

ANNUAL
CURRICULUM
PLAN

CLASS VIII
(SESSION: 2015-16)

WHERE THE MIND IS WITHOUT FEAR

Where the mind is without fear and the head is held high

Where knowledge is free

Where the world has not been broken up into fragments

By narrow domestic walls

Where words come out from the depth of truth

Where tireless striving stretches its arms towards perfection

Where the clear stream of reason has not lost its way

Into the dreary desert sand of dead habit

Where the mind is led forward by thee

Into ever-widening thought and action

Into that heaven of freedom, my Father, let my country awake.

- Rabindranath Tagore

LIST OF HOLIDAYS

1. Good Friday	03.04.15	Friday
2. Dr. Ambedkar Jayanti	14.04.15	Tuesday
3. Buddh Purnima	04.05.15	Monday
4. Id -Ul- Fitr	18.07.15	Saturday
5. Independence Day	15.08.15	Saturday
6. Teej	17.08.15	Monday
7. Raksha Bandhan	29.08.15	Saturday
8. Janamashtami	05.09.15	Saturday
9. Id-Ul-Zuha	24.09.15	Thursday
10. Gandhi Jayanti	02.10.15	Friday
11. Dussehra	22.10.15	Thursday
12. Muharram	24.10.15	Saturday
13. Karwa Chauth	30.10.15	Friday
14. Haryana Day	01.11.15	Sunday
15. Diwali	11.11.15	Wednesday
16. Goverdhan Puja	12.11.15	Thursday
17. Bhai Duj	13.11.15	Friday
18. Guru Nanak Dev ji's Birthday	25.11.15	Wednesday
19. Christmas Day	25.12.15	Friday
20. Makar Sankranti	14.01.16	Wednesday
21. Republic Day	26.01.16	Monday
22. Maha Shivratri	07.03.16	Monday
23. Holi	24.03.16	Thursday

Note:

1. Summer Break : 17th May 2015 to 30th June 2015
2. Autumn Break : 18th October 2015 to 23rd October 2015
3. Winter Break : 1st January 2016 to 10th January 2016

Total Number of Working Days: 223

April : 23	September : 23	January : 14
May : 16	October : 18	February : 24
July : 24	November : 19	March : 24
August : 21	December : 25	

School Curriculum Goals

The Curriculum will adopt the following goals:

- To create a connect between learners' spiritual, ethical, social, cognitive, mental and physical growth and development;
- To nurture individuality and thus enhance one's innate potentials;
- To foster constitutional literacy and tolerance for different cultures;
- To develop scientific outlook and transformative competences, in order to meet the demands of changing society. The aim of education is not just to let learners obtain basic knowledge but to make them life-long learners. It is to nurture future citizens who are mentally and physically robust, assertive, confident, empathetic and helpful to the community, intellectually inquisitive and reflective, tolerant and with creative vision and global perspective. Schools will accomplish such standards through the promotion of values based learning activities which emphasize humanity, practicality, individuality, inclusiveness, and modernity. Such activities involve collaborations between oneself and others, individuals and the community, as well as humans and nature.

To achieve this, we must guide our learners to achieve the following curriculum goals:

- To enhance self-awareness and explore innate potential;
- To develop creativity and the ability to appreciate art and showcase one's own talents;
- To promote capabilities related to goal setting, decision making and lifelong learning;
- To nurture assertive communication and interpersonal skills;
- To learn to be empathetic towards others, display dignity and respect to the opposite gender, to contribute for the community, and focus on preserving environment;
- To foster cultural learning and international understanding in an interdependent society;
- To strengthen knowledge and attitude related to livelihood skills;
- To acquire the ability to utilize technology and information for the betterment of humankind;
- To inspire the attitude of functional and participatory learning; and
- To develop abilities related to thinking skills and problem solving.

EXAMINATION SCHEDULE

SCHEDULE FOR SUMMATIVE ASSESSMENT - I

Date	SA-I
11.09.2015	Maths
14.09.2015	Science
16.09.2015	S.St.
18.09.2015	Hindi
21.09.2015	Sanskrit
23.09.2015	English

SCHEDULE FOR SUMMATIVE ASSESSMENT - II

Date	SA-II
08.03.2016	Maths
10.03.2016	Science
12.03.2016	S.St.
14.03.2016	Hindi
16.03.2016	Sanskrit
18.03.2016	English

Continuous and Comprehensive Evaluation (CCE)

Continuous and Comprehensive Evaluation (CCE) refers to a system of evaluation that covers all aspects of students' development. It is an assessment system which attempts to shift the emphasis from Assessment to holistic learning. The major focus of CCE is on the continuous growth of a student to ensure intellectual, emotional, physical, cultural and social development.

The CCE based system of assessment is divided into three parts:

Part 1 - Scholastic Area

For assessment in academic areas the academic year is divided into two terms. The First Term will be from April to September and the Second Term from October to March. Each Term will have two Formative Assessments (FAs) and one Summative Assessment (SA).

Formative Assessment – These are Assessments conducted by the teacher to continuously monitor student's progress. The assessment would be in the form of pen-paper Assessments and also in the form of quizzes, projects, practicals, oral Assessment etc. In case more than two assessments are conducted per term per subject, the best two would be counted for assessment.

Summative Assessment – The Summative Assessment is the terminal assessment of performance at the end of instruction. It will be in the form of a pen-paper Assessment at the end of each term.

The weightage of Formative assessment (FA) and Summative Assessment (SA) shall be as follows:

Term I	FA1 10%	FA2 10%	SA1 30%	Total (FA1 + FA2 + SA1) 50%
Term II	FA3 10%	FA4 10%	SA2 30%	Total (FA3 + FA4 + SA2) 50%

Part 2 - Co-scholastic Areas
(Skills and suggestive activities)

2(A) Life Skills:

Thinking Skills:	Self Awareness, problem solving, decision making, critical and creative thinking
Social Skills:	Interpersonal relationships, effective communication and empathy
Emotional Skills:	Managing emotions and dealing with stress

2 (B) Work Educations

2(C) Visual and Performing Arts

2(D) Attitude and Values towards: teachers, schoolmates, school programmers and Environment and value systems

Part 3(A) Co-scholastic Activities
(Any two to be assessed)

1. Literary and Creative Skills:	Debate, declamation, creative writing, recitation, essay writing, poster making, slogan writing etc.
2. Scientific Skills:	Science Club, Projects, Maths Club, Science Quiz, Science exhibition, Olympiads etc.
3. Information and Commn. Tech. (ICT):	PowerPoint presentation, website and cover page designing communication, animation, programming, E-books etc.
4. Organizational and Leadership Skill(Clubs):	Eco Club, Integrity Club, Healthand Wellness Club, Leadership Skills Club etc.

Part 3(B) Health and Physical Activities

(Any two to be assessed)

1. Sports/Indigenous Sports
2. Yoga
3. First Aid
4. Gardening/Shramdaan

Grading System: The result of the assessment in all areas would be given in the form of grades.

Scholastic Areas (Grading on 9 point scale)

Grade	Marks Range	Grade Point
A1	91 – 100	10.0
A2	81 – 90	9.0
B1	71 – 80	8.0
B2	61 – 70	7.0
C1	51 – 60	6.0
C2	41 – 50	5.0
D	33 – 40	4.0
E1	21 – 32	3.0
E2	00 - 20	2.0

Co-scholastic Areas/Activities (Grading on 5 point scale)

Marks Range	Grade Point
A	4.1 – 5.0
B	3.1 – 4.0
C	2.1 – 3.0
D	1.1 – 2.0
E	0 – 1.0

Promotion Policy:

1. Every student is required to get a qualifying grade 'D' or above in all the subjects for the purpose of promotion to next class.
2. A student getting 'E1' or 'E2' grade in scholastic areas in one or more subjects will be eligible for improvement of performance (EIOP) and he/she will have to improve his/her performance in one subsequent attempt to obtain qualifying grade 'D' in these subjects.

English

• Listening

Curricular Expectations

- Understand English language spoken in their immediate environment.
- Listen to English with understanding and enthusiasm.
- Develop familiarity with English phrases used in specific instructions and requests.
- Understand non-verbal clues and respond in speaking and writing.

Pedagogic Processes

- Familiarising children with English language. e.g. in class, school assembly, playground, etc with peers/groups.
- Creating learning situations by using audio-video support to familiarize children with announcements made at public places during school celebrations.
- Using English news as a resource to develop listening comprehension.
- Providing exposure via poems/songs to familiarize children with various kinds of English, (listening and speaking are developing in conjunction).
- Encouraging children to watch English serials and films, educational channels especially those with sub-titles (listening and reading are developed in conjunction) (pair a child with special needs with a classmate).
- Providing input via audio-video/reading out from material and generating interest through pair and group work/role-play.
- Exposing children to various kinds of spoken texts to familiarize them with intonation. Children appreciate the use of tone and begin to use it (Listening and speaking are developed in conjunction) (Pair a child with special needs with a classmate).
- Introducing different registers through a variety of listening activities, such as sports, cookery, music etc. children appreciate and use them (listening and speaking are connected) using audio, visual and kinesthetic mediums.
- Facilitating comprehension through interviews/discourses with people from various professions such as doctors, writers, actors etc.
- Facilitating pair/group work where children share their experiences such as journeys, visits, etc.
- Through role- play, learning situations are created to listen and communicate messages.
- Using formulaic expressions/instructions such as *Water the plants every day*. Children listen and internalize these expressions and use them.
- Asking questions based on the texts, using mother tongue or scaffolding, wherever necessary.
- Creating opportunities to read aloud from texts and encouraging children to speak about what they have understood. (listening and speaking are connected).
- Initiating the process of problem solving and reasoning abilities.
- Given situations where children are exposed to narrations, descriptions, speeches, debates, on familiar and unfamiliar topics, they ask questions/make notes (listening is linked with speaking/writing).
- Giving dictation of a chunk of a lesson, to enable children to listen and write. (Listening is linked with speaking/writing)
- Giving passages for listening comprehension through self -reading/audio- video support and asking them to answer questions such as MCQs, fill in the blanks, etc. (listening is linked with speaking/writing).
- Playing music (non-verbal)/movement and encourages children to express themselves through speech/writing.
- Drawing attention to onomatopoeic sounds such as a tap-tap, buzz, gr.r.r, ding dong, etc. and help children use them creatively.
- Pointing or showing the source of sound for children with hearing impairment.

Learning Indicators (Progression)

- Gives appropriate response to English words and sentences spoken/used in class/school. *e.g. Compare the programme and sentence such as e.g. This film is about a teacher.*
- Comprehends announcements made in school and in the neighbourhood (railway station, market, airport, cinema hall, etc) English news on TV/radio and other bulletins. *e.g. The flight from Udaipur is on time.*
- Enjoys listening to English songs and poems, dialogues of English films and serials.
- Shows enthusiasm to listen to English poems, songs, jokes, riddles, stories and tongue-twisters etc. (Together with comprehension, there is inference).
- Responds according to a question and a statement through tone, stress, etc.
- Listens to and engages in conversation with people from different professions/walks of life.
- Shows interest in listening to different experiences of others. *e.g. Cricket commentary.*
- Attends to oral messages/telephonic communications and communicates them in English or home language/sign language. *e.g. There is a message from the principal that tomorrow we have to perform in the assembly.*
- Follows different kinds of instructions/requests/directions.
- Responds to questions asked on textual material and responds accordingly.
- Follows excerpts, dialogues, poems read aloud in the class.
- Follows speeches, debates.
- Takes dictation of a passage for listening comprehension.
- Responds to a variety of questions on a passage for listening comprehension.
- Appreciates music and expresses in speech/writing.
- Listens, identifies and co-relates various onomatopoeic sounds; she talks/writes about them; she makes use of them in creative tasks.

• Speaking

❖ Curricular Expectations

- Use English as a means of communication.
- Ask questions for developing critical thinking.
- Express in English.
- Recite/use poems, dialogues, (phrases from stories, plays, speeches, etc).

❖ Pedagogic Processes

- Creating learning situations for children to introduce themselves to a new student/another teacher/ a visitor/principal.
- Creating situations via role-play/mock-telephonic conversations/ conversations between and among family members/classroom games connecting them with the characters from lessons.
- Encouraging children to ask queries/questions.
- Creating groups for taking turns to ask questions from other groups.
- Using alternative materials such as large print, Braille, cartoons, flash cards, puppets, graphic presentations, audio tapes, video tapes, and audio- visuals to motivate them to speak.
- Familiarising children with vocabulary associated with various professions by creating different learning situations.
- Preparing children by providing input/ encouraging brain-storming, etc for class discussions, morning assembly, annual day programmes, speech on a given topic etc.
- Providing input through audio-video/role - play to familiarise children with use of tone/stress, etc. in language.
- Giving opportunities for Panel Discussion, etc.

- Using different alternative materials such as Braille texts, providing poems (from textbooks and other sources chosen by the teacher/children from children's magazines/ children's section in newspapers or composed by children, e.g. Limerick, Cinquain, Haiku).
- Providing stories/plays (from textbooks/others beyond the textbook).
- Providing sources for children to become familiar with proverbs/ quotations/ phrases and idioms, e.g. *Two and two make four; All in all; All that glitters is not gold*, to be able to use while speaking.
- Creating situations to speak about hobbies, games, food preferences, people she/he likes, places visited, etc.
- Giving a prompt to help children to speak "You know, I read a story which goes like this..." "Once my brother played a prank on me ..."
- Providing situations/ pictures/images. Children learn to describe their locality, children learn to talk about directions e.g. on a given map of a locality/ their own (not on scale). The teacher provides them with appropriate vocabulary. Uses tactual/raised material.
- Based on the reading of the text, the children are encouraged to speak. e.g. *comprehension, inference, connecting to previous knowledge e.g. "I go for a walk daily." "Morning or evening?"*
- Creating learning situations for children to use English proverbs and idioms and scaffolding through L1 to reach L2. e.g. *All that glitters is not gold (Har cheez jo chamakti hai wah sona nahi kahlati).*
- Creating situations for mock-interview to prepare the children to interact with their role models.
- Connecting learning to the real world and encouraging them to raise authentic questions such as: *Why don't we have a hospital in our locality? Why water is not clean?*
- Creating situations where grammar in context for question tags is used, connecting it to textual material/beyond the text. e.g. *"You went to her house yesterday, didn't you?" "Yes, I did".*
- Scaffolding by providing grammatical structures while speaking. e.g. *Talking about weather "It's very hot today, it wasn't so hot yesterday".*
- Encouraging children to imagine and describe characters and situations. Using prompts /flash cards/verbal clues and pictures to help children create imaginary stories.

