

**SURENDRANATH CENTENARY SCHOOL, RANCHI**  
**ANNUAL PLAN (2023-2024)**

<b>CLASS: VIII</b> <b>SUBJECT: English</b>			<b>BOOKS: The Magic Carpet -8</b> <b>Essentials of English Grammar and Composition</b>			
<b>MON TH</b>	<b>CHAPTER</b>	<b>No of Periods</b>	<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>UT/PT/T1</b>
<b>APRI L</b>	<b>Lit-Ch 1-</b> The Automatic Nagging Machine <b>Ch 2- The Cemetery of Chateau d’If</b> <b>Grammar</b> Subject-Verb Agreement (pg-14,15) <b>Writing-</b> Notice Writing Diary Entry <b>ASL-</b> Speaking and Listening Skills	28	<b>Ch 1-The Automatic Nagging Machine</b> -Storyline, Chapter highlights,Word Pop,Words in Use (pg-12&13) <b>HOTS-</b> For before Matilda’s eyes she saw an awful change taking place in Pridmore. Explain what happened to Pridmore. Activity: <b>Subject -Verb Agreement</b> (pg-)- Brushing up of past knowledge, rules, exceptions,common errors,practice exercises. 95 <b>Writing:</b> Notice Writing (pg16) <b>Ch2- The Cemetery of the Chateau d’If</b> - Storyline, chapter highlights,Words in Use , Question Time (pg-22) <b>HOTS-</b> Elucidate how Dantes planned to escape from the gravediggers? <b>Writing- Diary Entry</b> (page 26)- format, purpose, rules and explanation, sample questions.	➤ Discuss and share their first hand accounts of their experiences with their own relatives ➤ Explain the main events of the story. ➤ Explain verbs, its role in a sentence and its various forms. ➤ Supply correct verb in agreement with the subject. ➤ Explain the purpose, format and rules of writing a notice. ➤ Explain the central idea of the story ➤ Evaluate and analyse the character of Edmond Dantes. ➤ Explain the purpose and format of Diary Entry. ➤ Strengthen speaking competency, develop effective communication skills	➤ Read the extracts aloud with expressions. and comprehend its central idea. ➤ Learn why Matilda wanted children to have freedom to nag adults with pertinent questions. ➤ Learn new words and infer their meanings ➤ Learn the rules of Subject-Verb Agreement. ➤ Learn the correct usage of verb according to the subject of a sentence. ➤ Learn to write a notice using correct format ➤ Develop creative writing skills. ➤ Learn to express feelings and opinions in form of a Diary Entry. ➤ Strengthen listening, reading, comprehending, writing and speaking competencies ➤ Listen and comprehend.	
			<b>Activity- Experiential Learning</b> <b>Time Travel-Travel time to meet Harappan people.</b> <b>Will write about the weather, surrounding, environment/ geography, plant, animal life etc.</b> <b>Subjects Integrated – Science &amp; Social Science.</b>			
<b>MAY</b>	<b>Lit- Ch 3-</b> Readjustment <b>Ch-4 A Real Hero</b> <b>Grammar-</b> Ch-22 Synonyms and antonyms. <b>ASL-</b> Listening Skills	14	<b>Ch 3- Readjustment-</b> - explanation of the poem, central idea; critical appreciation of the poem., Question Time <b>Ch 22 Synonyms</b> <b>Ch 4- A Real Hero</b> – Storyline, chapter highlights <b>HOTS-</b> Vishwaroop did the right thing even though it cost his team the match. Justify the statement citing examples from the lesson. <b>ASL- Listening Skills-</b> Listen and Learn (pg-37) <b>Ref.Reading:</b> The Railway Children by Edith Nesbit from the lesson. <b>ASL- Listening Skills-</b> Listen and Learn (pg-37) <b>Ref.Reading:</b> The Railway Children by Edith Nesbit	➤ Read, comprehend, draw conclusions and make inferences. ➤ Explain metaphor as a poetic device. ➤ Demonstrate their understanding of synonyms and antonyms in active learning. ➤ Read, comprehend, draw conclusions and make inferences. ➤ Analyse and connect with the emotions of “Vishwa”with respect to his fair play and sportsmanship .	➤ Read the extracts aloud with expressions and comprehend its central idea. ➤ Learn new words and infer their meanings. ➤ Identify and pick examples of metaphors in the given poem. ➤ Identify synonyms and antonyms while reading a text. ➤ Connect with the character of “Vishwa” and draw from his experiences.	

			<b>Activity- Experiential Learning</b> <b>Talk Show-</b> <b>Topic – Reel Heroes vs Real Heroes (Unsung Heroes)</b>			
JUNE	<b>Lit-</b> Ch5-Professor Shonku's Diary Ch6- Stopping by the Woods on a Snowy Evening <b>Grammar-</b> Transitive and Intransitive Verbs.(pg-34) <b>Writing-</b> Biosketch, Informal Letter <b>ASL-</b> Speaking Skills	14	<b>Ch 5-Professor Shonku's Diary</b> -Storyline, chapter highlights. Words in Use, Question Time(pg-42) <b>HOTS-</b> Apart from the changing colour of the ink, what were the other extraordinary things about the diary? <b>Ch 6-Stopping by Woods on a Snowy Evening-</b> explanation of the poem, central idea; critical appreciation of the poem, poetic device Words in use, question time (pg-49) <b>Transitive and Intransitive Verbs</b> (pg34,35) <b>Writing- Biosketch</b> (pg-38), <b>Informal letter-</b> guidelines,purpose, format, sample answer and practice question <b>ASL- Speaking Skills</b> – Let's Talk (pg-46)	➤ Explain the main events of the story. ➤ Explain the character of Professor Shonku ➤ Explain the poetic devices used in the poem. ➤ Distinguish between direct and Indirect Speech. ➤ Learn to write biosketch and informal letter. ➤ Strengthen speaking competency and develop effective communication skills. ➤ Strengthen speaking skills.	➤ Explain the main events of the story ➤ Draw real life lessons from the character of Professor Shonku. ➤ Learn new words and infer their meanings. ➤ Read the poem aloud and with expressions and comprehend its central idea. ➤ Pick examples of different poetic devices from the poem. ➤ Identify Transitive and Intransitive Verbs. ➤ Develop creative writing skills. ➤ Learn to listen, infer and comprehend	
			<b>Activity- Experiential Learning/ Art Integrated</b> <b>Biographical Sketch of Satyajit Ray</b>			

<b>JULY</b>	<b>Lit-</b> Ch 7- Mrs.Packletide's Tiger Ch 8-Growing up Ch 9- Clouds and Waves <b>Grammar-</b> Direct and Indirect Speech <b>Writing-</b> Letter writing <b>ASL-</b> Listening Skills	28	<p><b>Ch 7- Mrs.Packletides's Tiger-</b> Storyline, chapterhighlights.  Words in Use, Question Time  <b>HOTS-</b>In a world that is supposed to be chiefly swayed by hunger and by love Mrs. Packletide was an exception. Explain what the author means by this.  <b>Ch 8- Growing Up-</b> chapter highlights, main events, Words in Use, Question Time.  <b>Ch 9-Clouds and Waves-</b> explanation of the poem, central idea, critical appreciation of the poem,summary. Words in Use, Question Time(pg-72)  <b>Ch-17 Direct and Indirect Speech Writing-Editorial letters</b> -Purpose, format, rules, guidelines, sample answer.(pg-70)  <b>ASL- Listening Skills-</b> Listen and Learn (pg-81)</p> <p><b>Activity- Experiential Learning</b>  <b>e-mail writing- School Exchange Programme</b>  <b>Topic- Places of interest ( Goa /Jharkhand)</b></p>	<ul style="list-style-type: none"> <li>➤ Discuss the ways of dealing with negative emotions with special reference to the protagonist of the story, Mrs. Packletide.</li> <li>➤ Make personal connections with text, comparing ideas and information.</li> <li>➤ Explain the main events of the story.</li> <li>➤ List the various placesyou have visited and the place where you live, make a comparative study of the two places you like.</li> <li>➤ Distinguish between Direct and Indirect Speech.</li> <li>➤ List the rules of converting direct speech to indirect speech.</li> <li>➤ Explain the purpose, format and features of editorialletter writing.</li> <li>➤ Strengthen speaking ,listening competency and develop effective communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draw inspiration from the character of Mrs. Packletide</li> <li>➤ Explain the main events of the story.</li> <li>➤ Make personal connections with the text, comparing ideas and information.</li> <li>➤ Read the extract aloud and with expressions and comprehend its central idea.</li> <li>➤ Draw inspiration from the character of .</li> <li>➤ Learn new words and infer their meanings.</li> <li>➤ Learn the correct usage of pronouns.</li> <li>➤ Identify and distinguish between Direct and Indirect Speech.</li> <li>➤ Learn the rules of changing assertive sentences from Direct to Indirect Speech.</li> <li>➤ Learn to write editorial letteras per the given format.</li> <li>➤ Develop creative writing skills.</li> <li>➤ Learn to listen, infer and comprehend</li> </ul>	<b>UT1</b> Lit-Ch-1,2,3 Gr.-Ch-Sub-Verb Agreement W.S- Notice Writing
<b>AUG UST</b>	<b>Lit-</b> Ch10 -Within and Without Ch 11- William Goes to the Picture <b>Grammar-</b> Tenses (Future time, Perfect Tenses) <b>Writing-</b> Letter writing <b>ASL-</b> Speaking Skills	28	<p><b>Ch10-</b> Within and Without- Chapter highlights, main events. Words in Use, question time( pg- 78)  <b>HOTS:</b>Explain with examples how the children's freedom was severely restricted and they were like caged birds.  <b>Ch 11- William Goes to the Picture-</b> Storyline, chapter highlights: Words in Use , question time(pg- 89,90)  <b>HOTS-</b> William's day had not been a success.Elucidate the statement citing examples from the lesson 'William Goes to the Picture.  <b>Grammar</b> -Tenses(pg91-93); Gr bookCh-4  <b>Writing</b> :Letter writing (practice questions)  <b>ASL- Speaking Skills</b> (Role play, pg-93)  <b>ACTIVITY: Art Integrated Learning</b>  - Make a puppet of your favourite character from the story, Within and Without and use it for the role play.</p>	<ul style="list-style-type: none"> <li>➤ Elaborate the importance of living a life without restrictions.</li> <li>➤ Make personal connections with experiencesof author's childhood memories.</li> <li>➤ Explain why William was impressed by the film about the crooks.</li> <li>➤ Explain the main events of the story.</li> <li>➤ Explain verbs, its role in a sentence and its various forms.</li> <li>➤ Explain the purpose and format of letter writing.</li> <li>➤ Strengthen speaking competency and develop effective communication skills.dialogues.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the extracts aloud and with expressions and comprehended it's central idea.</li> <li>➤ Learn new words and infer their meanings.</li> <li>➤ Connect with the character of 'William'and draw from his experiences.</li> <li>➤ Explore writing prompts, learn the fundamentals of crafting an effective letter.</li> <li>➤ Learn to use correct verb forms while framing sentences.</li> <li>➤ Listen and comprehend.</li> </ul>	<b>PT1</b> Lit-Ch 4,5,6,7 Gr-Ch-17,22 W.S- Diary Entry

<b>SEPT EMB ER</b>	Spotlight -1 Lit- Revision Grammar- Revision Writing- Revision	14	SPOTLIGHT -1-Comprehensive passages, editing, gap-filling, punctuation.  Revision – Lit., Gr. and Writing	<ul style="list-style-type: none"> <li>➤ Acquaint students with question paper pattern.</li> <li>➤ Develop the key processes learners need to undertake during an exam.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn, or brush up on, revision and exam skill</li> <li>➤ Manage time more effectively when revising and in the exam.</li> </ul>	Term-1 Lit- Ch-1 to11 Gr.-Ch4,17, Sub-Verb Agreement, Transitive and Intransitive Verbs W.S- Biosketch, Diary Entry, Letter Writing.
<b>SEPT EMB ER</b>	TERM 2 <b>Lit-Ch-12-Kipling Country</b> <b>Grammar- Tenses(Past Tense)</b>	14	<b>Lit-Ch-12-</b> Kipling Country Chapter highlights, main events. Words in Use,analogies, question time( pg-104).  <b>Grammar -Tenses Ch-3-</b> forms and uses, function of tense in expressing time of action, explanation, common errors , exercises.  <b>Activity:- Experiential Learning</b>  <b>Book Review- Read ‘ Jungle Book’ (CBSE Reading App)and write a book review.</b>	<ul style="list-style-type: none"> <li>➤ Explain the main events of the story.</li> <li>➤ Analyse the actions of Mowgli and reason out how the people at the Potter’s Village knew about Mowgli.</li> <li>➤ Explain verbs, its role in a sentence and its various forms.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the extracts aloud and with expressions and comprehend its central idea.</li> <li>➤ Learn new words and infer their meanings.</li> <li>➤ Learn to frame grammatically correct sentences.</li> <li>➤ Learn the correct usage of verbs with respect to time of action.</li> </ul>	
<b>OCT OBE R</b>	Ch 13- Mowgli Returns to the World of Men  Ch 14-The Highwayman  <b>Grammar-Ch-12 Conjunctions</b>  <b>Writing-</b> Story writing  <b>ASL-</b> Speaking Skill- Book/story review.	28	<b>Lit-Ch-13-</b> Mowgli Returns to the World of Man-Chapter highlights, main events. Words in Use, question time( pg- 114,115)  <b>HOTS:</b> ‘Strike first and then give tongue’, means, strike first and then share it feelings. How did the wolves' behaviour illustrate this?  <b>Ch-12 Conjunctions</b> – correct usage, practice exercises. (Pg-116,117)  <b>Ch 14-</b> The Highwayman- explanation of the poem, central idea, critical appreciation of the poem. Words in Use, Question Time(pg-120). <b>Story writing-</b> introduction, guidelines, elements of a story, guided practice. <b>ASL-</b> Speaking skills – Book / Story review (pg-118) <b>Activity:- Art Integrated Learning</b> <b>Enactment- Poem -The Highway Man</b>	<ul style="list-style-type: none"> <li>➤ Develop understanding of wild animals, their characteristics, their habitats and food.</li> <li>➤ Acquaint children with the values of friendship, loyalty,bravery etc.</li> <li>➤ explain the role of ' joining words' in a sentence.</li> <li>➤ Explain the correct usage of conjunctions.</li> <li>➤ To build knowledge of the historical concept of the poem</li> <li>➤ Explain the poetic devices metaphor simile, alliteration</li> <li>➤ Explain the key elements of a story</li> <li>➤ Discuss the important guidelines for writing an effective story.</li> <li>➤ Develop effective communication skills</li> <li>➤ Strengthen speaking skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draw real life lessons from the character of Mowgli.</li> <li>➤ Explain the main events of the story.</li> <li>➤ Develop skills like problem solving, critical thinking.</li> <li>➤ Read the extract aloud and with expressions and comprehend its central idea.</li> <li>➤ Identify the poetic devices used in the poem</li> <li>➤ ndearn to summarise the given poem.</li> <li>➤ Learn the correct usage of conjunctions.</li> <li>➤ Write a story with the given opening lines / outlines.</li> <li>➤ Develop creative writing skills.</li> <li>➤ Develop effective communication</li> </ul>	

