

Syllabus 2021-22

Class VIII

- **Term Exams of English, Hindi, Punjabi, Maths, Science and Social Science will be of 80 marks + Periodic Assessment (PT) (20marks) = 100 marks**
- **PT 20marks = [(PT1+PT2+PT3) / (PT4+PT5+PT6) reduced to 10 marks + Subject Enrichment 5 marks + Notebook Evaluation 5 marks]**
- **There will be 2 Subject Enrichment Activities of 5 Marks and 2 Note Book Evaluation of 5 Marks in EACH TERM**

ENGLISH

GENERAL AIMS AND OBJECTIVES

Aims:-

The overall aims and objectives of the course are:

- to enable the learner to communicate effectively and appropriately in real life situations.
- to use English effectively for study purpose across the curriculum.
- to develop interest in and appreciation of Literature.
- to develop and integrate the use of the four skills i.e. listening, speaking, reading, writing.
- to revise and reinforce structure already learnt.
- to enhance the vocabulary and help use them in real life situations.

Objective:-

LISTENING SKILLS

- understand meaning of words, phrases and sentences in context.
- understand statements, questions, instructions, and commands.
- grasp the substance and central idea of what is heard.
- maintain his/her listening attention for a reasonable length of time.
- Interpreting the meaning of the narrated text without difficulty.

SPEAKING SKILLS

- pronounce words correctly and intelligibly.
- use appropriate word stress, sentence stress and elementary intonation patterns.
- speak intelligibly while making statements, asking questions, giving instructions and commands, reporting events.
- put ideas in proper sequence.
- narrate simple experiences and series of events to convey its essence and intention.
- describe accurately what he/she observes and experiences.
- converse in familiar social situations.
- use polite expressions in appropriate ways e.g. Excuse me, I beg your pardon etc.

READING SKILLS

- understand the total content and underlying meaning in the context.
- follow sequence of ideas, facts etc.

- (iii) identify and understand phrase or sentence groups.
- (iv) draw inferences.
- (v) predict outcome.
- (vi) grasp meaning of words and sentences.
- (vii) acquire the ability to use a suitable dictionary.
- (viii) understand labels, simple notices and written instructions.
- (ix) form a habit of reading for pleasure and for information.
- (x) develop correct reading habits, silently, extensively and intensively.
- (xi) comment on the passages read.

WRITING SKILLS

- (i) master the mechanics of writing; the use of correct punctuation marks and capital letters.
- (ii) spell words correctly.
- (iii) write legibly and with reasonable speed.
- (iv) use appropriate vocabulary.
- (v) use correct grammatical items.
- (vi) write description of people, places and things and respond imaginatively to textual questions;
- (vii) write paragraphs, letters, narrative pieces, emails, stories, diary entries etc

ATTITUDINAL CHANGE

Through the course, the student should be able to -

Imbibe ethical, moral, national and cultural values through various forms of literature.

Prescribed Books:

Publishers Collins: (i) Exploring English 8 Literature Reader

(ii) Just Grammar

(iii) Vocabulary Workbook

LEARNING OUTCOMES & CHAPTERWISE CLASS ACTIVITIES

PT / CHAPTER	LEARNING OUTCOMES	CLASS ACTIVITY
PT1 (Prose) Ch. 1 A Little World of Mud	1) Greater understanding of relationships. 2) New words and phrases. 3) Collate different parts of the text and be able to summarize them into coherent statements	Role play. (In groups, think of the animals you see around you. Choose two animals and imagine how each of them got their features, markings or colours. Then, write their stories as you have imagined them.)
(Grammar) Nouns	1) Define and provide examples of different types of nouns. 2) Use nouns (words) in sentences while upholding grammatical integrity.	Draw a flow chart to classify various types of nouns.
Pronouns	1) Recognise pronouns and distinguish them from other parts of speech. 2) Use pronouns effectively in writing.	Agreeing to disagree. (One person makes a statement using indefinite pronoun, but that sentence should be false. Their partner must make a true statement using that indefinite pronoun)

(Vocabulary) Unit-1 20 new words will be given along with the word from the reader.	1) Widening the horizons of active vocabulary. 2) Using new words instead of the old school ones.	Knit a Yarn. (Using all the learnt words in a set of meaningful sentences and knitting a story)
(Comprehension) Unit-1 2 Comprehension questions	1) Learning to comprehend HOTS unseen comprehensions.	
(Writing) Factual Description	1) Ability to use nouns, adjectives and pronouns effectively. 2) Better usage of sensory skills to recall.	Describe the gatekeeper.
PT2 (Prose) Ch. 2 Pepper.	1) Development of interest due to an element of 'story within a story'. 2) Imbibing new words and phrases. 3) Assess the theme and style of the story.	Imagine and write. (Imagine you are the young narrator. Write a letter about Pepper, explaining why you made up an imaginary pet.)
(Grammar) Active and Passive Voice	1) Identifying the voice. 2) Differentiate between active and passive voice. 3) Converting active voice to passive. 4) Converting passive voice to active voice.	Observe and tell. (Bounce a ball and ask one student to describe what happened. Write the sentence on the board. Ask another student to identify the subject, object and verb. Again bounce the ball and ask the third student to describe but to start the sentence with the object.)
(Vocabulary) Unit-2 20 new words will be given along with the words from the reader.	1) Widening the horizons of active vocabulary. 2) Using new words instead of the old school ones.	Think and say. (After every word is explained, the students will make a new sentence of their own.)
(Comprehension) Unit-2 2 comprehension questions.)	1) Learning to comprehend HOTS unseen comprehensions.	
(Writing) Informal Letter	1) Identifying the basic elements of a letter. 2) Learning about the two basic types of letters. 3) Applying the elements to compose an informal letter.	A flowchart of the formats of the two letters. Writing a letter to a friend and posting it.
PT3 (Prose) Ch. 5 The Silent Spectator.	1) Learning to believe that everyone has some or the other area of expertise.	Get into the character. (See yourself as Seema and write down your thoughts on the day the

	2) Realising that no two individuals are alike. 3) Appreciating the beautifully woven storyline.	children brought the musical instruments home.)
(Grammar) Past, Present and Future Tenses.	1) Using past, present and future tenses with appropriate time markers. 2) Transform a single sentence into all the various forms of tenses.	A tabular chart on various types and rules of tenses. A short play on tenses.
(Vocabulary) Unit-3 20 new words will be given along with the words from the reader.	1) Widening the horizons of active vocabulary. 2) Using new words instead of the old school ones.	PM-Presence of Mind. (The teacher will not teach the meanings, instead will ask the students to guess the meanings based on the sentences written on the board.)
(Comprehension) Unit-3 2 comprehension questions.	1) Learning to comprehend HOTS unseen comprehensions.	
(Writing) Notice Writing	1) Identifying the basic format of writing a notice. 2) Learning to use selected information and projecting it effectively.	Group it up. (The teacher will divide the class into two groups. She will write certain key points on the board but not name the object. Both the teams have to form a notice (Team A – Lost, Team B – Found)
Term 1 (Prose) Ch. 7 Marley's Warning.	1) Learning to focus on the present, instead of running behind a perfect future. 2) Focussing less on the materialistic gains in life. 3) Learning to value each and every relationship.	Dialogue writer. (Imagine that you are the first of the three ghosts to visit Scrooge. Write a dialogue between yourself and Scrooge.)
(Grammar) Articles	1) Identifying the articles and using them correctly. 2) Memorizing all the various exceptional cases of the same.	Chart it out. (The teacher will make two charts. The first one with regular fill ups and the second one with special fill ups. The students will try answering the questions one by one.)
(Vocabulary) Unit-4 20 new words will be given along with the words from the reader.	1) Widening the horizons of active vocabulary. 2) Using new words instead of the old school ones.	Asking CCQs (Concept Clarity Questions)
(Comprehension) Unit-4 2 Comprehension questions.	1) Learning to comprehend HOTS unseen comprehensions.	

(Writing) Story Writing	1) Outlining the basic elements of a good story. 2) Learning to twist the tale. 3) Infer a moral and inculcate good values.	Mute Spectators. (The teacher will play 3-4 different advertisements without turning on the volume. The students will see the scenes and write their own story.)
----------------------------	---	--

TERM 1

Complete Syllabus of PT1 to PT3+ Syllabus covered under TERM 1

1. Activity based on the prescribed extended readers.
2. Make a short presentation to your class on the topic: 'Why should we Control world population?'

PT / SUBJECT	LEARNING OUTCOMES	ACTIVITIES
PT4 (Prose) Ch. 8 The Open Window	1) Learning the concept of dual stories. 2) Creating interest in reading due to the element of mystery.	Report it out. (Imagine if the story narrated by Vera were true. Working in groups, write a report on the incident for the local newspaper.)
(Grammar) Conjunctions	1) Identify and classify the conjunctions into various groups. 2) Use conjunctions while writing in a more effective way.	Wheel of Conjunction. (A spin the wheel game will be made by the teacher and each student would get a chance to spin the wheel and answer the questions.)
(Vocabulary) Unit-5 20 new words will be given along with the words from the reader.	1) Widening the horizons of active vocabulary. 2) Using new words instead of the old school ones.	State a Skit. (The students will be asked to use synonyms of the main word and perform a one-minute skit. The audience is to prompt the antonyms the minute they hear a synonym.)
(Comprehension) Unit-5 2 Comprehension questions.	1) Learning to comprehend HOTS unseen comprehensions.	
(Writing) Article Writing	1) Recognising the basic elements of a good article. 2) Constructing ways to write compact articles.	Bind a Book. (The teacher will ask the students to write an article on their favourite topic and then bind all of them into one book.)
PT5 (Poem) Ch. 12 The Vagabond.	1) Learning new words. 2) Understanding the poet's perspective. 3) Shift in thinking pattern.	Jot it down. (Make a list of advantages and disadvantages of being a Vagabond and then frame it into a well written paragraph.)
(Grammar) Prepositions	1) Recognise prepositional phrases. 2) Distinguish between various types of prepositions. 3) Correct usage of prepositions in writing.	Draw My Directions. (The teacher will give one paper to every child and ask them to draw as per her instructions. She will use all the possible prepositions.)

(Vocabulary) Unit-6 20 new words will be given along with the words from the reader.	1) Widening the horizons of active vocabulary. 2) Using new words instead of the old school ones.	Develop the Negatives. (The teacher will provide a simple sentence using one of the vocabulary words and the students will turn that into a negative sentence by using antonyms.)
(Comprehension) Unit-6 2 Comprehension questions.	1) Learning to comprehend HOTS unseen comprehensions.	
(Writing) Diary Entry	1) Learning the basic format of a diary entry. 2) Motivation to keep a daily record in the form of a diary. 3) Ability to express oneself with ease.	Realia. (The teacher will write a diary entry about the previous day and circulate it in the class. The students will jot down the key aspects and write a diary entry about the present day.)
PT6 (Prose) Ch. 13 A Boy and a Man.	1) Developing multiple perspectives and analysing them. 2) Learning to never underestimate ones abilities. 3) Developing interest for stories and plays.	Perspective shift. (Work in pairs and retell the story from the point of view of Captain Winter.)
(Grammar) Direct and Indirect Speech	1) Differentiating direct speech from indirect speech. 2) Changing direct speech into indirect speech. 3) Changing indirect speech into direct speech.	Chinese Whisper. (The teacher will whisper one direct sentence into the student's ear and he has to convert it into indirect. The next child will again convert it into direct speech and so on until the last child, who will say the sentence out loud.)
(Vocabulary) U-7 20 new words will be given along with the words from the reader.	1) Widening the horizons of active vocabulary. 2) Using new words instead of the old school ones.	Sing a song. (The teacher will give example of rhyming words to the students and they will develop their own sweet melody.)
(Comprehension) Unit-7 2 Comprehension questions.	1) Learning to comprehend HOTS unseen comprehensions.	
(Writing) Formal Letter	1) Identifying the basic elements of a letter. 2) Learning about the two basic types of letters. 3) Applying the elements to compose an informal letter.	A flowchart of the formats of the two letters. Writing a letter to an authority and posting it.
TERM 2 (Grammar) Punctuation	1) Learning different types of punctuations and their correct usage.	Save the tsunami. (The teacher will write one story on the board without any punctuation marks

	2) Ability to identify the need for a punctuation and their appropriate placement. 3) Improvement in writing skills.	and ask one student to read it out loud. Then she will ask the students to place the punctuations wherever required and re-read the story with actual pauses and diction.)
(Vocabulary) Unit-8 20 new words will be given.	1) Widening the horizons of active vocabulary. 2) Using new words instead of the old school ones.	Read and reflect! (The students will read the sentences and try to interpret its meaning without actually knowing the meaning.)
(Comprehension) Unit-8 2 Comprehension questions.	1) Learning to comprehend HOTS unseen comprehensions.	
(Writing) Paragraph Writing	1) Learning to write within boundaries. 2) Ability to express more with a lesser content. 3) Learning to write effectively for maximum impact.	Word Builder. (The teacher will give one umbrella topic to students and then ask for input words. She will write those words on a chart and the students will then write a meaningful paragraph using all those words.)

