



Academic Year 2024-2025

Curriculum & Assessment Annual Planner)

Subject:-ENGLISH

CLASS: 8

LEARNING OUTCOMES

The students will be able to:

- acquire the skills of listening, speaking, reading and writing in a 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 to articulate their point of view.
- build competence in the different aspects of English.
- access knowledge and information through reference skills .(Consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading.
- facilitate self-learning to enable them to become independent learners.
- review, organize and edit their own work and work done by peers.
- integrate listening and speaking skills in the curriculum.
- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations.
- read and identify the mail 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 : **TERM-1** and **TERM-2**

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

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
LITERATURE Honeydew- The Summit Within The School Boy(poem) GRAMMAR- Phrases & Clauses WRITING Notice Writing	LITERATURE Honeydew- This is Jody's Fawn It So Happened: Princess September GRAMMAR Active Passive Voice WRITING Paragraph Writing	LITERATURE Honeydew A Visit to Cambridge It So Happened: The Fight WRITING Formal Letters- Leave & Letter to the Editor	LITERATURE Honeydew On the Grasshopper and cricket (poem) It So Happened: Jalebis GRAMMAR Idioms WRITING All Writing Skills	LITERATURE: Revision GRAMMAR- Revision WRITING Revision

Assessment Planner

PERIODIC ASSESSMENT 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 EXAMINATION (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-Informal letters, Diary Entry, Story Writing
READING COMPREHENSION: Unseen passage & poem

PERIODIC ASSESSMENT 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- POEM RECITATION

MA2- SPIN A YARN

PORTFOLIO ASSESSMENT (PORT) (5marks)

Notebook-3 marks & Activity -2marks

PORT 1-Book Review

PORT 2-Spell Vocab

SUBJECT ENRICHMENT ACTIVITY (5 marks)

Listening Comprehension (based on EBSB paired state)

PROJECT (5 marks)

Accordion Book- Your favourite author (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 & poem

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



GRADE 8 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :- SCIENCE

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

1. Differentiate between metals & non- metals, natural & synthetic fibers, contact & non-contact forces, electrolytes and non-electrolytes, viviparous & 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 & Foe	Conservation of Plants and Animals	Crop Production and Management	Combustion and Flame (cond/-)	Coal and Petroleum(cond/-)
Force and Pressure	Revision	Combustion and Flame	Coal and Petroleum	Revision Sound
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Sound (cond/-)	Light	Chemical Effect of Electric Current (cond/-)	Reproduction in Animal	Reaching the age of Adolescence (cond/-)
Some Natural Phenomenon	Chemical Effect of Electric Current		Reaching the age of Adolescence	Revision
Friction				

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Assessment Planner

PA-1 (20 marks)

Microorganisms: Friend and Foe
Force and Pressure

Half Yearly (60 marks)

Microorganism- Friend & Foe
Force and Pressure
Conservation of plants and animals
Crop Production and Management
Combustion and Flame
Coal and Petroleum

PA-2 (20 marks)

Sound
Some Natural Phenomenon
Friction

Multiple Assessment (MA) (5 marks)

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.

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1- On an A-4 sheet, depict and explain any two methods of food preservation used in your house.

PORTFOLIO 2- On an A-4 sheet, prepare a report on the contribution of any personality related to any one of the SDG’s (i) Life on Land ii) Life in Water (iii) Climate Change (iv) Zero Hunger.

Subject Enrichment (SE) (5 marks)

On an A-4 sheet, draw/paint/stick pictures of any 2 endemic species of flora and fauna of Andaman and Nicobar Islands.

Project (PROJ) (5 marks)

Prepare an Accordion book based on the chapter **Microorganisms: Friend and Foe**. Any one sub-topic can be selected from the given sub topics.

Sub Topics: 1. Group of Microorganisms.

2. Useful and Harmful Microorganisms.
3. Vaccination

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual (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

2024-2025

SUBJECT :-SST.

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

1. summarize events in Indian History from establishment of colonial powers to India getting Independence.
2. analyse the impact of colonial policies on various sections of society.
3. assess has India transformed into a Republic after Independence.
4. classify different types of resources, farming practices & industries.
5. justify the need for sustainable practices, and their role as citizens.
6. Critique, why human beings are classified as resources.
7. summarize the essential features of the Indian constitution.
8. justify the need for Fundamental Rights.
comprehend the law-making process in India.

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Geog. Ch-1 Resources Civics : Ch-1 The Indian Constitution History: Ch-2 From Trade to Territory (Intro.) Geography: Ch-2 Land, Soil, Water, Natural Vegetation & Wildlife Resources (Intro.)	Revision for PA1 Geography: Ch-2 Land, Soil, Water, Natural Vegetation & Wildlife (contd.) History: Ch-2 From Trade to Territory (contd.)	History: Ch-3 Ruling the Countryside Civics : Ch-2 Understanding Secularism History: Ch-5 When People Rebel (Intro.)	History: Ch-5 When People Rebel (contd.) Civics: Ch-3 Why do we need a Parliament? Geography Ch-3: Agriculture History: Ch-6 Civilising the Native, Educating the Nation. (Intro.)	Revision for Half Yearly Exams.
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>

