

GRADE 8- Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT: - SOCIAL SCIENCE

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

1. Classify different types of natural resources, its importance and its conservation.
2. Assess the foreign invasions and reshaping of India's political boundaries.
3. Summarize the essential features of the Marathas.
4. Summarize events in Indian History from establishment of colonial power and road to Independence.
5. Examine India's Electoral system, Parliamentary system, Citizenship and role of Judiciary
7. Elaborate upon the factors of production.
8. Illustrate the Dynamics of Population and India's Urban Landscape

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
(Geography.) Ch.1 Natural Resources and Their Use (Intro.)	(Geography) Ch.1 Natural Resources and Their Use (Contd.)	(History) Ch.3 The Rise of Marathas.	(History)Ch.4 The Colonial Era in India. (Economics)ch.7 Factors of Production.	(Revision for Term1) Term- 1 Exams
(History)Ch.2 Reshaping of India's Political Map. (Intro.)	(History)Ch.2 Reshaping of India's Political Map. (Contd.)	(Civics) Ch.6 The Parliamentary System: Legislative and Executive.	(Revision for Term1)	(Civics) Ch.4 The role of the Judiciary in our society (Intro.)
(Civics) Ch.5 Universal Franchise and India's Electoral System. (Intro.) (Kaushal Bodh)	(Civics) Ch.5 Universal Franchise and India's Electoral System. (Contd.)			
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
(Civics) Ch.4 The role of the Judiciary in our Society (contd.)	(History)Ch.2 India's long Road to Independence. (contd.)	(Geography.) Ch.1 World Geography: some Glimpses (contd.)	(Economics)Ch.7 India's Urban Landscape Ch.8	(Revision for Annual Exams)

(Economics)Ch. 6 Dynamics of population Ch. 2 India's long Road to Independence. (intro.)	Ch.1 World Geography: some glimpses (intro.)	(Civics) Ch.5 Citizenship Rights and Duties	(History) Ch.8 Cultural Currents: 13 th to 17 th centuries	
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ASSESSMENT PLANNER

PA-1 (20 marks)

(Geography.) Ch.1 Natural Resources and Their Use (Distribution of Natural resources and its implication. till pg.10)

(History)Ch.2 Reshaping of India's Political Map. (Resistance to Delhi Sultanate. till pg.30)

(Civics) Ch.5 Universal Franchise and India's Electoral System. (Model code of conduct. till pg.130)

HALF YEARLY (60 marks)

Ch.1 Natural Resources and Their Use (complete chapter)

Ch.2 Reshaping of India's Political Map. **(Pa -1 syllabus will not be tested)**

Ch.3 The Rise of Marathas. **(Deleted Pg. 77-81)** from Cultural Revival till end of the chapter

Ch.4 The Colonial Era in India. **(Deleted pg. 83 to 90)**

Ch.5 Universal Franchise and India's Electoral System. **(complete chapter)**

Ch.6 The Parliamentary System: Legislative and Executive. **(complete chapter)**

Ch.7 Factors of production. **(complete chapter)**

PA-2 (20 marks)

Ch. 2 India's Long Road to Independence. **(up to page 48)**

Ch. 4 The Role of the Judiciary in our Society

Ch. 6 Dynamics of Population. **(up to pg.178)**

ANNUAL EXAMINATION (60 marks)

(PART- A)

Ch.1 Natural Resources and Their Use

Ch.4 The Colonial Era in India.

Ch.5 Universal Franchise and India's Electoral System.

Ch.6 The Parliamentary System: Legislative and Executive.

Ch.7 Factors of production

(PART- B)

Ch. 1 World Geography: Some Glimpses

Ch. 2 India's Long Road to Independence.

Ch. 4 The Role of the Judiciary in our Society

Ch. 5 Citizenship Rights and Duties

Ch. 6 Dynamics of Population.

Ch. 7 India's Urban Landscape

Ch.8 Cultural currents: 13th to 17th centuries

MULTIPLE ASSESSMENT (5 marks)

MULTIPLE ASSESSMENT-1

Group Activity - Chapter 2 / Chapter 3

Role play/PPT presentation on any 1 Kingdom showcasing any aspect of that Kingdom

MULTIPLE ASSESSMENT-2

Chapter 8: A journey through Indian Architecture (MCQ. / Project/ collage.)

PORTFOLIO ASSESSMENT (5 Marks)

(PORT-1) Notebook + Maps

(PORT-2) Notebook + Maps

PROJECT - (5 marks)

Social media is changing the way we experience elections from catchy campaign reels and live speeches to political debates on Instagram and Twitter. But is this strengthening democracy or confusing it.

What are the benefits, what are the challenges, and what might the future of elections be in a digital age?

On Coloured A4 size sheet make a project on the above question.

Use pics, diagrams, drawings, data etc. to support your answer.

Not more than 4 sheets.

SUBJECT ENRICHMENT - (5 marks)

Art integrated Activity on Partner state.

ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*

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

GRADE 8 - Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT : - हिंदी STUDENT'S 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 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>
<u>साहित्य</u> - स्वदेश (कविता), दो गौरैया (कहानी) <u>व्याकरण</u> - अनुस्वार, अनुनासिक, नुक्ता, संज्ञा - भेद, चित्र - वर्णन, अपठित - गद्यांश, कौशल बोध (विज्ञापन रचना)	P.A. - 1 PAPERS <u>साहित्य</u> - एक आशीर्वाद (कविता) <u>व्याकरण</u> - विलोम शब्द, पर्यायवाची शब्द, कौशल बोध (विज्ञापन रचना)	<u>साहित्य</u> - हरिद्वार (पत्र) <u>व्याकरण</u> - सर्वनाम - भेद, विशेषण - भेद, अनुच्छेद - लेखन	<u>साहित्य</u> - कबीर के दोहे <u>व्याकरण</u> - कारक - चिह्न, अनौपचारिक - पत्र	समस्त कार्य की पुनरावृत्ति (अर्धवार्षिक परीक्षा) <u>व्याकरण</u> - उपसर्ग - प्रत्यय, मुहावरे
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<u>साहित्य</u> - एक टोकरी भर मिट्टी (कहानी), मत बाँधो (कविता) <u>व्याकरण</u> - संवाद - लेखन, विराम - चिह्न	P.A. - 2 PAPERS <u>साहित्य</u> - आदमी का अनुपात (कविता) <u>व्याकरण</u> - अनेक शब्दों के लिए एक शब्द, क्रिया - भेद	<u>साहित्य</u> - नए मेहमान (एकांकी) <u>व्याकरण</u> - वाक्य - शुद्धिकरण	<u>साहित्य</u> - तरुण के स्वप्न (उद्धोधन) <u>व्याकरण</u> - अविकारी शब्द	समस्त कार्य की पुनरावृत्ति (वार्षिक परीक्षा)

