

**CLASS VIII (2026-27)**

**BOOK NAMES**

- |                            |   |   |
|----------------------------|---|---|
| 1) English                 | : | Learn to communicate in English (Lit & Course books)<br>Oxford publications.  |
| 2) हिंदी पाठ्यपुस्तक       | : | 1. मल्हार 2. बुद्धचरित 3. व्याकरण   |
| 3) Sanskrit                | : | दीया ज्ञानरश्मि: संस्कृत पाठ्यपुस्तकम् (दीया पब्लिकेशनस)  |
| 4) French                  | : | 1. Nouvel Apprenons le français-4 (Méthode de français)<br>(New Saraswati house publication)<br>2. Nouvel Apprenons le français-4 (Cahier d'activités)<br>(New Saraswati house publication) |
| 5) Maths                   | : | Ganita prakash part 1 (Text book of mathematics) NCERT<br>Ganita prakash part 2 (NCERT)<br>Lab Manual in Mathematics (C.K. Bansal)  |
| 6) Science                 | : | 1. CURIOSITY - Textbook of Science for Grade-8<br>2. WORK BOOK  |
| 7) Social Science          | : | Exploring Society : India and Beyond (Social Science Textbook) - Part I   |
| 8) Artificial Intelligence | : | DIGICODE (Orange Publications)  |
| 9) General Knowledge       | : | New Find Out (Oxford University Press)  |
| 10) Value Education        | : | Clear Light (Navdeep Eduhub)<br>Life skills, Values and personality development   |
| 11) Art & Craft            | : | Canvas: My Big Book of Drawing & Colouring ( Goyal Borthers)  |
| 12) Music                  | : |   |

## ENGLISH

Months/ Periods	Literature	Grammar	Writing	Art Integrated/Suggested Activities
April (26)	Course Book: Unit 1 Sec-1 Mr Pickwick	Parts of Speech	Dialogue Writing	<b>Reading Activity:</b> <b>Lit:</b> L-1 The Family Pets Contest. <b>Pre-reading:</b> Predict the story from the title. <b>Post-Reading:</b> Comparison of stories and feedback.  Reading Comprehension
May (21)	Course Book: Unit 1 Sec-3 About John (Poem)	Punctuation		<b>Speaking Activity:</b> Role play based on real life situations.
July (26)	Course Book: Unit 2 Sec -1 Around the World in 254 Days	Present Tense (Revision) Determiners	Diary Entry	<b>Writing Activity:</b> Making Flip Chart Course Book: Page No 104 (Design a book cover)
August (26)	Course Book: Unit 2 Sec-3 The Things That Haven't Been Done Before (Poem)  Lit: L-2 Arjun	Sub –verb Agreement Idioms (1)	Informal Letter (Letter of advice)	<b>Listening Activity:</b> Gap Filling  Course Book :Page No 16 (Riddles)

<b>September</b> <b>(10)</b>	Course Book: Unit 3 <i>Sec-1 The Sisterhood of Wrestlers</i>	Editing and Omission	Revision	Dictation
<b>October</b> <b>(22)</b>	<b>Course Book: Unit Sec-2</b> <b>Ageless Wonder:</b> <b>(Leander Paes) Lit:</b> <i>Ozymandias (Poem)</i>	Past Tense and Future Tense Idioms (2)	Description (Place)	<b>Reading Activity:</b> `Think-Pair-Share` <b>Lit:</b> L-8 A Pound of Butter. <b>Pre-reading:</b> Guess the story from the clues. <b>Post-reading:</b> Story Mapping-Characters and their characteristic features.  Reading Comprehension.
<b>November</b> <b>(20)</b>	<b>Course Book: Unit 3</b> <b>Sec-3 The Ants at the Olympics (Poem)</b>	Reported Speech <i>(Revision of Declarative and imperative)</i>  Models (might, could, should, ought to)	Creative Writing	<b>Writing Activity:</b> Write a conversation between a <b>given situation.</b>  <b>Course Book: Page No 79 (making a timeline)</b>
<b>December</b> <b>(26)</b>	Course Book: Unit-4 <i>Sec-2 Sec-3 Sailing Out to Space (Poem)</i>  <b>Course Book: Unit-5</b> <b>Sec-1 Meal Beneath Pippala Tree</b>	Reported Speech <i>(Interrogative and Exclamatory)</i>	Formal Letter (Letter of Suggestion)	<b>Speaking Activity:</b> TUSC  Course Book: Page No 90 (Debate)

<b>January (20)</b>	<b>Lit: L-7 The Trunk of Ganesha</b>	Reported Speech, Jumbled words	Story Writing	Dictation
<b>February (25)</b>	<b>Course Book: Unit-5 Sec-3 We Are All Equal (Poem)</b>	Integrated Grammar	Revision	<b>Listening Activity:</b> Listen & Complete

**Syllabus for examination:**

<b>PA1</b>	<b>Mid Term</b>	<b>PA2</b>	<b>Annual Exam</b>
<p><b>Course Book: Unit 1</b> Sec -1 Mr. Pickwick, Sec-3 About John (<b>Poem</b>)</p> <p><b>Gr:</b> Parts of Speech</p> <p><b>Wr:</b> Dialogue Writing Reading Comprehension</p>	<p><b>Course Book: unit-1</b> Sec-1 Mr. Pickwick, Sec-3 About John (<b>Poem</b>)</p> <p><b>Course Book: unit-2</b> Sec-1 Around the World in 254 Days, Sec -3 The Things That Haven't Been Done Before (Poem) <b>Lit:</b> L-2 Arjun</p> <p><b>Gr &amp; Wr:</b> (Topics covered from April to September) Reading Comprehension</p>	<p><b>Course Book: unit -3</b> Sec-2 Ageless Wonder (Leander Paes), Sec-3 The Ants at the Olympics (<b>Poem</b>)</p> <p><b>Gr:</b> Past Tense, Future Tense, Reported Speech (Declarative and Imperative) Idioms-2</p> <p><b>Wr:</b> Describing a place Reading Comprehension</p>	<p><b>Course Book: Unit 1</b> Sec-3 About John (Poem)</p> <p><b>Course Book: unit-2</b> Sec-1 Around the World in 254 Days</p> <p><b>Course Book: unit -3</b> Sec-2 Ageless Wonder (Leander Paes), Sec-3 The Ants at the Olympics (<b>Poem</b>)</p> <p><b>Course Book: unit-5</b> Sec-1 Meal Beneath the Pippla Tree Sec 3 -We Are All Equal (<b>Poem</b>)</p> <p><b>Lit:</b> L-7 The Trunk of Ganesha</p> <p><b>Gr:</b> (Topics covered from April to February)</p> <p><b>Wr:</b> (Topics covered from October to February) Reading Comprehension</p>

## **Learning Objectives:**

### **Literature**

- To read and comprehend **prose, poetry and stories**
- To identify **theme, characters, setting and moral/message** of a text
- To develop creativity, imagination and enrich vocabulary.
- To learn to appreciate different forms of literature.

### **Competencies:**

Reading & Comprehension, critical & creative thinking and appreciate different forms of literature.

### **Grammar**

- To construct **grammatically correct sentences.**
- To recognize and correct **basic grammatical errors.**
- To enhance integrated grammar.

### **Competencies:**

Linguistic Competence, Accuracy & Editing Skills, Logical Thinking.

### **Reading**

- To read fluently with correct pronunciation and expression.
- To understand the main idea and supporting details of a passage.
- To infer meaning of new words from context. To identify characters, theme, and message in stories or poems.

### **Competencies:**

Interpretative Skills, Critical Evaluation, Speed & Efficiency

### **Writing**

- To use correct grammar, punctuation and spelling.
- To express ideas in creative and descriptive language.
- To use appropriate format.

**Competencies:**

Creative writing, Critical & Analytical Skills, Effective Communication

**Listening**

- To Listen carefully and follow instructions accurately.
- To understand the main message of what is heard.
- To identify important details of the audio text/clip.

**Competencies:**

Active Listening Skills, Following instructions accurately, Vocabulary recognition.

**Speaking**

- To develop confidence in spoken English.
- To use appropriate tone, vocabulary pronunciation and gestures while speaking.
- To use language effectively.

**Competencies:**

Oral Communication Skills, Interpersonal Skills, Confidence Building

**SDGs:**

- 3-Good Health and Well Being.
- 4-Quality Education.
- 5-Gender Equality
- 8-Decent Work and Economic Growth.
- 9-Industry, innovation and infrastructure
- 10-Climate Action.
- 15-Life on Land
- 16-Peace, justice and strong institutions

## हिंदी

माह/कालांश Month/periods	ईकाई Unit	विषय वस्तु Content	कला एकीकृत गतिविधियाँ Art integrated activities
अप्रैल (25)	पद्य  गद्य  बुद्धचरित  व्याकरण  लेखन	पाठ -1 स्वदेश (कविता) (SDG 15) पाठ-2 दो गौरैया (कहानी) (SDG 16) पाठ-1 आरंभिक जीवन (SDG 4) व्यंजन संधि, मुहावरे (1-15), अपठित गद्यांश (SDG 4) अनुच्छेद लेखन, औपचारिक पत्र,	1. कल्पना कीजिए कि एक पत्थर आपको अपनी कथा बता रहा है। वो आपसे क्या-क्या बातें करेगा और आप उसे क्या-क्या कहेंगे? इस पर एक संवाद चित्र सहित लिखिए। 2. स्वयं रचित कविता गायन। 3. श्रुतलेख।
मई (20)	पद्य  बुद्धचरित  व्याकरण  लेखन	पाठ -3 एक आशीर्वाद (कविता) (SDG 6) पाठ -1 आरंभिक जीवन जारी (SDG 4) उपसर्ग, मुहावरे (15-30), (SDG 4) अनुच्छेद लेखन, नारा लेखन (SDG 4)	1. 'वर्षा के महत्व' को बताते हुए एक पोस्टर तैयार कीजिए। (A4 साइज शीट) 2. पठन कौशल।
जुलाई (24)	गद्य	<b>आवधिक परीक्षा-1</b>	1. श्रुतलेख।

	<p>बुद्धचरित</p> <p>व्याकरण</p> <p>लेखन</p>	<p>पाठ -4 हरिद्वार (पत्र)। (SDG 11)</p> <p>पाठ-2 अभिनिष्क्रमण। (SDG -4)</p> <p>सर्वनाम, मुहावरे (31-40)। (SDG 4)</p> <p>अनौपचारिक पत्र, नारा लेखन, संवाद लेखन। (SDG 4)</p>	<p>2. कल्पना कीजिए कि आप हरिद्वार एक श्रवणबाधित या दृष्टिबाधित व्यक्ति के साथ गए हैं। उसकी यात्रा को अच्छा बनाने के लिए कुछ सुझाव दीजिए एवं उनके लिए क्या मदद कर सकते हैं बताइए। (A4 साइज शीट )।</p> <p>3. अपठित गद्यांश कार्य पत्रक ।</p>
<p>अगस्त (27)</p>	<p>पद्य</p> <p>बुद्धचरित</p> <p>व्याकरण</p> <p>लेखन</p>	<p>पाठ-5 कबीर के दोहे। (SDG 16)</p> <p>कदम मिलाकर चलना होगा (पढ़ने के लिए )।</p> <p>पाठ -2 अभिनिष्क्रमण जारी। (SDG 4)</p> <p>समास , विराम चिन्ह, मुहावरे (41-50)। (SDG 4)</p> <p>अनुच्छेद लेखन, अपठित काव्यांश। (SDG 4)</p>	<p>1. कल्पना कीजिए कि आपके शिक्षक ने आपके किसी गलत उत्तर के लिए अंक दे दिए , ऐसी परिस्थिति में आप क्या करेंगे? एक अनुच्छेद लिखिए।(A4 साइज शीट)</p> <p>2. श्रवण कौशल गतिविधि।</p>
<p>सितंबर (12)</p>	<p>मल्हार</p> <p>बुद्धचरित</p> <p>व्याकरण</p>	<p>पुनरावृत्ति।</p> <p>पुनरावृत्ति।</p> <p>पुनरावृत्ति।</p>	<p>1. कार्य पत्रक। (मल्हार)</p> <p>2. कार्य पत्रक।(व्याकरण)</p>
<p>अक्टूबर (21)</p>	<p>गद्य</p> <p>बुद्धचरित</p>	<p>पाठ- 6 एक टोकरी भर मिट्टी(कहानी)। (SDG 5)</p> <p>पाठ -3 ज्ञान की प्राप्ति (SDG 4)</p>	<p>1. भारत में स्त्रियों को किन -किन चुनौतियों का सामना करना पड़ता है अपने शब्दों में चित्र सहित लिखिए।(A4 साइज शीट )।</p>