NOV EMB ER	<p><b>Lit</b>-Ch 15-Saturday, 20 June 1942 Ch 16-Thoughtful Boys Make Thoughtful Men <b>Grammar</b>-Determiners <b>Writing</b>- Dialogue Writing <b>ASL</b>- Speaking and Listening Skill</p>	28	<p><b>Ch 15</b>-Saturday, 20 June 1942- Chapter highlights, main events Words in Use, question time( pg-124,125) <b>HOTS</b>:’Paper has more patience than people.’ Elucidate this statement from Anne Framk’s point of view.</p> <p><b>Ch 16</b> – Thoughtful Boys Make Thoughtful Men Storyline, chapter highlights: Words in Use (pg-137) <b>HOTS</b>- Was the elderly lady’s purpose of sending the book entitled,” Thoughtful Boys make Thoughtful Men” to Urquhart achieved? Explain by giving reasons for your answer. <b>Ch-1 Determiners</b> –Explanation, types,common errors, practice questions (Pg-127,128) <b>Writing</b> -Dialogue Writing(pg140) introduction of the topic by citing examples, explanation, sample question and guided practice. <b>ASL-Speaking Skills-Let’s talk (pg- 128)</b> <b>ListeningSkills- Listen and learn(pg-139)</b> <b>Ref.Reading-The Diary of a Young Girl by Anne Frank</b> <b>Activity:- Experiential Learning</b> <b>Vocabulary Enrichment- Word Grid</b> <b>Synonyms. Antonyms.</b></p>	<ul style="list-style-type: none"> <li>➤ Demonstrate the qualities of Anne Frank.</li> <li>➤ Explain that a young student needs to talk and feel joyous in order to stay mentally fit.</li> <li>➤ Make personal connections with text comparing ideas and information.</li> <li>➤ Develop respect for the feelings of their family members.</li> <li>➤ Explain the difference between a determiner and an adjective.</li> <li>➤ Explain the types of determiners.</li> <li>➤ Explain the ways of writing effective dialogues.</li> <li>➤ Explain the usage of dialogue in creative writing.</li> <li>➤ Strengthen speaking competency and develop effective communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draw inspiration from the life of Anne Frank.</li> <li>➤ Explain the main events of the story.</li> <li>➤ Learn new words and infer their meanings.</li> <li>➤ Read the extract aloud and with expressions and comprehend its central idea.</li> <li>➤ Learn the importance of being thoughtful in life</li> <li>➤ Identify the ways in which dialogues make a narrative come alive.</li> <li>➤ Learn how to think as well as what to think.Write grammatically correct dialogues.</li> <li>➤ Strengthen listening, reading, comprehending, writing and speaking competencies.</li> </ul>	<p>UT2 Ch-13,14,15 Gr.Ch-1,3,12 W.S-Story Writing, Dialogue Writing.</p>
DECE MBE R	<p><b>Lit- Ch 17</b>-Poem Pair <b>Ch 18</b>- Baba Budan's Magic Beans <b>Grammar</b>- Prepositions <b>Writing</b>- Descriptive Paragraph <b>ASL</b>- Listening Skills</p>	28	<p><b>Lit- Ch 17-Poem Pair</b>- understanding the poem, critical appreciation of the poem, summary Comparison (similarities and differences between the two poems)pg-145 Question time( pg-142,144)</p> <p><b>Ch 18-Baba Budan’s Magic Beans</b>- Storyline, chapter highlights: Words in Use (pg-150) <b>HOTS</b>- How does the author explain the adage, ‘When the bamboo’s die, there will be a famine in the land’? <b>Prepositions -Ch-11</b>- Explanation, Types and uses. Common errors, Practice questions</p> <p><b>Writing</b> -Descriptive paragraph -revision of format, rules and guidelines practice question.</p> <p><b>ASL</b>- Listening Skills- Listen and Learn(pg139)</p>	<ul style="list-style-type: none"> <li>➤ Compare and contrast the ideas given in the poem.</li> <li>➤ Read, comprehend, draw conclusions and make inferences.</li> <li>➤ Explain the poetic devices refrain, elegy and apostrophe.</li> <li>➤ Acquaint students with traditional farming practices and agricultural community of India.</li> <li>➤ Explain the legend of Lopamudra turning into the river Kaveri.</li> <li>➤ Explain the correct usage of Preposition.</li> <li>➤ Explain the purpose, format and rules of writing a descriptive paragraph.</li> <li>➤ Strengthen listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the extracts aloud and with expressions and comprehend its central idea</li> <li>➤ Compare the nature and character of the warriors discussed in the two different poems.</li> <li>➤ Learn new words and infer their meanings.</li> <li>➤ Learn how Baba Budan managed to bring coffee beans to India.</li> <li>➤ Explain about the district which is synonymous with India’s best coffee.</li> <li>➤ Learn to describe a place, person, event in an organised and effective manner.</li> <li>➤ Develop listening and comprehending skills.</li> </ul>	

<b>JANUARY</b>	<b>Lit-Ch 19–</b> The Adventure of the Empty House  <b>Grammar-</b> Modals <b>Writing-</b> Diary Entry <b>ASL-</b> Speaking Skills	28	<b>Lit-Ch 19-</b> The Adventure of the Empty House-about famous fiction detectives-Sherlock Holmes, Watson. Words in Use, question time( pg-160,161) <b>HOTS:</b> Holmes once said, “ The work is its own reward.” How is this illustrated in the play?  <b>Ch-5 Modal Verbs</b>  <b>Writing</b> -Diary Entry <b>ASL-</b> Let’s talk	<ul style="list-style-type: none"> <li>➤ Acquaint children with popular detective fiction .</li> <li>➤ Explain why Sherlock Holmes hid for three years and how he managed to survive.</li> <li>➤ Explain the main events of the story.</li> <li>➤ Gain greater understanding of the following vocabulay words having to do with obligation, intent, possibility, certainty , probability, suggestion.</li> <li>➤ Explore writing prompts and learn the fundamentals of crafting an effective diary entry.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draw from the experiences of the given characters.</li> <li>➤ Make a comparative study of the various characters mentioned in the lesson.</li> <li>➤ Identify and appreciate the qualities of one’s favourite detective.</li> <li>➤ Learn new words and infer their meanings.</li> <li>➤ Learn the correct usage of modals.</li> <li>➤ Write an effective diary entry.</li> </ul>	<b>PT2</b> Lit. Ch-16,17,18,19 Gr. Ch-5, Prepositions W.S-Letter Writing, Descriptive Paragraph
<b>FEBRUARY</b>	Literature – Revision Grammar-Revision Writing- Revision SPOTLIGHT-2	14	<b>SPOTLIGHT -2-</b> Comprehensive Passages.  <b>Revision-</b> Literature,Writing and Grammar	<ul style="list-style-type: none"> <li>➤ Acquaint students with question paper pattern.</li> <li>➤ Develop the key processes learners need to undertake during an exam.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn, or brush up on, revision and exam skiill.</li> <li>➤ Manage time more effectively when revising and in the exam.</li> </ul>	<b>Term-2</b> Lit. Ch- 1, 12 to 19 Gr. Ch-1,3,5,12, Preposition W.S- Story writing, Letter Writing, Diary Entry.

**SURENDRANATH CENTENARY SCHOOL, RANCHI**  
**ANNUAL PLAN (2023-2024) TERM I**

CLASS: VIII SUBJECT: HINDI			BOOKS: प्रत्यूष हिंदी पाठमाला, व्याकरण भारती ,कथा मंजूषा			
MONT H	CHAPTER	No. of Periods	TOPIC	LEARNING OBJECTIVES	LEARNING OUTCOME	UT/PT/T1
APRIL	प्रत्यूष :- उनको प्रणाम ,जीनियस धोनी  व्याकरण :- भाषा, बोली लिपि और व्याकरण ,शब्द विचार  कथा मंजूषा :- कुबेर का घमंड	19	पाठ परिचय, भावार्थ SUBJECT ENRICHMENT : क्रियाकलाप :- धोनी के साक्षात्कार के लिए अपने मन में उठने वाले 5 विशेष प्रश्नों की प्रश्नावली तैयार करना	आत्मविश्वास बढ़ाना तथा संघर्ष के लिए प्रेरित करना  समाज में सहयोग की भावना का विकास कराना	आत्मविश्वास संघर्ष व लग्न की प्रेरणा ले सकेंगे  सामाजिक सरोकार एवं सहयोग की भावना सीख सकेंगे	

MAY	<p>प्रत्यूष :- मेहमान की वापसी</p> <p>व्याकरण :- पर्यायवाची शब्द, निबंध</p> <p>कथा मंजूषा:- भिखारिन</p>	12	<p>भूमिका, कथ्य, उपसंहार। निबंध :- किसी पर्वतीय यात्रा का वर्णन करते हुए निबंध लिखें।</p> <p>SUBJECT ENRICHMENT : SDG- (3)अच्छा स्वास्थ्य और जीवन स्तर</p>	<p>बेजुबानों के प्रति संवेदनशीलता का विकास कराना</p> <p>जानवरों की वफादारी एवं निष्ठा से परिचित कराना</p>	<p>बेजुबान जानवरों के प्रति संवेदनशील बन सकेंगे</p> <p>स्वान की वफादारी ,ईमानदारी व निष्ठा से प्रेरित हो सकेंगे</p>	
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JUNE	<p>प्रत्यूषः - शीतल छाया</p> <p>व्याकरणीय:- विलोम शब्दों, पत्र कथा मंजू:- योग्यता की परीक्षा</p>	12	<ul style="list-style-type: none"> <li>पत्र लेखन :- गांव के रहन सहन की जानकारी लेने के लिए अपने दादाजी को पत्र लिखें</li> <li>EXPERIENTIAL LEARNING : क्रियाकलाप :- एकल तथा संयुक्त परिवार विषय पर वाद विवाद प्रतियोगिता का आयोजन</li> </ul>	<p>समाज के प्रति अपने कर्तव्य के पालन के लिए सजग कराना</p> <p>बड़ों के प्रति सम्मान एवं आदर की भावना को विकसित कराना</p>	<p>सामाजिक सरोकार एवं कर्तव्यों का निर्वहन करना सीख सकेंगे</p> <ul style="list-style-type: none"> <li>बुजुर्गों के प्रति सम्मान व उनके अनुभव से जीवन में प्रेरणा ले सकेंगे</li> </ul>	
JULY	<p>प्रत्यूषा:- सागर लहरें, चले चलो</p> <p>व्याकरण :- अनेक आर्थक शब्द ,उपसर्ग प्रत्यया, निबंध</p> <p>कथा मंजूषा :- कबाब की खुशबू</p>	23	<ul style="list-style-type: none"> <li>वर्षा ऋतु पर निबंध लिखें</li> <li>ART INTEGRATED LEARNING : क्रियाकलाप :- कविता लेखन - 8 पंक्तियों का काव्य लेखन करवाना</li> </ul>	<p>प्रकृति के प्रति रुचि जगाना</p> <p>हमेशा अपने मन में कर्म के प्रति रुचि को जगाए रखना</p> <p>समय के महत्व को समझाना</p>	<p>प्राकृतिक सौंदर्य एवं कला से प्रेरित हो सकेंगे</p> <p>मानव - प्रकृति के संबंध को समझ सकेंगे</p> <p>निरंतर कर्मशील ऊर्जावान रहने की प्रेरणा ले सकेंगे</p> <ul style="list-style-type: none"> <li>समय का सदुपयोग करना सीख सकेंगे</li> </ul>	<p>UT -I- उनको प्रणाम ,मेहमान की वापसी भाषा, बोली, लिपि और व्याकरण पर्यायवाची शब्द कुबेर का घमंड ,भिखारिन</p>

AUGUST	<p>प्रत्युष :- जॉर्ज पंचम की नाक ,मां</p> <p>व्याकरणीय :- समास, संज्ञा ,लिंग ,निबंध</p> <p>कथा मंजूषा :- कितनी जमीन</p>	22	<ul style="list-style-type: none"> <li>अगस्त की क्रांति पर निबंध लेख क्रियाकलाप :- विभिन्न पालतू जानवरों द्वारा अपने मालिक के प्रति किए जाने वाले व्यवहार का वर्णन करें</li> </ul> <p>SDG - (15) भूमि पर जीवन</p>	<p>गुलाम मानसिकता वाले लोगों की प्रकृति को समझाना</p> <p>व्यंग विधा से परिचित कराना</p> <p>पालतू जानवरों के प्रति प्यार विकसित कराना</p>	<p>व्यंग्य शैली में पाठ के अभिव्यंजना पक्ष से परिचित हो सकेंगे</p> <p>पालतू जानवरों के प्रति प्रेम भाव, सहानुभूति को परख सकेंगे</p>	<p>PT-I- शीतल छाया ,सागर लहरें विलोम शब्द ,उपसर्ग ,प्रत्यय कबाब की खुशबू ,योग्यता की परीक्षा</p>
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SEPTEMBER	<p>प्रत्यूष :- पुनरावृति</p> <p>व्याकरण :- वचन, कारक ,सर्वनाम</p> <p>कथा मंजूषा :- पुनरावृति</p>	9	<p>वचन की पहचान, कारक की पहचान सर्वनाम के भेद</p>	<p>भाषा पर पकड़ मजबूत करवाना शुद्ध भाषा का प्रयोग करने तथा लेखन शैली को शुद्ध कराना</p>	<p>व्याकरण का ज्ञान होने पर छात्र भाषा का शुद्ध प्रयोग करना सीखेंगे</p> <p>अपनी बातों को सुंदर तथा बिना त्रुटि के व्यक्त करना सीखेंगे</p>	<p>TERM- I</p> <p>प्रत्यूष :-</p> <p>CH-2 जीनियस धोनी</p> <p><b>CH-4 शीतल छाया</b></p> <p><b>CH-5 सागर लहरें</b></p> <p><b>CH-6 चले चलो</b> CH-7 जॉर्ज पंचम की नाक</p> <p>CH-8 मां</p> <p>व्याकरण :-</p> <p>CH-4 शब्द विचार</p> <p>CH-11 <b>उपसर्ग</b> CH-12 <b>प्रत्यया</b> CH-13 समास</p> <p>CH-14 संज्ञा</p> <p>CH-15 लिंग CH-16 वचन</p> <p>CH-17 कारक</p> <p>CH-18 सर्वनाम</p> <p>कथा मंजूषा :- CH-5 योग्यता की परीक्षा</p> <p><b>CH-6 कबाब की खुशबू</b> CH-7 कितनी जमीन</p>
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OCTOBER	<p>प्रत्यूष :- जीवन साफल्य, खाने में रंग ,प्रज्ञा के संग</p> <p>व्याकरण :- विशेषण ,क्रिया, काल, निबंध</p> <p>कथा मंजूषा :- स्वतंत्रता से बढ़कर कुछ नहीं</p>	14	<ul style="list-style-type: none"> <li>स्त्री सशक्तिकरण पर निबंध लेख</li> <li>ART INTEGRATED LEARNING : क्रियाकलाप :- विभिन्न फलों में पाए जाने वाले पोषक तत्व तथा उसके लाभ का एक चार्ट तैयार करें</li> </ul> <p>SDG- (3) अच्छा स्वास्थ्य और जीवन स्तर</p>	<p>जीवन कौशल की प्रेरणा देना</p> <p>बुनियादी स्वास्थ्य शिक्षा की जानकारी देना</p> <p>फायदेमंद खानपान के तरीके को विकसित कराना</p>	<p>सजग सफल जीवन निर्माण का ज्ञान कर सकेंगे</p> <p>बुनियादी स्वास्थ्य एवं सुरक्षा का ज्ञान कर सकेंगे</p> <ul style="list-style-type: none"> <li>खान-पान के वैज्ञानिक तरीकों को ज्ञान पाएंगे</li> </ul>	
NOVEMBER	<p>प्रत्यूष :- वसुधैव कुटुंबकम ,रॉबर्ट नर्सिंग होम</p> <p>व्याकरण :- वाच्य ,अविकारी शब्द— क्रिया विशेषण ,संबंध बोधक, अपठित गद्यांश</p> <p>कथा मंजूषा :- राजा का न्याय</p>	19	<ul style="list-style-type: none"> <li>पाठ परिचय, सारांश</li> <li>नोटबंदी पर निबंध लेखन</li> </ul> <p>क्रियाकलाप :- मानवता विषय पर कुछ स्लोगन लिखकर अपनी कक्षा में लगाएं</p>	<p>डॉक्टर कलाम के विचारों से परिचित कराना</p> <p>उनकी सादगी को ग्रहण करने की सीख देना</p> <p>मदर टेरेसा के जीवन से प्रेरित होकर सामाजिक उत्तरदायित्व के प्रति जागरूकता बढ़ाना</p>	<p>सादा जीवन उच्च विचार को आत्मसात कर सकेंगे</p> <ul style="list-style-type: none"> <li>मदर टेरेसा के जीवन से प्रेरणा ,समाज सेवा एवं संवेदनशील समाज निर्माण में योगदान की सीख ले सकेंगे</li> </ul>	<p>UT-II- जीवन साफल्य, खाने के रंग प्रज्ञा के संग स्वतंत्रता से बढ़कर कुछ नहीं, राजा का न्याय विशेषण, क्रिया</p>