❖ Learning Indicators (Progression)

▪ Speaking

- Engages in conversation about self using simple sentences. e.g. *I am Rohini. I love playing computer games.*
- Holds a conversation with friends, teachers, and family using simple sentences and responses.
- Asks questions based on the text/beyond the text/ out of curiosity/while engaging in conversation. e.g. *Why do you think, Stephen Hawking's message for the differently – abled is inspiring?*
- Converses in English with professionals from their immediate environment such as salespersons, shopkeepers, telephone operators, doctors, receptionists, librarians etc. e.g. *Could you please tell me where is the hall?*
- Participates in different events such as role play/poetry recitation /skit/drama/ debate/ speech/ elocution/declamation/ competition/quiz organised in school from time to time.
- Recites rhymes/poems /songs in groups and individually. e.g. *Not a crumb to be found on the snow-covered ground; Not a flower could be seen, not a leaf on a tree.*
- Uses phrases/dialogues from stories/plays.
- Uses lines from poems/quotations/simple proverbs/idioms and phrases.
- Expresses her/his likes and dislikes. e.g. *I am fond of watching adventurous movies.*

- Describes the place/the locality where she/he lives, and shows the way or guides, if anyone asks for directions.
- Responds especially to the textual questions in English class and in other subject classes.
- Narrates her/his personal experiences/anecdotes /stories she/he has read or heard. *e.g. Visit to a book fair.*
- Compares English proverbs and idioms with those in her/his home language. She enjoys using English proverbs and idioms, and connects with her **home language**.
- Shows interest in speaking to celebrities like writers, actors, and sports persons.
- Asks questions about things around her: based on reasoning and critical thinking. *e.g. Do you think it is right not to give equal opportunity to children with special needs?*
- Gives short responses using question tags. *e.g. There were many obstacles on the way. Weren't they?*
- Uses grammatically correct sentences to describe/narrate.
- Narrates stories (imaginary/dreams, etc.)

➤ **Reading**

Children read and respond to a wide range of familiar texts. They predict, ask questions, retell and talk about texts read in the class. With support, they read a range of topic-related classroom texts. They can read known texts with some fluency. They read back their own writing or sentences written by others. They use texts purposefully, find basic information in texts. They discuss the events in texts and characters' feelings and actions. They identify the purposes of familiar texts, including catalogues, guides, simple stories and factual texts. They are able to read seen and unseen texts. They are able to do silent reading.

❖ **Curricular Expectations**

- Understand the main idea, locate details in the text (seen and unseen).
- Understand and appreciate the language of different literary genres such as prose, poetry etc.
- Understand the purpose and characteristics of materials other than textbooks.
- Understand the form and functions of grammar in context.
- Understand and use different reference sources in reading.

❖ **Pedagogic Processes**

- Facilitating comprehension through various texts in English/home language/Braille/picture clips, etc.
- Facilitating children to locate details, sequence of ideas and events/identifying main idea through various types of comprehension questions.
- Facilitating children to relate ideas of the text with personal experience through questions, discussions and group work.
- Using various sources from L1 and L2 to facilitate comprehension and co-relation.
- Introducing different kinds of texts such as prose, poetry, play, for understanding and appreciation.
- Providing beyond the text materials such as advertisements, notices, signboards, menus through print and audio.
- Facilitating reading/listening of newspapers, magazines and children-chosen texts. Using computers for reading.
- Providing opportunities to interpret tables, charts, diagrams and maps. And using peer and group activities.
- Introducing titles of books, movies, plays, etc. and providing their reviews.
- Encouraging children to raise questions based on their reading.

- Encouraging critical thinking through questions that develop problem-solving and reasoning.
- Encouraging reading texts displayed on TV, computer with speech reading software.
- Providing online material (wherever facilities available) and websites to visit.
- Drawing attention towards the use of grammar in context and explaining it such as narration, voice, tenses, parts of speeches, etc.
- Drawing attention to the use of punctuation through a variety of texts.
- Enriching the reading habits through exposure to school/ community libraries, reading rooms – formats may include Braille books, large print and audio.
- Providing reference sources such as dictionary, thesaurus and encyclopedia to facilitate reading.

❖ **Learning Indicators (Progression)**

▪ **Reading**

- Reads various types of texts in English with comprehension, locates details, and identifies/locates main idea, the sequence of ideas and events. *e.g. Stories, articles, poem, etc.*
- Compares and contrasts ideas in the text.
- Relates ideas with her personal experiences.
- Reads and relates texts of home language (L1) with those of English (L2). *e.g. I have read about Hellen Keller. She had achieved what seemed impossible.*
- Engages with different kinds of texts, and appreciates their different forms, expresses them through speech/writing.
- Identifies main idea and locates details.
- Connects with real life, including home language.
- Engages in reading to seek information. *e.g. Newspaper articles.*
- Reads on her own and enjoys reading.
- Infers the meaning of unfamiliar words by reading them in context.
- Elicits information and expresses in speech/writing as per the context.
- Reads titles of books, movies, plays, captions.
- Reads reviews of books, films etc.
- Asks questions based on the reading. *e.g. What is the cause of earthquakes?*
- Makes inferences and gives reasons.
- Reads news clippings, subtitles on T.V/ text on computer.
- Searches for the online materials and engages with it for information/pleasure.
- Identifies the use of grammar in context.
- Appreciates the appropriate use of punctuation.
- Collects and reads books from different sources.
- Takes interest in setting up class libraries, reading corners.
- Refers dictionary, thesaurus and encyclopedia.

• **Writing**

Children communicate ideas, events and experiences through simple texts based on familiar spoken and written language. They write for a variety of personal and classroom purposes, using known and modeled structures and features. They write everyday texts and simple stories, recounts and factual texts based on their own and shared class experiences. They use their developing oral base and reading repertoire when writing their own texts. They write texts using simple but coherently linked sentences, basic structures and well-known vocabulary. They use language with appropriate linkers, etc. They attempt to spell new words, based on known spelling patterns.

❖ **Curricular Expectations**

- Write coherently and with a sense of audience (formal and informal).
- Creative writing.
- Understands and uses technology for writing.

❖ **Pedagogic Processes**

- Providing texts (seen and unseen) and encouraging writing answers for comprehension/inferential questions.
- Facilitating children to go beyond the text through open-ended authentic tasks and connecting learning to real life such as personal experience, school life and neighbourhood.
- Discussing examples of writing with focus on appropriate beginning, middle and end, and linkers.
- Giving dictation of chunks of language.
- Providing verbal/visual clues to develop paragraphs.
- Giving situations to write letters (formal and informal).
- Creating contexts for utilizing available contexts for making lists such as names for competitions, monthly budget at home, Annual Day programmes/ message board, etc.
- Encouraging children to write descriptions/narratives of family picnics, visits to historical places etc.
- Encouraging children to reflect on their day-to-day experiences and write a diary.
- Providing examples of coherent writing such as paragraphs on various topics.
- Providing examples of words/phrases (linkers) to indicate sequence such as 'after that', 'followed by', etc.
- Scaffolding to redraft and revise the written material.
- Providing examples of written texts to familiarize with grammar in context.
- Familiarizing children with stories and encouraging them to use the content to write dialogues and vice-versa.
- Narrating open-ended stories or providing themes to complete/compose stories.
- Discussing about rhyme, rhythm, simile, metaphor, repetition in poems.
- Introducing situations where the same word is used in different contexts/meanings.
- Providing social and contemporary themes and samples for slogan/notice/poster writing.
- Providing a variety of texts such as autobiography, report, radio script, etc. and pointing their features.
- Creating daily messages with themes like respect, being kind to others, diversity, etc.
- Providing examples of writing SMS and E-mail.
- Facilitating the use of computer for slides/power point presentation.

❖ Learning Indicators (Progression)

▪ Writing

- Composes sentences and paragraphs coherently in Braille or print.
- Organizes sentences into paragraphs.
- Writes answers for textual questions after comprehension/inference.
- Expresses through writing, personal experience and connects learning to real life. *e.g. Visit to a planetarium.*
- Takes dictation for different purposes such as timetable, class notes, paragraphs (for listening activities).
- Writes paragraphs with the help of verbal/visual clues.
- Writes formal letters, *e.g. Letter to a book seller placing an order for books.*
- Makes lists for various purposes.
- Writes descriptions/ narratives. *e.g. Describing pot making, etc.*
- Writes a personal diary.
- Redrafts and corrects before finalising.
- Writes coherently with appropriate beginning, middle and end.
- Uses appropriate punctuation forms in a variety of written texts.
- Uses appropriate grammar such as nouns, adjectives, passive voice.
- Writes dialogues from a story and story from dialogues.
- Writes in their own words stories they have read in English or in any other language.
- Writes stories from own imagination.
- Composes poems.
- Frames crossword puzzles and riddles.
- Composes slogans, prepares leaflets, posters etc. that can be used as resources, prepares project, and contributes for the school magazine.
- Writes notices for the school notice board. *e.g. Inviting students to give names for sports day.*
- Creates basic texts in a variety of forms.
- Writes messages, letters through SMS, Email.
- Learns the use of spell check, thesaurus, *e.g. Uses dictionary.*
- Prepares slides/power point presentation depending on available facility.

English Curriculum Plan Session (2015-2016)

S.A- 1 SYLLABUS	LITERATURE	GRAMMAR/COMPOSITION	WORKSHEET	MORE TALES FROM SHAKESPEARE
APRIL TO SEPTEMBER	L-1 The Storks of Baghdad L-2 The Two Merchants L-3 The Schoolboy L-4 How the Leopard got his Sports L-5 The Tide Turns L-6 The Sparrow's Nest	The sentence, Sentence Analysis, Countable and uncountable Nouns, Articles, Adjectives, Determiners, Pronouns, Prepositions, Auxiliary Verbs, Modals, Linking Verbs, The Compliment, Adverbs and Adverbials, Conjunctions, Clauses	Comprehension, Diary Entry, Biography Writing, Informal Letter, Article Writing, Speech Writing, Debate, The Word Order Simple Sentence, Compound Sentence, Noun Clause, Relative Pronoun and Clause, Relative Clause, Adverb Clause (Time, Manner and Place) Adverbial Clause of Reason and Contrast L-30 The Storks of Baghdad, L-32 The Schoolboy L-31 The two merchants, L-33 How the Leopard got his Spots, L-34 The Tide Turns, L-35 The Sparrow's Nest	Ch-1 As You Like It, Ch-2 The Tempest, Ch -3 Macbeth

S.A- 2 SYLLABUS	LITERATURE	GRAMMAR/COMPOSITION	WORKSHEET	MORE TALES FROM SHAKESPEARE
OCTOBER TO MARCH	L-7 Delivering Moon to Mankind L-8 The Little Thief L-9 The Bangle Sellers L-10 Understanding Weather L-11 A Girl With an Apple L-12 Autumn's Beauty	Infinitives, Participles The Gerund, The Present Tense, The Past Tense, The Future Tense, Relative Clauses, Conditionals, Active and Passive Voice, Direct and Indirect Speech, Comprehension, Homophones, Homographs and Homonyms	Factual description, Story writing, L-21 Adverbial clauses of reason and contrast, L-22 However/No matter, L-36 Delivering Moon to Mankind, L-37 The Little Thief Notice Writing , Message Writing, Ch. 23 Adverbial clauses (The complex sentence), Ch. 24 Nouns with a plural form + Singular or Plural Verbs, Ch. 38 the Bengal sellers, Ch. 39 Understanding weather Report Writing, Letter to the Editor, Ch. 25 Numbers(Singular or Plural), Ch. 26 Possessive adjectives and possessive pronouns, Ch. 40 A Girl with an Apple, Ch. 41 Autumn's Beauty Ch. 27 Demonstrative adjectives and Pronouns Ch. 28 Dialogue Completion, Ch. 29 Process writing	Ch-4 A midsummer night's dream Ch-5 Julius Caesar Ch-6 Othello

MONTH	LITERATURE	GRAMMAR/COMPOSITION	WORKSHEET	MORE TALES FROM SHAKESPEARE	A/V EXPERIENCE	ACTIVITY	F.A TASK
APRIL	GROW WITH WORDS:- Ch.-1, The storks of Baghdad CH-3, Poem- The Schoolboy	Ch-1 The Sentence, Ch-2 Sentence Analysis, Ch-3 Countable and uncountable Nouns Ch-4 Articles. COMPOSITION:- L-2 Diary Entry (pg-20,21,22)	Comprehension passage -1 (pg-5) Practice exercises L-2 Diary Entry (pg-20 to 22) L-14 The word order (pg-61 to 64) L-15 Simple sentence (pg 65 to 68) L-30 The Storks of Baghdad (pg 129 to 133) L-32 The Schoolboy (pg 138 to 141)	Ch. 1 As You Like It	Video of As You Like it	English Handwriting Competition (How nicely can you write?)	Formative Assessment-1 Task-1 Speech (Topics from Literature L-1) Task -2 Listening Skill
MAY	GROW WITH WORDS:- Ch. 2 The Two Merchants	Ch 5, Adjective. Ch-6 Determiners Ch-7 Pronouns. COMPOSITION: L-3 Biography writing	Comprehension passage -2 (pg-7) Practice exercises L-3 Biography writing (pg-23 to 26) L-31 The two merchants (pg-134 to 137) L-16 Compound sentences (pg 69 to 72)	—	Videos about ancient merchants' travels	How well can you read? (Reading from non-text book either newspaper or story book)	Formative Assessment -1 Task-3 Pen Paper Test of Grammar (Topics- Sentences, Nouns, Articles, Adjectives) Task-4 Home work and class work (includes maintenance of notebooks and timely submission of notebooks for correction)

MONTH	LITERATURE	GRAMMAR/ COMPOSITION	WORKSHEET	MORE TALES FROM SHAKESPEARE	A/V EXPERIENCE	ACTIVITY	F.A TASK
JULY	GROW WITH WORDS:- Ch-4 How the Leopard got his Spots, Ch-5 The Tide Turns.	Ch-8 Prepositions. Ch-9 Auxiliary Verbs Ch-10 Models. Ch-11 Linking verbs COMPOSITION :- Informal Letter writing Article writing	Comprehension passage -3 (pg-8) Practice exercises: L-17 Noun Clause (pg-73 to 77) L-18 Relative Pronouns and Clause (pg-78 to 81) L-33 How the Leopard got his Spots (pg-144 to 147) L-34 The Tide Turns (pg- 148 to 151)	Ch-2 The Tempest	Audio & video of The Tempest	Proverb writing (write proverbs with their meanings in A4 size sheet)	Formative Assessment -II Inter- disciplinary Project
AUGUST	GROW WITH WORDS:- Ch-6 The Sparrow's Nest	Ch8 Prepositions. Ch-9 Auxiliary Verbs Ch-10 Models. Ch-11 Linking verbs COMPOSITION:- Speech writing Debate	Comprehension passage -4 (pg-9) Practice exercises: L-19 Relative Clause (pg-82 to 85) L-20 Adverb clause (Time manner and place) (pg-86 to 89) L-35 The Sparrow's Nest (pg-152 to 155)	Ch-3 Macbeth	Audio & v video of Macbeth Video showing how birds make their nest	SPELL BEE (common familiar words)	
SEPTEMBER	<ul style="list-style-type: none"> • REVISION FOR S.A - I • SUMMATIVE ASSESSMENT - I 						

