



GRADE 8 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :- Computer Science

STUDENTS' COPY

LEARNING OUTCOMES

The students will be able to:

1. Define the control structures and implement them by means of programs.
2. Use the logical and relational operators in framing real life conditions in the program.
3. Describe the different types of loops and how they are implemented.
4. Write pseudocode using real life examples.
5. Elucidate about functions and how they are used.
6. Elaborate about arrays and develop codes to apply its knowledge in solving problems.
7. Define Sequencing and enlist its significance in the programming.
8. Apply sequencing in making programs.

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Chapter 1: Conditionals In Details (From Page 2 to 15)	Chapter 2: Get Creative With Loops (Page 16) Revision and Worksheet PA1 Exam	Chapter 2: Get Creative With Loops (From Page 17 to 25 (Before Activity 2.7)	Chapter 2: Get Creative With Loops (From 25 (from Activity 2.7) to 28) Chapter 3: Functions In Depth (From Page 29 to 34 (Before Returning Values from Functions)	Revision and Worksheets Half Yearly Exam
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Chapter 3: Functions In Depth (From Page 34 (From Returning Values from Functions) to 36) Chapter 4: Programming With Arrays (Page 37 & 38)	Revision and Worksheet PA2 Exam Chapter 4: Programming With Arrays (Page 44 to 50 (Before Applied Project))	Chapter 5: Advanced Sequencing (Page 56 to 58)	Chapter 5: Advanced Sequencing (Page 59 to 60) Programs based on the concepts covered so far.	Revision and Worksheet Annual Exam

Assessment Planner	
<u>PA-1 (20 marks)</u>	
Chapter 1: Conditionals In Details (From Page 2 to 15) Chapter 2: Get Creative With Loops (Page 16)	
<u>Half Yearly (30 marks)</u>	
Chapter 1: Conditionals In Details (From Page 2 to 15) Chapter 2: Get Creative With Loops (Page 16 to 28) Chapter 3: Functions In Depth (From Page 29 to 34 (Before Returning Values from Functions)	
<u>PA-2 (20 marks)</u>	
Chapter 3: Functions In Depth (From Page 34 (From Returning Values from Functions) to 36) Chapter 4: Programming With Arrays (Page 37 & 38)	
<u>Multiple Assessment (MA) (5 marks)</u>	
MA1: Write Pseudocode using real life examples related to Andaman and Nicobar	
MA2: Draw a flow chart on topics related to Sikkim	
<u>Portfolio Assessment (PORT) (5 marks)</u> <u>(Notebook -3 marks + Activity-2 marks)</u>	
PORTFOLIO 1- Evaluation of the chapters covered in syllabus, Worksheets solved and pasted in the notebooks + Make an accordion book based on relational operators.	
PORTFOLIO 2: Evaluation of the chapters covered in syllabus, Worksheets solved and pasted in the notebooks + Make a flyer describing different types of lists representing the Arrays in real life.	
<u>Subject Enrichment (SE) (5marks)</u>	
<ul style="list-style-type: none"> • Students will be asked to create a program on Minecraft Education Edition as per the instructions given. • Artistic skills will also be integrated with the above given task. • It will be a hands-on experience on the computer. 	
<u>Project(PROJ) (5 marks)</u>	
<ul style="list-style-type: none"> • Students will be asked to create a program on Minecraft Education Edition / Arcade.Makecode.Com as per the instructions given on the topic Sikkim • Artistic skills will also be integrated with the above given task. 	
<u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u>	
<u>Annual Exam (30 marks)</u>	
Chapter 3: Functions In Depth (From Page 29 to 36) Chapter 4: Programming With Arrays (Page 37 & 38), (Page 44 to 50 (Before Applied Project)) Chapter 5: Advanced Sequencing (Page 56 to 60)	

**** Subject to change as per DIRECTIVES**



GRADE 8 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT: SOCIAL SCIENCE STUDENTS'

COPY

LEARNING OUTCOMES

The students will be able to:

1. Summarize events in Indian history since the establishment of colonial powers until India getting Independence.
2. Analyse the impact of colonial policies on various sections of Indian society.
3. Assess the transformation of India into a Republic after Independence.
4. Classify different types of resources, farming practices & industries.
5. Justify the need for sustainable practices and the role as citizens.
6. Critique, the classification of human beings as resources.
7. Summarize the essential features of the Indian Constitution.
8. Justify the need for Fundamental Rights.
9. Comprehend the law-making process in India.

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<u>Geography:</u> Resources <u>Civics:</u> The Indian Constitution <u>History:</u> From Trade to Territory	<u>Geography:</u> Land, Soil, Water, Natural Vegetation & Wildlife (intro.) Revision for PA1	<u>Geography:</u> Land, Soil, Water, Natural Vegetation & Wildlife (contd.) <u>Civics:</u> Understanding Secularism <u>History:</u> Ruling the Countryside; When People Rebel (Intro.)	<u>History:</u> When People Rebel (contd.) <u>Civics:</u> Parliament and the making of the laws <u>Geography:</u> Agriculture <u>History:</u> Civilising the Native; Educating the Nation (Intro.)	Revision for Term 1 Examination
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<u>History:</u> Civilising the Native,	<u>History:</u> Women, Caste and Reform	<u>Civics:</u> Public Facilities	<u>Civics:</u> Law and Social Justice	

Educating the Nation. (contd.) <u>Civics:</u> Judiciary <u>Geography:</u> Human Resources	Revision for PA2	<u>Geography:</u> Industries	<u>History:</u> The Making of the National Movement (1870s to 1947)	Revision for Term 2 Examination
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Assessment Planner	
<u>PA-1 (20 marks)</u> History: From Trade to Territory (till Battle of Plassey complete) Geography: Resources; Land, Soil, Water, Natural Vegetation & Wildlife Resources (till pg 10) Civics: The Indian Constitution	
<u>Half Yearly (60 marks)</u> History: From Trade to Territory; Ruling the Countryside; When People Rebel Geography: Resources; Land, Soil, Water, Natural Vegetation & Wildlife Resources; Agriculture Civics: The Indian Constitution; Understanding Secularism; Parliament and the making of the laws	
<u>PA-2 (20 marks)</u> History: Civilising the Native: Educating the Nation Geography: Human Resources Civics: Judiciary	
<u>Multiple Assessment (MA) (5 marks)</u>	
MA1: History: How, When and Where	
MA2: History: Tribals, Dikus and The Vision Of A Golden Age	
<u>Portfolio Assessment (PORT) (5 marks)</u> <u>(Notebook -3 marks + Activity-2 marks)</u>	
PORTFOLIO 1- History: When People Rebel	
PORTFOLIO 2- Poster/Collage/Banner Making	
<u>Subject Enrichment (SE) (5marks)</u> Project based on Andaman and Nicobar, Lakshadweep on the, theme Ek Bharat Shreshtha Bharat	

Project (5 marks)

**Understanding Marginalisation
Confronting Marginalisation**

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual Exam (60 marks)

History: Ruling the Countryside; When People Rebel; Civilising the Native: Educating the Nation; The Making of the National Movement (1870s to 1947)

Geography: Land, Soil, Water, Natural Vegetation & wildlife Resources; Agriculture; Industries; Human Resources

Civics: The Indian Constitution; Parliament and the making of the laws ; Judiciary; Public Facilities; Law and Social Justice

**** Subject to change as per DIRECTIVES**



GRADE 8 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :- SCIENCE

STUDENTS' COPY

LEARNING OUTCOMES

The students will be able to:

1. Differentiate between metals and non- metals, natural and; synthetic fibers, contact and; non- contact forces, electrolytes and non-electrolytes, viviparous and; oviparous animals.
2. Understand phenomenon's like smog formation, global warming and acid rain.
3. Write word equations.
4. Draw well labelled diagrams of the human eye, human reproductive systems etc.
5. Constructs models of Electroscope, Kaleidoscope, Periscope and explain their working.
6. Apply knowledge of day to day processes like segregation of bio-degradable and non-biodegradable wastes, friction, challenging myths and taboos regarding Adolescence.
7. Make efforts to protect the Environment.
8. Exhibit creativity in designing, planning, making use of available resources.

