



**BGS INTERNATIONAL PUBLIC SCHOOL**  
**SECTOR-5 DWARKA NEW DELHI**

# **CURRICULUM**

**CLASS-VIII (2025-26)**



**BGS INTERNATIONAL PUBLIC SCHOOL**

**SECTOR 5, DWARKA , NEW DELHI-75**

**CURRICULUM**

**(SESSION: 2025-26)**

**CLASS: VIII**

**SUBJECT : ENGLISH**

**TEXT BOOKS: 1. LITERATURE READER 8 – GOLDEN LEAVES BY NUBERG PUBLISHING**

**2. GOOD WITH GRAMMAR 8 (3<sup>rd</sup> EDITION) BY NUBERG**

**SUBJECT TEACHER: MS. OJASVI DHAR**

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL	<b>Literature:</b> <ul style="list-style-type: none"> <li>• L1- Vacation Time (Poem)</li> <li>• L2- Alaskan Gold</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Diary Entry</li> <li>• Notice</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Verbs (transitive- intransitive, &amp; non-finite)</li> <li>• Subject-Verb Agreement</li> </ul>	<b>Literature:</b> <p>To help students</p> <ul style="list-style-type: none"> <li>• develop and enhance listening, reading, speaking and writing skills.</li> <li>• develop skills of general application like analysis, synthesis, drawing of inferences etc.</li> <li>• develop high order thinking skills and critical thinking ability.</li> <li>• develop vocabulary.</li> </ul> <b>Writing:</b> <p>To help students</p> <ul style="list-style-type: none"> <li>• develop and enhance writing skills.</li> <li>• develop the confidence to express thoughts effortlessly and in an organised manner.</li> <li>• develop the ability to write for a specific purpose.</li> </ul>	<b>Literature:</b> <p>The teacher will</p> <ul style="list-style-type: none"> <li>• give the background of the writer/poet and the lesson.</li> <li>• conduct individual and group reading.</li> <li>• encourage students to raise questions and share their views.</li> <li>• discuss the lesson.</li> <li>• explain the meanings of difficult words and phrases.</li> <li>• discuss the rhyme scheme and poetic devices in the poem.</li> <li>• discuss the questions asked at the end of the lesson.</li> <li>• give dictation.</li> </ul> <b>Writing:</b> <p>The teacher will</p> <ul style="list-style-type: none"> <li>• explain the format of a Diary Entry &amp; Notice.</li> <li>• create situations for the students to write diary entries.</li> </ul>	<b>Literature:</b> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• comprehend literature in the form of prose and poetry.</li> <li>• understand and appreciate the poetic devices.</li> <li>• understand and answer a variety of questions.</li> <li>• determine the meanings of words and phrases as used in the text.</li> <li>• enhance their speaking and writing skills.</li> <li>• enhance their vocabulary.</li> </ul> <b>Writing:</b> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• organise and structure meaningful sentences in a sequential manner.</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• <b>Presentation</b> on Ill effects of Trolling</li> <li>• <b>Group Discussion</b> on Travelling</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Write a Diary Entry</li> <li>• Frame a Notice</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Grammar Quiz</li> </ul>

		<ul style="list-style-type: none"> <li>• learn the correct format of a Diary Entry.</li> <li>• learn the correct format of a Notice.</li> </ul> <b>Grammar:</b> To help students <ul style="list-style-type: none"> <li>• use basic grammar appropriately while speaking and writing.</li> <li>• learn the basic conventions of English grammar.</li> <li>• learn the types of verbs as transitive and intransitive, and finite &amp; non-finite.</li> <li>• learn the rules of subject- verb agreement.</li> </ul>	<ul style="list-style-type: none"> <li>• create situations for the students to write notices for the class/ school (information about an event or a situation).</li> </ul> <b>Grammar:</b> The teacher will <ul style="list-style-type: none"> <li>• review and build on previous learning.</li> <li>• explain the topic with the help of examples.</li> <li>• provide worksheets.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate the ability to use words and phrases to an appropriate level.</li> <li>• write a diary entry using the correct format.</li> <li>• think and write a Notice using the correct structure and format.</li> </ul> <b>Grammar:</b> The students will be able to <ul style="list-style-type: none"> <li>• identify the kinds of verbs and use them in sentences.</li> <li>• apply the subject- verb agreement rules in sentences.</li> </ul>	
MAY	<b>Literature:</b> <ul style="list-style-type: none"> <li>• L3- The Wolves of Cernogratz</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Short Story</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Tenses</li> </ul>	<b>Literature:</b> To help students <ul style="list-style-type: none"> <li>• develop and enhance listening, reading, speaking and writing skills.</li> <li>• develop skills of general application like analysis, synthesis, drawing of inferences etc.</li> <li>• develop high order thinking skills and critical thinking ability.</li> <li>• develop vocabulary.</li> </ul> <b>Writing:</b> To help students <ul style="list-style-type: none"> <li>• develop and enhance writing skills.</li> <li>• develop the confidence to express thoughts effortlessly and in an organised manner.</li> <li>• develop the ability to write for a specific purpose.</li> <li>• learn the correct format of a short story.</li> </ul>	<b>Literature:</b> The teacher will <ul style="list-style-type: none"> <li>• give the background of the writer and the lesson.</li> <li>• conduct individual and group reading.</li> <li>• encourage students to raise questions and share their views.</li> <li>• discuss the lesson.</li> <li>• explain the meanings of difficult words and phrases.</li> <li>• discuss the questions asked at the end of the lesson.</li> </ul> <b>Writing:</b> The teacher will <ul style="list-style-type: none"> <li>• explain the structure of a short story.</li> <li>• explain the inclusion of dialogues and a suitable title.</li> <li>• give an outline to develop a story.</li> </ul> <b>Grammar:</b> The teacher will <ul style="list-style-type: none"> <li>• review and build on previous learning.</li> <li>• explain the topic with the help of examples.</li> <li>• provide worksheets.</li> <li>• do practice exercises from the Grammar book in the class.</li> </ul>	<b>Literature:</b> The students will be able to <ul style="list-style-type: none"> <li>• comprehend literature in the form of prose.</li> <li>• understand and answer a variety of questions.</li> <li>• determine the meanings of words and phrases as used in the text.</li> <li>• enhance speaking and writing skills.</li> <li>• enhance vocabulary.</li> </ul> <b>Writing:</b> The students will be able to <ul style="list-style-type: none"> <li>• organise and structure meaningful sentences in a sequential manner.</li> <li>• demonstrate the ability to use words and phrases to an appropriate level.</li> <li>• think and write a short story using the correct structure and format.</li> </ul> <b>Grammar:</b> The students will be able to <ul style="list-style-type: none"> <li>• identify the tenses.</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• Narration of a <b>Legend</b></li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Write a short story following the hints given.</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Grammar Quiz</li> </ul>

		<b>Grammar:</b> To help students <ul style="list-style-type: none"> <li>• use basic grammar appropriately while speaking and writing.</li> <li>• learn the basic conventions of English grammar.</li> <li>• learn the tenses and the breakup of sentences in all the tenses.</li> </ul>		<ul style="list-style-type: none"> <li>• write sentences in different tenses.</li> </ul>	
<b>JUNE</b>	<b>SUMMER VACATION</b>	<b>SUMMER VACATION</b>	<b>SUMMER VACATION</b>	<b>SUMMER VACATION</b>	<b>SUMMER VACATION</b>
<b>JULY</b>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• L4- The Theoretic Turtle (Poem)</li> <li>• L5- A Tent in Agony</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Article</li> <li>• Report Writing</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Determiners (Adjectives &amp; Articles)</li> <li>• Pronouns</li> <li>• Adverbs</li> <li>• Integrated Grammar (omission, error correction &amp; close gap filling)</li> </ul>	<b>Literature:</b> To help students <ul style="list-style-type: none"> <li>• develop and enhance listening, reading, speaking and writing skills.</li> <li>• develop skills of general application like analysis, synthesis, drawing of inferences etc.</li> <li>• develop high order thinking skills and critical thinking ability.</li> <li>• develop vocabulary.</li> </ul> <b>Writing:</b> To help students <ul style="list-style-type: none"> <li>• develop and enhance writing skills.</li> <li>• develop the confidence to express thoughts effortlessly and in an organised manner.</li> <li>• develop the ability to write for a specific purpose.</li> <li>• learn the format of article &amp; report.</li> <li>• provide opportunity to think and write a story using correct structure and appropriate vocabulary.</li> <li>• provide opportunity to think and write a report using correct</li> </ul>	<b>Literature:</b> The teacher will <ul style="list-style-type: none"> <li>• give the background of the poet/ writer and the lesson.</li> <li>• conduct individual and group reading.</li> <li>• encourage students to raise questions and share their views &amp; discuss the lesson.</li> <li>• explain the meanings of difficult words and phrases.</li> <li>• discuss the rhyme scheme and poetic devices in the poem.</li> <li>• discuss the questions asked at the end of the lesson.</li> </ul> <b>Writing:</b> The teacher will <ul style="list-style-type: none"> <li>• explain the format of an article.</li> <li>• give topics to the students to write articles.</li> <li>• explain the structure of a report.</li> <li>• create situations for the students to write reports on events and incidents.</li> </ul> <b>Grammar:</b> The teacher will <ul style="list-style-type: none"> <li>• review and build on previous learning</li> <li>• explain the topic with the help of examples.</li> <li>• provide worksheets.</li> <li>• do practice exercises from the Grammar book in the class.</li> </ul>	<b>Literature:</b> The students will be able to <ul style="list-style-type: none"> <li>• comprehend literature in the form of prose and poetry.</li> <li>• understand and appreciate the poetic devices.</li> <li>• understand and answer a variety of questions.</li> <li>• determine the meanings of words and phrases as used in the text.</li> <li>• enhance their speaking and writing skills.</li> <li>• enhance their vocabulary.</li> </ul> <b>Writing:</b> The students will be able to <ul style="list-style-type: none"> <li>• organise and structure meaningful sentences in a sequential manner.</li> <li>• demonstrate the ability to use words and phrases to the appropriate level.</li> <li>• think and write a story using the correct structure and format.</li> <li>• think and write a report using the correct structure and format.</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• Recitation</li> <li>• Share anecdotes on dilemmas &amp; decision making.</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Write an article on the topic given.</li> <li>• Write and read out a report in the class.</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Grammar Quiz</li> </ul>

		<p>structure and appropriate vocabulary.</p> <p><b>Grammar:</b></p> <p>To help students</p> <ul style="list-style-type: none"> <li>• use basic grammar appropriately while speaking and writing.</li> <li>• learn the basic conventions of English grammar.</li> <li>• learn the types of determiners as demonstratives, possessives, interrogatives, quantifiers and articles.</li> <li>• learn the types of pronouns and their usage in sentences.</li> <li>• learn the difference between adjectives and pronouns.</li> <li>• learn the types of adverbs as adverbs of manner, place, time, frequency, quantity etc.</li> <li>• learn the order of adverbs in a sentence.</li> </ul>		<p><b>Grammar:</b></p> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• identify the determiners and use them in sentences.</li> <li>• use the correct pronoun in its number, person and case.</li> <li>• differentiate between adjectives and pronouns.</li> <li>• identify different adverbs and use them in the correct order in sentences.</li> </ul>	
AUGUST	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• L6- A Story About Tea</li> <li>• L7- Night of the Scorpion (Poem)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Informal Letter &amp; Formal Letter (Editor, Complaint, Request &amp; Application)</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Types of Sentences</li> <li>• Conjunctions</li> <li>• Clauses</li> </ul>	<p><b>Literature:</b></p> <p>To help students</p> <ul style="list-style-type: none"> <li>• develop and enhance listening, reading, speaking and writing skills.</li> <li>• develop skills of general application like analysis, synthesis, drawing of inferences etc.</li> <li>• develop high order thinking skills and critical thinking ability.</li> <li>• develop vocabulary.</li> </ul> <p><b>Writing:</b></p> <p>To help students</p> <ul style="list-style-type: none"> <li>• develop and enhance writing skills.</li> <li>• develop the confidence to express thoughts effortlessly and in an organised manner.</li> </ul>	<p><b>Literature:</b></p> <p>The teacher will</p> <ul style="list-style-type: none"> <li>• give the background of the writer/poet and the lesson.</li> <li>• individual and group reading.</li> <li>• encourage students to raise questions and share their views.</li> <li>• discuss the lesson.</li> <li>• explain the meanings of difficult words and phrases.</li> <li>• discuss the rhyme scheme and poetic devices in the poem.</li> <li>• discuss the questions asked at the end of the lesson.</li> </ul> <p><b>Writing:</b></p> <p>The teacher will</p> <ul style="list-style-type: none"> <li>• explain the formats of informal &amp; formal letters.</li> </ul>	<p><b>Literature:</b></p> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• comprehend literature in the form of prose/poetry.</li> <li>• understand and appreciate the poetic devices.</li> <li>• understand and answer a variety of questions.</li> <li>• determine the meanings of words and phrases as used in the text.</li> <li>• enhance speaking and writing skills.</li> <li>• enhance vocabulary.</li> </ul> <p><b>Writing:</b></p> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• organise and structure meaningful sentences in a sequential manner.</li> </ul>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• Group discussion on My Idea of an Adventure</li> <li>• Recitation</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write informal and formal letters.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Grammar Quiz</li> </ul>