MONTH	LITERATURE	GRAMMAR/ COMPOSITION	WORKSHEET	MORE TALES FROM SHAKESPEARE	A/V EXPERIENCE	ACTIVITY	F.A TASK
OCTOBER	GROW WITH WORDS:- Ch-7 Delivering Moon to Mankind Ch- 8 The little Thief	Ch-16 Infinitives Ch-17 Participles Ch-18 The Gerund COMPOSITION: - Factual Description Story writing	Comprehension passage -5 (pg-10) Practice exercises: L-21 Adverbial clauses of reason and contrast (pg-90 to 93) L-22 However/No matter (pg 94 to 97) L-36 Delivering Moon to Mankind (pg-156 to 160) L-37 The Little Thief (pg-161 to 165)	Ch-4 A Midsummer Night's Dream	Audio &v video of A Midsummer Night's Dream	ROLE PLAY (Topics to be given)	Formative Assessment-III Task- 1 Listening skill Task-II Creative Writing (Story writing)
NOVEMBER	GROW WITH WORDS:- Ch- 9 The Bangle Seller, Ch- 10 Understanding Weather	Ch-19 The Present Tense Ch-20 The Past Tense Ch-21 The Future Tense COMPOSITION :- Notice writing Message writing	Comprehension passage -6 (pg-12) Practice exercises: Ch-23 Adverbial clauses (The complex sentence) (pg-98 to 101) Ch-24 Nouns with a plural form + Singular or Plural Verbs (pg-102 to 105) Ch-38 the Bengal sellers Pg-(166 to 169) Ch-39 Understanding weather pg-(170 to 173)			Use of Dictionary (students will be asked to find out the dictated words from the dictionary as fast as they can)	Formative Assessment-III Task-3 Pen Paper Test (Topic- Tense) Task-4 Home work and class work (includes maintenance of notebooks and timely submission of notebooks for correction)

MONTH	LITERATURE	GRAMMAR/COMPOSITION	WORKSHEET	MORE TALES FROM SHAKESPEARE	A/V EXPERIENCE	ACTIVITY	F.A TASK
December	GROW WITH WORDS:- Ch-11 A Girl with an Apple Ch-12 Autumn's Beauty	Ch-22 Relative clauses Ch-23 Conditionals Ch-24 Active and Passive Voice Ch-25 Direct and Indirect Speech COMPOSITION:- Report Writing, Letter to the Editor	Comprehension passage -7 (pg- 14) Ch-25 Numbers (Singular and Plural) (pg-106 to 109) Ch-26 Possessive adjectives and possessive pronouns pg- (110 to 114) Ch-40 A Girl with an Apple Pg- (174 to 178) Ch-41 Autumn's Beauty (179 to 182)	Ch-5 Julius Caesar	Audio & Videos on Julius Caesar Video of season autumn	Ask a question? (Students to prepare questions on grammar topics (to be given) and ask their friends.	
January	GROW WITH WORDS:-	Ch-27 Affixation Ch-28 Homophones, Homographs and Homonyms	Comprehension passage -8, 9 (pg-15 to 17) Ch-27 Demonstrative adjectives and Pronouns (pg-115 to 118)	Ch-6 Othello	Audio & Videos on Othello and on Homophones, Homographs and Homonyms	Activities related to exhibition	Formative Assessment -IV Project work
February	GROW WITH WORDS:-	Ch-29 Idioms, Ch-30 Punctuations Ch-31 British and American English Ch-32 Comprehension	Comprehension passage -10 (pg. 18) Ch.- 28 Dialogue Completion (pg. 119 to 123) Ch -29 Process writing (pg. 124 to 128)	-----	Audio/Video clips on British and American English (Accent and Pronunciation)	Word game (To improve vocabulary)	Formative Assessment -IV Project work
March	<ul style="list-style-type: none"> • REVISION FOR S.A - II • SUMMATIVE ASSESSMENT - II 						

Mathematics

❖ Curricular Expectations

During the learning of Mathematics, a child:

- Moves from number sense to number patterns;
- Sees relationships between numbers and looks for patterns in relationships;
- Gains proficiency in using newer language of Mathematics like variables, expressions, equations, identities,, etc;
- Uses arithmetic and algebra to solve real life problems and pose meaning problems;
- Discovers symmetries and acquire sense of aesthetics by looking around regular shapes like triangles, circles, quadrilaterals, etc;
- Comprehends the idea of space as reason enclosed within boundaries of a shape;
- Relates numbers with shapes in terms of perimeter, area and volume and uses them to solve every day life problems;
- Learns to provide reasoning and convincing arguments to justify her/his own conclusions particularly in Mathematics; and
- Collects, represents (graphically and in tables) and interprets data/information from her/his life experiences.

Conceptual Area	Pedagogical Processes	Learning Indicators
Number System Rational Numbers: <ul style="list-style-type: none"> ➤ Describes properties of rational numbers. (including identities). Using general form of expression to describe properties. ➤ Applies operations on rational number. ➤ Represents rational numbers on the number line. ➤ Understands that between any two rational numbers there lies another rational number. ➤ Solves word problems using rational numbers. 	<ul style="list-style-type: none"> ➤ Involve children in writing general form of rational numbers and to associate it with rules of algebra. The operations on algebraic expressions will help in describing properties of rational numbers. ➤ Let children use the rules for comparison of integers and fractions to develop their own rules for comparison of rational numbers. ➤ Encourage children to conclude that half of the sum of two rational numbers lies between them and thus a rational number can be obtained between any two rational numbers. Provide hints to the children to reach the conclusion that the process of finding a rational number between any two numbers never stops and thus there lie many rational numbers between any two rational. ➤ Making children see that if we take two rational numbers then unlike for whole numbers, you can keep finding more and more numbers that lie between them. 	<ul style="list-style-type: none"> ➤ Describes properties of rational numbers and expresses them in general form. ➤ Performs operations on rational numbers. ➤ ☐ Reaches to the conclusion that between any two rational numbers there lies infinite rational numbers.

Conceptual Area	Pedagogical Processes	Learning Indicators
Powers <ul style="list-style-type: none"> ➤ Describes laws of exponents with integral powers. ➤ Finds square and square roots using factor method and division method for numbers containing (a) no more than total 4 digits and (b) no more than 2 decimal places. ➤ Finds cubes and cube roots (only factor method for numbers containing at most 3 digits). ➤ Estimates square root and cube root. Playing with numbers <ul style="list-style-type: none"> ➤ Writes and understands a two and three digit number in generalised form $(100a + 10b + c)$, where a, b, c can be only digit 0-9) and engages with various puzzles. ➤ Solves and creates problems and puzzles. ➤ Deduces the divisibility test rules of 2, 3, 5, 9, 10 for a two or three-digit number expressed in the general form. 	<ul style="list-style-type: none"> ➤ Make children observe patterns in square numbers and to form their rules for perfect square numbers and square roots. ➤ Likewise let children observe patterns in perfect cube numbers and form rule for cube root numbers ➤ Allow children to play with numbers to find square roots and cube roots using prime factorisation. ➤ Let children practice the division method to find square roots of numbers. ➤ Utilising child's understanding about algebra introduces the generalised form of 2 and 3 digit numbers and prove divisibility test of numbers. 	<ul style="list-style-type: none"> ➤ Finds square, square root, cube and cube root of numbers using different methods. ➤ Provide logic and valid reasoning for divisibility tests of 2, 3, 5, 9 and 10.
Algebra Algebraic Expressions <ul style="list-style-type: none"> ➤ Multiplies and divides algebraic expressions (Coefficient should be integers). ➤ Explores and verifies identities $(a \pm b)^2 = a^2 \pm 2ab + b^2$, $a^2 - b^2 = (a - b)(a + b)$ <ul style="list-style-type: none"> ➤ Factorises expressions (simple cases only) as example the following types $a(x + y)$, $(x \pm y)^2$, $a^2 - b^2$, $(x + a)(x + b)$ ➤ Solves linear equations in one variable in contextual problems involving multiplication and division (word problems) (avoid complex coefficient in the equations). 	<ul style="list-style-type: none"> ➤ The multiplication of algebraic expressions based upon the distributive property of multiplication over addition and subtraction of numbers. Moreover children already have the idea that same number multiplied repeatedly can be expressed in powers and the same is true for variables. Let children develop their own results for algebraic identities by using the multiplication of algebraic expressions. This can be further strengthened by using the algebra tiles as mentioned in the textbooks. ➤ Continuing the idea of numerical coefficient and factors of a term to evolve methods of writing an expression in terms of product of two or more expressions. This will lead to the factorisation of algebraic expressions. ➤ Give special emphasis to common errors that children commit while learning algebra like $2 + x = 2x$, $7x + y = 7xy$, etc. 	<ul style="list-style-type: none"> ➤ Multiplies two algebraic expressions and forms algebraic identities for square of binomials. ➤ Factorizes an algebraic expression using identities. ➤ Describes simple contextual situations into linear equations and solves them using different methods.

Conceptual Area	Pedagogical Processes	Learning Indicators
Ratio and Proportion <ul style="list-style-type: none"> ➤ Solves slightly advanced problems involving applications on percentages, profit and loss, overhead expenses, discount, and taxes. ➤ Differentiates between simple and compound interest (compounded yearly up to 3 years or half-yearly up to 3 steps only. ➤ Understands direct and inverse variations. ➤ Solves simple and direct word problems ➤ Solves Time and work problems– Simple and direct. 	<ul style="list-style-type: none"> ➤ The study of ratio and proportion continues from the class VI and VII. Simple problems related to percentages, profit and loss and simple interest will help learners in recapitulation of the basic ideas of these concepts and algorithms/formulas .Children help children to arrive at the formula for compound interest through patterns and using it for simple problems. ➤ There are many situations and variations in values of two variables which lead to classify them as direct and indirect or inverse variations. Involve learners in deriving the rules to solve problems related to these variations using ratio and proportions. 	<ul style="list-style-type: none"> ➤ Applies the idea of percentage, profit loss and simple and compound interest in her/his daily life. ➤ Derives rules to solve problems related to direct and inverse variations. ➤ Solves problems related to time and work.
Geometry Develops Understanding of Shapes including: <ul style="list-style-type: none"> ➤ Properties of quadrilaterals – Angle sum Properties of parallelogram (By verification) <ul style="list-style-type: none"> (i) Opposite sides of a parallelogram are equal, (ii) Opposite angles of a parallel gram are equal, (iii) Diagonals of a parallelogram bisect each other. (iv) Diagonals of a rectangle are equal and bisect each other. (v)Diagonals of a rhombus bisect each other at right angles. (vi) Diagonals of a square are equal and bisect each other at right angles. Representing 3-D in 2-D <ul style="list-style-type: none"> ➤ Identifies and matches pictures with objects [more complicated e.g. nested, joint 2-D and 3-D shapes (not more than 2)]. ➤ Draws 2-D representation of 3-D objects(Continued and extended) ➤ Counts vertices, edges and faces and verifies Euler's relation for 3-D figures with flat faces (cubes, cuboids, tetrahedrons, prisms and pyramids). 	<ul style="list-style-type: none"> ➤ Involve children in activities of measuring angles and sides of shapes like quadrilaterals and parallelograms and to identify patterns in the relationship among them. Let them make their hypothesis on the basis of the generalisation of the patterns and later on to verify their assertions. Use of Upper primary mathematics Kit will help learners in verifying their assertions/hypotheses. ➤ Involve children in expressing/representing a 3-D shape into 2-D from their life like drawing a box on plane surface, showing bottles on paper, etc. ➤ Let children make nets of various shapes like cuboids, cubes, pyramids, prisms, etc. Again from nets let them make the shapes and to establish relationship among vertices, edges and surfaces. Through pattern let them reach to Euler's relation ➤ ☐ Children enjoy constructing various figures by using compasses and a straight edge. But it is also important to involve children to argue why a particular step is required. For example, on drawing an arc using compasses, we find all those points that are at the given distance from the point where the metal end of the compasses were placed. 	<ul style="list-style-type: none"> ➤ Generalises sum of angles of a quadrilateral and uses it in solving various problems related to finding angles of a quadrilateral. ➤ Explains properties of parallelograms and tries to reason out how one property is related to the other. ➤ Represents 3-D shapes on a plane surface like paper, board, wall, etc. ➤ Makes nets of prisms and pyramids, and forms shapes from the nets. ➤ Identifies relationship among number of edges, vertices and surfaces in various 3-D shapes and generalises it. ➤ Constructs quadrilaterals using compasses and straight edge given <ul style="list-style-type: none"> ○ Four sides and one diagonal ○ Three sides and two diagonals ○ Three sides and two include dangles ○ Two adjacent sides and three angles

Conceptual Area	Pedagogical Processes	Learning Indicators
Constructs Quadrilaterals given: <ul style="list-style-type: none"> ➤ Four sides and one diagonal. ➤ Three sides and two diagonals. ➤ Three sides and two included angles. ➤ Two adjacent sides and three angles. 		
Mensuration <ul style="list-style-type: none"> ➤ Explores area of a trapezium and a polygon. ➤ Finds surface area of a cube, cuboid, cylinder. ➤ Understands concept of volume, measurement of volume using a basic unit, volume of a cube, cuboid and cylinder. ➤ Volume and capacity (measurement of capacity). 	<ul style="list-style-type: none"> ➤ Children already know the method of finding area of a rectangle. Let children discuss in groups to convert trapezium and parallelograms into rectangles of equal area. This will help them in formation of formulae to find these areas. ➤ In finding surface areas of cubes and cuboids involve children in opening such boxes and realize that all these surfaces are made up of rectangles and squares only. The rest of the job of finding total surface area will only be to add these areas. ➤ Children already have vocabulary related to measurement of volume and capacity through their daily life experiences. Involve them in activities to get a feel of filling a given space and to measure it by just counting the unit items that fill it completely. This will also help them in deciding why a cube is taken as a unit of measuring volume. 	<ul style="list-style-type: none"> ➤ Finds area of trapezium and polygons by using square grid and also by using formulae. ➤ Forms formula to find volume of a cuboid by observing and generalizing patterns of counting units cubes that completely fill the cuboids. ➤ Finds surface areas of cuboids and cubes through their nets and later on by using appropriate formulae.
Data handling <ul style="list-style-type: none"> ➤ Arranges ungrouped data into groups, representation of grouped data through bar graphs, constructing and interpreting bar graphs. ➤ Draws simple pie charts with reasonable data numbers. ➤ Consolidates and generalises the notion of chance in events like tossing coins, dice, etc. relating it to chance in life events. 	<ul style="list-style-type: none"> ➤ Conduct activities related to throwing a large number of identical dice/coins together and aggregating the result of the throws to get large number of individual events. Involve children in making their assumption for the future events on the basis of the above data. Observing the aggregating numbers over a large number of repeated events also help in forecasting the chances of future events. ➤ Comparing with the data for a coin. Observing strings of throws will help children in developing notion of randomness. 	<ul style="list-style-type: none"> ➤ Makes hypothesis on chances of coming events on the basis of its earlier occurrences like after repeated throws of dice and coins.