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Microorganism-Friend and Foe Force and Pressure	Conservation of Plants and Animals	Crop Production and Management Combustion and Flame	Combustion and Flame (contd/-) Coal and Petroleum	Coal and Petroleum (contd/-) Revision Sound
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Sound (contd/-) Some Natural Phenomenon Friction	Light Chemical Effect of Electric Current	Chemical Effect of Electric Current (contd/-)	Reproduction in Animal Reaching the age of Adolescence	Reaching the age of Adolescence (contd/-) Revision

Assessment Planner

<u>PA-1 (20 marks)</u>	
<ul style="list-style-type: none"> • Microorganisms: Friend and Foe • Force and Pressure 	
<u>Half Yearly (60 marks)</u>	
<ul style="list-style-type: none"> • Microorganism- Friend and Foe • Force and Pressure • Conservation of plants and animals • Crop Production and Management • Combustion and Flame • Coal and Petroleum 	
<u>PA-2 (20 marks)</u>	
<ul style="list-style-type: none"> • Sound • Some Natural Phenomenon • Friction 	
<u>Multiple Assessment (MA) (5 marks)</u>	
MA1: Make a report on an A-4 sheet to highlight the topic “Farm to Fork: Cancer Entry in our food chain”	
MA2: Demonstrate any one of the following in class: (i) Electrolysis (ii) Electroscope (iii) Sound Reflector/Sound Absorber, (iv) Lemon or Potato battery. Explain the activity demonstrated in class on an A-4 sheet with the help of a well labelled diagram.	
<u>Portfolio Assessment (PORT) (5 marks)</u>	
<u>(Notebook -3 marks + Activity-2 marks)</u>	
PORTFOLIO 1- On a political map of India, highlight any four –petroleum refineries OR coal reserves.	
PORTFOLIO 2- Make an informative poster on an A -4 size sheet on – SAY NO TO DRUGS.	
<u>Subject Enrichment (SE) (5marks)</u>	
On an A-4 sheet, draw/paint/stick pictures of any 2 endemic species of flora and fauna of Sikkim.	
<u>Project(PROJ) (5 marks)</u>	
Make a fire safety booklet, highlighting any four types of fires and their extinguishing methods.	
<u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u>	

Annual Exam (60 marks)

- Light
- Chemical Effect of Electric Current
- Reproduction in Animal

- Reaching the age of Adolescence
- Sound
- Some Natural Phenomenon
- Friction
- Combustion and Flame
- Force and Pressure

**** Subject to change as per DIRECTIVES**



Grade 8 Curriculum & Assessment Annual Planner 2025 - 2026

Subject :- MATHEMATICS (Student's Copy)

LEARNING OUTCOMES

The learners will be able to:

- Represent rational numbers on the number line.
- Find squares, cubes and cube roots, cube roots of numbers.
- Solve puzzles and daily life problems using variables.
- Applies the concept of percent in a transaction.
- Differentiate and solve problems based on direct and inverse proportions.
- Compare properties of parallelograms and establish the relationship between them.
- Construct and find the area of quadrilaterals/polygons.
- Draw and interpret bar charts and pie charts.
- Find the surface area and volume of cuboidal and cylindrical object.

Curriculum Planner

<u>April(20)</u>	<u>May (16)</u>	<u>July (23)</u>	<u>Aug (22)</u>	<u>Sep (10)</u>
Rational Numbers	Comparing Quantities	Exponents and Powers	Understanding Quadrilaterals	Revision
Linear Equations in One Variable		Introduction to Graphs		
		Direct & Inverse Proportions		
<u>Oct (19)</u>	<u>Nov (22)</u>	<u>Dec (18)</u>	<u>Jan (19)</u>	<u>Feb (10)</u>
Algebraic Expressions and Identities	Factorization	Squares & Square Roots contd.	Mensuration	Revision
Data Handling	Squares & Square Roots	Cubes and Cube Roots	Visualising Solid Shapes [only through Portfolio]	

Assessment Planner

PA-1 (20 marks)

- Rational Numbers
- Linear Equations in one variable

Half Yearly (60 marks)

- Rational Numbers
- Linear Equations in one variable

- Comparing Quantities
- Exponents and Powers
- Introduction to Graphs
- Direct and Inverse Proportions
- Understanding Quadrilaterals

PA-2 (20 marks)

- Algebraic Expressions and Identities
- Data Handling


Multiple Assessment (MA) (5 marks)

It will be a class activity.

(i) Material to be used:

- Use A-4 size coloured sheets (prefer light colours).
- Brochure Heading Details - Multiple Assessment -1 (Mathematics Brochure), , Student name, roll no, registration no, class, Term : _____, Date

(ii) Activity - Students will :

- prepare one (3 mark) question for the given topic
- present it as a brochure.
- Provide blank space in the brochure with the following details -
- Attempted by : _____(Name, Regno, Class)
- Evaluate the attempted question. **Do not award marks. Put only  or +.**
- Write your feedback for the person who has attempted your question and share it with him.

(iii) Submission Time : End of the period.

Term-1: Understanding Quadrilaterals

Term-2: Squares and Square Roots

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1-

Students will prepare the journal during the summer vacations and submit when the school will reopen.

(i) Material to be used

- Use three A-4 size coloured sheets (prefer light colours).
- **DO NOT** use plastic covers. Use string to attach all three sheets.
- First sheet details - Portfolio Assessment-1 (Mathematics Journal), Student name, roll no, registration no, class, Term-1, date of submission

(ii) Students will prepare mind map for :

- Rational Numbers
- Linear Equations in One Variable

(iii) Submission date : 2nd July 2025

PORTFOLIO 2-

It will be a class activity.

(i) Material to be used

- Use A-4 size coloured sheets (prefer light colours).
- Heading - Portfolio Assessment-2 (Mathematics - Solid Nets), Student name, roll no, registration no, class, Term-2, date of submission

(ii) Students will prepare nets for the given solids.

(iii) Students will make the observation table and complete it.

Solid	Faces (F)	Vertices (V)	Edges (E)	F + V - E
Cuboid				

Square Pyramid				
Triangular Prism				
Cylinder				NA

(iv) Students will write the conclusion :

Euler's Formula ($F + V - E = \underline{\hspace{2cm}}$) holds (True / False) for all the

(v) Students will paste the three nets on the reverse side of the A-4 size sheet.

(vi) Submission : end of the period

Subject Enrichment (SE) (5 marks)

It will be a group activity. Each group will have 4 members.

(i) Material to be used:

- Five A-4 size ruled coloured sheets. A string to attach the sheets.
- Coloured pencils, sketch pens, geometry box, fevistick and a pair of scissors.
- Researched data (for the pie chart). Few pictures/drawings to illustrate their allotted topic.

(ii) Teacher will allot a topic (refer to the list given below) based on an aspect from Sikkim, to each group to research on.

- Languages, Festivals, Religions, Occupations, Tribal Communities, Flora & Fauna, Administration and politics, Transportation, Economy, Education, Population, Crime Rate.
- The groups will compile the research work at home.

(iii) On the Activity date, each group will compile the following on A-4 sized ruled coloured sheets:

- Write Heading - "Subject Enrichment - Mathematics", Term-1, Date, Group No, Names of the Group Members, Topic : in Sikkim.
- Write / Paste the researched data.
- Calculate the angles for the data in the table.
- Make a pie chart on the allotted topic.
- Paste pictures / make drawings to illustrate the allotted topic.
- Write the contribution made by each person in the group.