History: Ch-6 Civilising the Native, Educating the Nation. (contd.) Civics : Ch-4 Judiciary Geography: Ch-4 Industries	Revision for PA 2 History: Ch-7 Women Caste and Reform.	Civics : Ch-9 Public facilities Geography: Ch-5 Human Resources	Civics Ch. 10 Law and social Justice History: Ch-8 The Making of the National Movement–1870s to 1947	Map work Revision for Final Exams.
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Assessment Planner	
<u>PA-1 (20 marks)</u>	
History: Ch-2 From Trade to Territory (till page 14, Up to battle of Plassey) Civics: Ch-1 The Indian Constitution Geography: Ch-1 Resources Ch- 2 Land, Soil, Water, Natural Vegetation & Wildlife Resources (up to Page 9)	
<u>Half Yearly (60 marks)</u>	
History: Ch-2 From Trade to Territory, Ch-3 Ruling the Countryside, Ch-5 When People Rebel Geography: Ch-1 Resources, Ch-2 Land, Soil, Water, Natural Vegetation & wildlife Resources, Ch-3 Agriculture Civics: Ch-1 The Indian constitution, Ch-2 Understanding Secularism, Ch-3 Why do we need a Parliament?	
<u>PA-2 (20 marks)</u>	
History: Ch-6 Civilising the Native, Educating the Nation. Geography: Ch-4 Industries Civics: Ch-4 Judiciary	
<u>Multiple Assessment (MA) (5 marks)</u>	
MA1 Ch. 1 How, When and Where (Visual Representation on A4 size sheet)	
MA2 Role play History Ch.4- Tribals, Dikus and the vision of a Golden Age)	
<u>Portfolio Assessment (5 marks)</u> <u>(Notebook -3 marks + Activity-2 marks)</u>	
PORTFOLIO 1- Map work - When People Rebel	
PORTFOLIO 2 - Beti Bachao Beti Padhao	
<u>Subject Enrichment (SE) (5 marks)</u>	
The Cellular Jail also known as Kalapani was a British colonial prison in the Andaman and Nicobar Islands. Choose any one of the political prisoners and write a brief about his sufferings at the hands of the colonial powers.	

Project (5 marks)

**Ch- 5 Understanding Marginalisation
Ch-6 Confronting Marginalisation**

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual (60 marks)

History:

Ch-5 When People Rebel.

Ch-6 Civilising the Native, Educating the Nation.

Ch-7 Women Caste and Reform.

Ch-8 The Making of the National Movement–1870s to 1947

Geography:

Ch-2 Land, Soil, Water, Natural Vegetation & wildlife Resources,

Ch-3 Agriculture

Ch-4 Industries

Ch-5 Human Resources

Civics:

Ch-1 The Indian constitution

Ch-3 Why do we need a Parliament

Ch-4 Judiciary

Ch-7 Public facilities

Ch. 8 Law and social Justice

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



Grade 8 Curriculum & Assessment Annual Planner 2024-2025

Subject :- MATHEMATICS (Student 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 problems with integral exponents.
- 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.
- Make hypotheses on the chances of future events.
- Find the surface area and volume of cuboidal and cylindrical object.

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Rational Numbers	Comparing Quantities	Exponents and Powers	Understanding Quadrilaterals	Revision
Linear Equations in One Variable		Introduction to Graphs		
		Direct & Inverse Proportions		
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</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)

MA1 : Brochure based on Quadrilaterals

MA2 : Brochure based on Squares & Square Roots

Portfolio Assessment (PORT) (5 marks)
(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1-

Journal based on Mind Maps for :

- Rational Numbers
- Linear Equations in One Variable

PORTFOLIO 2-

Net of solid figures [cube, Triangular Prism & Square Pyramid]

Subject Enrichment (SE) (5 marks)

Data Handling: Pie Chart . Transdisciplinary project based on ESB paired state.[Andaman & Nicobar Islands.]

Project (PROJ) (5 marks)

Visit to a Bank - Questionnaire - Observation - Investment Plan

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 DIRECTIVES**



GRADE - Curriculum & Assessment Annual Planner

2024-2025

Grade 8

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(20)</u> SDG-03, 04 1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	<u>May(15)</u> SDG-03, 04 1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4 BREAST STROKE	<u>July(21)</u> SDG-03, 04 1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4 BREAST STROKE	<u>Aug(20)</u> SDG-03, 04 1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4 BREAST STROKE	<u>Sep(10)</u> SDG-03, 04 1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4 BREAST STROKE 5 SWIMMING GALA SELECTION
<u>Oct(21)</u> SDG-03, 04 1. DRILL PRACTICE 2. MARCHING PRACTICE 3. ATHLETIC PRACTICE GAME (FOOTBALL, BASKETBALL, ETC)	<u>Nov(21)</u> SDG-03, 04 1. DRILL PRACTICE 2. MARCHING PRACTICE 3. ATHLETIC PRACTICE 4. GAME (FOOTBALL, BASKETBALL, ETC)	<u>Dec(16)</u> SDG-03, 04 1. FOOTBALL (PUSH PASS) 2. CRICKET (FRONT FOOT DRIVE) 3. BASKETBALL (ONE HAND SHOT)	<u>Jan(20)</u> SDG-03, 04 1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING (SWIMMING EXERCISES) 5. GAME (BASKETBALL, FOOTBALL, ETC.)	<u>Feb(14)</u> SDG-03, 04 1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING (SWIMMING EXERCISES) 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

Assessment Planner TERM-2		
TERM -2 (Feb)	Game :- Basketball	CHECK LIST
Grade criteria	Skill :- One Hand Shot	
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



GRADE 4-10 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :-COUNSELING

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

1. Empowered students towards a conscious and informed decision-making regarding their emotional well-being.
2. Enhanced sensitivity and awareness among students for their holistic development.
3. Vapes, social media and other kinds of addictions.
4. Understanding regarding gender equality in modern day.
5. Non- biased information regarding sensitive topics like: Sex education, self-awareness, LGBTQIA+

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

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
1. Introduction of counselling and the process in school system. 2. Importance of healthy diet (breakfast) and mental well-being.	1. Series of awareness sessions on different types of addictions. 2. Prefect leadership training.	1. Bursting myths and facts about sexuality education.	1. Time management and organizational skills 2. Dealing with distractors	1. Effective study skills and dealing with exam anxiety.