	व्याकरण  लेखन	विशेषण, लोकोक्ति(1-10), अपठित गद्यांश, श्रुतिसमभिन्नार्थक(1-20) (SDG 4) सूचना लेखन, औपचारिक पत्र। (SDG 4)	2. पठन कौशल 3 कार्य पत्रक।(व्याकरण)
नवम्बर (27)	पद्य  व्याकरण  लेखन	पाठ- 7 मत बाँधो( कविता) (SDG 16) अलंकार - शब्दालंकार (अनुप्रास, यमक) अर्थालंकार(उपमा, अनिशयोक्ति), लोकोक्ति (11-21)। (SDG 4) संवाद लेखन, अनुच्छेद लेखन (SDG 4)	1. श्रुतलेख। 2. कलाएँ हमारे आस-पास की दुनिया को सुंदर बनाती है।आप अपने जीवन को सुंदर बनाने के लिए कौन-सी कला सीखना चाहेंगे?बताइये।(A4 साइज शीट )।
दिसंबर (27)	गद्य  बुद्धचरित  व्याकरण  लेखन	पाठ -8 नए मेहमान ( एकांकी) (SDG 15) पाठ-4 धर्मचक्र प्रवर्तन। (SDG 16) प्रत्यय, श्रुतिसमभिन्नार्थक (21-30), अपठित काव्यांश ( SDG -4) पत्र लेखन, अनुच्छेद लेखन। ( SDG 4)	1. आपके घर में आए किसी ऐसे मेहमान के बारे में लिखिए जिनके आने पर आपको खुशी और जाने पर दुख होता है। 2. आशुभाषण। 3. श्रवण -लेखन गतिविधि।
जनवरी (18)	पद्य  बुद्धचरित	पाठ- 9 आदमी का अनुपात(कविता) (SDG 10) पाठ-5 महापरिनिर्वाण।	1. एक कल्पनात्मक यात्रा वृतांत लिखिए।(A4 साइज शीट)। 2.कार्य प्रपत्र।(मल्हार)।

	व्याकरण	(SDG 16) अपठित गद्यांश, पत्रलेखन,संवाद लेखन।	
फरवरी (26)	गद्य बुद्धचरित व्याकरण लेखन	पाठ -10 तरुण के स्वप्न( उदबोधन) (SDG4) पाठ 5 महापरिनिर्वाण जारी। (SDG 16) पुनरावृत्ति। पुनरावृत्ति।	1 अभ्यास कार्य पत्रक। 2.सुभाषचन्द्र बोस ने किन किन दृष्टियों से मुक्ति की बात की होंगी। कक्षा में सामूहिक चर्चा कीजिए।
मार्च		वार्षिक परीक्षा	

### पाठ्यक्रम - 2026-2027

**आवधिक परीक्षा 1 पाठ्यक्रम-** मल्हार पाठ -1 (पद्य) स्वदेश, पाठ -2 दो गौरैया (कहानी),  
व्याकरण - व्यंजन संधि, मुहावरें(1-15), अपठित गद्यांश, पत्र, अनौपचारिक पत्र/औपचारिक।

**अर्धवार्षिक परीक्षा पाठ्यक्रम - मल्हार - अप्रैल 2026 से सितंबर 2026 तक सम्पूर्ण पाठ्यक्रम।**

बुद्धचरित - पाठ - 1- आरंभिक जीवन

पाठ -2 अभिनिष्क्रमण

व्याकरण - व्यंजन सन्धि, मुहावरे (16-40), सर्वनाम, समास, विराम चिह्न, उपसर्ग,

अपठित गद्यांश, अपठित काव्यांश, पठित गद्यांश, पठित काव्यांश,

पत्र (अनौपचारिक पत्र/औपचारिक पत्र), अनुच्छेद लेखन, नारा लेखन, संवाद लेखन।

**आवधिक परीक्षा - 2 पाठ्यक्रम- मल्हार - पाठ -6 एक टोकरी भर मिट्टी(कहानी), पाठ 7 मत बाँधो (कविता)**

व्याकरण - लोकोक्ति (1-10), समास , पत्र (अनौपचारिक पत्र/औपचारिक पत्र),

अनुच्छेद लेखन, अपठित काव्यांश।

**वार्षिक परीक्षा पाठ्यक्रम -मल्हार - पाठ -2 दो गौरैया (कहानी), पाठ- 3 एक आशीर्वाद (कविता), पाठ-5 कबीर के दोहे ,  
पाठ- 6 एक टोकरी भर मिट्टी(कहानी),पाठ- 7 मत बाँधो( कविता), पाठ -8 नए मेहमान ( एकांकी),  
पाठ- 9 आदमी का अनुपात(कविता),पाठ -10 तरुण के स्वप्न( उदबोधन)।**

**बुद्धचरित - पाठ -4 धर्मचक्र प्रवर्तन, पाठ-5- महापरिनिर्वाण।**

**व्याकरण - अलंकार (अनुप्रास, यमक, उपमा, अतिशयोक्ति), समास , लोकोक्ति (1-21, श्रुतिसमभिन्नार्थक (1-30), विशेषण, अपठित गद्यांश, अपठित काव्यांश, पठित गद्यांश, पठित काव्यांश, सूचना लेखन,संवाद लेखन, पत्र (अनौपचारिक पत्र और औपचारिक पत्र), अनुच्छेद लेखन।**

### **शैक्षिक उद्देश्य (learning objectives)**

1. गद्य - भाषा की साहित्यिक सम्पदा ,वर्तनी तथा उच्चारण , अनुवाद ,वाक्य रचना, नाटक द्वारा भाषा के व्यवहारिक रूप आदि द्वारा भाषा के विभिन्न कौशलता क् विकास करना।  
**दक्षता -** विद्यार्थी गद्य पाठ का शुद्ध एवं भावपूर्ण वाचन करते हुए उसका मुख्य विचार , संदेश तथा लेखक के उद्देश्य को समझकर अपने शब्दों में अभिव्यक्त कर सकेंगे।
  - पाठ के आधार पर तर्कपूर्ण उत्तर, सार लेखन एवं रचनात्मक गतिविधियों के माध्यम से भाषा की शुद्धता ,विश्लेषण क्षमता एवं अभिव्यक्ति कौशल का विकास कर सकेंगे।
2. पद्य - भाषा के पद्यात्मक रूप से परिचय करवाना ,व्याख्या द्वारा भाषा में अभिव्यक्ति का विकास करना । प्रश्न निर्माण ,कल्पनाशीलता, कौशलता और विद्यार्थियों की सृजनशीलता का विकास करना।  
**दक्षता -** विद्यार्थी कविता का शुद्ध ,लयात्मक एवं भावपूर्ण पाठ करते हुए उसके भाव ,सन्देश तथा काव्य सौंदर्य को समझकर स्पष्ट रूप से अभिव्यक्त कर सकेंगे।
  - पद्यांश के आधार पर व्याख्या ,प्रश्न निर्माण एवं रचनात्मक लेखन करते हुए कल्पनाशीलता ,सम्वेदनशील एवं भाषा कौशल का विकास कर सकेंगे।

3. व्याकरण - उच्चारण एवं वर्तनी ,संधि ,वाक्य रचना, विभक्ति प्रयोग आदि व्याकरण बिंदुओं द्वारा भाषा का विकास और छात्रों की भाषिक क्षमताओं का विकास करना।

**दक्षता** - भाषा प्रयोग में त्रुटियों की पहचान एवं सुधार करते हुए शुद्ध वर्तनी ,सही वाक्य- रचना तथा प्रभावी अभिव्यक्ति की क्षमता विकसित कर सकेंगे।

- विद्यार्थी सन्धि, लिंग,वचन ,कारक, शब्द रचना एवं अविकारी शब्दों के नियमों को समझकर उनका सही एवं शुद्ध प्रयोग कर सकेंगे।

4. कला एकीकृत गतिविधियों के माध्यम से बच्चों में आत्म-चिंतन के लिए अवसर और स्वतंत्रता के साथ अभिव्यक्ति को बढ़ावा देना है।

**दक्षता** - विद्यार्थी अध्याय से संबंधित गतिविधियों (समूह चर्चा , भूमिका निर्वाह ,प्रश्न निर्माण, रचनात्मक लेखन आदि) में सक्रिय सहभागिता करते हुए अपने विचार स्पष्ट एवं आत्मविश्वास पूर्वक व्यक्त कर सकेंगे।

- गतिविधियों के माध्यम से सहयोगात्मक कार्य, चिंतन कौशल ,सृजनात्मक एवं भाषा की शुद्धता का विकास कर सकेंगे।

## संस्कृत

माह/ कालांश	इकाई	विषयवस्तु /व्याकरणम्	कला एकीकृत गतिविधि
अप्रैल (16 दिन)	पाठ्यपुस्तक ज्ञानराशिम्:  व्याकरणम्	पाठ 1 अनुशासनम्(लट्-लृट्-लङ्- लोट्लकारणाम्पुनरावृत्तिः) (SDG4) पाठ 2 कर्तव्यपरायणता ( विधिलिङ्लकारस्यपुनरावृत्तिः) (SDG4)  संस्कृतवर्णमाला, धातुरूप - लट्-लृट्-लङ्-लोट्- विधिलिङ्लकाराः,-रामः-रमा-पुष्पम्, वाक्यरचना(SDG4)	1. ईशवंदनाउच्चारणं (वाचनकौशलहेतु) (SDG 3,4,16 ) 2. 'अनुशासनस्यमहत्वं' विषयपर 5 वाक्यसंस्कृतमेलिखिए।(SDG4,16) 3. धातुरूप-लट्-लृट्-लङ्-लोट्लकाराः परतालिका।(SDG4)
मई (12दिन)	पाठ्यपुस्तक ज्ञानराशिम्:  व्याकरणम्	पाठ 3 अलसः बालकः (कथा) (SDG3,4,8)  संधि - स्वरसंधिः-सम्पूर्ण, अपठितगद्यांश- पदयांशच, धातुरूप - लट्-लृट्-लङ्-लोट्- विधिलिङ्लकाराः, उपपदविभक्ति (द्वितीय-चतुर्थी) (SDG4)	1. आलसस्यकेसंबंधितकुछश्लोकअंतर्जालसेदूढकरलि खिए।(SDG 3,4,8 ) 2. संधिकार्यपत्रिका (SDG4,8) 3. शशकः कच्छपः कथालेखनम्(SDG4)
जुलाई (12दिन)	पाठ्यपुस्तक ज्ञानराशिम्:	पाठ 4 ममगृहम् (संख्या-बोधः त्रिषुलिङ्गेषुवचनेषुच) (SDG4) पाठ 5 मधुरवाचनानि (श्लोकाः)	1. महाकविकालिदासमहोदयपर 5 काव्यरचना।(SDG4,16) 2. शब्दरूपतालिकारचना।(SDG4) 3. वाक्यरचना (लेखनहेतु) (SDG4)