TERM 2

Complete Syllabus of PT4, PT5, PT6 and 30% of syllabus from TERM 1:

- (i) Grammar-Active and Passive voice and Articles.
- (ii) Literature Reader chapter-The Silent Spectator
- (iii) Vocabulary- Vocabulary Units 5 to 8 and Words from Exploring English

Literature Reader chapters included in PT4 to PT6

1. Activity based on the prescribed extended readers.

Note:

All the Subject Enrichment Activities will be based on the Extended Readers which are for

Self-reading.

Extended Readers will be exchanged after testing the students through quizzes.

Scholastic Supplementary Reader (assorted - 1 book)

1. Half the field is Mine
2. Munshi Prem Chand
3. Black Beauty
4. Russian Folk Tales

GENERAL LEARNING OUTCOMES

TEXTUAL COMPREHENSION

Students will be able to:

- Read and understand text and answer direct, inferential and imaginative questions.
- Collate different parts of the text and be able to summarize them into coherent statements.
- Delineate character(s) from actions/ speech.
- Assess the theme and style of the story.
- Do critical analysis of poems.
- Read, understand and appreciate poetry.

GRAMMAR

Students will be able to:

- Demonstrate an understanding of grammatical structures in conversations and discussions.
- Practice their grammar skills in writing sentences, answers and short paragraphs.

VOCABULARY

Students will be able to understand the meanings and usage of new vocabulary words along with their antonyms and synonyms.

UNSEEN PASSAGES

Students will be able to:

- Actively think about what is happening in a text while reading it and understand it.
- Read with a question in mind, which requires students to skim and scan during reading.
- Understand that there are different types of questions, and be able to categorise them.
- Answer questions based on Higher Order Thinking Skills by connecting ideas and using background knowledge.

WRITING

Students will be able to:

- Express thoughts, ideas, facts fluently.
- Divide thoughts and ideas into paragraphs.
- Write about events in sequential order.
- Use appropriate vocabulary.
- Write grammatically correct sentences.
- Follow the format of various writing activities.

HINDI

GENERAL AIMS AND OBJECTIVES

Aims :-

The overall aims and objectives of the course are:

- (i) to enable the learner to communicate effectively and appropriately in real life situations.
- (ii) to use Hindi effectively for study purpose across the curriculum.
- (iii) to develop interest in and appreciation of Literature.
- (iv) to develop and integrate the use of the four skills i.e. listening, speaking, reading, writing.
- (v) to revise and reinforce structure already learnt.
- (vi) to develop thinking skills to enable children to analyse, process and make sense of information.

Objective:-

LISTENING SKILLS

- (i) understand meaning of words, phrases and sentences in context.
- (ii) understand statements, questions, instructions, and commands.
- (iii) follow simple narratives and description.
- (iv) grasp the substance and central idea of what is heard.
- (v) listen and understand audios.
- (vi) maintain his/her listening attention for a reasonable length of time.

SPEAKING SKILLS

- (i) pronounce words correctly and intelligibly.
- (ii) use appropriate word stress, sentence stress and elementary intonation patterns.
- (iii) speak intelligibly while making statements, asking questions, giving instructions and commands, reporting events.
- (iv) put ideas in proper sequence.
- (v) narrate simple experiences and series of events to convey its essence and intention.
- (vi) describe accurately what he/she observes and experiences.
- (vii) converse in familiar social situations.

READING SKILLS

- (i) understand the total content and underlying meaning in the context.
- (ii) follow sequence of ideas, facts etc.
- (iii) identify and understand phrase or sentence groups.
- (iv) draw inferences.
- (v) predict outcome.
- (vi) grasp meaning of words and sentences.
- (vii) acquire the ability to use a suitable dictionary.
- (viii) understand labels, simple notices and written instructions.
- (ix) form a habit of reading for pleasure and for information.
- (x) develop correct reading habits, silently, extensively and intensively.
- (xi) comment on the passages read.

WRITING SKILLS

- (i) spell words correctly.
- (ii) write neatly and legibly with reasonable speed.
- (iii) use appropriate vocabulary.
- (iv) use correct grammatical items.

- (v) write coherently in more than one paragraph.
- (vi) write description of people, places and things and respond imaginatively to textual questions;
- (vii) Follow the format of various writing activities like write paragraphs, letters, dialouges, emails, stories, etc

ATTITUDINAL CHANGE

Through the course, the student should be able to - imbibe ethical, moral, national and cultural values through various forms of literature.

Books:

- **PALASH Hindi Pathya-pustak (Rohan Book Company)**
- **Grammar- New Gulmohar Hindi Vayakaran (Full Circle Education Pvt Ltd)**

PT1	SPECIFIC LEARNING OUTCOME	ACTIVITY
साहित्य: गद्य-खंड : पाठ-2 अस्थिदान (पौराणिककथा) (प्रश्नोत्तर, अभ्यासकार्य) पाठ-3 चिकित्सा का चक्कर (केवलपाठन)	<input type="checkbox"/> प्राचीन कल्पनात्मक कहानियों को सुनकर, उनकी न केवल सोचने की अपितु नव-सृजनात्मक(कहानी) लिखने को प्रेरित होंगे , छात्रों में परहित की भावना का विकास होगा।	<input type="checkbox"/> पाठ पर आधारित (नाट्य-मंचन) <input type="checkbox"/> हर छात्र को पात्रों की स्थिति, मनोभावों पर आधारित पात्र-अभिनय, वेश-भूषा सहित करने को दिया जाएगा ।
व्याकरण: कारक अव्ययीभाव समास (द्वंद्व) समास	<input type="checkbox"/> कारक-चिह्न की पहचान कर नए वाक्यों का निर्माण एवं अभ्यास । <input type="checkbox"/> समास द्वारा नए शब्दों का निर्माण करने में छात्र समर्थ होंगे । <input type="checkbox"/> वर्ण-विचार से छात्र वर्णों की बनावट,उत्पत्ति,उच्चारण, स्वर-व्यंजन का ज्ञानावर्धन कर सकेंगे ।	<input type="checkbox"/> शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास। <input type="checkbox"/> इन विषयों पर आधारित अभ्यास कार्य करवाया जाएगा।
शब्द-भंडार: वाक्यांशों के लिए एक शब्द (1-30) विलोमशब्द (1-30), पर्यायवाची (1-15)		<input type="checkbox"/> नव-शब्दों का ज्ञान एवं वाक्यों में समुचित प्रयोग।
रचना कार्य: <input type="checkbox"/> औपचारिक पत्र <input type="checkbox"/> संवाद-लेखन	<input type="checkbox"/> अपने विचारों, भावनाओं की लेखन-कला द्वारा अभिव्यक्ति । <input type="checkbox"/> उचित विराम-चिह्नों के प्रयोग से वाक्य बनाना सीखना ।	
2 अपठित-गद्यांश / पद्यांश (HOTS)		

PT2	SPECIFIC LEARNING OUTCOME	ACTIVITY
<p>साहित्य: पद्य (काव्य-खंड): पाठ-1 प्रियतम (कविता) (सार,प्रश्नोत्तर,अभ्यासकार्य) गद्यखंड: पाठ-६ तैमूरकीहार</p>	<ul style="list-style-type: none"> <input type="checkbox"/> छात्र पात्रों के हाव-भावों को समझकर (पात्रों) का चरित्र-चित्रण करने में सक्षम होंगे, पाठ की रूप-रेखा को प्रस्तुत कर सकेंगे । <input type="checkbox"/> कविता का आलोचनात्मक अध्ययन। <input type="checkbox"/> कविता का पाठन एवं श्रवण । <input type="checkbox"/> कविता के मूल्यात्मक अध्ययन द्वारा ईश्वर के प्रति आस्था का संचार करना, कर्म करने के लिए प्रेरित करना। 	<ul style="list-style-type: none"> <input type="checkbox"/> 'दुख में सुमरिन सब करें,सुख में करे ना कोय' (भाषण) <input type="checkbox"/> छात्रों से अनुच्छेद संबंधित बिंदुओं पर बातचीत करना और लेखन कला के लिए प्रेरित करना ।
<p>व्याकरण: (स्वर-संधि-दीर्घ ,गुण , वृद्धि) समास (तत्पुरुष)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> संधि,समास द्वारा नए शब्दों का निर्माण करने में छात्र समर्थ होंगे । <input type="checkbox"/> शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास। 	<ul style="list-style-type: none"> <input type="checkbox"/> संधि एवं समास से संबंधित वीडियो दिखाई जाएगी और उस पर आधारित प्रश्न पूछे जाएंगे
<p>शब्द-भंडार: अनेकार्थकशब्द- (1-15), मुहावरे- (1-10), लोकोक्तियाँ- (1-10), पर्यायवाची- (16-30)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> नवीन-शब्दों में वृद्धि एवं उचित प्रयोग। <input type="checkbox"/> शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास। 	<ul style="list-style-type: none"> <input type="checkbox"/> मुहावरे, लोकोक्तियाँ द्वारा छात्र वाक्य-निर्माण कर सकेंगे ।
<p>रचनाकार्य: अनौपचारिकपत्र, विज्ञापनबनाना ।</p>	<ul style="list-style-type: none"> <input type="checkbox"/> छात्र अपने विचारों, भावनाओं की लेखन-कला द्वारा अभिव्यक्ति । <input type="checkbox"/> विज्ञापन द्वारा प्रचार के नियमों का ज्ञान होना 	<ul style="list-style-type: none"> <input type="checkbox"/> विज्ञापन संबंधित वीडियो दिखाई जाएगी और अभ्यास-कार्य दिया जाएगा।
<p>2 अपठित-गद्यांश / पद्यांश</p>		
PT3	SPECIFIC LEARNING OUTCOME	ACTIVITY
<p>साहित्य: गद्य-खंड: पाठ-11 गौरा (कहानी) (प्रश्नोत्तर, अभ्यासकार्य) पाठ-10 चणना (केवल-पाठन)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास। <input type="checkbox"/> पशुओं के प्रति संवेदना की भावना जागरूक होगी । 	<ul style="list-style-type: none"> <input type="checkbox"/> 'गाय वास्तव में माता कहलाने की अधिकारी है'पर (वाद-विवाद) <input type="checkbox"/> छात्रों को गाय के गुण-अवगुण पर विचार -विमर्श के लिए कहा जाएगा ।

व्याकरण: विशेषण, समास (द्विगु, कर्मधारय)	<input type="checkbox"/> समास द्वारा नए शब्दों का निर्माण करने में छात्र समर्थ होंगे । <input type="checkbox"/> शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।	<input type="checkbox"/> समास से संबंधित वीडियो दिखाई जाएगी और उस पर आधारित प्रश्न पूछे जाएंगे
शब्द-भंडार: अनेकार्थकशब्द-(17-32) मुहावरे (11-20) लोकोक्तियाँ (11-20)	<input type="checkbox"/> विद्यार्थी कठिन शब्दों के अर्थ समझ सकेंगे	
रचनाकार्य: अनुच्छेद लेखन, चित्र-वर्णन	<input type="checkbox"/> विभिन्न विषयों पर लेखन का अभ्यास ।	
2 अपठित-गद्यांश / पद्यांश		
TERM 1	SPECIFIC LEARNING OUTCOME	ACTIVITY
पद्य (काव्य-खंड): पाठ-1 प्रियतम (कविता) गद्य-खंड पाठ-2 अस्थिदान, पाठ-11 गौरा Complete Grammar, Vocabulary and Writing Syllabus of PT1, PT2, PT3	<input type="checkbox"/> शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास। <input type="checkbox"/> विद्यार्थी कठिन शब्दों के अर्थ समझ सकेंगे । <input type="checkbox"/> छात्र पात्रों के हाव-भावों को समझकर (पात्रों) का चरित्र-चित्रण करने में सक्षम होंगे , पाठ की रूप-रेखा को प्रस्तुत कर सकेंगे । <input type="checkbox"/> कविता का आलोचनात्मक अध्ययन।	<input type="checkbox"/> पात्र-अभिनय (पाठ-आधारित) <input type="checkbox"/> छात्र हाव-भाव के साथ कविता प्रस्तुत करने में सक्षम होंगे । वीर-रस का आस्वादन कराते हुए स्वतंत्रता सैनानियों के बारे में जानकारी देना ।
PT4	SPECIFIC LEARNING OUTCOME	ACTIVITY
साहित्य: गद्यखंड: पाठ-17 अपराजिता (कहानी) (प्रश्नोत्तर, अभ्यासकार्य) पाठ-15 स्वच्छ-भारत अभियान (केवल-पाठन)	<input type="checkbox"/> शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास। <input type="checkbox"/> विद्यार्थी कठिन शब्दों के अर्थ समझ सकेंगे । <input type="checkbox"/> छात्र पात्रों के हाव-भावों को समझकर (पात्रों) का चरित्र-चित्रण करने में सक्षम होंगे , पाठ की रूप-रेखा को प्रस्तुत कर सकेंगे।	<input type="checkbox"/> 'कहानी-लेखन'/ विज्ञापन <input type="checkbox"/> पाठ-आधारित <input type="checkbox"/> कहानी के माध्यम से जीवन की कठिनाइयों का सामना करने की प्रेरणा देना ।