<u>Oct & Nov</u>	<u>Dec & Jan</u>	<u>Feb</u>		
1. Communication skills as a personality enhancer.	1. Problem solving and Decision making	1. Handling gadget addictions.		

Assessment Planner
<u>PA-1 (20 marks)</u>
<u>Half Yearly (PA-2) (80 marks)</u>
<u>Pre Board 1 (Dec) & Pre Board 2 (Jan) -(PA-3) (80 marks)</u>
<u>Multiple Assessment (MA)(5 marks)</u>

MA1

MA2

Portfolio Assessment (PORT) (5 marks)

PORT. 1

PORT.2

Subject Enrichment (SE) (5 marks)

SE1

SE2

Board Exam (80 marks)

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



GRADE 8 Curriculum & Assessment Annual Planner

2024 - 2025

SUBJECT : - हिंदी

STUDENT'S COPY

LEARNING OUTCOMES

छात्र ये समझने में सक्षम होंगे :-

- छात्र हिंदी भाषा में समाचार -पत्र, इंटरनेट, ब्लॉग आदि पर टिप्पणी और मौलिक विचारों को मौखिक व सांकेतिक भाषा में अभिव्यक्ति करना सीखेंगे।
- छात्र विद्यालय की गतिविधियों के विषय में रिपोर्ट तैयार करने की कला का विकास करेंगे।
- 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।
- छात्र लिखने के उद्देश्य को ध्यान में रखते हुए अपनी बात को प्रभावित ढंग से प्रस्तुत कर लिखने की क्षमता का विकास करेंगे।

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p><u>साहित्य</u> - लाख की चूड़ियाँ, दीवानों की हस्ती</p> <p><u>व्याकरण</u> - अनुस्वार, अनुनासिक, नुक्ता, संज्ञा - भेद, अपठित - गद्यांश, चित्र - वर्णन</p>	<p>पुनरावृत्ति कार्य P.A. - 1 <u>साहित्य</u> - कबीर की साखियाँ</p> <p><u>व्याकरण</u> - विलोम शब्द, पर्यायवाची शब्द, अनुच्छेद - लेखन</p>	<p><u>साहित्य</u> - बस की यात्रा, सूर के पद</p> <p><u>व्याकरण</u> - सर्वनाम - भेद, अनौपचारिक पत्र</p>	<p><u>साहित्य</u> - क्या निराश हुआ जाए</p> <p><u>व्याकरण</u> - कारक - चिह्न, विशेषण - भेद</p>	<p>समस्त कार्य की पुनरावृत्ति</p> <p>HALF YEARLY EXAM</p> <p><u>व्याकरण</u> - विज्ञापन - रचना</p>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p><u>साहित्य</u> - अकबरी लोटा, जहाँ पहिया है (पठित गद्यांश)</p> <p><u>व्याकरण</u> - उपसर्ग - प्रत्यय, मुहावरे, वाक्य - शुद्धिकरण, संवाद - लेखन</p>	<p>पुनरावृत्ति कार्य P.A. - 2 <u>साहित्य</u> - सुदामा चरित</p> <p><u>व्याकरण</u> - विराम - चिह्न, क्रिया - भेद</p>	<p><u>साहित्य</u> - भगवान के डाकिए</p> <p><u>व्याकरण</u> - अविकारी शब्द, अनुच्छेद - लेखन</p>	<p><u>साहित्य</u> - यह सबसे कठिन समय नहीं, बाज और साँप</p> <p><u>व्याकरण</u> - अनौपचारिक पत्र</p>	<p>समस्त कार्य की पुनरावृत्ति</p> <p>ANNUAL EXAM</p>

Assessment Planner			
<u>PA-1 (20 marks)</u>			
साहित्य - लाख की चूड़ियाँ व्याकरण - अनुस्वार, अनुनासिक, नुक्ता, अपठित - गद्यांश, चित्र वर्णन			
<u>Half Yearly (60 marks)</u>			
साहित्य - दीवानों की हस्ती, कबीर की साखियाँ, बस की यात्रा, सूर के पद, क्या निराश हुआ जाए व्याकरण - 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>			
साहित्य - अकबरी लोटा व्याकरण - उपसर्ग - प्रत्यय, मुहावरे, वाक्य शुद्धिकरण, संवाद - लेखन			
<u>Multiple Assessment (MA) (5 marks)</u>			
<table border="1" style="width: 100%;"> <tr> <td>MA1 दोहा वाचन (कबीर) / बस एक मिनट</td> </tr> <tr> <td>MA2 संवाद लेखन</td> </tr> </table>		MA1 दोहा वाचन (कबीर) / बस एक मिनट	MA2 संवाद लेखन
MA1 दोहा वाचन (कबीर) / बस एक मिनट			
MA2 संवाद लेखन			
<u>Portfolio Assessment (PORT) (5 marks)</u>			
<u>(Notebook -3 marks + Activity-2 marks)</u>			
<table border="1" style="width: 100%;"> <tr> <td>PORTFOLIO 1- Notebook + Activity</td> </tr> <tr> <td>PORTFOLIO 2-Notebook + Activity</td> </tr> </table>		PORTFOLIO 1- Notebook + Activity	PORTFOLIO 2-Notebook + Activity
PORTFOLIO 1- Notebook + Activity			
PORTFOLIO 2-Notebook + Activity			
<u>Subject Enrichment (SE) (5 marks)</u>			
EBSB pared state based transdisciplinary project. A4 शीट पर 'अंडमान निकोबार द्वीप' समूह के खानपान व वेशभूषा से संबंधित रंगीन चित्र चिपकाकर दो -तीन वाक्य लिखिए ।			
<u>Project (PROJ) (5 marks)</u>			
विभिन्न प्रकार के Millet (श्रीअन्न)कोई पाँच के चित्र चिपकाकर A4 शीट पर उनकी उपयोगिता भी लिखिए ।			
<u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u>			
<u>Annual (60 marks)</u>			
साहित्य - अकबरी लोटा, सुदामा चरित, भगवान के डाकिए, यह सबसे कठिन समय नहीं, बाज और साँप व्याकरण - अनुस्वार, अनुनासिक, नुक्ता, कारक - चिह्न, विशेषण - भेद, क्रिया - भेद, अविकारी शब्द, विराम - चिह्न, उपसर्ग - प्रत्यय, वाक्य - शुद्धिकरण, अनौपचारिक पत्र / अनुच्छेद - लेखन, चित्र - वर्णन, विज्ञापन - रचना, अपठित - गद्यांश			