Project (PROJ) (5 marks)

The students to do this activity during the summer vacation:

(i) Visit a bank with your parents.

(ii) **Enquire** the banker about the :

- various types of accounts that you can open as a minor.
- various types of accounts that you can open as an adult.
- different rates of interests that the bank has to offer.
- Various methods to deposit money in the bank.
- Various methods to withdraw money from the bank.

(iii) **Observe** the following information:

- Working days of the bank.
- Working timings of the bank.
- Lunch timings of the bank.
- Types of various counters at the bank.
- Service provided by the respective counters.

(iv) Take a picture of yourself while you are in the process at the bank.

(v) Take a few A-4 size ruled coloured (use light colours) sheets to compile the following:

- Write Project Heading - "Visit to a Bank", Student name, roll no, registration no, class, subject, Term-1, Date
- Paste your picture that was taken at the bank.
- Write details of the **enquiry** done by you with the banker (*in dialogue form*).
- Details of your **observation** in a checklist form (*refer to annexure -1*)
- Write your experience as to how you feel about this visit, as a self reflection in 50 - 100 words.

- Write your plan of action for money savings in the year 2024-2025.

(vi) Submission Date : 02-07-2025

Annexure -1

My Observations at the Bank

Name of the Bank	
Type of the Bank (Govt / PVT)	
Working days of the bank	
Working timings of the bank	
Lunch timings of the bank	

Service provided by the respective counters (add the rows in this table as per your data)

Sno	Counter Name	Service Provided
1		
2		

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual (60 marks)

- Algebraic Expressions and Identities
- Factorization
- Squares and Square roots
- Cubes and cube roots
- Data Handling
- Mensuration
- Exponents and Powers
- Understanding Quadrilaterals

**** Subject to change as per CBSE /DOE DIRECTIVES**



GRADE 8 - Curriculum & Assessment Annual Planner

2025-2026

SUBJECT: - SANSKRIT

STUDENT COPY
LEARNING OUTCOMES

छात्र निम्नलिखित कौशलों की ग्रहण क्षमता प्राप्त कर सकेंगे।

1. संस्कृत शब्दों व वाक्यों का संस्कृत में उच्चारण।
2. भाषिक तत्वों - श्रवण, भिन्न, पठान तथा लेखन कौशल का विकास।
3. पाठों में ननहित पदों/ गद्य के माध्यम से जीवन मूल्यों का विकास।
4. रोचक कथाओं एवं ओठों को पढ़कर घटनाक्रम का संयोजन कर सकने की क्षमता का विकास।
5. ननदेशों के आधार पर प्रश्न-उत्तर की क्षमता व प्रश्न-ननमाण का कौशल विकास करना।

Curriculum Planner

April	May	July	Aug	Sep
<p>रुचरा - प्रथमः पाठः - सुभाषितानन द्वितीयः पाठः - बिलस्य वाणी...</p> <p>शब्द रूप नदी , अस्मद् चचत्र वणान संख्या - 50 से 70 धातु - अस् व कृ लकार-लट्, लङ्, लृट् अपहठत गद्यांश</p>	<p>रुचरा - तृतीयः पाठः डिजभारतं चतुथा पाठः- "सदैव पुरतो ननर्दी चरणम्"</p> <p>अव्यय शब्द रूप - साधु परवतानशील धातुएं - गम्, षप्, दृश, नतष्ठ, यच्</p>	<p>रुचरा - पञ्चमः पाठः कण्टकेनैव कण्टकम् ष्ठः पाठः- गृम् शून्यम् सुतां षवना</p> <p>षवशिण -षवशेष्य चचत्र वणान प्रश्नननमाण युष्मद् शब्द रूप वचन परवतान संचध (दीघा , गुण) अपहठत गद्यांश</p>	<p>रुचरा- सप्तमः पाठः- भारतजनता अिं</p> <p>ककम् शब्द रूप षवभजक्त -प्रयोग संख्या- (70-100 प्रश्नननमाण मनत , गुरु, अस्मद् शब्द रूप चचत्र वणान क्त्वा प्रत्यय संचध (दीघा , गुण)</p>	<p>अपहठत गद्यांश एवं भाषिक काया</p> <p>अनुवाद अभ्यास पुनः अभ्यास काया</p>

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>रुचचरा –अष्टमःपाठः संसारसागरस्य नायकाः नवमः पाठः - सप्तभचगन्यः</p> <p>शब्द रूप- युष्मद् इकारांत कषव, मनत घहटकायंत्रम् लोट् लकार – गम्, भू, पठ्, षप्, नम् लकार पररवतान</p>	<p>रुचचरा – दशमः पाठः - नीनतनवनीतम एकादशः पाठः - साषवत्रिाई फुले उपपद षवभजक्त गुरु शब्दरूप वृद्चध-संच ध यण-संचध स्त्रीसलंग प्रश्नननमाण धातु-प्रयोग चार लकार</p>	<p>रुचचरा – द्वादशःपाठः कः रक्षनत कः रक्षतः? त्रयोदशः पाठः - क्षक्षतौराजते भारतस्वणा भूसम तुमुन् प्रत्यय धातु रूप - शब्दरूप अशुद्चध संशोधन घहटकायंत्रम्</p>	<p>रुचचरा - चतुदाशः पाठः – आयाभटः पत्र लेखन अपहठत गद्यांश भाषिक काया – शब्द रूप - कषव, मनत, गुरु, अस्मद्, युष्मद् ककम्</p>	<p>रुचचरा पुस्तक के सभी पाठों तथा व्याकरण के सभी षवियों का पुनः अभ्यास काया तथा अपहठत गद्यांश</p>

Assessment Planner
<p><u>PA-1 (20 marks)</u></p> <p>रुचिरा - द्श्वतीयः पाठः - बिलस्य वाणी....., चतुथा पाठः - “सदैव पुरतो ननदिी चरणम्” व्याकरण – शब्द रूप नदी व अस्मद् (प्रयोग), संख्या प्रयोग (50-70), अस् व कृ धातु (लङ - लृट्), चचत्र वणान, अपहठत गद्यांश</p>
<p><u>Half Yearly (50 marks)</u></p> <p>रुचिरा - प्रथमः पाठः - सुभाषितानन, तृतीयःपाठः डिजजभारतं , पञ्चमः पाठः कण्टकेनैव कण्टकम् ,, िष्ठः पाठः- गृिम् शून्यम् सुतां षवना , सप्तमः पाठः- भारतजनता अिं व्याकरण - शब्द रूप साधु नदी, ककम्, अस्मद्, अव्यय समचश्रत , धातु – प्रयोग, संचध (दीघा , गुण), क्त्वा प्रत्यय, वचन पररवतान , षवशिण -षवशेष्य, चचत्र वणान , प्रश्नननमाण, षवभजक्त –प्रयोग , संख्या- 70-100, अपहठत गद्यांश</p>

PA-2 (20 marks)

रुचिरा – नवमः पाठः - सप्तभचगन्यः, त्रयोदशः पाठः - क्षक्षतौराजते भारतस्वणा भूसम

व्याकरण – शब्दरूप यष्मद्, मनत, लोट् लकार (गम्,भू, पठ्,षप्,नम्) लकार पररवतान,पत्र-लेखन, वृद्ध-संचध

Multiple Assessment (MA) (5 marks)

MA1 - श्लोक उच्चारण तथा धातु -रूप (मूल्यांकन - असभव्यजक्त व लय , उच्चारण , स्मरणयोग्यता)

MA2 - श्लोक उच्चारण तथा शब्द- रूप (मूल्यांकन - असभव्यजक्त व लय , उच्चारण , स्मरणयोग्यता)