व्याकरण: संधि: (यण, अयादि) उपसर्ग	<input type="checkbox"/> संधि, उपसर्ग द्वारा नए शब्दों का निर्माण करने में छात्र समर्थ होंगे। <input type="checkbox"/> शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।	<input type="checkbox"/> संधि से संबंधित वीडियो दिखाई जाएगी और उस पर आधारित प्रश्न पूछे जाएंगे
शब्द-भंडार: वाक्यांशों के लिए एक शब्द (31-60) विलोमशब्द (31-60), पर्यायवाची (31-45),	<input type="checkbox"/> नवीन-शब्दों में वृद्धि एवं उचित प्रयोग। <input type="checkbox"/> शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।	
रचनाकार्य: अनुच्छेद, विज्ञापन	<input type="checkbox"/> छात्र अपने विचारों, भावनाओं की लेखन-कला द्वारा अभिव्यक्ति। <input type="checkbox"/> विज्ञापन द्वारा प्रचार के नियमों का ज्ञान होना	विज्ञापन संबंधित वीडियो दिखाई जाएगी और अभ्यास-कार्य दिया जाएगा।
2 अपठित-गद्यांश/पद्यांश		
PT5	SPECIFIC LEARNING OUTCOME	ACTIVITY
साहित्य: पद्य-खंड: पाठ-13 कोशिश करने वालों की हार (कविता) (सार, प्रश्नोत्तर, अभ्यासकार्य) गद्यखंड: पाठ-8 (नौकर) केवलपाठन	<input type="checkbox"/> शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास। <input type="checkbox"/> विद्यार्थी कठिन शब्दों के अर्थ समझ सकेंगे। <input type="checkbox"/> कविता का आलोचनात्मक अध्ययन।	<input type="checkbox"/> परीक्षा में कम अंक पाने से निराश हुए मित्र का हौसला बढ़ाते हुए पत्र लिखिए। <input type="checkbox"/> कविता द्वारा अपने उद्देश्यों के प्रति निरंतर हिम्मत ना हारने की प्रेरणा देना।
व्याकरण: वाक्य (अर्थ / रचना के आधार पर) विरामचिह्न	<input type="checkbox"/> नवीन-शब्दों में वृद्धि एवं उचित विराम-चिह्नों का प्रयोग। <input type="checkbox"/> शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।	
शब्द-भंडार: मुहावरे- (21-30), लोकोक्तियाँ - (21-30) पर्यायवाची- (46-60)	<input type="checkbox"/> नवीन-शब्दों में वृद्धि एवं उचित प्रयोग। <input type="checkbox"/> शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।	मुहावरे, लोकोक्तियाँ द्वारा छात्र वाक्य-निर्माण कर सकेंगे।

रचनाकार्य: अनौपचारिकपत्र संवाद-लेखन	<input type="checkbox"/> विभिन्न विषयों पर लेखन का अभ्यास ।	
2 अपठित-गद्यांश / पद्यांश		
PT6	SPECIFIC LEARNING OUTCOME	ACTIVITY
साहित्य: गद्य-खंड: पाठ-14 अनोखी मदद (नैतिक - कथा) (प्रश्नोत्तर, अभ्यासकार्य) पाठ-12 झूठ बराबर तप नहीं (केवल-पाठन)	<input type="checkbox"/> शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास। <input type="checkbox"/> विद्यार्थी कठिन शब्दों के अर्थ समझ सकेंगे । <input type="checkbox"/> छात्र पात्रों के हाव-भावों को समझकर (पात्रों) का चरित्र-चित्रण करने में सक्षम होंगे , पाठ की रूप-रेखा को प्रस्तुत कर सकेंगे।	<input type="checkbox"/> नारा-लेखन (स्तोत्रगन)
व्याकरण: प्रत्यय क्रिया-विशेषण	<input type="checkbox"/> नवीन-शब्दों में वृद्धि । <input type="checkbox"/> शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।	
शब्द-भंडार: अनेकार्थकशब्द-(56--70) मुहावरे- (31-50) लोकोक्तियाँ-(31-50)	<input type="checkbox"/> नवीन-शब्दों में वृद्धि एवं उचित प्रयोग। <input type="checkbox"/> शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।	मुहावरे, लोकोक्तियाँ द्वारा छात्र वाक्य-निर्माण कर सकेंगे ।
रचनाकार्य: पत्र: औपचारिकऔर अनौपचारिक, चित्र-वर्णन	<input type="checkbox"/> विभिन्न विषयों पर लेखन का अभ्यास।	
2 अपठित-गद्यांश / पद्यांश		
TERM 2	SPECIFIC LEARNING OUTCOME	ACTIVITY
साहित्य: गद्य-खंड: पाठ-18 ठाकुर का कुआँ (कहानी) (प्रश्नोत्तर, अभ्यासकार्य) Note:	<input type="checkbox"/> शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास। <input type="checkbox"/> विद्यार्थी कठिन शब्दों के अर्थ समझ सकेंगे । <input type="checkbox"/> छात्र पात्रों के हाव-भावों को समझकर (पात्रों) का चरित्र-चित्रण करने में सक्षम	पौराणिक कथाओं पर 'परिचर्चा'

<p>Syllabus to be included in Term 2 of Term 1 (30%): स्वर-संधि, समास (अव्ययी भाव, कर्मधारय)</p> <p>And</p> <p>Complete Syllabus of PT4, PT5, PT6 & (पाठ-18 ठाकुर का कुआँ)</p>	<p>होंगे, पाठ की रूप-रेखा को प्रस्तुत कर सकेंगे।</p>	
--	--	--

GENERAL LEARNING OUTCOMES

TEXTUAL COMPREHENSION

Students will be able to:

- Read and understand text and answer direct, inferential and imaginative questions.
- Collate different parts of the text and be able to summarize them into coherent statements.
- Delineate character(s) from actions/ speech.
- Assess the theme and style of the story.
- Do critical analysis of poems.
- Read, understand and appreciate poetry.

GRAMMAR

Students will be able to:

- Demonstrate an understanding of grammatical structures in conversations and discussions.
- Practice their grammar skills in writing sentences, answers and short paragraphs.

VOCABULARY

Students will be able to:

- Understand the meanings and usage of new vocabulary words along with their antonyms and synonyms.

UNSEEN PASSAGES

Students will be able to:

- Actively think about what is happening in a text while reading it and understand it.
- Read with a question in mind, which requires students to skim and scan during reading.
- Understand that there are different types of questions, and be able to categorise them.
- Answer questions based on Higher Order Thinking Skills by connecting ideas and using background knowledge.

WRITING

Students will be able to:

- Express thoughts, ideas, facts fluently.
- Divide thoughts and ideas into paragraphs.
- Write about events in sequential order.
- Use appropriate vocabulary.
- Write grammatically correct sentences.
- Follow the format of various writing activities.

PUNJABI

GENERAL AIMS AND OBJECTIVES

Aims:-

The overall aims and objectives of the course are :

- (i) to enable the learner to communicate effectively and appropriately in real life situations.
- (ii) to use punjabi effectively for study purpose across the curriculum.
- (iii) to develop interest in and appreciation of Literature.
- (iv) to develop and integrate the use of the four skills i.e. listening, speaking, reading, writing.
- (v) to revise and reinforce structure already learnt.
- (vi) to develop thinking skills to enable children to analyse, process and make sense of information.

Objective:-

LISTENING SKILLS

- (i) understand meaning of words, phrases and sentences in context.
- (ii) understand statements, questions, instructions, and commands.
- (iii) follow simple narratives and description.
- (iv) grasp the substance and central idea of what is heard.
- (v) listen and understand audios.
- (vi) maintain his/her listening attention for a reasonable length of time.

SPEAKING SKILLS

- (i) pronounce words correctly and intelligibly.
- (ii) use appropriate word stress, sentence stress and elementary intonation patterns.
- (iii) speak intelligibly while making statements, asking questions, giving instructions and commands, reporting events.
- (iv) put ideas in proper sequence.
- (v) narrate simple experiences and series of events to convey its essence and intention.
- (vi) describe accurately what he/she observes and experiences.
- (vii) converse in familiar social situations.

READING SKILLS

- (i) understand the total content and underlying meaning in the context.
- (ii) follow sequence of ideas, facts etc.
- (iii) identify and understand phrase or sentence groups.
- (iv) draw inferences.
- (v) predict outcome.
- (vi) grasp meaning of words and sentences.

- (vii) acquire the ability to use a suitable dictionary.
- (viii) understand labels, simple notices and written instructions.
- (ix) form a habit of reading for pleasure and for information.
- (x) develop correct reading habits, silently, extensively and intensively.
- (xi) comment on the passages read.

WRITING SKILLS

- (i) master the Mechanics of writing; the use of correct punctuation marks and capital letters.
- (ii) spell words correctly.
- (iii) write neatly and legibly with reasonable speed.
- (iv) use appropriate vocabulary.
- (v) use correct grammatical items.
- (vi) write coherently in more than one paragraph.
- (vii) complete semi controlled compositions like stories, events, processes etc accurately and fluently
- (viii) write paragraphs, letters, Dialouges, stories etc
- (ix) write paragraphs, letters, Dialouges, stories etc

ATTITUDINAL CHANGE

Through the course, the student should be able to -
imbibe ethical, moral, national and cultural values through various forms of literature.

ਪੰਜਾਬੀ ਪਾਠ-ਪੁਸਤਕ: ਗਿਆਨ ਰਿਸ਼ਮਾਂ (ਭਾਗ-8)

ਵਿਆਕਰਨ ਪੁਸਤਕ: ਪਰਮਵੀਰ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਭਾਗ-8)

