

# Syllabus 2022-23

## Class VIII

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

### ENGLISH

#### GENERAL AIMS AND OBJECTIVES

##### **Aims:-**

The overall aims and objectives of the course are:

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

##### **Objective:-**

#### **LISTENING SKILLS**

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

#### **SPEAKING SKILLS**

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

#### **READING SKILLS**

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

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

### **WRITING SKILLS**

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

### **ATTITUDINAL CHANGE**

Through the course, the student should be able to -

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

### **FORMAT TO BE FOLLOWED AS GIVEN IN TABLE**

	<b>PT1, 2, 3, 4, 5, 6 (30 Marks)</b>	<b>Term (80)</b>
Unseen Comprehension	3 ques. 1 mark each (MCQs) 2 ques. of 2 marks each	2 ques. (12 + 8 = 20 marks)
Grammar	4 ques. 1 mark each (MCQs)	10 marks
Vocabulary	4 ques. 1 mark each (MCQs)	10 marks
Textual Comprehension	3 ques. 1 mark each (MCQs) 2 ques. of 1 mark each 1 ques. of 3 marks	20
Sentence Reordering or transformation	2 ques. 1 mark each	-
Writing	1 ques. of 5 marks	20
Bonus	5 marks	

**Prescribed Book: Grade 8 Course Book – Burlington English**

**LEARNING OUTCOMES & CHAPTERWISE CLASS ACTIVITIES**

<b>PT / Chapter</b>	<b>Learning Outcomes</b>	<b>Class Activity</b>
<b>Textual Comprehension</b> L3- A Real-life Mowgli	<ol style="list-style-type: none"> <li>1) Greater understanding of relationships.</li> <li>2) Comprehend new words and phrases.</li> <li>3) Collate different parts of the text and be able to summarize them into coherent statements</li> <li>4) Understand the importance of being analytical and inquisitive.</li> </ol>	<p>Riddle me this.</p> <p>Refer page 38 from the textbook. (Discussion)</p>
<b>Grammar</b> Modals	<ol style="list-style-type: none"> <li>1) Differentiate between the modals used for possibility, obligation, and necessity by identifying these types of modals in the language around them.</li> <li>2) Demonstrate an ability to reason deductively using modal forms.</li> </ol>	Exercises in worksheets.
<b>Vocabulary</b> Back exercises along with words from lesson 3 of the course book	<ol style="list-style-type: none"> <li>1) Enhancement of vocabulary.</li> <li>2) Understand the meaning, synonyms, antonyms and pronunciation of vocabulary and reader words and their appropriate usage in sentences.</li> </ol>	Exercises in worksheets.
<b>2 Unseen Passages (HOTS)</b>	<p>Students will comprehend passages and answer HOTS (Higher Order Thinking Skills) questions.</p>	
<b>Writing</b> Diary Entry	<ol style="list-style-type: none"> <li>1) Learning the basic format of a diary entry.</li> <li>2) Motivation to keep a daily record in the form of a diary.</li> <li>3) Ability to express oneself with ease.</li> </ol>	<p>Realia. (The teacher will write a diary entry about the previous day and circulate it in the class. The students will jot down the key aspects and write a diary entry about the present day.)</p>
<b>PT2 Textual Comprehension</b> L4- It's a Hip-Hop World.	<ol style="list-style-type: none"> <li>1) Understand and trace the origin of Hip-Hop.</li> <li>2) Watch and learn about different countries through their lens.</li> <li>3) Evaluate and form an opinion about the world of music.</li> </ol>	<p>Agree or disagree.</p> <p>Refer page 56 from the textbook. (Discussion)</p>
<b>Grammar</b> Gerunds and infinitives	<ol style="list-style-type: none"> <li>1) Identify, differentiate between and effectively use gerunds and infinitives.</li> <li>2) Correctly form a gerund form an infinitive verb.</li> </ol>	Exercises in worksheets.

<p><b>Vocabulary</b> Back exercises along with words from lesson 4 of the course book.</p>	<ol style="list-style-type: none"> <li>1) Learn new vocabulary words/ phrases and their usage.</li> <li>2) Enhancement of vocabulary. Understanding the meaning, synonyms, antonyms and pronunciation of vocabulary and reader words and their appropriate usage in sentences.</li> </ol>	<p>Exercises in worksheets.</p>
<p><b>2 Unseen Passages (HOTS)</b></p>	<p>Students will comprehend passages and answer HOTS (Higher Order Thinking Skills) questions.</p>	
<p><b>Writing</b> Notice Writing</p>	<ol style="list-style-type: none"> <li>1) Identifying the basic format of writing a notice.</li> <li>2) Learning to use selected information and projecting it effectively.</li> </ol>	<p>Group it up. (The teacher will divide the class into two groups. She will write certain key points on the board but not name the event. Both the teams have to form a notice. (Team A – Lost, Team B – Found)</p>
<p><b>PT3 Textual Comprehension</b> L2- My Elder Brother</p>	<ol style="list-style-type: none"> <li>1) Learning to believe that everyone has some or the other area of expertise.</li> <li>2) Realising that no two individuals are alike.</li> <li>3) Appreciating the beautifully woven storyline.</li> </ol>	<p>Unjumble the letters and use them in sentences.  Refer page 24 from the textbook. (Discussion)</p>
<p><b>Grammar</b> Past Tense</p>	<ol style="list-style-type: none"> <li>1) Use the past tense to tell about states that happened in the past, and form questions using the past tense.</li> </ol>	<p>Exercises in worksheets.</p>
<p><b>Vocabulary</b> Back exercises along with words from lesson 2 of the course book.</p>	<ol style="list-style-type: none"> <li>1) Learn new vocabulary words/ phrases and their usage.</li> <li>2) Enhancement of vocabulary. Understanding the meaning, synonyms, antonyms and pronunciation of vocabulary and reader words and their appropriate usage in sentences.</li> </ol>	<p>Exercises in worksheets.</p>
<p><b>2 Unseen Passages (HOTS)</b></p>	<p>Students will comprehend passages and answer HOTS (Higher Order Thinking Skills) questions.</p>	
<p><b>Writing</b> Story Writing</p>	<ol style="list-style-type: none"> <li>1) Outlining the basic elements of a good story.</li> <li>2) Learning to twist the tale.</li> </ol>	<p>Mute Spectators. (The teacher will play 3-4 different advertisements without turning on the volume. The students</p>

	3) Infer a moral and inculcate good values.	will see the scenes and write their own story
<b>Term 1</b> <b>Textual Comprehension</b> Wind (Poem)	1) Appreciate the poem. 2) Enable students to capture the central idea of the poem. 3) Enable students to read the poem with correct rhyme and rhythm.	Know your poet. Refer page 166 from the textbook.
<b>Grammar</b> Present Tense	1) Use the present tense to tell about states that happened in the past, and form questions using the present tense.	Exercises in worksheets.
<b>Vocabulary</b>	1) Learn new vocabulary words/ phrases and their usage. 2) Enhancement of vocabulary. Understanding the meaning, synonyms, antonyms and pronunciation of vocabulary and reader words and their appropriate usage in sentences.	Exercises in worksheets.
<b>Writing</b> Essay Writing	1) Ability to research a topic and organize thoughts into an introduction, a body and a conclusion.	Essay on "Health is Wealth".
<b>2 Unseen Passages</b> (HOTS)	Students will comprehend passages and answer HOTS (Higher Order Thinking Skills) questions.	

### TERM 1

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

##### Subject Enrichment:

1. Worksheets based on the prescribed extended readers.
2. PPT on 'A Real-Life Mowgli.'

PT / Subject	Learning Outcomes	Activities
<b>PT4</b> <b>Textual Comprehension</b> The Road Not Taken (Poem)	1) Appreciate the poem. 2) Enable students to capture the central idea of the poem. 3) Enable students to read the poem with correct rhyme and rhythm.	Know your poet. Refer page 166 from the textbook.
<b>Grammar</b> Future Tense	1) Use the future tense to tell about states that happened in the past, and form questions using the future tense.	Exercises in worksheets.
<b>Vocabulary</b>	1) Learn new vocabulary words/ phrases and their usage. 2) Enhancement of vocabulary. Understanding the meaning, synonyms, antonyms and pronunciation of vocabulary and	Exercises in worksheets.

	reader words and their appropriate usage in sentences.	
<b>2 Unseen Passages</b> (HOTS)	Students will comprehend passages and answer HOTS (Higher Order Thinking Skills) questions.	
<b>Writing</b> Formal Letter	<ol style="list-style-type: none"> <li>1) Identifying the basic elements of a letter.</li> <li>2) Learning about the two basic types of letters.</li> <li>3) Applying the elements to compose an informal letter.</li> </ol>	<p>Format and sample of a formal letter to be displayed on the smart board.</p> <p>Writing a letter to an authority and posting it.</p>
<b>PT5</b> <b>Textual Comprehension</b> L7-The Cry of the Wolf	<ol style="list-style-type: none"> <li>1) Empathizing with all the co-inhabitants of our planet.</li> <li>2) Understand the storyline and comprehend it accurately.</li> </ol>	<p>Catch the liar.</p> <p>Refer page 100 from the textbook. (Discussion)</p>
<b>Grammar</b> Voice	<ol style="list-style-type: none"> <li>1) Identifying the voice.</li> <li>2) Differentiate between active and passive voice.</li> <li>3) Converting active voice to passive voice.</li> <li>4) Converting passive voice to active voice.</li> </ol>	Exercises from the worksheets.
<b>Vocabulary</b> Back exercises along with words from lesson 2 of the course book.	<ol style="list-style-type: none"> <li>1) Learn new vocabulary words/ phrases and their usage.</li> <li>2) Enhancement of vocabulary. Understanding the meaning, synonyms, antonyms and pronunciation of vocabulary and reader words and their appropriate usage in sentences.</li> </ol>	Exercises from the worksheets.
<b>2 Unseen Passages</b> (HOTS)	Students will comprehend passages and answer HOTS (Higher Order Thinking Skills) questions.	
<b>Writing</b> Email Writing	<ol style="list-style-type: none"> <li>1) Write clear and well-structured emails.</li> <li>2) Save time through communicating appropriately.</li> </ol>	<p>Write a sample email to:</p> <ol style="list-style-type: none"> <li>a) A relative/friend to invite them over for a stay.</li> <li>b) Head of your institute asking for a leave.</li> </ol>
<b>PT6</b> <b>Textual Comprehension</b>	1) Understand the diversity of women's lives in the past and present, in local, national and global contexts.	<p>Know yourself better.</p> <p>Refer page 132 from the textbook.</p>

L10- A Game of Chess	2) Analyze how gender and sexuality operate in institutions, systems, organizations and the public sphere	
<b>Grammar</b> Adverbs	1) Recognize adverbs and distinguish them from other parts of speech. 2) Use adverbs as modifiers to express time, place, manner, degree, and frequency.	Exercises from the worksheets.
<b>Vocabulary</b> Back exercises along with words from lesson 10 of the course book.	1) Learn new vocabulary words/ phrases and their usage. 2) Enhancement of vocabulary. Understanding the meaning, synonyms, antonyms and pronunciation of vocabulary and reader words and their appropriate usage in sentences.	Exercises from the worksheets.
<b>2 Unseen Passages</b> (HOTS)	Students will comprehend passages and answer HOTS (Higher Order Thinking Skills) questions.	
<b>Writing</b> Report Writing	1) Understand the purpose of different sections of a report. 2) Apply a recognised and helpful report structure. 3) Organize the material logically.	Report it out. (Writing a sample report on a recent incident for an esteemed column.)
<b>TERM 2 Grammar</b> Reported Speech	1) Differentiating direct speech from indirect speech. 2) Changing direct speech into indirect speech. 3) Changing indirect speech into direct speech.	Exercises from the worksheets.
<b>Vocabulary</b>	1) Learn new vocabulary words/ phrases and their usage. 2) Enhancement of vocabulary. Understanding the meaning, synonyms, antonyms and pronunciation of vocabulary and reader words and their appropriate usage in sentences.	Exercises from the worksheets.
<b>2 Unseen Passages</b> (HOTS)	Students will comprehend passages and answer HOTS (Higher Order Thinking Skills) questions.	
<b>TERM 2</b> Complete Syllabus of PT4, PT5, PT6 and 30% of syllabus from TERM 1: (i) Grammar- Past Tense, Present Tense. (ii) Literature Reader chapter- My Elder Brother. (iii) Vocabulary- Vocabulary from chapters 3 and 4.		