<u>ASSESSMENT PLANNER</u>	
<u>PA-1 (20 marks)</u>	
<u>साहित्य</u> - दो गौरैया (कहानी)	
<u>व्याकरण</u> - अनुस्वार, अनुनासिक, नुक्ता, संज्ञा - भेद, अपठित - गद्यांश, चित्र - वर्णन	
<u>HALF YEARLY (60 marks)</u>	
<u>साहित्य</u> - स्वदेश (कविता), एक आशीर्वाद (कविता), हरिद्वार (पत्र), कबीर के दोहे	
<u>व्याकरण</u> - अनुस्वार, अनुनासिक, नुक्ता, विलोम शब्द, पर्यायवाची शब्द, संज्ञा - भेद, सर्वनाम - भेद, कारक - चिह्न, विशेषण - भेद, चित्र - वर्णन, अनुच्छेद - लेखन, अनौपचारिक - पत्र, अपठित - गद्यांश	
<u>PA-2 (20 marks)</u>	
<u>साहित्य</u> - एक टोकरी भर मिट्टी (कहानी)	
<u>व्याकरण</u> - उपसर्ग - प्रत्यय, मुहावरे, संवाद - लेखन, अपठित - गद्यांश	
<u>ANNUAL EXAMINATION (60 marks)</u>	
<u>साहित्य</u> - मत बाँधो (कविता), आदमी का अनुपात (कविता), नए मेहमान (एकांकी), तरुण के स्वप्न (उद्बोधन)	
<u>व्याकरण</u> - विलोम शब्द, कारक - चिह्न, विशेषण - भेद, उपसर्ग - प्रत्यय, मुहावरे, विराम - चिह्न, क्रिया - भेद, वाक्य - शुद्धिकरण, अविकारी शब्द, अनेक शब्दों के लिए एक शब्द, अनुच्छेद - लेखन, अनौपचारिक - पत्र, चित्र - वर्णन, संवाद - लेखन, अपठित - गद्यांश	
<u>MULTIPLE ASSESSMENT (5 marks)</u>	
<u>MULTIPLE ASSESSMENT-1 (MA1)</u> - विज्ञापन - लेखन	
<u>MULTIPLE ASSESSMENT-2 (MA2)</u> - अनौपचारिक - पत्र	
<u>PORTFOLIO ASSESSMENT (5 marks)- Notebook-3 Marks + Activity-2 Marks</u>	
<u>PORTFOLIO ASSESSMENT (PORT-1)</u> - उत्तरपुस्तिका + गतिविधियाँ (हरिद्वार) पाठ	
<u>PORTFOLIO ASSESSMENT (PORT-2)</u> - उत्तरपुस्तिका + गतिविधियाँ (कदम मिलाकर चलना होगा) कविता	
<u>PROJECT (PROJ) - (5 marks)</u>	
कबीर के दोहे	
<u>SUBJECT ENRICHMENT (SE) - (5 marks)</u>	
दिल्ली के सहराज्य से संबंधित गतिविधि	
ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*	

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



GRADE 8 Curriculum & Assessment Annual Planner

2026-2027

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 The Wit that won Hearts A Concrete Example (poem) GRAMMAR Parts of Speech WRITING Informal Letter KAUSHAL BODH LIFE FORMS	LITERATURE A Tale of Valour GRAMMAR Editing/Omission exercises Figures of Speech KAUSHAL BODH LIFE FORMS	LITERATURE Somebody's Mother(poem) GRAMMAR Tenses WRITING Paragraph Writing KAUSHAL BODH	LITERATURE The Case of the Fifth Word The Magic Brush of Dreams(poem) GRAMMAR Active & Passive Voice WRITING Diary Entry	REVISION

HYDROPONICS– MICROGREENS	HYDROPONICS– MICROGREENS	LIFE FORMS HYDROPONIC S–MICROGRE ENS		
<u>Oct</u> LITERATURE The Cherry Tree Harvest Hymn(poem) GRAMMAR Phrases & Clauses (Noun, adjective, adverb) WRITING Notice Writing	<u>Nov</u> LITERATURE Waiting for the Rain Magnifying Glass (poem) GRAMMAR Direct & Indirect Speech WRITING Story Writing	<u>Dec</u> LITERATURE Feathered Friend WRITING Formal Letters Application and Letter to the Editor	<u>Jan</u> LITERATURE Bibha Chowdhuri GRAMMAR Idioms	<u>Feb</u> REVISION

Assessment Planner

PA-1 (20 marks)

LITERATURE-The Wit that Won Hearts, A Concrete Example

GRAMMAR- Parts of Speech

WRITING Informal Letters

READING COMPREHENSION: Unseen passage

Half Yearly (60 marks)

LITERATURE - The Wit that Won Hearts, A Concrete Example, A Tale of Valour, Somebody's Mother, The Case of the Fifth Word, The Magic Brush of Dreams

GRAMMAR- Tenses, Active & Passive Voice, Figures of Speech, Editing/Omission

WRITING- Informal letters, Diary Entry, Paragraph Writing

READING COMPREHENSION: Unseen passage and poem

PA-2 (20 marks)

LITERATURE-The Cherry Tree, Harvest Hymn

GRAMMAR-Phrases & Clauses

WRITING-Notice Writing

READING COMPREHENSION- Unseen passage/poem

Multiple Assessment (MA) (5 marks)

MA1- Melange Intra Round Activity

MA2- Scrap Book Based on 'Spectacular Wonders'

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

Portfolio Activity 1-Reply Letter based on 'I Too Had a Dream'
Portfolio Activity-2-Poster Making SDG Based

Subject Enrichment (SE) (5 marks)

Listening Comprehension (based on paired state)

Project (PROJ) (5 marks)

Comic Strip based on 'Wisdom Paves the Way' (H.H.W- Art Integration)

