



Curriculum (2025-26)

Subject: English

Grade-VIII

Recommended Books— New Pathway

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Emperor's on ice	Adventure, Exploration, Curiosity	-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.	Identify and interpret the central ideas of the story. Expressing opinions and research in class. Identify ways to contribute to animal conservation and sustainability. Develop empathy and compassion towards all living beings.	Ice breaking questions like- Have you ever been on an adventurous journey? Are you familiar with any famous explorers or expeditions from early 20 th century/ Group discussion on any latest discoveries or expeditions.	October	Short questions



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The Lost World	Adventure, exploration, curiosity	CG-1 Enhances imagination and comprehension of adventure literature. CG-2 Encourages curiosity about science and discovery.	C-1.2 Identifies descriptive details in narratives. C-2.1 Expresses curiosity through creative writing. - Understand theme of exploration.	Understand theme of exploration. Interpret the ideas and central ideas of the chapter. Express adventurous experiences. Develop descriptive and imaginative writing.	Reading with role play. Group discussion on great explorers. Activity: Map drawing of the “lost world”	October	Long question answer



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The Fabulous Fabled Silk Road	Trade, culture, heritage	CG-1 Builds awareness about history and culture. CG-2 Develops analytical thinking through non-fiction.	1.1 Identifies facts and details in informational text. C-2.2 Expresses understanding of cultural exchanges.	Read the poem out loud with proper pronunciation and intonation. Understand significance of Silk Road. Identify figures of speech, imagery and other literary devises used. Appreciate cultural diversity. .	Group project: Poster on “Silk Road Discussion on cultural exchange. Discussion on ancient and new ways of trade rout that connect the East and west for thousand years.	November	RTC and Poetic devices



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The Watery Place	Humor, imagination, satire	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 Expresses creativity in writing. Identifies and appreciate different forms of literature and style of writing	Appreciate imagination and wit. Write humorous dialogues. Reading aloud with expressions.	Understand theme of exploration. Interpret the ideas and central ideas of the chapter. Express adventurous experiences. Develop descriptive and imaginative writing.	November	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.	October	Short question answers



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Man and Machine	Relationship between humans and technology	CG-1: Develops effective communication skills to express thoughts, feelings, and ideas. CG-2: Appreciates literary and cultural perspectives on technology and its impact on human life. CG-3: Encourages critical thinking on the advantages and disadvantages of machines in human society.	C-1.1: Identifies key ideas, themes, and messages from the text. C-1.2: Analyzes character perspectives and author's viewpoint. C-2.1: Expresses opinions on the role of machines in daily life through speech and writing. C-3.1: Demonstrates creativity through discussions, debates, and written responses.	Understands the interaction between humans and machines as portrayed in the text. Interprets the author's message about technological progress and human values. Develops the ability to critically evaluate both positive and negative impacts of machines. Enhances vocabulary, comprehension, and inference skills.	Reading & Discussion: Teacher-led reading followed by Q/A. Group Activity: Debate on "Machines – Boon or Bane." Writing: Paragraph on "My Life without Machines." Vocabulary exercises	November	Short and Long questions



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Feathered Friend	Friendship and loyalty in unusual circumstances; Life in space	CG-1: Develops effective communication and critical thinking skills through literary analysis. CG-2: Appreciates science fiction as a literary genre and explores human-animal relationships. CG-3: Encourages creative expression through discussions and writing tasks.	C-1.1: Identifies key events, themes, and characters. C-1.2: Interprets the significance of the canary in a space setting. C-2.1: Expresses opinions on the bond between humans and animals. C-3.1: Demonstrates creativity through role play, debate, or narrative writing.	Understand the plot and main idea of survival and companionship in space. Analyzes how the canary becomes a symbol of safety and friendship. Develops vocabulary and comprehension skills related to science and space. Enhances the ability to relate fictional scenarios to real-life values of trust and care	Class Discussion on friendship and loyalty Group Activity: Dialogue Writing on “A Day in a Space Station.” Debate/Discussion: “Animals as companions in extreme environments.	November	Diary entry of the astronaut describing the event



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The Inventor (Poem)	Creativity, Imagination, and Human Ingenuity	CG-1: Develops appreciation for poetry and its ability to express innovation and curiosity CG-2: Enhances creative thinking and interpretation of poetic devices. CG-3: Encourages self-expression through writing and recitation.	C-1.1: Identifies theme, mood, and message of the poem. C-1.2: Recognizes and explains poetic devices such as rhyme, alliteration, and imagery. C-2.1: Expresses ideas about creativity and invention through oral and written responses. C-3.1: Demonstrates imaginative thinking in creative writing tasks.	Understands the poet's message on the spirit of discovery and invention. Analyzes the use of figurative language and sound devices. Improves ability to recite poetry with correct intonation and expression. Connects the theme of innovation to real-life inventors and scientific progress	Recitation & Discussion: Reading aloud with explanation of poetic devices. Brainstorm Activity- Students list inventions that changed the world poem/paragraph on “An Invention I Dream Of.” Group Work: Create a poster of a famous inventor and their contribution	December	RTC



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The Boy Who Was Caught	Honesty, Consequences of Wrongdoing, Moral Responsibility	C-1.1: Identifies key events, character traits, and moral conflicts in the story. C-1.2: Analyzes the consequences of dishonesty and choices made by the characters. C-2.1: Expresses personal opinions about right and wrong through speech and writing. C-3.1: Demonstrates critical and creative thinking in problem-solving activities.	C-1.2: Analyzes the consequences of dishonesty and choices made by the characters. C-2.1: Expresses personal opinions about right and wrong through speech and writing. C-3.1: Demonstrates critical and creative thinking in problem-solving activities.	Understands the plot, characters, and moral message of the story. Evaluates the importance of honesty and accountability in daily life. Expands vocabulary and improves inferential comprehension. : Reflects on real-life situations requiring ethical decision-	Reading & Discussion: Teacher-led reading with guided questioning	December	Short questions



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Subject: English

Grade-VII

Recommended Books— New Pathway

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	December	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	January	Notice writing



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Grade-VIII

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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	December	Application to Principal on a given topic.



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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.	January Fill ups	PPT presentation Recapitulation with an activity



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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.	November	Determiners exercise



Cambridge International School, Phagwara

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?, India and the World-Case studies.

CIVICS: Role of the Police and the courts.

HISTORY

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Mon ths	Evaluation
Educat ion and the British rule	<ul style="list-style-type: none">Education in India before the British Rule.Education in India during the British Rule.Anglicist and Orientalist Debate.Impact of Western EducationRole of Indian Reformers in Education.	<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>C-1.1-Collects and interprets multiple sources of information to understand the different aspects of life.</p> <p>C- 2.1- explain and analyses major changes in the past and their impact on society.</p>	<ul style="list-style-type: none">Describe the features of the indigenous education system before British rule.Explain the changes brought by the British in the field of education.Compare the Anglicist and Orientalist approaches and their influence.Analyze the impact of Western education on Indian society and politics.Identify contributions of Indian reformers in promoting education.	<ul style="list-style-type: none">Textbook: History/Civics book (Grade 8)Supplementary Reading: Extracts from Macaulay's Minute, Wood's DespatchAudio-Visuals: Short videos on indigenous schools, Macaulay, and Aligarh MovementCase Studies: On Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, Sir Syed Ahmed Khan	Oct- Nov	IA2