	व्याकरणम्	अव्ययपदानि, प्रत्यय ( क्त्वाप्रत्ययः) धातुरूप(सम्पूर्ण), शब्दरूप- इकारांतपुल्लिंग 'मुनिः', कथापूर्तिः, ;, उपपदविभक्ति (पंचमी- षष्टिः) (SDG4)	
		आवधिकपरीक्षा 1 (PRE MID-TERM) पाठ-1,2,व्याकरणकार्यम्	
अगस्त (14 दिन))	पाठ्यपुस्तक ज्ञानराशिमः  व्याकरणम्	पाठ 6 अनुकरणशीला: वानरा: (चित्रकथा) (सदग 4,16)  पर्यायाः, विपर्यायाः, शब्दरूप-उकारांतपुल्लिंग 'साधु', पठितगद्यांश-पद्यांशच, चित्रलेखनम्प्रत्यय (तुमुन्प्रत्ययः) (SDG4)	1. स्वतंत्रतादिवसविषयपर 5 वाक्यसंस्कृतमेलिखिए।(SDG4,16) 2. अनुकरणशीला: वानरा: कोआधारबनाकरकोईभीपञ्चतंत्रकीकथाकोचित्रकथा केरूपमेलिखिए।(SDG4,16)
सितंबर (8 दिन)	पुनरावृत्तिः	पुनरावृत्तिः पाठ 1-6 (पृष्ठसंख्या 49-50) ((SDG4)	पूर्णरावृत्तिः कार्यम् (मौखिक-लिखित) (SDG4)
		अर्धवार्षिकपरीक्षा (MID-TERM) पाठ-1,2,3,4,5,6 अप्रैलसेअगस्तमाहतकसम्पूर्णव्याकरणकार्यम्, ;, उपपदविभक्ति (षष्टि-सप्तमी)	
अक्टूबर (12 दिन)	पाठ्यपुस्तक ज्ञानराशिमः	पाठ 7 मूर्खाभृत्या (हास्यकथा) ( (SDG 4,16)	1. दीपोत्सवः कर 5 वाक्यसंस्करीमेलिखिए।(SDG 3,4,13)

	व्याकरणम्	पाठ 8 वेदानांमहत्वम् (SDG 3,4,16) चित्रवर्णनम्, धातुरूप(सम्पूर्ण), शब्दरूप- ऋकारांतपुल्लिंग 'पितृ'ऋकारांतस्त्रीलिंग 'मातृ', उपपदविभक्ति( द्वितीय-सप्तमी 'सम्पूर्णा')(SDG4)	2. प्रसिद्धवेदोंकेश्लोकअर्थसहितलिखिए।(SDG 4,13,15,16,17) 3. भारतीयमहीनेंऔरतिथियोंकेनामसंस्कृतमेंलिखिए।(SDG4)
नवंबर (14 दिन)	पाठ्यपुस्तक ज्ञानराशिम्:  व्याकरणम्	पाठ 9 मूषककन्याविवाहकथा (SDG 4,5,16) पाठ 10 सुभाषितानि (श्लोकाः) (SDG 3,4,16)  संधिव्यंजनसंधिः-अनुस्वार-परसावर्णसंधि), प्रत्यय (ल्यप्प्रत्यय), चित्रवर्णनअपठितपद्यांश- गद्यांशच(SDG4)	1. श्लोकोच्चारण (वाचनकौशलहेतु) 2. मूषककन्याविवाहपरलघुनाटिकाप्रस्तुति (SDG 4,5,16,17) 3. श्रवण-वाचन-मौखिकचगतिविधि: (SDG4)
दिसम्बर (12 दिन)	पाठ्यपुस्तक ज्ञानराशिम्: व्याकरणम्	पाठ 11 कृपणस्यस्वप्नः (कथा) (SDG3,4,8)  संधिः व्यंजनसंधिः (जशत्व-णत्वसंधि), अव्ययपदानि, समयलेखन, पर्यायाःविपर्यायाःच, अशुद्धिशोधन (SDG4)	1. कालाप्रदर्शन : काल्पनिकघड़ेकोध्यानरखतेहुएकमिट्टीकेघड़ेकोस जाकरउसमेंअपनाइच्छापत्ररखे।(SDG3,5,12,17) 2. समयलेखनम्कार्यपत्रिका(SDG4)
		आवधिकपरीक्षा-II (POST MID TERM)	
जनवरी (8 दिन)	पाठ्यपुस्तक ज्ञानराशिम्:	पाठ 12 कोरोनाविषाणुः (SDG 3,4,6)	1. श्लोकोच्चारण (वाचनकौशलहेतु) (SDG4) 2. लिखितगतिविधि: (SDG4,8)

	व्याकरणम्	संख्यालेखनम् (1-100), पत्रलेखन, शब्दरूप- इकारांतस्त्रीलिंग- 'मतिः', ईकारांतस्त्रीलिंग 'नदी' अपठितगद्यांशच(SDG4)	
फरवरी (11 दिन)	पुनरावृत्ति:	पुनरावृत्ति: पाठ 7-12 (पृष्ठसंख्या 85,86,87) (SDG4) पुनरावृत्ति : पाठव्याकरणचआधारित(SDG4)	पुनरावृत्ति (मौखिक-लिखित) मौखिक-लिखितपुनरावृत्ति(SDG4)
मार्च	पुनरावृत्ति: (सम्पूर्णा)	वार्षिकपरीक्षा (ANNUAL EXAMS) पाठ -7,8,9,10,11,12, अक्तूबर से फरवरी माह तक का सम्पूर्ण व्याकरण कार्य	

**पाठ्यक्रम 2026-27**

आवधिकपरीक्षाI (PRE MID-TERM ) JULY 2026

पाठ 1,2,, व्याकरणकार्य

अर्धवार्षिकपरीक्षा ( MID-TERM)

पाठ 1,2,3,4,5,6,

अप्रैलमाहसेसितंबरमाहतककासम्पूर्णव्याकरणकार्य

आवधिकपरीक्षाII (POST MID-TERM)

पाठ 7,8, व्याकरणकार्य

वार्षिकपरीक्षा (ANNUAL EXAMS)

पाठ 7,8,9,10,11,12

अक्टूबरमाहसेफरवरीमाहतककासम्पूर्णव्याकरणकार्य

30% पाठ्यक्रमअर्धवार्षिककासम्मिलितकियाजाएगा।

### शैक्षणिकउद्देश्यवदक्षता

#### 1. श्लोक:-

श्लोक अध्ययन के माध्यम से विद्यार्थी शुद्धउच्चारण, सही स्वर और लय के साथ पाठ करना सीखते हैं, जिससे उनकी श्रवण एवं वाचन क्षमता विकसित होती है। वेश्लोकों का सामान्य अर्थ समझकर उनमें निहित नैतिक मूल्यों और जीवन उपयोगी संदेशों को ग्रहण करते हैं। इस प्रक्रिया से स्मरणशक्ति, ध्यान और एकाग्रता का विकास होता है तथा भाषा के प्रति रुचि और संस्कारात्मक दृष्टिकोण भी सुदृढ़ होता है।

#### 2. कविता:-

कविता के अध्ययन से विद्यार्थी भावपूर्ण और सही उच्चारण के साथ पाठ करना सीखते हैं तथा कठिन शब्दों और पंक्तियों का अर्थ समझने की क्षमता विकसित करते हैं। वे कविता के मुख्यभाव, विषय और संदेश की पहचान करते हुए अपनी कल्पनाशक्ति और संवेदनशीलता को विकसित करते हैं। इससे प्रकृति, समाज और नैतिक मूल्यों के प्रति रुचि बढ़ती है तथा साहित्यिक सौंदर्य को समझने की प्रारंभिक क्षमता विकसित होती है।

#### 3. कथा:-

संस्कृत कथा शिक्षण का उद्देश्य विद्यार्थियों में विभिन्न दक्षताओं का विकास करना है। विद्यार्थी कथा का शुद्ध एवं स्पष्ट उच्चारण के साथ वाचन करने की दक्षता प्राप्त करें, मुख्य पात्रों तथा घटनाओं की पहचान कर सकें और कठिन शब्दों के अर्थ समझकर उनका सही प्रयोग कर सकें। वे कथा का सार अपने शब्दों में लिखने तथा प्रश्नों के उत्तर संस्कृत में देने में सक्षम हों। साथ ही, कथा में प्रयुक्त लकार, विभक्ति, संधि, समास आदि व्याकरणिक तत्त्वों की पहचान करने और सरल संस्कृत वाक्य निर्माण की दक्षता विकसित करें।

#### 4. व्याकरण :-

व्याकरण के अभ्यास से विद्यार्थी भाषा की मूल संरचना को समझते हैं और वर्ण, शब्द तथा वाक्य के सही प्रयोग में दक्षता प्राप्त करते हैं। वे लिंग, वचन और पुरुष के नियमों को पहचानकर सही वाक्य निर्माण करना सीखते हैं तथा सरल शब्दरूप और धातुरूप का प्रयोगकर भाषा को शुद्ध और व्यवस्थित रूप में उपयोग कर पाते हैं। इससे उनकी भाषिक शुद्धता, तार्किक सोच और अभिव्यक्ति क्षमता मजबूत होती है।

#### 5. पठनकौशल :-

पठन कौशल के विकास से विद्यार्थी शुद्ध, स्पष्ट और प्रवाहपूर्ण पढ़ना सीखते हैं तथा पढ़े हुए पाठ का अर्थ समझकर प्रश्नों के उत्तर देने में सक्षम होते हैं। वे मुख्यविचार और महत्वपूर्ण जानकारी पहचानते हैं तथा उचित विराम और उच्चारण का ध्यान रखते हुए आत्मविश्वास के साथ वाचन करते हैं। इससे समझ, एकाग्रता और भाषा ग्रहण करने की क्षमता में वृद्धि होती है।

#### 6. लेखनकौशल :-

लेखन कौशल के अंतर्गत विद्यार्थी सरल और शुद्ध वाक्य लिखना सीखते हैं तथा चित्रया विषय के आधार पर अपने विचारों को क्रमबद्ध रूप में व्यक्त करते हैं। वे व्याकरण के नियमों का प्रयोग करते हुए छोटे रचनात्मक लेख लिखने की प्रारंभिक क्षमता विकसित करते हैं। इससे उनकी अभिव्यक्ति शक्ति, रचनात्मकता और भाषा पर पकड़ मजबूत होती है।

## FRENCH

MONTH ANDNO. OF PERIODS	UNITS	CONTENTS	LEARNING OBJECTIVE	SUGGESTE ACTIVITIES
APRIL 10	<p>Leçon-0:- La culture et la civilisation de la France SDG 16: Peace, Justice, and Strong Institutions SDG 4: Quality Education SDG 11: Sustainable Cities and Communities</p> <p>Leçon-1- Un mail de mon Cousin</p> <p>SDG 4: Quality Education SDG 10: Reduced Inequalities</p>	<p>La culture et la civilisation de la France</p> <p>Réviser la grammaire déjà appris</p>	<p>Savoir à propos de la France et sa culture etcivilisation. (To knowabout the France and its culture)</p> <p>Competency: - Critical Thinking and Reflection and ☐ Intercultural Awareness and Understanding</p> <p>Reviser la grammaire précédente (To revise previous year grammmar)</p> <p>Competency: - Communication Skills and Intercultural Awareness</p>	-Activités dans le livre

May 11	<p>Leçon-2: La biodiversité (Pratiquer du cahier d'activités)</p> <p>SDG 15: Life on Land SDG 13: Climate Action SDG 12: Responsible Consumption and Production SDG 4: Quality Education</p>	<p>Les adjectifs, placement de adjectifs</p>	<p>Connaissance des adjectifs et le placement des adjectifs (To learn the placement of adjectives in a sentence)</p> <p>Competency: -Environmental Awareness, Critical Thinking and Global Citizenship</p>	<p>-Activités dans le livre -Préparez l'affiche sur « La biodiversité »</p>
JULY 12	<p>Leçon-3: - Coco Chanel</p> <p>SDG 5: Gender Equality SDG 4: Quality Education SDG 9: Industry, Innovation, and Infrastructure</p>	<p>L'interrogation, L'adverbe de quantité</p>	<p>Savoir comment on peut utiliser L'interrogation et L'adverbe de quantité en grammaire (To learn the utilization of interrogation)</p> <p>Competency: -Communication Skills, Critical Thinking and Cultural Awareness</p>	<p>-Activités dans le livre -Active d'orale (lisez le texte)</p>