1. Activity based on the prescribed extended readers.
2. Speaking activity: EXTEMPORE (Topic to be given on the spot)

**Note:**

- All the Subject Enrichment Activities will be based on the Extended Readers which are for Self-reading.
- Extended Readers will be exchanged after testing the students through quizzes.

**Scholastic Supplementary Reader (assorted - 1 book)**

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

**English Dictation will be conducted with PT2, PT3, PT5, PT6**

## **GENERAL LEARNING OUTCOMES**

### **TEXTUAL COMPREHENSION**

Students will be able to:

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

### **GRAMMAR**

Students will be able to:

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

### **VOCABULARY**

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

### **UNSEEN PASSAGES**

Students will be able to:

- Actively think about what is happening in a text while reading it and understand it.



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

## **WRITING**

Students will be able to:

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

# **HINDI**

## **GENERAL AIMS AND OBJECTIVES**

### **Aims :-**

The overall aims and objectives of the course are:

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

### **Objective:-**

#### **LISTENING SKILLS**

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

#### **SPEAKING SKILLS**

- (i) pronounce words correctly and intelligibly.
- (ii) use appropriate word stress, sentence stress and elementary intonation patterns.

- (iii) speak intelligibly while making statements, asking questions, giving instructions and commands, reporting events.
- (iv) put ideas in proper sequence.
- (v) narrate simple experiences and series of events to convey its essence and intention.
- (vi) describe accurately what he/she observes and experiences.
- (vii) converse in familiar social situations.

### READING SKILLS

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

### WRITING SKILLS

- (i) spell words correctly.
- (ii) write neatly and legibly with reasonable speed.
- (iii) use appropriate vocabulary.
- (iv) use correct grammatical items.
- (v) write coherently in more than one paragraph.
- (vi) write description of people, places and things and respond imaginatively to textual questions;
- (vii) Follow the format of various writing activities like write paragraphs, letters, dialouges, emails, stories, etc

### ATTITUDINAL CHANGE

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

### Books:

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

	<b>PT1, 2, 3, 4, 5, 6 (30 Marks)</b>	<b>Term (80)</b>	
	<b>(VI-VIII)</b>	<b>VI-VII</b>	<b>VIII</b>
Unseen Comprehension	3 ques.(MCQs) 1 mark each 2 ques. of 2 marks each	2 ques. (9 + 6 = 15marks)	2 ques. (9 + 6 = 15marks)
Grammar	4 ques. (MCQs) 1 mark each	15 marks	10 marks
Vocabulary	4 ques. (MCQs) 1 mark each	10 marks	10 marks
Spelling & Punctuation	4 ques. (MCQs) ½ mark each	-	-

Textual Comprehension	VI 3 ques. 1 mark each (MCQs) (Self Study)	VII 3 ques. 1 mark each (MCQs) (Self Study)	VIII 3 ques. 1 mark each (MCQs) (Self Study)	25 marks	25 marks
	2 ques. of 1 mark each 1 ques. of 3 marks	1 ques. of 2 marks 1 ques. of 3 marks	2 ques. of ½ mark each 1 ques. of 4 marks		
Writing	1 ques. of 5 marks			15marks	20 marks
Bonus	5 marks				

PT1	SPECIFIC LEARNING OUTCOME	ACTIVITY
<b>साहित्य:</b> गद्य-खंड : पाठ-2 अस्थिदान (पौराणिककथा) (प्रश्नोत्तर, अभ्यासकार्य) पाठ-3 चिकित्सा का चक्कर (केवलपाठन)	<ul style="list-style-type: none"> <li>➤ प्राचीन कल्पनात्मक कहानियों को सुनकर, उनकी न केवल सोचने की अपितु नव-सृजनात्मक(कहानी) लिखने को प्रेरित होंगे , छात्रों में परहित की भावना का विकास होगा।</li> </ul>	<ul style="list-style-type: none"> <li>➤ पाठ पर आधारित (नाट्य-मंचन)</li> <li>➤ हर छात्र को पात्रों की स्थिति, मनोभावों पर आधारित पात्र-अभिनय, वेश-भूषा सहित करने को दिया जाएगा ।</li> </ul>
<b>व्याकरण:</b> कारक अव्ययीभाव समास (द्वंद्व) समास	<ul style="list-style-type: none"> <li>➤ कारक-चिह्न की पहचान कर नए वाक्यों का निर्माण एवं अभ्यास ।</li> <li>➤ समास द्वारा नए शब्दों का निर्माण करने में छात्र समर्थ होंगे ।</li> <li>➤ वर्ण-विचार से छात्र वर्णों की बनावट,उत्पत्ति,उच्चारण, स्वर-व्यंजन का ज्ञानावर्धन कर सकेंगे ।</li> </ul>	<ul style="list-style-type: none"> <li>➤ शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।</li> <li>➤ इन विषयों पर आधारित अभ्यास कार्य करवाया जाएगा।</li> </ul>
<b>शब्द-भंडार:</b> वाक्यांशों के लिए एक शब्द (1-30) विलोमशब्द (1-30), पर्यायवाची(1-15)		<ul style="list-style-type: none"> <li>➤ नव-शब्दों का ज्ञान एवं वाक्यों में समुचित प्रयोग।</li> </ul>
<b>रचना कार्य:</b> ➤ औपचारिक पत्र ➤ संवाद-लेखन	<ul style="list-style-type: none"> <li>➤ अपने विचारों, भावनाओं की लेखन-कला द्वारा अभिव्यक्ति ।</li> <li>➤ उचित विराम-चिह्नों के प्रयोग से वाक्य बनाना सीखना ।</li> </ul>	
2 अपठित-गद्यांश / पद्यांश (HOTS)		
PT2	SPECIFIC LEARNING OUTCOME	ACTIVITY
<b>साहित्य:</b> पद्य (काव्य-खंड):	<ul style="list-style-type: none"> <li>➤ छात्र पात्रों के हाव-भावों को समझकर (पात्रों) का चरित्र-चित्रण</li> </ul>	<ul style="list-style-type: none"> <li>➤ 'दुख में सुमरिन सब करें,सुख में करे ना कोय' (भाषण)</li> </ul>

पाठ-1 प्रियतम (कविता) (सार,प्रश्नोत्तर,अभ्यासकार्य) गद्यखंड: पाठ-6 तैमूरकीहार	करने में सक्षम होंगे, पाठ की रूप-रेखा को प्रस्तुत कर सकेंगे । ➤ कविता का आलोचनात्मक अध्ययन। ➤ कविता का पाठन एवं श्रवण । ➤ कविता के मूल्यात्मक अध्ययन द्वारा ईश्वर के प्रति आस्था का संचार करना, कर्म करने के लिए प्रेरित करना।	➤ छात्रों से अनुच्छेद संबंधित बिंदुओं पर बातचीत करना और लेखन कला के लिए प्रेरित करना ।
<b>व्याकरण:</b> (स्वर-संधि-दीर्घ ,गुण , वृद्धि) समास (तत्पुरुष)	➤ संधि,समास द्वारा नए शब्दों का निर्माण करने में छात्र समर्थ होंगे । ➤ शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।	➤ संधि एवं समास से संबंधित वीडियो दिखाई जाएगी और उस पर आधारित प्रश्न पूछे जाएंगे
<b>शब्द-भंडार:</b> अनेकार्थकशब्द- (1-15), मुहावरे-(1-10), लोकोक्तियाँ-(1-10), पर्यायवाची (16-30)	➤ नवीन-शब्दों में वृद्धि एवं उचित प्रयोग। ➤ शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।	➤ मुहावरे, लोकोक्तियाँ द्वारा छात्र वाक्य-निर्माण कर सकेंगे ।
<b>रचनाकार्य:</b> अनौपचारिकपत्र, विज्ञापनबनाना ।	➤ छात्र अपने विचारों, भावनाओं की लेखन-कला द्वारा अभिव्यक्ति । ➤ विज्ञापन द्वारा प्रचार के नियमों का ज्ञान होना	➤ विज्ञापन संबंधित वीडियो दिखाई जाएगी और अभ्यास-कार्य दिया जाएगा।
2 अपठित-गद्यांश / पद्यांश		
<b>PT3</b>	<b>SPECIFIC LEARNING OUTCOME</b>	<b>ACTIVITY</b>
<b>साहित्य:</b> गद्य-खंड: पाठ-11 गौरा (कहानी) (प्रश्नोत्तर, अभ्यासकार्य) पाठ-10 चणना (केवल-पाठन)	➤ शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास। ➤ पशुओं के प्रति संवेदना की भावना जागरूक होगी ।	➤ 'गाय वास्तव में माता कहलाने की अधिकारी है'पर (वाद-विवाद) ➤ छात्रों को गाय के गुण-अवगुण पर विचार -विमर्श के लिए कहा जाएगा ।
<b>व्याकरण:</b> विशेषण, समास (द्विगु,कर्मधारय)	➤ समास द्वारा नए शब्दों का निर्माण करने में छात्र समर्थ होंगे । ➤ शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।	➤ समास से संबंधित वीडियो दिखाई जाएगी और उस पर आधारित प्रश्न पूछे जाएंगे
<b>शब्द-भंडार:</b> अनेकार्थकशब्द-(16-32) मुहावरे (11-20) लोकोक्तियाँ (11-20)	➤ विद्व्याथी कठिन शब्दों के अर्थ समझ सकेंगे	
<b>रचनाकार्य:</b> अनुच्छेद लेखन, चित्र-वर्णन	➤ विभिन्न विषयों पर लेखन का अभ्यास ।	
2 अपठित-गद्यांश / पद्यांश		

<b>TERM 1</b>	<b>SPECIFIC LEARNING OUTCOME</b>	<b>ACTIVITY</b>
<p>पद्य (काव्य-खंड): पाठ-1 प्रियतम (कविता) गद्य-खंड पाठ-2 अस्थिदान, पाठ-11 गौरा</p> <p><b>Complete Grammar, Vocabulary and Writing Syllabus of PT1, PT2, PT3</b></p>	<ul style="list-style-type: none"> <li>➤ शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।</li> <li>➤ विद्यार्थी कठिन शब्दों के अर्थ समझ सकेंगे।</li> <li>➤ छात्र पात्रों के हाव-भावों को समझकर (पात्रों) का चरित्र-चित्रण करने में सक्षम होंगे, पाठ की रूप-रेखा को प्रस्तुत कर सकेंगे।</li> <li>➤ कविता का आलोचनात्मक अध्ययन।</li> </ul>	<ul style="list-style-type: none"> <li>➤ पात्र-अभिनय (पाठ-आधारित)</li> <li>➤ छात्र हाव-भाव के साथ कविता प्रस्तुत करने में सक्षम होंगे।</li> <li>वीर-रस का आस्वादन करते हुए स्वतंत्रता सैनानियों के बारे में जानकारी देना।</li> </ul>
<b>PT4</b>	<b>SPECIFIC LEARNING OUTCOME</b>	<b>ACTIVITY</b>
<p><b>साहित्य:</b> गद्यखंड: पाठ-१७ अपराजिता (कहानी) (प्रश्नोत्तर, अभ्यासकार्य) पाठ-१५ स्वच्छ-भारत अभियान (केवल-पाठन)</p>	<ul style="list-style-type: none"> <li>➤ शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।</li> <li>➤ विद्यार्थी कठिन शब्दों के अर्थ समझ सकेंगे।</li> <li>➤ छात्र पात्रों के हाव-भावों को समझकर (पात्रों) का चरित्र-चित्रण करने में सक्षम होंगे, पाठ की रूप-रेखा को प्रस्तुत कर सकेंगे।</li> </ul>	<ul style="list-style-type: none"> <li>➤ 'कहानी-लेखन' / विज्ञापन</li> <li>➤ पाठ-आधारित</li> <li>➤ कहानी के माध्यम से जीवन की कठिनाइयों का सामना करने की प्रेरणा देना।</li> </ul>
<p><b>व्याकरण:</b> संधि: (यण, अयादि) उपसर्ग</p>	<ul style="list-style-type: none"> <li>➤ संधि, उपसर्ग द्वारा नए शब्दों का निर्माण करने में छात्र समर्थ होंगे।</li> <li>➤ शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।</li> </ul>	<ul style="list-style-type: none"> <li>➤ संधि से संबंधित वीडियो दिखाई जाएगी और उस पर आधारित प्रश्न पूछे जाएंगे</li> </ul>
<p><b>शब्द-भंडार:</b> वाक्यांशों के लिए एक शब्द (31-60) विलोमशब्द (31-60), पर्यायवाची (31-45),</p>	<ul style="list-style-type: none"> <li>➤ नवीन-शब्दों में वृद्धि एवं उचित प्रयोग।</li> <li>➤ शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।</li> </ul>	
<p><b>रचनाकार्य:</b> अनुच्छेद, विज्ञापन</p>	<ul style="list-style-type: none"> <li>➤ छात्र अपने विचारों, भावनाओं की लेखन-कला द्वारा अभिव्यक्ति।</li> <li>➤ विज्ञापन द्वारा प्रचार के नियमों का ज्ञान होना</li> </ul>	<p>विज्ञापन संबंधित वीडियो दिखाई जाएगी और अभ्यास-कार्य दिया जाएगा।</p>
2 अपठित-गद्यांश/पद्यांश		
<b>PT5</b>	<b>SPECIFIC LEARNING OUTCOME</b>	<b>ACTIVITY</b>
<p><b>साहित्य:</b> पद्य-खंड: पाठ-13 कोशिश करने वालों की हार (कविता) (सार, प्रश्नोत्तर, अभ्यासकार्य)</p>	<ul style="list-style-type: none"> <li>➤ शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।</li> <li>➤ विद्यार्थी कठिन शब्दों के अर्थ समझ सकेंगे।</li> </ul>	<ul style="list-style-type: none"> <li>➤ परीक्षा में कम अंक पाने से निराश हुए मित्र का हौसला बढ़ाते हुए पत्र लिखिए।</li> </ul>