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual Exam (60 marks)

LITERATURE- The Case of the Fifth Word, The Magic Brush of Dreams, The Cherry Tree, Harvest Hymn, Waiting for the Rain, Magnifying Glass, Feathered Friend, Bibha Chowdhuri

GRAMMAR-Phrases & Clauses, Direct & Indirect Speech, Idioms, Editing/Omission

WRITING- Story Writing, Letter Writing (Formal), Diary Entry

READING COMPREHENSION: Unseen passage and poem

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



Grade 8 Curriculum & Assessment Annual Planner 2026 - 2027

Subject :- MATHEMATICS (Student's Copy)

LEARNING OUTCOMES

The learners will be able to:

- Find squares, cubes and cube roots, cube roots of numbers.
- Solve puzzles and daily life problems using variables.
- Applies the concept of percent ,ratio and fractions in a transactions.
- Differentiate and solve problems based on direct and inverse proportions.
- Compare properties of parallelograms and establish the relationship between them.
- Find the area of quadrilaterals/polygons.
- Draw and interpret using the line graphs. Evaluate the mean and median of the data .
- Form the algebra grid .
- Visualise the solids for the different views and making the nets of the solid.

Curriculum Planner

Term-1 (April-Sep) Maths Book Part 1 only will be taught and tested in the half-yearly exam.

Term-2 (Oct-Feb) Maths Book Part 2 will be taught and tested .In addition, one chapter from Maths Book part 1 will be tested in the Annual exam.

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Chap 1-A Square and A cube Chap 5-Number Play	Chap 3-A Story of Numbers	Chap 2-Power Play Chap 6-We Distribute ,Yet Things Multiply Chap 7-Proportional Reasoning-1	Chap 4-Quadrilaterals	Revision
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Chap 6- Algebra Play Chap 1-Fractions in Disguise	Chap 2-The Baudhayana- Pythagoras Theorem Chap 3-Proportional Reasoning-2	Chap 3-Proportional Reasoning-2 Chap 5-Tales by Dots and Lines.	Chap 7-Area Chap 4-Exploring Some Geometric Themes.	Revision.

Assessment Planner

PA-1 (20 marks)

- Chap 1-A Square and A Cube
- Chap 5-Number Play

Half Yearly (60 marks)

- A Square and A cube
- Proportional Reasoning-1
- Power Play
- Number Play
- A Story of Numbers
- We Distribute , Yet Things Multiply
- Quadrilaterals

PA-2 (20 marks)

- Chap 6-Algebra Play
- Chap 1-Fractions in Disguise

Annual (60 marks)

- Algebra Play
- Fractions in Disguise
- Exploring Some Geometric Themes
- Proportional Reasoning -2
- Tales by Dots and Lines
- Area
- The Baudhayana-Pythagoras Theorem
- We Distribute ,Yet Things Multiply(book 1)

Multiple Assessment (MA) (5 marks)

Teachers will decide a date and inform the students in advance to bring the material on the specified date. 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.

MULTIPLE ASSESSMENT-1 (MA1)

Term-1: Book 1 -Chapter 4-Quadrilaterals

MULTIPLE ASSESSMENT-2 (MA2)

Term-2:Book 2-Chapter 1 -Fractions in Disguise.

Portfolio Assessment (PORT) (5 marks)

PORTFOLIO ASSESSMENT(PORT -1)

Teachers will give instructions to the students before the summer vacations. 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 :

- A Square and A Cube
- Number Play

(iii) Submission date : 2nd July 2026

PORTFOLIO ASSESSMENT (PORT-2)

Option 1

Teachers will decide a date and inform the students in advance to bring the material on the specified date. 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 three different nets for a cube .

(iii) Students will paste the three nets on the A-4 size sheet.

Theory : A cube has 11 possible net structures in total. In this count, two nets are considered the same if one can be obtained from the other by a rotation or a flip. For example, the following nets are all considered the same.

(vi) Submission : end of the period

Option 2

(i) Material to be used

Use the light coloured A-4 size sheet to draw the net of the cuboids and paste it on the A-4 size sheet

(ii) Students will draw and cut and paste the net of a cuboid having side of the lengths:

(i) 5 cm, 3 cm, and 1 cm

(ii) 6 cm, 3 cm, and 2 cm

On the same sheet draw the top view, side view and the front view of the cuboids.

Submission : end of the period

Subject Enrichment (SE) (5 marks)(EBSB paired state activity)

Teachers will decide a date and inform the students in advance to bring the material on the specified date. 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, fevistik glue and a pair of scissors.
- Researched data (of the two states). 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 **the' Ek Bharat Shreshth Bharat' 'EBSB-paired state'** 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-2, Date, Group No, Names of the Group Members, Topic : _____ in Paired state .
- Write / Paste the researched data.
- Make the axes on the graph sheet .
- Make two or three line graphs comparing the parameters of the paired state and any other chosen state.
- Give your observation and remarks after comparing the two data.
- Paste pictures / make drawings to illustrate the relative data.
- Write the contribution made by each person in the group.

Project (PROJ) (5 marks)(ART INTEGRATED ACTIVITY)

Teachers will give the following instructions to the students before the summer vacation:

TOPIC -EVOLUTION OF NUMBER SYSTEM

Use light coloured **A-4 one side ruled and one side blank sheets** and coloured pictures to express the following

- Write Project Heading - “**EVOLUTION OF NUMBER SYSTEM**”,
- Student name, roll no, registration no, class, subject, Term-1, Date **ON THE RIGHT SIDE TOP CORNER**
- Paste the pictures on the left side which is blank and write the following on the ruled side.

1) Write the history of the following six number systems: Roman, Egyptian, Chinese, Mesopotamian, Mayan and the Hindu-Arabic system. Specifying the time period, the need, shortcomings and the advantage of each of the number system.