PRE MIDTERM :- Leçons-0 (Culture et civilisation), leçon-1, Compréhension écrite, Grammaire, production écrite, vocabulaire et Traduction

<p>AUGUST 10</p>	<p>Leçon-4: - La France Miniature</p> <p>SDG 4: Quality Education SDG 11: Sustainable Cities and Communities</p>	<p>La passe compose avec avoir</p>	<p>Savoir à propos de passe compose avec avoir verbe. (To know about past tense with avoir verb)</p> <p>Competency: - Intercultural Awareness, Observation and Curiosity and Critical Thinking</p>	<p>-Activités dans le livre</p> <p>-Ecrivez et présentez un petit dialogue entre vous et vendeur par utiliser les interrogations et les adverbes de quantité</p>
<p>SEPTEMBER 6</p>	<p>Leçon-5:- Une expérience incroyable (Pratiquer du cahier d'activités)</p> <p>SDG 4: Quality Education SDG 3: Good Health and Well-being SDG 10: Reduced Inequalities</p>	<p>La passe compose avec être</p>	<p>Savoir à propos de passe compose avec avoir verbe. (To know about past tense with Etre verb)</p> <p>Competency: - Communication Skills, Creativity and Expression and Emotional Intelligence</p>	

MID TERM :- Leçons – 0(Culture et civilisation),1, 2, 3,4, 5,compréhension écrite, Grammaire - La consolidation de la grammaire précédente, Production écrite, vocabulaire et Traduction

<p>OCTOBER 9</p>	<p>Leçon- 6:- La lecture et les jeunes (Pratiquer du cahier d'activités)</p> <p>SDG 4: Quality Education SDG 10: Reduced Inequalities SDG 3: Good Health and Well-being</p>	<p>Les prépositions et Le passe compose des verbes pronominaux</p>	<p>Savoir comment on peut utiliser les prépositions de lieux (To know about the prepositions of the place and its uses)</p> <p>Competency: - Personal Development, Critical Thinking and Communication Skills</p>	<p>-Activités dans le livre -Raconter une histoire ou un événement inoubliable à la passe compose avec l'image</p>
<p>NOVEMBER 12</p>	<p>Leçon-7 : -Les tendances alimentaires en France SDG 3: Good Health and Well-being SDG 12: Responsible Consumption and Production SDG 13: Climate Action</p> <p>Leçon-8 : - Le déménagement à Biarritz</p> <p>SDG 4: Quality Education SDG 13: Climate Action</p>	<p>L'impératif</p> <p>Le futur simple</p>	<p>Connaissance de L' impératif et utilisation en Grammaire (To know the use of "imperative" in Grammar)</p> <p>Competency: - Critical Thinking, Communication Skills and Intercultural Awareness</p> <p>Savoir a propos de le temp future (to know about and use of future tense)</p> <p>Competency:- Communication Skills, Critical Thinking and Intercultural Awareness</p>	<p>-Activités dans le livre -Activité d'orale (Lisez le texte)</p> <p>-Activités dans le livre -Activité de la compréhension orale (compréhension)</p>

POST MID TERM :- Leçons-0(Culture et civilisation), 6, 7, Compréhension écrite, Grammaire -- La consolidation de la grammaire précédente, production écrite, vocabulaire et Traduction

<p>DECEMBER 10</p>	<p>Leçon-9:- Une carte postale et des Invitations (Pratiquez du cahier d'activités)</p> <p>SDG 4: Quality Education SDG 10: Reduced Inequalities</p>	<p>Révision du passe compose</p>	<p>Réviser le passe compose (To revise passé composé)</p> <p>Competency: - Communication Skills, Cultural Awareness and Social and Emotional Skills</p>	<p>-Activités dans le livre -Ecrivez une recette de votre choix avec l'image par utiliser les impératifs</p>
<p>JANUARY 9</p>	<p>Leçon-10:- Le réchauffement climatique (Pratiquer du cahier d'activités)</p> <p>SDG 13: Climate Action SDG 15: Life on Land SDG 14: Life Below Water SDG 7: Affordable and Clean Energy</p>	<p>Le futur proche et le passe récent</p>	<p>Savoir comment conjuguer le verbe en futur proche et passe récent (To be able to know how to conjugate the verb in near future and recent past.)</p> <p>Competency: - Environmental Awareness,Critical Thinking,Problem-Solving Skills and Global Citizenship</p>	<p>-Activités dans le livre</p>

FEBRUARY	Révision
MARCH	L'examen final
ANNUAL EXAM :- Leçons – 0(Culture et civilisation) ,6 7,8, 9, 10compréhension écrite, Grammaire - La consolidation de la grammaire précédente, Production écrite, vocabulaire et Traduction	

## MATHEMATICS

Months	Periods	Unit	Content	Learning Objectives	Suggested Activities
APR.	28	NUMBER SYSTEM	<p><b>Ch-1 A square and A cube</b> Introduction, Square Numbers, Patterns and Properties of Perfect Squares, Perfect Squares and Odd Numbers, Perfect squares and Triangular Numbers, Cubic Numbers, Taxicab numbers, Perfect cubes and consecutive Odd Numbers, Cube Roots, Successive differences</p> <p><b>COMPUTATIONAL THINKING QUESTIONS</b></p> <p><b>Ch-2 Power Play</b> Introduction Exponential Notation and Operations, the other side of powers, Powers of 10, Scientific Notation, Getting a Sense for Large Numbers</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Know how to identify and generate perfect squares and perfect cubes, understand their properties and recognise patterns in their unit digits and structure.</li> <li>• Know how to find square roots and cube roots of perfect squares and cubes using various methods including prime factorisation, successive subtraction of odd numbers and estimation techniques.</li> <li>• Know how to determine whether a given number is a perfect square or perfect cube by analysing its prime factorisation and applying divisibility rules</li> </ul>	<p>Exploring perfect squares using square Grids</p> <p><b>Competencies:</b> The activity mainly develops conceptual understanding, along with mathematical reasoning and visualisation skills.</p>

**COMPUTATIONAL  
THINKING QUESTIONS**

**Curricular Goals**

- Develops skills and capacities of computational thinking, namely decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms to solve problems.

**SDG Goals:**

SDG 4 – Quality education

SDG 9 – Industry, Innovation  
and Infrastructure

SDG 6 – Clean water and Sanitation

SDG 11- Sustainable cities and communities

Students should be able to:

- Know how to read, write, and interpret exponential expressions and apply laws of exponents confidently.
- Express numbers using powers and prime factorisation in exponential form to simplify calculations.

Finding value of  $a^n$ ,  
where  $a$  and  $n$  are natural  
numbers, using paper  
folding

- Know how to convert numbers to scientific notation and work with very large numbers in real world contexts.

**Curricular Goals**

- Develops skills and capacities of computational thinking, namely decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms to solve problems.

**SDG Goals:**

- SDG 4 – Quality education
- SDG 9 – Industry, Innovation and Infrastructure
- SDG 7 – Affordable and cleaning energy
- SDG 13 – Climate Action

**Competencies:** The activity develops conceptual understanding along with analytical thinking and applying exponent laws logically

MAY	24	NUMBER SYSTEM	<p><b>Ch-3 A Story of Numbers</b>  Introduction, The mechanism of counting, Some early number system, The idea of a base, The Egyptian number system, Place value representation, The Mesopotamian Number System, The Mayan Number system, The Chinese Number system, The Hindu Number System</p>	<p>Students should be able to</p> <ul style="list-style-type: none"> <li>• Know how different number systems evolved throughout history and understand the concept of counting using various methods like tally marks, body parts, and symbols.</li> <li>• Know the concept of base in number systems and understand how landmark numbers work in different bases like Egyptian (base-10), Roman, and other historical systems.</li> <li>• Know how place value systems developed and understand the significance of positional notation in representing numbers efficiently across different civilisations.</li> <li>• Know the importance of zero as both a placeholder and a number, and understand how the Hindu number system became the foundation of modern mathematics worldwide.</li> </ul>	<p>Representing numbers using grouping</p> <p><b>Competencies:</b> The activity develops conceptual understanding, problem solving skills, data recording and logical organisation</p>
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			<p><b>COMPUTATIONAL THINKING QUESTIONS</b></p>	<p><b>Curricular Goals</b></p> <ul style="list-style-type: none"> <li>Develops skills and capacities of computational thinking, namely decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms to solve problems.</li> </ul> <p><b>SDG Goals:</b>  SDG 4 – Quality education  SDG 9 – Industry, Innovation and Infrastructure  SDG 11- Sustainable cities and communities  SDG 13 – Climate Action  SDG 8- Economic Growth</p>	
JUL.	29	GEOMETRY	<p><b>Ch-4 Quadrilaterals</b>  Introduction, Rectangle and Squares, The Process of Finding Properties, A special Rectangle, Properties of a Square, Angles in a Quadrilateral, More Quadrilaterals with Parallel Opposite Sides, Quadrilaterals with Equal Side Lengths, Playing with Quadrilaterals, Kite and Trapezium.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Know how to identify, define and classify different types of quadrilaterals including rectangles, squares, parallelograms, rhombus, kites and trapezium based on their properties.</li> <li>Know how to construct quadrilaterals using their diagonal properties and understand that diagonals can uniquely determine the type of quadrilateral formed.</li> <li>Know how to apply geometric reasoning and congruence to deduce and prove properties of quadrilaterals through logical deduction.</li> </ul>	<p>1. Verifying equality of opposite sides of a parallelogram.</p> <p>2. Verifying the sum of the four interior angles of a quadrilateral.</p> <p><b>Competencies:</b> This activity develops</p>

**COMPUTATIONAL  
THINKING QUESTIONS**

- Know the concept that the sum of angles in any quadrilateral is  $360^\circ$  and use this along with parallel line properties to solve problems involving quadrilateral angles.

**Curricular Goals**

- Develops skills and capacities of computational thinking, namely decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms to solve problems.

**SDG Goals:**

SDG 4 – Quality education

SDG 9 – Industry, Innovation and  
Infrastructure

SDG 11- Sustainable cities and communities

SDG 12- Responsible consumption

conceptual understanding, procedural skills, logical reasoning and analytical thinking.