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



GRADE 8 Curriculum & Assessment Annual Planner

2024-2025

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:

- Holes by Louis Sachar

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p>Introduction of Library Rules for classes.</p> <p>Discuss about different Genres and explore on it.</p>	<p>Few chapters were assigned to the students to read from the assigned book. They will prepare quiz on those chapters</p>	<p>Reiteration of Library Rules</p> <p>Boys will prepare quiz in the class during the period of the chapter assigned to them after reading it.</p>	<p>Continuation of Assessment will be done.</p> <p>Independent Reading.</p>	<p>Reiteration of library Rules</p> <p>Independent Reading</p>

<p>Introduction of the book assigned to the students and Author of the assigned book. Few chapters were assigned to the students to read from the assigned book. They will prepare quiz on those chapters and ask in the class.</p> <p>Independent reading will take place as well.</p>	<p>and ask in the class.</p> <p>Independent reading will take place as well.</p> <p>Prepare a fact file from the newspapers they receive in the class and present it and at end of every month.</p>	<p>Students will share their experience of reading the book.</p> <p>Assessment will start from the 2nd last week of the month.</p>		
<p style="text-align: center;"><u>Oct</u></p> <p>Self reading which will help them to be focus</p> <p>Newspaper Scavenging: Search information about related topic from newspapers & paste them in their scrap book.</p>	<p style="text-align: center;"><u>Nov</u></p> <p>Self reading which will help them to be focus</p>	<p style="text-align: center;"><u>Dec</u></p> <p>Self reading which will help them to be focus</p>	<p style="text-align: center;"><u>Jan</u></p> <p>Newspaper Scavenging: Search information about related topic from newspapers & paste them in their scrap book. This they have to present in the class as a news reader.</p>	<p style="text-align: center;"><u>Feb</u></p> <p>Continuation of assessment.</p> <p>Self reading which will help them to be focus</p>

Assessment Planner
Half Yearly (10 marks)

First Term Assessment-- will be based on the Book given to the students to read that is “ Holes by Louis Sachar” Students will prepare a book cover of the Book –HOLE. They will design it and write review on the back page of it.

Multiple Assessment (MA) (5 marks)

MA1 Create your own dictionary after reading the text. Boys have to write word meaning, origin of the word, usage of the word, type of the word. Work will be done date wise.

MA2 Create your own reading log in which they have to mention about the summary of the book, Title of the book, Author of the book, Which character they like the most. Their reviews about the book.

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1-

PORTFOLIO 2

Subject Enrichment (SE) (5 marks)

Newspaper Scavenging: Search information about related topic from newspapers & paste them in their scrap book.

Project (PROJ) (5 marks)

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual (5 marks)

Newspaper Scavenging : Search information about related topic from newspapers & paste them in their scrap book / fact file or present in the class. This they have to present in the class as a news reader.

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



GRADE - Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :- western music singing 8th Class

STUDENT'S COPY

LEARNING OUTCOMES

Music gives a soul to the universe wings to the mind. Flight to the imagination and life to everything -Plato

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.

SINGING TRAINING PROGRAMME

We will try to cover per week one song from the SDGS according to the standard, lyrics and karaoke will be provided on the smart Board as well as on the Material Box in the Google Class Room.

We will teach Basic scales major and minor, vowels exercise, and motivational songs and will cover songs in other Languages also, we will prepare the Children for Musical Rhyme and Rhythm and combined assemblies, festivals and Celebrations.

In the span of one year we will cover 15 to 20 songs

Teaching to middle school classes songs in an effective way to get all singers in an ensemble to technically and musically improve. When all singers learn as a soloist.