DECEMBER	<p>प्रत्यूष :- अपना पराया, धरा को उठाओ ,गगन को झुकाओ</p> <p>व्याकरण :- समुच्चयबोधक ,विस्मयादिबोधक ,पत्र</p> <p>कथा मंजूषा :- सीख</p>	18	<ul style="list-style-type: none"> <li>● भारत में कोविड-19 का छात्र जीवन पर प्रभाव का उल्लेख करते हुए, अपने मित्र को पत्र लिखें</li> </ul> <p>क्रियाकलाप :- परिश्रमी और निस्वार्थ व्यक्ति जीवन में सफल होते हैं ,कोई उदाहरण कोई घटना कक्षा में सुनाएं</p>	<p>स्वास्थ्य के प्रति वैज्ञानिक चेतना का विकास करवाते हुए टीकों के महत्व को बताना</p> <p>प्रकृति से सीख देते हुए समाज में समता की भावना को विकसित करवाना</p>	<p>शरीर रोग के वैज्ञानिक कारण, रोगों से बचाव एवं टीकों के महत्व के बारे में ज्ञान प्राप्त कर सकेंगे</p> <ul style="list-style-type: none"> <li>● प्रकृति के स्वच्छंद गुणों से प्रेरणा ले सकेंगे</li> </ul>	
JANUARY	<p>प्रत्यूष :- अधिकार का रक्षक ,पर निंदा</p> <p>व्याकरण:- पद परिचय और पदबंध, वाक्य - विचार</p> <p>कथा मंजूषा :- पांडवों का स्वर्ग गमन</p>	19	<p>पाठ परिचय, सारांश, SUBJECT ENRICHMENT :</p> <p>क्रियाकलाप :- कुछ चर्चित व्यंग कारों के नाम की सूची बनाकर उनके दो प्रमुख व्यंग्य को लिखें</p>	<p>कई लोगों के कथनी करनी में फर्क होता है ,इसे समझाते हुए छात्रों को अपने शोषण को रोकने के लिए जागरूक कराना</p> <p>चतुराई दिखाते हुए बातचीत करने की कला से परिचित कराना</p>	<p>अधिकारों की रक्षा एवं अधिकारों के शोषण को हास्य व्यंग के रूप में समझ सकेंगे</p> <p>समाज की विभिन्न कुरीतियों के निराकरण पर विचार कर सकेंगे</p> <ul style="list-style-type: none"> <li>● वाक्चातुर्य की शैली से परिचित हो सकेंगे</li> </ul>	<p>PT-II- अपना पराया, धरा को उठाओ गगन को झुकाओ सीख अपठित गद्यांश ,वाच्य, पत्र</p>

FEBRUARY	<p>प्रत्युष कथा मंजूषा पुनरावृत्ति</p> <p>व्याकरण :- मुहावरे तथा लोकोक्तियां ,अलंकार ,अपठित काव्यांश</p>	10	पुनरावृत्ति	भाषा की सुंदर तथा भावपूर्ण अभिव्यक्ति का ज्ञान कराना	<p>अपनी बातों को व्यक्त करने की शैली को समझ सकेंगे</p> <p>शुद्ध भाषा का प्रयोग कर सकेंगे</p>	<p>TERM- II प्रत्युष:- CH-11 वसुधैव कुटुंबकम् CH-12 रॉबर्ट नर्सिंग होम CH-14 धरा को उठाओ ,गगन को झुकाओ CH-15 अधिकार का रक्षक CH-16 परनिंदा व्याकरण :- CH-19 विशेषण CH-20 क्रिया, CH-21 काल, CH-22 वाच्य CH-23 क्रिया विशेषण CH-24 संबंध बोधक, CH-35 अपठित गद्यांश CH-35 अपठित काव्यांश CH-31 मुहावरे तथा लोकोक्तियां CH-32 अलंकार , CH-38 निबंध CH-37 पत्र कथा मंजूषा :- CH-9 राजा का न्याय CH- 11सीख CH-12 पांडवों का स्वर्ग गमन</p>
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**SURENDRANATH CENTENARY SCHOOL, RANCHI**  
**ANNUAL PLAN (2023-2024) TERM I - II**

CLASS: VIII SUBJECT: SANSKRIT			BOOKS: संस्कृत मित्रम्- 3			
MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	•स्वपरिचयः •पाठ 1. विश्वासः एव मैत्रीमूलम्	8	•स्वपरिचयः •पाठ 1. विश्वासः एव मैत्रीमूलम् 4.गुणवत्ता परक शिक्षा अनुभव जन्य शिक्षण स्वमित्रस्य परिचयम् लिखत	•पठन-लेखन-श्रवण- वाचन कौशल । •लकार-कारक-अव्यय का सुगमतासे ज्ञान।	•पठन-लेखन-श्रवण- वाचन कौशल विकास। •लकार-कारक-अव्यय का सुगमतासे ज्ञान-बोध। •कारक -विभक्ति-चिह्न का ज्ञान।	
MAY	पाठ 3	4	पाठ 3.अभ्यासेन निपुणता 4.गुणवत्ता परक शिक्षा अनुवादाः	•पठन-लेखन-श्रवण- वाचन कौशल। •लकार-कारक-अव्यय का सुगमता से ज्ञान।	•वाक्य रचना में निपुणता प्राप्त करना।	
JUNE	पाठ 4.	4	पाठ 4.वृक्षैःसमं भवतु मे जीवनम् मूल्यपरक प्रश्न (HOTS)	•संधि-स्वर के भेद दीर्घ एवं गुण संधि । •प्रकृति का सानिध्य, प्रकृति प्रेम का विकास। •नैतिकता का विकास।	•नैतिक मूल्यों का विकास। •प्राकृतिक पर्यावरण संरक्षण का बौद्धिक क्षमता का विकास। •परोपकार की भावना का विकास।	

JULY	<b>व्याकरण</b> <ul style="list-style-type: none"> <li>समय</li> <li>प्रत्यय</li> </ul>	8	<ul style="list-style-type: none"> <li>• क्त - क्तवतु अव्यय प्रयोगाः</li> <li>• अनुभवजन्य शिक्षण (Ex.Lr.) व्याकरणेन-सन्धि</li> <li>• चित्र वर्णनम्</li> <li>• कलासमेकितशिक्षण</li> </ul>	<ul style="list-style-type: none"> <li>• समय - ज्ञान ।</li> <li>• प्रत्यय - ज्ञान • चित्र कला कौशल ।</li> </ul>	<ul style="list-style-type: none"> <li>• समय के ज्ञान का विकास।</li> <li>• प्रत्यय ज्ञान का विकास ।</li> <li>• चित्रकारिता में निपुणता का विकास</li> </ul>	
AUGUST	पाठ 5.	8	दारिद्र्यम् किं न कारयति।	<ul style="list-style-type: none"> <li>• पठन-लेखन-श्रवण- वाचन कौशल विकास।</li> <li>• प्रेरणार्थक क्रिया का ज्ञान ।</li> <li>• धातु रूप एवं शब्द रूप।</li> </ul>	<ul style="list-style-type: none"> <li>• क्रिया एवं प्रेरणार्थक क्रिया की समझ।</li> <li>• धातु एवं शब्द रूप।</li> </ul>	U.T पाठ 1,3 P.T पाठ 4 प्रत्यय, समय, चित्रवर्णनम्
SEPTEMBER	व्याकरण	4	अपठित गद्यांश सम्पूर्ण नमूना प्रश्न पत्र के रूपरेखा का अभ्यास।	<ul style="list-style-type: none"> <li>• प्रश्न पत्र हल करने के कौशल का प्रशिक्षण।</li> <li>• प्रश्नों को समझने तथा प्रश्न के अनुसार उत्तर लिखने की क्षमता का विकास।</li> </ul>	<ul style="list-style-type: none"> <li>• विद्यार्थी प्रश्नपत्र हल करने में दक्षता प्राप्त करेंगे।</li> </ul>	Term-1 1,3,4,5
OCTOBER	पाठ 8 श्रीकृष्णः उवाच	6	<ul style="list-style-type: none"> <li>• गीता का महत्व</li> <li>• शुद्ध श्लोक वाचन</li> <li>• सन्धि</li> </ul> <b>मूल्यपरक-</b> संसार की सभी भाषाओं में गीता का अनुवाद मिलता है- कारण बताएँ- <ul style="list-style-type: none"> <li>• अनुभवजन्य शिक्षण (Ex.Lr.) व्याकरणेन-सन्धि</li> </ul> <b>क्रोध पर नियंत्रण से संबंधित श्लोक</b>	<ul style="list-style-type: none"> <li>• गीता के महत्व को समझाना।</li> <li>• शुद्ध वाचन व अर्थ।</li> <li>• स्वरसन्धि, व्यञ्जनसंधि, विसर्गसंधि</li> <li>• छात्र गीता के महत्व को समझेंगे ।</li> </ul>	<ul style="list-style-type: none"> <li>• गीता के अनुसार जीवन कौशल का बोध।</li> <li>• गीता का परिचय एवं महत्व की समझ।</li> <li>• शुद्ध वाचन कौशल क्षमता का विकास ।</li> <li>• सन्धि संबंधित शंकाओं का समाधान।</li> </ul>	

NOVEMBER	पाठ 9 कन्याकुमारी	7	<ul style="list-style-type: none"> <li>•वाचन-अर्थ स्पष्ट।</li> <li>•विशेष्य-विशेषण, संख्यालेखनम्, पर्यायवाचिन्।</li> </ul> <b>मूल्यपरक प्रश्न (HOTS)</b> शैक्षिक भ्रमण सामान्य ज्ञान के लिए आवश्यक है।	<ul style="list-style-type: none"> <li>•शुद्ध पठन-श्रवण-लेखन-कौशल का विकास -</li> <li>•विशेषण-विशेष्य का सम्यक ज्ञान।।</li> <li>•संख्या(1- 100) लेखन में सक्षम।</li> </ul>	<ul style="list-style-type: none"> <li>•शुद्ध पठन-श्रवण-लेखन-कौशल का विकास -</li> <li>•संख्या ज्ञान एवं संख्याओं के प्रयोग की विधियों का ज्ञान।</li> </ul>	
DECEMBER	पाठ 12 वयम् पठाम संस्कृतम्	6	<ul style="list-style-type: none"> <li>•लटलकार व लृटलकार की पुनरावृत्ति।</li> <li>•लोटलकार का अर्थ व प्रयोग।</li> <li>•वाचन -अर्थ।</li> </ul> <b>मूल्यपरक प्रश्न (HOT)</b> राष्ट्र के विकास के में छात्रों का योगदान।	<ul style="list-style-type: none"> <li>•वाचन-श्रवण-लेखन •लट्-लृट्-लोटलकार का प्रयोग ।</li> <li>•आज्ञार्थक क्रिया के लिए लोटलकार का प्रयोग ।</li> <li>•छात्र अपने महत्व, अपनी शक्ति को पहचानेंगे</li> </ul>	<ul style="list-style-type: none"> <li>•वाचन-श्रवण-लेखनकौशल का सम्यक विकास।</li> <li>•लट्-लृट्-लोटलकार का सम्यक प्रयोग ।</li> <li>•आज्ञार्थक क्रिया के लिए लोटलकार का प्रयोग</li> <li>•छात्र अपने महत्व, अपनी शक्ति को पहचानेंगे</li> </ul>	UT-II पाठ- 8

<b>JANUARY</b>	पाठ 14 परिश्रमेण सिध्यति सर्वम्	8	<ul style="list-style-type: none"> <li>•पठन कौशल</li> <li>•लङ्गलकार ,अनुवाद कार्य</li> <li>•वाक्य रचना, प्रश्नोत्तर।</li> </ul> <b>अनुभवजन्य शिक्षण (Ex.Lr.)</b> <b>रचनात्मक कौशल : चित्रकथा</b>	<ul style="list-style-type: none"> <li>•वाचन-श्रवण-लेखनकौशल</li> <li>•लघुवाक्य रचना, अनुवाद, प्रश्नोत्तर ।</li> </ul>	<ul style="list-style-type: none"> <li>•वाचन-श्रवण-लेखनकौशल का <b>समुचित विकास।</b></li> <li>•वाक्य रचना, अनुवाद, प्रश्नोत्तर करने में पूर्णतः <b>सक्षम।</b></li> <li>•चित्र पर आधारित वाक्य निर्माण कौशल में निपुण</li> </ul>	PT-II पाठ- 8,9
<b>FEBRUARY</b>	पुनरावृत्ति	3	<ul style="list-style-type: none"> <li>•पठित पाठों की पुनरावृत्ति</li> </ul>	<ul style="list-style-type: none"> <li>•प्रश्न पत्र हल करने के कौशल का प्रशिक्षण।</li> <li>•प्रश्नों को समझने तथा प्रश्न के अनुसार उत्तर लिखने की क्षमता का विकास।</li> </ul>	परीक्षा में सफलता प्राप्त करने में सक्षम होंगे।	TERM -II पाठ- 8,9,12,14

