ANNUAL PEDAGOGICAL PLANNER 2021-2022

ENGLISH CLASS –VIII

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| **MONTH** | **TOPIC** | **METHODOLOGY** | **LEARNING OUTCOMES** | **NO. OF WORKING DAYS** |
| **March - April** | * **MCB:** * Poem – Night Voices * Chapter –One Summer Night   + **Grammar:** * Parts of Speech * Nouns * Pronouns   + **Writing Skills:** * Notice Writing * Biographical Sketch   + **Vocabulary**: * Phrasal verbs * Homophones * Phrases * One Word Substitution * Idioms * Words often confuse us * General Phrases * Antonyms * Synonyms | * **MCB:** * PDFs/Online links will be provided to read andunderstand the story/poem. * Learners will read the text in chunks (the text maybe divided into three or four sections) followed byoral comprehension check. * Comprehension Check will be conducted by * ❖ true/false * ❖ MCQs * ❖ short answer * ❖ gap filling * ❖ question/ answer * At the end of the text questions will be attemptedby the learners. * Reference To Context will be given. * **Grammar:** * Through connection of previous knowledge with current knowledge. * Identification of same words by usage in different sentences in different parts of speech. * Through change of words in their various parts of speech   **Suggested Link**   * Online Quizzes * Assignments | * To enable the learners to understand that they must believe in their parents. * To identify rhyming words * To identify poetic devices * To enable them to comprehend suspense in a story * To enable them to write factual description of a person * Comprehend meaning of the different words by looking into dictionary. * Vocabulary building by usage of new words, phrases, idioms etc. in sentences of your own. * The learners would be able to organise their thoughts and express freely. * They would develop an interest towards writing thus enhancing their writing skills. * Students will be able to analyze any NOTICE shown to them on the basis of the knowledge imparted. * They will be able to frame notice about any event. * They will be able to identify important information in any given notice. | **5 +22** |

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|  |  | * Power Point Presentation   **Vocabulary**:  “Bingo” Vocabulary game Online Quizzes Assignments  o **Writing Skills**   * The teacher would explain what a notice is and its purpose. The standard format of notice writing would be shown in the class. * Link to comprehend the same will be shared. * The teacher would discuss in detail what a notice should contain. The wide range of themes and objectives covered by notice would be discussed with examples | * Students will be able to use appropriate style and format to write a NOTICE effectively. |  |
| **May** | o **MCB:**   * Poem- Portrait of A Prince * Chapter –My Earthquake Experience in Tokyo   + **Grammar:** * Adjectives/Determiners * Verbs – to be, to do, to have   + **Writing Skills:** * Diary Entry * Article Writing * Informal Letter   + **Vocabulary**: * Antonyms | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by   + ❖ true/false   + ❖ MCQs   + ❖ short answer   + ❖ gap filling   + ❖ question/ answer   + At the end of the text questions will be attempted by the learners.   + Reference To Context will be given. | * To identify poetic devices * To enable them to understand the royal style of the tigers. * Students will be able to understand the importance of wildlife (Integrated with Science Project- Save Tiger) * Students will be able to understand the impacts of Earthquakes. * Students will be able to write and express their feelings. * Through Grammar topics, students will be able to frame correct structures. * Enriched vocabulary   . | **22** |

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|  | * Synonyms * Homophones * General Phrases * One Word Substitution | o **Grammar:**   * Identification of parts of speech of the words underlined in a passage. * Editing a given paragraph. * MCQs * Online Quizzes * Assignments * Power Point Presentation   + **Vocabulary**: * “Bingo” Vocabulary game * Online Quizzes * Assignments * **Writing Skills**   + The format, rules, technique would be discussed with examples.   + The usage of language would be taught and students would be assigned written tasks. |  |  |
| **June** | **REVISION** | | | **12** |
| **July** | * **MCB:** * Chapter-A Special Request   + **Grammar:** * Sentences- Subject verb Agreement * Tenses   + **Writing Skills:** * Article Writing * Diary Entry   + **Vocabulary**: | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by   + ❖ true/false   + ❖ MCQs   + ❖ short answer   + ❖ gap filling   + ❖ question/ answer   + At the end of the text questions will | * To encourage them to be witty To enable them to understand importance of laughter in life.   Usage of correct structures in various tenses. | **24** |

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|  | * Phrasal verbs, * Synonyms, * Antonyms, * Commonly misspelt words * Homophones | be attempted by the learners.   * Reference To Context will be given. * **Suggested Link** * [https://www.readersdigest.ca/cul](https://www.readersdigest.ca/culture/real-lifeprank-stories/) [ture/real-lifeprank-stories/](https://www.readersdigest.ca/culture/real-lifeprank-stories/) * **Grammar:** * Identification of parts of speech of the words underlined in a passage. * Editing a given paragraph. * MCQs * Online Quizzes * Assignments * Power Point Presentation * Suggested Links * https:[//w](http://www.slideshare.net/mobile/gurya87)ww[.slideshare.net/mobile/gurya87](http://www.slideshare.net/mobile/gurya87)   /verb-tenses-44959646   * + **Vocabulary**: * “Bingo” Vocabulary game * Online Quizzes * Assignments   + **Writing Skills**     - The format, rules, technique would be discussed with examples.     - The usage of language would be taught and students would be assigned written tasks.   Suggested Linkhttps://[www.slideshare.net/mo](http://www.slideshare.net/mo) bile/DeepakKarunakaran/1452339- 634758770676533750 |  |  |