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1- संस्कृत पुजस्तका काया + चचत्र वणान + पत्र लेखन

मूल्यांकन - प्रस्तुतीकरण , लेखन श्रद्धता , काया पूर्णा/ अपूर्णा

PORTFOLIO 2- गनतषवचध - नवमः पाठः (SDG13) – सप्तभचगन्यः

(मानचचत्र पर पूर्वोत्तर राज्यों को दशाना एवं A4 साइज़ शीट पर कोलाज)

(मूल्यांकन -प्रस्तुतीकरण+ षवियान्कूल+रचनात्मकता)

Subject Enrichment (SE) (5 marks)

गनतविचि - कला समेककत आररत पररयोजि कायय

तृतीयःपाठः डिजजभारतं (SDG-8,17) (मूल्यांकन - प्रस्तुतीकरण + षवियान्कूल + रचनात्मकता)

(ससक्ककम प्रदेश में भारत के सतत आचथाक लक्ष्यों, षवकास के साधनों व िढ़ते रोजगार पर कोलाज / पोस्टर बिइये)

Project (PROJ) (5 marks)

एकल गनतविचि (पोस्टर) - कला समेककत आररत पररयोजि कायय

द्वादशः पाठः –[SDG-6] कः रक्षनत कः रक्षक्षतः? – मूल्यांकन - प्रस्तुतीकरण -1, षवियान्कूल 2, रचनात्मकता –2

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual (50 marks)

रुचिरा पुस्तक - अष्टमःपाठः संसारसागरस्य नायकाः , दशमः पाठः नीनतनवनीतम् , एकादशः पाठः साषवत्तीर्ई फुले, द्वादशः पाठः कः रक्षनत कः रक्षक्षतः? , चतुदाशः पाठः आयाभटः ।

व्याकरण : घटकायंत्रम्, पत्र लेखन , लकार-वचन पररवतान , अनुवाद काया , उपपद षवभजक्त, षवभजक्त -प्रयोग (कषव-मनत, भानु-गुरु, अस्मद्- युष्मद् शब्द रूप, तद् पु-स्त्री), अशुद्चध संशोधन , क्त्वा - तुमुन् प्रत्यय , संचध (वृद्चध एवं यण), ककम् शब्द रूप - पुजल्लंग - स्त्रीसलंग प्रश्नननमाण , धातु प्रयोग चारों लकार [लट्- लङ्- लृट् - लोट् लकार] गम् , भू, पठ्, षप्, नम्, दा, नतष्ट् , अपहठत गद्यांश

**** Subject to change as per DIRECTIVES**



GRADE 8 Curriculum & Assessment Annual

Planner 2025-2026

SUBJECT: - SWIMMING

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

1. Discipline
2. Hard Working
3. Perseverance
4. Sense of Rhythm
5. Motor ability Skills
6. Socialization
7. Confidence
8. Building team work
9. Self-Innovation
10. Vision to win
11. Importance of health

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
1 FREE STYLE	1 FREE STYLE	1 FREE STYLE	1 FREE STYLE	1 FREE STYLE
2 BACK STROKE	2 BACK STROKE	2 BACK STROKE	2 BACK STROKE	2 BACK STROKE
3 BUTTERFLY	3 BUTTERFLY	3 BUTTERFLY	3 BUTTERFLY	3 BUTTERFLY
4. BREAST STROKE	4. BREAST STROKE	4. BREAST STROKE	4. BREAST STROKE	4 BREAST STROKE
				5 SWIMMING GALA SELECTION

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<ul style="list-style-type: none"> • DRILL PRACTICE • MARCHING PRACTICE • ATHLETIC PRACTICE GAME (FOOTBALL, BASKETBALL, ETC) RECREATIONAL GAMES	<ul style="list-style-type: none"> • DRILL PRACTICE • MARCHING PRACTICE • ATHLETIC PRACTICE GAME (FOOTBALL, BASKETBALL, ETC) RECREATIONAL GAMES	1. FOOTBALL (PUSH PASS) 2. CRICKET (FRONT FOOT DRIVE) 3. BASKETBALL (ONE HAND SHOT)	1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING 5. GAME (BASKETBALL, FOOTBALL, ETC.)	1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING 5. GAME (BASKETBALL, FOOTBALL, ETC.)

Assessment Planner TERM-1

TERM -1 (Sep) Grade criteria	Game :- Swimming Skill :- Free Style	CHECK LIST
Mark 5 A		1 JUMPING
Mark 4 B		2 SUBMERGING
Mark 3 C		3 KICKING
Mark 2 C		4 FLOATING
Mark 1 C		5 ARM ACTION

Assessment Planner TERM-2

TERM -2 (Feb) Grade criteria	Game :- Basketball Skill :- One Hand Shot	CHECK LIST
Mark 5 A		1 DISCIPLINE -1
Mark 4 B		2 Foot Movement -1
Mark 3 C		3 Body Posture-1
Mark 2 C		4 Release -1
Mark 1 C		5 FOLLOW THROUGH

**** Subject to change as per DIRECTIVES**



GRADE 8

Curriculum & Assessment Annual

Planner 2025-2026

SUBJECT :- GERMAN

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

- ask and give information about the wellbeing of a person, name a few common ailments and remedies.
- formulate instructions, ask for permission, forbid something, give reason for a decision.
- discuss healthy living & eating habits, report about past experiences and everyday events.
- enquire about the whereabouts of a person or a place, fix a meeting place, talk about shopping places.
- plan an outing with a friend, find one's way in the city, ask for specific information and to offer the same.
- ask about the whereabouts of an object and to find it.
- to describe a room.

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
MODUL-5 L-1 "Stefan, wie geht's dir?" • ailments and remedies • Dativ-definite article, personal pronouns. • Imperative Interrogative pronoun - wem?	L-2 "Gesund Leben" • Modal Verb-"Dürfen" and „sollen	L-2 "Gesund Leben" Use of the conjunction-"Weil"	L-3 "Was hast du für deine Gesundheit getan?" • Tense: Past (Perfect)- sein/haben ", with regular and irregular verbs. • Temporal Wörter – heute, gestern, letzte Woche, etc.	Half Yearly

<u>Oct – Nov</u>	<u>Dec</u>	<u>Jan – Feb</u>
<u>MODULE -6</u> L-1 “Wo ist Tina?” <ul style="list-style-type: none"> • Interrogative pronoun- Wo • Wechsel Preposition • Verb- wissen • _____ Dative case • Indirect question 	L-2 “Hast du Lust, ins Kino zu gehen?” <ul style="list-style-type: none"> • Interrogative pronoun. • Accusative case. • Infinitiv mit „zu” • Akkusativ Preposition 	L-3 “Ordnung muss sein” <ul style="list-style-type: none"> • Verbs: stellen-stehen, legen-liegen, setzen-sitzen, hängen • Conjunctions: aber, denn, oder, sondern, und. • Conjunctions with two parts: zwar-aber, nicht nur-sondern auch. • Prepositions of place: Wo+Dativ, Wohin+Akkusativ