2) Use each of these six systems to express your

(i) Weight (ii) Height (in cm) (iii) Year of birth (iv) School registration number (v) Address pin code

3) Compare which of the six number systems is the best, reliable and most convenient to use in this era of Artificial Intelligence,

(vi) Submission Date : 02-07-2026

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

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



GRADE 8- Curriculum & Assessment Annual Planner

(2026-2027)

SUBJECT:- Science

STUDENTS' COPY

LEARNING OUTCOMES

The students will be able to:

1. Differentiate between metals and non- metals, mixtures and compounds, contact and; non- contact forces, electrolytes and non-electrolytes, viviparous and oviparous animals.
2. Understand phenomena like matter and its particles, lunar calendar, ecosystems and natural cycles, global warming and acid rain, etc.
3. Write word equations.
4. Draw well-labelled diagrams of the human eye, animal and plant cells, cyclones, food chains, etc.
5. Constructs models of the Electroscope, Kaleidoscope, and Periscope, and explains their working.
6. Apply knowledge of day-to-day processes like segregation of biodegradable and non- biodegradable wastes, friction, and challenging food safety in the current times.
7. Make efforts to protect the environment.
8. Exhibit creativity in designing, planning, and making use of available resources.

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Exploring the investigative world of Science (Not to be tested)	Particulate nature of Matter (Contd.)	Health: the ultimate treasure <u>(SDG 3, 14, and 15)</u>	Exploring forces <u>(Contd.)</u>	Our Home: Earth, a unique life-sustaining planet (Contd.)
The invisible living world: Beyond our naked eye	Electricity: Magnetic and Heating Effects	Exploring forces <u>(SDG 9)</u>	Our Home: Earth, a unique life-sustaining planet	Revision

Particulate nature of Matter	(SDG 11 and 12)		(SDG 11, 12, 13, 14, and 15)	
<u>Oct</u> Nature of Matter: Elements, Compounds, and Mixtures Pressure, winds, storms, and cyclones <u>Kaushal Bodh: Home automation</u>	<u>Nov</u> Pressure, winds, storms, and cyclones <u>(Contd.)</u> The amazing world of solutes, solvents, and solutions. <u>Kaushal Bodh: Home automation</u>	<u>Dec</u> The amazing world of solutes, solvents, and solutions. <u>(Contd.)</u> Light: mirrors and lenses <u>Kaushal Bodh: Home automation</u>	<u>Jan</u> Keeping time with the skies How nature works in Harmony?	<u>Feb</u> How nature works in Harmony? <u>(Contd.)</u> Revision

ASSESSMENT PLANNER

PA-1 (20 marks)

L-2 The invisible living world: Beyond our naked eye

L-7 Particulate Nature of Matter

HALF YEARLY (60 marks)

L-2 The invisible living world: Beyond our naked eye

L-3 Health: the ultimate treasure

L-4 Electricity: Magnetic and Heating Effects

L-5 Exploring forces

L-7 Particulate Nature of Matter

L-13 Our Home: Earth, a unique life-sustaining planet

PA-2 (20 marks)

L- 6 Pressure, winds, storms, and cyclones

L- 8 Nature of Matter: Elements, Compounds, and Mixtures

ANNUAL EXAMINATION (60 marks)

L-6 Pressure, winds, storms, and cyclones

L-8 Nature of Matter: Elements, Compounds, and Mixtures

L-9 The amazing world of solutes, solvents and solutions.

L-10 Light: mirrors and lenses

L-11 Keeping time with the skies

L-12 How nature works in Harmony?

L-7 Particulate Nature of Matter

L-13 Our Home: Earth, a unique life-sustaining planet

MULTIPLE ASSESSMENT (5 marks)

MULTIPLE ASSESSMENT-1 (MA1)

On A4 sheets, trace the entry of contaminants such as chemical fertilisers, pesticides and insecticides in food.

MULTIPLE ASSESSMENT-2 (MA2)

On A4 sheets, make a list of medical equipment using mirrors/ lenses and identify the type of mirror/lens, and list their uses.

PORTFOLIO ASSESSMENT (5 marks)- Notebook-3 Marks + Activity-2 Marks

PORTFOLIO ASSESSMENT (PORT-1)

Make a journal illustrating how livestock exposed to antibiotics and growth hormones affects food safety.

PORTFOLIO ASSESSMENT (PORT-2)

In a journal, name any 2 naturally occurring minerals and write about- their occurrence, composition and use in our daily life.

PROJECT (PROJ)- (5 marks)

Prepare a health survey on lifestyle diseases of at least 2 family members. Support the survey with 5 health related questions.

SUBJECT ENRICHMENT (SE)- (5 marks)

On the Indian map, locate regions prone to storms and cyclones. On an A4 sheet, write a short report on any one of the infrastructural arrangements made by locals as prevention.

ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*

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



GRADE 8 - Curriculum & Assessment Annual Planner

2026-2027

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 Dialogue writing (en el restaurant) Visa Application Saber vs conocer Short story – Pollito Tito	Revision - P.A-1 Papers Lesson 1 Obligación y Compulsion (Tener Que Y Hay que) Las siete maravillas del mundo	Lesson 2 Un viaje Comprension de lectura Los Pronombres Objetos (directo y indirecto) Preterito imperfecto	Lesson 3 & 4, El mundo tecnológico Por Vs Para Conocimiento del America Latina Párrafo – Patrimonio de humanidad de India y España	Half Yearly Exam - Revision Lesson 4 Instituto Cervantes Horario del Instituto Audio Podcast (Intermediate level Conversation) El conocimiento del Mundo Hispano: Mundo Maya
<u>Oct2</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Lesson 4 Audio Podcast (Intermediate level Conversation)	Revision - P.A-2 Papers Lesson 5 En el restaurante La comida (cocina Mexicana)	Lesson 6 & 7 En el hospital Cuento en español Conversación en el restaurante,	Lesson 7 & 8 Famosos Hispanos, El medio Ambiente Escribir una biografía (Biografía de Gabriel Garcia Marquez)	El Repaso (Unidad,6,7 & 8) Grammar