Women and reforms	<ul style="list-style-type: none"> • Status of Indian Women before Reforms • The Women Question (Debate over women's rights during 19th century) • Sati and its Abolition • Widow Remarriage • Women's Education and Social Reform Movements 	<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- 4.2- Assesses the influence of social, cultural and political institutions on an individual, group or community.</p> <p>C- 5.1- 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 level.</p>	<p>Enable the students:</p> <ul style="list-style-type: none"> • Describe the condition of women in Indian society before reforms. • Explain the major issues: sati, child marriage, ban on widow remarriage, lack of education. • Identify the role of reformers like Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, and others. • Analyze how reforms related to women were linked to larger social changes. • Recognize the importance of women's education and empowerment. • Develop empathy and critical thinking about women's struggles for equality. 	<ul style="list-style-type: none"> • Textbook: Grade 8 History (chapter on Women and Reforms) • Visual Aids: Pictures of reformers (Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, Pandita Ramabai, etc.) • Primary Sources: Extracts from Raja Ram Mohan Roy's writings, Widow Remarriage Act (1856) • Audio-Visual: Short documentary or video clips on women's reform movements • Charts/Posters: Timeline of reforms affecting women. 	Oct-Nov	IA2 Half yearly
Challenging the caste system	<ul style="list-style-type: none"> • The Caste System • Why Caste Reform? • Reformers of Eastern, Western, and Southern India 	<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</p>	<p>C-1.1-Collects and interprets multiple sources of information to understand the different aspects of life.</p> <p>C- 5.1- Identifies, explains and raises questions about different forms of</p>	<p>By the end of the chapter, students will be able to</p> <ul style="list-style-type: none"> • Explain the basic structure and problems of the caste system. • Discuss why reform 	<ul style="list-style-type: none"> • Textbook: Grade 8 History/Social Science chapter on caste reform. • Supplementary Readings: Excerpts from Jyotiba Phule's 	Dec-Jan	Worksheet Half yearly exam

	<ul style="list-style-type: none"> • Gandhi and the Caste System 	<p>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>inequality,prejudice and discrimination prevailing in one's own family,locality.region and national and global level.</p> <p>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</p>	<p>was necessary for building a just society.</p> <ul style="list-style-type: none"> • Identify the contributions of reformers across different regions of India. • Evaluate Gandhi's role in challenging caste inequalities. • Analyze how caste reform movements shaped modern Indian society. 	<p><i>Gulamgiri, Narayana Guru's teachings, Gandhi's writings on untouchability.</i></p> <p>• Audio-Visuals: Documentaries on caste reformers, Gandhi's Harijan movement.</p> <p>(Debate: "<i>Who was more radical – Gandhi or Ambedkar in fighting caste discrimination?</i>")</p>		
The Nationalist movement	<ul style="list-style-type: none"> • Rise of Nationalism • Formation of Political Association • Indian National Congress • Moderates and Extremists • Partition of Bengal • Swadeshi Movement • Muslim 	<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>CG-5- Understand various forms of inequality and prejudice in society- from those prevalent in the family to those at a community /regional or</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>	<ul style="list-style-type: none"> • Explain the factors that led to the rise of nationalism in India. • Describe the formation and objectives of the Indian National Congress. • Differentiate between the methods and ideologies of Moderates and Radicals. • Evaluate the importance of the Swadeshi Movement in strengthening the spirit of self-reliance. 	<ul style="list-style-type: none"> • Textbook • Political maps of British India (before and after the Partition of Bengal) • Timeline charts of Nationalist Movement (1885–1907) • Audiovisual clips/documentaries on Swadeshi Movement. 	Dec-Jan	Final Exam

	<ul style="list-style-type: none"> league nad Surat split • Growth of militancy • Independence and partition 	<p>national level and also the initiatives and efforts at various levels to address these issues.</p>		<ul style="list-style-type: none"> • Develop critical thinking by connecting historical events with present-day democratic struggles. 		
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Geography

				capital, transport, power, market). •Locate and describe important industrial regions in India and the world.			
Human Resources	<ul style="list-style-type: none"> • Meaning of population. • Distribution of Population • Growth of Population and Population Patterns • Improving Social Structure for Growth and Development 	<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, tables, charts etc.</p> <p>C-6.4. Correlates the existence of different patterns of livelihood with different types of landforms, availability of resources and climate conditions and changes .</p>	<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> •Define <i>human resources</i> and explain their importance in development. •Interpret world and Indian population distribution maps. •Explain factors influencing population distribution (relief, climate, resources, economic activities). •Differentiate between population growth and population density. •Analyze the impact of overpopulation and under-population. •Understand how education, health, and skill development contribute to improving the social structure. 	<ul style="list-style-type: none"> • Group Discussion • Flow Charts • Q/Ans. • Diagrams • Video session • Explanation method • Recapitulation method <p>Quick survey in the class: “How many siblings do you have?” → Make a bar graph on the board to show small vs. large families. → Connect to <i>population growth</i>.</p>	April May	Worksheet Half yearly exam
Natural and manmade	Natural	CG-1 Comprehends and interprets sources related	C-1.1-Collects and interprets multiple	By the end of the chapter, students will	• textbook	Dec-Jan	Half yearly

disasters	<p>Disasters</p> <ul style="list-style-type: none"> • Floods • Drought • Earthquake • Cyclones <p>Manmade Disasters</p> <ul style="list-style-type: none"> • Fire related • Nuclear • Biological • Terrorism • Travel-related 	<p>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>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-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>be able to:</p> <ul style="list-style-type: none"> • Define natural and man-made disasters and differentiate between them. • Identify the causes and impacts of earthquakes, floods, cyclones, droughts, fires, nuclear, and biological disasters. • Demonstrate knowledge of disaster preparedness and safety measures. • Appreciate the role of government agencies, NGOs, and communities in disaster management. • Develop empathy and responsibility towards disaster victims and the importance of resilience. 	<ul style="list-style-type: none"> • Disaster management guidelines (NDMA, UNDRR, Red Cross resources) • Maps showing disaster-prone zones in India • Audio-visual clips/documentaries on disaster • First-aid kit demonstration materials <p>Warm-Up Activity (Ice-Breaker)</p> <ul style="list-style-type: none"> • Teacher writes the word <i>DISASTER</i> on the board. • Students brainstorm and quickly say the first words that come to mind (e.g., earthquake, rescue, flood, hospital). • Teacher clusters responses into <i>natural</i> and <i>man-made</i> categories → leads into the lesson. 		<p>exam Art integrated : Make a poster showing Punjab floods 2025.</p>
India and the World- Case Studies	<ul style="list-style-type: none"> • Introduction • Classification of industries • Factors 	<p>CG-1 Comprehends and interprets sources related to different aspects of human life and makes it meaningful.</p> <p>CG-7 Appreciates the</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>After the study students will be able to—</p> <ul style="list-style-type: none"> • Appraise the importance of manufacturing industries in its 	<ul style="list-style-type: none"> • Book, • Marker, • Board, • A/V room • Video Comparative table on: • Osaka/Ahmedabad, 	Oct-Nov	Not Part of the Exams

	<p>influencing location of Manufacturing Industries</p> <ul style="list-style-type: none"> Comparative study of Iron and steel industry in Jamshedpur and Detroit USA), Textile Industry in Ahmedabad and Osaka Information and Technology in Bengaluru and Silicon valley 	<p>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-2.1. Explains and analyses major changes in the past and their impact on society.</p> <p>C-7.1- Explains India's unity in diversity by recognizing commonalities in its rich and diverse cultural elements, language, art, philosophical ideas, values and health practices including Ayurveda and yoga.</p>	<p>economic growth</p> <ul style="list-style-type: none"> Understand important forms of manufacturing industries Classify industries on various basis like size, raw materials, ownership etc. Analyze the factors influencing the location of manufacturing industries Compare and contrast the Iron and steel industries of India and USA Cotton textile industries of India and Japan IT industry of India and USA 	<p>Silicon Valley/Electronic capital, Jamshedpur/Detroit</p> <ul style="list-style-type: none"> Recapitulation method 		
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Civics:-