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| **August** | * **MCB:** * Play-Just for Fun   + **Grammar:** * Auxiliary verbs * Voice   + **Writing Skills:** * Letter Writing- Placing Order   + **Vocabulary**: * Phrasal verbs, * Synonyms, * Antonyms * Synonyms * Proverbs * Homophones | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by   + ❖ true/false   + ❖ MCQs   + ❖ short answer   + ❖ gap filling   + ❖ question/ answer   + At the end of the text questions will be attempted by the learners.   + Reference To Context will be given.   o **Grammar:**  **Suggested Link** [**https://learnenglish.britishcouncil.**](https://learnenglish.britishcouncil.org/englishgrammar/active-and-passive-voice)[**org/englishgrammar/active-**](https://learnenglish.britishcouncil.org/englishgrammar/active-and-passive-voice)  [**and-passive-voice.**](https://learnenglish.britishcouncil.org/englishgrammar/active-and-passive-voice)  Warm-up:  The teacher writes two sentences on the board:   1. People speak Japanese in Japan. 2. Shakespeare wrote Romeo and Juliet.   The students are asked to present another way to say the two sentences.  The rules are derived (Inductive Method)  The session would continue with a play delivering dialogues wherein the students would be asked to speak about the dialogues and the characters using passive voice (to test prior knowledge). The rules of usage and conversion would be explained with examples. The purpose of using active and passive voice would be discussed. Written and oral practice would follow.  The usage of Passive voice in writing newspaper report, headlines and notices would be discussed.  o **Vocabulary**: | * To enable them to work in pairs to role play * The students would be able to identify and comprehend the use of active and passive voice. * They would be able to convert active voice into passive and passive to active. * The analysing skills would be improved * They would be able to express themselves and deliver information in a grammatically and mechanically correct form. * To enable them to write a letter with proper format in formal language in a precise form.    | **21** |

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|  |  | * “Bingo” Vocabulary game * Online Quizzes * Assignments   + **Writing Skills**     - The format, rules, technique would be discussed with examples.     - The usage of language would be taught and students would be assigned written tasks. |  |  |
| **September** | **REVISION & FIRST TERM EXAMINATION** | | | **22** |
| **October** | * **MCB:** * Chapter- Small Steps for Big Changes   + **Grammar:** * Adverbs * Preposition   + **Writing Skills:** * Factual Description- Event   + **Vocabulary**: * Synonyms, * Antonyms | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by   + ❖ true/false   + ❖ MCQs   + ❖ short answer   + ❖ gap filling   + ❖ question/ answer   + At the end of the text questions will be attempted by the learners.   + Reference To Context will be given.   + **Grammar:**   Identification of parts of speech of the words underlined in a passage. | * To make them understand the importance of society and how we can play an important role in making it better. * To enable them to use the voices learnt previously in Report Writing.(Integrated) * Enriched Vocabulary | **22** |

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|  | * Idioms * Proverbs * Homophones | Editing a given paragraph. MCQs  Online Quizzes Assignments  Power Point Presentation  **Vocabulary**:  “Bingo” Vocabulary game Online Quizzes Assignments  **Writing Skills**  The format, rules, technique would be discussed with examples.  The usage of language would be taught and students would be assigned written tasks. |  |  |
| **November** | * **MCB:** * Chapter- The Power of Determination   + **Grammar:** * Conjunctions * Phrases and Clauses   + **Writing Skills:** * Story Writing   + **Vocabulary**: * Phrasal verbs, * Synonyms, * Antonyms * Synonyms * Homophones | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by   + ❖ true/false   + ❖ MCQs   + ❖ short answer   + ❖ gap filling   + ❖ question/ answer   + At the end of the text questions will be attempted by the learners.   + Reference To Context will be given.   + **Suggested Link** | * To enable them to write a story * To teach them through live examples, how one can attain heights through determination * To enable them to identify the difference between different types of conjunctions and their usage. * To enable them to identify difference between phrases and clauses * Students will be able to identify phrases, clause, and sentences from a given paragraph. | **20** |

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|  | * One Word Substitution | o **Grammar:**   * Identification of parts of speech of the words underlined in a passage. * Editing a given paragraph. * MCQs * Online Quizzes * Assignments * Power Point Presentation   + **Vocabulary**: * “Bingo” Vocabulary game * Online Quizzes * Assignments   + **Writing Skills**     - The format, rules, technique would be discussed with examples.     - The usage of language would be taught and students would be assigned written tasks.   Suggested Links |  |  |