Assessment Planner				
<p><u>PA-1 (20 marks)</u></p> <p>Lektion -1 “Stefan, wie geht’s dir?”</p> <p>Section A: Reading (Reading comprehension)</p> <p>Section B: Writing (Paragraph/E-Mail writing)</p> <p>Section C: Grammar (exercises from workbook)</p> <p>Section D: Vocabulary (word list of the chapter)</p>				
<p><u>Half Yearly (50 marks)</u></p> <p>Lektion 1 – Stefan, wie geht’s dir?</p> <p>Lektion 2 – Gesund Leben</p> <p>Lektion 3 – "Was hast du für deine Gesundheit getan?"</p> <p>Section A: Reading (Reading comprehension)</p> <p>Section B: Writing (Paragraph/ E-Mail writing)</p> <p>Section C: Grammar (exercises from workbook)</p> <p>Section D: Vocabulary (word list of the chapter)</p>				
<p><u>PA-2 (20 marks)</u></p> <p>L-1 “Wo ist Tina?”</p> <p>Section A: Reading (Reading comprehension)</p> <p>Section B: Writing (Paragraph/ E-Mail writing)</p> <p>Section C: Grammar (exercises from workbook)</p> <p>Section D: Vocabulary (word list of the chapter)</p>				
<p><u>Multiple Assessment (MA) (5 marks)</u></p> <table><tr><td>MA1</td><td>sprechen (role play / Interview mit deinem Partner)</td></tr><tr><td>MA2</td><td>hören (MCQ)</td></tr></table>	MA1	sprechen (role play / Interview mit deinem Partner)	MA2	hören (MCQ)
MA1	sprechen (role play / Interview mit deinem Partner)			
MA2	hören (MCQ)			

Portfolio Assessment (PORT) (5 marks)**(Notebook -3 marks + Activity-2 marks)****PORTFOLIO 1** Elfchen**PORTFOLIO 2** Laufdiktat**Subject Enrichment (SE) (5 marks)**

Creative writing on prepositions (Wo kauft man was?)

Project (PROJ) (5 marks)

Holiday Homework: Comic Strip (At doctor's clinic)

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks***Annual (50 marks)**

Lektion 1 – Wo ist Tina?

Lektion 2 – Hast du Lust, ins Kino zu gehen?

Lektion 3 – Ordnung muss sein!

Section A: Reading (Reading comprehension)

Section B: Writing (Paragraph/ E-Mail writing)

Section C: Grammar (exercises from workbook)

Section D: Vocabulary (word list of the chapter)

**** Subject to change as per DIRECTIVES**



GRADE 8 - Curriculum & Assessment Annual

Planner 2025-2026

SUBJECT :- Spanish

Student's Copy

LEARNING OUTCOMES

The students will be able to:

Translate formal and informal documents/writings from English to Spanish and vice-versa

Talk about famous monuments and tourist destinations

Conjugate verbs in all tenses form sentences

Write an essay on multiple topics

Learn poems in Spanish

Translation of Visa documents from English to Spanish

Learn about famous Latin American authors and their famous literary works

Read historical texts about Mayan, Inca and Aztec Civilization

Read and understand short stories in Spanish as well as answer questions.

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Lesson 1	Revision - P.A-1 Papers	Lesson 2 Un viaje	Lesson 3 & 4, El mundo tecnológico Por Vs Para	Half Yearly Exam - Revision
Dialogue writing (en el restaurant)	Lesson 1 Obligación y Compulsion (Tener Que Y Hay que)	Comprension de lectura	Conocimiento del America Latina	Lesson 4 Instituto Cervantes Horario del Instituto Audio Podcast (Intermediate level Conversation)
Visa Application Saber vs conocer	Las siete maravillas del mundo	Los Pronombres Objetos (directo y indirecto)	Parrafó – Patrimonio de humanidad de India y España	El conocimiento del Mundo Hispano: Mundo Maya
Short story – Pollito Tito		Preterito imperfecto		

<u>Oct2</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>Lesson 4</p> <p>Audio Podcast (Intermediate level Conversation)</p> <p>El conocimiento del Mundo Hispano: Mundo Maya</p>	<p>Revision - P.A-2 Papers</p> <p>Lesson 5 En el restaurante La comida (cocina Mexicana)</p>	<p>Lesson 6 & 7 En el hospital Cuento en español Conversación en el restaurante,</p>	<p>Lesson 7 & 8 Famosos Hispanos, El medio Ambiente Escribir una biografía (Biografía de Gabriel Garcia Marquez)</p>	<p>El Repaso (Unidad,6,7 & 8) Grammar</p>

Assessment Planner		
<p><u>PA-1 (20 marks)</u></p> <p>Lesson 1 , Tener Que y Hay que, Saber vs conocer, Visa Application , vocabs (chap 1).</p>		
<p><u>Half Yearly (50 marks)</u></p> <p>PA1 SYLLABUS + Lesson – 2-3 Preterite y Preterito imperfecto, Object Pronoun, tener que y hay que, Saber Vs Conocer, Parrafó – Patrimonio de humanidad de India y España , Translation.</p>		
<p><u>PA-2 (20 marks)</u></p> <p>Lesson 4 & 5, Comprension de lectura, Los imperativos, El mundo Maya, Vocab (Chapter 5)</p>		
<p><u>Multiple Assessment (MA) (5 marks)</u></p> <table border="1"> <tr> <td><u>MA 1 - Direct and indirect object pronouns</u></td></tr> <tr> <td>MA 2 - El mundo Maya</td></tr> </table>	<u>MA 1 - Direct and indirect object pronouns</u>	MA 2 - El mundo Maya
<u>MA 1 - Direct and indirect object pronouns</u>		
MA 2 - El mundo Maya		

Portfolio Assessment (PORT) (marks) (Notebook -3 marks + Activity-2 marks)

Will be included In Term 2

Work completion - 2

Neatness- 2

Organized presentation(date, title, heading,etc.)- 1

PROJECT -5 Marks

Aztec/Inca infographics

Work completion - 2

Timely submission – 1

Creativity & presentation(Drawing, number of glyphs, colour, title, heading,etc.)- 2

Subject Enrichment (SE) (5 marks)

PPT/ Video story

Work completion - 2

Timely submission – 1

Creativity & presentation(Slides, Video editing, music, title, heading,etc.)- 2

Annual Exam (50 marks)

PA2 SYLLABUS + Lesson – 7 & 8 , Preterite indicativo y Preterito imperfecto, Object Pronoun, Por Vs Para ,El Mundo Maya, La cocina mexicana, Escribir una biografía (Biografía de Gabriel GarciaMarquez)



GRADE 8 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :-LIBRARY

STUDENT'S COPY

LEARNING OUTCOMES

- Library rules - objective- to use library effectively.
- Introduction to different genre – objective—will be able to understand and differentiate among the different kind of genre. It cultivates reading habits in students It develops their interest in using the library.
- Related Vocabulary – objective – students will learn new words and their usage.
- Newspaper Scavenging : Search information about related topic from newspapers & paste them in their scrap book / fact file or present in the class.
- Read Aloud will help students to enhance their reading skills and create interest in reading. It will also improve their pronunciation.
- Guided Reading will trigger their interest in reading. It develops the self-learning skills of students. It nurtures good moral values and principles in the children. It cultivates respect and love for the nation and its culture in the students.