Mathematics Curriculum Plan

Session (2015-2016)

Month	Topic	Subtopics	Audio/ visual experiences/activities	FA activity
April	Ch-1 Rational numbers	<ul style="list-style-type: none"> • Whole numbers • Integers • Rational numbers • Commutativity • Associativity • Distributivity • Number line 	Worksheet.	FA 1 1. To verify the properties of square by paper folding 2. Activity to show the sum of measures of external angles of a polygon is 360 degree. 3. Class test 4. Class assignment
	Ch-2 Linear equations in 1 variable	<ul style="list-style-type: none"> • Solving equations 	To solve linear equation in one variable using a calendar	
May	Ch-3 Understanding quadrilaterals	<ul style="list-style-type: none"> • Polygons • Angle sum property • Kinds of quadrilaterals 	Video on polygons and angle sum property. To verify properties of different quadrilaterals by paper folding.	
July	Ch-4 Practical geometry	<ul style="list-style-type: none"> • Construction of quadrilaterals 	Activity with sticks to study quadrilaterals.	FA 2 Interdisciplinary
	Ch-5 Data handling	<ul style="list-style-type: none"> • Organising data • Grouping data • Pie chart • Probability 	Video on data handling. Draw a pi chart, bar graph on given data.	
	Ch-6 Squares and square roots	<ul style="list-style-type: none"> • Properties of square numbers • Patterns • Pythagorean triplet • Finding square roots 	Assignment.	
August	Ch-7 Cubes and cube roots	<ul style="list-style-type: none"> • Cubes • Patterns • Cube root 	Worksheet.	
	Ch-8 Comparing quantities	<ul style="list-style-type: none"> • Recalling ratios and percentages • Discounts • Compound interest • Application 	Play.	

Month	Topic	Subtopics	Audio/ visual experiences/activities	FA activity
October	Ch-9 Algebraic expressions and identities	<ul style="list-style-type: none"> • Monomials, binomials • Addition and subtraction • Multiplication • Identities 	To verify the identity $(a+b)^2=a^2+b^2+2ab$ by activity method.	FA 3 <ul style="list-style-type: none"> • To derive the formula for surface of cube and cuboid • Class test • to verify the identity $(a+b)^2=a^2+b^2+2ab$ • Class assignment
	Ch-10 Visualising solid shape	<ul style="list-style-type: none"> • Views of 3-d • Mapping space 	Videos on 3-d shapes and different views. To draw front, side, top view in isometric sheet.	
November	Ch-11 Mensuration	<ul style="list-style-type: none"> • Area of trapezium • Area of general quadrilaterals • Area of polygon • Solid shapes • Surface area of cube, cylinders • Volume 	Video on surface area and volume. To derive the surface area of cube, cuboid and cylinder.	
	Ch-12 Exponents and powers	<ul style="list-style-type: none"> • Law • Use of exponents 	To verify law of exponents experimentally.	
December	Ch-13 Direct and inverse proportions	<ul style="list-style-type: none"> • Direct • Inverse 	To observe direct or inverse relation by clock activity.	FA 4 Exhibition work
	Ch-14 Factorisation	<ul style="list-style-type: none"> • Factorising by different methods • Division of polynomial 	Worksheet.	
January	Ch-15 Introduction to graphs	<ul style="list-style-type: none"> • Bar graph • Pie graph • Histogram • Line graph • Linear graph • Coordinates 	Video on different graphs. To draw graphs on given data.	
	Ch-16 Playing with numbers	<ul style="list-style-type: none"> • Test for divisibility • Letters for digits 	Quiz.	

Science

Curricular Expectations

Science syllabus at the upper primary stage identifies age appropriate content that is being utilised as a vehicle to develop scientific temper and scientific thinking by:

- Developing process skills of science. The process skills include making observation, posing questions, looking for various resources of learning in search of the questions, planning investigations, making and testing hypothesis, using various tools for collecting, analysing and interpreting data, communicating explanations with evidences, justifying explanations, critically thinking to consider and evaluate alternative explanations, reflecting on their thinking by comparing what they think with what scientific community thinks, and engaging in sustained discussion.
- Making generalisation, proving or disproving hypothesis, developing explanation, communicating and applying.
- Imbibing the development of historical perspectives; environmental concerns and sensitivity. Developing respect for human dignity and rights, gender equity, values of honesty, integrity, cooperation and concern for life.

Pedagogical Processes

To fulfil these curricular expectations, the suggested pedagogical processes are given below:

- Observe surroundings, natural processes, phenomena through visuals, touch, smell, feel, etc, individually and in groups. For example, flower, wooden furniture, metallic lunch-box, spoon, pencil, stones, mirror, magnet, eraser, coal, plants, animals, sea breeze, land breeze, storms, cyclones, lightening, and night sky.
- Share observations with others (peers /adults), discusses, poses questions that can be answered through scientific investigations, seeks information and formulates hypothesis.

- Facilitate children to prove the hypothesis by designing and performing activities, experiments, surveys, etc.

For example:

- Separating different parts of flower such as sepals, petals, stamens and carpel, etc.
- Cutting with knife, beating of materials with hammer, to check the hardness of different materials
- Heating materials to check their conductivity
- Using electric tester to check electrical conductivity of materials

- Observe the changes/findings during the activity, experiments, surveys, etc.

For example:

- Distinguishes between different parts of flower on the basis of colour, shape, size, number, etc
- Some materials are easily cut with knife
- Some materials change into flat sheets on beating
- Some materials break down into a powdery mass
- Some materials heat up quickly while some hardly heat up
- The bulb of tester glows in case of some materials and does not glow for others

- Analyses data, interpret s results and draws inferences.

For example:

- Differentiates between different parts of flowers by comparing with figures/ pictures
- Identifies materials on the basis of hardness, softness, appearance, transfer of heat, flow of electric current

- Communicate explanation and argument with evidence.

For example,

- Materials which are lustrous, hard, malleable, ductile, conduct heat and electric current, are generally known as metals.

Learning Indicators	Class VIII explores
Explores surroundings and shares experiences with others	<p>Explores</p> <ul style="list-style-type: none"> ➤ Various cropping patterns such as Rabi crops and Kharif crops ➤ Various practices of crop production, such as, soil preparation, irrigation, etc. and animal husbandry ➤ Roles of micro-organisms in our life ➤ Various synthetic fibres such as artificial silk, nylon, etc ➤ Physical and chemical properties of materials ➤ Result of application of force on an object such as change in its state of motion or shape ➤ Factors affecting friction such as nature of surfaces ➤ Pressure exerted by fluids such as water in a bottle, air in an inflated balloon ➤ Sources of sound such as stretched strings, membranes, air columns ➤ Chemical effects of current such as electroplating ➤ Formation of multiple images by mirrors ➤ Ways by which air and water gets polluted, green house effect, ways of purification of water
Asks questions leading to Investigations	<ul style="list-style-type: none"> • Why is weeding necessary in agricultural farm? • Why is wheat not cultivated during summer? • How do vegetables and food items get spoiled? • What helps make curd? • Do we use cloth (fabric) for purposes other than making garments to wear? • Why does a burning candle get shorter? • What happens when we push or pull anything? • Why needles are made pointed? • How is sound produced? • Why are ringing bells not made of wood? • What are various activities which make air and water impure?

Learning Indicators	Class VIII explores
<p>Performs activities</p> <ul style="list-style-type: none"> ➤ Collects information from various learning resources in order to get answers to their questions ➤ Makes hypothesis and plans activities to test the hypothesis ➤ Suggests different ways of doing activities ➤ Selects appropriate materials/tools/instruments ➤ Collects and assembles materials appropriately for performing activities ➤ Improvises materials/tools/ instruments as per the need ➤ Follows relevant precautions such as handling objects/ chemicals/ equipments carefully ➤ Repeats activities to reproduce results 	<ul style="list-style-type: none"> ➤ Investigates/studies the effect of green manure and fertiliser on plant growth. ➤ Uses ice cream cups instead of earthen pots to germinate seeds ➤ Uses spatula while handling fertiliser ➤ Uses only a little dose of urea at a time ➤ Investigates physical and chemical properties of materials by performing various activities such as beating the material with hammer, burning of metals and non-metals in air reactions of metals and non-metals with water, acids, bases and salts. ➤ Investigates effect of force on speed and direction of moving object ➤ Performs various activities to study pressure exerted by water on the bottom and walls of the container ➤ Tries out different ways of reducing and increasing friction ➤ Performs activities to establish that a medium is needed for propagation of sound ➤ Makes a conduction tester and uses it to test electrical conductivity of liquids
<p>Records, reports and analyses the findings</p> <ul style="list-style-type: none"> ➤ Records findings in different ways, such as table, graph, figure, etc ➤ Organizes scientific findings using appropriate tables, charts, graphs, diagrams and symbols ➤ Identifies relationships in the findings ➤ Applies appropriate mathematical skills to interpret quantitative data 	<ul style="list-style-type: none"> ➤ Records names of various tools and their uses in agricultural practices in the tabular form such as plough for tilling and loosening the soil, leveller to level the soil, etc. ➤ Records effect of green manure and urea on plant growth by recording length, number of leaves, etc everyday in seven days ➤ Records observations related to the physical and chemical properties of materials (metals and non-metals) in a tabular form ➤ Differentiates between metals and non-metals by observing their physical and chemical properties ➤ Records the action of force on the state of motion and shape of objects ➤ Measures the angle of incidence and angle of reflection of light ➤ Classifies the materials into metals and non-metals on the basis of physical and chemical properties ➤ Infers that liquids exert equal pressure at the same depth ➤ Draws conclusion that friction depends on the nature of surfaces in contact ➤ Infers that sound is produced by vibrating objects ➤ Concludes that most liquids that conduct electricity are solutions of acids, bases and salts.

Learning Indicators	Class VIII explores
Discussion (A) <ul style="list-style-type: none"> ➤ Presents logical explanations and arguments ➤ Communicates conclusions clearly ➤ Provides justification in support of evidences 	<ul style="list-style-type: none"> ➤ Concludes that urea and green manure enhances growth of plants ➤ Concludes that force may change the state of motion of an object or its shape or both ➤ Concludes that metals are usually lustrous, sonorous, malleable, and ductile ➤ Generalises that metal oxides are basic in nature whereas non-metals are acidic
(B) <ul style="list-style-type: none"> ➤ Connects scientific concepts to everyday life 	<ul style="list-style-type: none"> ➤ Explains that metals are used for making aeroplanes, boilers, automobiles, etc. whereas non-metals are used in fertilisers and in water purification, etc. ➤ Explains that soles of shoes are grooved for better grip
(C) <ul style="list-style-type: none"> ➤ Makes efforts to acquire further knowledge 	<ul style="list-style-type: none"> ➤ Visits a commercial electroplating unit to see the process of electroplating ➤ Finds out the locations of the deposits of iron, aluminium and zinc in India. Discusses in which form the deposits are found
(D) <ul style="list-style-type: none"> ➤ Displays a sense of interest in science by preparing charts, working models, etc. ➤ Participates enthusiastically in role plays, field trips, science exhibitions, etc. 	<ul style="list-style-type: none"> ➤ Prepares models of kaleidoscope, solar system, toy telephone, etc ➤ Prepares models of fire extinguisher
(E) <ul style="list-style-type: none"> ➤ Responds critically to media coverage of issues ➤ Shows innovation and creativity ➤ Shows some problem solving skills ➤ Engages in sustained discussion on scientific issues 	<p>Discusses and debates on</p> <ul style="list-style-type: none"> ➤ recycling of paper ➤ different methods of purification of water ➤ hazards of electroplating, noise pollution, disaster management ➤ methods of purification of water ➤ fuel efficiency ➤ harmful effects of agrochemicals in agriculture ➤ precautions to be taken while using LPG ➤ use of fire extinguishers ➤ steps to be taken for conservation of energy ➤ switching off the engine at traffic lights or at a place where one has to wait

Learning Indicators	Class VIII explores
<p>Demonstrates values imbibed</p> <ul style="list-style-type: none"> ➤ Uses resources/materials without wasting ➤ Records and reports findings honestly ➤ Takes responsibility and initiative while performing task ➤ Works cooperatively with Peers ➤ Listens patiently to arguments of others ➤ Advises the ways for conservation of environment so that changes in environmental conditions do not affect the survival of different species 	<ul style="list-style-type: none"> ➤ Adopts correct practices to save electricity ➤ Avoids creating noise pollution ➤ Walks or uses bicycle for commuting short distances ➤ Washes fruits and vegetables properly before use

Science Curriculum Plan Session (2015-2016)

Month	Chapter no.	Chapter name	Sub topics	A/V experience	F.A. SYLLABUS
April	1	Crop production and management	Crop production: Soil preparation, selection of seeds, sowing, applying fertilizers, irrigation, weeding, harvesting and storage; nitrogen fixation, nitrogen cycle.	Video to show basic agricultural practices Activity : 1. Collect new Agricultural machine pictures and paste in a file with their names and label them	FA -I TASK 1. Puzzle based work sheet ON BASIC AGRICULTURAL PRACTICES (INDIVIDUAL) Task 2. Pen paper test on chapter microorganism TASK 3. QUIZ (GROUP) based on chapter synthetic fibres and plastics TASK4. CLASS WORK AND HOME ASSIGNMENT
April	2	Microorganisms friend and foe	Micro organisms – useful and harmful.	Video to show significance and harmful effects of microorganisms Activity : Put out a gram or Bean plant from the field. Observe its roots . You will find round structures called root nodules on the roots. Draw a diagram of the root and show the root nodules.	
May	3	Synthetic fibres and plastics	Synthetic clothing materials. Other synthetic materials, especially plastics; usefulness of plastics and problems associated with their excessive use. There are a variety of fibrous materials in use. A material is chosen based on desired property.	Video to show properties and uses of synthetic fibres Activity : Group discussion on topic Manufacturing synthetic fibres is actually helping conservation of forest	