		<ul style="list-style-type: none"> <li>• develop the ability to write for a specific purpose.</li> <li>• learn the correct format of Formal &amp; Informal Letters.</li> </ul> <b>Grammar:</b> To help students <ul style="list-style-type: none"> <li>• learn the types of sentences according to their functions (Declarative, Interrogative, Exclamatory &amp; Imperative).</li> <li>• learn the types of sentences according to their structure</li> <li>• (Simple, Compound or Complex).</li> <li>• learn to change sentences from one type to the other.</li> <li>• learn the correct punctuation for each kind of sentence.</li> <li>• learn the types of conjunctions and their usage in sentences.</li> <li>• learn the types of clauses as coordinate, main and subordinate.</li> <li>• learn the types of sentences as Compound or Complex based on the clauses in them.</li> </ul>	<ul style="list-style-type: none"> <li>• create situations for the students to write informal letters to friends and family members.</li> <li>• students to write formal letters to the Principal, the editor of a newspaper or magazine or an official holding an important position in an organisation.</li> </ul> <b>Grammar:</b> The teacher will <ul style="list-style-type: none"> <li>• review and build on previous learning.</li> <li>• explain the topic with the help of examples.</li> <li>• provide worksheets.</li> <li>• do practice exercises from the Grammar book in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate the ability to use words and phrases to an appropriate level.</li> </ul> <b>Grammar:</b> The students will be able to <ul style="list-style-type: none"> <li>• identify the types of sentences according to their function and structure, and transform them from one type to another.</li> <li>• identify the kinds of conjunctions as coordinating (FANBOYS) and subordinating (as, since, when, while which etc) and use them in sentences.</li> <li>• identify the clauses as coordinate or subordinate noun / adjective/ adverb clause.</li> </ul>	
<b>SEPTEMBER</b>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Modals</li> <li>• Integrated Grammar (error correction &amp; close gap filling)</li> </ul> <b>ASL &amp; Multiple Assessment Activities</b>	<b>Literature:</b> To help students <ul style="list-style-type: none"> <li>• develop and enhance listening, reading, speaking and writing skills.</li> <li>• develop skills of general application like analysis, synthesis, drawing of inferences etc.</li> <li>• develop high order thinking skills and critical thinking ability.</li> <li>• develop vocabulary.</li> </ul>	<b>Literature:</b> The teacher will <ul style="list-style-type: none"> <li>• recapitulate the lessons.</li> <li>• encourage students to raise questions and share their views.</li> <li>• discuss the lesson.</li> <li>• discuss questions &amp; queries.</li> </ul> <b>Writing:</b> The teacher will <ul style="list-style-type: none"> <li>• give revision tests.</li> </ul> <b>Grammar:</b> The teacher will <ul style="list-style-type: none"> <li>• review and build on previous learning.</li> <li>• explain the topic with the help of examples.</li> </ul>	<b>Literature:</b> The students will be able to <ul style="list-style-type: none"> <li>• recall &amp; answer questions.</li> </ul> <b>Writing:</b> The students will be able to <ul style="list-style-type: none"> <li>• recall &amp; answer the questions asked.</li> <li>• demonstrate the ability to use words and phrases to the appropriate level.</li> </ul> <b>Grammar:</b> The students will be able to <ul style="list-style-type: none"> <li>• apply grammar rules learnt so far.</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Grammar Quiz</li> </ul> <b>ASL &amp; MA</b> <ul style="list-style-type: none"> <li>• Individual &amp; group activities</li> </ul>

		<b>Writing:</b> To help students <ul style="list-style-type: none"> <li>• revise writing skills learnt so far.</li> </ul> <b>Grammar:</b> To help students <ul style="list-style-type: none"> <li>• use basic grammar appropriately while speaking and writing.</li> <li>• revise and recapitulate the topics learnt so far.</li> <li>• learn the different modals and their usage in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• provide worksheets.</li> <li>• do practice exercises from the Grammar book in the class.</li> <li>• provide revision worksheets.</li> </ul>	<ul style="list-style-type: none"> <li>• use appropriate modals in sentences.</li> </ul>	
<b>OCTOBER</b>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• L8- Twenty Thousand Leagues Under the Sea</li> <li>• L10- The Flower (Poem)</li> </ul> <b>Writing:</b> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Active &amp; Passive Voice</li> <li>• Reported Speech</li> </ul>	<b>Literature:</b> To help students <ul style="list-style-type: none"> <li>• develop and enhance listening, reading, speaking and writing skills.</li> <li>• develop skills of general application like analysis, synthesis, drawing of inferences etc.</li> <li>• develop high order thinking skills and critical thinking ability.</li> <li>• develop vocabulary.</li> </ul> <b>Writing:</b> <b>Grammar:</b> To help students <ul style="list-style-type: none"> <li>• use basic grammar appropriately while speaking and writing.</li> <li>• learn the basic conventions of English grammar.</li> <li>• learn sentences in Active and Passive voice.</li> <li>• learn the rules to change the voice.</li> <li>• learn Direct and Indirect Speech.</li> </ul>	<b>Literature:</b> The teacher will <ul style="list-style-type: none"> <li>• give the background of the writer/poet and the lesson.</li> <li>• individual and group reading.</li> <li>• encourage students to raise questions and share their views.</li> <li>• discuss the lesson/poem.</li> <li>• explain the meanings of difficult words and phrases.</li> <li>• discuss the questions asked at the end of the lesson.</li> <li>• enact the play in groups.</li> </ul> <b>Writing:</b> <b>Grammar:</b> The teacher will <ul style="list-style-type: none"> <li>• review and build on previous learning.</li> <li>• explain the topic with the help of examples.</li> <li>• provide worksheets.</li> <li>• do practice exercises from the Grammar book in the class.</li> </ul>	<b>Literature:</b> The students will be able to <ul style="list-style-type: none"> <li>• comprehend literature in the form of prose</li> <li>• understand and answer a variety of questions</li> <li>• determine the meanings of words and phrases as used in the text</li> <li>• enhance speaking and writing skills</li> <li>• enhance vocabulary</li> </ul> <b>Writing:</b> <b>Grammar:</b> The students will be able to <ul style="list-style-type: none"> <li>• identify and change the voice from active to passive and vice versa.</li> <li>• change the speech from direct to indirect and vice versa.</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Recitation</li> </ul> <b>Writing:</b> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Grammar Quiz</li> </ul>

		<ul style="list-style-type: none"> <li>• learn the rules to change speech from direct to indirect and vice versa.</li> </ul>			
<b>NOVEMBER</b>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• L9- Khoka</li> <li>• L11- My Financial Career</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Data Interpretation</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Transformation of Sentences</li> </ul>	<p><b>Literature:</b></p> <p>To help students</p> <ul style="list-style-type: none"> <li>• develop and enhance listening, reading, speaking and writing skills.</li> <li>• develop skills of general application like analysis, synthesis, drawing of inferences etc.</li> <li>• develop high order thinking skills and critical thinking ability.</li> <li>• develop vocabulary.</li> </ul> <p><b>Writing:</b></p> <p>To help students</p> <ul style="list-style-type: none"> <li>• develop and enhance writing skills.</li> <li>• develop the confidence to express thoughts effortlessly and in an organised manner.</li> <li>• develop the ability to write for a specific purpose.</li> <li>• learn to interpret the data given.</li> </ul> <p><b>Grammar:</b></p> <p>To help students</p> <ul style="list-style-type: none"> <li>• use basic grammar appropriately while speaking and writing.</li> <li>• learn the basic conventions of English grammar.</li> <li>• learn the rules for transformation of sentences from simple to compound or complex, complex or compound to simple, and compound to complex and vice versa.</li> </ul>	<p><b>Literature:</b></p> <p>The teacher will</p> <ul style="list-style-type: none"> <li>• give the background of the poet and the lesson.</li> <li>• individual and group reading discuss the rhyme scheme and poetic devices in the poem.</li> <li>• encourage students to raise questions and share their views.</li> <li>• discuss the lesson.</li> <li>• explain the meanings of difficult words and phrases.</li> <li>• discuss the questions asked at the end of the lesson.</li> </ul> <p><b>Writing:</b></p> <p>The teacher will</p> <ul style="list-style-type: none"> <li>• explain the format of Data Interpretation</li> <li>• create situations for the students to interpret data from tables, pie charts and bar graphs.</li> </ul> <p><b>Grammar:</b></p> <p>The teacher will</p> <ul style="list-style-type: none"> <li>• review and build on previous learning.</li> <li>• explain the topic with the help of examples.</li> <li>• provide worksheets.</li> </ul>	<p><b>Literature:</b></p> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• comprehend literature in the form of prose.</li> <li>• understand and answer a variety of questions.</li> <li>• determine the meanings of words and phrases as used in the text.</li> <li>• enhance speaking and writing skills.</li> <li>• enhance vocabulary.</li> </ul> <p><b>Writing:</b></p> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• organise and structure meaningful sentences in a sequential manner.</li> <li>• demonstrate the ability to use words and phrases to the appropriate level.</li> <li>• interpret data and write a paragraph.</li> </ul> <p><b>Grammar:</b></p> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• apply grammar rules learnt so far.</li> <li>• transform sentences.</li> </ul>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• Group discussion on Being a Good Leader</li> <li>• Individual Speech on Career Options</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Interpret the data given</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Grammar Quiz</li> </ul>
	<b>Literature:</b>	<b>Literature:</b>	<b>Literature:</b>	<b>Literature:</b>	<b>Literature:</b>



<b>DECEMBER</b>	<ul style="list-style-type: none"> <li>• L12-Fourteen</li> <li>• Revision</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <p><b>Grammar:</b> Integrated Grammar (omission, error correction &amp; close gap filling)</p> <p><b>ASL &amp; Multiple Assessment Activities</b></p>	<ul style="list-style-type: none"> <li>• To help students</li> <li>• Enhance creativity</li> <li>• Revision</li> </ul> <p><b>Writing:</b> To help students</p> <ul style="list-style-type: none"> <li>• develop and enhance writing skills.</li> <li>• develop the confidence to express thoughts effortlessly and in an organised manner.</li> <li>• develop the ability to write for a specific purpose.</li> <li>• learn the format and structure of a formal speech.</li> <li>• revise writing skills learnt so far.</li> </ul> <p><b>Grammar:</b> To help students</p> <ul style="list-style-type: none"> <li>• use basic grammar appropriately while speaking and writing.</li> <li>• revise and recapitulate the topics learnt so far.</li> </ul>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>• give a winter assignment</li> <li>• Revision</li> </ul> <p><b>Writing:</b> The teacher will</p> <ul style="list-style-type: none"> <li>• provide a topic and key points to the students to write a speech.</li> <li>• revise writing topics.</li> </ul> <p><b>Grammar:</b> The teacher will</p> <ul style="list-style-type: none"> <li>• review and build on previous learning.</li> <li>• provide revision worksheets.</li> </ul>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>• use their creativity in their Art Integrated Winter Assignment.</li> <li>• recall the lessons &amp; answer questions</li> </ul> <p><b>Writing:</b> The students will be able to</p> <ul style="list-style-type: none"> <li>• organise and structure meaningful sentences in a sequential manner</li> <li>• demonstrate the ability to use words and phrases to the appropriate level</li> <li>• write a speech on the topic given</li> </ul> <p><b>Grammar:</b> The students will be able to</p> <ul style="list-style-type: none"> <li>• apply grammar rules learnt so far</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activity (PLAY)</li> <li>• Revision Tests</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Writing Revision</li> </ul> <p>• Revision Tests</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Grammar Quiz</li> </ul> <p><b>ASL &amp; MA</b></p> <ul style="list-style-type: none"> <li>• Individual &amp; group activities</li> </ul>
<b>JANUARY</b>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <p><b>Grammar:</b> Integrated Grammar (omission, error correction &amp; close gap filling)</p>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <p><b>Writing:</b> To help students</p> <ul style="list-style-type: none"> <li>• revise the previous topics.</li> </ul> <p><b>Grammar:</b> To help students</p> <ul style="list-style-type: none"> <li>• revise and recapitulate the topics learnt so far.</li> </ul>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• The play will be enacted in groups.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• revise the previous topics.</li> </ul> <p><b>Grammar:</b> The teacher will</p> <ul style="list-style-type: none"> <li>• review and build on previous learning</li> <li>• provide revision worksheets</li> </ul>	<p><b>Literature:</b> The students will be able to</p> <ul style="list-style-type: none"> <li>• role play &amp; enact</li> </ul> <p><b>Writing:</b> The students will be able to</p> <ul style="list-style-type: none"> <li>• recall the formats learnt so far.</li> </ul> <p><b>Grammar:</b> The students will be able to</p> <ul style="list-style-type: none"> <li>• apply grammar rules learnt so far</li> </ul>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• Revision Tests</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Revision Tests</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Grammar Quiz</li> </ul>

<b>FEBRUARY</b>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Integrated Grammar (omission, error correction &amp; close gap filling)</li> </ul> <b>ASL &amp; Multiple Assessment Activities</b>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>To help students</li> <li>• use basic grammar appropriately while speaking and writing.</li> <li>• learn the basic conventions of English Grammar.</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• revision tests</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• revision tests</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>The teacher will</li> <li>• review and build on previous learning.</li> <li>• revise topics with the help of examples.</li> <li>• provide worksheets.</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>The students will be able to</li> <li>• recall the lessons &amp; answer questions.</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>The students will be able to</li> <li>• recall the formats learnt so far.</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>The students will be able to</li> <li>• apply grammar rules learnt so far.</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• Revision tests</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Revision tests</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Grammar Quiz</li> </ul> <b>ASL &amp; MA</b> <ul style="list-style-type: none"> <li>• Individual &amp; group activities</li> </ul>
<b>MARCH</b>	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>

# बी. जी. एस. इंटरनेशनल पब्लिक स्कूल, सेक्टर-5, द्वारका, नई दिल्ली-110075

## पाठ्यक्रम सत्र - 2025-26

अध्यापिका : सुश्री सरस्वती धनखड़

पुस्तक : वसंत ( भाग - 3 )

व्याकरण : आधारशिला (भाग-8) हिंदी व्याकरण

विषय : हिंदी

कक्षा : आठवीं

महीना	पाठ	विधा	चिंतन	जीवन मूल्य तथा पारिवारिक , सामाजिक व राष्ट्रीय चेतना
अप्रैल	1. लाख की चूड़ियाँ	कहानी	सही गलत का निर्णय, प्रतिक्रिया, कारण, तर्क, संदेश, निष्कर्ष अतीत का भार, अतीत का दबाव ।	परिश्रम, सम्मान और मानवीय संवेदना ।
मई	व्याकरण --- वर्ण-विच्छेद, अनुच्छेद लेखन तथा चित्र-वर्णन ।			
जून	ग्रीष्मावकाश			
जुलाई	2. बस की यात्रा	व्यंग्य	तर्कसंगत तथ्य, हास्य व्यंग्य की समझ, प्रतिक्रिया, अर्थबोध एवं अनुमान ।	हास्य - व्यंग्य का परिचय, प्रतिक्रिया, चरित्र - चित्रण
	3. दीवानों की हस्ती	कविता	प्रतिक्रिया, कल्पना, अर्थ एवं भाव बोध, आशय स्पष्ट, प्रत्यास्मरण ।	निरंतर प्रयास करना, कठिनाइयों का सामना करना और आगे बढ़ना ।
	व्याकरण --- अपठित गद्यांश, अपठित पद्यांश, अनुस्वार, अनुनासिक			
अगस्त	4. भगवान के डाकिए	कविता	प्रतिक्रिया, कल्पना, अर्थ एवं भाव बोध, आशय स्पष्ट, प्रत्यास्मरण ।	प्रकृति से प्रेम तथा सौंदर्य बोध, आनंद की अनुभूति ।
	5. क्या निराश हुआ जाए	निबंध	परिणाम, प्रतिक्रिया, विस्तृत विवरण, चिंतनात्मक पठन, संदेश ।	जागरूक, निष्ठावान और दृढ़ता
व्याकरण --- विराम-चिह्न, संवाद-लेखन, पत्र-लेखन, विज्ञापन				
सितंबर	पुनरावृत्ति कार्य			