Following titles for compulsory reading:

- THE HOLES BY LOUIS SACHAR(APRIL – MAY)
- LIFE OF PIE BY YARN MARTEL (JUNE- JULY)
- THE ADVENTURE OF HUCKELBERRY FINN BY MARK TWAIN (AUGUST-SEPT)
- ECHO BY PAM (OCT-NOV)
- PRISONER-B 3087 BY ALAN GRANTZ(DEC-JAN)

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sept</u>
Library rules to be prepared by the class for their library class in the library period	Students will prepare their own dictionary with the help	Reiteration of Library Rules Book for the month of July and August will be	Read alone activity will take place. Students will summarize the book	Independent Reading Book for the month of Sept and

<p>Discuss about different Genres and explore on it.</p> <p>Introduction of the book assigned to the students for the month of April and May.</p> <p>They will prepare quiz on the book.</p> <p>Independent reading will take place as well.</p>	<p>of the newspaper .</p> <p>Independent reading will take place as well.</p> <p>5 question test from the book assigned for the month of April and May.</p>	<p>introduced.</p> <p>Independent reading will take place as well.</p>	<p>which is assigned to them for the month of July and August</p> <p>Crossword will be prepared by the students</p>	<p>Oct will be introduced.</p>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>Read Aloud Activity</p> <p>5 question test from the book assigned for the month of Sept and Oct</p>	<p>Self reading which will help them to be focus</p> <p>Book for the month of Nov and Dec will be introduced</p>	<p>Self reading which will help them to be focus</p> <p>5 question test from the book assigned for the month of Nov and Dec</p>	<p>Self reading which will help them to be focus</p> <p>Book for the month of Jan and Feb will be introduced</p>	<p>Self reading which will help them to be focus</p> <p>5 question test from the book assigned for the month of Jan and Feb</p>

Assessment Planner
<u>Half Yearly</u>
First Term Assessment-- will be taken from the books assigned to the students

<u>Annual Assessment</u>
Final Term Assessment-- will be taken from the books assigned to the students



GRADE – 8 Curriculum & Assessment Annual

Planner 2025-2026

SUBJECT :- Music and Singing

STUDENT'S COPY

LEARNING OUTCOMES

Music Gives soul to the universe, wings to the mind, flight to the imagination and life to everything (Plato)

Philosophy and Purpose of Music Education

Music is a universal human endeavor which exists in various contexts in all cultures.

Music connects individuals and communities through the expression of thoughts and emotions.

Musical experiences enhance our lives and enrich our understanding of ourselves and the world.

music is a medium of self-expression.

IT enables the sharing of feelings, ideas and experiences. It has the capacity to cross cultural and social boundaries; it also helps us to understand culture through times.

Music plays important roles in encouraging social bond, strengthening social identities and national identity formation.

Music education therefore contributes to the appreciation and renewal of Indian cultural heritage and traditions.

Our music education philosophy embraces the belief that all children are musical and seek to develop their aural abilities to empower them, to appreciate and participate in music.

Program of Singing Training

: We would like to cover per month two songs from the SDGS according to the standard, lyrics and karaoke will be provided on the smart Board as well as on the Material Box on the Google Class Room

: We would like to teach Basic common and Morden songs and will cover songs in other Language also, we will prepare the Children for Mélange, Tune and Tales and various combined assemblies, for example Republic Day and Independence Day assemblies, Christmas Carols and Easter assemblies, teachers day assemblies, Founder Day assemblies (Edmund Rice) and various festivals and celebrations and choir and Band Competitions.

: Selection criteria in the school Choir and in the school Band

: The person who plays the instruments Skill fully well and sing outstandingly Good will get a chance to participate in the school choir and in the school Band these students will go for inter-School Competition onsite and online.

: The students code of conduct and his presentation will also be taken into consideration.

Assessment Tools

Teaching to a middle school class a song in an effective way to get all singers in an ensemble to technically and musically improve.

When all singers learn as a soloist.

Students should Focus on their range

1. **Flexibility Tone**
2. **Phrase Shape**
3. **Language Skills**
4. **Overall Musicality**
5. **Stage performance**

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Per Month Two Songs Selection For Mélange Solo for classes 6 th and 7 th Band Selection Four Members & a singer	Per Month Two Songs Practice For Mélange Solo Song Acapella Band Genre Rock Basic Notation System	Per Month Song Practice For Mélange Solo Song Acapella Band Genre Rock	Independence, day Assembly Practice For Tune And Tales	Teacher's Day Assembly Vocal Test
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Gandhi Jayanti Assembly Tune and Tales	Two Songs and Carols	Christmas Carols and Songs	Republic Day Assembly Vocal Test	Vocal Test

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Assessment Planner	
<p style="text-align: center;"><u>PA-1</u></p> <p style="text-align: center;"><u>Assessment Planner Term -1</u></p> <p style="text-align: center;"><u>Graded Singing Levels :- Key Features in singing Exam at classes 4 – level</u></p> <p style="text-align: center;"><u>:- Dynamics , Lyrics, Rhythms, short and Long Phrases</u></p> <p style="text-align: center;"><u>:- The Basic fundamentals of music and Songs for example :- Edmund Rice songs ,Prayer song, School song, School anthem ,National Anthem, Patriotic Songs, Melange Solo Category Voices of Peace and Band Category Unison Jam</u></p> <p style="text-align: center;"><u>How to write Music Basic Staff Notation and Chord Chat</u></p> <p style="text-align: center;"><u>:- Small Major intervals and Basic Rhythms pattern</u></p> <p style="text-align: center;"><u>For example 3/4, 2/4,</u></p> <p style="text-align: center;"><u>Day -3 Music Club</u></p> <p style="text-align: center;"><u>Introduction of the Instruments western and Indian</u></p> <p style="text-align: center;"><u>Guitar and Keyboard</u></p> <p style="text-align: center;"><u>Major Chords for Guitar and Keyboard</u></p> <p style="text-align: center;"><u>Major Scales For Guitar and Keyboard</u></p> <p style="text-align: center;"><u>Singing Exams will be conducted in September.</u></p>	
<u>Criteria for Assessing the Graded Singing Levels</u>	
GRADE	PITCH RHYTHMS AND UNDERSTANDING OF HUMAN VOICE AND THEIR QUALITY TONE
OUTSTANDING	Highly accurate notes and intonation Plus Perfect Rhythm (A)
MERIT	Largely accurate notes and intonation and Good Rhythm sense (B)
PASS	Generally Correct Notes sufficiently reliable intonation to maintain tonality and Sometimes miss the rhythm and doesn't know the sum or the 1 st Beat/ Or sing in the Group of Boys

PA-2

Assessment Planner Term -2

Graded Singing Levels :- Key Features in singing Exam at classes 4 – level

:- Dynamics , Lyrics, Rhythms, short and Long Phrases

**:- The Basic fundamentals of music and Songs for example :- Songs on Friendship
And Unity, Let there be Peace, Songs on other languages ,Tunes and Tales Carols, and Christmas Song**

:- Small Major intervals and Basic Rhythms pattern

For example 3/4, 2/4, 4/4

Songs of their Choices

Minor Chords For Guitar and Keyboard

Minor Scales for Guitar and Keyboard

Tune and Tales

Singing exam will be conducted in February

Criteria for Assessing the Graded Singing Levels

GRADE	PITCH	RHYTHMS AND UNDERSTANDING OF HUMAN VOICE AND THEIR QUALITY TONE

Subject Enrichment (SE) (5marks)

Project(PROJ) (5 marks)

Club Activity Making Charts

Writing Songs in the Music Copy

Making a diagram of Guitar, Drum set, and Keyboard and Label it

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

	OUTSTANDING	Highly accurate notes and intonation Plus Perfect Rhythm (A)
	MERIT	Largely accurate notes and intonation and Good Rhythm sense (B)
	PASS	Generally Correct Notes sufficiently reliable intonation to maintain tonality and Sometimes miss the rhythm and doesn't know the sum or the 1 st Beat/ Or sing in the Group of Boys (C)

**** Subject to change as per DIRECTIVES**



Academic Year 2025-2026

Curriculum & Assessment Annual Planner)

GRADE- 8

Subject: - Physical Education

Student's Copy

LEARNING OUTCOMES

The students will be able to:

- Apply and refine Locomotors Skills and concepts effort space and relationship to perform and create a variety of activities to improve Personal performance.
- Adopt and improve activity specific skills for a variety of games.
- Select plan and create game that incorporates simple and more Challenging strategies and tactics.
- Adopt and improve activity specific skills in a variety of individual pursuits Eg: - Resistance Training Aerobics
- Communicate thoughts and feelings in an appropriate respectful Manner as they relate to participation in physical education.
- Discuss issues related to positive athletic / active living roles.
- Demonstrate etiquette and fair play.
- Describe apply monitor and assess leadership and followership skills Related to physical activity.
- ~~Develop and apply practice that contributes to team work.~~
- Identify and Demonstrate positive behaviour that show respect for self and other.