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| **December** | * **MCB:**   Poem- Be The Best of Whatever You Are     * **Grammar:** * More Sentences   + **Writing Skills:** * Formal Letter-Enquiry   + **Vocabulary**: * Idioms * Synonyms, * Antonyms * Synonyms * Proverbs * Homophones | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by   + ❖ true/false   + ❖ MCQs   + ❖ short answer   + ❖ gap filling   + ❖ question/ answer   + At the end of the text questions will be attempted by the learners.   + Reference To Context will be given.   + **Grammar:** * Identification of parts of speech of the words underlined in a passage. * Editing a given paragraph. * MCQs * Online Quizzes * Assignments * Power Point Presentation   + **Vocabulary**: * “Bingo” Vocabulary game * Online Quizzes * Assignments   + **Writing Skills**     - The format, rules, technique would be discussed with examples.     - The usage of language would be taught and students would be | * To make them understand the importance of big as well as small things in the pattern of the universe. * To identify rhyming words * To identify poetic devices * To enable them to comprehend different kinds of sentences and transform them into each other. * To enable them to write a letter with proper format in formal language in a precise form. | **22** |

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|  |  | assigned written tasks. |  |  |
| **January** | * **MCB:**   Poem- Take Time     * **Grammar:** * Reported Speech   + **Writing Skills:** * Story Writing   + **Vocabulary**: * Words often confuse us * General Phrases * Synonyms, * Antonyms * Synonyms * Homophones | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by   + ❖ true/false   + ❖ MCQs   + ❖ short answer   + ❖ gap filling   + ❖ question/ answer   + At the end of the text questions will be attempted by the learners.   + Reference To Context will be given.   o **Grammar:**  **Suggested Link**  Identification of parts of speech of the words underlined in a passage.   * Editing a given paragraph. * MCQs * Online Quizzes * Assignments * Power Point Presentation   + **Vocabulary**: * “Bingo” Vocabulary game * Online Quizzes | * To identify rhyming words * To identify poetic devices To enable them to understand the beauty of nature * Enriched Vocabulary * Students will be able to change sentences from direct to indirect following the set of rules. | **22** |

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|  |  | * Assignments   + **Writing Skills**     - The format, rules, technique would be discussed with examples.     - The usage of language would be taught and students would be assigned written tasks. |  |  |
| **February** | **REVISION** | | | **20** |
| **March** | **REVISION & FINAL TERM EXAMINATION** | | | **22** |

HINDI CLASS –VIII

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| **MONTH** | **UNIT/TOPIC** | **METHODOLOGY** | **LEARNING OUTCOMES** | **NO. OF**  **WORKING DAYS** |
| **March – April** | * /ofu   O;kdj.k o.kZ&fopkj laKk loZuke lwǔkukys[ku  ¼izfrosnu&ys[ku½ | * /ofu dk js[kkfp= * Jqrys[k] iqLrdiBu] lLojokǔkuOklar   \_rqesavkusokysR;ksgkjksaijppkZA   * <https://youtu.be/crkoEHUw>   [\_p4](https://youtu.be/crkoEHUw_p4)   * dSyhxzkQh | * thou esauohudk;ksZ dh vksjvxzljgksus dh   izsj.kknsukA | **5 +22** |
| **May** | * yk[k dh pwfM+;k¡   O;kdj.k   * laKk ds fodkjdrRo fo”ks’k.k i=&ys[ku¼vukSipkfj d | * e`nzkn~okjkizfr:i.k * oLrqfofue; ijifjppkZ]Jqrys[k]iqLrdiBuAlgk; df”k{k.klkexzh&yk[k dh pwfM+;k * https://youtu.be/w0FpIlJzIL A | * orZeku le; esae”khuhdj.k ds izHkko ls ifjfprdjukA | **22** |
| **June** | **REVISION** | | | **12** |
| **July** | * cl dh ;k=k   O;kdj.k  “kCn&HkaMkj ¼foykse] Ik;kZ;okph]  ,dkFkZd½ milxZ&izR;; lekl vuqǔNsn&ys[ku | * Ckl dk js[kkfp= * Ikqjkus] f?kls o ttZjvoLFkk ds okguksaijmulsgksusokysuqdlku ls voxrdjkukJqrys[k]iqLrdiBuAhtt ps://youtu.be/qGaZoV19t9k | * Okkguksa dk uohuhdj.kdjkus dh izsj.kknsukA | **24** |