Judiciary	<p>The Judiciary</p> <p>The Supreme court</p> <p>Jurisdiction of the supreme court</p> <p>Subordinate</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</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</p>	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> Explain the role and importance of the Judiciary in a democracy. Identify the structure of courts in India (Supreme Court, High Courts, 	<ul style="list-style-type: none"> Book, Marker, Board, A/V room Video Comparative table on: Hierarchy of 	<p>OCT-NOV</p>	<p>Worksheet Internal Assessment 1</p> <p>Final Term</p>
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	<p>court Case study-How courts work</p> <p>An impartial Judiciary.</p>	<p>institutions.</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>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</p>	<p>individual, group or community.</p> <p>C5.1Identifies,explains ,and raises questions about different forms of inequality,prejudice,an d discrimination prevailing in one's own family, locality, region, and national and global levels</p> <p>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</p>	<p>and Subordinate Courts).</p> <ul style="list-style-type: none"> • Describe the jurisdiction of the Supreme Court. • Understand how courts function in delivering justice. • Recognize the importance of an impartial judiciary. 	<p>Courts in India.</p> <p>Activity: Role Play or Poster Making</p> <p>Divide students into groups:</p> <p>Create a small role play of a court case (judge, lawyer, accused, witness).</p> <p>HOME WORK: Write a short paragraph on “If you were a judge for a day, how would you deliver justice?”</p>		
<p>Social Justice and the Marginalized.</p>	<p>Meaning</p> <p>The Scheduled castes</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>By the end of the lesson, students will be able to:</p>	<ul style="list-style-type: none"> • Define marginalization and identify marginalized groups in society. • Explain who the Scheduled Castes (SCs) and Scheduled Tribes (STs) are. • Describe provisions in 	<p>OCT-NOV</p> <p>Final Term</p>	
	<p>The Scheduled tribes</p>						
	<p>Other Backward classes</p>						
	<p>Social Inequality</p>	<p>CG-8</p>	<p>C- 4.2- Assesses the</p>				

	and poverty Affirmative action	Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian.	influence of social, cultural and political institutions on an individual, group or community. C-8.3: explain the working of the three tiers of the local self government and appreciates its significance in upholding democracy at the grassroot level.	<p>the Constitution for the protection of marginalized groups.</p> <ul style="list-style-type: none"> Understand the link between social inequality and poverty. Analyze the importance of affirmative action in ensuring justice and equality. 	untouchability reforms • Whiteboard/blackboard, markers		
Economic Presence of the Government	Economic functions of the Government Infrastructure and the economy <ul style="list-style-type: none"> Highways Railways Ports Airports Power Participation of the government * Bharat Nirmaan * Rural sanitation * Health * Education The Government and Development	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-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.	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 Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> Explain the economic functions of the government. Identify key infrastructure elements and their importance in the economy. Understand government participation in social and economic development. Describe major government programs like Bharat Nirmaan and rural sanitation initiatives. Appreciate the role of the government in fostering development in health, education, and public welfare. 	- Textbook/Reference book - Projector/Smartboard - Maps showing highways, railways, ports, and airports in India - Chart papers, markers, colors, and craft materials - Short video clips on government programs (Bharat Nirmaan, rural sanitation, health, education) - Worksheets for group activity	DEC-JAN	Worksheet Final Term

SYLLABUS FOR IA-2	SYLLABUS FOR FINAL TERM
1. Education and the British Rule 2. Human Resources 3. Judiciary	1. Women and reforms 2. Industries 3. India and the World- Case Studies 4. Judiciary 5. Social Justice and the Marginalized 6. Challenging the caste system 7. The Nationalist movement 8. Human Resources 9. Economic Presence of the Government 10. Government at the Centre(Term I) 11. Revolt of 1857 (Term I) 12. Agriculture (Term I)

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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
Electric current & its effects	<ul style="list-style-type: none">• Electrical conductivity Of different liquids• Electrolysis• Electroplating <p>Conductors and insulators</p>	CG-2 Explores the physical world around them in scientific and mathematical terms.	C-2.2 Describes how electricity works through manipulating different elements in simple circuits, and demonstrate the heating and magnetic effects of electricity.	To understand Electrical Conductivity & effects of Impurities on it. To analyze the process of Electrolysis and its uses To Interpret chemical effects Of Current in case of electroplating	Activity to study whether current flows through various liquid samples Activity to Study electroplating Integrated with Art For circuit diagrams	October	IA-2 Final term

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Reproduction in animals	<ul style="list-style-type: none"> • Adolescence period • Hormones 	CG-3 Explores the living world around us, and its interaction with the inanimate world in scientific terms	C-3.2 Distinguishes the characteristics of living organisms (need for nutrition, growth, and development, need for respiration, response to stimuli, reproduction, excretion, cellular organization) from non-living things.	<p>To know the scientific terms</p> <p>To learn the adolescent period</p> <p>To Locate the glands in the Body.</p> <p>To interpret the functions of the glands/hormones.</p> <p>To understand the Male & female Reproductive systems.</p> <p>To comprehend fertilization</p> <p>To know about the diet and personal hygiene for Adolescent</p> <p>To learn the bad effects of addiction</p> <p>To Draw and identify the Parts with function</p>	<p>Discussion Method Visual aids</p> <p>Integrated with Arts For drawing various Diagrams.</p> <p>Integrated with language for new terms.</p>	October	IA-2 Final Term
Reaching the age Of Adolescence	<ul style="list-style-type: none"> • Reproduction in Humans • Modes of reproduction • Asexual reproduction • Fertilization • Stages of development of embryo • Puberty • Changes at puberty • Reproductive phases of life in humans • Diet and personal Hygiene • Addiction 	CG-7 Communicates own questions, observations and conclusions related to science	C-7.2 Designs and build simple models to demonstrate scientific concepts				

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Some natural phenomenon	<ul style="list-style-type: none"> • Concept of static electricity • Its application • Earthquake Causes and effects	CG-2 Explores the physical world around them in scientific and mathematical terms	C-2.5 Observes and identifies celestial objects in the night sky using simple telescope and images (planets, stars, natural and artificial satellites, constellation, comets), and explains their role in navigation, calendars, and phenomena (phases of the moon, eclipse, life on earth)	To study about static Charges & formation of Step leader. To comprehend the concept of lightning & Thunder. To learn Safety measures against it By using lightning conductor To recall the structure of earth. To explain occurrence of earth quakes & its Hazards	-To observe charging of a body by friction. -To make a model of electroscope -Prepare a report on natural disasters that occur recently . Integrated With social Science: Natural disasters	October	Activity Based

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Coal & petrol eum	Types of resources Formation of coal and its Types Mining of petroleum Fractional distillation of petroleum Consequences of over extraction of fossil fuels Natural gas	CG-1 Explores the world of matter, and its constituents, properties, and behavior	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 characteristics (pure, impure; acids, bases; metals, non-metals; solutions, mixtures, separation techniques; elements, compounds) C-1.3 Explains the importance of measurement, and measures physical properties of matter (volume, weight, temperature, density) in indigenous and standard units using simple instruments	To differentiate between different types of resources To understand formation of coal and categorize its types To understand the process of destructive distillation To enlist applications of fractional distillation To Analyze the need of Fossil fuels To spread awareness about conservation of fossil fuels	-Discussion -Power point Presentation(On Destructive distillation for coal and fractional distillation for petroleum) Integrated with ICT: Power point Presentation	December	Final Term