El conocimiento del Mundo Hispano: Mundo Maya				
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Assessment Planner			
<u>PA-1 (20 marks)</u>			
Lesson 1 , Tener Que y Hay que, Saber vs cnocer, Visa Application , vocabs (chap 1).			
<u>Half Yearly (50 marks)</u>			
PA1 SYLLABUS + Lesson – 2-3 Preterite y Preterito imperfecto, Object Pronoun, tener que y hay que, Saber Vs Conocer, Parrafó – las siete maravillas del mundo - Solicitud del visado , Translation.			
<u>PA-2 (20 marks)</u>			
Lesson 4 & 5,Comprensión de lectura, El mundo Maya, Vocab (Chapter 5)			
<u>Multiple Assessment (MA) (5 marks)</u>			
<table><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			
<u>Portfolio Assessment (PORT) (marks) (Notebook -3 marks + Activity-2 marks)</u>			
Will be included In Term 2			
Work completion - 2 Neatness- 2 Organized presentation(date, title, heading,etc.)- 1			
<u>PROJECT -5 Marks</u>			
Holiday Homework: Mayan Hieroglyphs			
<u>Subject Enrichment (SE) (5 marks)</u>			
PPT/ Video story			
Work completion - 2 Timely submission – 1 Creativity & presentation(Slides, Video editing, music, title, heading,etc.)- 2			
<u>Annual Exam (50 marks)</u>			
PA2 SYLLABUS + Lesson – 7 & 8 , Preterito imperfecto, Object Pronoun, Por Vs Para , La cocina mexicana, Escribir una biografía (Biografía de Gabriel GarciaMarquez)			



GRADE 8 Annual Planner

2026-27

SUBJECT :- Art

Students copy

LEARNING OUTCOMES

- Demonstrate safe and proper use, care, and storage of media, materials, and equipment used in Art work.
- Develop critical thinking skills.
- Demonstrate evidence of reflection, thoughtfulness, and care in selecting ideas and completing work.
- Demonstrate refined observational skills.

Curriculum Planner

<u>April</u> <u>Grade 8</u>	<u>May</u> <u>Grade 8</u>	<u>July</u> <u>Grade 8</u>	<u>Aug</u> <u>Grade 8</u>	<u>Sep</u> <u>Grade 8</u>
Self reflection art using lines and shapes Name art (POP 3D) <u>Kaushal bodh</u> Table decoration using cardboard	3D 1-point perspective drawings Creative landscape <u>Kaushal bodh</u> Procedure report	Craft using shilpkar Pot decoration <u>Kaushal bodh</u> MDF coasters	Still life with mirrors and studs Plant painting <u>Kaushal bodh</u> Report work	<u>Kaushal bodh</u> Wooden Folk art of India
<u>Oct</u> <u>Grade 8</u>	<u>Nov</u> <u>Grade 8</u>	<u>Dec</u> <u>Grade 8</u>	<u>Jan</u> <u>Grade 8</u>	<u>Feb</u> <u>Grade 8</u>
Installation using tissue rolls <u>Kaushal bodh</u> Madhubani Art photoframes	Newspaper craft (roses) Flexangle <u>Kaushal bodh</u> Questioner	Christmas activities <u>Kaushal bodh</u> Basics of carpentry	Hand painted envelops <u>Kaushal bodh</u> Furniture prototype designing	Triskele paper globes <u>Kaushal bodh</u> Object prototype SDG

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*** Subject to change depending on the availability of the resource person/resource material.**

GRADE 8 - Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT:- Computer Science

STUDENT'S 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

<u>ASSESSMENT PLANNER</u>
<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>ANNUAL EXAMINATION (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)
<u>MULTIPLE ASSESSMENT (5 marks)</u> <u>MULTIPLE ASSESSMENT-1 (MA1)</u> Write Pseudocode using real life examples related to Andaman and Nicobar <u>MULTIPLE ASSESSMENT-2(MA2)</u> Draw a flow chart on topics related to Sikkim
<u>PORTFOLIO ASSESSMENT (5 marks)- Notebook-3 Marks + Activity-2 Marks</u> <u>PORTFOLIO ASSESSMENT (PORT-1)</u> Evaluation of the chapters covered in syllabus, Worksheets solved and pasted in the notebooks + Make an accordion book based on relational operators. <u>PORTFOLIO ASSESSMENT (PORT-2)</u> 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>PROJECT (PROJ)- (5 marks)</u> 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>SUBJECT ENRICHMENT (SE)- (5 marks)</u> • 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.
ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*

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



GRADE 8
Curriculum & Assessment Annual Planner
2026-2027
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> MODUL-5 L-1 "Stefan, wie geht's dir?" • ailments and remedies • Dativ- definite article, personal pronouns. • Imperative Interrogative pronoun - wem?	<u>May</u> L-2 "Gesund Leben" • Modal Verb- "Dürfen" and „sollen	<u>July</u> L-2 "Gesund Leben" Use of the conjunction- "Weil"	<u>Aug</u> 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.	<u>Sep</u> Revision for Term 1
<u>Oct – Nov</u> MODULE -6 L-1 "Wo ist Tina?" • Interrogative pronoun- Wo • Wechsel Preposition • Verb- wissen • Dative case • Indirect question	<u>Dec</u> L-2 "Hast du Lust, ins Kino zu gehen?" • Interrogative pronoun. • Accusative case. • Infinitiv mit „zu" • Akkusativ Preposition		<u>Jan</u> L-3 "Ordnung muss sein" • 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	<u>Feb</u> Revision for Term 2

Assessment Planner	
<u>PA-1 (20 marks)</u>	
Lektion -1 "Stefan, wie geht's dir?" 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) Grammar Topic: Definite Article- Dative case Personal Pronouns - Dative case Interrogative pronoun - Wem? Imperative	
<u>Half Yearly (50 marks)</u>	
Lektion 1 – Stefan, wie geht's dir? Lektion 2 – Gesund Leben Lektion 3 – "Was hast du für deine Gesundheit getan?" 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) Grammar Topics: Modal verbs - dürfen, müssen, sollen Imperativ Definite Artikel: Dativ Personal Pronouns: Dativ Interrogative Pronoun: Wem? Subordinate Clause: "weil" Tense - Past (perfect) haben/ sein regular/irregular verbs	
<u>PA-2 (20 marks)</u>	
L-1 "Wo ist Tina?" 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) Grammar Topics: Interrogative pronoun: Wo? Preposition in place in answer to the question "Wo"? (an, in, hinter, vor, neben+Dativ) Verb:wissen Indirect questions: weißt du, wo die Eisdiele liegt?	
<u>Multiple Assessment (MA) (5 marks)</u>	
MA1	Wo kauft man was? (Creative writing with pictures)
MA2	Mein Zimmer (describe your room with pictures)

Portfolio Assessment (PORT) (5 marks)**(Notebook -3 marks + Activity-2 marks)****PORTFOLIO 1** sprechen (role play / Interview mit deinem Partner)**PORTFOLIO 2** Diktat**Subject Enrichment (SE) (5 marks)**

Creative writing on prepositions

Project (PROJ) (5 marks)

Holiday Homework: Comic Strip

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)

Grammar Topic:

Interrogative Pronoun: Wo? Wohin?