PT1	Learning Outcome	Activities
ਸਾਹਿਤ: ਪਾਠ-3 ਇੱਕ ਮਹਾਨ ਮਨੁੱਖ ਨਾਲ ਗੱਲਾਂ (ਸਵਾਲ-ਜਵਾਬ) (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-2 ਤਿੰਨ ਸੁਆਲ (ਕਹਾਣੀ) (ਸਵੈ-ਅਧਿਐਨ ਲਈ)	ਮਹਾਨ ਸ਼ਖਸੀਅਤ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਾ, ਇਤਿਹਾਸਕ ਘਟਨਾਵਾਂ ਦੇ ਕ੍ਰਮ ਜਾਣਨਾ। ਸਾਹਿਤਕ ਸ਼ਬਦਾਵਲੀ ਤੇ ਸਾਹਿਤ ਦੀ ਸਮਝ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ।	ਪਾਠ ਦੀ ਸਮਝ, ਸੂਝ ਵਿਕਾਸ, ਪਾਠ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸੋਚੋ, ਵਿਚਾਰੋ ਤੇ ਲਿਖੋ, ਸ਼ਬਦਾਂ ਦੀ ਵਾਕ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ। ਰਚਨਾਤਮਕ ਲੇਖਣ
ਵਿਆਕਰਨ: ਸੰਬੰਧਕ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ (ਪੰਨਾ 58-60) ਪਾਠ-5 ਲਿੰਗ ਬਦਲੋ (ਪੰਨਾ 23-27) ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਲਿੰਗ ਬਦਲੀ ਪਾਠ-28 ਮੁਹਾਵਰੇ (1-10) (ਪੰਨਾ-146)	ਸੰਬੰਧਕ, ਸੰਬੰਧਕ ਸ਼ਬਦਾਂ ਦੀ ਪਹਿਚਾਣ, ਸੰਬੰਧਕ ਸ਼ਬਦਾਂ ਦੀ ਸਹੀ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖਣਾ, ਲਿੰਗ ਭੇਦ ਬਾਰੇ ਸਮਝਣਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਸਰਮਾਇਆ ਮੁਹਾਵਰੇ ਦਾ ਅਰਥ ਸਮਝ ਕੇ ਭਾਸ਼ਾ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖਣਾ।	ਸੰਬੰਧਕ ਨਾਲ ਸੰਬੰਧਿਤ ਵਾਕ ਲਿਖ ਕੇ ਭੇਦਾਂ ਦੀ ਪਹਿਚਾਣ ਕਰਨਾ। ਆਪਸੀ ਗੱਲਬਾਤ ਵਿੱਚ ਮੁਹਾਵਰੇ ਵਰਤ ਕੇ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਸੂਝ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
ਸ਼ਬਦ ਭੰਡਾਰ: ਸ਼ਬਦ ਅਰਥ	ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਸਮਝਣਾ ਤੇ ਨਵੇਂ ਸ਼ਬਦਾਂ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ।	ਨਵੇਂ ਸ਼ਬਦਾਂ ਦਾ ਪਾਠ ਅਧਾਰਿਤ ਬੋਧ।
ਲਿਖਣ ਕੌਸ਼ਲ: ਲੇਖ-ਰਚਨਾ	ਕਿਸੇ ਵਿਸ਼ੇ ਤੇ ਆਪਣੇ ਵਿਚਾਰਾਂ ਨੂੰ ਤਰਤੀਬ ਦੇਣਾ ਸਿੱਖਣਾ। ਭਾਸ਼ਾ ਤੇ ਸ਼ਬਦਾਵਲੀ ਵਿੱਚ ਵਾਧਾ ਤੇ ਵਿਚਾਰ ਲਿਖਣੇ ਸਿੱਖਣਾ।	ਵਿਸ਼ੇ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਕੇ ਆਰੰਭ, ਮੱਧ ਤੇ ਅੰਤ ਤੱਕ ਸੁਚੱਜੇ ਢੰਗ ਨਾਲ ਲਿਖਤ ਰਚਨਾ ਕਰਨਾ।
PT2	Learning Outcome	Activities
ਸਾਹਿਤ: ਪਾਠ-16 ਭਾਖੜੇ ਤੋਂ ਆਉਂਦੀ ਮੁਟਿਆਰ ਨੱਚਦੀ ਕਵਿਤਾ (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-4 ਹਰਿਆਵਲ ਦੇ ਬੀਜ (ਕਹਾਣੀ) (ਸਵੈ-ਅਧਿਐਨ ਲਈ)	ਆਧੁਨਿਕ ਕਵਿਤਾ ਦੀ ਸਮਝ, ਸੂਝ, ਵਿਕਾਸ। ਭਾਖੜਾ ਡੈਮ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਾ, ਬਿਜਲੀ ਦੇ ਉਤਪਾਦਨ ਬਾਰੇ ਸਮਝਣਾ।	ਕਵਿਤਾ ਦੀ ਸਮਝ, ਸੂਝ ਵਿਕਾਸ, ਪਾਠ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸੋਚੋ, ਵਿਚਾਰੋ ਤੇ ਲਿਖੋ, ਸ਼ਬਦਾਂ ਦੀ ਵਾਕ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ। ਕਾਵਿ ਸਤਰਾਂ ਦੀ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਵਿਆਖਿਆ ਕਰਨਾ।

ਵਿਆਕਰਨ: ਵਿਸਮਕ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ (ਪੰਨਾ 63) ਪਾਠ-20 ਸ਼ਬਦ ਰੂਪਾਂਤਰਨ ਨਾਂਵ ਤੋਂ ਵਿਸ਼ੇਸ਼ਣ (ਪੰਨਾ 87-88)	ਵਿਸਮਕ ਦੀਆਂ ਕਿਸਮਾਂ ਦੀ ਜਾਣਕਾਰੀ, ਵਿਸਮਕ ਸ਼ਬਦਾਂ ਦੀ ਸਹੀ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖਣਾ, ਨਾਂਵ ਤੋਂ ਵਿਸ਼ੇਸ਼ਣ ਸ਼ਬਦਾਂ ਬਾਰੇ ਸਮਝਣਾ, ਵਿਸਮਕ ਦੀ ਹਰੇਕ ਕਿਸਮ ਦਾ ਅਰਥ ਸਮਝ ਕੇ ਭਾਸ਼ਾ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖਣਾ।	ਵਿਸਮਕ ਦੀ ਹਰ ਕਿਸਮ ਨਾਲ ਸੰਬੰਧਿਤ ਵਾਕ ਲਿਖ ਕੇ ਭੇਦਾਂ ਦੀ ਪਹਿਚਾਣ ਕਰਨਾ। ਆਪਸੀ ਗੱਲਬਾਤ ਵਿੱਚ ਵਿਸਮਕ ਸ਼ਬਦਾਂ ਦੀ ਪਹਿਚਾਣ ਕਰਨਾ। ਨਾਂਵ ਤੋਂ ਵਿਸ਼ੇਸ਼ਣ ਸ਼ਬਦਾਂ ਦਾ ਲਿਖਤ ਅਭਿਆਸ ਕਰਨਾ।
ਸ਼ਬਦ ਭੰਡਾਰ: ਸ਼ਬਦ ਅਰਥ	ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਸਮਝਣਾ ਤੇ ਨਵੇਂ ਸ਼ਬਦਾਂ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ।	ਨਵੇਂ ਸ਼ਬਦਾਂ ਦਾ ਪਾਠ ਅਧਾਰਿਤ ਬੋਧ।
ਲਿਖਣ ਕੌਸ਼ਲ: ਬਿਨੈ-ਪੱਤਰ ਰਚਨਾ (ਪੰਨਾ-226)	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਸਰਕਾਰੀ ਅਦਾਰਿਆਂ ਨੂੰ ਪੱਤਰ ਜਾਂ ਚਿੱਠੀ ਲਿਖਣਾ ਸਿੱਖਣਾ।	ਵੱਖ ਵੱਖ ਸਮੱਸਿਆਵਾਂ ਤੇ ਅਧਾਰਿਤ ਪੱਤਰ ਲੇਖਨ ਕਰਨਾ।
PT3	Learning Outcome	Activities
ਸਾਹਿਤ: ਪਾਠ-10 ਆਖਰੀ ਪੈਂਡੇ ਤੋਂ ਪਹਿਲਾਂ (ਕਹਾਣੀ) (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-7 ਇੱਕ ਕੁੜੀ ਮਲਾਲਾ (ਕਹਾਣੀ) (ਸਵੈ-ਅਧਿਐਨ ਲਈ)	ਸਿੱਖਾਂ ਦੇ ਦੂਜੇ ਗੁਰੂ, ਸ੍ਰੀ ਗੁਰੂ ਅੰਗਦ ਦੇਵ ਜੀ ਦੇ ਜੀਵਨ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ। ਸਾਹਿਤਕ ਸ਼ਬਦਾਵਲੀ ਤੇ ਸਾਹਿਤ ਦੀ ਸਮਝ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ।	ਪਾਠ ਦੀ ਸਮਝ, ਸੂਝ ਵਿਕਾਸ, ਪਾਠ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸੋਚੋ, ਵਿਚਾਰੋ ਤੇ ਲਿਖੋ, ਸ਼ਬਦਾਂ ਦੀ ਵਾਕ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ। ਰਚਨਾਤਮਕ ਲੇਖਣ
ਵਿਆਕਰਨ: ਵਾਚ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ (ਪੰਨਾ 47-48) ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਤੇ ਇੱਕ ਸ਼ਬਦ (1-20) (ਪੰਨਾ-105) ਪਾਠ-28 ਮੁਹਾਵਰੇ (11-20) (ਪੰਨਾ-146)	ਵਿਆਕਰਨ ਵਿਸ਼ੇ ਵਾਚ ਬਾਰੇ ਸਮਝਣਾ, ਕਰਤਰੀ ਤੇ ਕਰਮਣੀ ਵਾਚ ਦਾ ਗਿਆਨ, ਵਾਚ ਦੀ ਪਹਿਚਾਣ ਕਰਨਾ ਸਿੱਖਣਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਸਰਮਾਇਆ ਮੁਹਾਵਰੇ ਦਾ ਅਰਥ ਸਮਝ ਕੇ ਭਾਸ਼ਾ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖਣਾ। ਸੰਖੇਪ ਰਚਨਾ ਲਈ ਨਵੇਂ ਸ਼ਬਦਾਂ ਦਾ ਗਿਆਨ।	ਵਾਚ ਦੀਆਂ ਕਿਸਮਾਂ ਨੂੰ ਉਦਾਹਰਣਾਂ ਰਾਹੀਂ ਸਮਝਣਾ ਤੇ ਲਿਖਣਾ। ਆਪਸੀ ਗੱਲਬਾਤ ਵਿੱਚ ਮੁਹਾਵਰੇ ਵਰਤ ਕੇ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਸੂਝ ਦਾ ਵਿਕਾਸ ਕਰਨਾ। ਇੱਕ ਸ਼ਬਦ ਦੀ ਵਰਤੋਂ ਨਾਲ ਸੰਖੇਪ ਰਚਨਾ ਕਰਨਾ।
ਸ਼ਬਦ ਭੰਡਾਰ: ਸ਼ਬਦ ਅਰਥ	ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਸਮਝਣਾ ਤੇ ਨਵੇਂ ਸ਼ਬਦਾਂ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ।	ਨਵੇਂ ਸ਼ਬਦਾਂ ਦਾ ਪਾਠ ਅਧਾਰਿਤ ਬੋਧ।
ਲਿਖਣ ਕੌਸ਼ਲ: ਲੇਖ-ਰਚਨਾ	ਕਿਸੇ ਵਿਸ਼ੇ ਤੇ ਆਪਣੇ ਵਿਚਾਰਾਂ ਨੂੰ ਤਰਤੀਬ ਦੇਣਾ ਸਿੱਖਣਾ। ਭਾਸ਼ਾ ਤੇ ਸ਼ਬਦਾਵਲੀ ਵਿੱਚ ਵਾਧਾ ਤੇ ਵਿਚਾਰ ਲਿਖਣੇ ਸਿੱਖਣਾ।	ਵਿਸ਼ੇ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਕੇ ਆਰੰਭ, ਮੱਧ ਤੇ ਅੰਤ ਤੱਕ ਸੁਚੱਜੇ ਢੰਗ ਨਾਲ ਲਿਖਤ ਰਚਨਾ ਕਰਨਾ।

TERM 1:

ਵਿਆਕਰਨ - ਕਿਰਿਆ ਵਿਸ਼ੇਸ਼ਣ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ। (ਵਿਸਥਾਰ ਸਹਿਤ)

Complete Syllabus of PT1, PT2, PT3 and ਕਿਰਿਆ ਵਿਸ਼ੇਸ਼ਣ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ। (ਵਿਸਥਾਰ ਸਹਿਤ)

Activities to be done:

1. ਮਨਭਾਉਂਦੀ ਕਵਿਤਾ ਸੁਣਾਓ।
2. ਚੱਕੀ, ਚਰਖਾ, ਚਾਟੀ, ਮਧਾਣੀ, ਚੁੱਲਾ, ਪੱਖੀ ਪੰਜਾਬੀ ਵਿਰਸੇ ਦੀ ਪਛਾਣ ਹਨ। ਜਾਣਕਾਰੀ ਲਿਖੋ।

PT4	Learning Outcome	Activities
ਸਾਹਿਤ: ਪਾਠ-ਪੁਸਤਕ ਗਿਆਨ ਰਿਸ਼ਮਾਂ (ਭਾਗ-8) ਪਾਠ-17 ਬਲਰਾਜ ਸਾਹਨੀ (ਜੀਵਨੀ) (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-11 ਮੁੜਦੇ ਹੋਏ ਕਦਮ (ਕਹਾਣੀ) (ਸਵੈ-ਅਧਿਐਨ ਲਈ)	ਮਹਾਨ ਸ਼ਖ਼ਸੀਅਤ ਤੇ ਅਦਾਕਾਰ ਬਲਰਾਜ ਸਾਹਨੀ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਾ, ਉਸ ਦੇ ਜੀਵਨ ਬਾਰੇ ਜਾਣਨਾ। ਸਾਹਿਤਕ ਸ਼ਬਦਾਵਲੀ ਤੇ ਸਾਹਿਤ ਦੀ ਸਮਝ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ।	ਪਾਠ ਦੀ ਸਮਝ, ਸੂਝ ਵਿਕਾਸ, ਪਾਠ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸੋਚੋ, ਵਿਚਾਰੋ ਤੇ ਲਿਖੋ, ਸ਼ਬਦਾਂ ਦੀ ਵਾਕ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ। ਰਚਨਾਤਮਕ ਲੇਖਣ