गद्यखंड: पाठ-8 (नौकर ) केवलपाठन	<ul style="list-style-type: none"> <li>➤ कविता का आलोचनात्मक अध्ययन ।</li> </ul>	<ul style="list-style-type: none"> <li>➤ कविता द्वारा अपने उद्देश्यों के प्रति निरंतर हिम्मत ना हारने की प्रेरणा देना ।</li> </ul>
व्याकरण: वाक्य (अर्थ / रचना के आधार पर) विरामचिह्न	<ul style="list-style-type: none"> <li>➤ नवीन-शब्दों में वृद्धि एवं उचित विराम-चिह्नों का प्रयोग।</li> <li>➤ शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।</li> </ul>	
शब्द-भंडार: मुहावरे- (21-30), लोकोक्तियाँ -(21-30) पर्यायवाची-(46-60)	<ul style="list-style-type: none"> <li>➤ नवीन-शब्दों में वृद्धि एवं उचित प्रयोग।</li> <li>➤ शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।</li> </ul>	मुहावरे, लोकोक्तियाँ द्वारा छात्र वाक्य-निर्माण कर सकेंगे ।
रचनाकार्य: अनौपचारिकपत्र संवाद-लेखन	<ul style="list-style-type: none"> <li>➤ विभिन्न विषयों पर लेखन का अभ्यास ।</li> </ul>	
2 अपठित-गद्यांश / पद्यांश		
<b>PT6</b>	<b>SPECIFIC LEARNING OUTCOME</b>	<b>ACTIVITY</b>
साहित्य: गद्य-खंड: पाठ-14 अनोखी मट्ट (नैतिक -कथा) (प्रश्नोत्तर, अभ्यासकार्य) पाठ-12 झूठ बराबर तप नहीं (केवल-पाठन)	<ul style="list-style-type: none"> <li>➤ शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।</li> <li>➤ विद्यार्थी कठिन शब्दों के अर्थ समझ सकेंगे ।</li> <li>➤ छात्र पात्रों के हाव-भावों को समझकर (पात्रों) का चरित्र-चित्रण करने में सक्षम होंगे , पाठ की रूप-रेखा को प्रस्तुत कर सकेंगे।</li> </ul>	<ul style="list-style-type: none"> <li>➤ नारा-लेखन (स्लोगन)</li> </ul>
व्याकरण: प्रत्यय क्रिया-विशेषण	<ul style="list-style-type: none"> <li>➤ नवीन-शब्दों में वृद्धि ।</li> <li>➤ शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।</li> </ul>	
शब्द-भंडार: अनेकार्थकशब्द-(56--70) मुहावरे- (31-50) लोकोक्तियाँ-(31-50)	<ul style="list-style-type: none"> <li>➤ नवीन-शब्दों में वृद्धि एवं उचित प्रयोग।</li> <li>➤ शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।</li> </ul>	मुहावरे, लोकोक्तियाँ द्वारा छात्र वाक्य-निर्माण कर सकेंगे ।
रचनाकार्य: पत्र: औपचारिकऔर अनौपचारिक, चित्र-वर्णन	<ul style="list-style-type: none"> <li>➤ विभिन्न विषयों पर लेखन का अभ्यास।</li> </ul>	
2 अपठित-गद्यांश / पद्यांश		
<b>TERM 2</b>	<b>SPECIFIC LEARNING OUTCOME</b>	<b>ACTIVITY</b>

<p>साहित्य: गद्य-खंड: पाठ-18 ठाकुर का कुआँ (कहानी (प्रश्नोत्तर, अभ्यासकार्य) <b>Note:</b> <b>Syllabus to be included in Term 2 of Term 1 (30%):</b> स्वर-संधि, समास (अव्ययी भाव, कर्मधारय) <b>And</b> <b>Complete Syllabus of PT4, PT5, PT6 &amp; (पाठ-18 ठाकुर का कुआँ)</b></p>	<ul style="list-style-type: none"> <li>➤ शुद्ध उच्चारण के साथ पाठन-क्षमता का विकास।</li> <li>➤ विद्यार्थी कठिन शब्दों के अर्थ समझ सकेंगे।</li> <li>➤ छात्र पात्रों के हाव-भावों को समझकर (पात्रों) का चरित्र-चित्रण करने में सक्षम होंगे, पाठ की रूप-रेखा को प्रस्तुत कर सकेंगे।</li> </ul>	<p>पौराणिक कथाओं पर 'परिचर्चा'</p>
<p><b>Hindi Dictation will be conducted on PT2, PT3, PT5, PT6</b></p>		

## GENERAL LEARNING OUTCOMES

### TEXTUAL COMPREHENSION

Students will be able to:

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

### GRAMMAR

Students will be able to:

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

### VOCABULARY

Students will be able to:

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

### UNSEEN PASSAGES

Students will be able to:

- Actively think about what is happening in a text while reading it and understand it.
- Read with a question in mind, which requires students to skim and scan during reading.

- Understand that there are different types of questions, and be able to categorise them.
- Answer questions based on Higher Order Thinking Skills by connecting ideas and using background knowledge.

## **WRITING**

Students will be able to:

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

# **PUNJABI**

## **GENERAL AIMS AND OBJECTIVES**

### **Aims:-**

The overall aims and objectives of the course are :

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

### **Objective:-**

#### **LISTENING SKILLS**

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

#### **SPEAKING SKILLS**

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



## READING SKILLS

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

## WRITING SKILLS

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

## ATTITUDINAL CHANGE

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

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

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

	<b>PT1, 2, 3, 4, 5, 6 (30 Marks) (VI-VIII)</b>			<b>Term (80) VI-VIII</b>
Unseen Comprehension	3 ques.(MCQs) 1 mark each 2 ques. of 2 marks each			2 ques. (9 + 6 = 15 marks)
Grammar	4 ques. (MCQs) 1 mark each			15 marks
Vocabulary	4 ques. (MCQs) 1 mark each			7 marks
Spelling & Punctuation	4 ques. (MCQs) ½ marks each			-
Textual Comprehension	VI 3 ques. 1 mark each (MCQs) (Self Study)	VII 3 ques. 1 mark each (MCQs) (Self Study)	VIII 3 ques. 1 mark each (MCQs) (Self Study)	25 marks

	2 ques. of 1 mark each 1 que. of 3 marks	2 ques. of 1 mark each 1 que. of 3 marks	2 ques. of 1 mark each 1 que. of 3 marks	
Writing	1 ques. of 5 marks			18 marks