Month	Chapter no.	Chapter name	Sub topics	A/V experience	F.A. SYLLABUS
May	4	Materials : metals and nonmetals	Metals and non-metals.	Video to show physical and chemical properties of metals and non-metals Activity : Prepare Index Cards for any four metals and four non-metals .The card should have information like name of the metals /non- metal. Its physical properties, chemical properties and its uses	
July	5	Coal and petroleum	Types of natural resources. Difference between exhaustible and inexhaustible natural resources. Coal formation and what are its various uses Different ways of conserving resources	Video to show different component of coal and petroleum Activity : Get an outline map of India. Mark the places in the map where coal, petroleum and natural gas are found. Show the places where petroleum refineries are situated	FA -2 INTERDISCIPLINARY PROJECT
July	6	Combustion and flame	Combustion, combustible and non-combustible substances Types of combustion, Conditions necessary for combustion Methods of controlling fire. Structure of a flame.	Video to show conditions necessary for combustion How we can control fire? Activity : Find out the number, type and location of fire extinguisher available in your school , nearby shops. Write a brief report about the preparedness of these establishments to fight fire	
July	7	Conservation of plants and animals	Conservation of biodiversity/wild life/ plants; zoos, sanctuaries, forest reserves etc. flora, fauna endangered species, red data book; endemic species, migration.	Video to show natural park wild life sanctuaries and biosphere reserves , ZOO Activity : Study the biodiversity of a park nearby. Prepare a detailed report with photographs and sketches of flora and fauna	

Month	Chapter no.	Chapter name	Sub topics	A/V experience	F.A. SYLLABUS
August	8	Cell structure and functions	Cell structure, plant and animal cells, use of stain to observe, cell organelles – nucleus, vacuole, chloroplast, cell membrane, cell wall.	Video to show cell structure and functions of cell and cell organelles <u>Activity :</u> To prepare a temporary mount of onion peel cell and animal cheek cell.	
August	9	Reproduction in animals	Sexual reproduction and endocrine system in animals, secondary sexual characters, reproductive health; internal and external fertilization.	Video to show male and female reproductive system and fertilization <u>Activity :</u> <u>Specimens to Show life cycle of frog and insects</u>	
September					S.A. I
October	10	Reaching the age of adolescence	Sexual reproduction and endocrine system in animals, secondary sexual characters, reproductive health; internal and external fertilization.	Video to show characteristics that appears at puberty both in males and female Video to show location and function various endocrine glands <u>Activity :</u> Collect newspaper cuttings and information in magazines about HIV/AIDS. Write a one page article of 15 to 20 sentences on HIV/AIDS	<u>FA -3</u> TASK 1.Diagram based work sheet on endocrine system (INDIVIDUAL) TASK 2. Pen paper test on chapter force and pressure TASK 3. QUIZ (GROUP) CHAPTER SOUND TASK4. CLASS RESPONSE AND HOME ASSIGNMENT
October	11	Force and pressure	Idea of pressure; pressure exerted by air/ liquid; atmospheric pressure	Video to show effects of forces , types of force <u>Activity :</u> Hands on activity to show the effects of force. 2. Hands on activity to explain contact forces and non-contact forces 3. Hands on activity to show the effects of pressure exerted by liquids and gases	

Month	Chapter no.	Chapter name	Sub topics	A/V experience	F.A. SYLLABUS
November	12	Friction	Friction – factors affecting friction, sliding and rolling friction, moving; advantages and disadvantages of friction for the movement of automobiles, airplanes and boats/ships; increasing and reducing friction.	Video to show friction, factors affecting friction, methods of increasing and decreasing friction Activity : 1. Hands on activities to explain friction and factors affecting it. 2. Hands on activities to explain need and method of increasing and decreasing friction	
November	13	Sound	Various types of sound; sources of sound; vibration as a cause of sound; frequency; medium for propagation of sound; idea of noise as unpleasant and unwanted sound and need to minimize noise.	Video to show characteristics of sound and propagation of sound, types of musical instrument Activity : Hands on activity to show that sound needs medium for its propagation 4. Hands on activities to explain amplitude, time period and frequency of a vibration	
December	14	Chemical effects of electric current	Water conducts electricity depending on presence/ absence of salt in it. Other liquids may or may not conduct electricity. Chemical effects of current. Basic idea of electroplating.	Video to show electrical conductivity of various solutions like water salt solution oil lemon juice. Video to show electroplating. Activity : 1. Hands on activity to show conductors and insulator 2. Hands on activity to show chemical effect of electric current. 3. Hands on activity to show the electrical conductivity of different solution.	
December	15	Some natural phenomenon	Clouds carry electric charge. Positive and negative charges, attraction and repulsion. Principle of lightning conductor.	Video to show how objects get charge. Structure and working of electroscope Activity : Hands on activity to explain how objects get charged and interaction between different charged objects	

Month	Chapter no.	Chapter name	Sub topics	A/V experience	F.A. SYLLABUS
December	16	Light	<p>Laws of reflection. Characteristics of image formed with a plane mirror. Regular and diffused reflection. Reflection of light from an object to the eye. Multiple reflections. Dispersion of light. Structure of the eye. Lens becomes opaque, light not reaching the eye. Visually challenged use other senses to make sense of the world around. Alternative technology available. Role of nutrition in relation to blindness</p>	<p>Videos to show laws of reflection, characteristics of image, structure of eye, multiple reflection, dispersion of light</p> <p>Activity : Hands on activity to show laws of reflection. 2. Models of kaleidoscope, periscope 3. Hands on activity to calculate number of image formation due to multiple reflection</p>	<p><u>F.A. - IV</u></p> <p>F.A. IV: PROJECT</p>
January	17	Stars and solar system	<p>Idea about heavenly bodies/celestial objects and their classification – moon, planets, stars, constellations. Motion of celestial objects in space; the solar system.</p>	<p>Video to show solar system; and different celestial objects like asteroids meteors and meteorites</p>	
January	18	Pollution of air and water	<p>Water and air are increasingly getting polluted and therefore become scarce for use. Biological and chemical contamination of water; effect of impure water on soil and living beings; effect of soil containing excess of fertilizers and insecticides on water resources. Potable water.</p>	<p>Video to show sources causes and effects of pollution of air and water</p>	
February			REVISION		
March	S.A. – II				

SOCIAL AND POLITICAL LIFE

Curricular Expectations

Develop the ability to think independently and deal with the social forces that threaten human values, without losing her/his individuality

- Creates a strong sense of human values, namely, freedom, trust, mutual respect, and respect for diversity
- Makes learners alert to the social forces that threaten these values
- Produces sensitive, interrogative, deliberative and transformative citizen
- Helps imbibe the ideals of the Indian Constitution

View contemporary issues from multiple perspectives

- Acquires social living skills – exercise self control, social adjustment and social sensitivity, etc.
- Develops desirable attitude towards others (national, racial and gender)
- Grasps the interconnectedness between political, social and economic issues

Understand the formation and functioning of governments at the local, state and central level and the democratic processes of participation

- Gains insight into the functioning of Indian democracy; its institutions and processes
- Learns to critically engage herself/himself as an interested citizen of a vibrant and on-going democratic process
- Develops attitudes and skills necessary for effective and responsible democratic citizenship
- Acquires knowledge of different forms of government and the laws and freedoms available to all

Understand the real life functioning of institutions like the family, market and the State

- Grasps the deep inter-connectedness between the political and social aspects of her/his everyday life and its impact in the realm of economic decision-making
- Learns about ways of making a living, inequality in opportunities, market operations, inequity in market, role and functions of the government
- Understands markets and their function to link scattered producers and consumers
- Understands the link between peoples' aspirations/needs and role and functions of government

View the perspectives of women as being integral to the discussion of any historical event and contemporary concern and analyse the everyday experiences in the domain of gender

- Gains an insight into epistemic shift from the patriarchal preconceptions
- Understands the role of gender in creating unequal and hierarchical relations in society
- Recognises the gendered nature of all issues and learns to interrogate gender constructions in different social and economic contexts

Interprets political, social and economic developments from the point of view of the marginalised

- Understands about marginalisation existing in society
- Gains a critical understanding of social and economic injustice
- Analyses situations from the marginalised point of view of the marginalized

GEOGRAPHY

Curricular Expectations

Understands that the earth is the habitat of humankind and other forms of life

- Knows that the earth provides ideal conditions for all forms of life

Acquires knowledge about major realms of the Earth – Lithosphere, Hydrosphere, Atmosphere and Biosphere

- Identifies the major landforms – mountains, plateaus and plains and their effects on human life
- Understands the interdependence of various regions and countries
- Knows her/his own region, state and country in the global context

Acquires basic skills of map reading

- Understands the difference between a sketch and a map
- Knows about the components of a map
- Reads a simple map

Understands the environment and its components – both natural and human-made

- Knows about interdependence of environment's components and their importance in our life
- Appreciates and has sensitivity towards environmental conservation

Acquire knowledge about the resources – their variety, location, distribution, importance and judicious use for sustainable development

- Appreciates the role of human resources
- Develops awareness towards conservation of resources

HISTORY

Curricular Expectations

A general idea of the development in different periods of History

- Political, economic, social and cultural developments in ancient, medieval and modern periods of Indian History
- Identifying similarities and differences in these developments over a period of time
- Understanding how some things change over time and some things remain the same

How historians work?

- *Sources*- Meaning and importance
- Different periods and different kinds of sources
- Interpretation of sources

Understanding what is historical diversity?

- History of different regions, castes, classes, gender, tribal societies, religious groups and ways of life
- Link between the history of different groups and societies

Introduction to timelines and historical maps and their importance

- Locate the developments of one region in relation to what was happening elsewhere

Develop capacity for empathy and imagination

- Concern for justice, equality and preservation of heritage.

Learning Indicators for Social Science

Social and Political Life

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> ➤ Using story boards, case studies, etc. to show how the constitutional values and visions are connected to the reality of contemporary India and to look at the constitution as an inspiring and evolving document. ➤ Leads a discussion on the evolution of Indian Constitution, provisions of the Constitution relating to fundamental rights. 	<ul style="list-style-type: none"> ➤ Demonstrates understanding of the constitutive principles and attempts to make connections of the values imbibed in the constitution to the reality. ➤ Develops awareness of the influence of anti-colonial struggle on Indian democracy and its dynamic nature of evolving. ➤ Attempts to connect constitutional values and vision to the reality. ⑦ Understands Constitution as a visionary document and finds out ways to use it to address issues of injustice and oppression. ➤ Expresses respect, values for and defends basic human rights and privileges ensured by the constitution ➤ Takes into consideration the welfare of all, whenever she/he is given opportunity to make choices; decides and accepts the opinion of majority
<ul style="list-style-type: none"> ➤ Discuss on various types of domination within a religion or between religions and let the students using examples narrate how secularism can promote freedom and equality between and within religions. ➤ Let the students conduct debate on issues of religious practices that might lead to discrimination and domination. Let them discuss on how the state can intervene in such matters and whether it has to intervene. 	<ul style="list-style-type: none"> ➤ Expresses views in favour of protecting religious freedom of individuals. ➤ Analyses the religious practices without any prejudice and puts forth arguments for or against abolition of these practices. ➤ Suggests ways of intervention that can be undertaken by the State with due regard to religious beliefs and not hurting anyone, thereby promoting secularism.
<ul style="list-style-type: none"> ➤ Discuss the functioning of parliamentary government and the roles and responsibilities of the various individuals involved in it. Take any law newly constituted and assign students the task to identify how it was enacted, the steps involved in passing a new law and the peoples struggle in formulating the law. ➤ Let them trace out the laws that have been unpopular and find out why it is so and conduct a debate on these laws based on the fundamental rights. 	<ul style="list-style-type: none"> ➤ Understands the political process and importance of democratic process of participation. ➤ Argues for laws even if it is unpopular, keeping in view the fundamental rights.

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> ➤ Reference to day-to-day issues, e.g. the problem of getting water, can be discussed to make them aware of issues related to human dignity and rights. 	<ul style="list-style-type: none"> ➤ Takes interest in exploring her/his surroundings, issues and observes the details. She/he is aware of the basic human needs and expresses concern for making essentials of life available to all. ➤ Engages analytically on local issues and feels connected to people's struggles for justice, equality and dignity.
<ul style="list-style-type: none"> ➤ Elucidate any case, present the structure and process followed by the judiciary. ➤ Trace the case from filing of FIR, movement from lower to higher courts, rationale of the judicial process, difference between civil and criminal cases, etc. 	<ul style="list-style-type: none"> ➤ Understands the main elements of our judicial structure and appreciates the need for the processes followed. ➤ Understands what an FIR is and how to file one.
<ul style="list-style-type: none"> ➤ Engage learners in group discussions on the issues of social justice-untouchability and reservations. ➤ Engage learners in activities for understanding the effect of social inequalities on economic inequalities. 	<ul style="list-style-type: none"> ➤ Understands what is meant by marginalised and expresses critical understanding of social and economic injustices by arguing from the marginalised point of view. ➤ Articulates effectively an argument from the marginalised point of view.
<ul style="list-style-type: none"> ➤ Discuss about various ways by which the government is engaged in developmental activities, especially in infrastructure and social sectors. ➤ Ask students to make a project on the need of the government in their local area, how is the provision done and how does it impact upon people. Encourage learners to trace out the areas which require government intervention from one's own experiences and discussions with peer. ➤ Case studies, newspaper clippings, etc. on natural disasters are provided and opportunities for project work related to these are given to learners. 	<ul style="list-style-type: none"> ➤ Shows interest in doing the project and takes care of the time target and the other requisites. ➤ Provides logical and systematic information of the local necessities and how the government provides these facilities. ➤ Imagines the life of families after the occurrence of natural disasters, empathises and reacts to the issues it throws up. ➤ Traces out the ways in which government helps in addressing the concerns related to fundamental rights. ➤ Communicates her/his arguments effectively to reason out how government tries to ensure that the unfair practices are kept at minimum. ➤ Articulates on the working of the government and its various functions in their locality and its links with peoples aspirations/needs.
<ul style="list-style-type: none"> ➤ The learners are introduced to social and economic problems of society like poverty, illiteracy, child and bonded labour, class, caste, gender, environment through case studies, story boards, discussions, newspaper clipping, etc. ➤ Have brain storming sessions to solve problems such that each perspective contributes to shared understanding for all learners ➤ Discussions on comparisons between India's experiences and global experiences are encouraged with the focus of comparison on social, cultural and political issues ➤ Encourage discussions on India's interactions with the world. 	<ul style="list-style-type: none"> ➤ Shows desirable attitudes towards others, national, racial, gender groups. ➤ Expresses ability to read variety of materials purposefully, synthesise information and make inferences. ➤ Discusses debates in groups expresses social adjustment, social sensitivity and expresses self-control.