ਵਿਆਕਰਨ: ਕਾਰਕ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ ਵਿਸਥਾਰ ਸਹਿਤ (49-53) ਸਮਾਨਾਰਥਕ ਸ਼ਬਦਾਂ-20(ਪੰਨਾ-92) ਵਿਰੋਧੀ ਸ਼ਬਦ (ਪੰਨਾ 90)	ਵਾਕ ਵਿੱਚ ਕਾਰਕ ਸ਼ਬਦਾਂ ਦੀ ਪਹਿਚਾਣ,ਕਾਰਕ ਦੇ ਭੇਦਾਂ ਬਾਰੇ ਸਿੱਖਣਾ, ਸਮਾਨਾਰਥਕ ਸ਼ਬਦਾਂ ਦਾ ਬੋਧ, ਵਿਰੋਧੀ ਸ਼ਬਦਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਾ ਤੇ ਸ਼ਬਦਾਵਲੀ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ।	ਕਾਰਕ ਨਾਲ ਸੰਬੰਧਿਤ ਵਾਕ ਲਿਖ ਕੇ ਭੇਦਾਂ ਦੀ ਪਹਿਚਾਣ ਕਰਨਾ। ਆਪਸੀ ਗੱਲਬਾਤ ਵਿੱਚ ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ ਤੇ ਵਿਰੋਧੀ ਸ਼ਬਦਾਂ ਦੀ ਵਰਤੋਂ ਕਰਕੇ ਲਿਖਣ ਤੇ ਮੌਖਿਕ ਵਾਕ ਰਚਨਾ ਕਰਨਾ।
ਸ਼ਬਦ ਭੰਡਾਰ: ਸ਼ਬਦ ਅਰਥ	ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਸਮਝਣਾ ਤੇ ਨਵੇਂ ਸ਼ਬਦਾਂ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ।	ਨਵੇਂ ਸ਼ਬਦਾਂ ਦਾ ਪਾਠ ਅਧਾਰਿਤ ਬੋਧ।
ਲਿਖਣ ਕੌਸ਼ਲ: ਅਭਿਆਸੀ ਕਹਾਣੀਆਂ (ਪੰਨਾ 244- 248)	ਸਿੱਖਿਅਕ ਕਹਾਣੀ ਲਿਖਣਾ ਸਿੱਖਣਾ। ਕਿਸੇ ਵਿਸ਼ੇ ਤੇ ਆਪਣੇ ਵਿਚਾਰਾਂ ਲਿਖਣਾ ਤੇ ਤਰਤੀਬ ਦੇਣਾ ਸਿੱਖਣਾ।ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਵਿੱਚ ਵਾਧਾ ਤੇ ਗਿਆਨ ਹਾਸਲ ਕਰਨਾ।ਮਨੋਰੰਜਕ ਤੇ ਰੋਚਕ ਤੱਥਾਂ ਦਾ ਵਿਸਥਾਰ ਕਰਨਾ।	ਵੱਖ ਵੱਖ ਵਿਸ਼ਿਆਂ ਤੇ ਕਹਾਣੀ ਲਿਖਣਾ।
PT5	Learning Outcome	Activities
ਸਾਹਿਤ: ਪਾਠ-13 ਅੰਮੜੀ ਦਾ ਵਿਹੜਾ (ਕਵਿਤਾ) (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-15 ਕਦੇ ਨਾ ਬੁਝਣ ਵਾਲਾ ਦੀਵਾ (ਕਹਾਣੀ) (ਸਵੈ-ਅਧਿਐਨ ਲਈ)	ਕਵਿਤਾ ਬਾਰੇ ਸਮਝ ਤੇ ਗਿਆਨ ਹਾਸਲ ਕਰਨਾ। ਮਨੁੱਖੀ ਭਾਵਨਾਵਾਂ ਦੀ ਸਮਝ ਤੇ ਸੁਹਜ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ।ਲੈਅਤਮਕ ਢੰਗ ਨਾਲ ਕਾਵਿ ਰਚਨਾ ਕਰਨਾ ਸਿੱਖਣਾ ਤੇ ਸਮਝਣਾ।	ਕਵਿਤਾ ਦੀ ਸਮਝ, ਸੂਝ ਵਿਕਾਸ, ਪਾਠ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸੋਚੋ, ਵਿਚਾਰੋ ਤੇ ਲਿਖੋ, ਸ਼ਬਦਾਂ ਦੀ ਵਾਕ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ। ਰਚਨਾਤਮਕ ਲੇਖਣ
ਵਿਆਕਰਨ: ਯੋਜਕ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ ਵਿਸਥਾਰ ਸਹਿਤ (ਪੰਨਾ 61) ਪਾਠ-10 ਮੁਹਾਵਰੇ 20-30 (ਪੰਨਾ147-148) ਬਹੁਅਰਥਕ ਸ਼ਬਦ (1-20) (ਪੰਨਾ- 96)	ਯੋਜਕ, ਵਾਕਾਂ ਵਿੱਚ ਯੋਜਕ ਸ਼ਬਦਾਂ ਦੀ ਪਹਿਚਾਣ,ਵਾਕ ਵਿੱਚ ਯੋਜਕ ਸ਼ਬਦਾਂ ਦੀ ਸਹੀ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖਣਾ, ਬਹੁਅਰਥਕ ਸ਼ਬਦਾਂ ਦਾ ਗਿਆਨ,ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਸਰਮਾਇਆ ਮੁਹਾਵਰੇ ਦਾ ਅਰਥ ਸਮਝ ਕੇ ਭਾਸ਼ਾ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖਣਾ।	ਯੋਜਕ ਨਾਲ ਸੰਬੰਧਿਤ ਵਾਕ ਲਿਖ ਕੇ ਭੇਦਾਂ ਦੀ ਪਹਿਚਾਣ ਕਰਨਾ। ਆਪਸੀ ਗੱਲਬਾਤ ਵਿੱਚ ਮੁਹਾਵਰੇ ਵਰਤ ਕੇ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਸੂਝ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।ਇੱਕ ਸ਼ਬਦ ਦੇ ਵਧੇਰੇ ਅਰਥਾਂ ਦੀ ਬੋਲਚਾਲ ਵਿੱਚ ਸੰਬੰਧੀ ਕਿਰਿਆ।
ਸ਼ਬਦ ਭੰਡਾਰ: ਸ਼ਬਦ ਅਰਥ	ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਸਮਝਣਾ ਤੇ ਨਵੇਂ ਸ਼ਬਦਾਂ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ।	ਨਵੇਂ ਸ਼ਬਦਾਂ ਦਾ ਪਾਠ ਅਧਾਰਿਤ ਬੋਧ।
ਲਿਖਣ ਕੌਸ਼ਲ: ਪੈਰਾ-ਰਚਨਾ (ਪੰਨਾ-180)	ਕਿਸੇ ਵਿਸ਼ੇ ਤੇ ਆਪਣੇ ਵਿਚਾਰ ਲਿਖਣਾ ਤੇ ਤਰਤੀਬ ਦੇਣਾ ਸਿੱਖਣਾ।ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਵਿੱਚ ਵਾਧਾ ਤੇ ਗਿਆਨ ਹਾਸਲ ਕਰਨਾ।ਵਿਸ਼ੇ ਨੂੰ ਸੁਹਜਾਤਮਕ ਢੰਗ ਨਾਲ ਘੱਟ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲੜੀਬੰਧ ਕਰਨਾ ਸਿੱਖਣਾ।	ਵਿਸ਼ੇ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਕੇ ਆਰੰਭ, ਮੱਧ ਤੇ ਅੰਤ ਤੱਕ ਸੁਚੱਜੇ ਢੰਗ ਨਾਲ ਲਿਖਣ ਰਚਨਾ ਕਰਨਾ। ਥੋੜੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਗਹਿਰੀ ਤੇ ਸੁੰਦਰ ਲੇਖਣ ਸੰਬੰਧੀ ਕਿਰਿਆ।
PT6	Learning Outcome	Activities
ਸਾਹਿਤ: ਪਾਠ-21 ਮਹਿਮਾਨ (ਇਕਾਂਗੀ) (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-8 ਗੁੜ ਦੀ ਰੋੜੀ ਕਿਸੇ ਨਾ ਮੋੜੀ (ਲੇਖ) (ਸਵੈ- ਅਧਿਐਨ ਲਈ)	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਵਾਰਤਾਲਾਪ ਲਿਖਣਾ ਤੇ ਬੋਲਣਾ ਸਿੱਖਣਾ। ਬੋਲਣ ਸਮੇਂ ਮਨੁੱਖੀ ਭਾਵਾਂ ਦੀ ਸਮਝ ਦਾ ਵਿਕਾਸ ਕਰਨਾ ਸਿੱਖਣਾ। ਸਾਹਿਤਕ ਸ਼ਬਦਾਵਲੀ ਤੇ ਸਾਹਿਤ ਦੀ ਸਮਝ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ। ਮਨੁੱਖੀ ਖੁਰਾਕ ਵਿੱਚ ਗੁੜ ਦਾ ਮਹੱਤਵ ਸਮਝਣਾ।	ਪਾਠ ਦੀ ਸਮਝ,ਸੂਝ ਵਿਕਾਸ,ਪਾਠ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸੋਚੋ,ਵਿਚਾਰੋ ਤੇ ਲਿਖੋ, ਸ਼ਬਦਾਂ ਦੀ ਵਾਕ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ। ਜਮਾਤ ਵਿੱਚ ਇਕਾਂਗੀ ਜਾਂ ਨਾਟਕ ਖੇਡਣਾ।
ਵਿਆਕਰਨ: ਵਾਕ ਰਚਨਾ ਤੇ ਵਾਕ ਵਟਾਂਦਰਾ (ਪੰਨਾ-90) ਵਿਰੋਧੀ ਸ਼ਬਦ (ਪੰਨਾ 91 ਦੀ ਪਹਿਲੀ ਸਤਰ) ਅਖਾਣ (1-10) (ਪੰਨਾ-158)	ਸਧਾਰਨ,ਸੰਯੁਕਤ ਤੇ ਮਿਸ਼ਰਤ ਵਾਕਾਂ ਬਾਰੇ ਸਮਝਣਾ ਤੇ ਵਾਕ ਪਰਿਵਰਤਨ ਜਾਂ ਵਾਕ ਵਟਾਂਦਰਾ ਕਰਨਾ ਸਿੱਖਣਾ।ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਸਰਮਾਇਆ ਅਖਾਣ ਦਾ ਅਰਥ ਸਮਝ ਕੇ ਭਾਸ਼ਾ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖਣਾ।	ਸਧਾਰਨ,ਸੰਯੁਕਤ ਤੇ ਮਿਸ਼ਰਤ ਵਾਕ ਲਿਖ ਕੇ ਵਾਕ ਵਟਾਂਦਰਾ ਕਰਨਾ। ਆਪਸੀ ਗੱਲਬਾਤ ਵਿੱਚ ਅਖਾਣ ਵਰਤ ਕੇ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਸੂਝ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
ਸ਼ਬਦ ਭੰਡਾਰ: ਸ਼ਬਦ ਅਰਥ	ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਸਮਝਣਾ ਤੇ ਨਵੇਂ ਸ਼ਬਦਾਂ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ।	ਨਵੇਂ ਸ਼ਬਦਾਂ ਦਾ ਪਾਠ ਅਧਾਰਿਤ ਬੋਧ।

ਲਿਖਣ ਕੌਸ਼ਲ: ਨਿੱਜੀ ਪੱਤਰ	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਆਪਣੇ ਸਾਕ- ਸੰਬੰਧੀਆਂ, ਮਿੱਤਰ ਜਾਂ ਸਹੇਲੀ ਤੇ ਮਾਤਾ- ਪਿਤਾ ਨੂੰ ਪੱਤਰ ਜਾਂ ਚਿੱਠੀ ਲਿਖਣਾ ਸਿੱਖਣਾ। ਨਿੱਜੀ ਜੀਵਨ ਵਿੱਚ ਪੱਤਰ ਲੇਖਨ ਵਿੱਚ ਮੁਹਾਰਤ ਹਾਸਲ ਕਰਨਾ ਸਿੱਖਣਾ।	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਆਪਣੇ ਸਾਕ- ਸੰਬੰਧੀਆਂ, ਮਿੱਤਰ ਜਾਂ ਸਹੇਲੀ ਤੇ ਮਾਤਾ- ਪਿਤਾ ਨੂੰ ਪੱਤਰ ਜਾਂ ਚਿੱਠੀ ਲਿਖਣਾ।
---------------------------	--	---