AUG.	30	ALGEBRA	<p><b>Ch-5 Number Play</b> Introduction, Sum of Consecutive Numbers, Breaking Even, Pairs to Make Fours, Checking Divisibility Quickly.</p> <p><b>COMPUTATIONAL THINKING QUESTIONS</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Know how to identify divisibility patterns and apply shortcuts to check if numbers are divisible by 2, 3, 4, 5, 6, 8, 9, 10, and 11 without performing actual division.</li> <li>• Know how to analyse properties of even or odd numbers and predict the parity of algebraic expressions and arithmetic operations.</li> <li>• Know how to solve cryptarithms and number puzzles by applying logical reasoning and understanding digit patterns in multiplication and addition problems.</li> <li>• Know the concept of remainders digital roots, and divisibility rules through real-life examples and algebraic explanations of why these mathematical shortcuts work.</li> </ul> <p><b>Curricular Goals</b></p> <ul style="list-style-type: none"> <li>• Develops skills and capacities of computational thinking, namely decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms to solve problems.</li> </ul> <p><b>SDG Goals:</b> SDG 4 – Quality education SDG 9 – Industry, Innovation and Infrastructure SDG 8- Economic Growth SDG 10- Reduced in Equalities</p>	<p>Verifying the sum of four consecutive natural numbers</p> <p><b>Competencies:</b> This activity develops mathematical reasoning, analytical thinking and problem solving.</p> <p>Verifying the algebraic identities <math>(a + b)^2</math>, <math>(a - b)^2</math>, and <math>(a + b)(a - b)</math></p>
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AUG.		ALGEBRA	<p><b>Ch-6 We Distribute Yet Things Multiply</b>  Introduction, Some Properties of Multiplication, Fast Multiplications Using the Distributive Property, Special Cases of the Distributive Property, Investigating Patterns, Make the Mistake, Mind the Mistake, This Way or That Way, All Ways Lead to the Bay.</p> <p><b>COMPUTATIONAL THINKING QUESTIONS</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Know how to apply the distributive property to expand algebraic expressions and multiply binomials, understanding how multiplication distributes over addition and subtraction.</li> <li>• Know how to use special algebraic identities such as <math>(a + b)^2</math>, <math>(a - b)^2</math>, and <math>(a + b)(a - b)</math> to quickly compute squares and products without full expansion.</li> <li>• Know fast multiplication techniques using the distributive property for numbers like 11, 101, 1001, and apply these methods to solve multiplication problems efficiently.</li> <li>• Know how to recognise and describe mathematical patterns using algebraic expressions, understanding that multiple methods can lead to the same solution and exploring creative approaches to problem-solving.</li> </ul> <p><b>Curricular Goals</b></p> <ul style="list-style-type: none"> <li>• Develops skills and capacities of computational thinking, namely decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms to solve problems.</li> </ul>	<p><b>Competencies:</b> This activity develops conceptual understanding, procedural skills, logical reasoning analytical thinking and problem-solving ability.</p>
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				<b>SDG Goals:</b> SDG 4 – Quality education SDG 9 – Industry, Innovation and Infrastructure SDG 8- Economic Growth SDG 10- Reduced in Equalitie	
SEP.	12		Revision for Mid Term Examination	To enhance time management, problem-solving confidence, and exam readiness	
			<b>CH- 7 Proportional reasoning-1</b> Introduction, observing similarity in change, Ratios, Ratios in their	Students should be able to: Know how to understand and express ratios in their simplest form and identity when two ratios are proportional by comparing their terms and using cross multiplication.	Investigating similarity of rectangles Sharing a
OCT.	28	NUMBER SYSTEM	simplest form, Problem solving with proportional reasoning, the rule of three, Sharing, but not equally, unit conversions  <b>COMPUTATIONAL THINKING QUESTIONS</b>	<ul style="list-style-type: none"> <li>• Know how to solve real-world problems using proportional reasoning including the Rule of Three methods to find unknown quantities in proportional relationships.</li> <li>• Know how to divide quantities to given ratios and understand how to share amounts proportionally between two or more parts using mathematical reasoning.</li> <li>• Know how to apply unit conversions and proportional thinking to solve practical problems involving different measurement systems, mixture and everyday situations like recipes and construction.</li> </ul>	Quantity in given ratio.  <b>Competencies:</b> This activity develops conceptual understanding of similarity proportional reasoning, procedural fluency and logical reasoning.

		<p>NUMBER SYSTEM</p>	<p><b>CH-3 Proportional reasoning-2 (Ganita Prakash Part-II)</b>          Introduction, Proportionality- A Quick Recap, Ratios in Maps, Ratios in More than 2 Terms, Dividing a Whole in a Given Ratio, A Slice of the Pie, Inverse proportions.</p>	<p><b>Curricular Goals</b></p> <ul style="list-style-type: none"> <li>• Develops skills and capacities of computational thinking, namely decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms to solve problems.</li> </ul> <p><b>SDG Goals:</b>          SDG 4 – Quality education          SDG 8- Economic Growth          SDG 12- Responsible consumption          SDG 13 – Climate Action</p> <p>Students should be able to show:</p> <ul style="list-style-type: none"> <li>• Know how to understand and simplify ratios with more than two terms.</li> <li>• Know how to apply proportional reasoning to map reading and model building by using scales and to find actual geographical distances.</li> <li>• Know how to recognise and verify similarity in shapes by measuring width-to-height ratios and ensuring they change by the same factor.</li> </ul>	<p>Understanding concept of proportionality and direct and inverse proportion.</p> <p><b>Competencies:</b>          This activity develops conceptual understanding and application</p>
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			<p><b>COMPUTATIONAL THINKING QUESTIONS</b></p>	<ul style="list-style-type: none"><li>• Know how to use proportional reasoning to calculate central angles for pie charts based on given data distributions.</li></ul> <p><b>Curricular Goals</b></p> <ul style="list-style-type: none"><li>• Develops skills and capacities of computational thinking, namely decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms to solve problems.</li></ul> <p><b>SDG Goals:</b></p> <p>SDG 4 – Quality education SDG 10- Reduced in Equalities. SDG 12- Responsible consumption SDG 13 – Climate Action</p>	<p>skills of proportionality.</p>
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NOV.	26	NUMBER SYSTEM	<p><b>CH-1 Fractions in disguise (Part II)</b> Introduction, Fractions as Percentages, Percentage of Some Quantities, Using Percentages, Taxes, Growth and Compounding.</p> <p><b>COMPUTATIONAL THINKING QUESTIONS</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Know how to understand percentages and grasp the concept of percentage as a fraction in disguise and its historical context.</li> <li>• Know how to covert fractions and decimals into percentages and vice-versa and to analyse and interpret percentages in daily life.</li> <li>• Know how to calculate percentages mentally and compare values using percentage approximations and to solve figure it out problems and application-based questions.</li> </ul> <p><b>Curricular Goals</b></p> <ul style="list-style-type: none"> <li>• Develops skills and capacities of computational thinking, namely decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms to solve problems.</li> </ul> <p><b>SDG Goals:</b> SDG 4 – Quality education SDG 8- Economic Growth SDG 12- Responsible consumption</p>	<p>Verifying the Conversion of Fractions into Percentages Using Paper Strips.</p> <p><b>Competencies:</b> This activity develops conceptual understanding, procedural fluency, application skills, analytical and reasoning skills</p> <p>Verifying Pythagoras</p>
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		<p>GEOMETRY</p>	<p><b>CH-2 The Baudhayana-Pythagoras Theorem(part-II)</b>          Introduction, Doubling a Square, halving a Square, Hypotenuse of an Isosceles Right Triangle, Decimal Representation of <math>\sqrt{2}</math>, Combining Two Different Squares, A Long-Standing Open Problem, Further Applications of the Baudhayana-Pythagoras Theorem.</p> <p><b>COMPUTATIONAL THINKING QUESTIONS</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Know how to understand the theorem through visual hands-on construction, such as creating a square with double the area of another, based on the Baudhayana Sulba Sutra.</li> <li>• Know how to recognize that the ancient Indian mathematician Baudhayana started this theorem, which predates Pythagoras.</li> <li>• Know how to apply the theorem to calculate unknown side lengths in right-angled triangles</li> <li>• Know how to apply the concept of square roots to find side lengths in right angled - triangles, specifically related to Baudhayana Pythagoras theorem</li> </ul> <p><b>Curricular Goals</b></p> <ul style="list-style-type: none"> <li>• Develops skills and capacities of computational thinking, namely decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms to solve problems.</li> </ul> <p><b>SDG Goals:</b>          SDG 4 – Quality education          SDG 9 – Industry, Innovation and Infrastructure          SDG 11- Sustainable cities and communities</p>	<p>theorem using graph paper.</p> <p><b>Competencies:</b> This activity develops conceptual understanding, procedural fluency, analytical, reasoning and application skills.</p>
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DEC.	30	GEOMETRY	<p><b>CH-4 Exploring Some Geometric Themes (Part II)</b>  Introduction, Fractals, Visualising Solids, Making Solids, Shortest Paths on a Cube, Representation of Solids on a Plane Surface, Isometric Projections.</p> <p><b>COMPUTATIONAL THINKING QUESTIONS</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Know how to explore concepts of self-similarity and constructing geometric patterns like Sierpinski Carpet.</li> <li>• Know how to understand 3D shapes, naming and visualising pyramids and their properties, recognising and creating patterns using shapes, dots, and lines to strengthen geometric intuition</li> </ul> <ul style="list-style-type: none"> <li>• Know how to develop spatial reasoning, improving the ability to visualise, analyse, and manipulate 2D and 3D geometric figures.</li> <li>• Know how to identify fractal like structures in natural objects like trees, ferns, and coast lines.</li> </ul>	<p>Drawing front view, top view and side view of given 3-dimensional shapes.</p> <p><b>Competencies:</b></p> <p>This activity develops conceptual understanding, spatial visualization, reasoning skills, procedural fluency and application skills.</p>
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		<p style="text-align: center;">STATISTICS</p>	<p><b>CH-5 Tiles by Dots and Lines (Part II)</b>  The Balancing Act, Unchanging Mean, Tinkering with Median, Finding the Unknown, Introduction, Mean and Median with Frequencies, Spread Sheets, Visualising and Interpreting Data, Infographics.</p>	<p><b>Curricular Goals</b></p> <ul style="list-style-type: none"> <li>• Develops skills and capacities of computational thinking, namely decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms to solve problems.</li> </ul> <p><b>SDG Goals:</b>  SDG 4 – Quality education  SDG 9 – Industry, Innovation and Infrastructure  SDG 11- Sustainable cities and communities</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Know how to construct and interpret dot plots to represent numerical data</li> <li>• Know how to analyse centre of data and understand the arithmetic mean not just as a formula but as a centre or balancing point of a data set, where the sum of distances to lower values equals to the sum of distances to higher values.</li> <li>• Know how to find median and mean, exploring data spread to understand the spread and concentration of values.</li> <li>• Know how to visualize data distribution through line graphs and infographics</li> </ul>	<p>Plotting the points representing natural numbers in relation to their squares</p> <p><b>Competencies:</b> This activity develops conceptual understanding, analytical and reasoning skills, procedural fluency and application skills.</p>
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			<p><b>COMPUTATIONAL THINKING QUESTIONS</b></p>	<p><b>Curricular Goals</b></p> <ul style="list-style-type: none"> <li>• Develops skills and capacities of computational thinking, namely decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms to solve problems.</li> </ul> <p><b>SDG Goals:</b>  SDG 4 – Quality education  SDG 8- Economic Growth  SDG 12- Responsible consumption  SDG 13 – Climate Action</p>	
JAN.	24	ALGEBRA	<p><b>CH-6 Algebra Play (Part II)</b>  Introduction, Thinking About ‘Think of a Number’ Tricks, Number Pyramids, Fun with Grids, Decoding Divisibility Tricks,</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Know how to understand think of a number and learn to analyse and explain why mathematical tricks work by representing them with variables, transforming them from magic into logical algebra.</li> <li>• Know how to develop the ability to translate word puzzles and number patterns into algebraic expressions and linear equations.</li> <li>• Know how to analyse number pyramids to solve and understand the rules governing number pyramids and how they change.</li> </ul>	<p>Understanding family age relations using algebra.</p> <p><b>Competencies:</b> This activity develops conceptual understanding, analytical and reasoning skills, procedural fluency and application skills.</p>

			<p><b>COMPUTATIONAL THINKING QUESTIONS</b></p>	<ul style="list-style-type: none"> <li>• Know how to develop algebraic reasoning by shifting from just finding the variables of unknown variables to understand the structure behind equation fostering critical thinking and logical reasoning.</li> </ul> <p><b>Curricular Goals</b></p> <ul style="list-style-type: none"> <li>• Develops skills and capacities of computational thinking, namely decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms to solve problems.</li> </ul> <p><b>SDG Goals:</b>  SDG 4 – Quality education  SDG 8- Economic Growth  SDG 12- Responsible consumption</p>	<p>Obtaining and verifying the formula for the area of a Rhombus, Parallelogram, Trapezium.</p>
FEB.	30	GEOMETRY	<p><b>CH-7 Area (Part II)</b>  Introduction, Rectangle and Squares, Area of any Polygon, Parallelogram, Rhombus, Trapezium, Finding the Area Using Two Copies of the Trapezium, Areas in Real Life.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Know how to develop a clear understanding of area as a measure of a 2D region, distinguishing it from perimeter.</li> <li>• Know how to calculate the area of irregular or composite shapes by decomposing them into simpler familiar shapes</li> </ul>	<p><b>Competencies:</b> This activity develops conceptual understanding, analytical and reasoning skills, procedural fluency and application skills.</p>

**COMPUTATIONAL  
THINKING  
QUESTIONS**

- Know how to identify the measurements needed and apply formulas to calculate the area of paths that cross a plot or field.
- Know how to derive and apply formulas for the area of various quadrilaterals and polygons. Solve practical, open-ended word problems related to area and spatial reasoning in everyday situations.