PT1	Learning Outcome	Activities
<b>ਸਾਹਿਤ:</b> ਪਾਠ-3 ਇੱਕ ਮਹਾਨ ਮਨੁੱਖ ਨਾਲ ਗੱਲਾਂ (ਸਵਾਲ-ਜਵਾਬ) (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-2 ਤਿੰਨ ਸੁਆਲ (ਕਹਾਣੀ) (ਸਵੈ-ਅਧਿਐਨ ਲਈ)	ਮਹਾਨ ਸ਼ਖਸੀਅਤ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਾ, ਇਤਿਹਾਸਕ ਘਟਨਾਵਾਂ ਦੇ ਕ੍ਰਮ ਜਾਣਨਾ। ਸਾਹਿਤਕ ਸ਼ਬਦਾਵਲੀ ਤੇ ਸਾਹਿਤ ਦੀ ਸਮਝ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ।	ਪਾਠ ਦੀ ਸਮਝ, ਸੂਝ ਵਿਕਾਸ, ਪਾਠ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸੋਚੋ, ਵਿਚਾਰੋ ਤੇ ਲਿਖੋ, ਸ਼ਬਦਾਂ ਦੀ ਵਾਕ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ। ਰਚਨਾਤਮਕ ਲੇਖਣ
<b>ਵਿਆਕਰਨ:</b> ਸੰਬੰਧਕ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ (ਪੰਨਾ 58-60) ਪਾਠ-5 ਲਿੰਗ ਬਦਲੇ (ਪੰਨਾ 23-27) ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਲਿੰਗ ਬਦਲੀ ਪਾਠ-28 ਮੁਹਾਵਰੇ (1-10) (ਪੰਨਾ-146)	ਸੰਬੰਧਕ, ਸੰਬੰਧਕ ਸ਼ਬਦਾਂ ਦੀ ਪਹਿਚਾਣ, ਸੰਬੰਧਕ ਸ਼ਬਦਾਂ ਦੀ ਸਹੀ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖਣਾ, ਲਿੰਗ ਭੇਦ ਬਾਰੇ ਸਮਝਣਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਸਰਮਾਇਆ ਮੁਹਾਵਰੇ ਦਾ ਅਰਥ ਸਮਝ ਕੇ ਭਾਸ਼ਾ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖਣਾ।	ਸੰਬੰਧਕ ਨਾਲ ਸੰਬੰਧਿਤ ਵਾਕ ਲਿਖ ਕੇ ਭੇਦਾਂ ਦੀ ਪਹਿਚਾਣ ਕਰਨਾ। ਆਪਸੀ ਗੱਲਬਾਤ ਵਿੱਚ ਮੁਹਾਵਰੇ ਵਰਤ ਕੇ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਸੂਝ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
<b>ਸ਼ਬਦ ਭੰਡਾਰ:</b> ਸ਼ਬਦ ਅਰਥ	ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਸਮਝਣਾ ਤੇ ਨਵੇਂ ਸ਼ਬਦਾਂ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ।	ਨਵੇਂ ਸ਼ਬਦਾਂ ਦਾ ਪਾਠ ਅਧਾਰਿਤ ਬੋਧ।
<b>ਲਿਖਣ ਕੌਸ਼ਲ:</b> ਲੇਖ-ਰਚਨਾ	ਕਿਸੇ ਵਿਸ਼ੇ ਤੇ ਆਪਣੇ ਵਿਚਾਰਾਂ ਨੂੰ ਤਰਤੀਬ ਦੇਣਾ ਸਿੱਖਣਾ। ਭਾਸ਼ਾ ਤੇ ਸ਼ਬਦਾਵਲੀ ਵਿੱਚ ਵਾਧਾ ਤੇ ਵਿਚਾਰ ਲਿਖਣੇ ਸਿੱਖਣਾ।	ਵਿਸ਼ੇ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਕੇ ਆਰੰਭ, ਮੱਧ ਤੇ ਅੰਤ ਤੱਕ ਸੁਚੱਜੇ ਢੰਗ ਨਾਲ ਲਿਖਤ ਰਚਨਾ ਕਰਨਾ।
PT2	Learning Outcome	Activities
<b>ਸਾਹਿਤ:</b> ਪਾਠ-16 ਭਾਖੜੇ ਤੋਂ ਆਉਂਦੀ ਮੁਟਿਆਰ ਨੱਚਦੀ ਕਵਿਤਾ (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-4 ਹਰਿਆਵਲ ਦੇ ਬੀਜ (ਕਹਾਣੀ) (ਸਵੈ-ਅਧਿਐਨ ਲਈ)	ਆਧੁਨਿਕ ਕਵਿਤਾ ਦੀ ਸਮਝ, ਸੂਝ, ਵਿਕਾਸ। ਭਾਖੜਾ ਡੈਮ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਾ, ਬਿਜਲੀ ਦੇ ਉਤਪਾਦਨ ਬਾਰੇ ਸਮਝਣਾ।	ਕਵਿਤਾ ਦੀ ਸਮਝ, ਸੂਝ ਵਿਕਾਸ, ਪਾਠ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸੋਚੋ, ਵਿਚਾਰੋ ਤੇ ਲਿਖੋ, ਸ਼ਬਦਾਂ ਦੀ ਵਾਕ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ। ਕਾਵਿ ਸਤਰਾਂ ਦੀ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਵਿਆਖਿਆ ਕਰਨਾ।
<b>ਵਿਆਕਰਨ:</b> ਵਿਸਮਕ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ (ਪੰਨਾ 63) ਪਾਠ-20 ਸ਼ਬਦ ਰੂਪਾਂਤਰਨ ਨਾਂਵ ਤੋਂ ਵਿਸ਼ੇਸ਼ਣ (ਪੰਨਾ 87-88)	ਵਿਸਮਕ ਦੀਆਂ ਕਿਸਮਾਂ ਦੀ ਜਾਣਕਾਰੀ, ਵਿਸਮਕ ਸ਼ਬਦਾਂ ਦੀ ਸਹੀ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖਣਾ, ਨਾਂਵ ਤੋਂ ਵਿਸ਼ੇਸ਼ਣ ਸ਼ਬਦਾਂ ਬਾਰੇ ਸਮਝਣਾ, ਵਿਸਮਕ ਦੀ ਹਰੇਕ ਕਿਸਮ ਦਾ ਅਰਥ ਸਮਝ ਕੇ ਭਾਸ਼ਾ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖਣਾ।	ਵਿਸਮਕ ਦੀ ਹਰ ਕਿਸਮ ਨਾਲ ਸੰਬੰਧਿਤ ਵਾਕ ਲਿਖ ਕੇ ਭੇਦਾਂ ਦੀ ਪਹਿਚਾਣ ਕਰਨਾ। ਆਪਸੀ ਗੱਲਬਾਤ ਵਿੱਚ ਵਿਸਮਕ ਸ਼ਬਦਾਂ ਦੀ ਪਹਿਚਾਣ ਕਰਨਾ। ਨਾਂਵ ਤੋਂ ਵਿਸ਼ੇਸ਼ਣ ਸ਼ਬਦਾਂ ਦਾ ਲਿਖਤ ਅਭਿਆਸ ਕਰਨਾ।
<b>ਸ਼ਬਦ ਭੰਡਾਰ:</b> ਸ਼ਬਦ ਅਰਥ	ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਸਮਝਣਾ ਤੇ ਨਵੇਂ ਸ਼ਬਦਾਂ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ।	ਨਵੇਂ ਸ਼ਬਦਾਂ ਦਾ ਪਾਠ ਅਧਾਰਿਤ ਬੋਧ।
<b>ਲਿਖਣ ਕੌਸ਼ਲ:</b> ਬਿਨੈ-ਪੱਤਰ ਰਚਨਾ (ਪੰਨਾ-226)	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਸਰਕਾਰੀ ਅਦਾਰਿਆਂ ਨੂੰ ਪੱਤਰ ਜਾਂ ਚਿੱਠੀ ਲਿਖਣਾ ਸਿੱਖਣਾ।	ਵੱਖ ਵੱਖ ਸਮੱਸਿਆਵਾਂ ਤੇ ਅਧਾਰਿਤ ਪੱਤਰ ਲੇਖਨ ਕਰਨਾ।
PT3	Learning Outcome	Activities
<b>ਸਾਹਿਤ:</b> ਪਾਠ-10 ਆਖਰੀ ਪੈਂਡੇ ਤੋਂ ਪਹਿਲਾਂ (ਕਹਾਣੀ) (ਜਮਾਤ ਵਿੱਚ)	ਸਿੱਖਾਂ ਦੇ ਦੂਜੇ ਗੁਰੂ, ਸ੍ਰੀ ਗੁਰੂ ਅੰਗਦ ਦੇਵ ਜੀ ਦੇ ਜੀਵਨ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ। ਸਾਹਿਤਕ ਸ਼ਬਦਾਵਲੀ ਤੇ ਸਾਹਿਤ ਦੀ ਸਮਝ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ।	ਪਾਠ ਦੀ ਸਮਝ, ਸੂਝ ਵਿਕਾਸ, ਪਾਠ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸੋਚੋ, ਵਿਚਾਰੋ ਤੇ ਲਿਖੋ, ਸ਼ਬਦਾਂ ਦੀ

ਠ-7 ਇੱਕ ਕੁੜੀ ਮਲਾਲਾ (ਕਹਾਣੀ) (ਸਵੈ-ਅਧਿਐਨ ਲਈ)		ਵਾਕ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ। ਰਚਨਾਤਮਕ ਲੇਖਣ
<b>ਵਿਆਕਰਨ:</b> ਵਾਚ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ (ਪੰਨਾ47-48) ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਤੇ ਇੱਕ ਸ਼ਬਦ (1-20) (ਪੰਨਾ-105) ਪਾਠ-28 ਮੁਹਾਵਰੇ (11-20) (ਪੰਨਾ-146)	ਵਿਆਕਰਨ ਵਿਸ਼ੇ ਵਾਚ ਬਾਰੇ ਸਮਝਣਾ, ਕਰਤਰੀ ਤੇ ਕਰਮਣੀ ਵਾਚ ਦਾ ਗਿਆਨ, ਵਾਚ ਦੀ ਪਹਿਚਾਣ ਕਰਨਾ ਸਿੱਖਣਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਸਰਮਾਇਆ ਮੁਹਾਵਰੇ ਦਾ ਅਰਥ ਸਮਝ ਕੇ ਭਾਸ਼ਾ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖਣਾ। ਸੰਖੇਪ ਰਚਨਾ ਲਈ ਨਵੇਂ ਸ਼ਬਦਾਂ ਦਾ ਗਿਆਨ।	ਵਾਚ ਦੀਆਂ ਕਿਸਮਾਂ ਨੂੰ ਉਦਾਹਰਣਾਂ ਰਾਹੀਂ ਸਮਝਣਾ ਤੇ ਲਿਖਣਾ। ਆਪਸੀ ਗੱਲਬਾਤ ਵਿੱਚ ਮੁਹਾਵਰੇ ਵਰਤ ਕੇ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਸੂਝ ਦਾ ਵਿਕਾਸ ਕਰਨਾ। ਇੱਕ ਸ਼ਬਦ ਦੀ ਵਰਤੋਂ ਨਾਲ ਸੰਖੇਪ ਰਚਨਾ ਕਰਨਾ।
<b>ਸ਼ਬਦ ਭੰਡਾਰ:</b> ਸ਼ਬਦ ਅਰਥ	ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਸਮਝਣਾ ਤੇ ਨਵੇਂ ਸ਼ਬਦਾਂ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ।	ਨਵੇਂ ਸ਼ਬਦਾਂ ਦਾ ਪਾਠ ਅਧਾਰਿਤ ਬੋਧ।
<b>ਲਿਖਣ ਕੌਸ਼ਲ:</b> ਇਸਤਿਹਾਰ ਰਚਨਾ	ਕਿਸੇ ਵਿਸ਼ੇ ਤੇ ਆਪਣੇ ਵਿਚਾਰਾਂ ਨੂੰ ਤਰਤੀਬ ਦੇਣਾ ਸਿੱਖਣਾ। ਭਾਸ਼ਾ ਤੇ ਸ਼ਬਦਾਵਲੀ ਵਿੱਚ ਵਾਧਾ ਤੇ ਵਿਚਾਰ ਲਿਖਣੇ ਸਿੱਖਣਾ।	ਵਿਸ਼ੇ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਕੇ ਆਰੰਭ, ਮੱਧ ਤੇ ਅੰਤ ਤੱਕ ਸੁਚੱਜੇ ਢੰਗ ਨਾਲ ਲਿਖਤ ਰਚਨਾ ਕਰਨਾ।

### TERM 1

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

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

**Activities to be done:**

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

PT4	Learning Outcome	Activities
<b>ਸਾਹਿਤ:</b> ਪਾਠ-ਪੁਸਤਕ ਗਿਆਨ ਰਿਸ਼ਮਾਂ (ਭਾਗ-8) ਪਾਠ-17 ਬਲਰਾਜ ਸਾਹਨੀ (ਜੀਵਨੀ) ਪਾਠ-11 ਮੁੜਦੇ ਹੋਏ ਕਦਮ (ਕਹਾਣੀ) (ਸਵੈ-ਅਧਿਐਨ ਲਈ)	ਮਹਾਨ ਸ਼ਖ਼ਸੀਅਤ ਤੇ ਅਦਾਕਾਰ ਬਲਰਾਜ ਸਾਹਨੀ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਾ, ਉਸ ਦੇ ਜੀਵਨ ਬਾਰੇ ਜਾਣਨਾ। ਸਾਹਿਤਕ ਸ਼ਬਦਾਵਲੀ ਤੇ ਸਾਹਿਤ ਦੀ ਸਮਝ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ।	ਪਾਠ ਦੀ ਸਮਝ, ਸੂਝ ਵਿਕਾਸ, ਪਾਠ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸੋਚੋ, ਵਿਚਾਰੋ ਤੇ ਲਿਖੋ, ਸ਼ਬਦਾਂ ਦੀ ਵਾਕ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ। ਰਚਨਾਤਮਕ ਲੇਖਣ
<b>ਵਿਆਕਰਨ:</b> ਕਾਰਕ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ ਵਿਸਥਾਰ ਸਹਿਤ (49-53) ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ1-20(ਪੰਨਾ-92) ਵਿਰੋਧੀ ਸ਼ਬਦ (ਪੰਨਾ 90)	ਵਾਕ ਵਿੱਚ ਕਾਰਕ ਸ਼ਬਦਾਂ ਦੀ ਪਹਿਚਾਣ, ਕਾਰਕ ਦੇ ਭੇਦਾਂ ਬਾਰੇ ਸਿੱਖਣਾ, ਸਮਾਨਾਰਥਕ ਸ਼ਬਦਾਂ ਦਾ ਬੋਧ, ਵਿਰੋਧੀ ਸ਼ਬਦਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਾ ਤੇ ਸ਼ਬਦਾਵਲੀ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ।	ਕਾਰਕ ਨਾਲ ਸੰਬੰਧਿਤ ਵਾਕ ਲਿਖ ਕੇ ਭੇਦਾਂ ਦੀ ਪਹਿਚਾਣ ਕਰਨਾ। ਆਪਸੀ ਗੱਲਬਾਤ ਵਿੱਚ ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ ਤੇ ਵਿਰੋਧੀ ਸ਼ਬਦਾਂ ਦੀ ਵਰਤੋਂ ਕਰਕੇ ਲਿਖਤ ਤੇ ਮੌਖਿਕ ਵਾਕ ਰਚਨਾ ਕਰਨਾ।
<b>ਸ਼ਬਦ ਭੰਡਾਰ:</b> ਸ਼ਬਦ ਅਰਥ	ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਸਮਝਣਾ ਤੇ ਨਵੇਂ ਸ਼ਬਦਾਂ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ।	ਨਵੇਂ ਸ਼ਬਦਾਂ ਦਾ ਪਾਠ ਅਧਾਰਿਤ ਬੋਧ।
<b>ਲਿਖਣ ਕੌਸ਼ਲ:</b> ਅਭਿਆਸੀ ਕਹਾਣੀਆਂ (ਪੰਨਾ 244-248)	ਸਿੱਖਿਅਕ ਕਹਾਣੀ ਲਿਖਣਾ ਸਿੱਖਣਾ। ਕਿਸੇ ਵਿਸ਼ੇ ਤੇ ਆਪਣੇ ਵਿਚਾਰਾਂ ਲਿਖਣਾ ਤੇ ਤਰਤੀਬ ਦੇਣਾ ਸਿੱਖਣਾ। ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਵਿੱਚ ਵਾਧਾ ਤੇ ਗਿਆਨ ਹਾਸਲ ਕਰਨਾ। ਮਨੋਰੰਜਕ ਤੇ ਰੌਚਕ ਤੱਥਾਂ ਦਾ ਵਿਸਥਾਰ ਕਰਨਾ।	ਵੱਖ ਵੱਖ ਵਿਸ਼ਿਆਂ ਤੇ ਕਹਾਣੀ ਲਿਖਣਾ।
PT5	Learning Outcome	Activities