## द्वितीय सत्र

अक्टूबर	7.कबीर की सखियाँ	साखी	अर्थ, भाव-बोध, अनुमान, विस्तृत विवरण ।	अहिंसा, प्रेम त्याग की भावना
	व्याकरण --- रचना के आधार पर वाक्य रूपान्तरण ,वाक्य के भेद एवं उपभेद , सरल, मिश्रित संयुक्त वाक्य । अशुद्ध वाक्यों का संशोधन ।			
नवंबर	10. अकबरी लोटा	कहानी	तर्क संगत तथ्य, हास्य व्यंग्य की समझ, प्रतिक्रिया, अर्थ बोध, अनुमान, चरित्र - चित्रण ।	परेशानी में समझदारी, मित्र की मदद
	व्याकरण ---भाषिक कार्य --- मुहावरे [1-30], सूचना लेखन (Notice Writing)			
दिसंबर	11. सूर के पद	पद	भाव -ग्रहण, अर्थबोध, आशय, मुख्य संदेश, चिंतनात्मक पठन, कविता वाचन	सेवा भाव, भक्ति, परोपकार, प्रेम और त्याग की भावना
	13. बाज और साँप	कहानी	प्रत्यास्मरण, प्रतिक्रिया, यथार्थ और कल्पना में अंतर करना, आशय	कष्ट सहन, करुण भाव का उदय, उपहास की वृत्ति का त्याग ।
	व्याकरण --- भाषिक कार्य --- संधि-विच्छेद ।			
जनवरी	व्याकरण --- भाषिक कार्य --- उपसर्ग, प्रत्यय			
फरवरी - पुनरावृत्ति कार्य (समस्त वार्षिक परीक्षा का पाठ्यक्रम)				
मार्च - वार्षिक परीक्षा				

**BGS INTERNATIONAL PUBLIC SCHOOL**  
**SECTOR 5, DWARKA ,NEW DELHI**  
**CURRICULUM**

**SUBJECT :** संस्कृतम्  
**TEXT BOOK:** रुचिरा तृतीय भागः,  
**TEACHERS NAME:** ओम्प्रकाशः

कक्षा—अष्टमी

**SESSION:2025-26**

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL	पाठ - प्रथमः सुभाषितानि संख्यावाचकशब्दाः कारक प्रकरण शब्दरूप(सर्वनाम)	शब्द-भाषयोः अवबोधनम् नवीनशब्दाः, क्रियापदाः, शब्दानाम् अर्थः, प्रत्ययानां ज्ञानम्	अनुवाद विधिना अध्यापकः छात्रान् शब्दभेद-धातुरूप-कारक- काल-रचना-आदीनाम् नियमान् निर्देशयति।	छात्राः नैतिकज्ञानं प्राप्स्यन्ति। कर्त्रनुसारं क्रियापदानां प्रयोगे सक्षमाः भवन्ति।संख्यानां विशेषणेन प्रयोगः।	चित्राधारित पंचवाक्यानि लेखनम्
MAY	पाठ - द्वितीयः बिलस्य वाणी न व्याकरण शब्दरूपं, धातुरूपं च चित्रवर्णन	शब्द-भाषयोः अवबोधनम् नवीनशब्दाः, क्रियापदाः, शब्दानाम् अर्थः, प्रत्ययानां ज्ञानम्	अनुवाद विधिना अध्यापकः छात्रान् शब्दभेद-धातुरूप-कारक- काल-रचना-आदीनाम् नियमान् निर्देशयति।	कथा अनुसारेण “बुद्धिर्यस्य बलं तस्य” इति उक्तिं चरितार्थं भवति।	चार्ट निर्माणम् (लिङ्गानुसारं चित्र)
JULY	पाठ - तृतीयः डिजीभारतम् पाठ - चतुर्थ सदैव पुरतो निधेहि व्याकरण- धातु रूपाणि प्रत्ययाः	पठितगद्यांश, कर्तृपरिचयम् क्रियापरिचयम्, प्रश्नोत्तरम्, शब्दार्थम्, विलोमपदाः, पर्यायपदाः, घटनाक्रमः  अस्, कृ, गम्, पा, दा क्त्वा,तुमुन्,ल्यप्,	व्यासविधिः प्रश्नोत्तर विधि	छात्राः नैतिकज्ञानं प्राप्स्यन्ति। कर्त्रनुसारं क्रियापदानां प्रयोगे सक्षमाः भवन्ति।	पद्य - गायनम् जीवाने भाषायां च उपयोगः

<b>AUGUST</b>	<p>पाठ- पंचमः कंटकेन एव कंटकम् पाठ- सप्तमः भारत जनता स्वर संधि (गुण, अयादि, दीर्घ) चित्रवर्णनम्</p>	<p>पठितगद्यांश, कर्तृपरिचयम् क्रियापरिचयम्, प्रश्नोत्तरम्, शब्दार्थम्, विलोमपदाः, पर्यायपदाः, संख्यावाचीशब्दाः लिङ्गानुसारेण संख्यासु भिन्नता</p>	<p>व्यासविधिः उदाहरणविधिः</p>	<p>कथा माध्यमेन पठने च छात्राणां अभिरुचिवर्धनम् स्वदेशस्य संस्कृतेः ज्ञानम् भवति</p>	<p>मौखिकाभ्यासेन छात्राः विभिन्नधातुरूपाणां उच्चारणं करिष्यन्ति।  छात्राः परस्परे संवादं कृत्वा वाक्यानि लेखिष्यन्ति।</p>
<b>SEPTEMBER</b>	<p>पुनरावृत्ति अर्ध वार्षिक परीक्षा</p>				
<b>OCTOBER</b>	<p>पाठः- अष्टमः संसारसागरस्य नायकाः पाठः- नवमः सप्त भागिन्यः पाठः- दशमः नीति नव नीतम्</p>	<p>पठितगद्यांश, पद्यांश, अन्वयानि, प्रश्नोत्तरम्, शब्दार्थम्, विलोमपदाः, पर्यायपदाः, संधयः चित्रवर्णनम्/अनुवादम्</p>	<p>अनुवाद विधिना अध्यापकः छात्रान् शब्दभेद-धातुरूप-कारक- काल-रचना-आदीनाम् नियमान् निर्देशयति।</p>	<p>क्षत्रिय धर्मस्य विषये ज्ञानं प्राप्स्यन्ति।</p>	<p>छात्राः भारतस्य वीरान् प्रति अनुच्छेदं लेखिष्यन्ति, उच्चारणपूर्वकम् अर्थबोधः करिष्यन्ति।</p>
<b>NOVEMBER</b>	<p>पाठः- एकादशः सावित्री बाई फुले पाठः- द्वादशः कःरक्षति कः रक्षित चित्रवर्णनम्/अनुवादम्</p>	<p>पठितगद्यांश, कर्तृपरिचयम् क्रियापरिचयम्, प्रश्नोत्तरम्, शब्दार्थम्, विलोमपदाः, पर्यायपदाः, घटनाक्रमः शब्दानां कारकैः समुचितम् प्रयोगम्</p>	<p>व्यासविधिः उदाहरण विधिः</p>	<p>आचार विचारस्य, परिश्रमस्य महत्त्वम् ज्ञायते</p>	<p>कस्य अपि रमणीय स्थलस्य संस्कृतन वर्णनम्</p>
<b>DECEMBER</b>	<p>पाठ- त्रयोदशः क्षितौ राजते भारत. व्याकरण पत्र</p>	<p>पठितगद्यांश, कर्तृपरिचयम् क्रियापरिचयम्, प्रश्नोत्तरम्, शब्दार्थम्, विलोमपदाः, पर्यायपदाः, घटनाक्रमः</p>	<p>ध्वन्यात्मक विधिः- येन छात्राः सम्यक्प्रकारेण वर्णानाम् उच्चारणम् कुर्युः। अर्थविधिः - येन शब्दानां ज्ञानम् भवेत्।</p>	<p>सचित्रं क्षितौ राजते भारत वाक्यरचना</p>	<p>लघुनाटिका—प्रकृतेः शोभा FOR MULTIPLE ASSESSMENT</p>

<b>JANUARY</b>	पाठ- चतुर्दशः आर्यभट्टः	नवीनशब्दाः, क्रियापदाः, शब्दानाम् अर्थः, प्रत्ययानां ज्ञानम्	व्यासविधिः	समाजे यथासामर्थ्यम् परेषां साहाय्यं करणीयम्	
<b>FEBRUARY</b>	पुनरावृत्ति				
<b>MARCH</b>	वार्षिक परीक्षा				

**SUBJECT TEACHER**

**BGS INTERNATIONAL PUBLIC SCHOOL**  
**SECTOR 5, DWARKA, NEW DELHI**  
**CURRICULUM – CLASS VIII**

SUBJECT: FRENCH

SESSION: 2025-26

TEXT BOOK : NOUVEL APPRENONS LE FRANÇAIS 3 (Méthode et Cahier)

SUBJECT TEACHER'S NAME: MS. RITIKA GABA

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
AVRIL	<p><b>L-0. Vous connaissez la France ?</b></p> <p><b>L-1. Une nouvelle année d'apprentissage</b></p>	<ul style="list-style-type: none"> <li>• S'initier à la civilisation française.</li> <li>• Les adverbes de quantité</li> <li>• Les articles</li> <li>• Les verbes –er, -ir, -re</li> <li>• La négation</li> <li>• Le système éducatif français</li> <li>• Les matières scolaires</li> <li>• Le corps humain</li> </ul>	<ul style="list-style-type: none"> <li>• Apprendre la culture française</li> <li>• Règles les articles et les verbes (er, ir, re)</li> <li>• Règles des adverbes de quantité</li> <li>• Les règles de négation</li> <li>• Les matières scolaires (Vocabulaire)</li> </ul>	<ul style="list-style-type: none"> <li>• Connaissance générale de la France</li> <li>• Savoir les adverbes de quantité</li> <li>• Savoir la négation</li> <li>• Savoir le vocabulaire du corps humain</li> </ul>	<ul style="list-style-type: none"> <li>• Activité orale – Que savez-vous de la France ?</li> <li>• Un collage sur la culture française.</li> </ul>
MAI	<b>L-2. Les rêves et les ambitions de la famille</b>	<ul style="list-style-type: none"> <li>• Les noms</li> <li>• Les Adjectifs Possessifs</li> <li>• Les Adjectifs</li> <li>• La position des adjectifs</li> <li>• Les Synonymes</li> <li>• L'infinitif après un autre verbe</li> <li>• Les membres de la famille</li> </ul>	<ul style="list-style-type: none"> <li>• Les règles les noms</li> <li>• Les règles les adjectifs</li> <li>• Les règles de la position des adjectifs</li> </ul>	<ul style="list-style-type: none"> <li>• Connaissiez les noms</li> <li>• Savoir de la position de adjectifs</li> <li>• Savoir les synonymes</li> <li>• Présentez une personne</li> </ul>	<ul style="list-style-type: none"> <li>• Activité groupe dialogue au restaurant</li> <li>• Une affiche sur les adjectifs</li> </ul>



JUIN	VACANCES	D'ÉTÉ			
JUILLET	<p><b>L-3. Une journée bien chargée</b></p> <p><b>L-4. Une excursion au zoo</b></p>	<ul style="list-style-type: none"> <li>• Les adverbess de temps</li> <li>• Dire l'heure</li> <li>• Les saisons, les jours de la semaine et les mois de l'année</li> <li>• Les verbes pronominaux</li> <li>• Décrire la journée</li> <li>• Les nombres cardinaux et ordinaux</li> </ul> <ul style="list-style-type: none"> <li>• Les animaux et les oiseaux</li> <li>• Expressions avec avoir</li> <li>• L'interrogatif</li> <li>• L'interrogation négative et si</li> </ul>	<ul style="list-style-type: none"> <li>• Règles des verbes pronominaux</li> <li>• Le vocabulaire de noms, saisons, jours et mois</li> <li>• Les adverbess de temps</li> <li>• Dire l'heure en français</li> <li>• Décrire la journée</li> <li>• Décrire les saisons</li> </ul> <ul style="list-style-type: none"> <li>• Expressions avec « avoir »</li> <li>• Règles de l'interrogatif</li> <li>• Expressions de parler santé</li> <li>• Les règles des négatifs</li> </ul>	<ul style="list-style-type: none"> <li>• Savoir les verbes pronominaux</li> <li>• Savoir les nombres cardinaux et ordinaux</li> <li>• Apprendre les saisons, les jours et mois</li> <li>• Apprendre comment dire l'heure</li> </ul> <ul style="list-style-type: none"> <li>• Apprendre les expressions courantes avec « avoir »</li> <li>• Décrivez votre animal de compagnie</li> <li>• Apprendre les noms des animaux</li> </ul>	<ul style="list-style-type: none"> <li>• Activité orale-Fais l'horloge</li> <li>• Une affiche sur les saisons</li> <li>• Une affiche sur les animaux et les oiseaux</li> </ul>
AOÛT	<b>L-5. Le jour du shopping</b>	<ul style="list-style-type: none"> <li>• Les verbes savoir et connaître</li> <li>• Les adverbess interrogatifs</li> <li>• Les repas français</li> <li>• Les plats et la nourriture</li> <li>• Les magasins et les boutiques spécialises</li> </ul>	<ul style="list-style-type: none"> <li>• Où faites-vous les courses ?</li> <li>• Les règles des adverbess interrogatifs</li> </ul>	<ul style="list-style-type: none"> <li>• Apprendre les courses</li> <li>• Apprendre les expressions avec les adverbess interrogatifs</li> <li>• Apprendre l'usage des verbes savoir et connaître</li> </ul>	<ul style="list-style-type: none"> <li>• Activité orale - ASL groupe</li> </ul>
SEPTEMBRE	<b>LES EXAMENS</b>				<ul style="list-style-type: none"> <li>• Récapitulation orale</li> <li>• Quiz en classe</li> </ul>