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Sound	<ul style="list-style-type: none"> • Source of sound • Causes and effects • Human ear Audible and inaudible sounds	CG-2 Explores the physical world around us, and understands scientific principles and laws based on observations and analysis	C-2.7 Describes the origin and properties of sound (wavelength, frequency, amplitude), and differences in what we hear as it propagates through different instruments.	To Examine different sources of Sound To Analyze propagation and Production of sound To Demonstrate the need of A Medium and the speed Related to it To Differentiate between Musical sound and noise	Group Activity To show vibration produce sound To compare speed Of sound in various media To make a Jal-Tarang Integrated with Music Knowing the vibrating parts of different instruments	December	Final Term

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Stars and solar system	• Celestial bodies Classification of celestial object	CG-2 Explores the physical world around them in scientific and mathematical term	C-2.5 Observes and identifies celestial objects in the night sky using simple telescope and images (planets, stars, natural and artificial satellites, constellation, comets), and explains their role in navigation, calendars, and phenomena (phases of the moon, eclipse, life on earth)	To Observe celestial Bodies To describe comet, Constellation, asteroid and Meteoroid.	AVR(Group Activity) To find latest finding of NASA about earth's moon and Celestial bodies and make a report. Study the parts of a telescope. Integrated With ICT Audio-visual Session. Integrated with S.st For knowing stars& Constellations.	January	Final Term

CHAPTERS TO BE INCLUDED IN FINAL TERM EXAMINATION:

1. Chemical effects of electric current
2. Reproduction in animals
3. Reaching the age of adolescence
4. Sound
5. Coal & petroleum
6. Stars and solar system



International School Award
2018-2021





Cambridge International School Phagwara

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



Cambridge International School

Curriculum (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
Loops in Python	The For Loop The While Loop The Jump Statements Some more Programs	CG-1 Active participation in discussion for using of for and while loops in the program. CG-2 Learn to use the jump statements and do the practice of programs for all the different types of loops.	C1.1- can write the programs using the for and while loop. C2.1-can write the programs using the jump statements.	To enable students to Familiarize the usage of the For Loop. Understand the concept of the while loop. Discuss and implement the usage of jump statements. Identify where to use the different types of loops.	Group Discussion with understanding • Practical work	October	Worksheets Class Test

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Functions and String in Python.	Features of Function Advantages of Functions Components of Python Function Types of Functions in Python Creating a Function Calling a Function String More Programs	CG-1 Active participation in discussion about features and advantages of Functions. CG-2 Active participation in discussion about the different components and the types of functions. CG-3 Active participation in implementing python programs using functions.	C1.1- can identify the different components of Functions. C2.1-can use different types of functions to create a python program.	To enable students to Familiarize with the features and advantages of functions. Understand what are the different components of functions. Discuss the different types of functions. Identify the key features in creating and calling a function.	Group Discussion with understanding • Practical work	November	Worksheets Class Test

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
List in Python	Creating a List. Modifying the List Element. Traversing a List. Slicing the List. List Methods. Python Functions. Operations on a List.	CG-1 Active participation in discussion about creation and modifying the list. CG-2 Active participation in discussion about how to traverse a list and slice a list. CG-3 Active participation in discussion about list methods and operations on a list.	C1.1- can identify the methods how to create and modify a list. C2.1-can identify how to traverse and slice the list. C3.1- can identify the different python functions.	To enable students to Familiarize the concepts of the creating and modifying the lists. Understand the concepts of traversing and slicing the list. Discuss the different list methods and operations. Identify the various concepts of list.	Group Discussion with understanding • Practical work	Decemb er	Worksheets Class Test

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
AI Domains	Domains of AI Real Life Applications of Different Domains of AI	CG-1 Active participation in discussion the different domains of Artificial Intelligence. CG-2 Active participation in discussion of the real life applications of different domains of AI.	C1.1- can explain the different domains of AI. C2.1-can identify the different real life applications of AI.	To enable students to Familiarize with the concepts of the Domains of AI. Understand the topics related to AI. Discuss the features of the real life applications of AI. Identify the uses of the real life applications of domains of AI.	Group Discussion with understanding	January	Worksheets Class Test

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Developments Using AI	Automated Transportation Safety and Security Traffic Management Smart Homes and Cities Smart Highways Health Care Industries AI in Education, Finance, Military and Cybersecurity	CG-1 Active participation in discussion about the developments of AI. CG-2 Active participation in discussion of AI developments.	C1.1- can explain about the developments of AI. C2.1-can identify The various AI developments.	To enable students to Familiarize the concepts of developments of AI. Understand the different AI domains. Discuss the various advantages of AI domains. Identify the concepts of AI developments.	Group Discussion with understanding • Practical work	January	Worksheets Class Test





ਕੈਂਬਰਿੰਗ ਇੰਟਰਨੈਸ਼ਨਲ ਸਕੂਲ

ਪਾਠਕ੍ਰਮ

ਵਿਸ਼ਾ: ਪੰਜਾਬੀ

ਜਮਾਤ-ਅੱਠਵੀਂ (2025-26)

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

ਵਿਸ਼ਾ	ਪਾਠਕ੍ਰਮ ਉਦੇਸ਼	ਯੋਗਤਾਵਾਂ	ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ	ਪ੍ਰਸਤੁਤੀਕਰਨ	ਮਹੀਨਾ	ਮੁਲਾਂਕਣ ਮਾਪਦੰਡ	ਅਤੇ
1.ਗਰੀਬ-ਮਾਰ (ਕਹਾਣੀ)	<ul style="list-style-type: none"> * ਪਰਿਵਾਰ ਦੇ ਆਰਥਿਕ ਹਾਲਾਤ ਠੀਕ ਕਰਨ ਵਿੱਚ ਬੱਚਿਆਂ ਦੇ ਯੋਗਦਾਨ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ । * ਪੁਲਸ ਦੀ ਸਫਲ ਕਾਰਗੁਜ਼ਾਰੀ ਨੂੰ ਦਰਸਾਉਣਾ । 	<ul style="list-style-type: none"> * ਵਿਦਿਆਰਥੀ ਬਾਲ-ਮਜ਼ਦੂਰੀ ਅਧੀਨ ਬਣੇ ਕਾਨੂੰਨ ਤੋਂ ਜਾਣੂੰ ਹੋਣਗੇ । * ਪੜ੍ਹਾਈ ਦੀ ਮਹੱਤਤਾ ਤੋਂ ਜਾਣੂੰ ਹੋਣਗੇ । 	<ul style="list-style-type: none"> *ਕਦਰਾਂ-ਕੀਮਤਾਂ *ਤੇ ਅਧਾਰਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇ ਸਕਣਗੇ । *ਬਹੁ-ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ ਹੱਲ ਕਰ ਸਕਣਗੇ । 	<ul style="list-style-type: none"> *ਵਿਦਿਆਰਥੀਆਂ ਦੁਆਰਾ ਪਠਨ *ਅਧਿਆਪਕ ਦੁਆਰਾ ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੀ ਚਰਚਾ * ਪੀ. ਪੀ. ਟੀ. ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਵਿਦਿ. * ਪ੍ਰਸਨ-ਉੱਤਰਾਂ ਦਾ ਲਿਖਤੀ ਕਾਰਜ ਕਰਵਾਉਣਾ । 	ਅਕਤੂਬਰ ਤੋਂ ਨਵੰਬਰ	ਆਈ.ਏ-2	<ol style="list-style-type: none"> 1. ਅਣਡਿੱਠਾ ਪੈਰੂ 2. ਅਣਡਿੱਠਾ ਕਾਵਿ-ਟੋਟਾ 3. ਗਰੀਬ-ਮਾਰ 4. ਮਾਂ ਦਾ ਦਿਲ 5. ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ 6. ਪਿਛੇਤਰ 7. ਵਿਰੋਧੀ ਸ਼ਬਦ