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<b>CLASS: VIII</b> <b>SUBJECT: MATHEMATICS</b>			<b>BOOKS : NCERT</b> <b>TOGETHER WITH NEW MATHEMATICS</b> <b>DRILL EXERCISE</b>			
<b>MONTH</b>	<b>CHAPTER</b>	<b>No. of Periods</b>	<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b>	<b>LEARNING OUTCOME</b>	<b>UT/PT /T1</b>
<b>APRIL</b>	<b>Chapter -1</b> Rational Numbers	14	<ul style="list-style-type: none"> <li>Number System: Different types of Numbers. Concept of Integers. Operations on Integers</li> <li>Introduction Properties Representation on a number line.</li> <li>Rational numbers between two rational numbers Comparison of Rational Numbers. Multiplication and Division. Word problems of rational Numbers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Define Rational number in order to identify whether the given number is rational or not</li> <li>➤ Define the additive and multiplicative identity of rational numbers using prior knowledge</li> <li>➤ Apply Distributive property of multiplicative inverse of rational numbers and simplify a given expression</li> <li>➤ Calculate and find rational numbers between two rational numbers</li> <li>➤ List the properties of a polygon and classify the given figures as a polygon</li> <li>➤ Relate the angle sum property of a triangle</li> </ul>	Generalises properties of addition, Subtraction, multiplication and division of rational numbers through patterns. Finds out as many rational numbers as possible between two given rational numbers.	
	<b>Chapter -3</b> Understanding Quadrilaterals  <b>SDG: Quality Education</b>	06	<ul style="list-style-type: none"> <li>CH -3 Understanding Quadrilaterals Introduction Polygons Angle sum property</li> </ul> <b>ACTIVITY- 1</b> <b>Subject Enrichment:</b> Lab activity: Angle sum property of a quadrilateral <b>Skills: Critical Thinking and Problem Solving</b>			

				angle and extend it for quadrilaterals		
<b>MAY</b>	CH- Chapter -3 (continued) Understanding Quadrilaterals	14	<ul style="list-style-type: none"> <li>• Kinds of quadrilaterals Parallelogram ,Rectangle ,Square, Rhombus (Properties of all quadrilaterals). Problems on quadrilaterals</li> </ul> <p><b>CH-2</b> :Introduction Solving linear equation Application of linear equation <b>Life skills: Emotional Balance in life</b></p>	<ul style="list-style-type: none"> <li>➤ Discuss the properties of parallelograms, Rhombous,rectangle</li> <li>➤ Discuss the properties of a square and show how it is special case of parallelogram, rectangle and square</li> </ul>	Use angle sum property in order to solve problems related to angles of quadrilateral Apply reasoning through activities such as constructing parallelograms, drawing their diagonals and measuring their sides and angles in order to verify properties of parallelograms.	
<b>JUNE</b>	<p><b>Chapter -2</b> <b>Linear Equation in one variable</b></p> <p><b>CH -5 :Data Handling</b></p>	14	<p><b>CH-2</b> :Introduction Solving linear equation Application of linear equation <b>Life skills: Emotional Balance in life</b></p> <ul style="list-style-type: none"> <li>• Linear Equation(Word problems)</li> <li>• CH _5: Data Handling: Bar Graph, Double Bar graph Grouping Data</li> </ul> <p><b>ACTIVITY1</b> <b>Experiential Learning</b> : Students can collect marks obtained in maths in First Term and can organise and analyse it accordingly</p> <ul style="list-style-type: none"> <li>➤ <b>Life Skills: By Survey(Self awareness</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the variables and the highest power or the variable in a given algebraic equation and distinguish whether it is a linear equation in one variable or not</li> <li>➤ Write simple contextual problems as linear equations in one variable and find its solution</li> <li>➤ Use cross multiplication and reduce certain equations into their linear form</li> <li>➤ Represent the given data using the most</li> </ul>		

				suitable representation and interpret them applying the knowledge of different types of representation		
<b>JULY</b>	<p><b>CH -4 :Data Handling(continued)</b></p> <p><b>Chapter -9</b></p> <p>Algebraic Expressions</p> <p><b>Chapter -5</b></p> <p>Squares and Square roots</p> <p><b>SDG: Quality Education</b></p>	<p>14</p> <p>14</p>	<ul style="list-style-type: none"> <li><b>CH -4 :Data Handling</b> Histogram,Pie Chart</li> <li>Probability</li> <li>Chances and Probability (Related to life)</li> <li>Algebraic Expressions and Identities Basic Terms ,Multiplication of Polynomials</li> <li>Standard Identities <math>(a+b)^2</math> , <math>(a-b)^2</math> ,<math>(a)^2 -(b)^2</math></li> <li><b>Chapter -5</b> Squares and Square roots Introduction Properties Patterns in a square number Finding square of a number</li> <li>Pythagorean Triplets Square roots</li> </ul> <p><b>Group discussion-</b></p> <p><b>ACTIVITY-1</b></p> <p><b>SUBJECT ENRICHMENT:</b> <math>(a+b)^2 = a^2 + 2ab + b^2</math> by paper cutting and pasting</p> <p><b>ACTIVITY -2 Subject Enrichment</b></p>	<ul style="list-style-type: none"> <li>➤ Construct histogram ,Pie chart</li> <li>➤ List all the possible outcomes of an experiment and define the equally likely outcomes</li> <li>➤ List all the possible outcomes of an event and calculate the probability of a given event</li> <li>➤ Identify like and unlike terms in algebraic expressions and add or subtract the given algebraic expressions</li> <li>➤ Use distributive property of multiplication over addition and subtraction and obtain the product of a monomial and a binomial and trinomial</li> <li>➤ Use multiplication of binomials and explore and verify the standard</li> </ul>	<p>Draw and interpret bar graphs and pie charts in order to answer a variety of questions based on them</p> <p>Conduct activities in order to make hypotheses on chances of future events on the basis of its earlier occurrences or available data like after repeated throws of dice and coins</p> <p>Apply distributive property in order to multiply two algebraic expressions</p> <p>Use various algebraic identities in order to solve problems of daily life</p>	<p><b>UT:</b></p> <p>1.Understanding Quadrilaterals</p> <p>2. LE in One variable</p>

			<p>Students can learn probability concepts by rolling dice and determine how the number of dice affect certain outcomes.</p> <p><b>Life Skills: Integrity and Ethics</b></p>	<p>identities for squares of binomials</p> <ul style="list-style-type: none"> <li>➤ Define perfect squares and classify the given numbers as perfect squares or non perfect squares</li> <li>➤ Use prime factorisation method and find the square root of the given perfect square</li> <li>➤ Use Pythagoras theorem and find the Pythagorean Triplet</li> </ul>		
<b>AUGUST</b>	<p><b>Chapter -5</b> <b>Squares and Square roots</b></p> <p><b>Chapter -6</b> <b>Cubes and Cube roots</b></p> <p><b>SDG: Quality Education</b></p>	<p>14</p> <p>09</p>	<ul style="list-style-type: none"> <li>• <b>Chapter -5</b> Squares and Square roots: Square root Finding Square root by 1.Prime factorisation 2. Division Square root of decimals</li> <li>• <b>Chapter -6</b> Cubes and Cube roots: Cubes Perfect Cubes Cube roots Cube root of a cube number</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use long division method and find the square root of the given perfect square no, decimal no.</li> <li>➤ Use estimation and approximate the value of the square root of the given no .to the nearest whole</li> <li>➤ Define perfect cube/cube number and classify the given numbers as cube numbers or non-cube numbers</li> <li>➤ Use prime factorization on the given number and find</li> </ul>	<p>Apply different methods in order to find the squares ,cubes, square roots and cube roots of a given number</p> <p>Visualize 3D shapes in order to represent them in a plane surface such as sheet of paper ,black board etc. Analyze patterns in order to verify Euler's relation.</p>	<p><b>PT:</b></p> <p>1.Algebraic Expression</p> <p>2. Square root and Cube Root</p>

				the smallest no. to be operated on given number to get a perfect cube		
<b>SEPTEMBER</b>	Revision of 1,2,3,4,5,6,9	12	<ul style="list-style-type: none"> <li>• Revision of IST TERM</li> <li>• IST TERM</li> </ul>			<b>TERM I EXAM</b>
<b>OCTOBER</b>	<p><b>CH:12:Factorization</b></p> <p><b>SDG: Quality Education</b></p>	16	<ul style="list-style-type: none"> <li>• Factorization Method of common factors Factorization by Regrouping</li> <li>• Factorization by using Identity Division of polynomials</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss the list of minimum number of elements required and construct a unique quadrilateral(Special cases)</li> <li>➤ Express each term as a product of irreducible factors and find the common factors of the given terms</li> <li>➤ Regroup the terms and factorise the given algebraic expression</li> </ul>		
<b>NOVEMBER</b>	<p><b>Chapter- 10: Exponents and Power</b></p> <p><b>Chapter - 09:Mensuration</b></p>	<p>6</p> <p>14</p>	<ul style="list-style-type: none"> <li>➤ Laws of Exponent standard form Comparison of very large and small number Application of laws of exponent</li> <li>➤ Introduction ,Area and perimeter Area of Trapezium, Area of special quadrilateral Area of Polygon <ul style="list-style-type: none"> <li>• Solid Shapes Surface Area</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Simplify powers with negative exponents and principles of negative exponents and derive the rest of the laws of exponents</li> <li>➤ Apply laws of exponents and simplify</li> </ul>	<p>Apply rules of exponent in order to solve problems with integral exponents</p> <p>Use square grid graph sheet in order to estimate the areas of various polygons</p> <p>Use appropriate method to find area of a polygon</p>	

			<ul style="list-style-type: none"> <li>• Surface Area &amp; Volume of Cube, cuboid, cylinder</li> </ul> <p><b>ACTIVITY 1:</b></p> <p><b>Subject Enrichment:</b> : Area of Rhombus by paper cutting and pasting</p> <p><b>Skill:</b> : Problem Solving and Critical Thinking</p> <p><b>ACTIVITY 2: EXPERIENCIAL LEARNING:</b> Gift wrapping , Volume of a soil needed to fill in a ditch</p> <p><b>Skill: Creative Thinking</b></p>	<ul style="list-style-type: none"> <li>➤ Express very large and very small numbers in standard form</li> <li>➤ Calculate area and perimeter of circle, square, rectangle ,triangle</li> <li>➤ Calculate the area of a given polygon and breakdown in multiple ways</li> <li>➤ Calculate the volume, surface area of cube, cuboid and cylinder .Determine the time taken to fill it with a liquid at a given rate</li> </ul>	Use appropriate formula to find surface area and volume of cuboidal and cylindrical object	
<b>DECEMBER</b>	<p><b>Chapter -8</b> <b>Comparing Quantities</b></p> <p><b>Ch 11: Direct &amp; Inverse proportion</b></p> <p><b>SDG: Quality Education</b></p>	<p>12</p> <p>7</p>	<p><b>Comparing Quantities(introduction)</b></p> <ul style="list-style-type: none"> <li>• Ratio &amp; Percentage,its application</li> <li>• Discount, Profit &amp; Loss,Vat</li> <li>• Compound Interest, Application of compound Interest,Compounded half yearly or annually</li> <li>• Direct and inverse proportions (Introduction )</li> </ul> <p><b>ACTIVITY-1: ART INTEGRATION:</b> Determine ratio for paint mixing</p>	<ul style="list-style-type: none"> <li>➤ Convert ratios to percentage and solve the given questions</li> <li>➤ Define and compare simple interest and compare interest and comment on the situations where are they applied</li> <li>➤ Define the term “Compounded annually”,”half yearly” and “quarterly” and give examples and</li> </ul>	<p>Observe a given context in order to apply the concepts of profit and loss , discount ,VAT simple and compound Interest</p> <p>Solve problems based on direct and inverse variation in order to establish how one quantity depends on other</p>	<p><b>UT 2:</b> <b>1.Factorisation</b> <b>2.Mensuration</b></p>

			Life Skills: Daily life Situation  <b>ACTIVITY 2: EXPERIENCIAL LEARNING:</b> Students can be given to calculate different article's original price including VAT	<p>differentiate between three</p> <ul style="list-style-type: none"> <li>➤ Use formula of compound interest and solve problems</li> <li>➤ related to increase or decrease in population</li> </ul>		
<b>JANUARY</b>	<b>CH: 11 Direct &amp; Inverse proportion</b>  <b>CH -13-Graphs</b>	12  7	<ul style="list-style-type: none"> <li>• Application of Direct and Inverse variation</li> <li>• Introduction to line Graphs, plotting points</li> <li>• Application of graph, Relationship between independent and dependent variables</li> </ul> <b>ACTIVITY: SUBJECT ENRICHMENT:</b> Conversion graph of temperature in $^{\circ}\text{C}$ and $^{\circ}\text{F}$  <b>Skills: Critical Thinking</b>	<ul style="list-style-type: none"> <li>➤ Convert a given statement on relationship between two quantities into a table and identify the missing quantity</li> <li>➤ Draw a line graph and represent the given data that changes continuously over periods of time</li> <li>➤ Plot a point on the graph and describe its coordinates</li> <li>➤ Construct the line graph and discuss the relationship between independent and dependent variable in a mathematical or a real life situation</li> </ul>	In the case of the data changing continuously over a period of time, a line graph will be useful When an unbroken line is represented, it is done with the help of a linear graph	<b>PT 2:</b> <b>1.Comparing Quantities</b> <b>2. Direct and inverse variation</b> <b>3. Exponent</b>
<b>FEBRUARY</b>	<b>Revision</b>		<ul style="list-style-type: none"> <li>• Doubt Clearance</li> <li>• Previous years Question Papers</li> </ul>			



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<b>CLASS: VIII</b> <b>SUBJECT: PHYSICS</b>			<b>BOOKS: 1.NCERT SCIENCE TEXTBOOK</b> <b>2. SCIENCE (PRACHI)</b>			
<b>MONTH</b>	<b>CHAPTER</b>	<b>No. of Periods</b>	<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>UT/PT/T1</b>
<b>APRIL</b>	CH-8- FORCE AND PRESSURE  SDG-4 quality education	8	<ul style="list-style-type: none"> <li>➤ Force-A Push Or A Forces Due To Interaction, Effects Of Forces</li> <li>➤ Types Of Forces-Contact And Non –Contact</li> <li>➤ Pressure, Pressure exerted by liquid.</li> <li>➤ Pressure Exerted By Gases, Atmospheric Pressure.</li> </ul> <p><b>Activity1-</b>  <b><u>EXPERIENTIAL LEARNING</u></b>            Discover the direction of pressure applied by liquid when put in a container to conclude that liquids exert pressure on the walls of the container</p> <p><b>Activity2:-</b>  <b><u>SUBJECT ENRICHMENT-</u></b>            To show that air around us exert pressure i.e atmospheric pressure with the help of activity. skills-applying and analysing, problem solving and critical thinking skills</p>	<ul style="list-style-type: none"> <li>➤ describe common actions involving motion of object as push or pull in order to define the term force .</li> <li>➤ Provide examples where force is being applied in order to explain that two objects must interact for a force to come into play</li> <li>➤ Analyse motion of an object when force is applied in the same and opposite direction in order to conclude that forces in same direction add while forces in opposite directions subtract</li> <li>➤ Predict the motion of an object when force is applied viz-a-viz force is not applied in order to explain that a force may bring a change in the state of motion of an object</li> <li>➤ Predict the changes when force is applied to a body that is not free to move in order to explain that force can cause change in shape of objects</li> <li>➤ Cite examples from daily life where an action causes change in movement or shape due to the contact between two objects in order to define contact forces</li> <li>➤ Illustrate with examples</li> </ul>	Students will be able <ul style="list-style-type: none"> <li>➤ to classify common actions involving motion of object as push or pull.</li> <li>➤ to enlist examples where force is being applied and understand that two objects must interact for a force to come into play</li> <li>➤ to differentiate between Contact and Non –Contact forces</li> <li>➤ to analyse motion of an object when force is applied in the same and opposite direction and conclude that forces in same direction add while forces in opposite directions subtract .</li> <li>➤ to enlist the different effects of forces</li> <li>➤ to derive the formula and calculate pressure for given force applied on a given area .</li> <li>➤ to summarize that liquids exert pressure on the walls of the container</li> <li>➤ to calculate the atmospheric pressure exerted due to the air column above a given</li> </ul>	