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| **August** | * nhokuksa dh gLrh   V  Hkk’kk&fopkj “kCn&fopkj  eqgkojs ,oayksdksfDr;k¡ vifBrxn~;ka”k o in~;ka”k foKkiu&jpuk | * Jk’Vªh; xku dk HkkokFkZ * Jqrys[k]iqLrdiBuAlLojokǔkuns”k ds izfrleiZ.k dh Hkkouk dk fodklhttps://toutu.be/facOz   Cfntcl | * Lok/khurkiwoZjk’Vª ijcfynkugksusokyscfy&ohjksa dh euksn”kk ls ifjfprdjkuk | **21** |
| **September** | **REVISION & FIRST TERM EXAMINATION** | | | **22** |
| **October** | * fpV~fB;ksa dh   vuwBhnqfu;k  O;kdj.k Hkk’kk&fopkj “kCn&fopkj  eqgkojs ,oayksdksfDr;k¡ vifBrxn~;ka”k o in~;ka”k foKkiu&jpuk | * dkWyktcuokuk * Lakoknek/;eksa dh fodkl ;k=k dk   jkspdo.kZu[https://youtu.be/CO](https://youtu.be/COF2zik0k4) [F2zik0k4](https://youtu.be/COF2zik0k4)   * laLd`r o vaxzsthHkk’kk ds lkFklesfdrfd;ktk, * [https://youtu.be/KMlSs0ZjD](https://youtu.be/KMlSs0ZjD4o) [4o](https://youtu.be/KMlSs0ZjD4o)    | * fpV~fB;ksa dk egRRo le>kukA | **22** |
| **November** | * tgk¡ ifg;kgS   “kCn&HkaMkj ¼vusdkFkZd] JqfrlefHkUukFkZd] vusd “kCnksa ds fy,½  fØ;k  dky okǔ;  i=&ys[ku¼vkSipkfjd | * ihihVhcukokuk * Lkkbfdy   ,dfouezlokjh&ifjppkZ]Jqrys[k]iqLr  diBuAhppts://youtu.be/UKL rO0LkzMk | * Lkektesa :f<+oknh ca/kuksadksrksM+djvkxs   c<+us dh izsj.kknsukA | **20** |

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| **December** | * lqnkekpfj=   v”kqn~f/k “kks/ku eqgkojs ,oayksdksfDr;k¡ fp=&o.kZu | * Hktu @lwQhxk;u * fe=rkijnksgslqukuk]Jqrys[k]iqLrdiB   uAlLojokǔkuhppts://youtu.be  /uI1k87XBpZs | * Jhd`’.k o lqnkek dh lǔphfe=rkdksn”kkZukA | **22** |
| **January** | * ikuh dh dgkuh * vyadkj | * typo dkscukdj   le>kukAJqrys[k]iqLrdiBuAhppts  ://youtu.be/vDgNdmqdKDY | * vksl dh c¡wnksa ds thou ds ckjsesa   le>kukA | **22** |
| **February** | * lwj ds in | * **Lakxhr ds ek/;e ls** | * Jhd`’.k ds cpiu ds euksaHkkoksa dk svfHkO;Dr djukA | **20** |
| **March** | **REVISION & FINAL TERM EXAMINATION** | | | **22** |

MATHEMATICS CLASS –VIII

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| **MONTH** | **TOPIC** | **METHODOLOGY / ACTIVITIES** | **LEARNING OUTCOMES** | **NO. OF**  **WORKING DAYS** |
| **March - April** | * Rational number * Powers | * To represent 10 different rational numbers on number line. * Make a power half fold paper. | * Define 'rational number'. * Demonstrate the ability to order and compare rational numbers * Properties of rational numbers * Understand the role of zeroes and one * Identify the negative of a rational number * Determine the reciprocal of a rational number * Represent rational numbers on the number line * Find rational numbers between two rational numbers   + Identify the square   + Identify the properties of squares * Calculate square Root of Decimals by the Method of Long Division | **5 +22** |
| **May** | * square and square roots * cubes and cube roots | * To find cubes of numbers by paper folding. * By using graph paper row and column | * Identify the cubes * Identify the prime numbers to apply the prime factorization method * List the properties of the cube * Identify the cube root * Differentiate between cube and cube root * Calculate cube root of a perfect cube by using prime factorization. * Algebraic expressions * Terms of an expression * Factors of a term and coefficients * Like and unlike terms * Monomials, binomials, trinomials and polynomials | **22** |

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|  |  |  | * Addition and subtraction of algebraic expressions * Multiplication and division of algebraic expressions * Finding the value of algebraic expressions * Using algebraic expressions – formulas and rule |  |
| **June** | **REVISION** | | | **12** |
| **July** | * Playing with numbersand Algebraic expression identities | * Buy using ABC activity for playing with numbers. * Verify (a+b)2=a2+b2+2ab * Verify (a-b)2=a2+b2- 2ab | * Compute the factor of an algebraic expression * Find the factors using method of common factors. * Determine the factors by the method of regrouping. * Deduce the factors of an algebraic expression using the identities. * Evaluate division of a polynomial by another polynomial. * Identify errors while evaluating an algebraic expression * To check divisibility of different numbers without actual division.   + Find out the missing term by the result and total process of that   calculation. | **24** |
| **August** | * Factorization * Linear equations   In one variable | * Verify(a+b) (a-b)=a2-b2 * By using playing cards to show linear equations. | * Regular and irregular polygons * Angle sum property * Sum of the Measures of the Exterior Angles of a Polygon * Kinds of Quadrilaterals * Trapezium ,Kite, Parallelogram * Elements of a parallelogram * Angles of a parallelogram * Diagonals of a parallelogram | **21** |