<p>2. ਮਾਂ ਦਾ ਦਿਲ (ਕਵਿਤਾ) + ਪੰਜਾਬੀ ਪ੍ਰੋਜੈਕਟ (ਕਲਾ ਨਾਲ ਸੰਬੰਧਿਤ ਗਤੀਵਿਧੀ)</p>	<p>* ਮਾਂ ਦੀ ਮਮਤਾ, ਉਸ ਦੀ ਛਿਕਰ ਅਤੇ ਪਿਆਰ ਬਾਰੇ ਵਿਚਾਰ-ਵਟਾਂਦਰਾ ਕਰਨਾ।</p>	<p>*ਵਿਦਿਆਰਥੀ ਆਪਣੇ ਜੀਵਨ ਵਿੱਚ ਮਾਤਾ-ਪਿਤਾ ਦੀ ਮਹੱਤਤਾ ਅਤੇ ਦੁਨੀਆ ਦੇ ਝੂਠੇ ਰਿਸ਼ਤਿਆਂ ਵਿਚਲਾ ਫਰਕ ਸਮਝਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।</p>	<p>* ਕਾਵਿ-ਸਤਰਾਂ 'ਤੇ ਅਧਾਰਤ ਪ੍ਰਸ਼ਨ ਹੱਲ ਕਰ ਸਕਣਗੇ।</p> <p>*ਕਦਰਾਂ-ਕੀਮਤਾਂ 'ਤੇ ਅਧਾਰਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇ ਸਕਣਗੇ।</p>	<p>*ਸੁਣਨ, ਪੜ੍ਹਨ, ਉਚਾਰਨ, ਲਿਖਣ ਕੌਸ਼ਲ</p> <p>*ਵਿਆਖਿਆ ਵਿਧੀ</p>	<p>ਮੌਖਿਕ ਪ੍ਰੀਖਿਆ</p>
<p>3. ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ</p>	<p>* ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੂੰ ਲਿਖਣ ਸਮੇਂ ਵਰਤੋਂ ਜਾਂਦੇ ਵੱਖ-ਵੱਖ ਵਿਸਰਾਮ ਚਿੰਨ੍ਹਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।</p>	<p>*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣ੍ਹੀ ਕਰਵਾਉਣਾ ਅਤੇ ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।</p>	<p>* ਵਿਸਰਾਮ ਚਿੰਨ੍ਹਾਂ ਦੀ ਸਹੀ ਵਰਤੋਂ ਕਰ ਸਕਣਗੇ।</p>	<p>*ਬੋਰਡ ਰਾਹੀਂ + ਵੱਖ-ਵੱਖ ਸਜੀਵ-ਨਿਰਸੀਵ ਉਦਾਹਰਨਾਂ ਰਾਹੀਂ।</p>	
<p>4. ਪਿਛੇਤਰ</p>	<p>* ਸ਼ੁੱਧ ਉਚਾਰਨ ਰਾਹੀਂ ਸ਼ੁੱਧ ਲਿਖਵਾਉਣਾ।</p>	<p>*ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ।</p> <p>*ਸ਼ਬਦਾਂ ਦੇ ਉਲਟ ਭਾਵ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।</p>	<p>* ਪਿਛੇਤਰ ਰਾਹੀਂ ਨਵੇਂ ਸ਼ਬਦਾਂ ਦਾ ਵਿਕਾਸ ਕਰ ਸਕਣਗੇ।</p>	<p>*ਘਰ ਦਾ ਕੰਮ-ਪਿਛੇਤਰ ਅਤੇ ਵਿਰੋਧੀ ਸ਼ਬਦ (ਕਾਰਜ ਪੱਤਰਿਕਾ) + ਯਾਦ ਕਰਨਾ।</p>	<p>ਲਿਖਤੀ ਪ੍ਰੀਖਿਆ</p>
<p>5. ਵਿਰੋਧੀ ਸ਼ਬਦ</p>					

6. ਪਾਠ-9 ਪ੍ਰੀਤਮ ਸਿੰਘ ਦਾ ਸੁਭਾਅ (ਵਾਰਤਾ)	* ਲੋਕ ਵਿਖਾਵੇ ਤੋਂ ਬਚਣ ਅਤੇ ਦਿਖਾਵੇ ਦੀ ਜ਼ਿੰਦਗੀ ਨੂੰ ਨਾ ਅਪਨਾਉਣ ਬਾਰੇ ਜਾਗਰੂਕ ਕਰਨਾ।	* ਵਿਦਿਆਰਥੀ ਪ੍ਰੀਤਮ ਸਿੰਘ ਦੇ ਸੁਭਾਅ ਬਾਰੇ ਜਾਣੂੰ ਹੋ ਕੇ ਦਿਖਾਵੇ ਵਾਲੀ ਜ਼ਿੰਦਗੀ ਤੋਂ ਦੂਰ ਰਹਿਣ ਲਈ ਪ੍ਰੇਰਿਤ ਹੋਣਗੇ।	* ਲੋਕ ਦਿਖਾਵੇ ਤੋਂ ਬਚਣ ਪ੍ਰਤੀ ਸਕਾਰਾਤਮਕ ਨਜ਼ਰੀਆ।	*ਵਿਦਿਆਰਥੀਆਂ ਦੁਆਰਾ ਪਠਨ *ਅਧਿਆਪਕ ਦੁਆਰਾ ਐਥੇ ਸ਼ਬਦਾਂ ਦੀ ਚਰਚਾ। * ਪੀ. ਪੀ. ਟੀ. ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਵਿਦਿ。 ਨੂੰ ਪ੍ਰਸ਼ਨ-ਉੱਤਰਾਂ ਦਾ ਲਿਖਤੀ ਕਾਰਜ ਕਰਵਾਉਣਾ।	*ਵਿਚਾਰ-ਚਰਚਾ ਵਿਧੀ
7. ਯੋਜਕ	*ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਵਰਤਣ ਵਾਲੇ ਯੋਜਕਾਂ ਅਤੇ ਵਾਕਾਂ ਵਿੱਚ ਉਹਨਾਂ ਦੀ ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।	ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂੰ ਕਰਵਾਉਣਾ ਅਤੇ ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।	*ਵਿਦਿਆਰਥੀ ਇੱਕ ਸ਼ਬਦ ਦਾ ਦੂਜੇ ਸ਼ਬਦ ਨਾਲ ਸੰਬੰਧ ਸਥਾਪਿਤ ਕਰ ਸਕਣਗੇ	ਯੋਜਕ (ਕਾਰਜ ਪੱਤਰਿਕਾ) + ਯਾਦ ਕਰਨਾ। ਬੋਰਡ ਰਾਹੀਂ+ਵੱਖ-ਵੱਖ ਉਦਾਹਰਨਾਂ ਰਾਹੀਂ।	ਲਿਖਤੀ ਪ੍ਰੀਖਿਆ
8. ਅਣਡਿੱਠਾ ਪੈਰੂਆ ਅਤੇ ਕਾਵਿ-ਟੋਟਾ	*ਪੜ੍ਹਨ, ਸੁਣਨ ਅਤੇ ਉਚਾਰਨ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।	*ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ।	*ਪੈਰੂਆ ਪੜ੍ਹ ਕੇ ਉਸ ਦਾ ਉੱਤਰ ਦੇਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	*ਲੇਖ(ਯਾਦ ਕਰਨਾ ਅਤੇ ਉਚਾਰਨ ਕੌਸ਼ਲ)	*ਸੁਣਨ ਕੌਸ਼ਲ (ਪ੍ਰਸ਼ਨ-ਉੱਤਰਾਂ 'ਤੇ ਅਧਾਰਤ)
9. ਲੇਖ		* ਲੇਖ : ਲਿਖਣ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।		*ਘਰ ਦਾ ਕੰਮ- ਅਣਡਿੱਠਾ ਪੈਰੂਆ ਅਤੇ ਕਾਵਿ-ਟੋਟਾ।	
10. ਬਿਨੈ- ਪੱਤਰ		*ਬਿਨੈ ਪੱਤਰ ਅਤੇ ਸ਼ਿਕਾਇਤੀ ਪੱਤਰਾਂ ਦੀਆਂ ਵੱਖ-ਵੱਖ ਕਿਸਮਾਂ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਦੇਣਾ	*ਵੱਖ-ਵੱਖ ਪੱਤਰਾਂ ਬਾਰੇ ਸਮਝ ਅਤੇ ਲਿਖ ਸਕਣਗੇ।	* ਸਫੇਦ ਤਸ਼ਤੇ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਵਿਦਿ。 ਨੂੰ ਬਿਨੈ-ਪੱਤਰ ਦਾ ਲਿਖਤੀ ਕਾਰਜ ਕਰਵਾਉਣਾ।	ਆਈ.ਏ-2