We will focus on their range

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

Curriculum Planner				
<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Per month two songs Edmund rice songs 20 Days	Labour's day Assembly, Edmund Rice Day, Exhibition 15 Days + PTM	Per month Two songs 21 Days + PTM	Independence, day Assembly, Patriotic Songs Founder's day Assembly 20 Days	Teachers Day Assembly, Exam Vocal -Test Term - 1 10 Days
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Gandhi Jayanti Assembly Per month two Songs 21 Days	Two Carols And Christmas Two Songs 21 Days	Christmas Assembly, Carols & Christmas Songs 16 Days	Republic -Day Assembly and Patriotic Songs vocal-Test 20 Days	Vocal Test Final Exam Term -2 14 Days + Exams

Assessment Planner Term -1		
<p>Graded Singing Levels:- Key Features in singing Exam at classes 4 & 5- level</p> <ul style="list-style-type: none"> :- Dynamics , Lyrics, Rhythms, and short Phrases :- The Basic Scales and Songs for example :- Edmund Rice Song ,Prayer songs, School songs, School anthem ,National Anthem, Patriotic Songs ,and Teacher's Day, Special assemblies, :- Small Major intervals and Basic Rhythms pattern <p>For Example Common Rhythms 4/4, 2/4,3/4</p> <p>Singing Exams will be conducted in September.</p>		
<u>Half Yearly (PA-2)</u>		
<u>Criteria for Assessing the Graded Singing Levels</u>		
GRADE	PITCH	RHYTHMS AND UNDERSTANDING OF HUMAN VOICE AND THEIR QUALITY TONE
<u>OUT STANDING</u>	Highly accurate notes and intonation Plus Perfect Rhythm	
<u>MERIT</u>	Largely accurate notes and intonation and Good Rhythm sense	
<u>PASS</u>	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	
		<u>A</u>
		<u>B</u>
		<u>C</u>

<u>BELOW PASS</u>	Frequent notes error insufficiently unreliable intonation to maintain tonality and no sense of rhythm	<u>D</u>
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Assessment Planner TERM -2

Graded Singing Levels :-

:- Key Features in singing Exam at classes 4 - level

:- Dynamics , Lyrics, Rhythms, and short Phrases

:- The Basic Scales and Songs for example :- Happy songs , Action songs , School anthem ,National Anthem, Patriotic Songs ,and festivals songs ,Carols and Christmas Songs, and basic knowledge of instruments like Guitar ,Piano, drums, keyboard, basic notation system, basic chord knowledge, maj, min, seventh, diminished,

:- Small Major intervals and Basic Rhythms pattern

For example :- Common Rhythms 4/4, 2/4,3/4

Singing Exams will be conducted in February

Criteria for Assessing the Graded Singing Levels

GRADE	PITCH	RHYTHMS AND UNDERSTANDING OF HUMAN VOICE AND THEIR QUALITY TONE	
<u>OUTSTANDING</u>		Highly accurate notes and intonation Plus Perfect Rhythm	<u>A</u>
<u>MERIT</u>		Largely accurate notes and intonation and Good Rhythm sense	<u>B</u>
<u>PASS</u>		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	<u>C</u>
<u>BELOW PASS</u>		Frequent notes error insufficiently unreliable intonation to maintain tonality and no sense of rhythm	<u>D</u>



GRADE 8 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT: -PHYSICAL EDUCATION

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 for 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 roles.**
- 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 shows respect for self and other.**

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p>1 Marching</p> <p>2. Drill practice.</p> <p>3. Athletics Selections Events 100M, 200M,400M</p> <p>4 Final Selections</p> <p>5.Games.</p>	<p>1 Marching</p> <p>2.Drill practise</p> <p>3. Athletics Selections Events Long Jump Shot Put</p> <p>4 Final Selections</p> <p>5.Games.</p>	<p>1 Marching</p> <p>2.Drill practise</p> <p>3. Athletics Practise</p> <p>4. Games.</p> <p>5.Surya Namaskar</p>	<p>1 Marching</p> <p>2.Drill practise</p> <p>3. Athletics Practise</p> <p>4.Games.</p> <p>5.Surya Namaskar</p>	<p>1 Marching</p> <p>2.Drill practise</p> <p>3. Athletics Practise</p> <p>4.Games.</p> <p>5.Assessment TERM 1</p>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>1.Marching</p> <p>2.Drill practise</p> <p>3. Athletics Practise</p> <p>4.Games.</p>	<p>1 Marching</p> <p>2.Drill practise</p> <p>3. Athletics Practise</p> <p>4 Games.</p>	<p>1.Selection for inter class matches.</p> <p>2. Game practise of Football, Cricket and Basketball</p>	<p>1.Selection for inter class matches.</p> <p>2. Game practise of Football, Cricket and Basketball</p>	<p>1.Football skill Dribbling with a ball.</p> <p>2.Basketball layup shot Assessment</p>

Assessment Planner

PA-1 (20 marks)

Half Yearly (5 marks)

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

PA-2 (20 marks)

Multiple Assessment (MA) (5 marks)

MA1
MA2

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1-

PORTFOLIO 2**Subject Enrichment (SE) (5 marks)****Project (PROJ) (5 marks)****ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*****Annual (5 marks)**

TERM -2 (Feb)	Game: - Cricket	CHECK LIST
Grade criteria	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 -8th Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :- Art & Craft

STUDENT'S COPY

LEARNING OUTCOMES

1. Learn geometrical shapes to create animals, birds etc.
2. Improve drawing and compositional skills.
3. Learn paper folding, cutting, pasting and assembling skills.
4. Develop designing skills.
5. Improve fine motor skills.
6. Understand the character of the pigment.
7. Develop designing skills, slogan writing skills and measurement skills.
8. Learn to paint and decorate diya(terracotta surface).
- 9.. Learn to handle thread to create abstract forms.
10. Learn the stippling technique.