<b>OCTOBRE</b>	<b>L-6. Où se trouve le collège Jean Renoir ?</b>	<ul style="list-style-type: none"> <li>• Les prépositions</li> <li>• Les adverbes de lieu</li> <li>• Les verbes en – ayer, -oyer, -uyer</li> </ul>	<ul style="list-style-type: none"> <li>• Règles des prépositions, verbes et adverbes de lieu</li> <li>• Les règles des Nationalités et les pays</li> </ul>	<ul style="list-style-type: none"> <li>• Apprendre les prépositions</li> <li>• Apprendre les verbes</li> </ul>	•Activité orale- le dialogue
<b>NOVEMBRE</b>	<b>L-7. Protégeons notre environnement!</b>  <b>L-8. Une fête inoubliable</b>	<ul style="list-style-type: none"> <li>• Les noms des pays et les nationalités</li> <li>• Les prépositions de lieu</li> <li>• Parler de la protection de notre planète</li> </ul> <ul style="list-style-type: none"> <li>• Les fêtes en France</li> <li>• Les adjectifs démonstratifs</li> <li>• Les verbes irréguliers</li> <li>• Les Professions</li> </ul>	<ul style="list-style-type: none"> <li>• Parler de la santé</li> <li>• Les règles des prépositions de lieu</li> </ul> <ul style="list-style-type: none"> <li>• Les règles des adjectifs démonstratifs</li> <li>• Les verbes irréguliers</li> <li>• Les Professions</li> <li>• Les fêtes françaises</li> </ul>	<ul style="list-style-type: none"> <li>• Apprendre les pays et nationalités</li> <li>• Savoir les prépositions de lieu</li> </ul> <ul style="list-style-type: none"> <li>• Apprendre les adjectifs démonstratifs</li> <li>• Apprendre les fêtes</li> <li>• Apprendre les professions</li> </ul>	• Dessiner ou coller des drapeaux de différents pays avec leurs nationalités
<b>DECEMBRE</b>	<b>L-9. Une belle soirée</b>	• L'impératif	• Les règles d'impératif	• Savoir à impératif	
<b>JANVIER</b>	<b>L-10. Allons vite au stade !</b>	<ul style="list-style-type: none"> <li>• Les adjectifs interrogatifs</li> <li>• Les expressions avec faire</li> <li>• Les loisirs et les sports</li> </ul>	• Les règles des adjectifs interrogatifs	• Apprendre les adjectifs interrogatifs	<ul style="list-style-type: none"> <li>• Récapitulation orale</li> <li>• Quiz en classe</li> </ul>
<b>FÉVRIER</b>	<b>RÉVISION</b>				<ul style="list-style-type: none"> <li>• Récapitulation orale</li> <li>• Quiz en classe</li> </ul>
<b>MARS</b>	<b>LES EXAMENS</b>				



**BGS INTERNATIONAL PUBLIC SCHOOL**  
**SECTOR-5, DWARKA, NEW DELHI**  
**CURRICULUM (2025-2026)**

CLASS: VIII

SUBJECT- MATHEMATICS

TEXT BOOK: NCERT TEXT BOOK

Lab Manual (Work to be done on Practical Geometry Note Book)

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES
APRIL	Rational Numbers, Linear Equations in one Variable	Knowledge , Understand, Analysis  And Application of Rational Numbers and Linear Equations in one variable	Demonstration, Induction and Deduction method, Problem solving with examples, Rapid fire Quiz, Multimedia , Discussion ,in between surprise class test ,Black Board chalk method	Explore examples of Rational Numbers with all the operations and explore patterns in these operations  Generalizes properties of addition, subtractions, multiplication and division of Rational Numbers through patterns.  Provide situations that lead to simple equitation have and encourage them to solve using suitable processes.

MAY	Understanding Quadrilaterals.	Knowledge , Understand, Analysis  And Application of Understanding quadrilaterals	Demonstration, Induction and Deduction method, Problem solving with examples, Rapid fire Quiz, Multimedia , Discussion ,in between surprise class test ,Black Board chalk method	Solves problems related with angle sum property of 1 quadrilateral etc  Regular and not regular polygons  Convex and concave polygons  Sum of external angles of polygon.  Verifies properties of parallelograms.
JULY	Revision for PT1, Data Handling.S.E.A. Introduction to Graphs.	Knowledge , Understand, Analysis  And Skill Application of Graphs through Diagrammatic Presentation of Data with Pie Diagram or Pie Graph	Demonstration, Induction and Deduction method, Problem solving with examples, Rapid fire Quiz, Multimedia , Discussion ,in between surprise class test ,Black Board chalk method	Horizontal axis, Vertical axis, pie diagram and measure of central angles. A number of situations may be given when one quantity depends on the other.i.e.the quantities increase together.
AUGUST	Squares and Square Roots, Cubes and Cube roots,.	Knowledge , Understand, Analysis  And Application of Squares and Square Roots, Cubes and Cube roots, .through Integrated questions.	Demonstration, Induction and Deduction method, Problem solving with examples, Rapid fire Quiz, Multimedia , Discussion ,in between surprise class test ,Black Board chalk method	Explore patterns in square numbers square root, cubes and cube roots of numbers and form rules for exponents as integers
SEPTEMBER	Revision for Mid Term Comparing Quantities,	Recapitulation, Knowledge , Understand, Analysis  And Application of Comparing	Demonstration, Induction and Deduction method, Problem solving with examples, Rapid fire Quiz, Multimedia ,	Situations may be provided that involve the use of percentages in contexts like discounts,

		Quantities, Algebraic Expression and identities.	Discussion ,in between surprise class test ,Black Board chalk method	V.A.T, G.S.T, Simple and compound interest.  Experiences of addition,Subtraction, multiplying , algebraic expressions and different polynomials may be provided on their previous knowledge of distributive property of numbers and generalize various algebraic identities Plus some extra knowledge.
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MONTH	TOPIC	OBJECTIVES	METHODOLOGY	
OCTOBER	Algebraic Expression and identities ,	Knowledge , Understand, Analysis  And Algebraic Expressionand identities	Demonstration, Induction and Deduction method, Problem solving with examples, Rapid fire Quiz, Multimedia , Discussion ,in between surprise class test ,Black Board chalk method	Experiences of multiplying two algebraic expressions and different polynomials may be provided on their previous knowledge of distributive property of numbers and generalize various algebraic identities  Derive the formula for calculating area of trapezium,parallel ogram,Rhombus ,squares, circles
NOVEMBER	Mensuration.	Knowledge , Understand, Analysis  And Application of	Demonstration, Induction and Deduction method, Problem solving with	Identify that surfaces of various 3-D objects like cubes, cuboids and

		Mensuration	examples, Rapid fire Quiz, Multimedia , Discussion ,in between surprise class test ,Black Board chalk method	Cylinders.
DECEMBER	Exponents and Powers, Direct and inverse proportion	Knowledge , Understand, Analysis And Application of Direct and Inverse proportion	Demonstration, Induction and Deduction method, Problem solving with examples, Rapid fire Quiz, Multimedia , Discussion ,in between surprise class test ,Black Board chalk method	Using previous knowledge of laws of exponents solve problems related with exponents Solve problems based on direct and inverse proportions  Based on the previous knowledge of factorizing two numbers introduce the factorization of algebraic expressions using relevant activities
JANUARY	Factorisation	Knowledge , Understand, Analysis And Application of Factorisation	Demonstration, Induction and Deduction method, Problem solving with examples, Rapid fire Quiz, Multimedia , Discussion ,in between surprise class test ,Black Board chalk method	Based on the previous knowledge of factorizing two numbers introduce the factorization of algebraic expressions using relevant activities. Plus applications of identities
FEBRUARY	Revision for Final-Term	Recapitulation,		
MARCH				

**BGS INTERNATIONAL PUBLIC SCHOOL**

**SECTOR 5, DWARKA, NEW DELHI**

**CURRICULUM**

**SUBJECT: SCIENCE  
TEXT BOOK: NCERT  
TEACHER: GEETA**

**SESSION: 2025-26  
CLASS-VIII**

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL	<p><b><u>FORCE AND PRESSURE</u></b>  <b>FORCE-</b> Effects, types, resultant force</p> <p><b>PRESSURE-</b>  Atmospheric pressure, liquid pressure</p> <p><b><u>MICROORGANISMS: FRIEND AND FOE</u></b>  Classification of microorganisms.  Habitat of microorganisms.  Useful microorganisms.  Medicinal use of microorganisms.  Harmful microorganisms.  Communicable and non-communicable diseases.  Methods of food preservation</p>	<p>Students will be able to learn the concept of Force, its S.I. Unit, types of force and resultant force</p> <p>Students will be able to learn the concept of Pressure, atmospheric and liquid pressure  Properties of pressure and their use in daily life</p> <p>To enable students to- Identify different types of microorganisms.  -Understand the specific nature of bacteria and virus.  -Appreciate the role of microorganisms in the field of food and medicinal industries.  -Know the harmful effects of microorganisms.  -Identify the pathogens causing infectious diseases.</p>	<p>Discussion  Demonstration  Interaction  Lecture  Multimedia</p> <p>Interaction  Lecture cum note making  Demonstration  Discussion</p>	<p>Students are expected to know about Force, its S.I. unit and the types of force</p> <p>Students are expected to know about -  Pressure, atmospheric pressure and liquid pressure.  Properties of pressure and their use in daily life</p> <p>Appreciate the contribution of pioneers in the field of microbiology.  -Discuss the requirements of microbial growth.  -List the importance of microbes to human kind- in various fields.</p>	<p>Paste the pictures of the types of forces -contact and non contact and pressure (atmospheric and liquid) you see in your daily life</p> <p>To observe microorganism like amoeba, yeast and spirogyra under a microscope.  -To observe the growth of fungus on a piece of bread.  -To collect information about the vaccines they have been given during their childhood.  -To collect information about the preservatives added to the packed food that we</p>



		-Gain knowledge about vaccination and the diseases from which it gives them protection.		-Elucidate the disease caused by various pathogens.  -Explain -necessity-preservation, principle Of preservation of food	consume on a regular basis  Make Vaccination card Make Cartoon on any microbe.
MAY	<b><u>COAL AND PETROLEUM</u></b> Natural resources Coal- types Petroleum- its refining Natural gas	Students will be able to learn about natural resources, coal, its types, petroleum and natural gas	Discussion Demonstration Interactive method Lecture Multimedia	Students are expected to know about the natural resources  They are expected to know the different forms of coal, petroleum and natural gas commonly used	Extra questions Group discussion Poster making- Fossil fuels/Alternatives/ Effects
JUNE	<b>SUMMER VACATION</b>	<b>SUMMER ASSIGNMENT</b>			

JULY	<p><b><u>FRICTION</u></b>  Cause of friction  Factors  Types of friction(static, sliding and rolling)  Methods to increase and decrease friction  Friction- a necessary evil  Fluid friction</p> <p><b><u>CROP PRODUCTION AND MANAGEMENT</u></b>    Different crop seasons and types of crops grown in India.  Basic agricultural practices in our country.  Agricultural implements  Irrigation techniques.  Weed management in the crop field.  Manure and fertilizer Animal Husbandry</p>	<p>-Students will be able to learn aboutthe cause of friction, the factorswhich determine friction and the types of friction.  -They will be able tolearn the methods to increase and decrease friction, the advantages anddis-advantages of friction and the concept of fluid friction- its factors</p> <p>To enable the student to-  Understand the various agricultural activities performed in a crop field such as ploughing, manuring, weeding, harvesting etc.  -Know the use of different tools used for agricultural activities.  -Understand the advantages and disadvantages of traditional and modern methods of irrigation.  -Compare the advantages and disadvantages of manure and fertilizer.  -Understand the scientific management of animals for commercial production of animal food.</p>	<p>Discussion  Demonstration  Interactive method  Lecture  Multimedia</p> <p>Interactive method  Lecture  Demonstration  Discussion  Multimedia</p>	<p>List the common examples of friction – classroom activity, group discussion Demonstrating friction between rough/smooth surfaces  Discussion on other methods ofreducing friction and ways of increasing friction</p> <p>To explore internet to get information on white revolution and green revolution.</p> <p>To make a scrap file on agricultural implements and their utility.</p>	<p>Paste pictures-  How is friction a necessary evil.  Ways to reduce and increase friction.</p> <p>Find out alternatives to fertilisers.  Paste pictures of various implements used in agriculture and mention their uses.</p>
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AUGUST	<u>CONSERVATION OF PLANTS AND ANIMALS</u> Consequences of deforestation. Desertification Protected areas for conservation of forest and wild life. Endangered, extinct and endemic species. Project tiger Red Data Book Recycling of paper Reforestation	Understand the need to conserve the biodiversity. -Appreciate the role and importance of each and every species in maintaining a stable food chain. -Analyze the causes and consequences of deforestation -Compare endangered and endemic species -Identify the factors responsible for depletion of animal species. -Understand the need of protected areas for conservation of wildlife and forests.	Interactive method Lecture Demonstration Multimedia	Students will be able to- Define -- Deforestation. Link the causes of deforestation to the effects there of. Discuss the ways in which forest or biodiversity can be conserve Describe protected areas - (National parks, wildlife sanctuaries and biosphere reserves ) Elucidate the difference between endemic and endangered species. Analyze the steps to be taken against deforestation Recycling of paper Reforestation and afforestation Red data book Types of species	Make a list and paste pictures of – 1. endangered species 2. extinct species 3. endemic species
	<u>COMBUSTION AND FLAME</u> Combustion- Types, conditions, ignition temperature. Flame- zones and types Fuel efficiency	Students will be able to learn about the concept of combustion, its types, ignition temperature. -They will be able to learn about a candle flame, the types of flame and the zones. They will be able to learn about the calorific value of a fuel -Students will be able to learn the concept of	Lecture Demonstration Multimedia Explanation	Students are expected to know about combustion, its types and ignition temperature. -They are expected to know about flame, its types, different zones and the calorific value of a fuel.	Find information about various types of fire extinguishers.