Geography

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> ➤ Introducing the meaning of resources by giving examples from their surroundings. ➤ Providing an opportunity to relate the content knowledge with everyday life experiences. ➤ Sensitising them about the gender equality. ➤ Appreciating every human being as a resource, e.g. explaining to them about contribution of every human being as a potential resource of the society. 	<ul style="list-style-type: none"> ➤ Learns about the meaning of resources their variety, location and distribution. ➤ Appreciates the importance of resources in our life. She/he is able to relate it with her/his surroundings. ➤ Develops awareness towards resource conservation and takes initiative towards conservation process. ➤ Appreciates the gender equality and respect for human dignity.

History

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> ➤ Delineate major developments within the time frame and introduce the learner with the changing nomenclature of the subcontinent and regions. ➤ Introduce the learner to the sources of this period. 	<ul style="list-style-type: none"> ➤ Shows awareness of significant political, economic, social and cultural developments. She/he shows familiarity with the new geographical categories and also understands that the sources of study for this period are different from those of earlier periods.
<ul style="list-style-type: none"> ➤ Unravel the story of a trading company becoming a political power and show how the consolidation of British power was linked to the formation of colonial armies and administrative structures. A role play can be conducted on this. 	<ul style="list-style-type: none"> ➤ During role plays presents her/his case keeping in mind the context of the period being taken.
<ul style="list-style-type: none"> ➤ Provide a broad view of changes within rural society through a focus on two contrasting regions. Show the continuities and changes with earlier societies. Discuss how growth of new crops disrupted the rhythms of peasant life and led to revolts. 	<ul style="list-style-type: none"> ➤ Identifies the change over a period of time. For example, the learner is able to understand that with the spread of the railways and printing, life of people has changed and people have come closer and interaction has become easy. She/he appreciates that technologies, economic and social structures, political systems and cultures-all these change with the passage of time.
<ul style="list-style-type: none"> ➤ Opportunity to discuss and debate different forms of tribal societies is provided. 	<ul style="list-style-type: none"> ➤ Appreciates the diversity of historical experiences.
<ul style="list-style-type: none"> ➤ Familiarise students with the processes of de-industrialisation and industrialisation. Give an idea of the technologies of weaving and the lives of weavers. 	<ul style="list-style-type: none"> ➤ Shows concern for weavers and understands their role in the making of history and society. She/he observes her/his surroundings and tries to see the change and continuity in the situation of present day weavers.

Pedagogical Process	Learning Indicators
➤ With the help of a map show where and how revolts originated and spread. Thereafter, a discussion on changes in colonial rule after 1857 can be initiated.	➤ Takes interest in making use of maps wherever possible. While locating a place she/he often looks at historical maps and present day maps simultaneously. This helps her/his in knowing the present day names of those places and also relating those places with present day places and states.
➤ Discuss the new education system – schools, syllabi, colleges, universities, technical training and provide opportunity to debate the change in the indigenous system.	➤ Shows understanding of how the educational system that is seen as universal and normal today has a history. During debate she/he communicates her/his arguments effectively.
➤ Discuss why so many reformers focused on the women's question, and how they visualised a change in women's conditions. ➤ Outline the history of new laws that affect women's lives. Debates can also be organised on many topics like sati, widow remarriage, child marriage and age of consent for marriage.	➤ Shows concern for gender and understands women's role in the making of history and society. She/he observes her/his surroundings and tries to see the change and continuity in the condition of women.
➤ Familiarise students with the biographies and writings of individuals who sought to criticise and reform the caste system. ➤ Discuss why the question of caste was central to most projects of social reform. Motivate learners to read one such autobiography or biography to have a better understanding of the working of reformers on this issue.	➤ Develops familiarity with autobiographies, biographies, other writings and readings of some of the same. Discussions and debates in a class help the learner in appreciating the constitutional values especially those of social justice and equality.
➤ Outline the nature of urban development in the 19th and 20 th centuries. Introduce students to the history of urban spaces through photographs. ➤ Show how new forms of towns emerged in the colonial period.	➤ Attempts to interpret visual material and often tries to find out the differences/similarities between her/his own life and surroundings with the one depicted in the visual.
➤ Creating environment for group discussion on the major development in the sphere of arts and articulate on why did the British history paintings in India reflect the attitudes of imperial conqueror, why some artists wanted to develop a national style of art and why did some artists produce cheap popular prints? What influence would such prints have had on the minds of the people who looked at them?	➤ Articulates differences in the approach of British and Indian artists. She/he is enthusiastically takes part in the discussion.
➤ Outline the major developments within the national movement and focus on a detailed study of one major event. Opportunity to work on more such case studies is given. Show how contemporary writings and documents can be used to reconstruct the histories of political movements.	➤ Shows awareness of major developments and also takes interest in preparing case studies. These help her/his in finding out diversity in historical experiences and understands the underlying unity in many such cases. She/he appreciates that different people in different parts of the country were working for the same cause in their own way.
➤ Debates on the successes and failures of the Indian democracy in the last fifty years, provide scope for enhancing critical thinking abilities and argumentation skills. Illustrate how newspapers and recent writings can be used to understand contemporary history.	➤ Present her/his point of view clearly and shows self control during a debate. With the help of newspaper clippings on recent struggle for formation of a new State on linguistic ground, she/he tries to understand the period being discussed in the chapter.

Social Science Curriculum Plan Session (2015-2016)

S.A-1 SYLLABUS	HISTORY	CIVICS	GEOGRAPHY
	<ol style="list-style-type: none"> 1. How when & where 2. From trade to territory 3. Ruling the countryside 4. Tribal's, Dikus & the vision of a golden age 5. When people rebel 1857 and after 6. Colonialism & the city 	<p>Chapter 1: The Indian constitution</p> <p>Chapter 2: Understanding secularism</p> <p>Chapter-3: Why do we need a parliament?</p> <p>chapter-4: Understanding laws</p> <p>chapter 5 : judiciary</p>	<ol style="list-style-type: none"> 1. Resources 2. Land, soil, water Natural vegetation & wildlife Resources 3. Mineral and Power Resources

S.A-2 SYLLABUS	HISTORY	CIVICS	GEOGRAPHY
	<ol style="list-style-type: none"> 7. Weavers, iron smelters & factory owners 8. Civilising the "Native" educating the nation 9. Women cast and reforms 10. The changing world of visual arts 11. The making of the national movement 1870-1947 12. India after independence 	<p>chapter 6: understanding our criminal justice system</p> <p>chapter 7 understanding marginalisation</p> <p>chapter8: confronting marginalisation</p> <p>chapter9: public facilities</p> <p>chapter 10: law and social justice</p>	<ol style="list-style-type: none"> 4. Agriculture 5. Industries 6. Human Resources

MONTH	HISTORY	CIVICS	GEOGRAPHY	A/V EXPERIENCE	ACTIVITY	F.A TASK
APRIL	Ch-1 How When & Where	Ch-1 The Indian Constitution Ch-2 Understanding Secularism	Ch-1 Resources	Videos on sources of history & making of Indian constitution	Write in hundred words What would happen if the resources disappeared?	Formative Assessment-1 Task - 1 Project (topic- ch1 Geography) Task-2 Individual worksheet (topic-ch-1 Of History)

MONTH	HISTORY	CIVICS	GEOGRAPHY	A/V EXPERIENCE	ACTIVITY	F.A TASK
MAY	Ch-2 From trade to territory	Ch-3 Why do we need a Parliament	Ch-2 Land,Soil,Water Natural vegetation & wildlife resources	Videos on Resources, natural vegetation and wildlife	Map work on ch-2 Geography (Natural vegetation & wildlife resources)	Formative Assessment-1 Task -3 Pen and paper test (topic- Ch-3 Parliament, Ch-2 Land,Soil,Water Natural vegetation & wildlife resources) Task-4 Home work and class work (includes maintenance of notebooks and timely submission of notebooks for correction)

MONTH	HISTORY	CIVICS	GEOGRAPHY	A/V EXPERIENCE	ACTIVITY	F.A TASK
JULY	Ch-3 Ruling the countryside Ch-4 Tribal dikus & the vision of a golden age	Ch-4 Understanding laws	Ch-3 Minerals and power resources	Videos on various minerals & power resources	Design a poster highlighting energy conservation tips Map work on ch-3 (Geography)	Formative Assessment -II Interdisciplinary Project

MONTH	HISTORY	CIVICS	GEOGRAPHY	A/V EXPERIENCE	ACTIVITY	F.A TASK
AUGUST	Ch-5 When people rebel 1857 and after Ch-6 Colonisation and the city	ch-5 Judiciary	Ch-3 Minerals and power resources	Videos on revolt of 1857 and on Indian Judiciary system	Map work (Ch-5 history) Group Discussion on Revolt of 1857 (Was it a first battle of independence?)	

MONTH	
SEPTEMBER	REVISION FOR S.A.- I SUMMATIVE ASSESSMENT - I

MONTH	HISTORY	CIVICS	GEOGRAPHY	A/V EXPERIENCE	ACTIVITY	F.A TASK
OCTOBER	Ch-7 Weavers, iron smelters and factory owners	ch-6 Understanding our criminal justice system ch-7 understanding marginalisation	ch-4 Agriculture	Videos on Agricultural pattern in India	Crossword puzzle and map work Based upon ch-4 of geography (Agriculture)	Formative Assessment-III Task-1 Worksheet (Topic-ch-4 Agriculture) Task -2 Essay writing (Topic-Problem of marginalisation)

MONTH	HISTORY	CIVICS	GEOGRAPHY	A/V EXPERIENCE	ACTIVITY	F.A TASK
NOVEMBER	Ch-8 Civilising the "Native" educating the nation Ch-9 Women, caste & reform	Ch-8 Confronting marginalisation		Videos on Agricultural pattern in India	Project based upon ch-9 history (social reformers)	Formative Assessment-III Task-3 Pen paper test(topic-ch-9 , women, caste &reform, ch-8, confronting marginalisation) Task-4 Home work and class work (includes maintenance of notebooks and timely submission of notebooks for correction)

MONTH	HISTORY	CIVICS	GEOGRAPHY	A/V EXPERIENCE	ACTIVITY	F.A TASK
DECEMBER	Ch-10 The changing world of visual arts Ch-11 The making of the national movement	Ch-9 public facilities	Ch-5 Industries	Videos on development of Industries in India & on National movements	Worksheet on ch-10 of history Project and map work based upon ch-5 of geo (Industries)	

MONTH	HISTORY	CIVICS	GEOGRAPHY	A/V EXPERIENCE	ACTIVITY	F.A TASK
JANUARY	Ch-12 India after independence		Ch-6 Human resources	Videos on development of Human resources	Worksheet on ch-12 (History) Discussion on various international organizations (NAM, SAARC, UNO)	Formative Assessment- iv- Projects based

MONTH	HISTORY	CIVICS	GEOGRAPHY	A/V EXPERIENCE	ACTIVITY	F.A TASK
FEBRUARY	Ch-12 India after independence	Ch-10 law and social justice		Videos on NAM SAARC and various organisations	Oral questions from ch-10 of civics (Law and social justice)	Formative Assessment- IV- Projects based

MONTH	
MARCH	REVISION FOR S.A.- II SUMMATIVE ASSESSMENT - II

पाठ्यक्रम संबंधी अपेक्षाएं

सुनना और बोलना

- fofHkUu i fJfLFkfr; ka ea ckyh tkus okyh Hkk"kk dks l qdj l e>uka
- ntl jka dh ckrka vks fopkjka dks i <dj] l qdj] l e>dj vius <ka l s dguka
- viuh ckr Li "Vrk ds l kfk vks [kydj dguka
- vius vkl & ikl ?kV jgh ?kVukvkl l eL; kvkl l kef; d epnka vks i <ka xbz jpukvka ij viuh jk; 0; Dr djuka

पढ़ना और लिखना

- fofHkUuk vol jka (Lokxr] l keftd l ekjg vks eqs vkfn) ds fy, viuh ckr Li "Vrk ds l kfk fy[kuka
- i qrdky; vkfn fofHkUu l kkrka l s viuh i l n dh fdrka i <uka
- vyx&vyx vol jka lkj dgh xbz ntl jka dh ckrka vks fopkjka dks i <dj] l qdj] l e>dj vius <ka l s fy[kuka
- vius vkl & ikl ?kV jgh ?kVukvkl l eL; kvkl l kef; d epnka vks jpukvka dks i <ek vks mu ij viuh jk; 0; Dr djuka a

परिवेशीय सजगता

- ikdfrd vks vU; ?kVukvka dk voykdu dj viuh jk; cukuka
- vius Hkk"kk; h lkfjok ds ifr l tx vks l onu'khy gkuka
- foijhr i fJfLFkfr; ka ea Hkh Hkk"kk dk 'kkfriwz vks foodi w z <ka l s bLnky djuka
- fofHkUu l kfjok j df"k vks ykd dykvka vkfn l s l af/r Hkk"kk dk l j {k.k vks fodkl djuk A

सीखने के तरीके तथा माहौल सभी बच्चों के समावेश को ध्यान में रखकर

- vius i fjos k] l e; vks l ekt l s l af/r eqka vks jpukvka dks l pus vks i <us ds vol j gka
- viuh Hkk"kk ea ckrphr rFkk ppkz djus ds vol j gka
- i z ks dh tkus okyh Hkk"kk; h ckjhfd; ka ij ppkz ds vol j gka
- l fØ; vks tkx: d cukus okyh jpuk, j v[kckj] i f-kdk, j fi QYe] vks vU; vkMM; k&ohfM; ks l kexh dksn[ku] l pus i <us vks ppkz djus ds vol j mi yC/ gka