**Curricular Goals**

- Develops skills and capacities of computational thinking, namely decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms to solve problems.

**SDG Goals:**

SDG 4 – Quality education

SDG 9 – Industry, Innovation and Infrastructure

SDG 11- Sustainable cities and communities  
SDG 12- Responsible consumption

MAR.

Revision for Annual Examination

- To enhance time management, problem-solving confidence, and exam readiness

**COMPETENCIES DEVELOPED:** The chapters aim to develop conceptual understanding, mathematical reasoning, procedural fluency, visualisation skills and application of mathematical concepts

**PRE- MID TERM EXAM – Ch-1, Ch- 2 (Ganita Prakash -I) MID TERM – Syllabus covered from April to August**

**POST MID TERM – Ch-1, Ch-2 and Ch-3 (Ganita Prakash-II)**

**ANNUAL EXAMINATION – Ch-4,5,6,7 (Part-I)**

**Ch- 1,2,3,4,5,6,7 (Part-II)**

## SCIENCE

Month	Period	Unit	Content	Learning Objectives	Suggested Activity /Art Integrated Activities
April	22	Ch-1 Exploring the Investigative World of Science	Matter, the physical and living world, health, hygiene, and the connection between science, technology, and society <b>SDG 4- Quality Education</b>	Students will be able to ask focused questions, design and try out simple experiments to help answer them, use their observation, exploration, and investigation skills to understand how things work.	<b>MA 1</b> -Put forward a question based on your curiosity, then plan an experiment to find the answer. Record your observational analysis and conclude. <b>(Critical thinking and problem solving)</b>
		Ch-2 The Invisible Living World	Cell, cell structure, Variation in shape and structure of cells, Levels of Organization in the Body of a Living Organism, microorganisms and our connection to them, cell- a basic unit of life	Students will be able to define and classify cell (plant & animal) and microorganisms, Distinguish between useful and harmful microbes, identifying key structures of a cell, develop practical skills to observe microbes in pond water	<b>PF 1</b> -Fermented food items are consumed as traditional food in some parts of India. List some traditional food items that involves the process of fermentation. Investigate the ingredients used in the preparation of these fermented food items; the method of preparing them; the microorganism responsible for the

		Ch-3 Health: The Ultimate Treasure	<p><b>SDG 3 – Good health and Wellbeing</b></p> <p>Health- more than not falling sick, How can we stay healthy, How do we know that we are unwell.</p> <p><b>SDG 3 – Good health and Wellbeing</b></p>	<p>or soil using microscopes.</p> <p>Students will be able to define health, list ways to stay healthy, makeout when they are unwell.</p>	<p>fermentation of the food, and the cultural and nutritional importance of the fermented food and prepare a project report. <b>(Digital and Information Literacy, Global and civic citizenship)</b></p> <p>Activity 2.2, 2.3</p> <p><b>MA-2</b> Group activity- To prepare a collage on-</p> <p><b>Group 1-</b>Do’s and don’ts to maintain good health</p> <p><b>Group 2-</b>Ways to keep the environment clean</p> <p><b>Group 3-</b> Common methods of transmission of diseases. <b>(Creativity and collaboration)</b></p>
May	17	Ch-3 Health : The Ultimate Treasure (Cont..)	<p>Types of diseases, treatment of diseases, Antibiotics, Vaccines.</p> <p><b>SDG 3 – Good health and Wellbeing</b></p>	<p>Students will be able to categorize different kinds of diseases and their treatment.</p>	<p><b>PF 2-</b>Design and draw a simple electric circuit that demonstrates both heating and magnetic effects. <b>(HHW)</b></p> <p><b>(Creativity and Innovation)</b></p>

		Ch-4 Electricity : Magnetic and Heating Effects	Magnetic effect of electric current, electromagnet and their uses, heating effect of electric current, How Does a Battery Generate Electricity?, voltaic cell, dry cell, rechargeable batteries <b>SDG 7-</b> Affordable and clean energy	Students will be able to explain magnetic and heating effect of electricity and their applications, understand the concept of electromagnets and their uses, distinguish between principle and working of primary cells and rechargeable batteries	
July	21	Ch-5 Exploring Forces	Force and its effects, Forces-an Interaction Between Two or More Objects, types of forces, weight and its measurement, floating and sinking <b>SDG 9-</b> Industry, Innovation and Infrastructure	Students will be able to understand force as push or pull, explain the effects of force, compare and contrast between types of forces, differentiate between mass and force, understand why objects sink or float	Activity 5.2, 5.4, 5.5, 5.6, 5.9, 5.11 <b>(Critical thinking and problem solving)</b>
		Ch-6 Pressure, winds, storms and Cylones	Pressure, pressure in liquids, pressure exerted by air	Students will be able to define pressure and atmospheric pressure, define and apply its unit and formula	Activity 6.4, 6.5, 6.6 <b>(Critical thinking and problem solving)</b>

August	22	Ch-6 Pressure, winds, storms and Cylones (Cont...)	Formation of wind, High-Speed Winds Result in Lowering of Air Pressure, Storms, Thunderstorms, and Lightning, cyclone <b>SDG 13-</b> Climate action	Students will be able to understand how winds are caused, explain how increased wind speeds lead to decreased air pressure, explain the formation of thunderstorms, lightning and cyclones, identify and understand essential safety measures during these disasters.	
		Ch-7 Particulate Nature of Matter	Matter and its composition, states of matter and their characteristics, inter particulate spacing in different states of matter movement of particles in different states of matters. <b>SDG 12-</b> Responsible Consumption and Production	Students will be able to define matter, list its composition, understand different characteristics of states of matter- reason and application.	<b>PF-3</b> Create a comic strip that illustrates the journey of a particle as it changes through the three states of matter. Use dialogues or thought bubbles to express the particle's experience. <b>(Creativity and Innovation)</b> Activity 7.4 NCERT
September	10	Syllabus covered till September	<b>REVISION FOR MID- TERM</b>	Students will be able to clear their doubts and revise the syllabus	<b>MID TERM EXAMINATION</b>
October	20	Ch-8 Nature of Matter : Elements,	Mixtures , examples of mixtures and their constituents, types of	Students will be able to define elements, compounds and mixtures,	<b>MA-3-</b> Study the unique properties and importance of elements, compounds and

		Compounds, and Mixtures	<p>mixtures, pure substances and their types, elements and compounds, uses of elements , compounds and mixtures , minerals.</p> <p><b>SDG 12-</b> Responsible Consumption and production</p>	<p>give some examples, list the constituents of some common mixtures, compare and contrast between different kinds of mixtures, define pure substances &amp; minerals.</p>	<p>mixtures by role playing and debating their significance in everyday life and the natural world. <b>(Communication and collaboration)</b></p> <p>Group 1- Element (Oxygen, Carbon etc.)</p> <p>Group 2- compound (water, Salt, CO<sub>2</sub> etc.)</p> <p>Group 3- Mixture (Air)</p> <p>Activity 9.1, 9.2 NCERT</p>
		Ch-9 The Amazing World of Solutes, Solvents, and Solutions	Uniform and non-uniform mixtures, solute, solvent, solution, amount of solute in the solvent, factors affecting solubility.	<p>Students will be able to compare and contrast between uniform and non-uniform mixtures &amp; solute, solvent and solution, list the factors affecting solubility, compare and contrast between floating and sinking objects.</p> <p>SDG 6- Clean water and Sanitation)</p>	
November	19	Ch-9 The Amazing World of	Solubility of gases , floating and sinking of objects , density, effects of	Students will be able to define density, comprehend the effect of	

		<p>Solutes, Solvents, and Solutions. (Cont...)</p> <p>Ch-10 Light: Mirrors and Lenses</p>	<p>temperature and pressure on density. <b>SDG 7-</b> Clean water and sanitation</p> <p>Spherical mirrors- image formation and their uses, plane mirror reflection and its laws , lenses and image formation by lenses uses of lenses. <b>SDG 4-</b> Quality Education</p>	<p>temperature and pressure on density.</p> <p>Students will be able to compare and contrast between different kinds of mirrors &amp; lenses, list their uses, comprehend the phenomenon of reflection and its laws.</p>	<p><b>MA 4-</b> Prepare a short research report with at least three examples on how mirrors and lenses are used in daily life. <b>(Digital and Information Literacy)</b> Activity 10.2, 10.3 &amp; 10.9 NCERT <b>(Critical thinking and problem solving)</b></p>
December	23	Ch-11 Keeping Time with the Skies	<p>Phases of moon, locating the moon, calendars- solar, lunar, luni-solar, the Indian national calendar, festivals- astronomical phenomena, artificial satellites and their use. <b>SDG 4-</b> Quality Education</p>	<p>Students will be able to describe the causes of moon's changing appearance, compare solar, lunar and luni-solar calendars, relate festivals to astronomical events, identify the purpose of artificial satellites</p>	<p><b>PF 4-</b> Different states in India celebrate the New Year according to their local cultures. List the names of the New Year festival celebrated in any 10 states of India. Also find out whether it is based on the lunar calendar or the solar</p>

					calendar or the lunisolar calendar and tabulate your data on A4 size sheet. <b>(Critical thinking and problem solving, Creativity and Innovation)</b>
January	16	Ch-12 How Nature Works in Harmony	Experiencing and Interpreting Our Surroundings, Living organisms living Together in Nature, Every Organism in a Community Matters, Different Types of Interactions Among Organisms and their Surroundings, food chain and food web, Waste in Nature, One Change Leading to Another, Interactions Maintain Balance in Ecosystems, Benefits of an Ecosystem. <b>SDG 14- Life Below Water</b> <b>SDG 15- Life on Land</b>	Students will be able to understand how living organisms live together in nature, identify the role of every living organism in nature, define and comprehend different types of interactions among organisms and their surroundings, list the importance and ways of waste management in nature, understand how balance is created in an ecosystem and its importance.	<b>PF-5</b> On an A4 size sheet make one terrestrial and one aquatic food chain by pasting or drawing pictures. Hence compare the terrestrial and aquatic food chains highlighting their similarities and differences in the types of organisms involved. <b>(Creativity and Innovation)</b>
February	22	Ch- 13 Our Home: Earth, a Unique Life	Earth a Unique Planet, the Planets of Our Solar System and their features, features	The students will be able to list various facts about different planets,	<b>PF-6</b> Collect information about temperature, size etc. of different planets in the

		Sustaining Planet	and conditions that make Earth Suitable for Life to Exist, What Keeps Life from Disappearing- sexual and asexual reproduction, Threats to Life on Earth. <b>SDG 13-</b> Climate Action	comprehend features and conditions that make Earth Suitable for Life to Exist, understand different types of reproduction in plants and animals and its importance, list various threats to life on earth	solar system and present it in a tabular form. Also compare the conditions that make life possible on Earth. <b>(Digital and Information Literacy)</b>  Activity 13.3 NCERT
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**March- Annual Examination**

**Lab. Activities**

1. To observe the characteristics of different microorganisms through permanent slides.
2. Construction of a simple electric circuit to study magnetic effect of current.
3. To demonstrate that electrostatic force is a non-contact force.
4. To prove that liquids exert pressure and hence show that pressure increases with depth in liquids.
5. To observe movement of particles (diffusion) in liquids.
6. To demonstrate the presence of CO<sub>2</sub> in air.
7. To show the change in level of liquid on adding different solids.
8. To calculate volume and density of a body with an irregular shape.
9. To verify laws of reflection using a plane mirror.
10. To study the parts of a flower.