SEPTEMBER	REVISION	<ul style="list-style-type: none"> <li>-Self assessment worksheets and tests</li> <li>-Practice towards perfection</li> </ul>	Discussion Oral test/Quiz/ Solvig worksheets/Assignments.	Understand and evaluate the errors and mistakes made and would be able to improve upon the same through correction.	
OCTOBER	<u>REPRODUCTION IN LIVING ORGANISMS.</u> Modes of reproduction in living organisms. Difference between sexual and asexual reproduction. Binary fission in amoeba Budding in hydra Structure and function of human reproductive system. Sexual reproduction in human beings. Test tube baby Metamorphosis in frogs. Cloning	To enable the student to- <ul style="list-style-type: none"> <li>-Define reproduction and differentiate sexual and asexual reproduction.</li> <li>-Learn the principle of binary fission and budding.</li> <li>-Understand the significance of sexual and asexual reproduction.</li> <li>-Identify the parts of male and female reproductive system.</li> <li>-Understand the process of In Vitro Fertilization.</li> <li>-Learn the history and methods of cloning</li> </ul>	Lecture Demonstration Discussion Multimedia Explanation	Students will be able to – <ul style="list-style-type: none"> <li>-Elucidate the difference between sexual and asexual reproduction.</li> <li>-Explain the importance of understanding the male and female reproductive systems.</li> <li>-Describe anatomy of male and female reproductive organs.</li> <li>-Define the menstrual cycle and explain its importance in female.</li> <li>-Explain how fertilization and implantation occur.</li> </ul>	To observe – permanent slide of binary fission in amoeba. permanent slide of budding in hydra. To collect information - IVF - Test tube Babies Cloning Worksheet

OCTOBER	<u>SOUND</u> Production and Propagation of sound Sound- produced by humans Sound through solids, liquids and gases. Characteristics of sound- Amplitude, frequency, time period, loudness and pitch. Audible and inaudible sounds. Human ear	Students will be able to learn about the production and propagation of sound with a medium. - They will be able to learn how sound is produced in humans and how it propagates in solids, liquids and gases, Amplitude, frequency, time period, loudness and pitch of a sound -They will be able to learn the difference between audible and inaudible sounds - The function of outer, middle and inner ear	Lecture Demonstration Multimedia Explanation Discussion	Students are expected to know how sound is produced and how it propagates in a medium, the mechanism of sound in humans. -They are expected to understand the characteristics of sound- Amplitude, frequency time period, loudness and pitch of a sound, -the difference between audible and inaudible sounds a- the functioning of the human ear.	Worksheet Demonstrating and distinguishing different types of sound. Identifying various sources of noise and thinking of measures to minimize it
NOVEMBER	<u>SOME NATURAL PHENOMENA</u> Charges- Types of charges, methods of charging Electroscope Lightning Earthquakes	-Students will be able to learn about charges, the types of charges and how charges can be transferred. Friction, induction and conduction. Students will be able to learn about the working of an electroscope and the concept of earthing, how lightning and earthquake are caused	Lecture Demonstration Multimedia Explanation Discussion	Students are expected to know about charges, the methods of charging -how an electroscope works. Students are expected to know how lightning and earthquake are caused. What precautions we need to take care of during such situations.	Make an electroscope Making a list of things that should be done in an earthquake prone area Make a flip book on persistence of vision
DECEMBER	<u>LIGHT</u> Reflection-types, laws Image formed by plane mirror. Multiple reflection and images. Dispersion Human eye	Reflection of light, laws of reflection, its types, image formation by plane mirrors and multiple reflection. -Students will be able to understand the functioning of human eye and the role of different parts of the eye.	Discussion Demonstration Lecture Multimedia Explanation	-Students are expected to know about Reflection of light, the laws of reflection, its type and image formed in a plane mirror Students are expected to know the role of all the parts of the human eye with their functions.	Making a kaleidoscope

JANUARY	<u>REACHING THE AGE OF ADOLESCENCE</u> Adolescence and puberty the changes of puberty. Endocrine glands and their secretion. Menstrual cycle. Determination of sex Reproductive health Personal hygiene. Harmful effects of drugs	To enable students to- -Relate the physical and emotional changes they are going through to their age. -To correlate mental growth, intellectual and emotional activity to the period of adolescence. -Understand the functioning of various hormones in human body. -Determine sex on basis of chromosomes. -Learn the importance of reproductive health as well as personal hygiene.	Discussion Demonstration Lecture Multimedia Explanation	Students will be able to- -Explain adolescence stage -Identify the characteristics of the adolescence stage. -Describe the physical and physiological changes during puberty and menstrual cycle. -Explain the significance of reproductive health. -Discuss the importance of personal hygiene and how can it be achieved -Create awareness by discussing the myths and taboos.	To make a cartoon on Growing adolescents  To make a poster and write slogan on the topic ' SAY NO TO DRUGS '
	<u>CHEMICAL EFFECTS OF ELECTRIC CURRENT</u> Liquids conduct electricity, electrolysis, electroplating and its uses	Students will be able to learn about the chemical effects of electric current, how liquids conduct electricity, electrolysis, electrorefining, hydrolysis and electroplating		Students are expected to know the various chemical effects of electric current, how liquids conduct electricity, electrorefining, hydrolysis, electrolysis and electroplating	Activity – To show liquids conduct electricity
FEBRUARY	REVISION - FINAL EXAMS				
MARCH	FINAL EXAMS				

**BGS INTERNATIONAL PUBLIC SCHOOL**  
**SECTOR 5, DWARKA, NEW DELHI**  
**CURRICULUM**

**SUBJECT- HISTORY**

**SESSION: 2025-26**

**TEXT BOOK: OUR PASTS-III (TEXT BOOK IN HISTORY FOR CLASS VIII)**

**CLASS: VIII**

**TEACHER'S NAME: MS. ANUPAMA JHA**

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL	1.How, When and Where?	<ul style="list-style-type: none"><li>➤ An overview of the period.</li><li>➤ Introduction to new geographical categories.</li><li>➤ An introduction to the sources for the study of modern Indian history</li></ul>	Multimedia, Textbook, Explanation  Class discussion and interaction with students	The students will <ul style="list-style-type: none"><li>➤ Become familiar with important historical terms like surveys, colonial, census, oral history.</li><li>➤ Develop observation and survey skills.</li></ul>	Take an old advertisement and analyse it. Write what these old advertisements help understand about the society.

<b>APRIL</b>	<b>2.From trade to territory</b>	<ul style="list-style-type: none"> <li>➤ Tracing the story of trading company becoming a political power.</li> <li>➤ Struggle for territory, wars with Indian rulers.</li> </ul>	<b>Multimedia, Textbook, Explanation, Map study and class discussion</b>	<b>The students will be able to understand</b> <ul style="list-style-type: none"> <li>➤ The doctrine of Lapse, Subsidiary alliance. Battle of Plassey.</li> <li>➤ Understand how British became the masters of a vast empire.</li> </ul>	<b>On the map of India mark the places annexed by British under</b>  <b>1.Doctrine of lapse</b> <b>2.Subsidiary alliance.</b>
<b>MAY</b>	<b>3.Ruling the Countryside</b>	<ul style="list-style-type: none"> <li>➤ Colonial agrarian policies, the effect on peasants and landlords.</li> <li>➤ Growth of commercial crops</li> <li>➤ Peasant revolts: Focus on Indigo rebellions</li> </ul>	<b>Multimedia, Textbook and Explanation</b>	<b>The students will be able to</b> <ul style="list-style-type: none"> <li>➤ Comprehend the concept of commercialization of agriculture.</li> <li>➤ Understand the negative effect of British Economic Policy which paved way for famines and revolts.</li> </ul>	<b>Find more about</b>  <b>1.Champan movement and Mahatma Gandhi's role in it.</b>  <b>2.Blue rebellion in Bengal</b>
<b>JULY</b>	<b>4.Tribals, Dikus and the Vision of a Golden Age</b>	<ul style="list-style-type: none"> <li>➤ Discuss different forms of tribal societies and their life in the 19th century</li> <li>➤ Tribal revolts: Focus on Birsa Munda</li> </ul>	<b>Multimedia, Textbook and Explanation, map</b>	<b>The students will</b> <ul style="list-style-type: none"> <li>➤ Develop sensitivity towards Tribal culture and customs.</li> <li>➤ Become familiar with terms like food gatherers, pastoral nomads, settled cultivators.</li> </ul>	<b>On the map of India mark important Tribes of India.</b>  <b>Collect data on one particular tribe in India, which will include their population and area where they live.</b>  <b>Discuss their</b>



					<p>condition before and after Independence.</p> <p>Also write about their culture, tradition, language etc.</p>
AUGUST	5. When People Rebel	<ul style="list-style-type: none"> <li>➤ The rebellion in the army and the spread of the movement. Causes and effects of the first war of Indian independence.</li> <li>➤ Points to the changes in the colonial rule after 1857</li> </ul>	Multimedia, Textbook, Explanation and Discussion method	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>➤ Understand the reasons for dissatisfaction among sepoys and peasants.</li> <li>➤ Understand how a mutiny became a popular rebellion.</li> </ul>	<p>On Map of India mark places where the uprising took place in May, June and July 1857.</p>
SEPTEMBER	Revision	Recapitulation	Oral, written	Clarity of concepts	Revision worksheet
OCTOBER	6.Civilising the “Native”, Educating the Nation	<ul style="list-style-type: none"> <li>▪ The tradition of Orientalism</li> <li>▪ History of the introduction of Western education in India.</li> <li>➤ The growth of national education— Mahatma Gandhi</li> </ul>	Multimedia, Textbook, Discussion method and Explanation	<p>The students will</p> <ul style="list-style-type: none"> <li>➤ Develop sensitivity towards importance of education and educational institutions.</li> <li>➤ Understand the need for national education in India.</li> </ul>	<p>Group Discussion on</p> <p>‘Teaching in local or regional language versus teaching in English.’</p>

		<b>and Tagore</b>			
<b>NOVEMBER</b>	<b>7.Women, Caste and Reform</b>	<ul style="list-style-type: none"> <li>➤ Familiarize students with the work of individuals who sought to criticize and reform the caste system.</li> <li>➤ Implications of the activities of the reformers</li> <li>➤ Debates around sati, widow remarriage, child marriage etc.</li> <li>➤ Ideas of different reformers on the position of women and women's education</li> <li>➤ Women reformers</li> </ul>	<b>Multimedia, Textbook and Explanation</b>	<b>The students will</b> <ul style="list-style-type: none"> <li>➤ Understand the caste and social reforms in society.</li> <li>➤ Understand the demand for justice and equality by the people.</li> </ul>	<b>Group Project</b> <b>Make a power point presentation on different social reformers who fought for the women's rights and against caste system in society</b>
<b>DECEMBER</b>	<b>8. The Making of the National Movement:1870's-1947</b>	<ul style="list-style-type: none"> <li>➤ Overview of the nationalist movement from 1870's to1940's</li> </ul>	<b>Multimedia, Textbook and Explanation</b>	<b>The students will</b> <ul style="list-style-type: none"> <li>➤ Understand the terms like revolution, Nationalism, satyagraha, Moderates</li> </ul>	<b>Design a poster on 'Atma Nirbha Bharat.'</b>

		➤ <b>Outline the major developments within the national movement and India's struggle for freedom</b>		➤ <b>Develop sensitivity towards liberty and freedom.</b>	
<b>FEBRUARY</b>	<b>Revision</b>	<b>Recapitulation</b>	<b>Oral, written</b>	<b>Clarity of concepts</b>	<b>Revision worksheet</b>

**BGS INTERNATIONAL PUBLIC SCHOOL**  
**SECTOR 5, DWARKA NEW DELHI**  
**CURRICULUM**

**SUBJECT: CIVICS**

**SESSION: 2025-26**

**BOOK: SOCIAL AND POLITICAL LIFE PART-3**

**CLASS: VIII**

**TEACHER: MS. ANUPAMA JHA**

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL	1. The Indian Constitution	<ul style="list-style-type: none"> <li>➤ To familiarize the students with the key features of the Indian constitution as the primary source of all our law.</li> <li>➤ Understand the vision and values of our constitution.</li> </ul>	Multimedia, Question Answer method and Discussion method	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>➤ Understand ideology behind the constitution of India.</li> </ul>	<p>Discuss</p> <ul style="list-style-type: none"> <li>➤ Fundamental duties</li> <li>➤ Why is it important for citizens in a democracy to observe these.</li> </ul> <p>Quiz Indian Constitution</p>
MAY	2. Understanding Secularism	<ul style="list-style-type: none"> <li>➤ To understand the idea of Indian secularism.</li> <li>➤ The importance of separating religion from</li> </ul>	Multimedia, Textbook and Explanation	<p>The students will be able to understand</p> <ul style="list-style-type: none"> <li>➤ The need for India to be a secular country</li> </ul>	<p>Make a collage of</p> <ul style="list-style-type: none"> <li>• 10 religious festivals celebrated in India .</li> <li>• write their</li> </ul>

		state.			importance.
<b>JULY</b>	<b>3. Parliament and the making of laws</b>	<ul style="list-style-type: none"> <li>➤ To understand why India, choose a parliamentary of government .</li> <li>➤ Gain a sense of the essential elements of the parliamentary form of government.</li> </ul>	Multimedia, Textbook and Explanation, Flow charts	<p>The students will be able to understand</p> <ul style="list-style-type: none"> <li>➤ Who are the people in Parliament?</li> <li>➤ Functions of the Parliament</li> </ul>	Make a Time Line of Names of Legislatures of the World and their year of establishment.
<b>AUGUST</b>	<b>4. The Judiciary</b>	<ul style="list-style-type: none"> <li>➤ To gain an insight into the structure and functions of our judiciary.</li> <li>➤ Distinguish between civil and criminal cases.</li> <li>➤ Independence of judiciary and access to justice.</li> </ul>	Multimedia, Textbook Explanation and Discussion method	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>➤ Understand Functions of courts in India.</li> <li>➤ Appreciate the need for the judicial process followed.</li> </ul>	Explain the term “Justice delayed is justice denied.”
<b>SEPTEMBER</b>	<b>Revision</b>	<b>Recapitulation</b>	<b>Oral, written</b>	<b>Clarity of concepts</b>	<b>Revision worksheet</b>

<b>OCTOBER</b>	<b>5.Understanding Marginalisation</b>	<ul style="list-style-type: none"> <li>➤ To understand what is meant by marginalization and the various marginalized communities.</li> <li>➤ To identify the factors that contribute to marginalization.</li> <li>➤ The Adivasis, Muslims and marginalization etc</li> </ul>	<b>Multimedia, Textbook and Explanation</b>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>➤ Understand plight of the depressed groups like SCs, STs, Women and OBC.</li> <li>➤ Identify relation between social and economic inequalities.</li> </ul>	<p>Choose any Adivasi community and find the following information about them</p> <ul style="list-style-type: none"> <li>➤ Language they speak</li> <li>➤ Their customs</li> <li>➤ Do they still live in forests?</li> <li>➤ If they have migrated, the reasons and their current source of livelihood.</li> </ul>
<b>OCTOBER</b>	<b>6.Confronting Marginalisation</b>	<ul style="list-style-type: none"> <li>➤ To gain a critical understanding of social and economic injustices .</li> <li>➤ Various measures adopted by government to tackle marginalization and Constitutional safeguards against</li> </ul>	<b>Textbook, Group Discussion and Explanation</b>	<p>The students will be able to understand</p> <ul style="list-style-type: none"> <li>➤ Laws made for the marginalized.</li> <li>➤ The schedule castes and scheduled tribes (Prevention of Atrocities) Act 1989</li> </ul>	Discuss reasons for reservations playing an important role in providing social justice to Dalits and Adivasis.

		marginalization.			
<b>NOVEMBER</b>	<b>7.Public Facilities</b>	<ul style="list-style-type: none"> <li>➤ To understand the meaning of public facilities.</li> <li>➤ Highlight the idea of equity, affordability and quality of water to all.</li> </ul>	<b>Multimedia, Textbook, Discussion method and Explanation</b>	<p>The students will be able to understand</p> <ul style="list-style-type: none"> <li>➤ Government's role in providing Public facilities.</li> <li>➤ Where does the government get the money for public facilities?</li> </ul>	<b>Research and write about any on people's campaign and protest that demanded betterment of any one public facility.</b>
<b>DECEMBER</b>	<b>8.Law and Social Justice</b>	<ul style="list-style-type: none"> <li>➤ To focus on the importance of implementing of laws or making new laws to protect the rights of workers, consumers, and producers in the market</li> </ul>	<b>Multimedia, Textbook, Discussion method and Explanation</b>	<p>The student will be able to understand</p> <ul style="list-style-type: none"> <li>➤ Safety laws and why are they important.</li> <li>➤ New Laws to Protect the Environment.</li> </ul>	<b>Write 5 new Environmental Laws implemented by the Government to ensure clean and safe environment for the people.</b>