1. ਡਿੰਨ ਸਵਾਲ (ਕਹਾਣੀ)	* ਵਿਦਿਆਰਥੀਆਂ ਅੰਦਰ ਸਵਾਲਾਂ ਦੇ ਜਵਾਬ ਦੱਸਣ ਦੀ ਕਾਬਲੀਅਤ ਪੈਦਾ ਕਰਨੀ। (ਸੁਣਨ,ਪੜਨ,ਉਚਾਰਨ, ਲਿਖਣ ਕੌਸਲ)	*ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਸੂਝ- ਬੂਝ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।	*ਵਰਤਮਾਨ ਸਮੇਂ ਦੀ ਸਾਰਥਕਤਾ ਬਾਰੇ ਅਤੇ ਉਸ ਦੀ ਸਹੀ ਵਰਤੋਂ ਬਾਰੇ ਸਮਝ ਸਕਣਗੇ।	*ਵਿਦਿ: ਦੁਆਰਾ ਪਠਨ, ਅਧਿਕਾਰਾ ਚਰਚਾ, ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ *ਵਿਦਿ ਕੋਲੋਂ ਘਟਨਾਵਾਂ/ਮੁੱਖ ਗੱਲਾਂ ਪੁੱਛੀਆਂ ਜਾਣਗੀਆਂ। ਬੋਲ-ਲਿਖਤ + ਪ੍ਰਸ਼ਨ-ਉੱਤਰਾਂ ਦਾ ਵਿਕਾਸ। *ਘਰ ਦਾ ਕੰਮ: ਕਦਰਾਂ- ਕੀਮਤਾਂ ਉੱਤੇ ਅਧਾਰਤ।)	ਦਸੰਬਰ ਤੋਂ ਜਨਵਰੀ	
*2. ਵਿਸਮਕ *3. ਸ਼ਬਦ- ਜੋੜ *4. ਮੁਹਾਵਰੇ *5. ਅਣਡਿੱਠਾ ਕਾਵਿ-ਟੋਟਾ (ਸੁਣਨ,ਪੜਨ, ਉਚਾਰਨ, ਲਿਖਣ ਕੌਸਲ)	*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂੰ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇ ਕੇ। *ਸ਼ਬਦਾਂ ਦੀ ਵਰਤੋਂ ਕਿਸੇ ਵਿਸ਼ੇਸ਼ ਵਿਸ਼ੇ ਨੂੰ ਲੈ ਕੇ ਕਰਨਾ।	*ਖੁਦ ਦੀ ਯੋਗਤਾ ਦੀ ਜਾਂਚ ਕਰਨਾ। *ਵੱਖ-ਵੱਖ ਮੌਕਿਆਂ 'ਤੇ ਮੁਹਾਵਰਿਆਂ ਦੀ ਵਰਤੋਂ ਬਾਰੇ ਜਾਣ ਸਕਣਗੇ।	* ਵਿਸਮਿਕ ਰਾਹੀਂ ਵੱਖ-ਵੱਖ ਤਰ੍ਹਾਂ ਦੇ ਹਾਵ-ਭਾਵ ਅਤੇ ਉਹਨਾਂ ਦੀ ਸਮੁੱਚੀ ਵਰਤੋਂ ਸੰਬੰਧੀ ਜਾਣ ਸਕਣਗੇ। ਪੈਰੂਾ ਪੜ੍ਹ ਕੇ ਉਸ ਦਾ ਉੱਤਰ ਦੇਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	*ਵਿਆਕਰਨ ਦੀਆਂ ਪਰਿਭਾਸ਼ਾਵਾਂ+ਵਰਤੋਂ ਬਾਰੇ ਡੂੰਘਾਈ ਨਾਲ ਜਾਣਕਾਰੀ ਦੇਣੀ। *ਘਰ ਦਾ ਕੰਮ : ਅਭਿਆਸ ਕਾਰਜ ਘਰੋਂ ਕਰ ਕੇ ਲਿਆਂਦਾ ਜਾਵੇਗਾ। ਵਿਦਿ.ਨੂੰ ਅਣਡਿੱਠੇ ਕਾਵਿ-ਟੋਟੇ 'ਚੋਂ ਪ੍ਰਸ਼ਨ ਦੇ ਕੇ ਉਹਨਾਂ ਦੇ ਉੱਤਰ ਹੱਲ ਕਰਵਾਉਣਾ।		

*6. ਮਹਿਮਾਨ (ਇਕਾਂਗੀ) (ਸੁਣਨ,ਪੜ੍ਹਨ, ਉਚਾਰਨ, ਲਿਖਣ ਕੌਸ਼ਲ)	*ਮਹਿਮਾਨਾਂ ਅਤੇ ਮਹਿਮਾਨ-ਨਿਵਾਜ਼ੀ 'ਤੇ ਵਿਅੰਗ।	*ਘਰ ਆਏ ਮਹਿਮਾਨਾਂ ਦਾ ਸਤਿਕਾਰ ਕਰਨ ਦੀ ਪ੍ਰੇਰਨਾ ਦੇਣੀ।	*ਪ੍ਰਸ਼ਨਾਂ ਦਾ ਉੱਤਰ ਦੇਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	*ਵਿਦਿ: ਦੁਆਰਾ ਇਕਾਂਗੀ ਮੰਚਨ, ਅਧਿ: ਦੁਆਰਾ ਚਰਚਾ, ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਬੋਲ-ਲਿਖਤ + ਪ੍ਰਸ਼ਨ-ਉੱਤਰਾਂ ਦਾ ਵਿਕਾਸ।	
*7.ਚਿੱਠੀ-ਪੱਤਰ *8.ਦਿੱਸ਼ ਵਰਨਣ (ਸੁਣਨ,ਪੜ੍ਹਨ, ਉਚਾਰਨ, ਲਿਖਣ ਕੌਸ਼ਲ)	*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂੰ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇ ਕੇ। *ਸ਼ਬਦਾਂ ਦੀ ਵਰਤੋਂ ਕਿਸੇ ਵਿਸ਼ੇਸ਼ ਵਿਸ਼ੇ ਨੂੰ ਲੈ ਕੇ ਕਰਨਾ। *ਦਿੱਤੇ ਗਏ ਸੰਦੇਸ਼ ਨੂੰ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਭਾਸ਼ਾ ਵਿੱਚ ਵਰਨਣ ਕਰਵਾਉਣਾ।	*ਨਿੱਜੀ ਪੱਤਰ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਦੇਣਾ। * ਦਿੱਸ਼ ਵਰਨਣ ਦੇ ਨੁਕਤਿਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣੀ।	*ਵੱਖ-ਵੱਖ ਪੱਤਰਾਂ ਬਾਰੇ ਸਮਝ ਅਤੇ ਲਿਖ ਸਕਣਗੇ। *ਦਿੱਸ਼ ਦੇਖ ਕੇ ਉਸ ਨੂੰ ਪੇਸ਼ ਕਰਨ / ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	*ਵਿਆਕਰਨ ਬਾਰੇ ਛੁੰਘਾਈ ਨਾਲ ਜਾਣਕਾਰੀ ਦੇਣੀ। *ਘਰ ਦਾ ਕੰਮ : ਅਭਿਆਸ ਕਾਰਜ ਘਰੋਂ ਕਰ ਕੇ ਲਿਆਂਦਾ ਜਾਵੇਗਾ। *ਕਿਤਾਬ ਜਾਂ ਫਲਤ ਰਾਹੀਂ ਕੋਈ ਦਿੱਸ਼ ਦੇ ਕੇ ਉਸ ਬਾਰੇ ਪੈਰ੍ਹਾ ਲਿਖਣ ਲਈ ਦੇਣਾ।	<u>ਜਮਾਤੀ + ਸਾਲਾਨਾ ਪ੍ਰੀਖਿਆਵਾਂ ਰਾਹੀਂ।</u>