				<p>from daily life an action that causes change in movement or shape without contact between two objects in order to define non-contact forces.</p> <ul style="list-style-type: none"> <li>➤ Derive the formula and calculate pressure for given force applied on a given area in order to explain common daily phenomenon requirement of sharp knife etc.</li> <li>➤ Discover the direction of pressure applied by liquid when put in a container to conclude that liquids exert pressure on the walls of the container</li> <li>➤ Demonstrate and calculate the atmospheric pressure exerted due to the air column above a given area .</li> </ul>	area .	
MAY	CH-9-FRICTION  SDG-4 quality education	4	<ul style="list-style-type: none"> <li>➤ Friction- direction of force of friction, factors affecting friction</li> <li>➤ Types of friction</li> </ul> <p><b>Activity1:-</b>  <b><u>EXPERIENTIAL LEARNING-</u></b>            Discover the factors that cause friction when two bodies are moving relatively in order to explain why it is easier to move an object on a smooth surface compared to a rough surface</p> <p>skills-applying and analysing, problem solving and critical thinking skills</p>	<ul style="list-style-type: none"> <li>➤ Analyse situations where resistance is felt while applying force to move a body in order to explain friction force where acts in opposite direction</li> <li>➤ Analyse and identify number of bodies interacting when friction force is felt in order to establish that friction is a contact force.</li> <li>➤ Discover the factors that cause friction when two bodies moving relatively in order to explain why it is easier to move an object on a smooth surface compared to a rough surface</li> <li>➤ Differentiate between rolling</li> </ul>	<ul style="list-style-type: none"> <li>➤ to analyse situations where resistance is felt while applying force to move a body</li> <li>➤ to summarize with examples that friction is a contact force</li> <li>➤ to enlist the factors affecting friction.</li> <li>➤ to differentiate between rolling friction , static and sliding friction.</li> </ul>	

				friction , static and sliding friction		
<b>JUNE</b>	CH-9-FRICTION	6	<ul style="list-style-type: none"> <li>➤ Friction: a necessary evil, increasing and reducing friction</li> <li>➤ Fluid friction</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provide advantages and disadvantages of friction in order to justify friction as necessary evil</li> <li>➤ Explain why the engine of an airplane is needed when flying in order to explain drag caused by air (friction caused by fluids)</li> </ul>	<ul style="list-style-type: none"> <li>➤ to enlist the advantages and disadvantages of friction.</li> <li>➤ to justify friction as necessary evil .</li> <li>➤ to define fluid friction or drag.</li> </ul>	
<b>JULY</b>	CH-10-SOUND SDG-4 quality education	8	<ul style="list-style-type: none"> <li>➤ Sound-how sound produced?, sound produced by humans</li> <li>➤ Sound needs a medium for propagation.</li> <li>➤ Speed of sound, how do we hear sound through our ears, amplitude, time-period and frequency, ranges of sound.</li> <li>➤ Characteristics of sound ,audible and inaudible sounds, noise and music, musical instruments, noise pollution</li> </ul> <p><b>Activity1:-</b></p> <p><b><u>ART INTEGRATED LEARNING-</u></b> To design &amp; make a toy</p>	<ul style="list-style-type: none"> <li>➤ List examples of body moving in to and fro motion in order to explain vibration</li> <li>➤ List commonly known musical instrument and identify parts that vibrate in order to explain that vibration produces sound</li> <li>➤ List and identify functions of parts of human body that produces sound in order to explain the process of sound production</li> <li>➤ Provide examples where sound travels from one point to another in order to establish that sound needs a medium to propagate</li> <li>➤ Describe the structure and function of an eardrum in order to explain how humans hear sound</li> <li>➤ Differentiate between frequency and amplitude in order to describe factors</li> </ul>	<ul style="list-style-type: none"> <li>➤ to list the examples of body moving in to and fro motion and define vibration</li> <li>➤ to list commonly known musical instrument and identify parts that vibrates.</li> <li>➤ to describe that vibration produces sound</li> <li>➤ to summarize that sound needs a medium for its propagation.</li> <li>➤ to describe the structure and function of an eardrum in order to conclude that how humans hear sound</li> <li>➤ to differentiate between frequency and amplitude</li> <li>➤ to describe factors responsible for loudness and pitch of the sound</li> <li>➤ to recall the audible range of sound for humans</li> <li>➤ to enlist the harmful effects of noise pollution</li> </ul>	<p><b><u>1<sup>st</sup> unit test</u></b></p> <p>CH-8-FORCE AND PRESSURE</p> <p>CH-9-FRICTION</p>

			<p>telephone and understand how sound travel through solids.</p> <p>skills-creativity, problem solving and critical thinking skills</p>	<p>responsible for loudness and pitch of the sound</p> <ul style="list-style-type: none"> <li>➤ Recall the audible range of sound for humans in order to explain why certain sounds cannot be heard by humans</li> <li>➤ List the harmful effects of noise pollution in order to mitigate it</li> </ul>		
<b>AUGUST</b>	CH-12-SOME NATURAL PHENOMENA	8	<ul style="list-style-type: none"> <li>➤ Lighting, charging by rubbing, types of charges and their interaction</li> <li>➤ Transfer of charge, gold leaf electroscope</li> <li>➤ The story of lighting, lighting safety, lighting conductors</li> </ul> <p>Earthquakes, what causes an earthquake?, protection against earthquake.</p>	<ul style="list-style-type: none"> <li>➤ Recall examples of visible sparks in order to explain the phenomenon of lightning</li> <li>➤ Analyse if two charged objects attract or repel each other in order to establish that similar charge repel each other while opposite charge attract each other</li> <li>➤ Examine the working of electroscope to detect if an object is charged or not in order to apply the concept of similar charge objects repel each other</li> <li>➤ Investigate the process of earthing in order to assess the process of transferring charge from a charged object to earth in order to explain the advantages of earthing of electric circuits in households</li> <li>➤ Examine the sequence of lightning occurring in clouds in order to explain the process of electric discharge in nature</li> <li>➤ Predict how lightning travels</li> </ul>	<ul style="list-style-type: none"> <li>➤ to summarize the phenomenon of lightning and types of charges and their interaction</li> <li>➤ to recall the process of transferring charge from a charged object to earth and state the advantages of earthing of electric circuits in households &amp; the process of electric discharge in nature</li> <li>➤ to enlist the measures that must be taken during lightning.</li> <li>➤ to summarize Earthquakes, causes of earthquake, and enlist the protection which can be taken during earthquake.</li> </ul>	<p><b><u>1<sup>st</sup> periodic test-</u></b></p> <p>CH-10-SOUND &amp;</p> <p>CH-12-SOME NATURAL PHENOMENA</p>

				<p>from the cloud to the ground in order to describe the measures that must be taken during lightning</p> <ul style="list-style-type: none"> <li>➤ Justify the phenomenon of earthquake</li> <li>➤ explain how earthquakes cause tsunami</li> <li>➤ Identify and explain seismic zones around earth to explain why some areas are more affected by earthquakes than others</li> </ul>		
<b>SEPTEMBER</b>	<p>CH-8,9,10 &amp;12</p> <p>CH-11- CHEMICAL EFFECTS OF ELECTRIC CURRENT</p> <p>SDG-4 quality education</p>	4	<ul style="list-style-type: none"> <li>➤ REVISION</li> <li>➤ Introduction, do liquids conduct electricity</li> <li>➤ To test whether liquid conducts electricity or not</li> </ul> <p><b>Activity-1</b></p> <p><b>EXPERIENTIAL LEARNING -</b></p> <p>To test conduction of electricity in lemon juice. skills-applying and analysing, problem solving and critical thinking skills</p>	<ul style="list-style-type: none"> <li>➤ REVISION</li> <li>➤ Distinguish between good and poor conductors of electricity</li> <li>➤ explain that various materials can conduct electricity under certain conditions</li> </ul>	<ul style="list-style-type: none"> <li>➤ to distinguish between good and poor conductors of electricity</li> <li>➤ to demonstrate that various materials can also conduct electricity under certain conditions.</li> </ul>	<b>Term-1-</b> CH-8,9,10 &12
<b>OCTOBER</b>	<p>CH-11- CHEMICAL EFFECTS OF ELECTRIC CURRENT</p>	4	<ul style="list-style-type: none"> <li>➤ Chemical effects of electric current</li> <li>➤ electrolysis of water</li> <li>➤ Detection of weak current flowing through a liquid using led.</li> <li>➤ Detection of weak current flowing through a liquid using compass</li> </ul>	<ul style="list-style-type: none"> <li>➤ List commonly known chemical effects of electricity in order to establish that electricity causes chemical reactions</li> <li>➤ Explain the electrolysis of water</li> <li>➤ How to detect weak</li> </ul>	<ul style="list-style-type: none"> <li>➤ to state the chemical effects of electric current</li> <li>➤ to summarise the electrolysis process of water</li> <li>➤ to infer weak current flowing through liquid</li> <li>➤ to describe that the fresh fruits and vegetables can conduct electricity .</li> </ul>	

	SDG-4 quality education		<p><b><u>Activity-1</u></b>  <b><u>SUBJECT ENRICHMENT-</u></b>          To Detect weak current flowing through a liquid using led.</p> <p><b><u>Activity-2</u></b>  <b><u>EXPERIENTIAL LEARNING -</u></b>          To demonstrate the change in colour caused by the chemical effect of electric current with the help of potato.          skills-applying and analysing, problem solving and critical thinking skills</p>	<p>current flowing through liquid</p> <ul style="list-style-type: none"> <li>➤ Describe how the fresh fruits and vegetables conduct electricity.</li> </ul>		
<b>NOVEMBER</b>	CH-11- CHEMICAL EFFECTS OF ELECTRIC CURRENT	8	<ul style="list-style-type: none"> <li>➤ Applications of the chemical effect of electric current- electroplating, activity for - electroplating (copper plating)</li> <li>➤ Activity for -electroplating (copper plating)(contd.)</li> <li>➤ Uses of electroplating Purification of metals</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe the process of electroplating in order to explain the application of chemical effects of electricity on metals</li> <li>➤ Explain how metals get purified.</li> </ul>	<ul style="list-style-type: none"> <li>➤ to enlist the application of chemical effects of electricity on metals,</li> <li>➤ to describe the process of electroplating and the purification of metals.</li> </ul>	<b><u>2<sup>nd</sup> unit test-</u></b>  CH-11- CHEMICAL EFFECTS OF ELECTRIC CURRENT
<b>DECEMBER</b>	CH-13-LIGHT  SDG-4 quality education	6	<ul style="list-style-type: none"> <li>➤ What makes things visible ?,luminous and non - luminous objects, reflection of light, laws of reflection</li> <li>➤ Laws of reflection(contd.),sample problems, regular and diffuse reflection, formation of image in a</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and calculate the angles of incidence and reflection of a ray of light to illustrate the laws of reflection in real life.</li> <li>➤ Conclude the law of reflection and represent it by drawing a ray diagram identifying incident ray, reflected ray and the normal</li> <li>➤ Illustrate with a line diagram</li> </ul>	<ul style="list-style-type: none"> <li>➤ to distinguish between luminous and non - luminous objects</li> <li>➤ to state reflection of light , laws of reflection and the different terms related to reflection.</li> <li>➤ to differentiate between regular and diffuse reflection</li> </ul>	

			<p>plane mirror and characteristics</p> <p>➤ Multiple Reflection</p> <p>Activity-1</p> <p><b><u>ART INTEGRATED LEARNING-</u></b></p> <p>to make kaleidoscope and understand multiple reflection skills-creativity, problem solving and critical thinking skills</p>	<p>how images invert when reflecting from a mirror in order to see the applications of the laws of reflection</p> <p>➤ Distinguish between reflection from a rough and a smooth reflecting surface in order to differentiate between diffused and regular reflection</p> <p>➤ Establish that light can reflect multiple time with a set of mirrors by constructing a kaleidoscope</p>	<p>and enlist the characteristics of the image formed by plane mirror.</p> <p>➤ to describe that light can reflect multiple times with a set of mirrors by constructing a kaleidoscope.</p>	
<b>JANUARY</b>	CH-13-LIGHT		<p>➤ The human eye , defects of vision , care of eyes and braille system</p>	<p>➤ Describe various parts of human eye and identify their functions in order to explain how humans see object in presence of light</p> <p>➤ Compare and contrast between blind spot and field of view in order to explain how humans see object in the presence of light</p> <p>➤ Recommend different measures for protecting eyes when a problem is felt in order to establish the importance of eye care</p> <p>➤ Describe the braille system in order to explain how people with visual impairment manage to read and write</p>	<p>➤ to describe various parts of human eye and identify their functions</p> <p>➤ to compare and contrast between blind spot and field of view</p> <p>➤ to enlist different measures for protecting eyes .</p> <p>➤ to state and describe the braille system .</p>	<p><b><u>2<sup>nd</sup> periodic test-</u></b></p> <p>CH-11- CHEMICAL EFFECTS OF ELECTRIC CURRENT</p> <p>CH-13- LIGHT</p>
<b>FEBRUARY</b>	REVISION OF CH- 11 &13		REVISION	REVISION		<b>Final term- CH- 11 &amp;13</b>