		➤ <b>The Bhopal Gas Tragedy</b>			
<b>FEBRUARY</b>	<b>Revision</b>	<b>Recapitulation</b>	<b>Oral, written</b>	<b>Clarity of concepts</b>	<b>Revision worksheet</b>



**BGS INTERNATIONAL PUBLIC SCHOOL**  
**SECTOR-5, DWARKA, NEW DELHI**

**CURRICULUM**

**SUBJECT: GEOGRAPHY**  
**TEXT BOOK: VIII – RESOURCE & DEVELOPMENT (NCERT)**  
**TEACHERS NAME: MS. ANUPAMA JHA**

**SESSION: 2025-26**  
**CLASS: VIII**

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL	1. Resources	To understand the importance of natural resources in our life	Multimedia, Text Book, discussion	Students will learn about types of resources and why we need to conserve natural resources.	Project Renewable Energy Resources in India
JULY	2. Land, soil, water, natural vegetation	To understand these resources, their uses and how to conserve these resources.	Multimedia, Text Book, discussion	Students will learn about these resources and how to conserve these resources.	Find out traditional methods of storing water and also rainwater harvesting in different parts of India.
AUGUST	3. Agriculture	To understand various types of farming and agricultural practices. To study about major crops and their physical	Multimedia, Text Book, discussion.	Students will understand the intensive & extensive farming.  They will compare the farmers of USA &	Map: Major crops growing states of India.  Crossword puzzle on Crops and terms associated with

		requirements.		India. They will learn the physical conditions required for different crops.	Agriculture.
SEPTEMBER	Revision	Recapitulation	Oral, written	Clarity of Concepts	Revision work sheet
NOVEMBER	5. Human resources	Understand the importance of human resources, their quality & factors affecting their distribution.	Multimedia, Text Book, discussion	Students will understand the intensive & extensive farming.  They will compare the farmers of USA & India. They will learn the physical conditions required for different crops	Study and analyse the Population Pyramid of  1. India 2. Japan 3. Kenya
DECEMBER	4. Industries	To understand and classify the industries. To understand the industries in developed and developing countries.	Multimedia, Text Book, discussion.	The students will understand about different types of Industries and study in details about iron-steel industry & cotton textile industries	Get information on BEL, BHEL, HAL, NAL, DRDO, ISRO, ITI, NCBS and UAS
FEBRUARY	Revision	Recapitulation	Oral, written	Clarity of Concepts	Revision work sheet



**BGS INTERNATIONAL PUBLIC SCHOOL**  
**SECTOR 5, DWARKA ,NEW DELHI**  
**CURRICULUM (CLASS VIII)**

**SUBJECT : WHIZKIDS**

**SESSION:2025-26**

**TEXT BOOK: EVER ONWARD 8**

**SUBJECT TEACHER'S NAME: ADITI KHANNA**

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
<b>APRIL</b>	<ul style="list-style-type: none"> <li>• STATES , CAPITALS AND CMs</li> <li>• <b>LESSON-1</b> SPEAKING CLEARLY</li> <li>• <b>LESSON-2</b> ENDANGERED ANIMALS</li> <li>• <b>LESSON-3</b> HANDLOOM TREASURES OF INDIA</li> <li>• <b>LESSON-4</b> UTTAR PRADESH AND UTTRAKHAND</li> </ul>	<ul style="list-style-type: none"> <li>• To familiarize students with the names and locations of Indian states and their capitals.</li> <li>• To improve pronunciation, articulation, and confidence in public speaking.</li> <li>• To introduce endangered species and the causes of their declining population.</li> <li>• To learn about different types of traditional handloom textiles and their cultural importance.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Brain storming sessions and quick-thinking exercises</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to recall the names of Indian states, capitals, and their Chief Ministers.</li> <li>• They will improve their spoken English, articulation, and confidence in expressing thoughts.</li> <li>• They will develop awareness of wildlife conservation efforts and endangered species.</li> <li>• They will appreciate India's rich handloom</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz On States And Capitals</li> <li>• Write About Culture Of Any One Indian State Along With Pictures</li> </ul>

		<ul style="list-style-type: none"> <li>To provide an overview of the geographical, cultural, and economic aspects of Uttar Pradesh and Uttarakhand.</li> </ul>		<p>heritage and understand its economic impact.</p> <ul style="list-style-type: none"> <li>They will gain knowledge about the history, culture, and economy of these two states.</li> </ul>	
<b>MAY</b>	<ul style="list-style-type: none"> <li><b>LESSON-5</b> CLIMATE CHANGE AND ME</li> <li><b>LESSON-6</b> NOBEL PRIZE WINNERS</li> <li><b>LESSON-7</b> GREAT PAINTERS</li> <li><b>LESSON-8</b> MENTAL EXERCISES-1</li> </ul>	<ul style="list-style-type: none"> <li>To understand the causes and effects of climate change.</li> <li>To introduce prominent Nobel laureates and their contributions.</li> <li>To explore the lives and works of renowned painters from India and around the world.</li> <li>To enhance critical thinking, logical reasoning, and problem-solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>They will gain knowledge about climate change, its effects, and ways to contribute to a greener planet.</li> <li>They will appreciate the impact of Nobel laureates on science, literature, and peace efforts.</li> <li>They will develop an appreciation for artistic expressions and understand different painting styles.</li> <li>They will enhance their cognitive skills, critical thinking, and problem-solving abilities.</li> </ul>	<ul style="list-style-type: none"> <li>Quiz (Current Affaires- April &amp; May)</li> </ul>

<p><b>JULY</b></p>	<ul style="list-style-type: none"> <li>• <b>LESSON-9</b> PALACES OF INDIA</li> <li>• <b>LESSON-10</b> INSIDE A HOSPITAL</li> <li>• <b>LESSON-11</b> MORE ABOUT INSECTS</li> <li>• <b>LESSON-12</b> TECHNOLOGICAL INNOVATIONS IN HEALTHCARE</li> <li>• <b>LESSON-13</b> TRADITIONAL INDIAN SPORTS</li> <li>• <b>LESSON-14</b> IMPORTANT PEOPLE FROM THE PAST</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce students to the rich architectural heritage of India through its palaces.</li> <li>• To understand the structure and functions of a hospital.</li> <li>• To learn about different types of insects, their habitats, and their roles in the ecosystem.</li> <li>• To learn about the history and significance of traditional Indian sports.</li> <li>• To introduce students to historical figures who have made significant contributions to society.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Brain storming sessions and quick-thinking exercises</li> </ul>	<ul style="list-style-type: none"> <li>• They will gain knowledge about the history and significance of India's palaces.</li> <li>• They will understand how hospitals function and learn about different medical professions.</li> <li>• They will recognize the importance of insects in nature and their role in the food chain.</li> <li>• They will become aware of modern healthcare advancements and their impact.</li> <li>• They will appreciate and participate in indigenous games, promoting cultural awareness.</li> <li>• They will gain knowledge of historical figures and be inspired by their contributions.</li> </ul>	<ul style="list-style-type: none"> <li>• Make A List Of Ten Sports From Different Countries. (Refer Pg-29)</li> </ul>
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<b>AUGUST</b>	<ul style="list-style-type: none"> <li>• <b>LESSON-15</b> DANCING AROUND THE WORLD</li> <li>• <b>LESSON-16</b> CORPORATE INDIA</li> <li>• <b>LESSON-17</b> INDIAN MUSIC AND ITS MAGIC</li> <li>• <b>LESSON-18</b> A BALANCED PERSONALITY</li> <li>• <b>LESSON-19</b> PROTECTORS OF OUR ENVIRONMENT</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce various dance forms from different cultures.</li> <li>• To understand the structure and functioning of the corporate sector in India.</li> <li>• To explore the diversity of Indian classical and folk music.</li> <li>• To help to understand the importance of mental, emotional, and physical well-being.</li> <li>• To create awareness about environmental conservation and sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• They will appreciate diverse dance forms and understand their cultural significance.</li> <li>• They will gain insight into India's business landscape and career opportunities.</li> <li>• They will understand the richness of Indian music and its role in cultural heritage.</li> <li>• They will develop self-awareness and learn the importance of personal growth.</li> <li>• They will recognize the need for environmental conservation and be motivated to take action.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw Or Paste Any 5 Indian Musical Instruments.</li> </ul>
<b>SEPTEMBER</b>	<ul style="list-style-type: none"> <li>• <b>LESSON-20</b> INDIAN WRITERS IN ENGLISH</li> <li>• <b>LESSON-21</b> WEST BENGAL AND ODISHA</li> <li>• <b>LESSON-22</b> ENTERTAINMENT AWARD-WINNERS</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce students to prominent Indian authors writing in English.</li> <li>• To provide an overview of the history, culture, and geography of these states.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Brain storming sessions and quick-thinking exercises</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• They will develop an understanding of the evolution of Indian English literature and its global impact.</li> <li>• They will gain knowledge about the rich cultural heritage.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz (Current Affaires- June, July, August)</li> </ul>

		<ul style="list-style-type: none"> <li>To familiarize students with notable figures in the entertainment industry.</li> </ul>			
<b>OCTOBER</b>	<ul style="list-style-type: none"> <li>• <b>LESSON-23</b> DEBATING SKILLS</li> <li>• <b>LESSON-24</b> QUICK THINKING</li> <li>• <b>LESSON-25</b> PRIDE OF INDIA</li> <li>• <b>LESSON-26</b> YOUNG NEWSMAKERS OF TODAY</li> </ul>	<ul style="list-style-type: none"> <li>To develop critical thinking and logical reasoning.</li> <li>To improve decision-making abilities under pressure.</li> <li>To introduce students to inspiring personalities who have contributed to India's progress.</li> <li>To make students aware of young achievers making headlines globally.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Brain storming sessions and quick-thinking exercises</li> </ul>	<ul style="list-style-type: none"> <li>• They will develop confidence in expressing their opinions with clarity and logical reasoning.</li> <li>• They will improve their ability to respond effectively in high-pressure situations.</li> <li>• They will gain knowledge about India's achievers and feel motivated to contribute to society.</li> <li>• They will become aware of the impact young leaders are making and aspire to bring positive change.</li> </ul>	<ul style="list-style-type: none"> <li>• Quick Thinking</li> </ul>
<b>NOVEMBER</b>	<ul style="list-style-type: none"> <li>• <b>LESSON-27</b> NEWS THAT MADE HEADLINES IN INDIA</li> <li>• <b>LESSON-28</b> THE INDIAN ARMED FORCES</li> <li>• <b>LESSON-29</b></li> </ul>	<ul style="list-style-type: none"> <li>To familiarize students with key events in India's recent history.</li> <li>To educate about the structure and role of the Indian Army, Navy, and</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Brain storming sessions and quick-thinking exercises</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• They will gain awareness of important national events and understand their significance.</li> <li>• They will develop respect for the</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz (Current Affaires- September, October, November)</li> </ul>

	<p>THINK QUICK</p> <ul style="list-style-type: none"> <li>• <b>LESSON-30</b> AT A SOCIAL GATHERING</li> <li>• <b>LESSON-31</b> MENTAL EXERCISES-2</li> </ul>	<p>Air Force.</p> <ul style="list-style-type: none"> <li>• To enhance students' ability to think and respond rapidly.</li> <li>• To teach students about social etiquette and effective communication in social settings.</li> <li>• To foster an understanding of cultural and formal social norms.</li> </ul>		<p>armed forces and understand their role in national security.</p> <ul style="list-style-type: none"> <li>• They will be able to think critically and respond effectively to spontaneous situations.</li> <li>• They will learn proper social etiquette and become more confident in public interactions.</li> </ul>	
<b>DECEMBER</b>	<ul style="list-style-type: none"> <li>• <b>LESSON-32</b> WATCH OUT FOR BULLIES</li> <li>• <b>LESSON-33</b> NATIONAL PARKS AND WILDLIFE SANCTUARIES</li> <li>• <b>LESSON-34</b> GREAT INDIANS AND THEIR CONTRIBUTIONS</li> <li>• <b>LESSON-35</b> THEY FOUGHT THE ODDS AND WON</li> <li>• <b>LESSON-36</b> SPORTING CHAMPIONS</li> </ul>	<ul style="list-style-type: none"> <li>• To educate on different types of bullying (physical, verbal, cyber).</li> <li>• To introduce India's biodiversity and conservation efforts.</li> <li>• To inspire by learning about influential Indians in various fields.</li> <li>• To highlight stories of resilience and determination.</li> <li>• To introduce students to famous Indian and international sports personalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Brain storming sessions and quick-thinking exercises</li> </ul>	<ul style="list-style-type: none"> <li>• They will be able to recognize, prevent, and handle bullying situations effectively.</li> <li>• They will gain inspiration from influential personalities and strive for personal excellence.</li> <li>• They will learn the importance of resilience and determination in overcoming challenges.</li> <li>• They will understand the value of sportsmanship and</li> </ul>	<ul style="list-style-type: none"> <li>• Write about any One National Park. (Refer Pg-61)</li> </ul>



				hard work in achieving success in athletics.	
<b>JANUARY</b>	<ul style="list-style-type: none"> <li>• <b>LESSON-37</b> RESPECT FOR WOMEN</li> <li>• <b>LESSON-38</b> TIPS FOR AN INTERVIEW</li> <li>• <b>LESSON-39</b> LIFE IS PRECIOUS!</li> </ul>	<ul style="list-style-type: none"> <li>• To create awareness about gender equality and the importance of respecting women.</li> <li>• To equip with essential skills for facing interviews confidently.</li> <li>• To help understand the value of life and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Brain storming sessions and quick-thinking exercises</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• They will develop empathy and understanding toward gender equality, leading to respectful behavior in society.</li> <li>• They will gain confidence in handling interviews effectively, improving their communication and presentation skills.</li> <li>• They will learn the importance of mental health, resilience, and self-care, leading to a more positive and balanced approach to life.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz (Current Affaires- December &amp; January)</li> </ul>
<b>FEBRUARY</b>	REVISION				