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|  |  |  | * Some Special Parallelograms - Rhombus   - Rectangle – Square   * Grouping Data * Bars with a dierence * A Bar graph * A Pie graph (or a circle-graph) * A histogram * Chance and Probability * Equally likely outcomes * Linking chances to probability * Outcomes as events * Chance and probability related to real life |  |
| **September** | **First term examination** | | | **22** |
| **October** | * Comparing quantities * Compound interest * Direct and inverse variations | * Teacher will make group students one group for seller another for customer. * By using rupees examples to show the compound interest. * By using tables .distance,speed examples to show the diect and inverse variations.   . | * Solving Equations which have Linear Expressions on one Side and Numbers on the other Side   + Some Applications   + Solving Equations having the Variable on both Sides Some More Applications   + Reducing Equations to Simpler Form * Equations Reducible to the Linear Form   + Define exponents.   + State the laws of exponents.   + Express numbers in the exponential form. * Compare very large & very small numbers. | **22** |
| **November** | * Various types of quadrilaterals * Visualizing shapes | * By using cutting paper shape to show the . Various types of quadrilaterals and   Visualizing shapes | * Finding the Increase or Decrease Per cent * Finding Discounts * Estimation in percentages * Prices Related to Buying and Selling (Profit and Loss) | **20** |

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|  |  |  | * Finding cost price/selling price, profit   %/loss%   * Sales Tax/Value Added Tax * Compound Interest * Deducing a Formula for Compound Interest * Rate Compounded Annually or Half Yearly (Semi Annually) * Applications of Compound Interest Formula   + Direct and Inverse Proportions. * A change in the proportions of one quantity means a change in the proportions of the   other |  |
| **December** | * Constructions of quadrilaterals * Mensuration- I | * By using compass ,scale ,pencil to student will make quadrilateralsy * By using cutting papers for to show the diagrams | * Construction of quadrilaterals when- * Length of five sides are given * Length of sides and diagonals are given * Construction of special types of parallelograms.   + Introduction: plane figures and solid shapes   + Faces, edges and vertices   + Nets for building 3-d shapes   + Drawing solids on a flat surface   + Oblique sketches   + Isometric sketches   + Visualising solid objects   + Viewing different sections of a solid   + One way to view an object is by cutting or slicing   + Another way is by shadow play * A third way is by looking at it from certain angles | **22** |

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| **January** | * Mensuration- II * Data handling * Introduction to line graph and Cartesian Plane | * To verify the formula for the area of a trapezium. * Record the data giving temperature of the cities in a particular year and represent it on a bar graph. | * Area of Trapezium * Area of a General and some special quadrilaterals * Volume of Cube, Cuboid and Cylinder * Volume and Capacity   + A line graph * Linear Graphs | **22** |
| **February** | **REVISION** | | | **20** |
| **March** | **REVISION & FINAL TERM EXAMINATION** | | | **22** |

SCIENCE CLASS –VIII

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| **MONTH** | **TOPIC** | **METHODOLOGY** | **LEARNING OUTCOMES** | **NO. OF**  **WORKING DAYS** |
| **March - April** | CROP PRODUCTION AND MANAGEMENT   * Agriculture and cropplants * Cropseasons * Agricultural implements andpractices   + Food fromanimals   MICROORGANISMS: FRIEND AND FOE   * Types of microorganisms * Habitat of microorganisms * Useful and harmful microorganisms * Foodpreservation * Nitrogencycle | * To select good quality and healthyseeds. * Observing root nodules in leguminousplants through video * Usage of videos to show various agricultural practices. * To show the different type of microorganismsthrough videos. * Using PPT to explain useful and harmful microorganisms. * To observe some practical methodsof food preservation in dailylife. * To know about microorgansims through song. * To collect the various facts about microorganisms. | * To classify rabi and kharifcrop. * To explain various agricultura practices. * To compare the different methods of irrigation.   + To identify useful and harmful microrganisms.   + To list the uses of microorganisms in everydaylife.   + To understand the importanceof nitrogencycle. | **5 +22** |
| **May** | CONSERVATION OF PLANTS AND ANIMALS   * Biodiversity * Threats tobiodiversity * Conservation of forests and wildlife | * Power point presentation on endangered animals. * Videos on various campaigns that have been launched in India to protect threatenedspecies. | * To discuss importance of biodiversity. * To make efforts to protect environment. * To relate wildlife conservation and management with the economyand environment, both currently and in future. | **22** |
| **June** | **REVISION** | | | **12** |