<b>ਸਾਹਿਤ:</b> ਪਾਠ-13 ਅੰਮੜੀ ਦਾ ਵਿਹੜਾ (ਕਵਿਤਾ) (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-15 ਕਦੇ ਨਾ ਬੁਝਣ ਵਾਲਾ ਦੀਵਾ (ਕਹਾਣੀ) (ਸਵੈ-ਅਧਿਐਨ ਲਈ)	ਕਵਿਤਾ ਬਾਰੇ ਸਮਝ ਤੇ ਗਿਆਨ ਹਾਸਲ ਕਰਨਾ। ਮਨੁੱਖੀ ਭਾਵਨਾਵਾਂ ਦੀ ਸਮਝ ਤੇ ਸੁਹਜ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ। ਲੈਆਤਮਕ ਢੰਗ ਨਾਲ ਕਾਵਿ ਰਚਨਾ ਕਰਨਾ ਸਿੱਖਣਾ ਤੇ ਸਮਝਣਾ।	ਕਵਿਤਾ ਦੀ ਸਮਝ, ਸੂਝ ਵਿਕਾਸ, ਪਾਠ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸੋਚੋ, ਵਿਚਾਰੋ ਤੇ ਲਿਖੋ, ਸ਼ਬਦਾਂ ਦੀ ਵਾਕ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ। ਰਚਨਾਤਮਕ ਲੇਖਣ
<b>ਵਿਆਕਰਨ:</b> ਯੋਜਕ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ ਵਿਸਥਾਰ ਸਹਿਤ (ਪੰਨਾ 61) ਪਾਠ-10 ਮੁਹਾਵਰੇ 20-30 (ਪੰਨਾ 147-148) ਬਹੁਅਰਥਕ ਸ਼ਬਦ (1-20) (ਪੰਨਾ-96)	ਯੋਜਕ, ਵਾਕਾਂ ਵਿੱਚ ਯੋਜਕ ਸ਼ਬਦਾਂ ਦੀ ਪਹਿਚਾਣ, ਵਾਕ ਵਿੱਚ ਯੋਜਕ ਸ਼ਬਦਾਂ ਦੀ ਸਹੀ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖਣਾ, ਬਹੁਅਰਥਕ ਸ਼ਬਦਾਂ ਦਾ ਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਸਰਮਾਇਆ ਮੁਹਾਵਰੇ ਦਾ ਅਰਥ ਸਮਝ ਕੇ ਭਾਸ਼ਾ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖਣਾ।	ਯੋਜਕ ਨਾਲ ਸੰਬੰਧਿਤ ਵਾਕ ਲਿਖ ਕੇ ਭੇਦਾਂ ਦੀ ਪਹਿਚਾਣ ਕਰਨਾ। ਆਪਸੀ ਗੱਲਬਾਤ ਵਿੱਚ ਮੁਹਾਵਰੇ ਵਰਤ ਕੇ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਸੂਝ ਦਾ ਵਿਕਾਸ ਕਰਨਾ। ਇੱਕ ਸ਼ਬਦ ਦੇ ਵਧੇਰੇ ਅਰਥਾਂ ਦੀ ਬੋਲਚਾਲ ਵਿੱਚ ਸੰਬੰਧੀ ਕਿਰਿਆ।
<b>ਸ਼ਬਦ ਭੰਡਾਰ:</b> ਸ਼ਬਦ ਅਰਥ	ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਸਮਝਣਾ ਤੇ ਨਵੇਂ ਸ਼ਬਦਾਂ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ।	ਨਵੇਂ ਸ਼ਬਦਾਂ ਦਾ ਪਾਠ ਅਧਾਰਿਤ ਬੋਧ।
<b>ਲਿਖਣ ਕੌਸ਼ਲ:</b> ਪੈਰੂ-ਰਚਨਾ (ਪੰਨਾ-180)	ਕਿਸੇ ਵਿਸ਼ੇ ਤੇ ਆਪਣੇ ਵਿਚਾਰ ਲਿਖਣਾ ਤੇ ਤਰਤੀਬ ਦੇਣਾ ਸਿੱਖਣਾ। ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਵਿੱਚ ਵਾਧਾ ਤੇ ਗਿਆਨ ਹਾਸਲ ਕਰਨਾ। ਵਿਸ਼ੇ ਨੂੰ ਸੁਹਜਾਤਮਕ ਢੰਗ ਨਾਲ ਘੱਟ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲੜੀਬੱਧ ਕਰਨਾ ਸਿੱਖਣਾ।	ਵਿਸ਼ੇ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਕੇ ਆਰੰਭ, ਮੱਧ ਤੇ ਅੰਤ ਤੱਕ ਸੁਚੱਜੇ ਢੰਗ ਨਾਲ ਲਿਖਤ ਰਚਨਾ ਕਰਨਾ। ਥੋੜੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਗਹਿਰੀ ਤੇ ਸੁੰਦਰ ਲੇਖਨ ਸੰਬੰਧੀ ਕਿਰਿਆ।
<b>PT6</b>	<b>Learning Outcome</b>	<b>Activities</b>
<b>ਸਾਹਿਤ:</b> ਪਾਠ-21 ਮਹਿਮਾਨ (ਇਕਾਂਗੀ) (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-8 ਗੁੜ ਦੀ ਰੋੜੀ ਕਿਸੇ ਨਾ ਮੋੜੀ (ਲੇਖ) (ਸਵੈ-ਅਧਿਐਨ ਲਈ)	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਵਾਰਤਾਲਾਪ ਲਿਖਣਾ ਤੇ ਬੋਲਣਾ ਸਿੱਖਣਾ। ਬੋਲਣ ਸਮੇਂ ਮਨੁੱਖੀ ਭਾਵਾਂ ਦੀ ਸਮਝ ਦਾ ਵਿਕਾਸ ਕਰਨਾ ਸਿੱਖਣਾ। ਸਾਹਿਤ ਤਕ ਸ਼ਬਦਾਵਲੀ ਤੇ ਸਾਹਿਤ ਦੀ ਸਮਝ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ। ਮਨੁੱਖੀ ਖੁਰਾਕ ਵਿੱਚ ਗੁੜ ਦਾ ਮਹੱਤਵ ਸਮਝਣਾ।	ਪਾਠ ਦੀ ਸਮਝ, ਸੂਝ ਵਿਕਾਸ, ਪਾਠ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸੋਚੋ, ਵਿਚਾਰੋ ਤੇ ਲਿਖੋ, ਸ਼ਬਦਾਂ ਦੀ ਵਾਕ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ। ਜਮਾਤ ਵਿੱਚ ਇਕਾਂਗੀ ਜਾਂ ਨਾਟਕ ਖੇਡਣਾ।
<b>ਵਿਆਕਰਨ:</b> ਵਾਕ ਰਚਨਾ ਤੇ ਵਾਕ ਵਟਾਂਦਰਾ (ਪੰਨਾ-90) ਵਿਰੋਧੀ ਸ਼ਬਦ (ਪੰਨਾ 91 ਦੀ ਪਹਿਲੀ ਸਤਰ) ਅਖਾਣ (1-10) (ਪੰਨਾ-158)	ਸਧਾਰਨ, ਸੰਯੁਕਤ ਤੇ ਮਿਸ਼ਰਤ ਵਾਕਾਂ ਬਾਰੇ ਸਮਝਣਾ ਤੇ ਵਾਕ ਪਰਿਵਰਤਨ ਜਾਂ ਵਾਕ ਵਟਾਂਦਰਾ ਕਰਨਾ ਸਿੱਖਣਾ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਸਰਮਾਇਆ ਅਖਾਣ ਦਾ ਅਰਥ ਸਮਝ ਕੇ ਭਾਸ਼ਾ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖਣਾ।	ਸਧਾਰਨ, ਸੰਯੁਕਤ ਤੇ ਮਿਸ਼ਰਤ ਵਾਕ ਲਿਖ ਕੇ ਵਾਕ ਵਟਾਂਦਰਾ ਕਰਨਾ। ਆਪਸੀ ਗੱਲਬਾਤ ਵਿੱਚ ਅਖਾਣ ਵਰਤ ਕੇ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਸੂਝ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
<b>ਸ਼ਬਦ ਭੰਡਾਰ:</b> ਸ਼ਬਦ ਅਰਥ	ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਸਮਝਣਾ ਤੇ ਨਵੇਂ ਸ਼ਬਦਾਂ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ।	ਨਵੇਂ ਸ਼ਬਦਾਂ ਦਾ ਪਾਠ ਅਧਾਰਿਤ ਬੋਧ।
<b>ਲਿਖਣ ਕੌਸ਼ਲ:</b> ਨਿੱਜੀ ਪੱਤਰ	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਆਪਣੇ ਸਾਕ-ਸੰਬੰਧੀਆਂ, ਮਿੱਤਰ ਜਾਂ ਸਹੇਲੀ ਤੇ ਮਾਤਾ-ਪਿਤਾ ਨੂੰ ਪੱਤਰ ਜਾਂ ਚਿੱਠੀ ਲਿਖਣਾ ਸਿੱਖਣਾ। ਨਿੱਜੀ ਜੀਵਨ ਵਿੱਚ ਪੱਤਰ ਲੇਖਨ ਵਿੱਚ ਮੁਹਾਰਤ ਹਾਸਲ ਕਰਨਾ ਸਿੱਖਣਾ।	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਆਪਣੇ ਸਾਕ-ਸੰਬੰਧੀਆਂ, ਮਿੱਤਰ ਜਾਂ ਸਹੇਲੀ ਤੇ ਮਾਤਾ-ਪਿਤਾ ਨੂੰ ਪੱਤਰ ਜਾਂ ਚਿੱਠੀ ਲਿਖਣਾ।

## TERM 2

ਵਿਆਕਰਨ-ਸ਼ਬਦ ਭੇਦ (1-20) (ਪੰਨਾ 110-111)

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

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

**Activities to be done:**

1. ਪਲਾਸਟਿਕ ਬੈਨ। (ਪਲਾਸਟਿਕ ਨੂੰ ਜੀਵਨ ਤੋਂ ਅਲਵਿਦਾ ਕਰੋ) ਵਿਸ਼ੇ ਤੇ ਪੋਸਟਰ ਬਣਾਓ।

2. ਜੰਕ ਫੁਡ ਦੇ ਨੁਕਸਾਨ ਤੇ ਪੁਸਤਕਾਂ ਪੜ੍ਹਨ ਪ੍ਰਤੀ ਘੱਟ ਰਿਹਾ ਰੁਝਾਨ ਵਿਸ਼ੇ ਤੇ ਵਾਰਤਾਲਾਪ।

## **Punjabi Dictation will be conducted with PT2, PT3, PT5, PT6**

### **GENERAL LEARNING OUTCOMES**

#### **TEXTUAL COMPREHENSION**

Students will be able to:

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

#### **GRAMMAR**

Students will be able to:

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

#### **VOCABULARY**

Students will be able to:

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

#### **UNSEEN PASSAGES**

Students will be able to:

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

#### **WRITING**

Students will be able to:

- Express thoughts, ideas, facts fluently.
- Divide thoughts and ideas into paragraphs.
- Write about events in sequential order.

- Use appropriate vocabulary.
- Write grammatically correct sentences.
- Follow the format of various writing activities.