Wo kauft man.....?/ Wohin gehst du.....?

Wechsel Prepositions

Preposition of place: Wo+ Dativ , Wohin + Akkusativ

Verbs: wissen, stellen, legen, setzen (sich), hängen, stehen, liegen, sitzen .

Indirect Questions

Infinitiv mit zu

zum/zur: Wie komme ich zum/zur?

Akkusativ Prepositions:um, durch, entlang, bis

Wechsel Prepositions

Conjunctions: aber, denn, oder, sondern, und, zwar.....aber/ nicht nur..... sondern auch.

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



GRADE – 8 Curriculum & Assessment Annual Planner
2026-2027
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 7th and 8th Band Selection Five Members	Per Month Two Songs Practice For Mélange Solo Song Band Genre Rock Basic Notation System	Per Month Song Practice For Mélange Solo Song 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 Practice for Tune and Tales & Sports day Practice	Two Songs and Carols Sports Day & Tune and Tales Practice	Christmas Carols and Songs Final Show Tunes and Tales	Republic Day Assembly Vocal Test	Vocal Test

Assessment Planner

PA-1

Assessment Planner Term -1

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 :- Edmund Rice songs ,Prayer song, School song, School anthem ,National Anthem, Patriotic Songs, Melange Solo Category Voices of Peace and Band Category Unison Jam

How to write Music Basic Staff Notation and Chord Chat

:- Small Major intervals and Basic Rhythms pattern

For example 3/4, 2/4,

Day -3 Music Club

Introduction of the Instruments western and Indian

Guitar and Keyboard

Major Chords for Guitar and Keyboard

Major Scales For Guitar and Keyboard

Singing Exams will be conducted in September.

Criteria for Assessing the Graded Singing Levels

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

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 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*

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

GRADE 8- Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT:- SANSKRIT

STUDENT'S COPY

LEARNING OUTCOMES

छात्र निम्न कौशलों की ग्रहण क्षमता प्राप्त कर सकेंगे ।

1. चित्र आधारित शिक्षण, संवाद, पद्य एवं गद्य द्वारा श्रवण , भाषण, पठन तथा लेखन कौशल का विकास ।
2. पाठों के माध्यम से (ईमानदारी, सहयोग, पर्यावरण संरक्षण, आत्मनिर्भरता जैसे) जीवन मूल्यों का विकास।
3. रोचक कथाओं एवं पाठों को पढ़कर घटनाक्रम का संयोजन कर सकने की क्षमता का विकास ।
4. छात्रों में तार्किक सोच, रचनात्मकता और मानवीय मूल्यों का विकास ।
5. निर्देशों के आधार पर प्रश्न -उत्तर की क्षमता व प्रश्न - निर्माण का कौशल विकसित करना।

CURRICULUM PLANNER

April	May	July	Aug	Sep
दीपकम् - प्रथमः पाठः - संगच्छध्वं संवदध्वम् (कौशलबोधगतिविधि - (श्लोक वाचन)) दीपकम् -द्वितीयः पाठः- अल्पानामपि वस्तूनां संहतिः कार्यसाधिका (कौशलबोधगतिविधि- कथा मंचन / वाचन)) शब्दरूप - अस्मद्, किम् - पुल्लिङ्ग धातु रूप- लोट् लकार संख्या 50-100 अपठित गद्यांश	दीपकम् - तृतीयः पाठः- सुभाषितम् रसम् पीत्वा जीवनं सफलं कुरु (कौशलबोधगतिविधि - श्लोक वाचन)) प्रत्यय - क्त्वा शब्दरूप - युष्मद् संधि - दीर्घ, गुण चित्र वर्णनम् किम् - पुल्लिङ्ग प्रश्ननिर्माण वचन परिवर्तनं	दीपकम् - चतुर्थः पाठः प्रणम्यो देशभक्तोऽयं गोपबन्धुमहामनाः (कौशलबोधगतिविधि - पोष्टर कार्य / चित्रसंग्रहम्)) दीपकम्- पंचमः पाठः गीता सुगीता कर्तव्या (कौशलबोधगतिविधि - (अभिनयम् मंचन)) संधि - वृद्धि, यण इकारांत -कवि,मति ईकारांत नदी,जननी	दीपकम् - षष्ठः पाठः डिजिभारतम् युगपरिवर्तनम् [अनुवाद-अभ्यासम्] (कौशलबोधगतिविधि- पोष्टर कार्य / चित्रसंग्रहम्)) प्रत्यय - तुमुन् किम् - नपुंसकलिङ्ग प्रश्ननिर्माण चित्र वर्णनम् अपठित गद्यांश विभक्ति प्रयोग अशुद्धि संशोधन मिश्रित-अव्ययपदानि	समस्तम् भाषिककार्यम् अपठितम् गद्यांशम् अनुवादम् अभ्यासम् पुनः अभ्यास कार्यम्

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
दीपकम् - सप्तमः पाठः मञ्जुलमंजूषा सुन्दरभाषा (कौशलबोधगतिविधि - (श्लोक वाचन) द्वादशः पाठ - सम्यग्वर्णप्रयोगेण ब्रह्मलोके महीयत (कौशलबोधगतिविधि - (श्लोक वाचन) उकारांत शब्दरूप - साधु संधि - यण, अयादि लकार परिवर्तनं घटिकायंत्रम् अपठित गद्यांश	दीपकम्- अष्टमः पाठ - पश्यत कोणमैशान्यं भारतस्य मनोहरम् (Activity मानचित्रे राज्यानाम् बोध) उपपद विभक्ति सर्वनाम शब्द रूप तद् , सर्व , इदं , कीदृश किम् - स्त्रीलिंग विभक्ति प्रयोग अशुद्धि संशोधन उकारांत शब्दरूप - पुल्लिङ्ग - गुरु , नपुंसकलिंग - मधु	दीपकम्- नवमःपाठ कोऽरुक् ? कोऽरुक् ? कोऽरुक् ? (कौशलबोधगतिविधि (पोष्टम् कार्य) विशेषणं -विशेष्यम् पत्र लेखनं मिश्रित-संधिकार्यम् मिश्रित-अव्ययपदानि लट् , लङ्, लृट् व लोट् लकार धातुरूप प्रयोग घटिकायंत्रम्- प्रयोगः	दीपकम्- दशमः पाठः सन्निमित्ते वरं त्यागः (क-भागः) एकादशः पाठ - सन्निमित्ते वरं त्यागः (ख-भागः) प्रत्यय - लयप् किम् - स्त्रीलिंग किम् - पुल्लिंग प्रश्ननिर्माण पठित पद्यांशम् पठित गद्यांश अपठित गद्यांश	पुनः अभ्यास कार्यम्