ਫਰਵਰੀ____ਸਾਲਾਨਾ ਪ੍ਰੀਖਿਆ ਦੀ ਦੁਹਰਾਈ।
ਸਾਲਾਨਾ ਪ੍ਰੀਖਿਆ--- ਅਕਤੂਬਰ ਤੋਂ ਜਨਵਰੀ ਤੱਕ ਦਾ ਸਾਰਾ ਸਿਲੇਬਸ।



Cambridge International School

Curriculum FINAL TERM

Subject: Maths

Grade-VIII(2025-26)

Recommended Book– Maths zest by Headword

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Understanding Quadrilaterals	# Classification of polygons # Convex and concave polygons # Regular and irregular polygons # Angle sum property of quadrilateral # Exterior angle property of polygons # Kinds of quadrilaterals	To facilitate them to recall and understand polygons and its types with their properties. Able to derive interior and exterior angle sum property and apply it Able to explore properties of quadrilaterals and apply them in different situations.	Understanding properties of Quadrilateral and its application.	1) Able to Define and identify quadrilaterals and their properties. 2) Recognize different types of quadrilaterals (parallelogram, rectangle, rhombus, square, trapezium, kite). 3) Verify the sum of interior angles of a quadrilateral (360°). 4) Classify quadrilaterals based on their sides and angles.	Types and properties of polygons will be discussed by drawing various figures on board and by video also. Discussion on angle sum property of different polygons will be discussed, then generalization of result that sum of interior angles of a regular polygons is $(n-2)180^\circ$. Discussion on exterior angle property of polygons. Types and properties of different types of quadrilaterals will be discussed through group activity. Art Integration: Make a flowchart of classification of quadrilaterals and colour it.	October	Internal Assessment 2 Lab Activities: Sum of exterior angles of a polygon is 360° By cutting and pasting. Final Exam

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Direct and inverse variation	#Use of direct & inverse variation in different situations	Identify and describe real-life situations involving two quantities that are directly proportional & inversely proportional.	Identify direct & inverse variation in different situations	Able to solve real life problems based on direct and Inverse Variation(by using formula) To develop students' ability to recognize and analyze relationships between quantities.	Concept of direct variation will be discussed with following examples: a. if the cost of one pencil is Rs 4, then cost of two pencils will be Rs.8 and so on. b. more money deposited in the bank, more is interest earned. Then applications based on this concept will be done. Concept of inverse variation will be introduced by an activity. Take 6 bowls and 12 marbles. As the number of bowls increases the distribution of marbles among bowls decreases. After this some more examples will be given like i) As the speed of a vehicle increases, the time taken to cover the same distance decreases. Then application will be done related to the concept.	OCTOBER	Internal Assessment 2 Final Exam

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Introduction to graphs	#Line graph #Location of points #Time & distance graph #temperature time graph #Applications	<ul style="list-style-type: none"> • To plot given points on the Cartesian plane accurately. • To interpret given graphs and extract information. • To construct different types of graphs from given data. • To analyze relationships between two variables through line graphs. • To develop precision and accuracy in drawing scales and axes. 	To analyze and construct different types of graphs	able to represent, interpret, and analyze data using different graphs, connect graphs with daily life, and prepare for advanced graphing in higher classes.	<p>Students will be asked about bar graph, pie graph & histogram. After this, line graph will be introduced with example: When Ritu fell sick , her doctor maintained a record of her body temperature, taken every 4 hours. With this meaning of line graph will be explained.</p> <p>The concept of location of points will be explained with example: the teacher put a dot on the board. She asked the students how they would describe its location. After this application will be done by taking different situations like Principal & interest , Quantity & cost , Time & distance</p>	OCTOBER	Internal Assessment 2 . Final Term

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Area of Plane figures	#Area and perimeter #Area of Trapezium & rhombus	Understand area of Trapezium ,Rhombus and Quadrilater	Understanding of Area of plane figures.	Will be able to <ul style="list-style-type: none"> • Solve real-life problems involving areas. • Compare and analyze areas of different shapes. • 	Concept of area and perimeter of square and rectangle will be revised. Problems related to area and perimeter from exercise will be discussed. Area of trapezium, quadrilateral and rhombus will be derived and problems based on it will be done.	NOVEMBER	Final Exam

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Surface Area and Volume	Surface Area and Volume #Total & lateral surface area of cube #Total & lateral surface area of cuboid #Total & lateral surface area of cylinder #Volume of Cube #Volume of Cuboid #Volume of Cylinder	To facilitate them to recall the formulas of Area and Perimeter of different shapes and extending it to 3'D objects.	Understanding of surface area and volume of cube, cuboid and cylinder.	To enable students to calculate surface area and volume of solid figures. Solve word problems related to painting surfaces, packaging, and measuring capacities. <ul style="list-style-type: none"> Relate surface area and volume concepts to daily life situations like construction , packaging, and storage. 	Model of cube will be shown to calculate the faces and hence the surface area. Daily life examples will be taken .For example –the classroom (cuboidal shape) has 6 faces. Paper cutting activity will be done to find Surface area of Cylinder. Real life application of surface area of cylinder. Formula for volume will be discussed. Problems of daily life will be discussed. E.g.- Volume of an aquarium Formula for volume of cylinder will be discussed. Volume of cylinder= base area x height. For closure : video will be shown. Art Integration: Students will gather 3-D shapes from waste material to create an eco friendly dustbin.	NOVEMBER	Final Term

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Factorization	#Meaning of the factorization #Factorization by • regrouping the terms • Common factor method • Splitting the middle term • Using identities # Division of Algebraic Expressions	Factorise algebraic expressions using various methods accurately.	<ul style="list-style-type: none"> Solve real-life problems using factorisation (e.g., area problems, problem-solving involving equations). 	<ul style="list-style-type: none"> factorise algebraic expressions using various methods accurately. Apply factorisation to simplify algebraic expressions and solve equations. Identify and apply FORMULAS. 	Factorization of terms and expressions will be discussed. Factorization of expressions using 4 identities: $(a+b)^2=a^2 + b^2 +2ab$, $(a-b)^2 = a^2 + b^2 -2ab$ $(a+b)(a-b)= a^2 - b^2$, $(x+a)(x+b) =x^2+ (a+b)x + ab$ will be explained. Division of algebraic expressions: monomial by monomial , binomial by a monomial , polynomial by a polynomial will be explained and practiced and all the techniques of factorization learnt till now will be used in this topic. Application of factorization using problem solving method	NOVEMBER	Final Term