## MATHS

### GENERAL OBJECTIVES OF MATHS

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

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

	<b>PT1, 2, 3, 4, 5, 6 (30 Marks)</b>	<b>Term (80)</b>
Mental Maths	5 (MCQs) 1 mark each	<ul style="list-style-type: none"> <li>● 10 ques. 2 marks each (20 marks)</li> <li>● 12 ques. 3 marks each (36)</li> <li>● 6 ques. 4 marks each (24 marks)</li> </ul>
Basic Mathematical Operations	2, 3, 4 marks questions	
Understanding & Application	2, 3, 4 marks questions	
Bonus	5 marks	

Chapter	Content Area/Concept	Learning Objectives	Activity
<b>PT1</b> 1. Rational Numbers	Introduction to Rational Numbers	Define rational number in order to identify whether the given number is a rational number or no	Write at least any five numbers which belongs to the given set in the below diagram. <div style="text-align: center; margin-top: 10px;"> </div>
		Apply the properties of natural numbers, whole numbers and integers with respect to all the arithmetic operations and extend them for rational numbers	
		Define the additive and multiplicative identity of	

		rational numbers using prior knowledge	
		Define the additive and multiplicative inverse of rational numbers using prior knowledge of integers and fraction	
		Apply Distributive property of multiplication over addition for rational numbers and simplify a given expression	
	Representation of Rational Numbers on the Number Line	Extend the concepts of number line and represent rational number on the number line	
	Rational Numbers between Two Rational Number	Calculate and find rational numbers between any two rational numbers and prove that there are infinite rational numbers between any two given rational numbers	
Ch.-7-Linear Equations in one variable	Meaning of Linear Equation in one variable and its solution	Identify the variable(s) and the highest power of the variable in a given algebraic equation and distinguish whether it is a linear equation in one variable or not	
		Substitute the given values of variable and verify whether it is the solution of the equation or not	
	Solving Equations which have Linear Expressions on one Side and Numbers on the other Side	Transpose terms to the other side and solve linear equations which have linear expression on one side and numbers on the other side.	
	Applications of Linear Equations with one variable	Write simple contextual problems as linear equations in one variable and find its solution	

	Solving Equations having the Variable on both Sides	Transpose terms to the other side and solve linear equations	
	Reducing Equations to Simpler Form	Simplify the given linear equation in one variable and solve them	
	Equations Reducible to the Linear Form	Use cross multiplication and reduce certain equations into their linear form	
Constructions	Angles	List and execute steps of construction and construct the bisector of an angle and construct angles of measures 30-degree, 45 degree ,120 degrees, 90 degrees, 60 degrees	
<b>PT2</b> Ch.8 Understanding shapes	Classification of Polygons	List the properties of a polygon and classify the given figures as a polygon	Prepare a collage: 'Family of Quadrilaterals'. Depicts different types using cut outs and at least one property associated with type of quadrilaterals.
		List the properties of different types of polygons and classify them as regular or irregular, concave or convex	
	Angle sum property of polygons	Recall the angle sum property of triangle and extend it for quadrilaterals	
		Relate the angle sum property of triangle and quadrilateral and extend it for an n-sided polygon	
		Apply angle sum property of a quadrilateral and find the measure of the unknown angle in a given quadrilateral	
	Sum of the Measures of the Exterior Angles of a Polygon	Apply exterior angle property of a polygon and find the measure of the unknown angle in a given figure	
Kind of Quadrilaterals	List the properties of quadrilaterals and classify them as		



		trapezium, kite and parallelogram	
	Some special Parallelograms	Discuss the properties of a parallelogram in order describe the relation between its opposite sides, angles and diagonals	
		Discuss the properties of a rhombus and classify it as special case of kite and parallelogram	
		Discuss the properties of a rectangle and show that it is a special case of parallelogram	
		Discuss the properties of a square and show it as special case of parallelogram, rhombus and rectangle	
Ch.4-Exponents	Powers with Negative Exponents	Simplify powers with negative exponents and calculate the multiplicative inverse of a number	Collect pictures of top 5 tallest statues in the world and paste . Now, find their heights and express the data in standard form.
	Laws of Exponents	Apply the first law of exponents and principles of negative exponents and derive the rest of the laws of exponents	
		Apply laws of exponents and simplify a given expression. Give different examples of application of the laws	
	Use of Exponents to Express Small Numbers in Standard Form	Express very large and very small numbers in the standard form and compare and estimate quantities	
Constructions	Constructing a triangle when length of 3 sides are known (SSS criterion)	Constructing a triangle when length of 3 sides are known (SSS criterion)	
	Constructing a triangle when the lengths of two sides and measure of angle	List and execute steps and construct a triangle when any of its two lengths and an angle between them is given	

	between them are known (SAS)		
Ch.5 Playing with numbers	Numbers in General Form	Use the concepts of place value and express the given numbers in their generalized form	Assign numbers 1 to 26 for the letters of the English alphabet, i.e., A = 1, B = 2, etc. check out the number obtained by adding the value of all the letters of the following words and check the divisibility of sum (2,3,4,5,6,8,9,10,11) MATHEMATICS PLAYING WITH NUMBERS RATIONAL NUMBERS TRIANGLES DATA HANDLING
	Games with Numbers	Apply the divisibility rule of 11 and check whether a given number is divisible by 11 or no	
		Add or subtract a two-digit number and its reverse and check whether it is divisible by 9 or not	
		Subtract a three-digit number and its reverse and verify that it is divisible by 99	
		Form all possible three-digit numbers using the given 3 digits and verify that the sum of these numbers will be divisible by 37	
	Letters for Digits	Use addition and multiplication and find the values of the letters in the given puzzles	
	Tests of Divisibility	Apply the divisibility rule of 10 and check whether a given number is divisible by 10 or not	
		Apply the divisibility rule of 5 and check whether a given number is divisible by 5 or not	
		Apply the divisibility rule of 2 and check whether a given number is divisible by 2 or not	
		Apply the divisibility rule of 3 and 9 and check whether a given number is divisible by them	
Apply the divisibility rule of 2,5 and 10 and check whether a given number is divisible by all of them or not.			
<b>PT3</b>	Properties of Square Numbers	Define perfect squares and classify the given	Mention how professionals like

Ch.2 Squares and Square Roots		numbers as perfect squares or non-perfect squares	carpenters , architects use square roots in their work.e.g. carpenters use when they measure material for their job(mention any three professions).
		Observe the number and find the unit place of its square	
		Observe different number pattern and deduce square numbers	
		Use the rule that there are exactly $2n$ non-perfect square numbers between the squares of the number $n$ and $(n+1)$ and find how many numbers, lie between the squares of the given two consecutive numbers	
	Finding the Square of a Number	Use the rule that a perfect square number ( $n^2$ ) can be written as the sum of first $n$ odd natural numbers and distinguish between square and non-square numbers	
		Use Pythagoras theorem and find the Pythagorean triplet	
	Square Roots	Apply inverse operations on a given perfect square and deduce square root of this number	
		Use method of repeated subtraction and find the square root of the given square number	
		Use prime factorization method and find the square root of the given perfect square	
		Use prime factorization method and determine whether the given number is a perfect square or not	
		Use prime factorization method and find the smallest number to be operated (all the four arithmetic operations)	

		<p>on given number to get a perfect square and then find the square root of the new number</p> <p>Use long division method and find the square root of the given perfect square number</p> <p>Use long division method and find the smallest number to be operated (all the four arithmetic operations) on given number to get a perfect square and then find the square root of the new number</p>	
	<p>Square Roots of Decimals</p>	<p>Use long division method and find the square root of the given decimal number</p>	
	<p>Estimating Square Root</p>	<p>Use estimation and approximate the value of the square root of the given number to the nearest whole</p>	
<p>Ch.3 Cubes and Cube Roots</p>	<p>Cubes</p>	<p>Define perfect cube /cube number and classify the given numbers as cube numbers or non-cube numbers</p> <p>Observe the pattern of cube of even numbers and generalize that cubes of even numbers are even</p> <p>Observe the pattern of cube of numbers with one's digit as 1, 2, 3, 4... etc. and explore the one's digit of their perfect cubes and comment on it</p> <p>Add n consecutive odd numbers and get the sum equal to <math>n^3</math></p> <p>Use prime factorization and rule out a number as a perfect cube</p> <p>Use prime factorization on the given number and find the smallest</p>	<p>obtaining the cube of a number by paper folding.</p>

		number to be operated (all the four arithmetic operations) on given number to get a perfect cube	
	Cube Roots	Use prime factorization and find the cube root of a given number	
		Use estimation and find the cube root of a given perfect cube	
Constructions	Construct triangle when measure of 2 angles and one side are known (ASA)	List and execute steps and construct a triangle when any of its two angles and the side included between them is given.	
	Construct a rightangled triangle when length of one leg and hypotenuse are known (RHS)	List and execute steps and construct a right-angled triangle when the length of one leg and its hypotenuse are given	
<b>TERM 1</b> Ch.15 Data Handling and Probability(Probability and Pie Chart)	Circle graph or Pie Chart	Construct a circle graph with the given data	Collect data from any of your friends regarding how much time they spend in doing the following activities during a day. a. Homework b. Play c. Sleep d. Watching television. Make a pie chart out of the data you collected
		Infer a variety of information from a given circle graph	
	Chance and Probability	List all the possible outcomes of an experiment and define the equally likely outcomes	
		List all the possible outcomes of an event and calculate the probability of a given event	
<b>TERM 1</b>			
<b>All Chapters from PT1 to PT3</b>			
<b>PT4</b> Ch.12 Surface area and Volume	Surface Area of Cube, Cuboid and Cylinder	Illustrate 2-D representation of a cuboid, cube and cylinder and compute the surface areas by breaking them in to areas of known figures	Measure the length , width and height of your classroom and find a. The total surface area of room, ignoring the area of windows and doors b. The lateral surface area of room c. The total area of room which is to be white washed.
		Calculate the surface area of a cube, cuboid and cylinder to determine the cost of painting /covering their surface	

	Volume of Cube, Cuboid and Cylinder	Modify the values of l, b, h and examine the effect it has on the value of the surface area /volume of a cuboid	
		Modify the values of r, h and examine the effect it has on the value of the surface area /volume of a cylinder	
		Calculate the volume of a given cuboid, cylinder and determine the time taken to fill it with a liquid at a given rate	
<b>PT5</b> Ch.13 Comparing Quantities (simple interest and compound interest)	Simple Interest and Compound Interest	Define and compare simple interest and compound interest and comment on the situations where either of the two are applied	
		Calculate the simple interest and find the total amount to be paid by the debtor	
	Deducing a Formula for Compound Interest	Use formula of simple interest and deduce the formula to calculate the compound interest	
		Calculate the compound interest and find the total amount to be paid by the debtor	
	Applications of Compound Interest Formula	Use formula of compound interest and solve problems related to increase (or decrease) in population	
		Use formula of compound interest and solve problems related to increase (or decrease) in the price of an item in intermediate years	
Ch.14 Direct and Inverse Variation	Direct proportion and Inverse proportion	Observe the relationship between the given two quantities and solve to find constant of proportionality	On a squared paper draw five squares of different sides and write the following information in in a tabular form;
		Examine situations and decide whether two	

		quantities are proportional to each other or not																																					
		Complete a given table showing two proportional quantities and answer questions based on them	<table border="1"> <thead> <tr> <th></th> <th>Sq.1</th> <th>Sq.2</th> <th>Sq.3</th> <th>Sq.4</th> <th>Sq.5</th> </tr> </thead> <tbody> <tr> <td>L</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>P</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>L/P</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>A</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>L/A</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Sq.1	Sq.2	Sq.3	Sq.4	Sq.5	L						P						L/P						A						L/A					
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		Convert the given statement on relationship (directly or inversely proportional) between two quantities into a table and identify the missing quantity and solve for its value	Find whether the length(L) of a side is in direct proportional to (a)the perimeter(P) of the square (b)the area(A) of the square.																																				
		Observe the table and determine which pair of variables are inversely proportional																																					
		Create a scale using a suitable proportionality constant and draw a given figure with large dimensions																																					
<b>PT6</b> Ch.6- Algebraic Expressions	Monomials, Binomials and Polynomials	Count the number of terms in an algebraic expression and classify them as monomial, binomial, trinomial or polynomial in general	To verify geometrically the algebraic identity $(a + b)^2 = a^2 + b^2 + 2ab$																																				
	Addition and Subtraction of Algebraic Expressions	Identify like and unlike terms in algebraic expressions and add or subtract the given algebraic expressions																																					
	Multiplying a Monomial by a Monomial	Use rules of exponents and powers and multiply a monomial by a monomial																																					
		Extend the multiplication of monomial by a monomial and obtain the product of any number of monomials																																					
Multiplying a Monomial by a Polynomial	Use distributive property of multiplication over addition and subtraction and obtain																																						

		the product of a monomial and a binomial	
		Use distributive property of multiplication over addition and subtraction and obtain the product of a monomial and a trinomial	
Multiplying a Polynomial by a Polynomial		Simplify the algebraic expressions and find the value of expression for the given value of the variable	
		Use distributive law of multiplication and obtain the product of two binomials	
		Use distributive law of multiplication and obtain the product of a binomial and a trinomial	
What is an Identity?		Define and compare equation and identity and classify a given question into either of the two	
Standard Identities		Use multiplication of binomials and explore and verify the standard identities for squares of binomials	
Applying Identities		Use identities and simplify the given algebraic expressions	
		Use identities and find the product of the given numbers	
Factors of algebraic expressions		Express each term as a product of irreducible factors and find the common factors of the given terms	
Method of common factors		Use the method of common factors and factorize the given algebraic expression	
Factorization by regrouping terms		Regroup the terms and factorize the given algebraic expressions	



	Factorization using identities	Apply the standard algebraic identities and factorize the given algebraic expressions (for perfect squares	
	Factors of the form	Factorize algebraic expressions in the form and express it as a product of its irreducible factors of the form	
	Division of Algebraic Expressions	Use the common factor method and divide a monomial by a monomial	
		Use the common factor method and divide a polynomial by a monomial	
		Divide each term in the numerator by the denominator and divide a polynomial by a monomial	
		Use the common factor method and divide a polynomial by a polynomial	
	Find the Error	Check the given mathematical statements and find and give reasons for the possible errors in them	
<b>Term 2</b> Ch.2 Squares and Square Roots	Properties of Square Numbers	Define perfect squares and classify the given numbers as perfect squares or non-perfect squares	Mention how professionals like carpenters, architects use square roots in their work.e.g. carpenters use when they measure material for their job(mention any three professions).