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| **July** | SYNTHETIC FIBRES AND PLASTICS   * Polymers * Types of syntheticfibres * Properties and uses offibres * Plastics andenvironment   FORCE AND PRESSURE   * + Force   + Effects and types offorce   + Pressure in liquids and gases   + Atmosphericpressure | * Testing samples of synthetic and natural fibres for absorption of water and behaviour on heating (demonstration). * Usage of videos to show harmful effects of plasticon environment. * Highlighting characteristics of different synthetic fibres through PPT * To discuss some familiar situations involving motion of objects to reach the concept offorce. * To recollect the daily activities and find out the different forces involved. * To find out dependence of Pressure on Are and Force | * To understand the importanceof synthetic fibres in everydaylife. * To differentiate thermoplastic and thermosettingplastic. * To be aware of harmfuleffects of plastic onenvironment. * To emphasize on the solution to problems created byplastic. * To show the Effects and Types of forces through PPT. * To demonstrate the pressure exerted byliquids. * To demonstrate the applications of atmosphericpressure. * To calculate force and pressure. | **24** |
| **August** | FRICTION   * Factors affectingfriction * Friction-a necessaryevil * Increasing and reducing friction * Fluidfriction | * To show the effect of mass on the frictionalforce. * To show the effect of nature of surface on frictionalforce. * To show that rolling friction is less than slidingfriction. | * To list the factors affecting friction * To understand that a larger surface area improvegrip. * To find out ways of increasing and decreasing friction | **21** |
| **September** | **REVISION & FIRST TERM EXAMINATION** | | | **22** |

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| **October** | ATERIALS: METALS AND NON- METALS   * Physical properties of metals andnon-metals * Chemical properties of metals andnon-metals * Uses of metals and non- metals | * To study chemical reactions of metals and non-metals through videos. * To explore the uses of metals and non-metals in dailylife. | * To classify metals and non- metals. * To write the word equations for chemical properties of metals and non-metals. * To explain the uses of metals and nonmetals. | **22** |
| **November** | CELL- STRUCTURE AND FUNCTIONS   * Discovery ofcell * Shape and size ofcells * Cellorganelles * Comparison of plant cell and animalcell   LIGHT   * Reflection * Laws ofreflection * Multiplereflection * The humaneye * Defects ofvision | * To explain the discovery of cell through Story -telling. * To explain structure of plant and animal cell through videos. * To make a model of plant cell and animal cell. * To study structure and function of humaneye through videos. * Using thaumatropeto understand persistence ofvision. * Using PPT to explain laws of   reflection and multiple reflection | * To examine the diversity in cell size andshape. * To identify cell organelles explain their functions. * To compare and contrast animal and plantcell. * To recall the concept of reflectionof light. * To measure the angle of incidence andreflection. * To draw labeled diagram of human eye. * To explain defects ofvision. | **20** |
| **December** | REPRODUCTION IN ANIMAL   * Modes ofreproduction * Reproduction inhumans * Asexual mode of reproduction * Metamorphosis | * Using videos to understand the process of fertilization in humans. * To draw well labeled diagramsof male and female reproductive system. | * To differentiate between sexual and asexual reproduction. * To describe Male and female reproductive system. * To explain the methods of asexua   reproduction in hydra andamoeba. | **22** |

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| **January** | SOUND   * Soundproduction * Propagation and characteristics ofsound * Humanear * Noise andmusic * Noisepollution | * To show sound is produced by vibration by striking a stretched rubber band , hitting a plate with spoon , feeling vibrations of vocal cords etc. * Using PPT and video to explain propagation of sound * Constructing a model of any musical instrument. | * To describe production ofsound. * To analyze that sound needs a medium totravel. * To draw a labeled diagram ofhuman ear. * To create awareness on ill effects of noisepollution. | **22** |
| **February** | **REVISION FOR FINAL TERM EXAMINATION** | | | **20** |
| **March** | **REVISION & FINAL TERM EXAMINATION** | | | **22** |

SST CLASS –VIII

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| **MONTH** | | **UNIT/TOPIC** | | **METHODOLOGY** | **LEARNING OUTCOMES** | **NO. OF**  **WORKING DAYS** | | |
| **May** | | **History :**  Ch no -1 understanding modern Indian History(3 days),Ch no -2 Colonisation of India(4 days)  **Geography :**  Ch no- 1 An Introduction to resources(3days)  **Pol sci:**  Ch no -1 The constitution of India (3 days) | | * Find out about changesIn the agriculture in remote areas .after independence. List the different ways in which you would find information on this. * On the Political map of the world ,mark all the European companies which come to trade of India * List five Products you use and state the Primary resource from which each is Product .For example is made from trees. * Your school run by team comprising the Principal ,coordinator, teachers .Rules and regulations are laid for clarity and efficient orgnaisation,but the school runs smoothly only when separation of Power , checks and balances are promulgated. Organize conference with your Principal to know about this important Features. | * To understand the importance of resource * To classify different type of resource * Role of human resource in the development of other resources * To understand that which dates are important to learn in history   To know about our past   * To Understand that how trades led to battles in the past   To know about different policies introduced by British to expand their rule  in India | **5 +22** | | |
| **June** | | **REVISION** | | | | **12** |