- dYiuk'khyrk vls l'tu'khyrk dks fodfl r djus okyh xfrfof/; k; tS s & vfHku;] jksy&lyj dfork lkkB] dgkuh l quk&l qukuk] fofHkuu fLFkr; ka ea dkn vkfn ds vk; kstu gka rFkk bua l Hkh dh Hkxhnhjh ds vol j gka
- l eng ea dk; Z djus vls , d&nl js ds dk; ka ij ppkZ djuj jk; yu&nuj izu djus dh Lorark gka
- fgnh ds l kfk&l kfk viuh Hkxh"kk dh l kexh i<us fy[kus (cay ea Hkh) vls mu ij ckrphr dh vktknh gka
- vius vuqkoka dks Lokrak <x l s fy[kus ds vol j gka
- vius ifjos k] l e; vls l ekt l s l af/r jpukvka dks i<us vls mu lkj ppkZ djus ds vol j gka
- viuh Hkxh"kk x<rs gq fy[kus dh Lorark gka
- l fØ; vls tkx: d cukus okyh jpuk,] v[kckj] if=kdk,] fi ØYe] vls vU; vkMM; k&ohfM; ks l kexh dks ns[ku] l quj i<us vls fy[kdj vfHkO; Dr djusdh xfrfof/; k; gka
- dYiuk'khyrk vls l'tu'khyrk dks fodfl r djus okyh xfrfof/; k; tS s & vfHku;] jksy&lyj dfork lkkB] l'tukRed ys[ku] fofHkuu fLFkr; ka ea l dknvkfn ds vk; kstu gka vls mudh rS kjh l s l af/r fLØV ys[ku vls fjiksZ ys[ku ds vol j gka
- vius ekgkSy] vius l ekt ds ckjs ea Ldny rFkk fofHkuu lk=k&if=kdkvka ea viuh jk; nus ds vol j gka
- l kdfrd] l kldfrd] Hkxh"kd] l kekftd fof/rkvka ds ifr tkx: d djus okyh ppkZ; gka
- l dnu'khy epnka ij ppkZ ds vol j gka tS & tkfr&ikfr] /e] jhfr&fjokT] tMj vkfnA
- df"i] ykd dykvk] glr dykvk] y?kq m|kxka dks ns[kus vls tkuus ds vol j gka vls mul s l af/r 'kCnkoyh dks tkuus vls ml ds mi ; sx ds vol j gka

सीखने के संकेतक

l quk&cksyuk

- i ; kbj.k] l kekftd eq ka l s l afkr dgh tk jgh crka dks /S Z l s l qrs gS vls ml s le>rs gq viuh fVli . kh nrs gka
- i <h] l qh crka lkj cf>>d ckr djrh&djr gS TkS &ppukoh eqs vls vke vkneh tS s fo"i; ij ckrphrA
- vius fy[k vls cksys ij nl jka dh jk;] fopkj vls ifrfØ; kvka dks vkef=kr djrh&djr gka
- l qh] ns[kh ?kvukvk] dk; Øek] fi ØYek] xfrfof/; ka ij ckrphr djrh&djr gka
- fd l h l qh] cksy xbz dgkuh vflok vU; jpukvka dks jkpd <x l s vxks c<krh<=fk gka TkS & ukunkul dgkuh ij& iM+dV x, bl fy, vc cny Hkh ugha vkrA fpfM+k dgk tk, xhA
- Hkxh"kk dh ckjhfd; ka lkj è; ku nrh&nrk gS TkS &dfork ea o.kz vkofUk] okD; vius <x l s cukus dk [ksy djuk] ifjos kh; vkotkka dks l qdj mudks uke nuka
- v[kckj] jfM; k] Vyhfotku ij ns[kh l qh [kcjka dh [kcj dks vius 'kCnka ea vius <x l s dgrs gka

- jkŋejkz ds thou l s vyx fdl h ?kVuk&LFkr&fo'ks'k ij ckrphr (Tkŋ & vkt dh fdl h ?kVuk ij xla/h l s ckrphr] jkT; &foHkktu ij ckrphr)A

पढना - लिखना

- ikB; iŋrd ds vfrfjDr ubz jpukvka (vll; Hkk"kkvka dh jpuk; i Hkh) ds ckjs ea tkuus vŋŋ mlga i<us ds l kfk&l kfk l kfk; ka l s mu ij ppkz ds fy, mRl qd gA
- viuh il n dh vFkok fdl h ubz izdkf'kr jpuk dks lkdj; ; k vll; LFku l s <edj i<us dh dks'k'k djrhdjrk gŋ vŋŋ ml ij fy[kdj vius fopkj Hkh 0; Dr djrhdjrk gA
- jŋM; ks vŋŋ VsyhfOTku ij id kfjr gkus okys fofHkuu dk; Deka fi OYe l ca/h l eh{kkvka fji k/k dks i<us ds fy, mRl qd gA
- i<h] l qh ckrka lkj [kydj fyf[kr vfHk0; fDr djrhdjrk gŋ Tkŋ & tgg ifg; k gŋ ikB i<dj fVli.kh& eŋ y[kuÅ xbz Fkh] ogk; ij Hkh l jLorh l kbfdy ; kstuk ea l Hkh Ldny tkus okyh yMfd; ka dks l kbfdy feyh gA
- nll jka }kjk dgh tk jgh ckrka dks /\$Z l s l qdj ml s le>rs gq viuh jk; fy[krhfy[krk gA
- vius vuŋkokŋ Hkkoka (Tkŋ & Ldny dk igyk fnu] fe-k l s igyh eykdkr] cn vk[kka l s ; s nŋu; k] pukoŋ ekgsy vkfn) vŋŋ nll jka dh jk;] fopkjka dks fy[kus dh dks'k'k djrhdjrk gA
- fdl h l qh] ckyh xbz dgkuh vFkok vll; jpukvka dks jkpd <x l s vkxs c<rs gq fy[krhfy[krk gA
- jkŋejkz ds thou l s vyx fdl h ?kVuk&LFkr&fo'ks'k (Tkŋ & pkn ij ge) ea Hkk"kk dk dkyifud vŋŋ l tukRed iz ks djrs gq fy[krs gA

परिवेशीय सजगता

- ikdfrd , oa l kekftd epnka ?kVukvka ds ifrviuh ifrf0; k 0; Dr djrhdjrk gŋ *जैसे मैं तो अपने पैरों पर खड़ी होने के बाद ही शादी करूंगी ।*
- vius l kfk; ka dh Hkk"kk [kku&iku] igukok l ca/h ftKkl k dks ckydj vŋŋ fy[kdj 0; Dr djrhdjrk gA
- gLrdyk] okLrdyk] [krh&ckMh ds ifr viuk#>ku gŋ rFkk bua iz qdr gkus okyh Hkk"kk dks tkuus dh mRl qrk] *जैसे – अरे बापू, हल इतने काम कर लेता है, पर हमारी अपनी किताबों में इसके बारे में क्यों नहीं पढ़ाया जाता ।*
- tkfr&ikfr] /eŋ jhfr&fjokTŋ tMj vkfn epnka ds ifr l oky djrhdjrk gŋ *जैसे मीना और रजा मिड-डे माल हमारे साथ क्यों नहीं खाते?*
- vius ifjoŋk dh l eL; kvka (जैसे मेट्रो हमारी गली तक क्यों नहीं ? आदि) ij izu rFkk l kfk; ka s ckrphr djrhdjrk gA

Hindi Curriculum Plan Session (2015-2016)

	<ul style="list-style-type: none"> ● अमृत हिंदी पाठमाला ● मैं और मेरा व्याकरण ● भारत की खोज 		
माह	क्रम व पाठ का नाम	दृश्य श्रव्य सामग्री व रचनात्मक कार्य	इकाई व सत्रीय परीक्षा
अप्रैल	<p>अमृत हिंदी पाठमाला पाठ 1 वर दे वीणा वादिनी, पाठ 2 सुभान खां, पाठ 3 आप भला तो जग भला</p> <p>मैं और मेरा व्याकरण पाठ 1 भाषा बोली लिपि और व्याकरण पाठ 2 वर्ण विचार और उच्चारण पाठ 3 संधि, पत्र प्रार्थना पत्र, निबंध ऋतु वर्णन से संबंधित</p> <p>भारत की खोज पाठ 1 अहमदनगर के किले में</p>	<ul style="list-style-type: none"> ● ऑडियो सरस्वती वंदना पर आधारित ● मज़हब नहीं सिखाता आपस में बैर रखना पंक्ति को आधार बनाकर एक अनुच्छेद लिखिए। ● स्वरचित कहानी 'आप भला तो जग भला' <p>वीडियो भारत की खोज पर आधारित</p>	<p>प्रथम इकाई परीक्षा</p> <p>1 लिखित परीक्षा (व्याकरण पाठ 1 व 2 पर आधारित) (10)</p> <p>2 कक्षाकार्य/गृहकार्य (5/5)</p> <p>3 'व्यवहार कुशलता के लाभ' विषय पर भाषण प्रतियोगिता। (व्यक्तिगत कार्य) (10)</p> <p>4 जान भर रहे जंगल में (पाठ 4) सभी ऋतुओं के नाम ज्ञात कीजिए तथा उनसे संबंधित एक एक सचित्र स्वरचित कविता बनाकर परियोजना कार्य करें। (सामूहिक) (10)</p>
मई	<p>अमृत हिंदी पाठ माला पाठ 4 जान भर रहे जंगल में, पाठ 5 जहाँ चाह वहाँ राह</p> <p>मैं और मेरा व्याकरण पाठ 4 वर्तनी विचार, पाठ 5 शब्द विचार, पाठ 6 पर्यायवाची शब्द पाठ 7 अनेकार्थक शब्द पाठ 8 विपरीतार्थक शब्द</p>	<p>वीडियो नागार्जुन पर आधारित</p>	

माह	क्रम व पाठ का नाम	दृश्य श्रव्य सामग्री व रचनात्मक कार्य	इकाई व सत्रीय परीक्षा
जुलाई	<p>अमृत हिंदी पाठमाला पाठ 6 नर हो, न निराश करो मन को पाठ 7 नशा *ज़िदंगी का मज़ा (केवल पठन हेतु) पाठ 8 भोलाराम का जीव . पाठ 9 यह है भारत देश हमारा</p> <p>मैं और मेरा व्याकरण पाठ 9 श्रुतिसमभिन्नार्थक शब्द . पाठ 10 एकार्थक प्रतीत होने वाले शब्द पाठ 11 अनेक शब्दों के लिए एक शब्द . पाठ 12 उपसर्ग . पाठ 13 प्रत्यय पत्र लेखन शिकायती, सुझाव व समाचार पत्र के संपादक को पत्र निबंध धार्मिक व राष्ट्रीय पर्वों से संबंधित</p> <p>भारत की खोज पाठ 2 खोज पाठ 3 सिंधु घाटी की सभ्यता</p>	<ul style="list-style-type: none"> वीडियो नर हो ना निराश करो मन को व प्रेमचंद पर आधारित। 'भोलाराम का जीव ' कहानी का नाट्य रूपांतरण 'मेरा देश महान 'विषय पर स्वरचित कविता 	<p>द्वितीय इकाई परीक्षा अन्तः विषय परियोजना</p>
अगस्त	<p>अमृत हिंदी पाठमाला पाठ 10 प्राकृतिक व्यायाम</p> <p>मैं और मेरा व्याकरण पाठ 14 समास . पाठ 15 संज्ञा . पाठ 16 लिंग . पाठ 17 वचन . पाठ 18 कारक कहानी संवाद व डायरी लेखन</p> <p>भारत की खोज पाठ 4 युगों का दौर</p>	<ul style="list-style-type: none"> योगासन व व्यायाम का महत्व विषय पर सचित्र परियोजना तैयार करें 	

माह	क्रम व पाठ का नाम	दृश्य श्रव्य सामग्री व रचनात्मक कार्य	इकाई व सत्रीय परीक्षा
सितंबर	प्रथम सत्रीय परीक्षा		प्रथम सत्रीय परीक्षा पाठ्यक्रम अमृत हिंदी पाठमाला : पाठ 1 से 10 मैं और मेरा व्याकरण : पाठ 1 से 18 भारत की खोज : पाठ 1 से 4
अक्टूबर	अमृत हिंदी पाठमाला पाठ 11 नीलकंठ पाठ 12 मैं ढूँढता तुझे था मैं और मेरा व्याकरण पाठ 19 सर्वनाम, पाठ 20 विशेषण, पाठ 21 किया पत्र लेखन आवेदन पत्र निबंध खेल व यात्रा संबंधी भारत की खोज पाठ 5 नयी समस्याएं	<ul style="list-style-type: none"> जीव जंतुओं के प्रति हमारा कर्तव्य विषय को स्पष्ट करते हुए अपने छोटे भाई को पत्र लिखिए। वीडियो मदर टेरेसा पर आधारित। 	
नवंबर	अमृत हिंदी पाठमाला पाठ 13 अपना अपना विश्वास पाठ 14 जलियाँवाला बाग में वसंत * पुष्प की अभिलाषा (केवल पठन हेतु) पाठ 15 क्या निराश हुआ जाए पाठ 16 इसे जगाओ	<ul style="list-style-type: none"> भाषण 'मानवता ही धर्म का मूलभाव है'। विभिन्न ऋतुओं पर आधारित स्वरचित कविताओं संकलन तैयार करें। निबंध लेखन 'मेरे सपनों का भारत' 	तृतीय इकाई परीक्षा 1 लिखित परीक्षा (व्याकरण पाठ 19 व 20 पर आधारित) (10) 2 कक्षाकार्य / गृहकार्य (5/5)

	<p>मैं और मेरा व्याकरण पाठ 22 काल पाठ 23 क्रियाविशेषण पाठ 24 संबंधबोधक पाठ 25 समुच्चयबोधक पाठ 26 विस्मयादिबोधक पत्र लेखन अनौपचारिक पत्र निबंध सूक्तियां संबंधी</p> <p>भारत की खोज पाठ 6 अंतिम दौर एक पाठ 7 अंतिम दौर दो</p>		<p>3 पाठ 13 ईसाई, इस्लाम, हिंदू, बौद्ध, जैन व सिख धर्म के महापुरुषों के चित्र व उनकी शिक्षाओं का संकलन तैयार कीजिए। (सामूहिक कार्य) (10)</p> <p>4 पाठ 16 इसे जगाओ 'समय का महत्त्व' अथवा 'प्राकृतिक सौंदर्य' में से किसी एक विषय पर नारा लिखकर उसे सचित्र प्रस्तुत करें। (व्यक्तिगत कार्य) 10</p>
--	---	--	--