Curriculum Planner: **TERM-1** and **TERM-2**

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
1 Marching 2. Drill practice. 3.Athletic Selections Events 100M, 200M,400M 4 Final Selections 5.Games.	1 Marching 2.Drill practise 3. Athl etics Selections Events Long Jump Shot Put 4 Final Selections 5.Games.	1 Marching 2.Drill practise 3. Athl etics Practise 4. Ga mes. 5.Surya Namaskar	1 Marching 2.Drill practise 3.Athletics Practise 4.Games. 5.Surya Namaskar	1 Marching 2.Drill practise 3.Athletics Practise 4.Games. 5.Assessment TERM 1
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
1.Marching 2. Drill practise 3.Athletics Practise 4.Games.	1 Marching 2.Drill practise 3.Athletics Practise 4 Games.	1. Selectio n for inter class matches. 2. Game practise of Football, Cricket,Volleyba ll and Basketball	1. Selecti on for inter class matches. 2. Game practise of Football, Cricket,Volleyball and Basketball	1. Football skill Dribbling with a ball. 2. Volle yball Underarm

Assessment Planner **TERM-1**

TERM -1 (Sep) Grade criteria	Sport: - Marching	CHECK LIST
Mark 5 A		1 Attension & Stand At Ease
Mark 4 B		2 Mark Time
Mark 3 C		3 Forward March
Mark 2 C		4 Body Coordination
Mark 1 C		5 Discipline

Assessment Planner TERM-2

TERM -2 (Feb) Grade criteria	Game: - Football Skill: - Instep Kick	CHECK LIST
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Mark 5 A		1 Approach on the ball
Mark 4 B		2 Strike
Mark 3 C		3 Kick with laces part
Mark 2 C		4 Follow through
Mark 1 C		5 Discipline

ATTENDANCE will carry 5 marks and will be reflected in both the terms.

**** Subject to change as per DIRECTIVES**



Academic Year 2025-2026
Curriculum & Assessment Annual
Planner Subject:- Art and Craft (Student's
Copy)

CLASS:- 8th

LEARNING OUTCOMES

- Learn geometrical shapes to create animals, birds, etc.
- Improve drawing and compositional skills.
- Learn paper folding, cutting, pasting, and assembling skills.
- Develop designing skills.
- Improve fine motor skills.
- Understand the character of the pigment.
- Develop designing skills, slogan writing skills, and measurement skills.
- Learn to paint and decorate diya(terracotta surface).
- . Learn to handle threads to create abstract forms.
- Learn the stippling technique.

Curriculum Planner: TERM-1 and TERM-2

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p>. Fun and Learn (Transformation of basic shape into Object/ living things)</p> <p>.Paper Craft/Origami</p> <p>.Basic Drawing of object</p>	<p>.Color Blending Technique with Oil Pastel</p> <p>.Basic human drawing(proportion)</p> <p>.Paper Bag (using newspaper with slogan etc.)</p>	<p>.Drawing Human/Birds /Animal study</p> <p>. Composition</p> <p>.Origami Jumping Frog/papercraft</p> <p>.Paper Fish with Origami/Craft</p> <p>.Composition</p>	<p>.BasicTrees sketch with Oil pastel, watercolor</p> <p>.OrigamiJumping Frog/papercraft</p> <p>.FlexiblePaperFish</p> <p>.Animal Drawing (Squirrel)</p> <p>.Drawing (Human Face study)</p> <p>.PaperAngry Bird</p> <p>.National Flag with Coloured Paper</p>	<p>.Landscape with oil pastel color</p> <p>.Composition JuteThreadWork /Craft</p> <p>.Paper Mask /Craft Jute Thread Work/Craft</p>

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
.Paper Mask /Craft Jute Thread Work/Craft	.Imaginative Human Figure Composition	.New Year Greeting Card	.Thread Painting Stippling Art	.watercolor technique
.Paper Collage	.Christmas painting	.Christmas Decoratio n PenStand	.Object Painting	. Watercolor composition technique of water brush
.Texture painting	.Origami House/Home decor craft	.composition on Christmas Painting	.Basic Tree Sketch with Pencil	.Madhubani Painting (Technique, color combination and material)
.Diya Painting/ Flower pot painting		.Pen Stand	.	.composition
.Imaginative Human Figure Composition				.3d papercraft

Graded Ability Levels

Grade A: 81-100 Marks

Grade B: 61-80 Marks

Grade C: 41-60 Marks

Criteria for Assessing the Graded Levels

- Participation
- Creativity
- Imagination
- Inquisitiveness
- Timely completion and submission of work

Assessment Tools

- Art file
- Group Activities
- Involvement in Creative Work

. Portfolio

. Observation

. Motivation

. Originality

· Interest



GRADE 8 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT: ENGLISH GRADE-8

STUDENTS' COPY

LEARNING OUTCOMES

The students will be able to:

- Acquire the skills of listening, speaking, reading, and writing in an integrated manner.
- Build greater confidence and proficiency in oral and written communication.
- Develop the ability and knowledge required to engage in independent reflection and inquiry.
- Use appropriate English to communicate in various social settings.
- Use essential language skills to question and articulate their point of view.
- Build competence in the different aspects of English.
- Access knowledge and information through reference skills, a dictionary or thesaurus, library, internet, etc.)
- Develop curiosity and creativity through extensive reading.
- Facilitate self-learning to enable them to become independent learners. review, and edit their work and work done by peers.
- Integrate listening and speaking skills into the curriculum.
- Participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations.
- Read and identify the main points/significant details of a given text
- Write on a given topic and be able to express the stand taken with convincing arguments.

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
LITERATURE	LITERATURE	LITERATURE	LITERATURE	LITERATURE
Honeydew The Best Christmas Present In the World	Honeydew The Tsunami	Honeydew Geography Lesson (poem)	Honeydew The Last Bargain (poem)	Revision
The Ant and the Cricket (poem)	It So Happened: How the Camel got his Hump	It So Happened: The Selfish Giant	It So Happened: The Treasure Within	GRAMMAR
GRAMMAR Parts of Speech	GRAMMAR Editing/Omission	Children at Work	GRAMMAR Direct & Indirect Speech	Revision Practice
		GRAMMAR Tenses	WRITING Diary Entry	Unseen passages/poems
				WRITING

WRITING Application Letter Informal Letter Activity- Role play: Glimpses of the Past	exercises Activity- Reading Comprehension i-Bepin Choudhury's Lapse Of Memory ii- H.H.W.- The Comet 1-2	WRITING Story Writing	MA-1— Shakespearean Monologue	Revision
<u>Oct</u> LITERATURE Honeydew The Summit Within The School Boy (poem) GRAMMAR Phrases & Clauses (Noun, adjective, adverb) WRITING Notice Writing MA2— Crossword based on Ancient Education system of India	<u>Nov</u> LITERATURE Honeydew This is Jody's Fawn It So Happened: Princess September GRAMMAR Active Passive Voice WRITING Paragraph Writing	<u>Dec</u> LITERATURE Honeydew A Visit to Cambridge It So Happened: The Fight WRITING Formal Letters Leave & Letter to the Editor	<u>Jan</u> LITERATURE Honeydew On the Grasshopper and Cricket (poem) It So Happened: Jalebis GRAMMAR Idioms WRITING All Writing Skills Activity: Reading Comprehension A Short Monsoon Diary	<u>Feb</u> LITERATURE Revision GRAMMAR Revision WRITING Revision

Assessment Planner

PA-1 (20 marks)

LITERATURE-The Best Christmas Present In the World, The Ant and the Cricket (poem)

GRAMMAR- Parts of Speech

WRITING Informal Letters

READING COMPREHENSION: Unseen passage

Half Yearly (60 marks)

LITERATURE - The Tsunami, Geography Lesson (poem), The Last Bargain (poem), How the Camel got His Hump, Children at Work, The Selfish Giant , The Treasure Within.