## Syllabus

### Periodic Test-1

Ch- 2 The Invisible Living World: Beyond Our Naked Eye

Ch- 3 Health: The Ultimate Treasure

### Mid term

Ch- 1 Exploring the Investigative World of Science (This chapter will be assessed only on the basis of activity)

Ch- 2 The Invisible Living World: Beyond Our Naked Eye

Ch- 3 Health: The Ultimate Treasure

Ch- 4 Electricity: Magnetic and Heating Effects

Ch- 5 Exploring Forces

Ch-6 Pressure, Winds, Storms, and Cyclones

Ch- 7 Particulate Nature of Matter

### Periodic Test-2

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

Ch- 9 The Amazing World of Solutes, Solvents, and Solutions

### Annual Examination –

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

Ch- 9 The Amazing World of Solutes, Solvents, and Solutions

Ch-10 Light: Mirrors and Lenses

Ch-11 Keeping Time with the Skies

Ch-12 How Nature Works in Harmony

Ch-13 Our Home: Earth, a Unique Life Sustaining Planet

Ch- 2 The Invisible Living World: Beyond Our Naked Eye

Ch- 5 Exploring Forces

**NOTE- Internal Assessment includes:**

- 1) Periodic Test (PT-1 & PT-2)
- 2) Portfolio (PF) (Also includes timely submission of CW/HW)
- 3) Multiple Assessment (MA)
- 4) Subject Enrichment Activities (Includes Holiday Homework and all Lab Activities)

## SOCIAL SCIENCE

MONTH/ PERIODS	UNIT	CONTENT	SUGGESTED ACTIVITIES / COMPETENCIES	LEARNING OBJECTIVES
APRIL/22	GEOGRAPHY SDG-12 RESPONSIBLE CONSUMPTION AND PRODUCTION	Chapter 1  Natural resources and their uses <ul style="list-style-type: none"> <li>• When does nature become a resource?</li> <li>• Categories and Distribution of natural resources and its implications</li> <li>• 'Natural resources curse'</li> <li>• Case study</li> </ul>	<b><u>Class discussion</u></b>  "Nature is considered sacred". Nature is a nurturer and nourisher. <b>(Spatial &amp; geographical skills)</b>	<ul style="list-style-type: none"> <li>• To understand the definition of natural resources &amp; categorize them into renewable &amp; non renewable</li> <li>• To understand the implication of unsustainable use/over exploitation of natural resources</li> </ul>
MAY/16	HISTORY SDG-16 PEACE, JUSTICE AND STRONG INSTITUTIONS	Chapter 2  Reshaping India's Political map <ul style="list-style-type: none"> <li>• Rise &amp; fall of Delhi Sultanate</li> <li>• The Vijayanagar empire</li> <li>• The Mughals</li> <li>• Resistance to the Mughals</li> <li>• Administering India</li> </ul>	Project on Chief dynasties with indication of geographical locations.  <b>(Analytical &amp; Critical Thinking)</b>	<ul style="list-style-type: none"> <li>• To be able to locate places of historical, cultural &amp; geographical importance on an outline map of India.</li> </ul> <p>To be able to understand how India economy adapts during times of political instability</p>

JULY/21	POL. SCIENCE SDG-10 REDUCED INEQUALITIES	Chapter 5 Universal franchise & India's Electoral system <ul style="list-style-type: none"> <li>• Ensuring universal franchise</li> <li>• Role of ECI</li> <li>• Model code of conduct</li> <li>• Understanding elections in India</li> <li>• President of India</li> <li>• Vice-president of India</li> </ul>	India changed the minimum age for voting from 21 to 18 in 1988. Discuss whether this was a good move.  <b>(Ethical and democratic values)</b>	<ul style="list-style-type: none"> <li>• To understand the need for the constitution for countries like India.</li> <li>• To be able to define universal adult franchise, electoral system and India's electoral system</li> </ul>
AUGUST/ 22	ECONOMICS SDG-3 & 4 GOOD HEALTH & WELL BEING QUALITY EDUCATION	Chapter 7 Factors of production <ul style="list-style-type: none"> <li>• People as resource</li> <li>• Technology- an enabler of production</li> <li>• How are the factors connected?</li> <li>• Responsibilities towards factors of production</li> </ul>	<b>Debate</b> "Is a large population an asset or a liability".  <b>(Problem-Solving &amp; Application)</b>	<ul style="list-style-type: none"> <li>• To identify 4 factors of production. Land, labor, capital &amp; entrepreneurship.</li> <li>• To explain the role of human capital in production and factors of production</li> </ul>
SEPTEMBER /10	HISTORY SDG-16	Chapter 3 The rise of Marathas <ul style="list-style-type: none"> <li>• Who are the Marathas?</li> <li>• Foundation of Marathas</li> </ul>	Role play on the mighty Maratha women e.g. Tarabai, Ahilyabai Holkar	<ul style="list-style-type: none"> <li>• To understand the geographical cultural &amp; political landscape of the deccan that fostered the Marathas movement</li> </ul>

	PEACE, JUSTICE AND STRONG INSTITIUIONS	<ul style="list-style-type: none"> <li>• Powers and rise of Shivaji</li> </ul> <b>Mid-term examination 2026</b>	<b>(Analytical And Critical Thinking)</b>	
OCTOBER /21	HISTORY SDG-16  PEACE, JUSTICE AND STRONG INSTITIUIONS	Chapter 3 The rise of Marathas(continue) <ul style="list-style-type: none"> <li>• The Marathas after Shivaji</li> <li>• Marathas administration</li> <li>• Cultural revival</li> </ul>	Mind map on Shivaji and his council of ministers  <b>(Analytical and critical thinking)</b>	To understand the impact Marathas empire, leave in India history
NOVEMBER /19	POL. SCIENCE SDG-16  PEACE, JUSTICE AND STRONG INSTITIUIONS	Chapter 6 The Parliamentary system <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Composition of the Indian parliament</li> <li>• Executive function of parliament</li> </ul>	Group discussion On the types of government (Monarchy, Dictatorship, Oligarchy, Democracy)  <b>(Research and Evidence synthesis)</b>	<ul style="list-style-type: none"> <li>• To understand how the Indian parliament &amp; the PM/council of minster work together to govern.</li> </ul> To understand the key function of Parliament
DECEMBER /23	POL. SCIENCE SDG-16  PEACE, JUSTICE AND STRONG INSTITIUIONS	Chapter 6 (Conti.) The Judiciary <ul style="list-style-type: none"> <li>• Challenges to the effective functioning of the legislature</li> </ul>	Role play of key framers of constitution of India. Such as Dr. B. R Ambedkar, Pt. J L Nehru, Sardar Vallabhbai Patel.	To define & understand the process of establishing control over a region for economic exploitation & political gap.

		Chapter 4 The Colonial Era in India <ul style="list-style-type: none"> <li>• The age of colonialism</li> <li>• European in India</li> <li>• Enter the British</li> </ul>	<b>(Problem solving and application)</b>	
JANUARY/ 18	HISTORY SDG-16  PEACE, JUSTICE AND STRONG INSTITIUIONS	Chapter 4 (Conti) The colonial era in India <ul style="list-style-type: none"> <li>• From Paradise to Hell</li> <li>• Devastating famines</li> <li>• The drain of India's wealth</li> <li>• Changing landscapes</li> <li>• Early resistance movements</li> <li>• The revolt of 1857</li> <li>• Revision</li> </ul>	Timeline creation: design a timeline showcasing majors' events  <b>(Problem solving and application)</b>	To focus on understanding how the east India company transformed from trading entity to ruling power
FEBRUARY /20	REVISION	WORKSHEETS CLASS TEST		
MARCH		ANNUAL EXAMINATION 2027		

## GENERAL COMPETENCIES

- **Critical Thinking & Analysis:** Ability to interpret data, graphs and historical events to draw meaningful conclusions.
- **Geographical Understanding & Mapping:** Proficiency in map reading, analyzing environmental resource distribution.
- **Problem-solving and application:** Applying concepts to contemporary societal challenges.
- **Ethical and democratic values:** cultivating a commitment to liberty, equality, social responsibility, and ability to engage in rational public dialogue.
- **Research & Application Skills:** Skill in sourcing evidence, confirming information through multiple perspectives about socio-political issues.

### PERIODIC TEST I

1. Natural Resources & Their Use
2. Reshaping India's political map

### MID TERM EXAMINATION

1. Natural resources & their use
2. Reshaping India's political map
3. Universal franchise & India's electoral system
4. Factors of production
5. The rise of the Marathas

### PERIODIC TEST II

1. The rise of the Marathas.
2. The parliamentary system

## **ANNUAL EXAMINATION**

- 1. Natural resources & their use**
- 2. Reshaping India's political map**
- 3. Universal franchise & India 's electoral system**
- 4. Factors of production**
- 5. The rise of the Marathas**
- 6. The parliamentary system**
- 7. The colonial era of India**

### **Name of the Book**

**Exploring society India and beyond social science textbook Part I**

## ARTIFICIAL INTELLIGENCE

Month & No. of Periods	Units	Contents	Learning Objectives	Art Integrated Activities
April 8 Periods	Ch 3. Trending Technologies  <b>SDG 8-</b> Decent Work and Economic Growth	<ul style="list-style-type: none"> <li>• Artificial Intelligence</li> <li>• Robotics</li> <li>• Machine Learning</li> <li>• Data Science</li> <li>• Internet of things</li> <li>• Edge Computing</li> <li>• Augmented reality and Virtual Reality</li> <li>• 3D Printing</li> </ul>	Students will learn about Trending AI Technologies with Robotics and Edge Computing Concept.	<ul style="list-style-type: none"> <li>• Play an AI based EMOJI SCAVENGER HUNT GAME. Visit <a href="https://emojiscavengerhunt.withgoogle.com/">https://emojiscavengerhunt.withgoogle.com/</a></li> <li>• Find out about ten Movies based on AI. Make a presentation and present it to the class.</li> </ul> <p><b>COMPETENCY:</b> Interdisciplinary learning, Experiential Learning and Logical thinking</p>
May 6 Periods	Ch 9. AI Domains  ➔ <b>AI Project Lifecycle. (CT&amp;AI)</b>	<ul style="list-style-type: none"> <li>• Domains of AI</li> <li>• Real life Applications of Different Domains of AI</li> <li>• Different Stages of project AI Cycle.</li> </ul>	Students will learn about different domains of AI with their real-life applications.	Make a table-list using Google Docs or Word of at least ten tasks that are performed by the machines you are using daily. Specify the AI domain in which these tasks fall. Try to determine the domain in which each of these tasks fall.

	<b>SDG 9-</b> Industry, Innovation and infrastructure			<b>COMPETENCY:</b> Technology literacy, social interaction and Information literacy
July 8 Periods	Ch 2. Animation in Krita  <b>SDG 10-</b> Reduced Inequalities	<ul style="list-style-type: none"> <li>• Components of Krita</li> <li>• Creating a new file</li> <li>• Layers in Krita</li> <li>• Managing Layers</li> <li>• Using Multiple Layers</li> <li>• Basic Concepts in Animation</li> </ul>	Students will learn about Krita application where they will be able to edit and animate images .	<ul style="list-style-type: none"> <li>• Create a moving car animation to move it from left to right in Krita.</li> <li>• Show an animation of Solar Eclipse in Krita</li> </ul> <p><b>COMPETENCY:</b> Technology literacy, Creativity and Art integration Learning</p>
August 8 Periods	Ch 11. Possibilities with AI  ➔ <b>Data &amp; Fairness In AI (CT &amp; AI)</b>  <b>SDG 8-</b> Decent work and Economic Growth	<ul style="list-style-type: none"> <li>• Skills to get a job in AI related fields</li> <li>• Career Opportunities in AI</li> <li>• Organizations Providing AI Jobs</li> <li>• Responsible use of AI.</li> </ul>	Students will be able to learn about different skills needed for AI jobs.	<p>Create a PowerPoint Presentation on the given topic “Career Opportunities in AI”.</p> <p><b>COMPETENCY:</b> Information Literacy, Creativity and Media Literacy</p>
September 4 Periods	Ch 10. SDGs	<ul style="list-style-type: none"> <li>• What are Sustainable Development Goals?</li> <li>• Role of AI to Achieve SDGs.</li> <li>• AI Ethics</li> </ul>	Students will get aware of different SDGs with their role in our daily lives and also how AI	Make a presentation on any sustainable development goal of your choice. Insert suitable pictures to elaborate on the topic. You can also ass