## TERM 2

**All Chapters from PT4 to PT6 and Term 2**

**Chapters from Term 1**

- 1. Linear Equations in one variable**
- 2. Squares and square Roots**
- 3. Exponents**

# SCIENCE

**GENERAL AIMS AND OBJECTIVES**

The overall aims and objectives of the course are-

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

	<b>PT1, 2, 3, 4, 5, 6 (30 Marks)</b>	<b>Term (80)</b>
Knowledge	6 (MCQ) ques. 1 mark each, 1 ques. of 2marks	1 ques. 2 mark 1 ques. 3 marks 1 ques. 5 marks Total 10 marks
Understanding	6 (MCQ) ques. 1 mark each, 1 ques. of 3marks	1 ques. 2 marks 4 ques. 3 marks each 2 ques. 5 marks each Total 24 marks
Application	8 (MCQ) ques. 1 mark each 1 ques. of 5marks	2 ques. 2 marks each 5 ques. 3 marks each 3 ques. 5 marks each Total 34 marks
Experiment Based		6 ques. 2 marks each Total 12 marks
Bonus	5 marks	

### **Book: New Science in Everyday Life**

<b>PT1</b>	<b>LEARNING OUTCOME</b>	<b>ACTIVITY</b>
L1 Crop production and Management	<ul style="list-style-type: none"> <li>➤ understand the different kinds of crops grown in India</li> <li>➤ understand difference between rabi and kharif crops</li> <li>➤ understand different methods applied in crop production</li> </ul>	<ul style="list-style-type: none"> <li>➤ To separate healthy seeds from unhealthy seeds</li> <li>➤ To show drip irrigation</li> </ul>
L2 Microorganisms	<ul style="list-style-type: none"> <li>➤ familiarise with microbes and their types</li> </ul>	<ul style="list-style-type: none"> <li>➤ To view fungus under a microscope.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ distinguish between useful and harmful microbes</li> <li>➤ role of microbes in food spoilage</li> <li>➤ food preservation techniques</li> </ul>	<ul style="list-style-type: none"> <li>➤ To demonstrate fermentation of sugar into alcohol by yeast.</li> <li>➤ To study slides of yeast, bacteria, fungus, spirogyra, under the microscope</li> </ul>
<b>PT2</b>	<b>LEARNING OUTCOME</b>	<b>ACTIVITY</b>
L4: Metals and non metals <b>(To be tested only for PT2 but not in Term1)</b>	<ul style="list-style-type: none"> <li>➤ meaning of metals and non metals and their occurrence</li> <li>➤ physical and chemical properties</li> <li>➤ reactivity series of metals</li> <li>➤ common uses of metals and non metals</li> </ul>	<ul style="list-style-type: none"> <li>➤ To study the electrical conductivities of metals and non metals</li> <li>➤ To demonstrate reaction between metals with oxygen and a non metals with oxygen.</li> <li>➤ To study a displacement reaction.</li> <li>➤ To demonstrate the action of acids on metals.</li> </ul>
<b>PT3</b>	<b>LEARNING OUTCOME</b>	<b>ACTIVITY</b>
Ch.5 Combustion and Fossil Fuels	<ul style="list-style-type: none"> <li>➤ combustion: its types, conditions necessary for combustion</li> <li>➤ fuel efficiency</li> <li>➤ characteristics of an ideal fuel</li> <li>➤ impact of burning fuels</li> <li>➤ exhaustible and inexhaustible resources</li> <li>➤ formation of coal and petroleum</li> <li>➤ characteristics and uses of coal</li> <li>➤ fractional distillation of petroleum and uses</li> <li>➤ Products of combustion and their effects</li> </ul>	<ul style="list-style-type: none"> <li>➤ To show that air is necessary for combustion.</li> <li>➤ To show that a substance catches fire when ignition temperature is reached.</li> <li>➤ To show that in a candle the wax vapours burn to give a flame.</li> </ul>
Ch.8 Age of Adolescence	<ul style="list-style-type: none"> <li>➤ hormones and endocrine system</li> <li>➤ understand puberty and adolescence</li> <li>➤ role of hormones during puberty</li> <li>➤ nutritional requirements and personal hygiene</li> </ul>	
<b>Term 1</b>		
<b>Complete Syllabus of PT1 and PT3</b>		
<b>2 Practical based Activities to be done.</b>		
<b>PT 4</b>	<b>LEARNING OUTCOME</b>	<b>ACTIVITY</b>
Ch.9 Reproduction in animals	<ul style="list-style-type: none"> <li>➤ reproduction and its types</li> </ul>	<ul style="list-style-type: none"> <li>➤ to study slides of hydra and bacteria for budding and binary fission</li> </ul>

	<ul style="list-style-type: none"> <li>➤ types of asexual reproduction</li> <li>➤ understand how reproduction in humans take place</li> <li>➤ compare viviparous and oviparous animals</li> <li>➤ understanding metamorphosis</li> </ul>	
Ch.12 Sound	<ul style="list-style-type: none"> <li>➤ Understand how sound is produced</li> <li>➤ characteristics of sound: amplitude, time period and frequency</li> <li>➤ how does sound travel</li> <li>➤ working of ear</li> <li>➤ echo and sound absorption</li> <li>➤ how to produce sound with musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>➤ To demonstrate vibrations.</li> <li>➤ To demonstrate that frequency varies with length of wire.</li> <li>➤ To demonstrate change of pitch</li> <li>➤ To find sound can travel through solid, liquid.</li> <li>➤ To demonstrate functioning off vocal cords.</li> </ul>
<b>PT5</b>	<b>LEARNING OUTCOME</b>	<b>ACTIVITY</b>
Ch.11 Pressure	<ul style="list-style-type: none"> <li>➤ Pressure and the unit of pressure</li> <li>➤ Applications of pressure</li> <li>➤ use of manometer to measure liquid pressure</li> <li>➤ use of barometer to measure atmospheric pressure</li> </ul>	<ul style="list-style-type: none"> <li>➤ To study the impact of force on the area it is acting upon.</li> <li>➤ To show liquid can exert pressure, exerts equal pressure at the same depth, pressure varies with depth.</li> </ul>
Ch.10 Force and Friction	<ul style="list-style-type: none"> <li>➤ Force and its effects</li> <li>➤ Using a spring balance to measure magnitude of force</li> <li>➤ different types of forces</li> <li>➤ friction and its causes</li> <li>➤ advantages and disadvantages of friction</li> <li>➤ how to increase or reduce friction</li> </ul>	<ul style="list-style-type: none"> <li>➤ To demonstrate electrostatic forces.</li> <li>➤ To study the effect of friction on the nature of surfaces in contact.</li> <li>➤ To study the effect of mass on friction.</li> </ul>
<b>PT6</b>	<b>LEARNING OUTCOME</b>	<b>ACTIVITY</b>
Ch.13 Chemical effects of electric current	<ul style="list-style-type: none"> <li>➤ Difference between conductors and insulators</li> <li>➤ electrical conductivity of liquids</li> <li>➤ electrolysis of water</li> <li>➤ electroplating of one metal over the other</li> </ul>	<ul style="list-style-type: none"> <li>➤ To demonstrate conductivity of liquids.</li> <li>➤ To demonstrate electroplating.</li> </ul>

Ch.15 Light	<ul style="list-style-type: none"> <li>➤ Understand reflection and its laws</li> <li>➤ image formation in plane mirror</li> <li>➤ types of reflection</li> <li>➤ refraction and its cause</li> <li>➤ working of human eye</li> <li>➤ defects of vision and their correction</li> <li>➤ taking care of eyes</li> </ul>	<ul style="list-style-type: none"> <li>➤ To demonstrate laws of reflection.</li> <li>➤ To demonstrate multiple reflection</li> <li>➤ To demonstrate refraction through a glass slab.</li> </ul>
<p><b>Term 2</b></p> <p><b>Syllabus of TERM 1 (30%) Ch.1, 2, 8</b></p> <p><b>And Complete Syllabus of Term 2 (PT4, PT5, PT6).</b></p> <p><b>2 Practical based Activities to be done.</b></p>		

## SOCIAL SCIENCE

### GENERAL AIMS AND OBJECTIVES

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

### HISTORY

#### The major objectives of the course are:

- to enable students to acquire a capacity to make interconnections between processes and events, as well as see the link between histories of different groups and societies, through social, economic, political and cultural processes within a given chronological span of time(i.e.18<sup>th</sup>C to 1947).
- to introduce students to different types of sources of information such as inscriptions, religious texts, travel accounts, chronicles, newspapers, state documents, visual material etc. and encourage them to reflect on them critically.
- to develop interest in and appreciate time lines and historical maps related to the case studies being discussed.
- to encourage the students to imagine what it would be like to live in the society, or how a child of the time would have experienced the events that were being discussed.

### GEOGRAPHY

#### The major objectives of the course are:

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

## CIVICS

### The major objectives of the course are:

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

## ATTITUDINAL CHANGE

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

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

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

**A) Knowledge:**

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

**B) Understanding**

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

**C) Application**

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

	<b>PT1, 2, 3, 4, 5, 6 (30 Marks)</b>
Knowledge	6 (MCQ) ques. 1 mark each 1 ques. of 2marks
Understanding	6 (MCQ) ques. 1 mark each 1 ques. of 3marks
Application	8 (MCQ) ques. 1 mark each 1 ques. of 5marks
Bonus	5 marks

<b>Subject Wise Weightage:-</b>				
<b>Short And Long Answer</b>	<b>Knowledge</b>	<b>Understanding</b>	<b>Application</b>	<b>Marks</b>

GEOGRAPHY	10	10	10	30
HISTORY	10	10	10	30
CIVICS	5	5	10	20
<b>TOTAL</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>80</b>

Type Of Question	Number Of Question	Marks
2 marks	10	20
3 marks	5	15
4 marks	5	20
5 marks	5	25
<b>TOTAL</b>		<b>80</b>