TERM 2: ਵਿਆਕਰਨ-ਸ਼ਬਦ ਭੇਦ (1-20) (ਪੰਨਾ 110-111)

ਵਿਆਕਰਨ ਵਿਸ਼ੇ - ਸ਼ਬਦ ਰੂਪਾਂਤਰਨ- ਨਾਂਵ ਤੋਂ ਵਿਸ਼ੇਸ਼ਣ, ਵਿਸਮਕ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ, ਸੰਬੰਧਕ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ, ਮੁਹਾਵਰੇ ਵਿਸ਼ਿਆਂ ਵਿੱਚੋਂ 30% ਪ੍ਰਸ਼ਨ ਦੂਜੀ ਛਿਮਾਹੀ ਦੀ ਪ੍ਰੀਖਿਆ ਵਿੱਚ ਪਾਏ ਜਾਣਗੇ।

Complete syllabus of PT4, PT5, PT6 and Arth Bhed (1-20)

Activities to be done:

1. ਪਲਾਸਟਿਕ ਬੈਨ। (ਪਲਾਸਟਿਕ ਨੂੰ ਜੀਵਨ ਤੋਂ ਅਲਵਿਦਾ ਕਰੋ) ਵਿਸ਼ੇ ਤੇ ਪੋਸਟਰ ਬਣਾਓ।
2. ਜੰਕ ਫੁਡ ਦੇ ਨੁਕਸਾਨ ਤੇ ਪੁਸਤਕਾਂ ਪੜ੍ਹਨ ਪ੍ਰਤੀ ਘੱਟ ਰਿਹਾ ਰੁਝਾਨ ਵਿਸ਼ੇ ਤੇ ਵਾਰਤਾਲਾਪ।

GENERAL LEARNING OUTCOMES

TEXTUAL COMPREHENSION

Students will be able to:

- Read and understand text and answer direct, inferential and imaginative questions.
- Collate different parts of the text and be able to summarize them into coherent statements.
- Delineate character(s) from actions/ speech.
- Assess the theme and style of the story.
- Do critical analysis of poems.
- Read, understand and appreciate poetry.

GRAMMAR

Students will be able to:

- Demonstrate an understanding of grammatical structures in conversations and discussions.
- Practice their grammar skills in writing sentences, answers and short paragraphs.

VOCABULARY

Students will be able to:

- Understand the meanings and usage of new vocabulary words along with their antonyms and synonyms.

UNSEEN PASSAGES

Students will be able to:

- Actively think about what is happening in a text while reading it and understand it.
- Read with a question in mind, which requires students to skim and scan during reading.
- Understand that there are different types of questions, and be able to categorise them.

- Answer questions based on Higher Order Thinking Skills by connecting ideas and using background knowledge.

WRITING

Students will be able to:

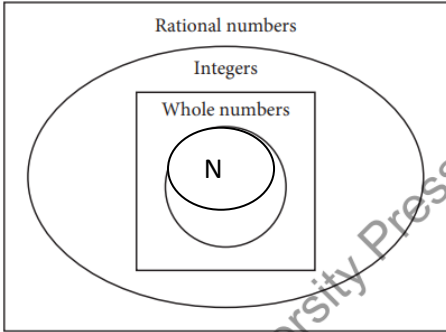
- Express thoughts, ideas, facts fluently.
- Divide thoughts and ideas into paragraphs.
- Write about events in sequential order.
- Use appropriate vocabulary.
- Write grammatically correct sentences.
- Follow the format of various writing activities.

MATHS

GENERAL OBJECTIVES OF MATHS

1. To appreciate the usefulness, power and beauty of mathematics
2. To organize life as numbers are needed in counting, subtraction, multiplication, division, weighing, selling, buying, percentages, exchanges, commissions, discounts, profit and loss, areas, volumes etc., which have got an immense practical value in life.
3. To develop the knowledge, skills and attitudes necessary to pursue further studies in Mathematics for occupations like accountancy, banking, tailoring, carpentry, taxation, insurance etc
4. To enable the students to make appropriate estimations.
5. To increase pupils engagement by creating interest and love for mathematics.

Text Book- “I DID IT’ Mathematics/ Cambridge by Rupesh Pathak and Vaishali Bhatia

PT / Chapter Name	Learning Outcomes	Activities
PT1 Rational Numbers (Ch: 1)	Learners will able to: a) Do brief recap of rational numbers, addition, subtraction of rational numbers and their properties. b) Compare two rational numbers. c) Represent rational numbers on Number Line d) Know multiplication of rational numbers and their properties. e) Know division of rational numbers and its properties.	Write at least any five numbers which belongs to the given set in the below diagram. 

	<p>f) Determine two rational numbers between two distinct rational numbers.</p> <p>g) Solve word problems involving rational numbers.</p>	
Linear Equation in One Variable (Ch: 7)	<p>Learners will able to:</p> <p>a) Learn that an algebraic equation is an equality involving variables.</p> <p>b) Learn to solve an equation having linear expressions on both sides.</p> <p>c) Understand the application of linear equations in day to day life problems.</p>	
PT2 Understanding Shapes (Ch: 8)	<p>Learners will able to:</p> <p>a) Classify the polygons.</p> <p>b) Know types of polygons i.e regular, irregular polygons.</p> <p>c) Recall the angle sum property of a quadrilateral and apply it for solving simple problems.</p> <p>d) Know about the sum of measures of the exterior angles of a polygon and its application.</p> <p>e) Know about types of quadrilateral i.e trapezium, kite, parallelogram, rhombus and its properties.</p>	Prepare a collage: 'Family of Quadrilaterals'. Depicts different types using cutouts and at least one property associated with type of quadrilaterals.
Exponents (Ch: 4)	<p>a) Learners will able to: Know powers with negative i.e, will define a^m, for $m = 0$, and a negative integer where a is a non-zero rational numbers</p>	Collect pictures of top 5 tallest statues in the world and paste . Now, find their heights and express the data in standard form.
PT3 Square And Square Roots (Ch: 2)	<p>Learners will able to:</p> <p>a) Know the meaning of square.</p> <p>b) Know some interesting patterns i.e. adding triangular numbers, numbers between square numbers, adding odd numbers etc in square numbers.</p> <p>c) Know about Pythagorean triplets.</p> <p>d) Determine square root by repeated subtraction method,</p>	

	<p>using prime factorisation method, using division method.</p> <p>e) Determine the square root of decimals.</p>	
<p>Cubes and Cube Roots (Ch: 3)</p>	<p>Learners will able to:</p> <p>a) Know the concept of cube.</p> <p>b) Determine the cube of a number.</p> <p>c) Determine the cube root of a number by prime factorization method.</p> <p>d)</p> <p>e) Know the application of cube and cube root.</p>	<p>Armstrong number is a special type of number whose sum of cubes of its digits is the number itself. For example, $153 = 1^3 + 5^3 + 3^3$ ($= 1 + 125 + 27 = 153$). • Similarly, there are only three other 3-digit numbers which are Armstrong numbers. Find the remaining three 3-digit Armstrong numbers.</p>
<p>Term 1 Data Handling and Probability (Ch: 15) (only probability to be done)</p>	<p>(a) Recall about chance and probability</p> <p>(b) Know the application of chance and probability in real life.</p>	
<p>TERM I All Chapters from PT 1 TO PT 3</p>		
<p>PT4 Surface area and Volume (Ch: 12)</p>	<p>Learners will able to:</p> <p>a) Know and determine the volume of solids.</p> <p>b) Determine the curved and total surface area(of cube, cuboid and cylinder)</p>	
<p>Perimeter and Area of Plane Figures (Ch:11)</p>	<p>Learners will able to:</p> <p>a) Recall the perimeter and area of different plane figures(i.e, triangle, square, rectangle, parallelogram)</p> <p>b) Determine the area of some special quadrilateral,- trapezium, rhombus</p>	<p>Measure the dimensions of your room. Calculate the charges that may be required if you were to get the walls painted.</p>
<p>PT5 Direct and Inverse Variation (Ch:14)</p>	<p>Learners will able to:</p> <p>a) Know about variations.</p> <p>b) Know the concept of direct and inverse proportion and illustrate when two quantities are said to vary directly and inversely.</p> <p>c) Solve problems of day to day life involving direct and inverse variation.</p>	<p>Students will be asked to frame 1 question each on direct and inverse variation.</p>

Comparing Quantities (Ch: 13) (simple interest and compound interest)	Learners will able to: a) To understand and calculate the simple interest b) Find compound interest <ul style="list-style-type: none"> • Deduction of formula for compound interest. • If rate is compounded annually of semi- annually. c) Solve application based sums of compound interest.	
PT6 Algebraic Expressions (Ch: 6)	Learners will able to: a) Recall expressions, terms, factors, coefficients, monomial, binomials, polynomials and like and unlike terms. b) Do addition, subtraction and multiplication of algebraic expressions. c) Know the method of multiplying a monomial with a monomial, a monomial with a polynomial and a polynomial with a polynomial. d) Know about the various identities: <ul style="list-style-type: none"> • $(a+b)^2 = a^2 + 2ab + b^2$ • $(a-b)^2 = a^2 - 2ab + b^2$ • $a^2 - b^2 = (a+b)(a-b)$ • $(x+a)(x+b) = x^2 + (a+b)x + ab$ and their application 	Verify geometrically the algebraic identity $(a + b)^2 = a^2 + b^2 + 2ab$
TERM 2 Graphs (Ch:16)	Learners will able to: a) Know about line graphs b) Know about Linear graphs c) Know coordinates of a point. d) Draw graphs with the help of given points.	

Term 2

All Chapters from PT4 to PT6 and Chapters from Term 1.

1. Linear Equations in one variable

2. Squares and square roots

3. Exponents

SCIENCE

GENERAL AIMS AND OBJECTIVES

The overall aims and objectives of the course are-

1. To develop scientific temper and scientific thinking
2. To process scientific skills which include-
 - observation(s)

- posing question(s)
 - searching various resources of learning
 - planning investigations
 - hypothesis formulation and testing
 - using various tools for collecting, analyzing and interpreting data
 - supporting explanations with evidences and justifications
 - critically thinking to consider, weigh and compare alternative explanations
 - reflecting on their own thinking
 - appreciation for historical aspects of evolution of science
3. To develop sensitivity towards environmental concerns.
 4. To appreciate the contribution of the scientists and develop sensitivity to possible uses and misuses of science.
 5. To enable students to undertake higher studies in science, vocation and profession.
 6. To enable students to innovate new things for betterment of mankind.

Book: New Science in Everyday Life, Publisher: Oxford

PT1	LEARNING OUTCOME	ACTIVITY
<input type="checkbox"/> L 1 Crop production and Management	<ul style="list-style-type: none"> <input type="checkbox"/> understand the different kinds of crops grown in India <input type="checkbox"/> understand difference between rabi and kharif crops <input type="checkbox"/> understand different methods applied in crop production 	<ul style="list-style-type: none"> <input type="checkbox"/> To separate healthy seeds from unhealthy seeds <input type="checkbox"/> To show drip irrigation
<input type="checkbox"/> L2 Microorganisms	<ul style="list-style-type: none"> <input type="checkbox"/> familiarise with microbes and their types <input type="checkbox"/> distinguish between useful and harmful microbes <input type="checkbox"/> role of microbes in food spoilage <input type="checkbox"/> food preservation techniques 	<ul style="list-style-type: none"> <input type="checkbox"/> To view fungus under a microscope. <input type="checkbox"/> To demonstrate fermentation of sugar into alcohol by yeast. <input type="checkbox"/> To study slides of yeast, bacteria, fungus, spirogyra, under the microscope
PT2	LEARNING OUTCOME	ACTIVITY
L3: Synthetic fibres and Plastics	<ul style="list-style-type: none"> <input type="checkbox"/> understanding synthetic fibres and their types <input type="checkbox"/> analyse advantages and disadvantages of synthetic fibres <input type="checkbox"/> plastics: their uses and impact on the environment 	<ul style="list-style-type: none"> <input type="checkbox"/> To identify fibres through a burning test.
L4: Metals and non metals	<ul style="list-style-type: none"> <input type="checkbox"/> meaning of metals and non metals and their occurrence <input type="checkbox"/> physical and chemical properties <input type="checkbox"/> reactivity series of metals 	<ul style="list-style-type: none"> <input type="checkbox"/> To study the electrical conductivities of metals and non metals <input type="checkbox"/> To demonstrate reaction between metals with oxygen