Curriculum Planner

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

	newspaper with slogan etc.)		.PaperAngry Bird .National Flag with Coloured Paper	
<u>Oct</u> .Paper Mask /Craft Jute Thread Work/Craft .Paper Collage .Texture painting Hand Puppet .Diya Painting/ Flower pot painting .Imaginative Human Figure Composition	<u>Nov</u> .Imaginative Human Figure Composition .Christmas painting .Origami House/Home decor craft	<u>Dec</u> .New Year Greeting Card .Christmas Decoration PenStand .composition on Christmas Painting .Pen Stand	<u>Jan</u> .Thread Painting Stippling Art .Object Painting .Origami Butterfly .Basic Tree Sketch with Pencil	<u>Feb</u> .watercolor technique .Water color composition .technique of water bursh .Madhubani Painting (Technique,color combination and material) .composition .3d paper craft

Assessment Planner	
<u>PA-1 (marks)</u>	
NA	
<u>Half Yearly (PA-2) (marks)</u>	
NA	
<u>PA- (marks)</u>	
NA	
<u>Multiple Assessment (MA) (marks)</u>	

NA

Portfolio Assessment (PORT) (marks)

NA

Subject Enrichment (SE) (marks)

NA

Annual Exam (marks)

NA

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
- . Content
- . Originality
- Interest



GRADE 8 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :- Computer Science

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

1. Define HTML documents
 2. Describe the structure of HTML/HTML 5 document
 3. Elaborate about HTML Tags and their types
 4. Explain Attributes and their implementation
 5. List the steps to create and view HTML documents
 6. Explain the following tags, their attributes along with their implementation:
 - a. Paragraph Tag
 - b. Comment Tag
 - c. Heading Tag
 - d. Horizontal Tag
 - e. Body Tag
 - f. Base font Tag
 - g. Font Tag
 - h. Physical Tags- Bold, Italics, Underline, Superscript, Subscript
 7. Describe Listing in HTML and it's importance
 8. Explain the various types of lists in HTML along with their usage
- Create visually appealing webpages based on the above concepts

Curriculum Planner

<u>April</u> Chapter 2: Creating HTML documents (Pages 12-17)	<u>May</u> Chapter 2: Creating HTML documents (Pages 17 contd-18) Revision and Worksheet PA1 Exam	<u>July</u> Chapter 3: Working with text in HTML (Pages 22-30)	<u>Aug</u> Chapter 4: Text Formatting (Pages 35-38)	<u>Sep</u> Revision and Worksheet Half Yearly Exam
<u>Oct</u> Chapter 4: Text Formatting (Pages 39-41)	<u>Nov</u> Revision and Worksheet PA2 Exam Chapter 5: Working with Lists (Pages 47-48)	<u>Dec</u> Chapter 5: Working with Lists (Pages 48 Contd...-51)	<u>Jan</u> Chapter 7: Using Images & Linking webpages (Pages 62-68)	<u>Feb</u> Chapter 7: Using Images & Linking webpages (Pages 68 contd..-69) Revision and Worksheet Annual Exam

Assessment Planner
<u>PA-1 (20 marks)</u>
Chapter 2: Creating HTML documents (Pages 12-18)
<u>Half Yearly (30 marks)</u>
Chapter 2: Creating HTML documents (Pages 12-18) Chapter 3: Working with text in HTML (Pages 22-30) Chapter 4: Text Formatting (Pages 35-38)
<u>PA-2 (20 marks)</u>
Chapter 4: Text Formatting (Pages 39-41)
<u>Multiple Assessment (MA) (5 marks)</u>
MA1: Debugging the given HTML code
MA2: Draw the output of the given HTML code
<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 + Students will make a flyer to elaborate on the parts of the HTML documents with relevant photographs.
PORTFOLIO 2- Evaluation of the chapters covered in syllabus, Worksheets solved and pasted in the notebooks + Students will display the hyperlinking with the help of craft work.
<u>Subject Enrichment (SE) (5 marks)</u>
<ul style="list-style-type: none"> • Students will be asked to create a webpage in HTML based on 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 webpage in HTML as per the instructions given. • Artistic skills will also be integrated with the above given task.
<u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u>
<u>Annual (30 marks)</u>
Chapter 4: Text Formatting (Pages 35-41) Chapter 5: Working with Lists (Pages 47-51) Chapter 7: Using Images & Linking webpages (Pages 62-69)

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



GRADE 8

Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :- GERMAN

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

- Understand the gist of a short spoken passage and pick out the main points of information from it.
- Ask for and give directions.
- Identify shopping destinations in German speaking countries for specific objects.
- Understand and construct more complex German sentences using the casual conjunction “WEIL” and “INFINITIVE WITH ZU”.

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u> Half Yearly
MODUL-5 L-1 “Stefan, wie geht’s dir?” <ul style="list-style-type: none"> • Diseases and medicines. • Dativ- definite article, personal pronouns. • Imperative sentences- in 2nd person: polite form 	L-2 “Gesund Leben” <ul style="list-style-type: none"> • Modal Verb- “Dürfen” and „sollen 	L-2 “Gesund Leben” Use of the conjunction- “Weil”	L-3 “Was hast du für deine Gesundheit getan?” <ul style="list-style-type: none"> • Introduction of the “Perfekt-sein/haben”, with regular and irregular verbs. • Temporal words – heute, gestern, letzte Woche, etc. 	
<u>Oct – Nov</u>		<u>Dec</u>	<u>Jan – Feb</u>	
MODULE -6 L-1 “Wo ist Tina?” <ul style="list-style-type: none"> • Interrogative pronoun- Wo • Wechsel Prepositions • 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. • Wechsel Preposition 	L-3 “Ordnung muss sein” <ul style="list-style-type: none"> • Dative verbs • Conjunctions • Dative and accusative case. • Wechsel Prepositions 	

Assessment Planner

PA-1 (20 marks)

- Lektion -1 “Stefan, wie geht’s dir?”
- Section A: Reading (Reading comprehension)
- Section B: Writing (Paragraph/ Dialogue/ E-Mail writing)
- Section C: Grammar (exercises in workbook)
- Section D: Vocabulary (word list of the chapter)

Half Yearly (60 marks)

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 (Dialogue/ Paragraph/ E-Mail writing)

Section C: Grammar (exercises in workbook)

Section D: Vocabulary (word list of the chapter)

PA-2 (20 marks)

L-1 "Wo ist Tina?"