**SURENDRANATH CENTENARY SCHOOL, RANCHI**  
**ANNUAL PLAN (2023-2024)**

CLASS: VIII SUBJECT: Chemistry			BOOKS: NCERT Book for Science Science (Prachi PUB.)			
MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	Coal and petroleum (chapter-5) SDG- 4 Quality Education	10	<ul style="list-style-type: none"> <li>Inexhaustible and exhaustible natural resources</li> <li>Fossil fuel, coal and it's uses</li> <li>Petroleum occurrence and extraction</li> <li>Fractions of petroleum</li> </ul> ACTIVITY - 1 <u>Subject Enrichment:</u> Prepare on a chart paper Mnemonics on reactivity series	<ul style="list-style-type: none"> <li>To know about the existence of exhaustible and inexhaustible natural resources.</li> <li>To understand the existence of coal and petroleum.</li> <li>To understand the formation of coal and petroleum.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to differentiate between exhaustible and inexhaustible natural resources.</li> <li>To understand the formation of fossil fuels such as coal and petroleum.</li> <li>To know about destructive distillation of coal and various products formed.</li> <li>To understand the phenomenon of fractional distillation.</li> </ul>	
MAY	CH- Coal and petroleum(chapter-5)	6	<ul style="list-style-type: none"> <li>How to save petrol and diesel?</li> <li>Some alternative sources of energy</li> <li>Some alternative sources of energy</li> </ul> ACTIVITY- 1 <u>Experiential Learning:</u> Experiential Learning project on alternative sources of energy.	<ul style="list-style-type: none"> <li>Classifying natural resources based on their ability to replenish in order to distinguish between inexhaustible and exhaustible natural resources</li> <li>Classify different constituents of petroleum according to their use in daily life in order to decide various products derived from petroleum that there is a large number of products obtained from petroleum other than fuel</li> <li>Infer why gas, oil and water found in this particular sequence in location where petroleum is found in order to explain that gas, oil their densities and abilities to mix with each other</li> <li>Discuss the process of formation of coal to explain why coal is an Exhaustible natural resource</li> </ul>	<ul style="list-style-type: none"> <li>To understand the limitation of coal and petroleum reserves .</li> <li>To find out the harmful effects of using fossil fuels and suggest alternative energy resources.</li> <li>To know about natural gas reserves and its use as an alternative source of energy.</li> </ul>	

<b>JUNE</b>	CH- Synthetic fibres and plastic (chapter-3) SDG 4 Quality education	8	<p>Natural and synthetic fibres, polymers, monomers <b>TYPES OF SYNTHETIC FIBRES</b> <b>PROPERTIES OF DIFFERENT TYPES OF SYNTHETIC FIBRES</b> Plastics and it's types</p> <p>Art integrated project Students will bring different types of synthetic fibres and explain their properties in the class with the materials holding in hand.</p>	<ul style="list-style-type: none"> <li>➤ Distinguish between synthetic and natural fibers based on their properties</li> <li>➤ List characteristics of plastics ability to bend to differentiate between thermoplastic and thermosetting plastic</li> <li>➤ Differentiate between plastic based on their ability to decompose in order to explain why plastics are a threat to the environment</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to segregate different types of fibres, differentiate between natural and synthetic fibre.</li> <li>• To understand the types of plastic and their properties.</li> </ul>	
<b>JULY</b>	Synthetic fibres and plastic, Metals and nonmetals(c hapter-4)	4	<ul style="list-style-type: none"> <li>• Useful properties of plastic.</li> <li>• Metals and it's physical properties</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses of plastic</li> <li>➤ Differentiate between thermoplastic and thermosetting plastic</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to differentiate between different types of plastic based on their properties.</li> </ul>	UT-1 Coal petroleum and natural gas
<b>AUGUST</b>	Synthetic fibres and plastic, Metals and nonmetals(c hapter-4) SDG-12 Responsible consumption and production	4	<p>Chemical properties of metals. Uses of metals</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>ACTIVITY1</b> <b><u>Subject Enrichment:</u></b> <b><u>TALK SHOW-PLASTIC IS A BOON OR CURSE</u></b></p> <p><b>ACTIVITY --2</b> <b><u>Art Integrated:</u></b> Art integrated project on Plastic pollution in jharkhand</p> <p><b>Skills:CRITICAL THINKING</b> Creative Thinking</p>	<ul style="list-style-type: none"> <li>➤ Ways to minimise the use of plastic</li> <li>➤ Physical properties of metalsNonmetal</li> </ul> <p>Chemical properties of metals and non metals</p>	<ul style="list-style-type: none"> <li>• To be able to understand the harmful impact of plastic on our environment and ways to minimise its use.</li> </ul>	PT-1 Coal petroleum and natural gas.

<b>SEPTEMBER</b>	CH- Metals and nonmetals (chapter-4) <b>SDG-12 Responsible consumption and production.</b>	10	<ul style="list-style-type: none"> <li>Nonmetals, physical properties of nonmetals</li> <li>Chemical properties of nonmetals</li> <li>USES OF NON METALS</li> <li>REACTIVITY SERIES AND DISPLACEMENT REACTION</li> </ul> <p>ACTIVITY-Uses of metals and non metals</p>	<ul style="list-style-type: none"> <li>➤ Comparison of both physical and chemical properties</li> <li>➤ Corrosion of metals</li> <li>➤ Uses of metals and non metals</li> <li>➤ Alloys And its uses</li> </ul>	<ul style="list-style-type: none"> <li>To understand the difference between metals and non-metals on the basis of their physical properties.</li> <li>To know about alloys and their properties.</li> </ul>	Term 1 Coal petroleum and natural gas Chemical reactions. Formula writing.
<b>OCTOBER</b>	Combustion and flame (chapter-6) SDG-3 Good health and well being	8	<ul style="list-style-type: none"> <li>Combustible and non-combustible sources of energy</li> <li>Conditions necessary for combustion</li> <li>How to control fire? Type of combustion</li> </ul> <p>Types of flame, candle flame. Burning of fuel. Activity- Demonstration of working of Fire Extinguishers in order to make the children act responsibly during emergency situations.</p>	<ul style="list-style-type: none"> <li>➤ Differentiate between the type of conversion taking place in gas stove, burning of phosphorus and bursting of firecrackers to access rapid combustion, spontaneous combustion an explosion</li> <li>➤ Compile and list the commonly known inflammable substances to explain that certain substances catches fire than others</li> <li>➤ Explain the process of combustion in order to describe the role of fuel and oxygen in the process as necessary conditions for combustion to take place</li> <li>➤ This the harmful byproducts of burning fuel to be aware of its harmful effects on individual and environment such as global warming and acid rain</li> <li>➤ Compare the calorific value of commonly used fuel to examine the fuel efficiency</li> </ul>	<ul style="list-style-type: none"> <li>To know about different types of combustion.</li> <li>To understand the difference between inflammable and non-flammable substances.</li> <li>To understand the factors responsible for combustion to take place.</li> </ul>	

<b>NOVEMBER</b>	Pollution of air and water (chapter 18) SDG- Good health and well being	8	<ul style="list-style-type: none"> <li>• Air pollution, sources of air pollution</li> <li>• Different types of air pollutants</li> <li>• Harmful effects of air pollution</li> <li>• Acid rain, green house effect, global warming</li> </ul> Activity- Showing a video on air pollution from National Geographic Channel and investigate the different types of air pollutants.	<ul style="list-style-type: none"> <li>➤ Analyse the problem of air pollution in order to explain why it is threat to human beings</li> <li>➤ Elaborate the formation and effects of acid rain in order to explain the reasons for discoloration of the marble of monument Taj Mahal</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the factors responsible for air and water pollution.</li> <li>• To know about the harmful impacts of air and water pollution.</li> <li>• To know in detail about the impact of pollution on Taj Mahal.</li> </ul>	UT -2 Combustion and flame.
<b>DECEMBER</b>	Pollution of air and water (chapter -18)		<ul style="list-style-type: none"> <li>• Water pollution, different types of water pollutants</li> <li>• Harmful effect of water pollution</li> </ul> Conservation of water ,potable water, chlorination. Controlling water pollution  <b>Group discussion-</b> GANGA ACTION PLAN	<ul style="list-style-type: none"> <li>➤ Explain the effect of greenhouse gases on the planet in order to explain potential reason for rising temperature of the planet</li> <li>➤ Describe water pollution in order to assess it as a Threat to human beings</li> <li>➤ Enumerate steps that can be taken to clean water for drinking in order to explain how water can be made safe for drinking that is potable water</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to understand differencebetween green house effect and global warming.</li> <li>• To know about the impacts of air and water pollution and ways to overcome those problems.</li> </ul>	
<b>JANUARY</b>	CH-5 ,18 AND 6----- REVISION WORK	8	Revision			PT-2 Combustion and flame. Balancing chemical equations.
<b>FEBRUARY</b>		2	Revision			Term 2 1.Coal petroleum and natural gas. 2.Combustion and flame. 3.Chemical reactions and balancing.

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<b>CLASS: VIII</b> <b>SUBJECT: BIOLOGY</b>			<b>BOOKS: 1.NCERT SCIENCE</b> <b>2. SCIENCE (PRACHI)</b>			
<b>MONTH</b>	<b>CHAPTER</b>	<b>No. of Periods</b>	<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>UT/PT/T1</b>
<b>APRIL</b>	CH-1 Crop Production and management	8	<ul style="list-style-type: none"> <li>Preparation of soil-ploughing and tilling-Process and advantages, Manuring</li> <li>Agricultural implements-Plough, hoe, Cultivator</li> <li>Sowing of seeds-Selection of seeds, Methods of sowing</li> <li>Precautions for sowing of seeds, Advantages of sowing of seeds with a</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare the advantages of three major tools used for tilling and ploughing</li> <li>➤ to justify the variety of agricultural practices.</li> <li>➤ Compare the advantages of two major tools used for sowing</li> <li>➤ justify the variety of agricultural practices used in the country</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare the advantages of three major tools used for tilling and ploughing</li> <li>➤ to summarize the variety of agricultural practices.</li> <li>➤ Compare the advantages of two major tools used for sowing</li> </ul>	
<b>MAY</b>	CH- 1 Crop Production and management	4	<ul style="list-style-type: none"> <li>Adding Manure and fertilizers-Advantages and disadvantages, Crop Rotation</li> <li>Irrigation-Traditional and modern Methods of irrigation</li> <li>Removing Weeds (Weeding)-Types of weeds and its methods of removal</li> <li>Harvesting, Storage and animal husbandry</li> </ul> <p><b>ACTIVITY 3:</b> Subject Enrichment: Group project on “Food adulteration”</p> <p><b>Skill: Enquiry and Critical thinking</b></p>	<ul style="list-style-type: none"> <li>Distinguish between manure and fertilisers</li> <li>Evaluate how weeds adversely affects the growth of the plants in order to justify their removal and control</li> <li>Describe the process of crop rotation to explain ways in which nutrients in soil is replenished</li> <li>Compare and analyse the traditional and modern methods of irrigation based on cost and efficiency in order to predict suitable irrigation method in real life situations</li> </ul>	<ul style="list-style-type: none"> <li>State the advantages and disadvantages of manure and fertilisers</li> <li>Evaluate how weeds adversely affects the growth of the plants in order to justify their removal and control</li> <li>Compare and analyse the traditional and modern methods of irrigation</li> <li>Distinguish between the practices of large scale and small-scale storage of food</li> </ul>	

<b>JUNE</b>	CH- 2 Microorganisms: friend and foe	4	<ul style="list-style-type: none"> <li>Major groups of microorganisms</li> <li>Friendly Microorganisms- Uses of Bacteria and fungi, Commercial uses of Microorganisms</li> </ul>	<ul style="list-style-type: none"> <li>Recall four major categories of microorganisms (bacteria, fungi, protozoa, algae)</li> <li>Differentiate between microorganisms and viruses to establish that viruses reproduce only in the host body</li> </ul>	<ul style="list-style-type: none"> <li>➤ State four major categories of microorganisms (bacteria, fungi, protozoa, algae)</li> <li>➤ Differentiate between microorganisms and viruses to establish that viruses reproduce only in the host body</li> <li>➤ Summarize the role of</li> </ul>	
<b>JULY</b>	CH- 2 Microorganisms: friend and foe		<ul style="list-style-type: none"> <li>Medicinal uses of Microorganisms-Making of antibiotics and vaccines</li> <li>Use of microorganisms in Cleaning the environment and increasing the soil fertility</li> </ul> <p><b>ACTIVITY-1</b> <b>Experiential Learning:</b> Activity to demonstrate the action of yeast in the process of making dough</p> <p><b>Skills: Observation and Critical Thinking</b></p>	<ul style="list-style-type: none"> <li>Elucidate the reason for increasing volume when yeast is added to dough in baking industry to explain fermentation</li> <li>Explain the role of antibiotics in order to demonstrate the medicinal uses of microorganisms</li> <li>Differentiate between microorganisms and viruses to establish that viruses reproduce only in the host body</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recall microorganism's role in decomposing to describe)</li> <li>➤ State the reason for increasing volume when yeast is added to dough in baking industry to explain fermentation</li> <li>➤ Summarize the role of antibiotics in order to demonstrate the medicinal uses of microorganisms</li> </ul>	UT-1 17.7.23 CH:1,2

<b>AUGUST</b>	CH-7 Conservation of plants and animals  <b>SDG-15 Life on land</b>	8	<ul style="list-style-type: none"> <li>• Deforestation and its causes, Consequences of deforestation</li> <li>• Conservation of forests and wildlife, Biosphere reserve</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss some famous biosphere and wildlife sanctuaries to describe different mechanisms through which governments protect and conserve forest and wildlife</li> <li>➤ Discuss famous animal reserve e.g. Satpura Tiger Reserve to describe measures taken by government in protecting endangered animals</li> <li>➤ Explain reforestation to describe ways to reduce it</li> <li>➤ Explain recycling to describe ways to reduce deforestation</li> </ul>	<ul style="list-style-type: none"> <li>➤ List some famous biosphere and wildlife sanctuaries to describe different mechanisms through which governments protect and conserve forest and wildlife</li> <li>➤ Enlist famous animal reserve e.g. Satpura Tiger Reserve to describe measures taken by government in protecting endangered animals</li> <li>➤ Recall reforestation</li> </ul>	PT-2 25.8.23 CH:1,2,7
<b>SEPTEMBER</b>	CH-7 Conservation of plants and animals  <b>SDG-15 Life on land</b>	4	<ul style="list-style-type: none"> <li>• Flora and Fauna, Endemic species, Wildlife sanctuary,</li> <li>• National Park, Red data book Migration, Recycling of paper, Reforestation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Classify the major crops based on the time they are sown in</li> <li>➤ Sequence the tasks involved in cultivating the crop to list major steps of agricultural practices the field</li> <li>➤ to explain the months Kharif and Rabi crops are sown and harvested</li> </ul>	<ul style="list-style-type: none"> <li>➤ Classify the major crops based on the time they are sown in.</li> <li>➤ State the tasks involved in cultivating the crop to list major steps of agricultural practices the field</li> <li>➤ to classify the months Kharif and Rabi crops harvested</li> </ul>	TERM 1 CH:1.2.7