माह	क्रम व पाठ का नाम	दृश्य श्रव्य सामग्री व रचनात्मक कार्य	इकाई व सत्रीय परीक्षा
दिसंबर	<p>अमृत हिंदी पाठमाला पाठ 17 ठेले पर हिमालय पाठ 18 पेड़ पौधों का जीवन पाठ 19 रसखान के सवैये</p> <p>मैं और मेरा व्याकरण पाठ 27 निपात पाठ 28 पद परिचय, पाठ 29 वाक्य विचार पाठ 30 अशुद्ध वाक्यों का संशोधन, पाठ 31 पदबंध, उपवाक्य एवं वाक्य भेद पाठ 32 वाच्य, पाठ 33 वाक्य परिवर्तन और संश्लेषण प्रतिवेदन व विज्ञापन</p> <p>भारत की खोज : पाठ 8 तनाव</p>	<ul style="list-style-type: none"> • किसी पर्वतीय स्थान की यात्रा का वर्णन करते हुए यात्रा वृत्तांत लिखें। • वीडियो औषधीय पौधों पर आधारित। 	

माह	क्रम व पाठ का नाम	दृश्य श्रव्य सामग्री व रचनात्मक कार्य	इकाई व सत्रीय परीक्षा
जनवरी	<p>अमृत हिंदी पाठमाला</p> <p>पाठ 20 उसने कहा था *कलिंग विजय (केवल पठन हेतु)</p> <p>मैं और मेरा व्याकरण पाठ 34 विराम चिह्न, पाठ 35 अंलकार, पाठ 36 मुहावरे और लोकोक्तियाँ पत्र लेखन औपचारिक व अनौपचारिक, निबंध साहित्यिक निबंध</p> <p>भारत की खोज पाठ 9 दो पृष्ठभूमियाँ भारतीय और अंग्रेज़ी</p>	<ul style="list-style-type: none"> चंद्रधर शर्मा की सुखमय जीवन व बुद्धू का काँटा कहानी पढ़े कक्षा परिचर्चा। कलिंग विजय नामक पाठ का नाट्य मंचन। 	चतुर्थ इकाई परीक्षा वार्षिक प्रदर्शनी पर आधारित परियोजना कार्य
फरवरी	दोहराई कार्य		
मार्च	द्वितीय सत्रीय परीक्षा		<p>द्वितीय सत्रीय परीक्षा पाठ्यक्रम</p> <p>अमृत हिंदी पाठमाला पाठ 11 से 20 मैं और मेरा व्याकरण पाठ 19 से 36 भारत की खोज पाठ 5 से 9</p>

Sanskrit Curriculum Plan Session (2015-2016)

मास	पाठ	पाठ का नाम	परियोजना कार्यम् पाठशः	इकाई परीक्षा (F.A.)
अप्रैल	पाठ – 1	सुभाषितानि	सुभाषितानां सस्वर वाचनम्	1. श्लोकोच्चारण सस्वर –10 2. शब्द कोष संग्रह– 10
	पाठ – 2	विलस्य वाणी न कदापि में श्रुता	अव्ययनां वाक्य रचना अभ्यासः	
	पाठ – 3	भगवदज्जुकम्	पाठस्य कथा आधारेण नूतन कथानां रचना अभ्यासः ।	
		व्याकरणम् कारक विभक्ति, उपपद विभक्ति, विशेषण, विशेष्य, अदादि गणधातु परिचय, लट्, लोट् लकार, शब्द रूप— अस्मद्, युष्मद् संख्या 1 से 50 तक पर्यन्त		
मई		शब्द कोष काल सम्बन्धी, पाठशाला सम्बन्धी		3. स्थान परिचय— 10 4. गद्यवाचनम्—10
	पाठ – 4	सदैव पुरतो निधेहि चरणम् ।	पाठे प्रदत्तानां लकाराणाम् आधारेण	
		व्याकरणम् संख्यावाची विशेषणम्	—भिन्न—भिन्न धातूनां तेषु लकारेषु	
		शब्द कोष भवत (पु० लि०, स्त्री० लि०) धातु रूप— लङ् लकार ।	लेखनाभ्यासः ।	
जुलाई	पाठ – 5	धर्मधमनं पापे पुण्यम्	ऋकारान्त शब्दानां रूप रचना अभ्यासः ।	1. कक्षा कार्य तथा गृह कार्य—10 2. पत्र लेखन—10
	पाठ – 6	प्रेमलस्य प्रेमत्याश्च कथा	उपसर्ग तथा प्रत्यानां लेखनं तथा अर्थ ज्ञानम् ।	
		व्याकरणम् शब्द रूप— ऊकारान्त शब्द, तुमुन्, शत् प्रत्यय, संख्या 51 से 100 पर्यन्तम्		
अगस्त	पाठ – 7	जलवाहिनी	विशेष्य—विशेषणस्य वाक्य रचना ।	3. वाद विवादा – 10 4. फलों तथा सब्जियों का शब्दकोष निर्माण—10
	पाठ – 8	रंसार सागरस्य नायकाः ।	पाठस्य आधारेण पारम्परिक वस्तूनां संकलनम् ।	
		व्याकरणम् स्वर सन्धि, अनुवाद, सप्तकाराः		
सितम्बर			पुनरावृत्ति कार्यम् प्रथम सत्रीय परीक्षा	

मास	पाठ	पाठ का नाम	परियोजना कार्यम् पाठशः	इकाई परीक्षा (F.A.)
अक्टूबर	पाठ – 9 पाठ – 10	सप्तभगिन्यः अशोकवनिता	पाठस्य आधारेण प्रत्यानां ज्ञानं प्रदानम् ।	1. निबन्ध लेखन-10 2. आशु भाषाणम्-10
		व्याकरणम्	स्त्री प्रत्यय, अव्यय प्रयोगः सकर्मक, अकर्मक, सन्धि (व्यंजन) शब्द रूप – चन्द्रमस्, महत्, विद्वस्	
		शब्द कोश	फल, पक्षिनां परिचयः ।	
नवम्बर	पाठ – 11 पाठ – 12	सवित्री बाई फुले कः रक्षति कः रक्षितः	पाठस्य आधारेण स्त्री शिक्षायै नूतनोपायानां विषये विचार प्रकटीकरणम् ।	3. पशु- पक्षीनां शब्द कोश निर्माण
		व्याकरणम्	वाच्य परिवर्तनम्, चित्, चन्, प्रत्यय, क्त, तव्यत्, अनीयर	
			पाठस्य आधारेण पर्यावरणस्य रक्षण विषये विचार प्रकटीकरणम्	
दिसम्बर	पाठ – 13 पाठ – 14 पाठ – 15	हिमालयः आर्यभटः प्रहेलिकाः	‘पाठे दत्तानां सन्धि शब्दाना आधारेण नूतन शब्दानां निर्माण अभ्यासः ।	1. कक्षा कार्य गृहकार्य-10 2. अभिज्ञान संचिका अवलोकनम्-10
		व्याकरणम्	समास प्रकरणम्, संख्या परिचय, विस्तृतरूपेण, दीर्घ ईकारान्त शब्दाः	
			पाठस्य आधारेण आर्यभटस्य अन्यविध वैज्ञानिक तथ्यानां संकलनम् ।	
			पाठस्य आधारेण अन्य संस्कृत प्रहेलिकानां रूप रचना प्रयोगः ।	
जनवरी		दोहराई कार्य	3. संस्कृत कवियों तथा कृतियों का संग्रह-10 4. वैदिक साहित्य परिचय-10	
फरवरी		पाठ-9 से 15 तक का दोहराई कार्य व व्याकरण भाग	वार्षिक प्रदर्शनी कार्य पर आधारित परियोजना कार्य	
मार्च		द्वितीय सत्रीय परीक्षा		

Computer Curriculum Plan

Session (2015-2016)

For the Month	Chapter Name	Topic	Audio / Video Reference	Activities	Assessment Syllabus
April	Creating Web Pages in HTML	<ul style="list-style-type: none"> ➤ HTML ➤ Basic HTML Elements ➤ BASEFONT Elements ➤ BR and HR Elements ➤ P Elements ➤ CENTER Element ➤ Creating Lists ➤ Inserting Images Using IMG Tag ➤ Inserting Images As Background 		<ul style="list-style-type: none"> • Crossword puzzle • Creating Unordered and Ordered Lists • Creating an attractive Web page by changing its background 	<ul style="list-style-type: none"> • F.A.I • S.A.I
May	More on HTML: Working with Text, Table, Links, Forms and Frames	<ul style="list-style-type: none"> ➤ Designing Multiple Pages for a website ➤ Adding Background to a web Page ➤ Adding Comments ➤ Designing Forms ➤ Designing Frames ➤ Attributes of the frame Tag 		<ul style="list-style-type: none"> • Designing a form • Creating three web pages and combining into one using frames 	<ul style="list-style-type: none"> • F.A.I • S.A.I
July	Special Effects in HTML: Creating Tables and Linking them with HTML Pages	<ul style="list-style-type: none"> ➤ Designing Tables ➤ Linking the Web Pages ➤ Adding E-mail Link 		<ul style="list-style-type: none"> • Designing a Table and typing its code in Notepad • Designing a table to make a Time Table • Designing a webpage having hyperlinks 	<ul style="list-style-type: none"> • F.A.I • S.A.I
	Introduction to MS Access	<ul style="list-style-type: none"> ➤ Database and DBMS ➤ Advantages of a Database ➤ Hierarchy of a Database ➤ Starting MS Access ➤ Parts of MS Access Database ➤ Interface Window ➤ Components of MS Access Database ➤ Exiting MS Access ➤ Access vs. Excel 		<ul style="list-style-type: none"> • Creating a table showing addresses and phone numbers • Labelling the given picture • Making a picture showing various components of MS Access Database Interface window 	

For the Month	Concepts & Skills	Learning Outcomes	Audio / Video Reference	LAB Activities	Assessment Syllabus
August	Working with Tables in MS Access	<ul style="list-style-type: none"> ➤ Creating a Database ➤ Creating Tables ➤ Saving a Database ➤ Basic Structure of a Table ➤ Opening a Database and Tables ➤ Modifying the structure of a Table ➤ Inserting and Deleting Records ➤ Closing a Database and Exiting MS Access 		<ul style="list-style-type: none"> • Making chart on data types and field properties • Collecting data and organizing it into a table • Creating a table and entering records 	<ul style="list-style-type: none"> • F.A.II • S.A.I
	Introduction to Visual Basic	<ul style="list-style-type: none"> ➤ Visual Basic ➤ Starting Visual Basic ➤ Parts of Visual Basic Window ➤ Properties, Methods and Events ➤ Creating an application in visual Basic ➤ working with Forms and Controls ➤ Handling Events 		<ul style="list-style-type: none"> • Creating an application and designing forms and input screens • Designing input form for developing a Calculator 	<ul style="list-style-type: none"> • F.A.II • S.A.I
October	Introduction to Java	<ul style="list-style-type: none"> ➤ Java - Object-Oriented Programming ➤ Getting Started with Java ➤ Data Types ➤ Constants and variables ➤ Classes and Methods in Java ➤ Using Operators ➤ Programming Examples on Operators ➤ Control Flow Statements ➤ Programming Examples on Control Flow Statements 		<ul style="list-style-type: none"> • <i>Writing expression using arithmetic operators</i> • <i>Making a chart of operators and control flow statements</i> • <i>Typing programs in Notepad and running them</i> 	<ul style="list-style-type: none"> • S.A.I
November	Introduction to Adobe Photoshop	<ul style="list-style-type: none"> ➤ Adobe Photoshop ➤ Application of Photoshop ➤ starting Adobe Photoshop ➤ Components of Adobe Photoshop Opening Screen ➤ Tools Palette of Adobe Photoshop ➤ Creating , opening and Saving an Image ➤ Making Selection ➤ Manipulating Selectors 		<ul style="list-style-type: none"> • <i>Preparing birthday card, newsletter and poster</i> • <i>Making a mirror image, cropping the image, selecting portions of the image, rotating selected portion of the image.</i> • 	<ul style="list-style-type: none"> • F.A.III • S.A.II

	More Tools in Adobe Photoshop	<ul style="list-style-type: none"> ➤ Using Canvas of the image ➤ Painting with colour ➤ Changing Brightness and contrast ➤ Drawing Shapes ➤ Retouching Tools ➤ Working with Layers 		<ul style="list-style-type: none"> • <i>Creating a new image file and drawing shapes in different layers</i> 	<ul style="list-style-type: none"> • F.A.III • S.A.II
For the Month	Concepts & Skills	Learning Outcomes	Audio / Video Reference	LAB Activities	Assessment Syllabus
December	Introduction to Dreamweaver CS3	<ul style="list-style-type: none"> ➤ Adobe Dreamweaver ➤ Features of Adobe Dreamweaver CS3 ➤ Starting Adobe Dreamweaver CS3 ➤ Adding a web Page to the folder ➤ Dreamweaver CS3 Window ➤ Adding Text to a Dreamweaver Document ➤ Adding Images to a Dreamweaver Document ➤ Creating hyperlinks ➤ Creating Named Anchor Links ➤ Modifying Links ➤ Setting Link Colors ➤ Adding Flash Buttons 		<ul style="list-style-type: none"> • <i>Finding out names of some web editors and writing their features</i> • <i>Making a list of different types of links available in Dreamweaver.</i> • <i>Designing webpage and website</i> 	<ul style="list-style-type: none"> • F.A.IV • S.A.II
	More on Adobe Dreamweaver CS3	<ul style="list-style-type: none"> ➤ Rollover Images ➤ Image Maps ➤ Adding Link to word and Excel Documents to an Existing Web Page 		<ul style="list-style-type: none"> • <i>Designing webpage and website</i> • <i>Creating an image map</i> 	<ul style="list-style-type: none"> • F.A.IV • S.A.II
January	Window Installation and Troubleshooting	<ul style="list-style-type: none"> ➤ Planning an Installing ➤ Performing the Installation ➤ Troubleshooting ➤ Types of Troubleshooting ➤ Steps of Troubleshooting ➤ Common Problems and their troubleshooting 		<ul style="list-style-type: none"> • <i>Listing common Computer problems</i> 	<ul style="list-style-type: none"> • F.A.IV • S.A.II
	Introduction to Window 8	<ul style="list-style-type: none"> ➤ Window 8 Terminology ➤ Window 8 touch Gestures ➤ Features of Window 8 ➤ Window 8 Editions ➤ Charms Bar ➤ Live Apps ➤ Desktops ➤ Working with Window 8 ➤ Window 8 Keyboard short cuts ➤ Comparison between Window 7 and Window 8 ➤ Limitations of Window 8 		<ul style="list-style-type: none"> • <i>Group Discussion</i> • <i>Comparison of Windows 7 and Windows 8</i> 	<ul style="list-style-type: none"> • S.A.II