Section A: Reading (Reading comprehension)

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

Section C: Grammar (exercises in workbook)

Section D: Vocabulary (word list of the chapter)

Multiple Assessment (MA) (5 marks)

MA1 sprechen (role play)

MA2 hören (MCQ)

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1 notebook

PORTFOLIO 2 worksheet & dictation
--

Subject Enrichment (SE) (5 marks)

Creative writing on prepositions (wo kauft man was?)

Project (PROJ) (5 marks)

Comic Strip (At doctor's clinic)

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual (60 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 (Dialogue/ Paragraph/ E-Mail writing)

Section C: Grammar (exercises in workbook)

Section D: Vocabulary (word list of the chapter)

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



GRADE 8 - Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :- SANSKRIT

STUDENT'S COPY

LEARNING OUTCOMES

छात्र निम्न कौशलों की ग्रहण क्षमता प्राप्त कर सकेंगे ।

1. संस्कृत शब्दों व वाक्यों का संस्कृत में उच्चारण ।
2. भाषिक तत्वों - श्रवण ,भाषण,पठान तथा लेखन कौशल का विकास ।
3. पाठों में निहित 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. निर्देशों के आधार पर प्रश्न -उत्तर की क्षमता व प्रश्न - निर्माण का कौशल विकसित करना।

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
रुचिरा - प्रथमः पाठः - सुभाषितानि द्वितीयः पाठः - बिलस्य वाणी..... शब्द रूप नदी , अस्मद् संख्या 50 से 26 - धातु - अस् व कृ लकार-लट्, लङ्, लृट्	रुचिरा - तृतीयःपाठः डिजिभारतं चतुर्थ पाठः (गतिविधि) "सदैव पुरतो निदेही चरणम्" अव्यय शब्द रूप - साधु परिवर्तनशील धातुएं -गम् ,दृश ,पिब् , ,तिष्ठयच्छ्	रुचिरा - पञ्चमः पाठः कण्टकेनैव कण्टकम् संधि (दीर्घ , गुण) विशेषण विशेष्य चित्र वर्णन वचन परिवर्तन क्त्वा प्रत्यय अपठित गद्यांश	रुचिरा- अष्टमःपाठः संसारसागरस्य नायकाः संख्या- (1- 4तीनों लिंगों में) किम् शब्द रूप प्रश्ननिर्माण विभक्ति -प्रयोग मति , गुरु, अस्मद् शब्द रूप	अपठित गद्यांश एवं भाषिक कार्य अनुवाद अभ्यास पुनः अभ्यास कार्य

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>रुचिरा - रुचिरा नवमः पाठः - सप्तभगिन्यः दशम - :पाठ : नीतिनवनीतम् शब्द रूप- कवि , मति घटिकायंत्रम् लोट् लकार - गम्, भू, पठ्, पिब्, नम् लकार परिवर्तन अनुवाद अभ्यास</p>	<p>एकादशः पाठः - सावित्रीबाई फुले उपपद विभक्ति युष्मद् व गुरु शब्द रूप संधि - वृद्धि यण.... किम् शब्द रूप - स्त्रीलिंग - प्रश्ननिर्माण</p>	<p>रुचिरा - द्वादशः पाठः - कः रक्षति कः रक्षितः ? तुमुन् प्रत्यय अशुद्धि संशोधन घटिकायंत्रम् भाषिक कार्य - कवि , मति , गुरु, अस्मद् , युष्मद् , किम् शब्द रूप</p>	<p>रुचिरा - चतुर्दशः पाठः - आर्यभटः पत्र लेखन शब्द रूप विभक्ति प्रयोग एवं धातु प्रयोग चारों लकार लट् , लङ् , लृट् , लोट् लकार[अपठित गद्यांश</p>	<p>रुचिरा पुस्तक के सभी पाठों तथा व्याकरण के सभी विषयों का पुनः अभ्यास कार्य तथा अपठित गद्यांश</p>

Assessment Planner

PA-1 (20 marks)

रुचिरा - द्वितीयः पाठः - बिलस्य वाणी....

व्याकरण - शब्द रूप नदी व अस्मद्, संख्या प्रयोग (50-26) , अस् व कृ धातु (लङ - लृट्)

Half Yearly (50 marks)

रुचिरा- प्रथमः पाठः - सुभाषितानि, तृतीयः पाठः डिजिभारतं , चतुर्थ पाठः - सदैव पुरतो निदेही चरणम् ,
पञ्चमः पाठः कण्टकेनैव कण्टकम् ,, अष्टमः पाठः संसारसागरस्य नायकाः

व्याकरण -

शब्द रूप साधु , नदी, किम् , युष्मद्

अव्यय मिश्रित

धातु - अस् तथा परिवर्तनशील धातुएं - गम्, तिष्ठ , पिब् , (लकार-लट्, लङ्, लृट्)

संधि (दीर्घ / गुण)