	<input type="checkbox"/> common uses of metals and non metals	and a non metals with oxygen. <input type="checkbox"/> To study a displacement reaction. <input type="checkbox"/> To demonstrate the action of acids on metals.
PT3	LEARNING OUTCOME	ACTIVITY
Ch.5 Combustion and Fossil Fuels	<input type="checkbox"/> combustion: its types , conditions necessary for combustion <input type="checkbox"/> fuel efficiency <input type="checkbox"/> characteristics of an ideal fuel <input type="checkbox"/> impact of burning fuels <ul style="list-style-type: none"> <input type="checkbox"/> exhaustible and inexhaustible resources <input type="checkbox"/> formation of coal and petroleum <input type="checkbox"/> characteristics and uses of coal <input type="checkbox"/> fractional distillation of petroleum and uses <input type="checkbox"/> Products of combustion and their effects 	<input type="checkbox"/> To show that air is necessary for combustion. <input type="checkbox"/> To show that a substance catches fire when ignition temperature is reached. <input type="checkbox"/> To show that in a candle the wax vapours burn to give a flame.
Ch.7 Cell structure and function	<input type="checkbox"/> cell discovery <input type="checkbox"/> Postulates of cell theory <input type="checkbox"/> relationship between cell number, size and function <input type="checkbox"/> difference between prokaryotic and eukaryotic cells <input type="checkbox"/> cell organelles and their functions <input type="checkbox"/> compare and contrast plant and animal cells	<input type="checkbox"/> To observe plant cells using the onion peel. <input type="checkbox"/> To observe animal cells using human cheek cells.
TERM 1	LEARNING OUTCOME	ACTIVITY
Ch.8 Age of Adolescence	<input type="checkbox"/> hormones and endocrine system <input type="checkbox"/> understand puberty and adolescence <input type="checkbox"/> role of hormones during puberty <input type="checkbox"/> nutritional requirements and personal hygiene	
TERM 1		
Complete Syllabus of PT1, PT2 and PT3		

2 Practical based Activities to be done.		
PT 4	LEARNING OUTCOME	ACTIVITY
Ch.9 Reproduction in animals	<ul style="list-style-type: none"> <input type="checkbox"/> reproduction and its types <input type="checkbox"/> types of asexual reproduction <input type="checkbox"/> understand how reproduction in humans take place <input type="checkbox"/> compare viviparous and oviparous animals <input type="checkbox"/> understanding metamorphosis 	<ul style="list-style-type: none"> <input type="checkbox"/> to study slides of hydra and bacteria for budding and binary fission
Ch.10 Force and Friction (Only Force portion)	<ul style="list-style-type: none"> <input type="checkbox"/> Force and its effects <input type="checkbox"/> Using a spring balance to measure magnitude of force <input type="checkbox"/> different types of forces 	<ul style="list-style-type: none"> <input type="checkbox"/> To demonstrate electrostatic forces. <input type="checkbox"/> To study the effect of friction on the nature of surfaces in contact. <input type="checkbox"/> To study the effect of mass on friction.
PT5	LEARNING OUTCOME	ACTIVITY
Ch.11 Pressure	<ul style="list-style-type: none"> <input type="checkbox"/> Pressure and the unit of pressure <input type="checkbox"/> Applications of pressure <input type="checkbox"/> use of manometer to measure liquid pressure <input type="checkbox"/> use of barometer to measure atmospheric pressure 	<ul style="list-style-type: none"> <input type="checkbox"/> To study the impact of force on the area it is acting upon. <input type="checkbox"/> To show liquid can exert pressure, exerts equal pressure at the same depth, pressure varies with depth.
Ch.10 Force and Friction (Only Friction portion)	<ul style="list-style-type: none"> <input type="checkbox"/> friction and its causes <input type="checkbox"/> advantages and disadvantages of friction <input type="checkbox"/> how to increase or reduce friction 	
PT6	LEARNING OUTCOME	ACTIVITY
Ch.13 Chemical effects of electric current	<ul style="list-style-type: none"> <input type="checkbox"/> Difference between conductors and insulators <input type="checkbox"/> electrical conductivity of liquids <input type="checkbox"/> electrolysis of water <input type="checkbox"/> electroplating of one metal over the other 	<ul style="list-style-type: none"> <input type="checkbox"/> To demonstrate conductivity of liquids. <input type="checkbox"/> To demonstrate electroplating.
Ch.16 Stars and the Solar System	<ul style="list-style-type: none"> <input type="checkbox"/> Stars <input type="checkbox"/> Light Year <input type="checkbox"/> constellations 	

	<input type="checkbox"/> solar system and its heavenly bodies <input type="checkbox"/> comets, asteroids, moon and artificial satellites	
Term II	LEARNING OUTCOME	ACTIVITY
Ch.15 Light	<input type="checkbox"/> Understand reflection and its laws <input type="checkbox"/> image formation in plane mirror <input type="checkbox"/> types of reflection <input type="checkbox"/> refraction and its cause <input type="checkbox"/> working of human eye <input type="checkbox"/> defects of vision and their correction <input type="checkbox"/> taking care of eyes	<input type="checkbox"/> To demonstrate laws of reflection. <input type="checkbox"/> To demonstrate multiple reflection <input type="checkbox"/> To demonstrate refraction through a glass slab.
TERM 2 Syllabus of TERM 1 (30%) Ch.7, 10, 11 And Complete Syllabus of Term 2 (PT4, PT5, PT6). 2 Practical based Activities to be done.		

SOCIAL SCIENCE

GENERAL AIMS AND OBJECTIVES

- To draw the child's attention to the broad span of time, space and the life in society, integrating this with the way in which she or he has come to see and understand the world around them.
- To give the child a firm sense of locality, region and nation in an interconnected manner through, India's own experiences of the problems encountered, as well as the solutions adopted; from the earliest times to the present.
- To encourage comparisons between India's experience and global experiences; as well as India's interactions with the world; by means of social, cultural and political issues.
- To clarify doubts and disputes that takes shape in contemporary society, via the medium of the syllabus.
- To supply a foundation in detail from which natural curiosity and the capacity for investigation may evolve and develop.

HISTORY

The major objectives of the course are:

- to enable students to acquire a capacity to make interconnections between processes and events, as well as see the link between histories of different groups and societies, through social, economic, political and cultural processes within a given chronological span of time(i.e.18thC to 1947).
- to introduce students to different types of sources of information such as inscriptions, religious texts, travel accounts, chronicles, newspapers, state documents, visual material etc. and encourage them to reflect on them critically.
- to develop interest in and appreciate time lines and historical maps related to the case studies being discussed.

- to encourage the students to imagine what it would be like to live in the society, or how a child of the time would have experienced the events that were being discussed.

GEOGRAPHY

The major objectives of the course are:

- to introduce the basic concepts necessary for understanding the world in which we live
- to introduce the learner to the study of the environment and the global distribution of various resources as well as their conservation.
- to initiate the learner into a study of her/his own region, state and country as well as the interdependence of various regions and countries and the on-going process of globalization.

CIVICS

The major objectives of the course are:

- to have students imbibe the ideals of the Indian constitution viewing it as an inspiring and evolving document and to connect constitutional values and vision to the reality of contemporary India.
- to have children gain a real sense of the workings of Indian democracy: its institutions and processes such as fundamental rights, parliamentary form of government, role of the judiciary etc..
- to enable students to grasp the interconnectedness between political, social and economic issues; as well as recognize the ways in which politics affects their daily lives.
- to bring forth the role of people as desiring and striving for a just society and hence responding and evolving laws and structures that govern us

ATTITUDINAL CHANGE

Through the course, the student should be able to inculcate desirable social habits, attitude and values to survive as well as solve problems and contribute positively to society taking into consideration the social, economic, cultural, environmental and political needs of the country/world.

Text Book: Longman Vistas (History-Geography-Civics)

The question paper will be divided into 3 parts as follows:

A) Knowledge:

Will consist of questions covering basic facts, concepts, terms etc.

B) Understanding

Will consist of questions to assess the student's ability to understand, interpret and explain basic facts/concepts/principles etc.

C) Application

Will consist of questions to assess the student's ability to use knowledge / understanding of facts/ Principles etc in new situations / solving problems.

TERM-1

TERM-1		
Chapter	Learning Outcomes	Class Activities
PT1 Geography Ch.1 Our Resources	<ul style="list-style-type: none"> □ Learns about the meaning of resources, their variety, location and distribution. □ Appreciates the importance of resources in our life. 	Draw a flowchart to show the classification of resources.

	<ul style="list-style-type: none"> <input type="checkbox"/> Is able to relate it with her surroundings. <input type="checkbox"/> Develops awareness towards resources conservation and takes initiative towards its conservation process. 	
History Ch.2 Colonial Rule in India	<ul style="list-style-type: none"> <input type="checkbox"/> Distinguishes the ‘modern period’ from the ‘medieval’ and the ‘ancient’ periods through the use of sources, nomenclatures used for various regions of the Indian sub - continent and the broad developments. <input type="checkbox"/> Explains how the English East India Company became the most dominant power. 	Prepare a timeline to trace the entry and exit of the European powers (Dutch, French, British and Portuguese) in India during the period 1400-2000 A.D.
Civics Ch.1 The Constitution of India	<ul style="list-style-type: none"> <input type="checkbox"/> Learner understands constitution and its main features as a visionary document. <input type="checkbox"/> Expresses respect, values for and defends basic human rights and privileges ensured by the constitution. <input type="checkbox"/> Attempts to connect constitutional values and vision to the reality 	Discussion on the importance of the ‘Constitution’ and amendments made to the constitution in recent times.
PT2 Geography Ch.2 Land and Soil Resources	<ul style="list-style-type: none"> <input type="checkbox"/> Learns about Land and Soil Resources and its distribution. <input type="checkbox"/> Appreciates the importance of Land and Soil resources in our life. <input type="checkbox"/> Is able to relate it with his/her surroundings. <input type="checkbox"/> Develops awareness towards Land and Soil resources conservation and take initiative towards its conservation process. 	Make a list of all the different uses the land in your locality has been put to.
History Ch.4 Rural life and society	<ul style="list-style-type: none"> <input type="checkbox"/> Explains the differences in the impact of colonial agrarian policies in different regions of the country like the ‘indigo rebellion’. 	Book reading session on Munshi Prem Chand’s stories and sharing of views on the plight of the Indian peasantry under the British as depicted by the author.

	<ul style="list-style-type: none"> □ Explains the policies of the colonial administration towards the peasant communities. 	
Civics Ch.2 Secularism and the Indian Constitution	<ul style="list-style-type: none"> □ Understands the political process and importance of democratic process of participation. □ Illustrates Secularism, Fundamental Rights and the Fundamental Duties with appropriate examples. □ Applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g. Child Rights). 	Find out: Why does the practice of child labour continue even today in India despite the array of Fundamental Rights provided by the Constitution of India?
PT3 Geography Ch.5 Mineral and Power Resources	<ul style="list-style-type: none"> □ Locates distribution of important minerals e.g. coal and mineral oil on the world map. 	Open Mic Day in class for discussion on-‘Energy for the Future’/the country is going to be the energy producer of the future/ connectivity between energy recourses and super-power countries.
History Ch.6 Weavers, Crafts and Industries	<ul style="list-style-type: none"> □ Analyses the decline of pre - existing urban centres and handicraft industries and the development of new urban centres and industries in India during the colonial period. 	Products like muslin, calico, brocade embroidered cloth were in great demand in England and the rest of Europe and were regarded as competition for British manufactured cloth. So their production was deliberately hampered and ultimately the industry was destroyed. How did the government resolve these after 1947?
Civics Ch.3 Parliamentary Government and the Union Executive (CHAPTER TO BE DONE POST PT3/ WILL BE TESTED IN	<ul style="list-style-type: none"> □ Describes the process of election to the Lok Sabha; composition of union executive; structure and function of civil service. □ Differentiates between State government and Union government. □ Locates one’s own constituency on parliamentary constituency map of State/UT and names local MP. 	Comparison: Bring out the differences and similarities between the U.S.A and the Indian form of government.