GRAMMAR- Tenses, Direct Indirect Speech, Editing/Omission

WRITING- Application Letter, Informal letters, Diary Entry, Story Writing

READING COMPREHENSION: Unseen passage and poem

PA-2 (20 marks)

LITERATURE-The Summit Within, The School Boy (poem)

GRAMMAR-Phrases & Clauses

WRITING-Notice Writing

READING COMPREHENSION- Unseen passage/poem

Multiple Assessment (MA) (5 marks)

MA1- Shakespearean Monologue

MA2- Crossword

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

Portfolio Activity 1-Book Review (H.H.W)
Portfolio Activity-2-Word wheel

Subject Enrichment (SE) (5 marks)

Listening Comprehension (based on Andaman & Nicobar & Lakshadweep Islands)

Project (PROJ) (5 marks)

Accordion Book— Favourite author (H.H.W- Art Integration)

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual Exam (60 marks)

LITERATURE-The School Boy (poem), This is Jody's Fawn, Princess September , A Visit to Cambridge, The Fight, On the Grasshopper and Cricket (poem), Jalebis, The Last Bargain (poem)

GRAMMAR-Phrases & Clauses, Active Passive Voice, Idioms, Editing/Omission

WRITING- Paragraph Writing, Letter Writing (Informal & Formal), Diary Entry

READING COMPREHENSION: Unseen passage and poem

**** Subject to change as per DIRECTIVES**



GRADE - 8 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :- HINDI

STUDENTS' COPY

LEARNING OUTCOMES

छात्र निम्नलिखित उद्देश्यों की प्राप्ति में सक्षम होंगे-

1. छात्र लिखने के उद्देश्य को ध्यान में रखते हुए अपनी बात को प्रभावित ढंग से प्रस्तुत कर लिखने की क्षमता का विकास करेंगे।
2. छात्र विद्यालय की गतिविधियों के विषय में रिपोर्ट तैयार करने की कला का विकास करेंगे।
3. छात्र विभिन्न पठन -सामग्रियों में प्रयुक्त शब्दों, मुहावरों, विराम - चिह्नों, कारक, काल व क्रिया आदि को समझते हुए उनका स्वतंत्र रूप से प्रयोग करना सीखेंगे।
4. छात्र हिंदी भाषा में समाचार -पत्र, इंटरनेट, ब्लॉग आदि पर टिप्पणी और मौलिक विचारों को मौखिक व सांकेतिक भाषा में अभिव्यक्ति करना सीखेंगे।

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
साहित्य - बस की यात्रा, दीवानों की हस्ती व्याकरण-अनुस्वार, अनुनासिक, नुक्ता, संज्ञा - भेद, अपठित - गद्यांश, चित्र - वर्णन	पुनरावृत्ति कार्य P.A. - 1 साहित्य - कबीर की साखियाँ व्याकरण - विलोम शब्द, पर्यायवाची शब्द, अनुच्छेद - लेखन	साहित्य - लाख की चूड़ियाँ सूर के पद व्याकरण - सर्वनाम - भेद, अनौपचारिक पत्र	साहित्य - क्या निराश हुआ जाए, पानी की कहानी व्याकरण - कारक - चिह्न, विशेषण - भेद	समस्त कार्य की पुनरावृत्ति HALF YEARLY EXAM व्याकरण - विज्ञापन - रचना

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<u>साहित्य</u> - अकबरी लोटा जहाँ पहिया है <u>व्याकरण</u> - उपसर्ग - प्रत्यय, मुहावरे, वाक्य - शुद्धीकरण, संवाद - लेखन	<u>पुनरावृत्ति</u> P.A. - 2 <u>साहित्य</u> - सुदामा चरित <u>व्याकरण</u> - विराम - चिह्न, क्रिया - भेद अपठित - गद्यांश	<u>साहित्य</u> - भगवान के डाकिए <u>व्याकरण</u> - अविकारी शब्द, अनुच्छेद - लेखन	<u>साहित्य</u> - यह सबसे कठिन समय नहीं, बाज और साँप <u>व्याकरण</u> - अनौपचारिक पत्र	<u>विज्ञापन</u> - रचना समस्त कार्य की पुनरावृत्ति ANNUAL EXAM

Assessment Planner	
<u>PA-1 (20 marks)</u>	
<u>साहित्य</u> - बस की यात्रा <u>व्याकरण</u> - अनुस्वार, अनुनासिक, नुक्ता, अपठित - गद्यांश, चित्र वर्णन	
<u>Half Yearly (60 marks)</u>	
<u>साहित्य</u> - दीवानों की हस्ती, कबीर की साखियाँ, लाख की चूड़ियाँ, सूर के पद, क्या निराश हुआ जाए, पानी की कहानी <u>व्याकरण</u> - अनुस्वार, अनुनासिक, नुक्ता, विलोम शब्द, पर्यायवाची शब्द, संज्ञा - भेद, सर्वनाम - भेद, कारक - चिह्न, विशेषण - भेद, अपठित - गद्यांश, अनौपचारिक पत्र, अनुच्छेद - लेखन, चित्र - वर्णन	
<u>PA-2 (20 marks)</u>	
<u>साहित्य</u> - अकबरी लोटा <u>व्याकरण</u> - उपसर्ग - प्रत्यय, मुहावरे, वाक्य शुद्धीकरण, संवाद - लेखन, अपठित - गद्यांश	
<u>Multiple Assessment (MA) (5 marks)</u>	
MA1 - बस एक मिनट (मौखिक) पानी की कहानी, जहाँ पहिया है (नारी सशक्तिकरण)	
MA2 - विज्ञापन - रचना (जल संरक्षण)	

<p align="center"><u>Portfolio Assessment (PORT) (5 marks)</u></p> <p align="center"><u>(Notebook -3 marks + Activity-2 marks)</u></p>	
<p><u>Portfolio - 1</u></p> <p>Notebook + संवाद लेखन (in notebook)</p>	
<p><u>Portfolio - 2</u></p> <p>(Notebook + Worksheets + अनुच्छेद - लेखन(in notebook))</p>	
<p><u>Subject Enrichment (SE) (5marks)</u></p> <p>अंडमान व निकोबार पर आधारित कला समेकित गतिविधि</p>	
<p><u>Project(PROJ) (5 marks)</u></p> <p>विभिन्न प्रकार के “श्री अन्न” कोई पाँच के चित्र चिपकाकर A4 शीट पर उनकी उपयोगिता भी लिखिए।</p>	
<p><u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u></p>	
<p><u>Annual Exam (60 marks)</u></p> <p><u>साहित्य</u> - अकबरी लोटा, सुदामा चरित, भगवान के डाकिए, यह सबसे कठिन समय नहीं, बाज और साँप, जहाँ पहिया है।</p> <p><u>व्याकरण</u> - नुक्ता, कारक - चिह्न, विशेषण - भेद, क्रिया - भेद, अविकारी शब्द, विराम - चिह्न, उपसर्ग - प्रत्यय, वाक्य - शुद्धिकरण, अनौपचारिक पत्र, अनुच्छेद - लेखन, चित्र - वर्णन, विज्ञापन - रचना, संवाद - लेखन, अपठित - गद्यांश</p> <p><u>*प्रथम एवं द्वितीय सत्र की समस्त व्याकरण का आंकलन वार्षिक परीक्षा में किया जाएगा।</u></p>	

**** Subject to change as per DIRECTIVES**