प्रश्ननिर्माण

क्त्वा प्रत्यय वचन परिवर्तन विशेषण विशेष्य चित्र वर्णन विभक्ति -प्रयोग संख्या- (1-4तीनों लिंगों में) अपठित गद्यांश	
<u>PA-2 (20 marks)</u>	
रुचिरा - नवमः पाठः - सप्तभगिन्यः व्याकरण - शब्द रूप मति, लोट् लकार – गम्, भू, पठ्, पिब्, नम् , लकार परिवर्तन , पत्र -लेखन , संधि वृद्धि	
<u>Multiple Assessment (MA) (5 marks)</u>	
MA1 - श्लोक उच्चारण तथा धातु -रूप (मूल्यांकन - अभिव्यक्ति व लय , उच्चारण , स्मरणयोग्यता)	MA1 -
MA2 - श्लोक उच्चारण तथा शब्द- रूप (मूल्यांकन - अभिव्यक्ति व लय , उच्चारण , स्मरणयोग्यता)	MA2
<u>Portfolio Assessment (PORT) (5 marks)</u>	
<u>(Notebook -3 marks + Activity-2 marks)</u>	
PORTFOLIO 1- संस्कृत पुस्तिका कार्य + चित्र वर्णन + पत्र -लेखन मूल्यांकन - प्रस्तुतीकरण , लेखन शुद्धता , कार्य पूर्ण/ अपूर्ण	
PORTFOLIO 2- गतिविधि - नवमः पाठः (SDG13) - सप्तभगिन्यः (मानचित्र पर पूर्वोत्तर राज्यों को दर्शाना एवं A4 साइज़ शीट पर कोलाज बनाना) (मूल्यांकन - प्रस्तुतीकरण + विषयानुकूल + रचनात्मकता)	
<u>Subject Enrichment (SE) (5 marks)</u>	
गतिविधि - कला समेकित आधारित परियोजना कार्य तृतीयःपाठः डिजिभारतं (SDG-8,17) (मूल्यांकन - प्रस्तुतीकरण + विषयानुकूल + रचनात्मकता) (अंडमान एवं निकोबार द्वीप समूह प्रदेश में भारत के सतत आर्थिक लक्ष्यों, विकास के साधनों व बढ़ते रोज़गार पर कोलाज / पोस्टर बनाइये ।)	
<u>Project (PROJ) (5 marks)</u>	
एकल गतिविधि (पोस्टर) - कला समेकित आधारित परियोजना कार्य द्वादशः पाठः –[SDG-6] कः रक्षति कः रक्षितः? – मूल्यांकन - प्रस्तुतीकरण -1 , विषयानुकूल 2-रचनात्मकता- 2	
<u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u>	

Annual (50 marks)

रुचिरा पुस्तक - दशम :पाठ :नीतिनवनीतम् ' एकादशः पाठः सावित्रीबाई फुले [अनुवाद कार्य], द्वादशः पाठः कः रक्षति कः रक्षितः?, चतुर्दशः पाठः आर्यभटः ।

व्याकरण :

घटिकायंत्रम्

लकार-वचन परिवर्तन

उपपद विभक्ति

विभक्ति -प्रयोग (कवि-मति, भानु-गुरु, अस्मद्, तद् पु-स्त्री)

अशुद्धि संशोधन

क्त्वा - तुमुन् प्रत्यय

संधि - वृद्धि एवं यण

किम् शब्द रूप -पुल्लिंग - स्त्रीलिंग प्रश्ननिर्माण

धातु प्रयोग चारों लकार]लट्-लङ्-लृट् - लोट् लकार[गम्, भू, पठ्, पिब्, नम्, दा, तिष्ठ्

अपठित गद्यांश

** Subject to change as per DIRECTIVES



GRADE 8 - Curriculum & Assessment Annual Planner

2024-2025

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>
<p>Lesson 1 Visa Application Saber vs conocer Obligación y Compulsion (Tener Que Y Hay que) Translation – News Article</p>	<p>Lesson 2 Dialogue writing (en el restaurant) Las siete maravillas del mundo</p>	<p>Revision - P.A-1 Papers Lesson 2 Un viaje Comprension de lectura Los Pronombres Objetos (directo y indirecto) Preteritoimperfecto</p>	<p>Lesson 3 & 4, El mundo tecnológico Por Vs Para Las lenguas en el mundo, Conocimiento del America Latina</p>	<p>Half Yearly Exam - Revision Lesson 4 Instituto Cervantes Horario del Instituto Audio Podcast (Intermediate levelConversation) El conocimiento del Mundo Hispano: Mundo Maya</p>

<u>Oct</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

PA-1 (20 marks)

Lesson 1 , Saber Vs Conocer , Tener Que y Hay que, Saber vs cnozer, Translation.

Half Yearly (50 marks)

PA1 SYLLABUS + Lesson – 2-3 Preterite y Preterito imperfecto, Object Pronoun, tener que y hay que, Saber Vs Conocer, Visa application, Translation.

PA-2 (20 marks)

Lesson 4 & 5, Comprension de lectura, Los imperativos, El mundo Maya, Vocab (Chapter 5)

Multiple Assessment (MA) (5 marks)

MA 1 - Direct and indirect object pronouns

MA 2 - El mundo Maya

Portfolio Assessment (PORT) (marks)

Will be included In Term 2

Work completion - 2

Neatness- 2

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

Project -5 Marks

Draw mayan glyphs

Work completion - 2

Timely submission – 1

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

Subject Enrichment (SE) (marks)

PPT/ Video story

Work completion - 2

Timely submission – 1

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

Annual Exam (marks)

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