	<p>➔ <b>Ethical &amp; Responsible AI (CT &amp; AI)</b></p> <p><b>SDG 11-</b> Sustainable Cities and Communities.</p>		helps to achieve these goals.	<p>videos to the slides to make them more interesting. Also, make a slide to show how AI is helping in achieving the goal.</p> <p><b>COMPETENCY:</b> Media literacy, Information Literacy, Creativity and Experiential Learning.</p>
October 8 Periods	<p>Ch 8. Parts of Robots</p> <p><b>SDG 4-</b> Quality Education</p>	<ul style="list-style-type: none"> <li>• Difference Between Humans and Robots</li> <li>• Essential Parts of Robots</li> </ul>	Students will get aware about characteristics of robots which will help them to differentiate between Humans and Robots.	<p>Write an e-mail to the Education Minister of the Country explaining him to provide free lab sessions to students to learn to make robots. Also, mention how the society can be benefitted at large from this movement.</p> <p><b>COMPETENCY:</b> Communication skills, Vocabulary enhancement, Creativity and Media literacy</p>
November 8 Periods	<p>Ch 7. Functions in Python</p> <p><b>SDG 8-</b> Decent work and Economic Growth</p>	<ul style="list-style-type: none"> <li>• Features of Python</li> <li>• Advantages of functions</li> <li>• Components of Python Function</li> <li>• Types of functions in Python</li> </ul>	Students will learn about python programming language. Also, they will get aware of different functions used in python.	<p>Write a program using functions to:</p> <ol style="list-style-type: none"> <li>1. Check whether the input number is even or odd.</li> <li>2. Print a string 'orange' by calling a function.</li> </ol>

				<b>COMPETENCY:</b> Programming skills, Logical thinking, Experiential Learning and Critical thinking.
December 8 Periods	Ch 7. Functions in Python  <b>SDG 8-</b> Decent work and Economic Growth	<ul style="list-style-type: none"> <li>• Creating a Function</li> <li>• Calling a Function</li> <li>• Some More Programs</li> </ul>	Students will learn about python programming language. Also, they will get aware of different functions used in python.	<p>Write a program:</p> <ol style="list-style-type: none"> <li>1. To Print your Personal Details</li> <li>2. Check whether the number is positive, negative or zero.</li> <li>3. To input 3 numbers and find their sum, product, difference and quotient.</li> </ol> <p><b>COMPETENCY:</b> Programming skills, Critical Thinking, Logical Thinking and Experiential learning.</p>
January 4 Periods	Ch 6. Looping Statements in Python  <b>SDG 8-</b> Decent work and Economic Growth	<ul style="list-style-type: none"> <li>• The for Loop</li> <li>• The While Statement</li> <li>• The Jump Statements</li> <li>• Some More Programs</li> </ul>	Students will learn about different loops used in python programming language.	<p>Write a program to:</p> <ol style="list-style-type: none"> <li>1. Find the largest number out of three greatest number.</li> <li>2. Print 1 to 100 using While loop.</li> <li>3. Print first 20 odd numbers in decreasing order using while loop.</li> </ol> <p><b>COMPETENCY:</b> Programming skills, Critical Thinking, Logical Thinking and Experiential learning</p>

<p>February 8 Periods</p>	<p>Ch 4. Algorithmic Intelligence</p> <p>→ <b>Story of Numbers (CT)</b></p> <p><b>SDG 9-</b> Industry, Innovation and Infrastructure</p>	<ul style="list-style-type: none"> <li>• Multiple Conditions in a Program</li> <li>• Loops in a Program</li>   <li>• Pattern Recognition &amp; Algorithmic Thinking.</li> <li>• Binary Numbers</li> <li>• Abacus</li> </ul>	<p>Students will learn about conditions used for programming.</p>	<ol style="list-style-type: none"> <li>1. Your sister Vidya wants to display “YES” or “NO” for a year to be both a leap year and a century year, but she is unable to do so. Write the program for her.</li> <li>2. Write a program to display your name ten times if your age is 13 years: otherwise, display “Hello”.</li> </ol> <p><b>COMPETENCY:</b> Critical thinking, Technology Literacy, Logical thinking and Computational skills.</p>
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## GENERAL KNOWLEDGE

Month & Periods	Content
<b>April</b> <b>8</b>	<b>Pg 7-13</b> <b>India in recent years</b> <b>At the Olympics</b> <b>Ancient civilizations</b> <b>Leaders of the 20th-century</b> <b>Latest climate concerns</b> <b>Water Pollution and Marine life</b> <b>(SDG-6, 13, 14, 17)</b>
<b>May</b> <b>6</b>	<b>Pg 14-18</b> <b>Test your India Quotient</b> <b>Birdwatching</b> <b>Plants with a difference</b> <b>True heroes of our time</b> <b>Money Matters</b> <b>(SDG-5, 9, 15)</b>
<b>July</b> <b>7</b>	<b>Pg 19-25</b> <b>Not writers by profession</b> <b>Word wise</b> <b>Not-so-nice characters</b> <b>Fighting to save our planet</b> <b>Achievers</b>

	<p><b>Noted Artistes</b>  <b>Global Indians</b>  <b>(SDG-4, 5, 8, 17)</b></p>
<p><b>August</b>  <b>8</b></p>	<p><b>Pg 26-33</b>  <b>Creepy crawlies</b>  <b>Animals with a difference</b>  <b>World affairs in recent years</b>  <b>Dancing around the world</b>  <b>21st-century sports quiz</b>  <b>Body Quotient</b>  <b>Definitions</b>  <b>(SDG-8, 11, 15)</b></p>
<p><b>September</b>  <b>3</b></p>	<p><b>Pg 34-38</b>  <b>Thinking on your feet</b>  <b>Number Game</b>  <b>Are you a netizen?</b>  <b>Assignments</b>  <b>(SDG-4,9)</b></p>
<p><b>October</b>  <b>8</b></p>	<p><b>Pg 39-45</b>  <b>Sporting greats</b>  <b>Wordplay</b>  <b>Vocabulary Test</b>  <b>Religions and sects</b>  <b>A new age quiz</b>  <b>Big names</b>  <b>How fashionable!</b>  <b>(SDG-4,8,9)</b></p>

<p><b>November</b> <b>6</b></p>	<p><b>Pg 46-53</b>  <b>Figure it out</b>  <b>Treatments and cures</b>  <b>Pilgrimage in India</b>  <b>Endangered species</b>  <b>The Magsaysay Award</b>  <b>A Post- Independence quiz</b>  <b>(SDG-8,9,10,15)</b></p>
<p><b>December</b> <b>8</b></p>	<p><b>Pg 54-61</b>  <b>Energy Today</b>  <b>Thinking smart</b>  <b>21st-century quiz</b>  <b>The ultimate food quiz</b>  <b>The science quiz</b>  <b>Electrifying</b>  <b>(SDG-4,7,8,9,11)</b></p>
<p><b>January</b> <b>5</b></p>	<p><b>Pg 62-69</b>  <b>The troubled middle east</b>  <b>Indian Authors</b>  <b>Art and Handicrafts</b>  <b>Find the connection</b>  <b>Work it out</b>  <b>Popular abbreviations</b>  <b>From the newspaper</b>  <b>(SDG-4,8,9,16)</b></p>

**February  
8**

**Pg 70-73  
Refugees- one of the world's greatest concerns  
New age words  
Assignments  
(SDG-4,9,16)**

**Learning Objectives :**

**Students will be able to**

- **Develop critical thinking and problem solving**
- **Grow social, ethical and emotional capacities and dispositions**
- **Attempt to answer, learn in the process and improve their general knowledge & general awareness.**
- **Acquire the skill to reason and think logically reflect, respond and rethink, if required, as they realise the importance of self-imbibing values form their opinions, speak their minds and engage in informational discussion, thereby communicating with others**

## VALUE EDUCATION/ HAPPINESS CURRICULUM

<b>Months and periods</b>	<b>Name of the Chapters</b>	<b>Suggested Activities</b>
April (4)	L-1 Teacher Tree	Recognition of commonalities
May (3)	L-2 Face Setbacks Positively	Let's Know Ourselves
July (4)	L-3 Be A Peak Performer	Surviving and Living
August (4)	L-4 Accept Defeat	My Willpower is my Responsibility
September (2)	L-5 Check Your Mental Diet	Anger: A Menace
October (4)	L-6 Confidence Yes, Over-Confidence No	Only This Much is Enough
November (4)	L-7 Time is A Treasure	My Role, My Usefulness
December (4)	L-8 Be A Big-Bird Thinker	Being Happy: Reason and Duration
January (3)	L-9 Be the Bigger Person	How Would I Find a Solution?
February (4)	L-10 Nation-Building	May You be Blessed

**Learning Objectives:**

- To develop rational and logical approach for making ethical choices.
- To foster humility and empathy.
- To encapsulate the wisdom to identify strengths and weakness.
- To develop in good traits of character.

**Competencies:**

- Moral and Ethical understanding
- Emotional and social awareness
- Confidence Building

## ART & CRAFT

Month	Period	Topic/Content	Learning Objectives
April	4	1. Colour Wheel (Activity) 2. Eyes, Nose, Ears, lips drg	* Students will get the knowledge of colours * Students will learn how to draw Eyes, Nose, Ears, lips
May	4	1 Hands Arms and feet Drg	* Students will learn how to draw Hands Arms and feet
July	4	1 Sketches, Facial expressions, portrait perspective Drg	* Students will learn how to draw sketches and also get the knowledge of one and two type of perspective
August	4	1 Landscape with pencil shade Poster making Activity	* Students will learn how to do pencil shading
September	-----	-----Half yearly Exam-----	
October	4	1. Poster colour activity 2. Water colour activity	* Students will learn how to do water and poster colour activity.

## MUSIC

Month	Periods	Content
March - May	9	Sargam-5 Ekgun and Dugun with harmonium, prayer song (Sare Jaha Ke Malik) Baisakhi song, Mother's Day song, Patriotic song,
July - August	8	Sargam (6-10) with harmonium, Raag Khamaaj (Swar Lipi), prayer song (Itni Shakti hume dena datta page no-70) Janmashtami, Dussehra song, Patriotic Song.
September - October	8	National song (notation), prayer song (tuhi Ram Tuhi Rahim Page no.58), folk song, diwali special song
November - December	8	Patriotic song ,Raag Bhopali ,Swar Lipi Christmas Song
January- February	7	Patriotic song, Mahashivratri and holi song and Revision

## GUITAR

Month	Period	Content
April and May	7	Introduction to guitar Anatomy of Guitar Beginner scale Beginner strumming Prayer song- Count your blessings Pg. no. 46
July and Aug	8	Fundamental Guitar skill Prayer song – Power of love Pg. No. 44
Sept-Oct-Nov	12	The twelve half steps and basic notation
Dec – Jan- Feb	11	Scales: Constructions and fingerings Chords: Building easy triads and power chords. Christmas songs -0 Hallelujah and prayer song – We should not be moved –pg no 234

### Learning Objectives:

1. To learn how to hold a guitar and learn open strings.
2. To Understand hand positions.
3. To learn how to strum up and down.

## SITAR

Month	Period	Content
April & May	7	Introduction Scale: Sargam and meend learning Sargam practice dogun & chargin Shloka ,1 Prayer Song, basic of classical rag
July & Aug	8	Different Strings Exercise 1 Patriotic Song & 1 Prayer Song
Sep & Oct	8	Different Strings Exercise & 2 devotional Song
Nov, Dec & Jan	11	Different Strings Exercise, 1 Prayer Song & 1 Patriotic Song National Anthem and Sare jahan se acha
Feb	4	Revision Work

### Learning Objectives:

- To understand hand positions
- To learn to play sargam and its stroke
- To learn to play shloka, patriotic song & devotional song

## TABLA

Month	Period	Content
April and may	7	Teen tal 16 matra vilambit Madhya leh Beginner bbol of table dha dhin dhin dha Beginner technique of teen tal
July and Aug	8	Kayda no 1
Sept-Oct-Nov	12	Kayda number 2 vilambit leh
Dec – jan- feb	10	Teen talk daadra kegerwa tihai tukdaa

### Learning objectives :

1. To understand hand position
2. To learn how to play hastasadhan
3. To learn to play different taals.