### Prescribed Book: Longman Vistas 8 Social Science

#### TERM 1

Chapter	Learning Outcomes	Class Activities
<b>PT1</b> <b>Geography</b> Ch.1 Our Resources	<ul style="list-style-type: none"> <li>➤ Learns about the meaning of resources their variety, location and distribution.</li> <li>➤ Appreciates the importance of resources in our life.</li> <li>➤ Is able to relate it with her surroundings.</li> <li>➤ Develops awareness towards resources conservation and take initiative towards its conservation process.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collect newspaper reports/pictures to prepare a report on water scarcity in India. Provide possible solutions for the problem.</li> </ul>
<b>History</b> Ch.2 Colonial Rule in India	<ul style="list-style-type: none"> <li>➤ Distinguishes the 'modern period' from the 'medieval' and the 'ancient' periods through the use of sources, nomenclatures used for various regions of the Indian sub - continent and the broad developments.</li> <li>➤ Explains how the English East India Company became the most dominant power.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Present a short report about the any newspaper or magazine published (for the periods mention below) that have become sources of information for the study of the 'Modern History Of India':-               <ol style="list-style-type: none"> <li>1. The British rule in India.</li> <li>2. Post independence India.</li> </ol> </li> </ul>
<b>Civics</b> Ch.1 The Constitution of India	<ul style="list-style-type: none"> <li>➤ Learner understands constitution and its main features as a visionary document.</li> <li>➤ Expresses respect, values for and defends basic human rights and privileges ensured by the constitution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion on the importance (need) of the 'Constitution' and amendments made to the constitution in recent times.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Attempts to connect constitutional values and vision to the reality</li> </ul>	
<b>PT2</b> <b>Geography</b> Ch.2 Land and Soil Resources	<ul style="list-style-type: none"> <li>➤ Learns about Land and Soil Resources and its distribution.</li> <li>➤ Appreciates the importance of Land and Soil resources in our life.</li> <li>➤ Is able to relate it with his/her surroundings.</li> <li>➤ Develops awareness towards Land and Soil resources conservation and take initiative towards its conservation process.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepare a table to show the distribution of natural vegetation and wildlife (in the world).</li> </ul>
<b>History</b> Ch.4 Rural life and society	<ul style="list-style-type: none"> <li>➤ Explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion'.</li> <li>➤ Explains the policies of the colonial administration towards the peasant communities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Research and report:- Similarities and dissimilarities between tribal movements in India and Africa.</li> </ul>
<b>Civics</b> Ch.2 Secularism and the Indian Constitution	<ul style="list-style-type: none"> <li>➤ Understands the political process and importance of democratic process of participation.</li> <li>➤ Illustrates Secularism, Fundamental Rights and the Fundamental Duties with appropriate examples.</li> <li>➤ Applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g. Child Rights).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Find out: Why does the practice of child labour continue even today in India despite the array of Fundamental Rights provided by the Constitution of India?</li> </ul>
<b>PT3</b> <b>History</b> Ch.7 Revolt of 1857	<ul style="list-style-type: none"> <li>➤ Trace out the origin, nature and spread of the revolt of 1857 as well as the lessons learned from it.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Viewing of movie: Mangal Pandey: The Rising</li> <li>➤ Collect information on the native rulers who supported the British during the revolt of 1857. Comment on why you think they supported the British?</li> </ul>



<b>Civics</b> Ch.3 Parliamentary Government and the Union Executive	<ul style="list-style-type: none"> <li>➤ Describes the process of election to the Lok Sabha; composition of union executive; structure and function of civil service.</li> <li>➤ Locates one's own constituency on parliamentary constituency map of State/UT and names local MP.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Research and write about:-</li> <li>1. The concept of Five Year Plans.</li> <li>2. The economic initiatives introduced by PM Modi to benefit the people.</li> </ul>
<b>TERM 1</b> <b>Syllabus of PT1, PT2, PT3</b>		

<b>TERM 2</b>		
<b>Chapter</b>	<b>Learning Outcomes</b>	<b>Class Activities</b>
<b>PT4</b> <b>Geography</b> Ch.6 Types of Agriculture and Major crops + Ch.7 Major crops and Agricultural Development (Only map work and Pg42-43 from the Geography NCERT book)	<ul style="list-style-type: none"> <li>➤ Describes major crops, types of farming and agricultural practices in her/his own area/state.</li> <li>➤ Analyses the factors due to which some countries are known for production of major crops, e.g., wheat, rice, cotton, jute, etc., and locates these countries on the world map.</li> <li>➤ Draws interrelationship between types of farming and development in different regions of the world.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Think/Reflect- Why did the European nations introduce plantation agriculture in their colonies?</li> </ul>
<b>Civics</b> Ch.4 The Judiciary	<ul style="list-style-type: none"> <li>➤ Understands the main elements of our judicial structure and appreciates the need for the processes followed.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Role play: Mock Nyaya Panchayat to be conducted highlighting the plight of women/minorities /manual scavengers (any one) bringing their disputes to the court for solution. Suggest measures to overcome the challenges that they face. Role play to be conducted with students/family members and submitted as a video of 1to1.5 mins.)</li> </ul>

<b>PT5</b> <b>Geography</b> Ch.8 Manufacturing Industries	<ul style="list-style-type: none"> <li>➤ Classifies different types of industries based on raw materials, size and ownership.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Bring out a comparison of the working conditions of the factory workers of Jamshedpur (India) and those of Detroit (USA) through a dialogue between two workers, one from each city.</li> </ul>
<b>History</b> Ch8 Education and British Rule	Clarifies the institutionalization of the new education system in India.	Analyse: What in your view were the merits of introducing western education in India?
<b>PT6</b> <b>History</b> Ch.13 Indian National Movement	<ul style="list-style-type: none"> <li>➤ Outlines the course of the Indian national movement from the 1870s till 1919.</li> <li>➤ Identifies diverse trends within the movement and different social groups involved.</li> <li>➤ Links the constitutional changes and national movement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collection of pictures and information on nationalist leaders of the three different strands in the Indian freedom struggle—moderates, extremists and revolutionaries.</li> </ul>
<b>Geography</b> Ch.10 Human Resources	<ul style="list-style-type: none"> <li>➤ Estimates the importance of different Population Composition (age groups) and their contribution the national economy,</li> <li>➤ Draws bar diagram and interprets the world map in order to demonstrate understanding of uneven distribution of population.</li> </ul>	Decision-Making Skills:- You are the HRD minister of your country. What are the various steps that you would take to develop the quality of the population of your country?
<b>History</b> Ch.14 National Movement: Gandhian Era <b>(CHAPTER TO BE DONE POST PT6/ WILL BE TESTED IN THE TERM-2 EXAM)</b>	<ul style="list-style-type: none"> <li>➤ Outlines the course of the Indian national movement from the 1919 till Independence.</li> <li>➤ Links the constitutional changes and national movement.</li> <li>➤ See the pattern of action &amp; reaction between the British and the Indians.</li> <li>➤ Analyses the significant developments that were paved the path of nation building.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Research and share your learnings about:-             <ol style="list-style-type: none"> <li>1. The fate of princely states and their decision to accede to either India or Pakistan post the India Independence Act of 1947.</li> <li>2. Policies adopted by India post-independence to maintain good relations with its neighbours like China, Pakistan, Sri Lanka, Bangladesh and Nepal.</li> </ol> </li> </ul>
<b>TERM 2</b> <b>Syllabus of PT4, PT5, PT6</b> <b>And 30% of 1st Term {G-1, 2 / H-4 / C-3}</b>		

### Map Syllabus

Map Syllabus		
SUBJECT	CHAPTER	MAP
<b>History</b>	Ch2 Colonial Rule in India	European settlements in early modern India <ul style="list-style-type: none"> <li>● Buxar</li> <li>● Plassey</li> <li>● British settlements-Calcutta, Madras</li> <li>● French settlements-Pondicherry, Northern circars</li> <li>● Portuguese settlements-Bombay, Goa</li> </ul>
<b>History</b>	Ch4 Rural life and society	Areas of new revenue settlements introduced by the British in India <ul style="list-style-type: none"> <li>● Permanent settlement-Bengal, Bihar</li> <li>● Ryotwari settlement-Madras, Bombay</li> <li>● Mahalwari settlement-Punjab, Avadh</li> </ul>
<b>History</b>	Ch7 Revolt of 1857	Major centres of revolt of 1857 <ul style="list-style-type: none"> <li>● Delhi</li> <li>● Lucknow</li> <li>● Kanpur</li> <li>● Jhansi</li> <li>● Gwalior</li> </ul>
<b>History</b>	Ch14 Indian national movement: Gandhian Era	Major centres Indian national movement (post 1857-1947) <ul style="list-style-type: none"> <li>● Bengal</li> <li>● Madras</li> <li>● Bombay</li> <li>● Gujarat</li> <li>● Lucknow</li> <li>● Delhi</li> <li>● Punjab</li> </ul>
<b>Geography</b>	Ch7 Major Crops And Agricultural Development <b>(ONLY MAP WORK WILL BE INCLUDED FROM GEOGRAPHY CH7)</b>	<ul style="list-style-type: none"> <li>● Major crops in India</li> <li>● Major crops in the world</li> </ul> (Wheat, millets, sugarcane, maize, tea, cotton, coffee, rubber, jute, rice)

### Subject Enrichment Projects/Activities :- 2022-23

	Activity	Marks
<b>Activity for the month of April- May</b>	Research and report:- Any two Acts enacted by the British parliament in order to regulate the authority of the officials of the EIC between 1757-1857	5mks

<b>Activity for the Month of July-August</b>	Prepare a poster to show the structure of the Govt. Of India.	5mks
<b>Activity for the month of Oct.- Nov</b>	Comparative study of a farm in the USA and a farm in India.	5mks
<b>Activity for the Month of Dec.-Feb.</b>	Prepare a PPT on (any one) reform movement that advocated the upliftment of women or lower castes during the British rule in India.	5mks

## COMPUTER STUDIES

### Format for PTs and distribution of marks:

Max. Marks: 30

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

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

### Format for the Term1 & Term2 and distribution of marks

Term exam will have theory assessment only

Max marks: 40

Weight age in Term result: 40%

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

### Book – Cyber Tools by Kips

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

<p><b>PT3</b> Chap.3.Working with Queries, Forms and Reports.</p>	<p>➤ To learn about a query, setting a relationship between tables, creating a query, specifying simple and multiple criteria. To learn about forms, reports. Formatting a form and exporting a report.</p>	<p>Practical activity given on page 53.</p>
<p>Chap.10 App Development</p>	<p>➤ Developing your own App.</p>	<p>➤ Practical activity pages 167-168</p>

**TERM 1**

**Complete Syllabus of PT2 and PT3.**

<p><b>PT5</b> Chap. 6 Review Python</p>	<p>➤ Working with variables ➤ data types, ➤ type function, ➤ Input function, Types of control structures.</p>	<p>➤ Practical activity pages 102-103. ➤ Create a program to check if a number is Buzz number or not ➤ Create a program to calculate and print the area of a rectangle if the user enters 1 and print the area of a square if the user enters 2. ➤ Create a program to check whether a number is completely divisible by 10 or not. Create a program to check if a number input by the user is a positive or negative number.</p>
<p>Chap. 7 Iterative statements in Python.</p>	<p>➤ Using For loop, ➤ While loop, ➤ Infinite loop</p>	<p>➤ Practical activity pages 118-119. Write the program code for the following: 1. Table of a number using “For” Loop 2. Sum of even numbers in the range entered by the user. ➤ Print negative odd numbers between 1 to 30.</p>
<p><b>PT6</b> Chap.8 Using Lists and Table in HTML 5</p>	<p>➤ Using Ordered lists ➤ Unordered lists, ➤ Table properties.</p>	<p>➤ Practical activity page137.</p>

**TERM 2**

**Complete Syllabus of PT5 and PT 6 (Theory assessment only)**

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

# GENERAL KNOWLEDGE

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

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

Worksheet of PT2 & PT5 will be based on Local Knowledge.

Worksheet of PT3 & PT6 will be based on Current Affairs.

## PT2

1. Page 6 Rafflesia
2. Page 7 Chapel Oak Tree
3. Page 15 Important Seas Of The World
4. Page 16 Word Grid
5. Page 21 Mount Kilimanjaro
6. Page 27 Sistema Cave
7. Page 31 Giant's Causeway
8. Page 32 Sanchi Stupa
9. Page 40 Manipur Dance
10. Page 41 Tap Dancing
11. Local Knowledge

## PT3

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

## PT5

1. Page 10 Meerkat
2. Page 11 Okapi
3. Page 22 Amazon Rainforest
4. Page 26 Mount Brumo
5. Page 37 Angkor Wat
6. Page 44 Mundas
7. Page 45 Maasai Tribe
8. Page 54 Yuri Gagarin
9. Page 63 Drones

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

### **PT6**

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

## **ART/CRAFT**

### **General Learning Objectives**

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

### **Book: Visual Arts – Prachi Publications**

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

### **TERM 1**

1. Object Based Exercises – Pages 31 – 40
2. People Based Exercises – Pages 41 – 59
3. Experience Based Exercises – Pages 119 – 140

## **TERM 2**

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

### **Learning Outcomes**

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