**BGS INTERNATIONAL PUBLIC SCHOOL,  
SECTOR 5, DWARKA. NEW DELHI  
CURRICULUM**

**SUBJECT : ARTIFICIAL INTELLIGENCE**

**SESSION: 2025-26**

**TEACHER NAME:ANNU LAMBORA**

**CLASS: VIII**

<b>MONTH</b>	<b>CONTENT</b>	<b>OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>EXPECTED LEARNING OUTCOME</b>	<b>ACTIVITIES</b>
APRIL	Introduction to Artificial Intelligence Difference between human and artificial intelligence Need of Artificial Intelligence	Students get their first taste of what problems Artificial Intelligence can solve and become excited about learning the technology behind it.	Discussion and practical	Describe application of AI in their daily lives	Ice Breaker Activity: Dream Smart Home idea Learners to design a rough layout of floor plan of their dream smart home.
MAY	Human Machine Interaction How does human machine interaction work? Future outlook	Gain the habit of solving problems by practicing critical thinking and self-directed learning.	Interactive Session + Game	Identify the 3 domains of AI.	<ul style="list-style-type: none"> <li>○ Game 1: Rock, Paper and Scissors (based on data)</li> <li>○ Game 2: Mystery Animal (based on Natural Language Processing - NLP)</li> </ul>
JUNE					
JULY	Integrated AI apps,smartphones,media and music streaming services, maps and navigation,chatbots,digital assistance. Introduction to Clipchamp features and interface	Students gain an awareness of where Artificial Intelligence is relevant in their lives. Understand the basics of video editing and creation.	Discussion and to watch videos and practical	Gain an awareness of where Artificial Intelligence is relevant in their own lives	Video Session: To watch a video Introducing the concept of Smart Cities, Smart Schools and Smart Homes  Signing up and creating an account in clipchamp

AUGUST	Application of AI in various sector Health,E-commerce,automotive industry etc Learn to use Clipchamp software for editing and creating videos.	Practice storytelling using an open source AI tool.	Discussion and to watch videos	Practice storytelling using an open source AI tool.	Importing media files (videos, images, audio) - Understanding timeline and tracks
SEPTEMBER	What is sustainability development, What are sustainability development goals and role of AI in SDG.  Learn to use Clipchamp software for editing and creating videos.	To understand the impact of artificial intelligence on sustainability development goals to develop responsible citizen	Discussion and Practical	identify leverage points which are appropriate for achieving SDGs using AI solutions.	- Basic editing techniques (cut, copy, paste, delete)
OCTOBER	What is start-up,Artificial intelligence and stat-ups,start-ups in various sectors- healthcare,entertainment,education. Develop skills in storytelling, visual composition, and audio-visual synchronization.	To showcase local case studies of people using AI for good or working in the AI field	Discussion & Practical	Describe how AI has been affecting jobs in various industries	Adding text, logos, and graphics
NOVEMBER	What is the meaning of eathics,Eathics in Artificial Intelligence. Develop skills in storytelling, visual composition, and audio-visual synchronization.	Gain awareness of ethical concerns about AI	Discussion & Practical	Describe some ethical concerns of AI with respect to inclusion, bias and privacy	Applying transitions and animations
DECEMBER	Some Ethical concern relating to us of artificial intelligence.AI for good. Apply Clipchamp skills to create engaging videos for various purposes. Project Development and Exporting	Critically think about the cost and benefits of AI technology	Discussion & Practical	Be able to evaluate the cost and benefits of AI technology	Creating a video project from scratch
JANUARY	REVISION	REVISION	REVISION	REVISION	REVISION
FEBURARY	REVISION	REVISION	REVISION	REVISION	REVISION

**BGS INTERNATIONAL PUBLIC-SCHOOL**  
**SECTOR-5, DWARKA, NEW DELHI**

**SUBJECT: DANCE**

**SESSION: 2025-2026**

**TEACHER'S NAME: Havisha Agnihotri**

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES
APRIL	Dance Choreography on Social Issues.	To develop choreography skills by incorporating movements and gestures that represents a social cause.	Guide students in incorporating storytelling elements through movement.	Understanding of how dance can raise awareness about social issues and contribute to social change.
MAY	Dance on Vibhatsya & Adbhuta rasa.	To teach students how to express these emotions through Abhinaya (Expression), Mudras (Hand gestures), and Body movements.	Demonstration Method & Technique development.	Students will develop the ability to use facial expressions, body movements, and gestures to evoke these specific emotions clearly and convincingly.
JULY	Dance on Shringar rasa & Hasya rasa	Express Dance through lyrical movements, soft facial expressions, and symbolic gestures (mudras) that evoke love or beauty.	Demonstration Method, Focus on Rhythm and Synchronization.	Display improved collaboration, teamwork, and communication skills through group work and performance preparation.
AUGUST	Dance on Karuna rasa & Rudra rasa	To train students in the appropriate facial expressions (abhinaya) and body movements (nritya) required for portraying these emotions.	Demonstrating both individual and collective expression.	Students will learn and perform compositions that reflect Karuna and Rudra rasas.
SEPTEMBER	Dance on Veer & Bhayanak rasa	Veer Ras: Expresses bravery, valor, courage, and the warrior spirit, use of high energy movements. Bhayanak Ras: Expresses fear, terror, and horror.	Demonstrating movements and Providing constructive feedback to each student.	Student will perform in groups, displaying their learned choreography of either Veer or Bhayanak Ras.
OCTOBER	Honor's day Practice	Rehearse and perfect performances for Honors Day	Review and refine dances.	Focus on stage presence and expression. Build confidence for the performance.
NOVEMBER	Preparation for the Utsav (Festival) performance.	Learn festival-related choreography.	Rehearse traditional and folk dances.	Competition can build self-confidence, as students see their own capabilities and grow through feedback and reflection.
DECEMBER	Dance on Self-Reliant India	Create choreography around themes of self-reliance and empowerment. Practice storytelling through dance	Incorporate modern and traditional dance elements.	Student will learn to celebrate concept of "Atmanirbhar Bharat" (Self-Reliant India).Dances that showcase independence, empowerment, and strength.

<b>JANUARY</b>	<b>Patriotic Dance for Republic Day</b>	<b>Celebrate Indian independence, unity, and pride.</b>	<b>Demonstrating use elements of classical, folk, and contemporary dance styles.</b>	<b>Focus on expressive movements that convey patriotism.</b>
<b>FEBRUARY</b>	<b>Execution of pre-learned dance routines, understanding of sequencing, and timing.</b>	<b>Evaluate students' mastery of dance techniques, including precision, strength, and flexibility.</b>	<b>After the test, provide feedback on strengths and areas for improvement. Encourage students to reflect on their performance.</b>	<b>Students will enhance their performance and feedback help them to improve performances</b>



**BGS INTERNATIONAL PUBLIC SCHOOL**

**SECTOR – 5, DWARKA**

**SESSION:2025-26**

**MUSIC CURRICULUM (CLASS VIII)**

**TEACHER’S NAME: ROHIT GUPTA**

<b>MONTH</b>	<b>CONTENT</b>
<b>APRIL-MAY</b>	<ul style="list-style-type: none"><li>• <b>Introduction to INDIAN CLASSICAL MUSIC</b></li><li>• <b>Introduction to WESTERN MUSIC</b></li><li>• <b>House Song and School Song Practice</b></li><li>• <b>Instrumental Practice</b></li></ul>
<b>JULY</b>	<ul style="list-style-type: none"><li>• <b>LA EXPOSITION practice</b></li><li>• <b>Preparation for Inter-School Competition</b></li></ul>
<b>AUGUST</b>	<ul style="list-style-type: none"><li>• <b>Preparation for Inter-School Competition</b></li><li>• <b>Honour’s Day Practice</b></li></ul>

	<ul style="list-style-type: none"> <li>• <b>Instrumental Practice with choir group</b></li> </ul>
<b>SEPTEMBER</b>	<ul style="list-style-type: none"> <li>• <b>Practice of Motivational and Patriotic Songs</b></li> <li>• <b>Singing Practice with choir group</b></li> <li>• <b>Honour's Day Practice</b></li> </ul>
<b>OCTOBER</b>	<ul style="list-style-type: none"> <li>• <b>Honour's Day Practice</b></li> </ul>
<b>NOVEMBER</b>	<ul style="list-style-type: none"> <li>• <b>Musical Instruments Practice</b></li> <li>• <b>Devotional Song Practice</b></li> </ul>
<b>DECEMBER</b>	<ul style="list-style-type: none"> <li>• <b>Western vocal practice with choir group</b></li> <li>• <b>Motivational Song Practice</b></li> </ul>
<b>JANUARY</b>	<ul style="list-style-type: none"> <li>• <b>Instrumental Practice (Drum, Guitar, Piano, Congo, Tabla)</b></li> </ul>
<b>FEBRUARY &amp; MARCH</b>	<ul style="list-style-type: none"> <li>• <b>Revision of ALL lessons</b></li> </ul>

**BGS INTERNATIONAL PUBLIC SCHOOL**  
**SECTOR-5, DWARKA, NEW DELHI-75**

**Class:- VIII**

**Subject:- Block Printing**

**Teacher:- Ms. Anita**

Month	Unit	Topic	Learning Objective	Learning Outcome	
April -May	I.	Introduction to weaving and idea of Block Printing	<div><div>1. Weaving and its process</div><div>2. Types of weaves</div><div>3. Textile fibre classification Chart and various types of textile fibres</div><div>4. Idea of Block Printing</div><div>5. Reason behind the popularity of Hand Block Printing</div><div>6. Advantages of Block Printing</div><div>7. Traditional Textiles of Rajasthan Yarn Courts of Yarn</div></div> <div>*Learning Paper Weaving (Art)</div>	<div><div>1. Students will explore and identify textile weaving and the idea of Block Printing</div><div>2. Students will appreciate the efforts put in by craftsmen.</div></div>	Students will acquire knowledge the key steps used in the process of weaving and the idea of Block Printing.
July- August	II.	Introduction and evolution of block printing	<div><div>1. Block Printing and tools</div><div>2. Types of block Printing</div><div>3. Steps of Block Printing</div><div>*Block Printing by using different vegetables</div></div>	<div><div>1. To Identify/Explore specific block printing, textiles, designs and process.</div><div>2. To create awareness about the effect of places and climate on the styles and colours of motifs and design.</div></div>	Students will be able to understand the basic requirements for Block Printing.
	III.	Hand Block Print: Way of Textile Dyeing	<div><div>1. Dyeing and its objective</div><div>2. Different methods of dyes (a) Natural Dyes (b) Synthetic Dye</div><div>*Fabrics of India movie to be shown</div></div>	<div><div>1. To educate students about the concepts and features hand block textile dyeing.</div></div>	Students will be able to compare natural and synthetic dyeing processes.



October- November	<p>IV. Block Printing Activity:- How to create Block Patterns ?</p> <p>V. From Survival to Revival ( block Printing)</p>	<p>1. How to create Block Patterns ? 2. Stepwise guidelines</p> <p>*Students will follow the guidelines given in the manual to make hand block patterns.</p> <p>1. Gandhiji's contribution for revival of khadi and self – reliance 2. Problems related to block Printing 3. Organizing cooperative societies 4. Generating employment</p>	<p>Students will learn the process of making hand block prints. Students will study about the problems of labourers.</p>	<p>To Develop respect towards dignity of labour. To preserve the legacy by blending modern techniques with traditional ones.</p>
December- January	<p>VI. Recommended videos/ stories/activities</p>	<p>1. Panel discussions on blending of scientific innovations with traditional craft techniques. 2. Handmade in India (Movie) 3. All about Sanganeri Hand Block printing (Documentary) 4. Interviews of craftsmen at work place 5. Celebrations of Natural Handlooms Day 6. Exhibitions of Artifacts and products prepared by the students during the academic year.</p>		

**BGS INTERNATIONAL PUBLIC-SCHOOL**  
**SECTOR-5, DWARKA, NEW DELHI**

**SUBJECT: YOGA**

**CLASS: VIII**

**TEACHER'S NAME: UMA TIWARI**

**SESSION: 2025-2026**

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES
APRIL & MAY	Yogic Breathing, Pranayam-Anulom-Vilom, Nadisodhan Pranayama + Surya Namaskar.	To help student to know about their ancient culture. Help to increase their concentration power.	Demonstration Method	Yoga is a completely personality development for students. It helps student to aware about their health
JULY	Practice of previous class+ Standing postures+ 2 <sup>nd</sup> Variation of surya namaskar	The practice of surya namaskar as a whole gives a great number of benefits.	Demonstration Method	Help to balance them physical or mental level. Increased their physical efficiency.
AUGUST	Practice of previous class+ Sitting posture + Dwikonasana, 3 <sup>rd</sup> variation of Surya Namaskar	Help to increase their flexibility.	Demonstration Method	Dwikonasana strengthens the intraspinal muscles, between the upper spine and the shoulder blades, and develops the chest and neck. It is especially good for young, growing bodies.
SEPTEMBER	Practice of previous class+ Chakrasana (wheel pose) Satu bandh Asana	Help to correcting their back stiffness.	Demonstration Method	Yoga is a completely personality development for students. It helps student to aware about their health.
OCTOBER	Practice of previous class+ Sarvangasana & Halasana	Help to correcting the back stiffness.	Demonstration Method	To help students increased flexibility, concentration and memory power.
NOVEMBER	Practice of previous class+ Markatasana (with variation)	Help to correcting their back stiffness.	Demonstration Method	Strengthens the nerves and muscles in the arms and legs. The spinal nerves are toned and circulation is stimulated.
DECEMBER	Practice of previous class+ Pawan Muktasana With variation	Help to increasing their stamina of abdominal region.	Demonstration Method	This posture is particularly useful for extremities of the physical body, and works on the pranic and mental bodies as well.
JANUARY	Practice of previous class+ All Laying postures (Dhanurasana, Bhujangasana, Triyaka Bhujangasana, Salbhasana)	Help to increasing their stamina of abdominal region.	Demonstration Method	These Asana's are useful for relieving various chest ailments, including Asthma and for freeing nervous energy in the cervical and thoracic sympathetic nerves, generally improving respiration.
FEBRUARY & MARCH	Practice of All Asana's+ Rhythmic Yoga	To help student to know about their ancient culture. Help to increase their concentration power.	Demonstration Method	Yoga is a completely personality development for students. It helps student to aware about their health.