<p><b>OCTOBER</b></p>	<p>CH:9 Reproduction in animals</p>	<p>6</p>	<ul style="list-style-type: none"> <li>• Modes of reproduction- Sexual Reproduction, Asexual Reproduction</li> <li>• Sexual reproduction in Humans, Male reproductive system, Testes, Structure of sperms, epididymis</li> </ul>	<ul style="list-style-type: none"> <li>➤ Differentiate between asexual and sexual reproduction in order to list two modes of reproduction</li> <li>➤ Differentiate between sex cells corresponding to parent in order to explain male and female gamete</li> <li>➤ Differentiate between internal and external fertilization in order to describe two modes of fertilization in animals</li> </ul>	<ul style="list-style-type: none"> <li>➤ Differentiate between asexual and sexual reproduction in order to list two modes of reproduction</li> <li>➤ Differentiate between sex cells corresponding to parent in order to explain male and female gamete</li> <li>➤ Differentiate between internal and external fertilization</li> </ul>	
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NOVEMBER	CH:9 Reproduction in animals	8	<ul style="list-style-type: none"> <li>• Sexual reproduction in Humans(cont.), Female reproductive system, Functions of uterus, Placenta Ovary-fertilization and zygote formation, Embryo and Foetus</li> <li>• External and internal fertilization-Oviparous and viviparous animals, Asexual modes of reproduction-Binary Fission, budding</li> </ul>	<ul style="list-style-type: none"> <li>➤ Classify animals based on their ability to give birth or lay eggs to differentiate between viviparous and oviparous animals</li> <li>➤ Classify animals based on their ability to give birth or lay eggs to differentiate between viviparous and oviparous animals</li> <li>➤ Describe the process of fertilization in order to explain zygote formation</li> <li>➤ Describe the process of embryo and foetus formation to explain how an individual is formed inside mother's womb</li> <li>➤ Describe the life cycle of frogs from eggs to adult frogs in order to explain metamorphosis</li> </ul>	<ul style="list-style-type: none"> <li>➤ State animals based on their ability to give birth or lay eggs to differentiate between viviparous and oviparous animals</li> <li>➤ Classify animals based on their ability to give birth or lay eggs to differentiate between viviparous and oviparous animals</li> <li>➤ Summarize the process of fertilization in order to explain zygote formation</li> </ul>	UT-2 28.11.23
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<b>DECEMBER</b>	CH-10 Reaching the age of adolescence	6	<ul style="list-style-type: none"> <li>• Adolescence and puberty, Changes at puberty</li> <li>• Adams Apple</li> <li>• Secondary sexual characters, Role of Hormones in initiating reproductive function</li> <li>• Reproductive phase of life in humans, how is sex of the baby determined? Hormones other than sex hormones</li> </ul>	<ul style="list-style-type: none"> <li>➤ Enumerate different variations that take place in body at puberty to explain the effect of adolescence on changing human body</li> <li>➤ Summarize the functions of sex and other hormones to establish their role secondary sexual characteristics</li> <li>➤ Define adolescence and adolescent age in order to explain changes at puberty</li> <li>➤ Enumerate different variations that take place in body at puberty to explain the effect of adolescence on changing human body</li> </ul>	<ul style="list-style-type: none"> <li>➤ Enlist different variations that take place in body at puberty to explain the effect of adolescence on changing human body</li> <li>➤ Summarize the functions of sex and other hormones to establish their role secondary sexual characteristics</li> <li>➤ Define adolescence and adolescent age in order to explain changes at puberty</li> <li>➤</li> </ul>	
<b>JANUARY</b>	CH-10 Reaching the age of adolescence		<ul style="list-style-type: none"> <li>• Role of hormones in completing life history of insects and frogs- Thyroxine, Metamorphosis, Reproductive health</li> </ul> <p><b>ACTIVITY-1</b> Subject Enrichment- Collect data on the number of students in your class who exercise regularly and who do not exercise regularly. Do you notice any difference in their</p>	<ul style="list-style-type: none"> <li>➤ Explain the effects of hormones in the development of secondary sexual characteristics in order to illustrate growth during puberty</li> <li>➤ Elaborate the functions of hormones secreted by endocrine glands in order to explain the growth in male and female body at puberty</li> <li>➤ Describe mensuration,</li> </ul>	<ul style="list-style-type: none"> <li>➤ State the effects of hormones in the development of secondary sexual characteristics in order to illustrate growth during puberty</li> <li>➤ Summarize mensuration, menarche and menopause to explain the reproductive phases of life in humans</li> <li>➤ Summarize the need for a balanced diet</li> </ul>	PT-2 12.1.23 CH:9,10
<b>FEBRUARY</b>	Revision		Revision	Revision	Revision	TERM 2

**SURENDRANATH CENTENARY SCHOOL, RANCHI**  
**ANNUAL PLAN (2023-2024) TERM I**

CLASS: 8 <sup>th</sup> SUBJECT: Geography			BOOKS: Geography NCERT			
MONTH	CHAPTER	No. of Periods	TOPIC	Learning objectives	LEARNING OUTCOMES	UT/PT/T1
APRIL	Resources	12	<ul style="list-style-type: none"> <li>• Introduction of resources</li> <li>• Conservation of resource</li> <li>• Classification of resources</li> <li>• Human and human made resources</li> <li>• <b><u>SDG</u></b> - sustainable development of resources</li> <li>• <b><u>Activity</u></b> <b>ART INTEGRATED LEARNING – Poster making on Conservation of resources</b></li> </ul>	<ul style="list-style-type: none"> <li>• To familiarize the students with resources and it's Classification</li> <li>• Students will come to know about important terms related to resources</li> <li>• To understand the importance of conservation of resources in order to achieve Sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>• Locates on map/describes features/defines/lists/recalls/classifies/compares in order to demonstrate skills of recognizing and retrieving facts, figures &amp; narrating processes</li> <li>• Recognizes differences/ different perspective/ different situations, etc. in order to demonstrate sensitivity and appreciation skills.</li> <li>• Examines and evaluates collected/ given information in order to construct views/arguments/ideas on its basis.</li> </ul>	

<b>MAY</b>	Resources	06	<ul style="list-style-type: none"> <li>• Meaning of potential resource</li> <li>• Meaning of localized and ubiquitous resources</li> </ul>	<ul style="list-style-type: none"> <li>• Understand about the features of different types of resources</li> <li>• Understand the importance of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Examines phenomena, events and their occurrence in order to explain cause and effect relationship</li> </ul>	CBSE Project Work (Experimental Learning)
<b>JUNE</b>	Land , soil, water, natural vegetation and wildlife	06	<ul style="list-style-type: none"> <li>• Meaning of land use and it's features</li> <li>• Meaning soil and it's different types</li> <li>• Land slides and mitigation mechanism</li> <li>• Degradation of soil and conservation measures</li> <li>• Meaning of water it's problem and</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of land use in India</li> <li>• Students will know the importance of preparedness and mitigation process</li> <li>• Understand about the importance of water</li> <li>• Students will be acquainted will the wildlife of national sanctuaries and national</li> </ul>	<ul style="list-style-type: none"> <li>• Examines aProjectnd evaluate given text/ visual, both known and unknown, such as maps/ texts/ symbols/ diagrams/ photos/ posters/ pie diagram/ newspaper clippings/etc. in order to interpret them.</li> <li>• Extrapolates in order to predicts events and phenomena</li> </ul>	

<b>JULY</b>	<b>Land , soil water , natural vegetation and wildlife</b>	12	<ul style="list-style-type: none"> <li>• Meaning of CITES</li> <li>• Meaning of biosphere national parks and wildlife sanctuaries</li> </ul> <p><u>ACTIVITY 1</u></p> <p><b><u>Subject enrichment :</u></b> Diagram on soil profile</p> <p><u>ACTIVITY 2</u> <b><u>Art integrated learning:</u></b> Measures of soil Degradation <b><u>Skills : Creative thinking</u></b></p>		<ul style="list-style-type: none"> <li>• .Examine phenomena, events, and their occurrence in order to explain cause and effect relationship between them.</li> </ul>	Chapter 1
<b>AUGUST</b>	Agriculture	12	<ul style="list-style-type: none"> <li>• Meaning of agriculture, sericulture , pisciculture viticulture</li> <li>• Meaning of farm system</li> <li>• Different types of farming and cropping pattern</li> <li>• <u>Activity 1</u></li> </ul> <p><b><u>Subject enrichment:</u></b> flowchart of cropping pattern</p> <p><u>Activity 2</u> <b><u>Art integrated</u></b></p>	<p>Students will understand about the agriculture and it's types</p> <p>Discussions based on different types of crops</p> <p>Understand about the cropping pattern</p>	<ul style="list-style-type: none"> <li>• Locates on map/describes features,/defines/ lists/ recalls/ classifies/compares/ distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures, and narrating processes.</li> <li>• Examines and evaluates collected/given information in order to construct views/ arguments/ideas on its basis.</li> </ul>	Subject Enrichment Test.(Map Test)

<b>SEPTEMBER</b>	Agriculture ( revision of ch 1,2,3)	06	<ul style="list-style-type: none"> <li>• Cropping pattern</li> <li>• Location of major crops of India</li> <li>• Agricultural development</li> <li>• Farm system of India and USA</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand about the location of major crops</li> <li>• Discussion on Agricultural development</li> <li>• Flowchart of cropping pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Examine and evaluates given text/visual, both known and unknown, such as maps/ texts, symbols/diagrams/pie charts/newspaper clippings/etc. in order to interpret them.</li> </ul>	Chapter 1,2 and 3 First term exam
<b>OCTOBER</b>	Industries	08	<p>Meaning of industries</p> <p>Classification of industries</p> <p>Factors affecting location of industries</p> <p>Industrial disaster</p> <p>Features of iron steel industries</p>	<ul style="list-style-type: none"> <li>• Bring out the importance of industries</li> <li>• Understand the localization factor of industries</li> <li>• To know the industrial disaster</li> </ul>	<ul style="list-style-type: none"> <li>• Examine and evaluates given text/visual, both known and unknown, such as maps/ texts, symbols/diagrams/pie charts/newspaper clippings/etc. in order to interpret them</li> </ul>	
<b>NOVEMBER</b>	Human resource	10	<ul style="list-style-type: none"> <li>• Meaning of human resource</li> <li>• Importance and distribution of human resource</li> <li>• Population density</li> </ul> <p><u>ACTIVITY 1</u> Flowchart of factors affecting distribution pattern of population</p> <p><u>ACTIVITY 2</u></p>	<ul style="list-style-type: none"> <li>• Meaning of Population.</li> <li>• Population Size and Distribution.</li> <li>• India's Population Distribution by Density.</li> <li>• Population Growth and Process of Population Change.</li> <li>• Age Composition.</li> <li>• Literacy Rate, Occupational Structure, Health Sex Ratio, Adolescent Population.</li> </ul>		

<b>DECEMBER</b>	DO	10	Revision of all topics	Revision of All Topics	<ul style="list-style-type: none"> <li>Examine and evaluates given text/visual, both known and unknown, such as maps/ texts, symbols/diagrams/pie charts/newspaper clippings/etc. in order to interpret them</li> </ul>	AIL (As per the circular sent by CBSE)
<b>JANUARY</b>	Do			Revision of All Topics		
<b>FEBRUARY</b>	Do			Revision of All Topics		

**SURENDRANATH CENTENARY SCHOOL, RANCHI**

**ANNUAL PLAN (2023-2024)**

<b>CLASS: VIII</b> <b>SUBJECT: SOCIAL SCIENCE</b> <b>(HISTORY/CIVICS)</b>			<b>History- Our Past III</b> <b>Civics- Social and Political Life III</b>			
<b>MONTH</b>	<b>CHAPTER</b>	<b>No. of Periods</b>	<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>UT/PT/T1</b>
<b>APRIL</b>	History Ch2- From Trade to Territory	12	East India Company comes East. • How trade led to battles? • Company Rules expands. <ul style="list-style-type: none"> <li>• Setting up of new Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the emergence of British on the political Horizon of India.</li> <li>• Analyse the process of annexation of Indian states by the East India Company using various strategies.</li> </ul> Recognize coming up of three presidencies in setting up of new judicial system, massive increase in military strength. Familiarise with constitutive rules with the help of case study of Nepal.	<ul style="list-style-type: none"> <li>• Explain the reasons how the English East India Company became the most dominant power.</li> </ul>	
	Civics Ch1 – The Indian Constitution <b>SDG – Reduced Inequalities</b>		Why does a country need a Constitution? The Fundamental Rights in the Indian Constitution. • The Company becomes a diwan Effects of British policies. Growth of commercial crops.			
	History Ch3- Ruling the Countryside		<b>ACTIVITY – 1</b> <b>Experiential Learning</b> Mapwork on trading centres of different countries. <b>Skills :Critical Thinking</b> <b>ACTIVITY – 2</b> Preamble Making • <b>Skills : Civic Literacy</b>			
				Develop concern of diversity, unity, socioeconomic reform and representation. Analyse critically the company's strategy to become the chief financial administrator.	<ul style="list-style-type: none"> <li>• Interprets social and political issues in one's own region with reference to the Constitution of India.</li> <li>• Applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation(example-Child Rights)</li> <li>• Examine the differences in the colonial agrarian policies in different regions of the country, in order to explain the different impact of these policies on different region</li> </ul>	

MAY	<p>History Ch3- Ruling the Countryside</p> <p>Civics Ch 2 – Understanding Secularism <b>SDG</b> – Peace,Justice and Strong Institution</p>	6	<ul style="list-style-type: none"> <li>• Demand for Indigo</li> <li>• The Blue Rebellion and After</li> <li>• What is Secularism?</li> </ul> <p>Why is it important to separate religion from state?</p> <ul style="list-style-type: none"> <li>• What is Indian Secularism?</li> </ul> <p><b>ACTIVITY – 1</b> <b>Art Integrated Learning</b> Calendar Making on Indian festivals indicating holidays. <b>Skills</b> – Creative Thinking</p>	<ul style="list-style-type: none"> <li>• Learns about the strategy to expand the Cultivation of Opium and indigo.</li> <li>• Raises question about Rebellion by riots in Bengal.</li> <li>• Learn the concept of peaceful co-existence where all the religion are same in the eyes of law.</li> <li>• Avoids conflict of interest and feeling of subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between state government and Union government in order to compare and contrast their roles /functions /responsibilities/ mandate, etc.</li> </ul>	
JUNE	<p>History Ch 4 – Tribal Dikus and the Vision of Golden Age</p>	6	<p>Changes within tribal societies in the 19<sup>th</sup> century.</p> <ul style="list-style-type: none"> <li>• Different occupation of the Tribals <ul style="list-style-type: none"> <li>• New Forest Laws and impact of new Problem with trade, search for jobs, Birsa Munda</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explain the disappearing of Tribal livelihoods</li> <li>• Danger to Jhum Cultivation. See how government records can be read to reconstruct histories of tribal revolt</li> <li>• Understanding the breaking of tribal social order and traditional functions due to forest laws.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the forms of different tribal societies with the environment.</li> <li>• Explain the policies of the colonial administration towards the tribal communities.</li> </ul>	<p><b>UT – 1</b> History – From Trade to Territory Civics – The Indian Constitution</p>
JULY	<p>Civics Ch 3 – Parliament and the Making of Laws</p> <p>History Ch5 – When People Rebel</p>	12	<ul style="list-style-type: none"> <li>• Why should people decide</li> <li>• People and their representatives.</li> <li>• The role of the Parliament</li> <li>• Who are the people in the Parliament</li> <li>• Nawab lose their power</li> <li>• Responses to the Reform</li> <li>• A mutiny becomes a popular rebellion</li> <li>• Aftermath of revolt</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the relation between the ideas of participation in decision making.</li> <li>• Enables citizens of India to participate in decision making and control of government</li> <li>• Appreciates the reflection of society in the Parliament in the form of presence of people from different backgrounds.</li> <li>• Examine the reasons for the loss of powers of Nawabs, unrest of sepoys and peasants.</li> <li>• Observe transfer of powers of the East India Company to the British Crown.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the process of election to the Lok Sabha.</li> <li>• Locates one's own constituency on Parliamentary constituency map of state/Union Territory and names local MP.</li> </ul>	

