟ ਕਾਰਡ ਰਾਹੀਂ। *ਜਮਾਤ/ਘਰ ਦਾ ਕੰਮ- ਅਗੇਤਰ, ਵਿਰੋਧੀ ਸ਼ਬਦ (ਲਿਖਣੇ ਅਤੇ ਯਾਦ ਕਰਨੇ।)	ਜਮਾਤੀ ਪ੍ਰੀਖਿਆ
*7. ਭਗਤ ਪੂਰਨ ਸਿੰਘ (ਸ਼ਬਦੀਅਤ)	*ਮਹਾਨ ਸ਼ਬਦੀਅਤ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ। (ਸੁਣਨ,ਪੜ੍ਹਨ,ਲਿਖ ਣ,ਉਚਾਰਨ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।)	*ਵਿਦਿ. ਭਗਤ ਪੂਰਨ ਸਿੰਘ ਜੀ ਬਾਰੇ ਜਾਣਨਗੇ।	ਵਿਦਿ. ਕਦਰਾਂ ਕੀਮਤਾਂ ਤੇ ਅਧਾਰਿਤ ਪ੍ਰਸ਼ਨਾਂ ਦਾ ਹੱਲ ਕਰ ਸਕਣਗੇ।	*ਚਰਚਾ ਵਿਧੀ ਅਤੇ ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ। *ਵਿਦਿ. ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਪ੍ਰਸ਼ਨ-ਉੱਤਰਾਂ ਦਾ ਵਿਕਾਸ। *ਘਰ ਦਾ ਕੰਮ- ਕਰਦਾਂ-ਕੀਮਤਾਂ ਉੱਤੇ ਅਧਾਰਿਤ।	*ਸਾਰੇ ਸਿਲੇਬਸ ਦਾ ਛਿਮਾਹੀਂ ਪ੍ਰੀਖਿਆ ਰਾਹੀਂ ਮੁਲਾਂਕਣ।

ਸਤੰਬਰ____ ਛਿਮਾਹੀ ਪ੍ਰੀਖਿਆ ਦੀ ਦੁਹਰਾਈ । ਛਿਮਾਹੀ ਪ੍ਰੀਖਿਆ--- ਅਪਰੈਲ ਤੋਂ ਅਗਸਤ ਤੱਕ ਦਾ ਸਾਰਾ ਸਿਲੇਬਸ।