THE TERM-1 EXAM)	<input type="checkbox"/> Trace the process of making a law.	
TERM 1		
Syllabus of PT1, PT2, PT3		

TERM-2		
Chapter	Learning Outcomes	Class Activities
PT4 Geography Ch.6 Types of Agriculture and Major crops	<input type="checkbox"/> Describes major crops, types of farming and agricultural practices in her/his own area/state. <input type="checkbox"/> Analyses the factors due to which some countries are known for production of major crops, e.g., wheat, rice, cotton, jute, etc., and locates these countries on the world map. <input type="checkbox"/> Draws interrelationship between types of farming and development in different regions of the world.	Think/Reflect- Why did the European nations introduce plantation agriculture in their colonies?
History Ch.7 Revolt of 1857	<input type="checkbox"/> Trace out the origin, nature and spread of the revolt of 1857 and the lessons learned from it.	<input type="checkbox"/> Viewing of movie: Mangal Pandey: The Rising <input type="checkbox"/> Collect information on the native rulers who supported the British during the revolt of 1857. Comment on why you think they supported the British?
PT5 Geography Ch.8 Manufacturing Industries	<input type="checkbox"/> Classifies different types of industries based on raw materials, size and ownership.	Create a flowchart showing the transformation of any article from the raw material to the finished product through the various stages of production.
Civics Ch.4 The Judiciary	<input type="checkbox"/> Understands the main elements of our judicial structure and appreciates the need for the processes followed.	Role play: Mock Nyaya Panchayat to be conducted with students bringing their disputes to the court for solution.
PT6 History	<input type="checkbox"/> Outlines the course of the Indian national movement from the 1870s till 1919. <input type="checkbox"/> Identifies diverse trends within the movement and different social groups involved.	Collection of pictures and information on nationalist leaders of the three different strands in the Indian freedom struggle—moderates, extremists and revolutionaries.

Ch.13 Indian National Movement	<input type="checkbox"/> Links the constitutional changes and national movement.	
Civics Ch.6 Role of police and Court	<input type="checkbox"/> Understands what an FIR is and how to file one. <input type="checkbox"/> Understand that the role played by the police is to arrest the person, every individual charged of a crime has to be given a fair trial <input type="checkbox"/> Examines the Prosecutor's role in conducting the prosecution on behalf of the State and the role of the judge in conducting the trial impartially in an open court <input type="checkbox"/> Ensures execution of all legal procedures during the trial	Preparing a flow chart of police officials at the central/state/district level
History Ch.14 National Movement: Gandhian Era (CHAPTER TO BE DONE POST PT6/ WILL BE TESTED IN THE TERM-2 EXAM)	<input type="checkbox"/> Outlines the course of the Indian national movement from the 1919 till Independence. <input type="checkbox"/> Links the constitutional changes and national movement. <input type="checkbox"/> See the pattern of action & reaction between the British and the Indians. <input type="checkbox"/> Analyses the significant developments that were paved the path of nation building.	Research and share your learnings about the fate of princely states and their decision to accede to either India or Pakistan post the India Independence Act of 1947. Goa became free from the Portuguese rule in 1961 and only then it became a part of India. Collect information on when and how Sikkim became a part of the Indian union.

TERM 2

**Syllabus of PT4,PT5, PT6/G-7(Only map work on largest producers of major crops in India and the world)
And 30% of 1st Term { H-4 /C-3/G-1(Only Sustainable Development), G-2 (Only Soil erosion & Soil Conservation) }**

Map Syllabus

SUBJECT	CHAPTER	MAP
History	Ch2 Colonial Rule in India	European settlements in early modern India <ul style="list-style-type: none"> ● Buxar ● Plassey ● British settlements-Calcutta, Madras ● French settlements-Pondicherry, Northern circars ● Portuguese settlements-Bombay, Goa

History	Ch4 Rural life and society	<p>Areas of new revenue settlements introduced by the British in India</p> <ul style="list-style-type: none"> ● Permanent settlement-Bengal, Bihar ● Ryotwari settlement-Madras, Bombay ● Mahalwari settlement-Punjab, Avadh
History	Ch7 Revolt of 1857	<p>Major centres of revolt of 1857</p> <ul style="list-style-type: none"> ● Delhi ● Lucknow ● Kanpur ● Jhansi ● Gwalior
History	Ch14 Indian national movement: Gandhian Era	<p>Major centres Indian national movement (post 1857-1947)</p> <ul style="list-style-type: none"> ● Bengal ● Madras ● Bombay ● Gujarat ● Lucknow ● Delhi ● Punjab
Geography	Ch5 Mineral and power resources	<p>Mineral and power resources in India</p> <ul style="list-style-type: none"> ● Mumbai High- Natural gas, petroleum ● Jharkhand-coal ● Durgaduani creek-Tidal power ● Tarapur-Nuclear power ● Jaisalmer-Solar power ● Bhakra-hydro power ● Coimbatore-Wind power <p>Mineral and power resources in the world</p> <ul style="list-style-type: none"> ● USA- Natural gas, copper, hydro power, Nuclear power ● Saudi Arabia- petroleum ● Russia- thermal power ● China- coal ● France-Tidal power ● Morocco-Solar power ● Netherlands-Wind power ● Geothermal-Iceland ● Biogas-India
Geography	Ch7 Types of agriculture and major crop (ONLY MAP WORK WILL BE INCLUDED FROM GEOGRAPHY CH7)	<ul style="list-style-type: none"> ● Major crops in India ● Major crops in the world <p>(Wheat, millets, sugarcane, maize, tea, cotton, coffee, rubber, jute, rice)</p>
Geography	Ch8 Manufacturing industries	<p>Major industrial regions in the world</p> <ul style="list-style-type: none"> ● Anglo-American manufacturing belt ● South east Brazil ● North Africa

- Western Europe
 - Beijing
 - Japan
- Major textile centres in the world
- USA
 - Japan
 - China
 - India

COMPUTER STUDIES

Format for PTs and distribution of marks:

Max. Marks: 30

Total weightage of PT's in term result: 60%

Practical: 30 marks practical work based on work done in PT syllabus.

Format for the Term1 & Term2 and distribution of marks

Term exam will have theory assessment only

Max marks: 40

Weight age in Term result: 40%

The questions will be of the Short Answer Type (½ to 2 marks)

Book – Cyber Tools by Kips

PT / Chapters	Learning outcome	Activities
PT2 Chap. 1 Networking Concepts	<input type="checkbox"/> To learn about advantages of networking, networking components, types of network, network topology, networking architecture, network security.	Practical activity on page 19.To create an informative presentation using PowerPoint
Chap. 2 Log on to Access	<input type="checkbox"/> To learn about database. Types and structure of database, advantages of DBMS, about Microsoft Access, creating a database, viewing a table, adding a table, data types, setting data type for a field, Editing, sorting, searching filtering and advance filtering in a database.	Practical activity page 40.

<p>PT 3 Chap.3.Working with Queries, Forms and Reports.</p>	<p><input type="checkbox"/> To learn about a query, setting a relationship between tables, creating a query, specifying simple and multiple criteria. To learn about forms, reports. Formatting a form and exporting a report.</p>	<p>Practical activity given on page 53.</p>
--	--	---

TERM 1

Complete Syllabus of PT2 and PT3.

<p>PT 5 Chap. 6 Review Python</p>	<p><input type="checkbox"/> Working with variables <input type="checkbox"/> data types, <input type="checkbox"/> type function, <input type="checkbox"/> Input function, Types of control structures.</p>	<p><input type="checkbox"/> Practical activity pages 102-103. <input type="checkbox"/> Create a program to check if a number is Buzz number or not <input type="checkbox"/> Create a program to calculate and print the area of a rectangle if the user enters 1 and print the area of a square if the user enters 2. <input type="checkbox"/> Create a program to check whether a number is completely divisible by 10 or not. Create a program to check if a number input by the user is a positive or negative number.</p>
--	---	---

<p>PT 6 Chap. 7 Iterative statements in Python.</p>	<p><input type="checkbox"/> Using For loop, <input type="checkbox"/> While loop, <input type="checkbox"/> Infinite loop</p>	<p><input type="checkbox"/> Practical activity pages 118-119. Write the program code for the following: 1. Table of a number using “For” Loop 2. Sum of even numbers in the range entered by the user. <input type="checkbox"/> Print negative odd numbers between 1 to 30.</p>
--	---	---

TERM 2

Complete Syllabus of PT 5 and PT 6 (Theory assessment only)

Note: Term 2 includes 30% of Term 1 syllabus will include Chapter 2. Log on to Access, Chapter 3. Working with Queries, Forms and Reports.

GENERAL KNOWLEDGE

**Book: Milligascar – Know The World Around You
Millennium Book source Pvt. Ltd.**

Note: There will be 2 PTs in each term. The PTs will be 25 marks each (20 from book and 5 from worksheet) with 30minutes time duration.

Worksheet of PT2 & PT6 will be based on Local Knowledge.

Worksheet of PT4 & PT8 will be based on Current Affairs.

PT2

1. Page 6 Rafflesia
2. Page 7 Chapel Oak Tree
3. Page 15 Important Seas Of The World
4. Page 16 Word Grid
5. Page 21 Mount Kilimanjaro
6. Page 27 Sistema Cave
7. Page 31 Giant's Causeway
8. Page 32 Sanchi Stupa
9. Page 40 Manipur Dance
10. Page 41 Tap Dancing
11. Page 49 Henry Ford
12. Page 51 Amartya Sen
13. Page 61 World Bank
14. Page 62 Sports Utility Vehicles
15. Local Knowledge

Term 1

1. Page 8 Water Wheel Plant
2. Page 9 Pink Tipped Anemone
3. Page 18 Angel Waterfall
4. Page 19 Nile River
5. Page 33 Great Wall Of China
6. Page 34 Sydney Harbor Bridge
7. Page 42 Pongal
8. Page 43 Festival Of San Fermin
9. Page 50 Fidel Castro
10. Page 52 Margaret Thatcher
11. Page 58 World War Ii
12. Page 66 National Sports Awards
13. Page 67 Pultizer prize
14. Current Affairs

PT5

1. Page 10 Meerkat
2. Page 11 Okapi
3. Page 22 Northern Cardinal
4. Page 26 Mount Brumo
5. Page 37 Angkor Wat
6. Page 44 Mundas
7. Page 45 Maasai Tribe
8. Page 54 Yuri Gagarin

9. Page 63 Drones
10. Page 64 Nuclear Energy
11. Page 75 National Parks Of India
12. Page 77 Abbreviations and Sobriquets
13. Local Knowledge

Term 2

1. Page 12 Northern Cardinal
2. Page 13 Albatross
3. Page 24 Kakadu National Park
4. Page 25 Gobi Desert
5. Page 28 Monaco
6. Page 35 Three Gorges Dam
7. Page 38 Important Cities Of The World
8. Page 46 Vikings
9. Page 48 Crossword
10. Page 53 Oprah Winfrey
11. Page 56 Michael Jackson
12. Page 60 Accidental Inventions
13. Page 68 Social discrimination
14. Current Affairs

ART/CRAFT

General Learning Objectives

- 1) Objects can tell us the place and time, the practices, habits and beliefs of the people. By exploring objects from different areas and cultures, students may know how materials and functions, affect design and appearance of objects.
- 2) People are always curious about themselves and others. Throughout history, the human figure has inspired the works of many artists. Students may observe the appearances, personalities, moods and attitudes of individuals and/ or various cultures.
- 3) Traditions reflect ideas, concepts, values held by different people in different parts of the country and the world. By looking at similarities and differences, students should learn to respect and appreciate the diversity of cultures.
- 4) The students need to be sensitive and extend their observation and interpretation of objects and images from the world they live in. These themes would provide avenues for expression of the natural and man-made environment and would look at issues affecting the world.
- 5) The students need to learn from events and experiences, either remembered, imagined or evoked through the use of stimulus materials. Pupils can explore ideas, concepts, memories and feelings, which may be universal and at the same time deeply personal. It involves ideas about emotion, human condition, cultural values and identities.

Book: Visual Arts – Prachi Publications

There will be no PTs for ART/CRAFT. The following topics are to be covered and Grades will be awarded on the basis of the work done through each term.

TERM 1

1. Object Based Exercises – Pages 31 – 40
2. People Based Exercises – Pages 41 – 59

3. Experience Based Exercises – Pages 119 – 140

TERM 2

1. People Based Exercises – Pages 60 – 75
2. Tradition Based Exercises –Pages 77 – 90
3. Environment Based Exercises – Pages 91- 118

Learning Outcomes

- 1) The students learn to draw various man-made objects around them in a realistic manner by adding dimensions and shades or values. They spend time looking, measuring with eye, calculating distance, comparing different sizes and looking for reference points in line centrally, vertically and horizontally.
- 2) The student study the proper proportions of hands and legs, construction of the limbs, the body movements and the action poses, the proportion of the human body and the importance of light and shade, facial expressions and emotions depicted, the color tones to be used with proper light and shade effect.
- 3) They learn to respect and draw different traditions and cultures by observation and knowledge and depict them clearly.
- 4) They learn to appreciate the environment they live in and depict it in their drawings by observation and practice.
- 5) They learn to use their skills and the various methods and techniques to enhance their work. They work with different materials and experience a variety of ideas and ways to create a work of art.