ASSESSMENT PLANNER

PA-1 (20 marks)

दीपकम् - प्रथमः पाठः - संगच्छध्वं संवदध्वम् , द्वितीयः पाठः - अल्पानामपि वस्तूनां संहतिः कार्यसाधिका
व्याकरणम् - शब्द रूप - अस्मद्, धातु रूप- लोट् ल. , संख्या 50-100 , प्रश्ननिर्माण ,अपठित-गद्यांशम्

HALF YEARLY (50 marks)

दीपकम् - तृतीयः पाठः- सुभाषितम् रसम् पीत्वा जीवनं सफलं कुरु, चतुर्थः पाठः प्रणम्यो देशभक्तोऽयं
गोपबन्धुमहामनाः, पंचमः पाठः गीता सुगीता कर्तव्या, षष्ठः पाठः डिजिभारतम् युगपरिवर्तनम् ।

व्याकरणं - क्त्वा-तुमुन् प्रत्यय , विभक्ति प्रयोग (शब्दरूप)- युष्मद्-कवि-नदी, दीर्घ-गुण-वृद्धि संधि, मिश्रित-
अव्ययपदानि, परिवर्तनशील धातु (लट्, लृट् लकार), वचन परिवर्तनं, प्रश्ननिर्माण , चित्र-वर्णनम् , अशुद्धि
संशोधन ,अपठित गद्यांशम् ।

PA-2 (20 marks)

दीपकम् - सप्तमः पाठः मञ्जुलमंजूषा सुन्दरभाषा, द्वादशः पाठ - सम्यग्वर्णप्रयोगेण ब्रह्मलोके महीयत

व्याकरणं - शब्दरूप साधु, लकार परिवर्तनं, यण, अयादि संधि, प्रश्ननिर्माण, घटिकायंत्रम् ,अपठित गद्यांश ।

ANNUAL EXAMINATION (50 marks)

दीपकम् - अष्टमः पाठ - पश्यत कोणमैशान्यं भारतस्य मनोहरम् , नवमःपाठ - कोऽरुक् ? कोऽरुक् ? कोऽरुक् ? , दशमः पाठः- सन्निमित्ते वरं त्यागः (क-भागः), एकादशः पाठ - सन्निमित्ते वरं त्यागः (ख-भागः)

व्याकरणं - उपपद विभक्ति, विभक्ति प्रयोग(शब्द रूप)- तद्, सर्व, इदं, कीदृश, ,गुरु, मधु, अशुद्धि संशोधन विशेषणं-विशेष्यम्, पत्र-लेखनं, मिश्रित-संधि, मिश्रित-अव्यय, धातुरूप प्रयोगः - लट्, लङ्, लृट् व लोट् लकारः, प्रत्यय - लयप्, किम् (पु.,स्त्री.) प्रश्ननिर्माण ,घटिकायंत्रम् ,अपठित गद्यांश

MULTIPLE ASSESSMENT (5 marks)

MULTIPLE ASSESSMENT-1 (MA1)

श्लोक-वाचनम् तथा लट्, लङ्, लृट् धातु रूपाणि लेखनं
(मूल्यांकन - अभिव्यक्ति व लय, उच्चारण, स्मरणयोग्यता, ग्रहणक्षमता)

MULTIPLE ASSESSMENT-2(MA2)

श्लोक-वाचनम् तथा शब्द रूपाणि लेखनं
(मूल्यांकन - अभिव्यक्ति व लय, उच्चारण, स्मरणयोग्यता, ग्रहणक्षमता)

PORTFOLIO ASSESSMENT (5 marks)- Notebook-3 Marks + Activity-2 Marks

PORTFOLIO ASSESSMENT (PORT-1)

संस्कृत पुस्तिका एवं अभ्यासकार्यपत्रम् + गतिविधि - पोस्टरम् कार्य / चित्रसंग्रहम्
मूल्यांकन - प्रस्तुतीकरण , लेखन शुद्धता , कार्यम् पूर्ण / अपूर्णम्

PORTFOLIO ASSESSMENT (PORT-2)

संस्कृत पुस्तिका एवं अभ्यासकार्यपत्रम् + गतिविधि - भारतस्य मनोहरम् भूभागः (मानचित्रे राज्यानाम् बोध)
मूल्यांकन - प्रस्तुतीकरण , लेखन शुद्धता , कार्यम् पूर्ण / अपूर्णम्

PROJECT (PROJ)- (5 marks)

कला-समेकितम् आधारितम् परियोजना कार्यम्

गतिविधि - भारतस्य मनोहरम् काव्यसङ्ग्रहम् - श्लोकानाम् सङ्कलनम् (5-10) एवं

गतिविधि - डिजिभारतम् युगपरिवर्तनम् - पोष्ट्रम् कार्य / चित्रसंग्रहम्

SUBJECT ENRICHMENT (SE)- (5 marks)

कला-समेकितम् आधारितम् कौशलबोध-गतिविधिम्

भारतस्य मनोहरम् काव्यसङ्ग्रहम् - श्लोकानाम् सङ्कलनम् (5-10) एवं / काव्यपुस्तकं आवरणं

गतिविधि - डिजिभारतम् युगपरिवर्तनम् - पोष्ट्रम् कार्य / चित्रसंग्रहम् / विज्ञापनलेखनं

ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*

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



GRADE 8 Curriculum & Assessment Annual Planner

2026-2027

SUBJECT: - P.E

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

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

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
1 Marching	1. Marching	1 Marching	1 Marching	1 Marching
2. Athletics Selections Events 100M, 200M,400M	2. Athletics Selections Events Long Jump Shot Put	2. Athletics Practise	2. Athletics Practise	2. Athletics Practise
3. Final Selections	3. Final Selections	3. Games.	3. Games.	3. Games.
4. Games.	4. Games.	4. Surya Namaskar	4. Surya Namaskar	4. Assessment TERM 1
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
1. Marching	1 Marching	1. Selection for inter class matches.	1. Selection for inter class matches.	1. Football skill Dribbling with ball.
2. Athletics Practise	2. Athletics Practise	2. Game practise of Football, Cricket and Basketball	2. Game practise of Football, Cricket and Basketball	2. Basketball layup shot Assessment
3. Games.	3. Games.			