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 विधियां □	महीना	मूल्यांकन
पाठ	गिल्लू	CG- 11 छात्रों द्वारा भाषा पढ़ने और लिखने की समझ विकसित करना ।	C- 11.2 पाठ में प्रयोग होने वाले कठिन शब्दों का लेखन और ज्ञान का प्रयोग सरल शब्दों व वाक्यों को पढ़ने लिखने में करना ।	<input type="checkbox"/> पठन कौशल में वृद्धि <input type="checkbox"/> श्रुतलेख द्वारा सुनना और लिखना श्रवण और लेखन कौशल में वृद्धि । <input type="checkbox"/> पशु पक्षियों के प्रति संवेदना रखने के लिए प्रेरित करना <input type="checkbox"/> तार्किक सोच द्वारा प्रश्नों के उत्तर लिखवाना ।	आदर्श पठन द्वारा पाठ समझाना । पठित पद्यांश और मूल्याधारित प्रश्नोत्तर पशु पक्षियों के संरक्षण के लिए पोरित करना ।	अक्तूबर	प्रश्नोत्तर
व्याकरण	विलोम	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 ।	शब्द भण्डार में वृद्धि करना ।	कक्षा में विलोम शब्दों का अभ्यास और रिक्त स्थान द्वारा विलोम शब्दों का अभ्यास ।	अक्तूबर	कार्य पत्रिका

पाठ	देश के प्रति हमारे कर्तव्य CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.5 कहानी पढ़कर पात्रोंकथानक और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से उसका अर्थ समझना ।	<p>कहानी का भाव ग्रहण करना । कक्षा में देश के प्रति आदर्श नागरिक के कर्तव्यों से परिचित करवाना ।</p> <p><input type="checkbox"/>अपने आचरण द्वारा देश की मर्यादा बनाए रख रखने के लिए प्रेरित करना</p> <p><input type="checkbox"/>शक्ति बोध और सौंदर्य बोध के कार्यों की जानकारी देना ।</p> <p>कला एकीकृत गतिविधि <input type="checkbox"/> सामाजिक शिक्षा</p> <p><input type="checkbox"/>“स्वच्छ भारत अभियान” क्या है</p>	<p>संक्षिय गतिविधि भारत देश की विशेषताओं से संबंधित प्रश्न पूछ कर पाठ का आरंभ ।</p> <p><input type="checkbox"/>कमानुसार पाठ का पठन छात्रों द्वारा</p> <p><input type="checkbox"/>बहुविकल्पीय और रिक्त स्थान सही गलत प्रश्नों के माध्यम से पाठ समझाना ।</p> <p><input type="checkbox"/>मूल्याधारित प्रश्न : शक्ति बोध और सौंदर्य बोध के कार्यों के कार्यों की सूची बनवाना ।</p>	अक्तूबर	लिखित कक्षा परीक्षा द्वारा
अंकोरावाट	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.5 पाठ पठन और दृश्य सामग्री वाली पुस्तकों का स्वत्रंत पठन शुरू करती है ।	<p><input type="checkbox"/>पठन कौशल में वृद्धि</p> <p><input type="checkbox"/>श्रुतलेख द्वारा सुनना और लिखना श्रवण और लेखन कौशल में वृद्धि ।</p> <p><input type="checkbox"/>पौराणिक कथाओं के माध्यम से छात्रों को अंकोरावाट जगह से</p>	<p><input type="checkbox"/>श्रुतलेख द्वारा सुनना और लिखना श्रवण और लेखन कौशल में वृद्धि ।</p> <p><input type="checkbox"/>पौराणिक कथाओं के माध्यम से छात्रों को</p>	अक्तूबर	लिखित कक्षा परीक्षा

		<p>कला एकीकृत गतिविधि <input type="checkbox"/> सामाजिक शिक्षा</p> <p><input type="checkbox"/> “स्वच्छ भारत अभियान” क्या है</p>		<p>परिचित करवाना।</p> <p>मंदिर की बनी दीवारों पर बने चित्रों की जानकारी देना।</p>	<p>अंकोरवाट जगह से परिचित करवाना।</p> <p>मंदिर की बनी दीवारों पर बने चित्रों की जानकारी देना।</p>		
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।	अक्तूबर	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।	अक्तूबर	मौखिक
पाठ	जुलूस	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	C-10 .5विभिन्न प्रकार की पुस्तकों पढ़ने में रुचि।	संवाद द्वारा मौखिक अभिव्यक्ति का विकास	पाठ का कुशल पठन छात्रों द्वारा पठित गद्यांश और प्रश्नोत्तर लिखवाना।	नवंबर	लिखित
पाठ	ग्रिलौना		कविता वाचन	वाचन कौशल का विकास	पठित पद्यांश	नवंबर	लिखित
व्याकरण	समास	CG- 9.4 छात्रों को जटिल कार्य के	C- 9.4 छात्र जटिल कार्य के लिए दिए गए	आगमन विधि द्वारा समास के भेद समझाना।	समास के भेद	नवंबर	व्याकरण पुस्तक पर अभ्यास।

		लिए दिए गए मौखिक निर्देशों को समझती है।	अभ्यास कार्य को समझेंगे।				
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।	नवंबर	कक्षा परीक्षा
पाठ	अपराजिता	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।		<input type="checkbox"/> पठन कौशल में वृद्धि <input type="checkbox"/> श्रुतलेख द्वारा श्रवण और लेखन कौशल में वृद्धि। <input type="checkbox"/> प्रेरित कहानियों के माध्यम से छात्रों को मानसिक शक्ति से परिचित करवाना। <input type="checkbox"/> कठिन से कठिन समय में भी हिम्मत बनाए रखना।	सार समझाकर और जीवंत उदाहरणों द्वारा और कठिन शब्दों के अर्थ बताते हुए	नवंबर	मूल्याधारित प्रश्न द्वारा
व्याकरण	वाक्य भेद अर्थ के आधार पर	CG- 9.4 छात्रों को जटिल कार्य के लिए दिए गए मौखिक निर्देशों को समझती है।	C- 9.4 छात्र जटिल कार्य के लिए दिए गए अभ्यास कार्य को समझेंगे।	आगमन विधि द्वारा वाक्य के भेद समझाना।	अभ्यास कार्य पर भेदों को उदाहरण सहित	नवंबर	लिखित दोहराई

पाठ गौरा	प्रश्नोत्तर	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 खुद से अर्थ समझाना ।	पशु पक्षियों के प्रति संवेदना और उनके संरक्षण के लिए प्रेरित करना ।	चित्र वर्णन द्वारा पाठ की कथा को समझाना ।	दिसंबर	पठित गदयांश और अभ्यास कार्य
व्याकरण	लोकोक्तियां 1 से 14	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 ।	लोकोक्तियां का प्रयोग करते हुए छोटी सी लघु कथा मौखिक	दिसंबर	व्याकरण पुस्तक पर अभ्यास ।
पाठ सच्चे का बोलबाला	संवाद	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 खुद से अर्थ समझाना ।	मौखिक अभिव्यक्ति को नियारना । वाक्यों को सही भावों के साथ बोलने का अभ्यास करवाना ।	छात्र पाठ को संवाद के माध्यम से पाठ का सार समझेंगे		मौखिक प्रश्न उँगली
पाठ चाय और लोकप्रियत	प्र उ	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 खुद से अर्थ समझाना ।	छाय और कॉफी में अंतर समझाना । चाय पीने के फायदे और नुकसान बताना । चाय उत्पाद राज्यों की जानकारी देना ।	पठन कौशल द्वारा पाठ का पठन । वाद विवाद द्वारा चाय के फायदे		मौखिक प्रश्न उँगली

कविता परिंदे की फरियाद	पठित पद्यांश	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 । ।	सरलार्थ समझाना । आजादी का महत्व समझाना ।	वाचन द्वारा		कक्षा परीक्षा मौखिक
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