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| **July** | **History :**  Ch no -3 Ruling the rural areas(3 days)  Ch no -4 Tribal communities and colonialism(4 days)  **Geography:**  Ch no -2 Natural resources –Land soil and water( 4 days)  **Pol sci:**  Ch no -2 Secularism in India(2 days) | * What are the Problems with Farmers in India.Point out the Problems and discuss in class * Make a Picture diary of different tribes inhabiting various parts of India with help of Internet. Highlight their clothes , food , culuture , religion, occupation etc. * Collect information about the multipurpose project in India * Find out the different religions practiced in India. Collect the Information of this religions in the form of Prayers,god,Gods,basic text, sites etc | * To understand the properties of minerals, importance of minerals methods of extraction * To realize the loss of power of the local rulers I 19th century * List the reforms made by the British in India * To understand that how the reforms introduced by the British became a reason of discontent among people in India * List the causes of revolt * List the causes of the failure of the revolt * To analyse the functions of the government. * To understand the activities of Lok Sabha and Rajya Sabha. * Describe the functions of the parliament. | **24** |
| **August** | **History:**  Ch no -5 The uprising of 1857(4 days)  **Geography:**  Ch no -3 Natural resources- Natural vegetation and wildlife(3 days)  Ch no -4 Mineral and power resources (4 days)  **Pol sci:**  ch no -3 The need of a Parliament | * On a map of India trace the spread of the revolt by marking the main centres of the revolt. * Divide in four groups and discuss the reasons for illegal hunting and Poaching of tigers and rhinos. * Make a chart showing ways of energy conservation at home and in school. * Make a class Parliament Divide the student in ruling, one speaker, discussion on more improvement education | The students will be able to:   * Define law. * Describe the law making process * List out some Unpopular and Controversial Laws   + INTEGRATED ART ACTIVITY: To make a broucher on the tourist destinations of Arunachal pradesh or M15eghalaya * To understand the importance of   judiciary in a democratic country like India. | **21** |

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|  |  |  | * To describe the role of the Judiciary and structure of courts * To list the advantages of independent judiciary. |  |
| **September** | **REVISION & FIRST TERM EXAMINATION** | | | **22** |
| **October** | **History:**  Chno-6colonialism, urbanization and Deurbanization (3 days)  Ch no -7 Crafts and industries (3 days)  **Geography:**  Ch no -5 Agriculture –Farming and its type  **Pol sci:**  Chno-4understandingLaws(3 days)  Chno-5TheIndianjudiciary(3days) | * Edwinlutyens was chief architect of New Delhi. Make a list of buildings Designed by lutyens in India and aboard. * On the Map of India Locate the centers of different craft today . Find out when this centers came up. * Form groups of four or five students and discuss”What measures should be taken to improve Indian Agriculture * The legal age to acquire a learners for wheelers is eighteen Years.Find the cause and effect of driving at your age without obtaining a legal license. | Students will know about:   * Importance of agriculture in India   T know the types of farming, cropping seasons in India  The students will be able to:   * Define law. * Describe the law making process * List out some Unpopular and Controversial Laws * Recognize the tradition of Orientalism * Define the setting up of the Asiatic Society Determine the errors of the East * Recognize the plight of local schools Recognize Gandhiji’s and Tagore’s view on Western education | **22** |
| **November** | **History :**  Ch no -8 Education and british rule ( 3 days)  Ch no -9 women and caster forms( 3 days)  **Geography:**  CH NO -6 Major crops and agricultural developments.  Ch no -7 Manufacturing Industries (4 days).  **Pol sci:**  Ch no -6 The Indian Criminal justice system. | * Write a note on MAHATMA GANDHI ‘S Views on education * Discuss why doctor BR AMBEDKAR was not allowed to drink water from the tapes the upper cast children used. * On a world map mark the following:  1. Milt Producing areas 2. Coffee areas 3. Wheat Producing areas 4. Rise Producing areas  * On the map of India mark the minor and major Industrial regions. * Discuss why is terriorist activity usually consider a non bailable offence. | * To know the classification of industries * To understand- How the locational factors influence the industries * To identify the methods adopted by the minorities to overcome the | **20** |