<b>AUGUST</b>	<b>SDG :Peace and Justice</b>  Civics Ch 5 – Judiciary	12	<b>ACTIVITY – 1</b> <b>Subject Enrichment –</b> Chartwork on leaders of Revolt of 1857  <ul style="list-style-type: none"> <li>• The role of Judiciary</li> <li>• Different branches of legal system</li> <li>• Criminal law and Civil law <ul style="list-style-type: none"> <li>• Access to Court</li> </ul> </li> </ul>	Appreciate the significant role played by Indian judiciary in upholding the principles enshrined in the Constitution Explain three different levels of court in our country <ul style="list-style-type: none"> <li>• Understand Civil law and Criminal law</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the origin, nature and spread of the Revolt of 1857 in order to infer the lessons learned from it.</li> <li>• Describe the functioning of the judicial system in India by citing some landmark cases.</li> </ul>	<b>PT – 1</b> <b>History –</b> Ruling the Countryside  Tribals, Dikus and the Vision of Golden Age  <b>Civics –</b> Understanding Secularism  Parliament The Making of Laws
<b>SEPTEMBER</b>	Understanding Marginalisation  SDG- Reduced Inequalities	6	<ul style="list-style-type: none"> <li>• Marginalisation</li> <li>• Adivasi facts</li> <li>• Adivasi and stereotype</li> <li>• The changing scenario in Forest lands</li> <li>• Minorities and marginalization</li> <li>• Economic and social marginalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Identify various Indian communities, the original inhabitants who lived in close association with the forest <ul style="list-style-type: none"> <li>• Cement the interconnectedness between the Social and economic dimensions of tribal life</li> </ul> </li> <li>• Address marginalisation of minorities through various struggle</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the causes and consequences of marginalisation faced by disadvantaged sections of one's own region.</li> </ul>	History-Ch 2,3,4,5  Civics- Ch 1,2,3,5
<b>OCTOBER</b>	Confronting Marginalisation  Civilising the Native Educating the Nation <b>SDG – Quality</b>	12	<ul style="list-style-type: none"> <li>• Invoking Fundamental rights</li> <li>• Laws for marginalised</li> <li>• Protecting the Rights of Dalits and Adivasis</li> <li>• Adivasis Demands and the 1989 Act</li> </ul> How the British saw education <ul style="list-style-type: none"> <li>• Grave Errors of the East</li> <li>• Education for commerce</li> <li>• The Local Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Promote Social Justice through understanding of specific laws and policies</li> <li>• Understand the Act of 1989 and take seriously the ill treatment and humiliation of Dalits</li> <li>• Comprehend the strategic moves of the British to civilise the native</li> <li>• Learn about the flexible</li> </ul>		<b>UT-2</b> History- Civilising the Native Educating the Nation  Civics – Understanding Marginalisation

NOVEMBER	<p>Education</p> <p>Public Facilities</p> <p><b>SDG- Public Health and Wellbeing</b></p> <p>Women Caste and Reform</p>	12	<ul style="list-style-type: none"> <li>• The Agenda for a National Education</li> <li>• Tagore's Abode of Peace</li> </ul> <p><b>ACTIVITY – 1</b></p> <p><b>Art Integrated Learning</b></p> <ul style="list-style-type: none"> <li>• Chartwork on changes in education               <ul style="list-style-type: none"> <li>• Right to water</li> <li>• Public Facilities</li> </ul> </li> <li>• In search of alternatives</li> <li>• Extending sanitation facilities</li> </ul> <p>Working Towards Change</p> <ul style="list-style-type: none"> <li>• Changing the lives of Widows</li> </ul> <p>Women write about women</p> <p>Caste and Social reform</p> <p><b>ACTIVITY 1</b></p> <p><b>Experiential Learning :</b></p> <p>Research project on the unequal division of public facilities</p> <p>(a) between the rich and poor</p> <p>(b) between the metros, large cities and the towns and villages</p> <ul style="list-style-type: none"> <li>• <b>Skills: Critical Innovative Thinking</b></li> </ul>	<p>pathshalas run by the Indian Gurus</p> <p>Learn about the need for a wider spread of education propounded by Indian thinker and the Government</p> <p>Diagnose importance of equal availability, affordability and quality of water for all</p> <p>Identify the right to water as being the part of Right to Life under Article 21.</p> <p>Recognize crucial role of the government in providing public facilities.</p> <p>Apprehend the gender and caste differences prevailing in the society.</p> <p>Appreciate the contribution of Indian thinkers in bringing the social reforms to uplift the society.</p>	<ul style="list-style-type: none"> <li>• Traces the historical developments in the education system in order to explain the institutionalisation of new education system in India.</li> </ul> <p>Identifies the role of the government in providing public facilities such as water, sanitation, road, electricity etc. In order to recognise their availability and the tasks that government performs.</p> <ul style="list-style-type: none"> <li>• Outlines major developments that occurred during the modern period in the field of arts .</li> <li>• Analyse the laws and policies of colonial administration towards issues related to caste, women, widow remarriage, child marriage, social reforms.</li> </ul>	
DECEMBER	Making of National Movement	12	<p>The Emergence of Nationalism</p> <p>The Indian National Congress</p> <ul style="list-style-type: none"> <li>• Partition of Bengal</li> <li>• The Growth of Mass Nationalism</li> </ul> <p>Khilafat and Non-Cooperation Movement</p> <ul style="list-style-type: none"> <li>• The Happenings of 1922-29</li> <li>• The March to Dandi</li> <li>• Quit India and later</li> </ul>	<p>Feel part of modern nationalism</p> <p>Describe the moderate demands of the Congress in its initial years</p> <p>Describe the emergence of freedom fighters and struggle against the foreign rule.</p> <p>Learn the method of peaceful defiance against the government monopoly on manufacturing of the salt.</p> <p>Emergence of Gandhi on the political scenario.</p>	<ul style="list-style-type: none"> <li>• Outlines the course of the Indian National Movement from the 1870s till independence</li> <li>• Outlines the course of the Indian National Movement from the 1870s till independence.</li> </ul>	

<p><b>JANUARY</b></p>	<p>Law and Social Justice <b>SDG-Reduced Inequalities</b></p>	<p>12</p>	<ul style="list-style-type: none"> <li>• Cabinet Mission and Direct Action Day</li> </ul> <p><b>ACTIVITY -1</b> <b>Subject Enrichment</b> Mapwork on important centres of national movement</p> <ul style="list-style-type: none"> <li>• <b>Skills : Critical Thinking</b> Laws that prevent exploitation</li> <li>• Implementation of laws</li> <li>• Union Carbide Bhopal</li> <li>• Enforcement of Safety laws</li> <li>• New laws to protect the environment</li> </ul> <p>Revision of History/Civics, Q/Ans, case study, map work</p>	<ul style="list-style-type: none"> <li>• Appreciate the nationwide demand of the freedom fighters to leave India</li> </ul> <p>Compare between UC's safety system in Bhopal and in other plants in the US</p> <p>Analyse the cause of the tragedy</p> <ul style="list-style-type: none"> <li>• Demand for stronger laws</li> </ul> <p>Protecting workers interests and environment</p>	<p>Describes the role of government in regulating economic activities. Analyses the significant developments in the process of nation building.</p>	<p><b>PT-2</b> <b>History –</b> Women Caste and Reform</p> <p>Making of National Movement</p> <p><b>Civics –</b> Confronting Marginalisation Public Facilities</p> <p>History-Ch 7,8,9 Civics –Ch 7,8,9,10</p>
<p><b>FEBRUARY</b></p>	<p>History/Civics</p>					

**SURENDRANATH CENTENARY SCHOOL, RANCHI**  
**ANNUAL PLAN (2023-2024)**

<b>CLASS: VIII</b> <b>SUBJECT: Computer Science and AI(Inspire Module of CBSE)</b>			<b>BOOKS: AI and YOU</b>			
MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	Ch 1: Log on to Access	8	<ul style="list-style-type: none"> <li>Types of Databases, Elements, Advantages</li> <li>Introduction, Components of Access, Starting Access, Creating, views of table.</li> <li>Rules for naming field, Data types, Primary key, Sorting, filtering</li> <li>Practical Lab – MS Access / Base</li> </ul> <p>ACTIVITY- 1 <u>Subject Enrichment Activity - Worksheets / Crossword Puzzle</u></p>	<ul style="list-style-type: none"> <li>➤ Learn the concept of database using real life examples</li> <li>➤ Demonstrate the steps for working in database</li> <li>➤ Define primary key and its importance in database</li> <li>➤ Edit a table</li> <li>➤ Discuss the utility of sorting and filtering feature</li> </ul>	<p>Students are able to</p> <ol style="list-style-type: none"> <li>Determine the need of database.</li> <li>Use primary key to avoid duplicate value.</li> <li>Use sorting and filter feature to ease day to day activity.</li> </ol>	UT1 Ch 1, 2
MAY	Ch 2: Queries, Forms and Reports in Access	4	<ul style="list-style-type: none"> <li>Setting Relationship</li> <li>Queries, Forms and Reports</li> <li>Practical Lab – MS Access / Base</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create relationship among tables</li> <li>➤ Differentiate between forms, queries and reports and their usage.</li> </ul>	<p>Students are able to</p> <ol style="list-style-type: none"> <li>Create relationship between tables in a database.</li> <li>Discuss the utility of Forms, query and report.</li> </ol>	
JUNE	Ch 3: Introduction to Apps	4	<ul style="list-style-type: none"> <li>Introduction, Apps, Installation</li> <li>Commonly used apps and their usage</li> <li>Mobile operating system</li> <li>Practical Lab</li> </ul> <p>ACTIVITY1 <u>Art Integrated Learning</u> App Development (Pg – 67)</p>	<ul style="list-style-type: none"> <li>➤ Learn the concept of APP in today's scenario</li> <li>➤ Classify and categorize different types of mobile apps</li> <li>➤ Compare various operating systems.</li> <li>➤ Define MOS</li> </ul>	<p>Students are able to</p> <ol style="list-style-type: none"> <li>Enlist the benefits of Apps for any individual.</li> <li>Relate their everyday life with various categories of Mobile Apps.</li> </ol>	

<b>JULY</b>	Ch 4: Developing an App		<ul style="list-style-type: none"> <li>• Tools used to develop app</li> <li>• App inventor</li> <li>• Practical Lab</li> </ul> <p><b>ACTIVITY-1</b> <b><u>Experiential Learning :</u></b> Lab Activity (Pg 51)</p>	<ul style="list-style-type: none"> <li>➤ Make use of tools for the development of Apps</li> <li>➤ Develop mobile apps</li> </ul>	<p>3. Explore the platforms available to develop an app as a beginner.</p> <p>4. Design a simple and user friendly app on their own.</p>	PT1 Ch 3, 4
<b>AUGUST</b>	Ch 5: Excite	8	<ul style="list-style-type: none"> <li>• Introduction to AI, Need, History, Difference between Human and AI</li> <li>• Types, Weak AI and Strong AI, Domains</li> <li>• Fields related, Applications, Benefits, Limitations</li> <li>• Practical Lab</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop the concept of AI</li> <li>➤ Differentiate between the intelligence of AI and Human</li> <li>➤ List the types of AI</li> <li>➤ Explore the domains and fields related to AI</li> <li>➤ Compare the benefits and limitations of AI</li> </ul>	<p>Students are able to :-</p> <ol style="list-style-type: none"> <li>1. Describe application of AI in their daily lives.</li> <li>2. Identify the 3 domains of AI.</li> </ol>	
<b>SEPTEMBER</b>	Revision		Practical Test / Oral Test / Revision			T1 Ch 1 - 5
<b>OCTOBER</b>	Ch 6: Relate	8	<ul style="list-style-type: none"> <li>• AI in various industries, chatbots, AI – Opportunity and Threat</li> <li>• Impact and Relevance, Concept of Smart Living</li> <li>• Smart Home, Smart Cities</li> <li>• Practical Lab</li> </ul> <p><b><u>Experiential Learning:</u></b> Plan your own smart city (Group Activity)</p>	<ul style="list-style-type: none"> <li>➤ Explain chatbots</li> <li>➤ Analyse the threats and opportunities of AI in various industries</li> <li>➤ Discover the impact and relevance of smart living</li> <li>➤ Plan for smart living.</li> </ul>	<p>Students are able to :-</p> <ol style="list-style-type: none"> <li>1. Gain an awareness of where Artificial Intelligence is relevant in their own lives</li> <li>2. Practice storytelling using an open source AI tool.</li> </ol>	UT2 Ch 6, 7
<b>NOVEMBER</b>	Ch 7: Purpose	6	<ul style="list-style-type: none"> <li>• SDG, Three dimensions of SDG, Objectives</li> <li>• SDG challenges, solutions</li> <li>• Practical Lab</li> </ul> <p><b>ACTIVITY-1</b> <b><u>Subject Enrichment</u></b> Worksheet / Crossword Puzzle (Pg 165)</p>	<ul style="list-style-type: none"> <li>➤ Define SDG</li> <li>➤ Identify the three dimensions of SDG</li> <li>➤ Extend the objectives of SDG</li> <li>➤ Identify the goals and challenges and decide for its solutions.</li> </ul>	<p>Students are able to :-</p> <p>Identify leverage points which are appropriate for achieving SDGs using AI solutions.</p>	

<b>DECEMBER</b>	Ch 8: Possibilities	6	<ul style="list-style-type: none"> <li>• Advent of AI, Evolution</li> <li>• Possibilities, Skill sets required for Job, Career Opportunities, AI Companies</li> <li>• Practical Lab</li> </ul> <p><b><u>Art Integrated Learning</u></b> Design a poster / comic strip on your favourite SDG</p>	<ul style="list-style-type: none"> <li>➤ Infer, how AI is transforming the way we live</li> <li>➤ Focus on the evolution technology for AI Research</li> <li>➤ Find the possibilities that open up with AI</li> <li>➤ List the career opportunities and the skill sets required for Jobs in AI</li> </ul>	Students are able to :- 1. Describe how AI has been affecting jobs in various industries 2. Identify skill sets needed for jobs in the AI field	
<b>JANUARY</b>	Ch 9: AI Ethics	8	<ul style="list-style-type: none"> <li>• AI Ethics</li> <li>• Raising Good machines</li> <li>• Privacy concerns, Robotics, Policies</li> <li>• Practical Lab</li> </ul>	<ul style="list-style-type: none"> <li>➤ Define AI Ethics</li> <li>➤ Outline the criteria for raising a good AI machine</li> <li>➤ Define robotics</li> <li>➤ Explain the policies and privacy concerns related to AI.</li> </ul>	Students are able to :- 1. Describe some ethical concerns of AI with respect to inclusion, bias and privacy 2. Be able to evaluate the cost and benefits of AI technology	PT2 Ch 8, 9
<b>FEBRUARY</b>	Revision		Practical Test / Oral Test / Revision			T2 Ch 3, 4, 6 - 9