# BGS INTERNATIONAL PUBLIC SCHOOL

SECTOR 5, DWARKA, NEW DELHI - 75

CURRICULUM (SESSION: 2025-26)

CLASSES: VI - VIII



**SPORT: BASKETBALL**

**TEACHER NAME: NARENDER SINGH**

S.No.	MONTH	OBJECTIVES	METHODOLOGY	ACTIVITIES
1	April	➤ To demonstrate an understanding of basic basketball rules such as scoring, fouls.	➤ Demonstration ➤ Explanation ➤ Imitation ➤ Repetition	➤ Introduction of game ➤ Warm up exercise ➤ Ball holding ➤ Dribbling
2	May	➤ To apply basic fundamental movement skills like running and jumping.	➤ Demonstration ➤ Explanation ➤ Imitation ➤ Repetition	➤ Jogging ➤ Warm up exercise ➤ Dribbling ➤ Passing
3	July	➤ To develop hand-eye coordination by dribbling, passing and shooting the ball.	➤ Demonstration ➤ Explanation ➤ Imitation ➤ Repetition	➤ Warm up exercise ➤ Dribbling ➤ Specific exercise ➤ Lay-Up Shot
4	August	➤ To practice dribbling and ball-handling techniques such as stationary dribbling and moving while dribbling.	➤ Demonstration ➤ Explanation ➤ Imitation ➤ Repetition	➤ Warm up exercise ➤ Specific exercise ➤ Cross dribbling ➤ Passing-two men pass ➤ Lay-Up shot
5	September	MID-TERM EXAM		

6	October	<ul style="list-style-type: none"> <li>➤ To learn proper shooting techniques and practice scoring from different spots on the court.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstration</li> <li>➤ Explanation</li> <li>➤ Imitation</li> <li>➤ Repetition</li> </ul>	<ul style="list-style-type: none"> <li>➤ Warm up exercise</li> <li>➤ Lay-up shot with dribble</li> <li>➤ Specific exercise</li> <li>➤ Defence (One Vs One)</li> </ul>
7	November	<ul style="list-style-type: none"> <li>➤ To handle both winning and losing.</li> <li>➤ To use experience of playing as opportunities for growth and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstration</li> <li>➤ Explanation</li> <li>➤ Imitation</li> <li>➤ Repetition</li> </ul>	<ul style="list-style-type: none"> <li>➤ Warm up exercise</li> <li>➤ Specific exercise</li> <li>➤ Defence (Men to Men)</li> <li>➤ Improve defence skill</li> <li>➤ Practice matches</li> </ul>
8	December	<ul style="list-style-type: none"> <li>➤ To develop confidence and self-esteem through participation in matches.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstration</li> <li>➤ Explanation</li> <li>➤ Imitation</li> <li>➤ Repetition</li> </ul>	<ul style="list-style-type: none"> <li>➤ Specific exercise</li> <li>➤ Matches</li> <li>➤ Offence skills</li> </ul>
9	January	<ul style="list-style-type: none"> <li>➤ To learn to respect the opponents, team mates and officials and to play fairly and safely.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstration</li> <li>➤ Explanation</li> <li>➤ Imitation</li> <li>➤ Repetition</li> </ul>	<ul style="list-style-type: none"> <li>➤ Specific exercise</li> <li>➤ Practise matches</li> </ul>
10	February & March	REVISION		

**BGS INTERNATIONAL PUBLIC SCHOOL**

**SECTOR-5, DWARKA, NEW DELHI**

**CURRICULUM (2025-26)**

**Teacher Incharge: Rajiv Dahiya**

**CLASS: VI,VII,VIII**

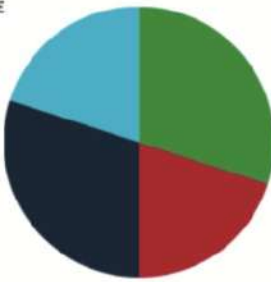
**SUBJECT- Badminton**

MONTH	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES
APRIL	Introduction to badminton, understanding rules and court dimensions.	Classroom theory sessions and practical court visit. Demonstrate court markings, explain rules, and conduct quizzes.	Demonstrate court markings, explain rules, and conduct quizzes.
MAY	Basic grip techniques and footwork drills.	Demonstrate different grips and footwork movements.	Shadow practice, ladder drills, cone drills.
JULY	Basic strokes - Forehand and Backhand. Serve techniques - High Serve, Low Serve, and Flick Serve.	Step-by-step stroke practice using shuttle throws. Explanation and practical demonstrations.	Wall hitting, partner rallies, slow-motion stroke practice. Serve practice in pairs, accuracy challenges.
AUGUST	Return of Serve and basic game strategies.	Explain positioning and movement.	Return drills, practice mini matches.

SEPTEMBER	Smash and Net Play Techniques.	Demonstrate smash and net lifts.	Smash target practice, net rally competitions.
OCTOBER	Doubles and Singles Game Tactics.	Strategy sessions and practical application.	Simulated matches, strategy discussions.
NOVEMBER	Fitness and Agility Training.	Circuit training and strength-building exercises.	Agility ladder, shuttle run, endurance drills.
DECEMBER	Review and Evaluation	Conduct friendly matches and assess skills.	Organize mini tournaments and provide feedback.
JANUARY	Advanced Techniques – Dropshots and Drives.	Explain placement strategies and court control.	Target-based drop shot practice, defensive drive drills.
FEBRUARY	Match Play and Tactical Understanding.	Match analysis and situational play practice.	Encourage students to analyze professional matches.

March	Exam Time	Exam Time	Exam Time
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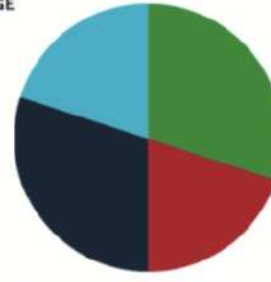
## BGSIPS SPORTS CURRICULUM – U11 – SEASON PLAN ( CLASS - VI )

OBJECTIVES		ORGANIZATION				CONTENT DISTRIBUTION	
SCRIMMAGE: Match focus is on possession and transition.		Sessions per week	02	Session time	35	BASIC STAGE	
		Players per team	14	Game time	35		
TACTICAL: Improve attacking principles and basic defending		SESSION STRUCTURE		ASPECTS TO CONSIDER			
		Warm-up		- Size of the practice			
TECHNICAL: Accuracy and speed in individual and collective techniques		Physical		- Time of the practice			
		Technique		- Intensity of the practice			
PHYSICAL: Improve speed, agility, coordination and balance		Tactics		- Rules			
		Scrimmage		- Number of players			
PSYCHOSOCIAL: Cooperate with teammates in collective tasks		Cool Down & Debrief		- Teammates – opposition			
By the end of the season the player must be capable of: {OUTCOMES}		Comments					
1. Application of technique in game situations		► Prepare collective practices with the ball to develop the technical and tactical intelligence of the player.					
2. Application of attacking and defending principles in slightly opposed collective practices		► Match: We strongly recommend 9v9 games.					
3. Agility and speed movements with and without the ball		► Formations: 3-2-3 in 9-a-side and 4-3-3 in 11-a-side.					
						SCRIMMAGE	30%
						TACTICS	20%
						TECHNIQUE	30%
						PHYSICAL	20%

### CONTENT

TACTICAL			TECHNICAL		PHYSICAL			PSYCHOSOCIAL	
APRIL	1. Attacking Principles	4	1. Passing and Receiving	5	STRENGTH	Strength Endurance		1. Motivation	5
MAY	2. Possession	4	2. Running With the Ball	4		Explosive Strength	2	2. Self confidence	4
JULY	3. Transition	3	3. Dribbling	3		Maximal Strength		3. Cooperation	3
AUGUST	4. Combination Play	4	4. Turning	5	ENDURANCE	Aerobic Capacity	2	4. Decision/Determination	2
SEPTEMBER	5. Switching Play	2	5. Shooting	5		Aerobic Power	1	5. Competitiveness	3
OCTOBER	6. Counter Attacking	1	6. Ball Control	5		Anaerobic Lactic		6. Concentration	
NOVEMBER	7. Playing Out From the Back	4	7. Heading	3	SPEED	Anaerobic Alactic	2	7. Commitment	3
DECEMBER	8. Finishing in the Final Third	3	8. 1V1 Attacking	4		Reaction	4	8. Self Control	2
JANUARY	1. Defending Principles	4	9. Shielding the Ball	3		Acceleration	5	9. Communication	3
FEBRUARY	2. Zonal Defending	3	10. Receiving to Turn	3		Maximal Speed	2	10. Respect & Discipline	5
MARCH	3. Pressing	2	11. Crossing and Finishing	3		Speed Endurance	2		
	4. Retreat & Recovery	3	12. 1V1 Defending	2		Acyclic Speed	5		
						4. Flexibility & Mobility	3		
						5. Coordination & Balance	5		
						6. Agility	5		
						7. Basic Motor Skills	2		
						8. Perception & Awareness	5		

## BGSIPS SPORTS CURRICULUM – U12 – SEASON PLAN ( CLASS - VII )

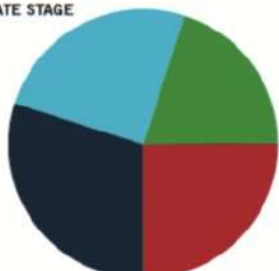
OBJECTIVES	ORGANIZATION				CONTENT DISTRIBUTION	
<b>SCRIMMAGE:</b> Improve possession and transition as well as collective defending during the match	Sessions per week	02	Session time	35	<b>BASIC STAGE</b> 	
	Players per team	14	Game time	35		
<b>TACTICAL:</b> Develop attacking/defending principles and combination play  <b>TECHNICAL:</b> Focus on quality of passing and receiving technique as well as ball control in game situations  <b>PHYSICAL:</b> Compete to increase speed, agility, coordination and balance in competitive games  <b>PSYCHOSOCIAL:</b> Increase collective self-confidence	<b>SESSION STRUCTURE</b>		<b>ASPECTS TO CONSIDER</b>			
	Warm-up		<ul style="list-style-type: none"><li>- Size of the practice</li><li>- Time of the practice</li><li>- Intensity of the practice</li><li>- Rules</li><li>- Number of players</li><li>- Teammates, opposition and support players</li></ul>			
	Physical					
	Technique					
	Tactics					
	Scrimmage					
Cool Down & Debrief						
<b>By the end of the season the player must be capable of: {OUTCOMES}</b> 1. Application of technique at speed in game situations 2. Application of attacking and defending principles in games 3. Agility, coordination and speed movements in simple practices	<b>Comments</b> ► Prepare collective practices with the ball to develop the technical and tactical intelligence of the player. ► Match: We strongly recommend 9v9 games. ► Formations: 3-2-3 in 9-a-side and 4-3-3 in 11-a-side.					
			<b>SCRIMMAGE</b> 30%	<b>TACTICS</b> 20%	<b>TECHNIQUE</b> 30%	<b>PHYSICAL</b> 20%

### CONTENT

TACTICAL			TECHNICAL			PHYSICAL			PSYCHOSOCIAL		
APRIL	1. Attacking Principles	4	1. Passing and Receiving	5	STRENGTH	Strength Endurance		1. Motivation	5		
MAY	2. Possession	5	2. Running With the Ball	3		Explosive Strength	2	2. Self confidence	4		
JULY	3. Transition	4	3. Dribbling	2		Maximal Strength		3. Cooperation	3		
AUGUST	4. Combination Play	5	4. Turning	4	ENDURANCE	Aerobic Capacity	3	4. Decision/Determination	2		
SEPTEMBER	5. Switching Play	3	5. Shooting	5		Aerobic Power	2	5. Competitiveness	3		
OCTOBER	6. Counter Attacking	1	6. Ball Control	5		Anaerobic Lactic		6. Concentration			
NOVEMBER	7. Playing Out From the Back	4	7. Heading	4	SPEED	Anaerobic Alactic	2	7. Commitment	4		
DECEMBER	8. Finishing in the Final Third	4	8. 1V1 Attacking	4		Reaction	4	8. Self Control	2		
JANUARY	1. Defending Principles	4	9. Shielding the Ball	3		Acceleration	5	9. Communication	3		
FEBRUARY	2. Zonal Defending	3	10. Receiving to Turn	3		Maximal Speed	2	10. Respect & Discipline	5		
MARCH	3. Pressing	2	11. Crossing and Finishing	3		Speed Endurance	2				
	4. Retreat & Recovery	3	12. 1V1 Defending	3		Acyclic Speed	5				
						4. Flexibility & Mobility	3				
						5. Coordination & Balance	4				
						6. Agility	4				
						7. Basic Motor Skills	1				
						8. Perception & Awareness	5				



## BGSIPS SPORTS CURRICULUM – U13 – SEASON PLAN ( CLASS - VIII )

OBJECTIVES	ORGANIZATION				CONTENT DISTRIBUTION
<b>SCRIMMAGE:</b> Coordinate possession, transition and finishing <b>TACTICAL:</b> Improve attacking coordinated movements and zonal defending <b>TECHNICAL:</b> Focus on quality of passing and receiving technique and ball control in small spaces <b>PHYSICAL:</b> Basic development of speed, endurance and strength <b>PSYCHOSOCIAL:</b> Commitment to the team and focus in training	Sessions per week	02	Session time	35	<div>INTERMEDIATE STAGE</div>  <div><div>SCRIMMAGE</div>30%<div>TACTICS</div>25%<div>TECHNIQUE</div>20%<div>PHYSICAL</div>25%</div>
	Players per team	16	Game time	35	
	SESSION STRUCTURE		ASPECTS TO CONSIDER		
	Warm-up		<div>- Size of the practice</div> <div>- Time of the practice</div> <div>- Intensity of the practice</div> <div>- Rules</div> <div>- Number of players</div> <div>- Teammates, opposition and support players</div>		
	Physical				
	Technique				
	Tactics				
	Scrimmage				
	Cool Down & Debrief				
<b>By the end of the season the player must be capable of:</b> (OUTCOMES) <div>1. Passing the ball at speed in reduced spaces</div> <div>2. Combination play and communication with teammates</div> <div>3. Combine endurance and speed during the game</div>					
<b>Comments</b> <div>▶ Use the contrast of small spaces for possession practices and bigger spaces for transition practices</div> <div>▶ Match: 11v11 games.</div> <div>▶ Formations: 4-3-3</div>					

### CONTENT

TACTICAL			TECHNICAL		PHYSICAL			PSYCHOSOCIAL	
APRIL	1. Attacking Principles	5	1. Passing and Receiving	5	STRENGTH	Strength Endurance	1	1. Motivation	5
MAY	2. Possession	5	2. Running With the Ball	2		Explosive Strength	3	2. Self confidence	3
JULY	3. Transition	5	3. Dribbling	2		Maximal Strength	1	3. Cooperation	4
AUGUST	4. Combination Play	5	4. Turning	4	ENDURANCE	Aerobic Capacity	3	4. Decision/Determination	3
SEPTEMBER	5. Switching Play	3	5. Shooting	5		Aerobic Power	3	5. Competitiveness	4
OCTOBER	6. Counter Attacking	2	6. Ball Control	4		Anaerobic Lactic	1	6. Concentration	1
NOVEMBER	7. Playing Out From the Back	5	7. Heading	4	SPEED	Anaerobic Alactic	3	7. Commitment	5
DECEMBER	8. Finishing in the Final Third	5	8. 1V1 Attacking	4		Reaction	5	8. Self Control	3
JANUARY	1. Defending Principles	5	9. Shielding the Ball	2		Acceleration	5	9. Communication	3
FEBRUARY	2. Zonal Defending	4	10. Receiving to Turn	4		Maximal Speed	2	10. Respect & Discipline	5
MARCH	3. Pressing	3	11. Crossing and Finishing	3		Speed Endurance	3		
	4. Retreat & Recovery	4	12. 1V1 Defending	4		Acyclic Speed	5		
					4. Flexibility & Mobility	4			
					5. Coordination & Balance	3			
					6. Agility	4			
					7. Basic Motor Skills				
					8. Perception & Awareness	5			