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| **December** | **History**:  ch no -10 Changes in literature and art(3 days)  ch no -11 Rise of Indian Nationalism( 3 days)  **Geography:**  Ch no -8 Industries comparative studies. ( 3 days)  Ch no -9 Human resources( 3 days)  **Pol sci**  ch no -7 Understanding and tackling marginalisation | * The Introduction of English education helped towords the development of Indian art and Literature.Due you agree? Discuss in class * Locate the Places on the map of India where some important annual session of the congress were held * On an outline map of India show :  1. Iron and steel industries. 2. Textile industries  * Identify any tribal community residing around your school or place of residence and find out about there living condions,Lifestyle,food etc | To understand the role of human resources in development of country   * To know that how the national movement was emerged and about the struggle for Indian independence   discuss and appreciate the role of Gandhiji in the Freedom struggle | **22** |
| **January** | **History**:  ch-12 The march to freedom(4 days)  ch no -13 India after Independece (3 days)  **Geography**  ch no 10 Disaster Management  **Pol sci:**  Ch no -8 Public facilities( 3 days)  Ch no 9 Law and social justice | * Write a brief report about the work and life of any three national moment. Discuss in class. * On the political map of India mark the Indian Provinces and Princely state before 14th August 1947. * On the Outline map of India mark the desert areas and flood affected areas. * Prepare a case study to give a solution to water crisis with reference to BOLIVIA AND BRAZILE. * Child labour is baned per the law .you find neighbour employing a boy below 14 years of age as domestic help. What would you do | * Recognize the problems independent India faced. * Appreciate the difficulties faced while drafting the Constitution. * Debate over the important features of the constitution.   Analyse the role of the planning commission. | **22** |
| **Febuary** | REVISIONAL WORK | ( All the chapters of Term-2 and Geog- Chap-2  History- Chap-5, Civics- Chap-1 & 3 |  | **20** |

COMPUTER CLASS –VIII

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| **MONTH** | **TOPIC** | **METHODOLOGY** | **LEARNING OUTCOMES** | **NO. OF**  **WORKING DAYS** |
| **March - April** | * Visual Basic 2008 | * A detailed understanding can be given using the below link: * <https://www.youtube.com/watch?v=oMIz-cLeTAU> * Make a complete operating calculator. * <https://www.youtube.com/watch?v=2-Jlw6YLdA4> * Program to print table of input number * Program to enter a number and check it is even or odd | * To introduce the graphics based programming language * To enable them key features of programming as:   + Event-driven programming   + Object Oriented programming   + Graphical user Interface | **5 +22** |
| **May** | * More On Visual Basic 2008 | * Program to enter a number and check it is positive or negative. * The background for all the above forms should be well colored. * The controls should be named properly * Color the controls and font color and font size should be mentioned properly. * Conducting online quiz. | * To enable them to create basic app so that it can be used in real- time to make the tasks done easily. | **22** |
| **June** | **REVISION** | | | **12** |
| **July** | * Introduction to HTML | * For introduction use the below link: * [https://www.youtube.com/watch?v=BBH-](https://www.youtube.com/watch?v=BBH-G0RwQ3U) G0RwQ3U * Getting start working with html <https://www.youtube.com/watch?v=bWPMSSsVdPk> | * To enable students to understand use of HTML to make different WebPages. * To enable them to learn the language and be more creative with the tags and attributed to be   taught. | **24** |
| **August** | * Creating Webpage Using HTML | * Create a creative and innovative web page related to any social issue * Web page displaying your Bio-Data * To work with tables use the below link <https://www.youtube.com/watch?v=rfy-Y0-WK-8> | * To enable students to use tables to create a fully fledged designed webpage. | **21** |

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| **September** | **REVISION & FIRST TERM EXAMINATION** | | | **22** |
| **October** | * More on HTML Lists and Tables | * Web page displaying your I-Card * Web page displaying information & pictures of your school.   Show the below link for lists: <https://www.youtube.com/watch?v=DFbSaeTeohw>   * Insert hyperlink on above web page & redirect it to page displaying school map * Conducting online quiz. | * To make them understand the use of lists and tables in a web page. | **22** |
| **November** | * Learn to Microsoft Access 2010 | * Create a new database for your school. * Create tables as below:   + Students   + Teachers   + Class   e the below link to see how to create a new database: <https://www.youtube.com/watch?v=BUE-XJEHp7g> <https://www.youtube.com/watch?v=_PZAqojDEIw> | * To enable students understand basics of Database. * Enable them to answer: * What is a database? * What is the use to creating   database?   * How to create a database with   multiple tables?   * How to relate the multiple   tables? | **20** |
| **December** | * More about MS Access 2010 | * Perform Quires, Create forms & report on above created database. | * To stimulate the skills of creating queries with the database tables and so as to drill / increase the logical reasoning and thinking. | **22** |
| **January** | * More about MS Access 2010 | * Link to show how to work with queries: <https://www.youtube.com/watch?v=XQ6ixJc8Q_Y> * Conducting online quiz. | * To stimulate the skills of creating queries with the database tables and so as to drill / increase the   logical reasoning and thinking. | **22** |
| **February** | * HTML and VB (Revision) | * Create different forms and generating functional web pages | * To recapitulate the usage of programming language to generate apps and to create   webpages | **20** |
| **March** | **REVISION & FINAL TERM EXAMINATION** | | | **22** |