Assessment Planner		
<u>Half Yearly (5 marks)</u>		
TERM -1 (Sep)		CHECK LIST
Grade criteria	Sport: - Yoga Skill: - Surya Namaskar	
Mark 5 A		1 BODY COORDINATION
Mark 4 B		2 EYE COORDINATION
Mark 3 C		3 TEAM WORK
Mark 2 C		4 ENDURANCE
Mark 1 C		5 DISCIPLINE
<u>Annual (5 marks)</u>		
TERM -2 (Feb)		CHECK LIST
Grade criteria	Game: - Cricket Skill: - HIGH CATCH WITH ORTHODOX CUP	
Mark 5 A		1 BALL CONTROL
Mark 4 B		2 EYES ON THE BALL
Mark 3 C		3 COME UNDER THE BALL
Mark 2 C		4 ORTHODOX CUP
Mark 1 C		5 DISCIPLINE

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

GRADE 8- Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT:-LIBRARY

STUDENT'S COPY

LEARNING OUTCOMES

- Library rules - objective- to use library effectively.
- Related Vocabulary – objective – students will learn new words and their usage.
- Newspaper Scavenging : Students will be able to locate, identify, and understand information from a newspaper using skimming and scanning skills.
- 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.

The following titles are for compulsory reading:

- THE HOLES BY LOUIS SACHAR
- THE ADVENTURE OF HUCKELBERRY FINN BY MARK TWAIN

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Library rules to be prepared by the class for their library class during the library period	Students will prepare their own dictionary with the help of the newspaper.	Silent reading	Read alone activity will take place. Students will summarize the book Crossword will be prepared by the students	Silent reading

Discuss about different Genres and explore on it. Introduction of the book assigned They will prepare quiz on the book. Independent reading will take place as well.	Silent reading. 5 questions test from the assigned book			
<u>Oct</u> Read Aloud Activity 5 questions test from the book assigned	<u>Nov</u> Self-reading helps students stay focused	<u>Dec</u> Self-reading helps students stay focused 5 questions test from the book assigned.	<u>Jan</u> Self-reading helps students stay focused	<u>Feb</u> Self-reading helps students stay focused 5 questions test from the book assigned

<u>ASSESSMENT PLANNER</u>
<u>HALF YEARLY</u> First Term Assessment-- will be taken from the books assigned to the students
<u>ANNUAL EXAM</u> Final Term Assessment-- will be taken from the books assigned to the students for the final term

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



GRADE 8 Curriculum & Assessment Annual Planner

2026-2027

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 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4 BREAST STROKE 5 SWIMMING GALA SELECTION
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
• PRACTICE • MARCHING PRACTICE • ATHLETIC PRACTICE GAME (FOOTBALL, BASKETBALL, ETC) RECREATIONAL GAMES	• 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**



COUNSELING CURRICULUM (2026-2027)

APRIL – SELF-AWARENESS (Knowing Myself)

- **Grades 4–5**
 - My likes, dislikes, strengths
 - Identifying basic emotions
 - What makes me unique
- **Grades 6–7**
 - Personality traits
 - Emotional triggers
 - Strengths and weaknesses
- **Grades 8–10**
 - Self-concept and identity
 - Strengths, weaknesses, blind spots
 - Self-image vs others' perception

MAY – EMPATHY (Understanding Others)

- **Grades 4–5**
 - Recognizing others' feelings
 - Being kind and helpful
- **Grades 6–7**
 - Perspective-taking
 - Understanding different situations
- **Grades 8–10**
 - Cognitive vs emotional empathy
 - Respecting differences (opinions, backgrounds)

JULY – EFFECTIVE COMMUNICATION

- **Grades 4–5**
 - Kind vs hurtful communication
 - Listening skills
- **Grades 6–7**
 - Assertive communication
 - Expressing feelings appropriately
- **Grades 8–10**
 - Assertiveness vs aggression vs passivity
 - Handling conflicts through communication

AUGUST – INTERPERSONAL RELATIONSHIPS

- **Grades 4–5**
 - Qualities of a good friend
 - Sharing and cooperation
- **Grades 6–7**
 - Peer influence
 - Friendship conflicts
- **Grades 8–10**
 - Healthy vs unhealthy relationships
 - Boundaries and respect

SEPTEMBER – DECISION-MAKING

- **Grades 4–5**
 - Making simple choices
 - Understanding consequences
- **Grades 6–7**
 - Short-term vs long-term decisions
 - Responsibility for choices
- **Grades 8–10**
 - Decision-making under peer pressure

- Evaluating consequences and risks

OCTOBER – PROBLEM SOLVING & CRITICAL THINKING

- **Grades 4–5**
 - Identifying problems
 - Thinking of possible solutions
- **Grades 6–7**
 - Steps of problem solving
 - Thinking before reacting
- **Grades 8–10**
 - Logical thinking and analysis
 - Recognizing thinking errors and biases

NOVEMBER – CREATIVE THINKING

- **Grades 4–5**
 - Thinking differently
 - Exploring multiple ideas
- **Grades 6–7**
 - Flexible thinking
 - Looking at problems in new ways
- **Grades 8–10**
 - Reframing situations
 - Innovation and perspective shift

DECEMBER – COPING WITH EMOTIONS

- **Grades 4–5**
 - Identifying emotions
 - Basic emotion control
- **Grades 6–7**

- Managing anger and frustration
- Understanding emotional reactions
- **Grades 8–10**
 - Emotional regulation
 - Thought–emotion connection

JAN–FEB – COPING WITH STRESS (EXAM FOCUS)

- **Grades 4–5**
 - Understanding stress
 - Basic calming strategies
- **Grades 6–7**
 - Stress and body responses
 - Managing academic pressure
- **Grades 8–10**
 - Performance anxiety
 - Building resilience and coping strategies