

Class 8th

Class 8th

Sub:- English

| Timeline | CONTENTS | LEARNING OUTCOMES | Suggestive Pedagogical processes |
|--------------------|--|--|--|
| Week 1 To Week 5 | <ol style="list-style-type: none"> How Teachers Learn (Prose) A Nation's Strength (Poem) The Unthankful Man (ShortStory) | <p>The learner–</p> <ul style="list-style-type: none"> responds to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly. introduces guests in English, interviews people by asking questions based on the work they do. engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary. uses formulaic/polite expressions to communicate such as 'May I borrow your book?', 'I would like to differ' etc. speaks short prepared speech in morning assembly. speaks about objects / events in the class / school environment and outside surroundings. participates in grammar games and kinaesthetic activities for language learning. reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them. asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences) participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations; narrates stories (real or imaginary) and real life experiences in English. interprets quotations, sayings and proverbs. reads textual/non-textual materials in English/Braille with comprehension. | <p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</p> <ul style="list-style-type: none"> participate in classroom activities/ school programmes such as Morning Assembly/ extempore/debate etc. by being exposed to input-rich environment speak about objects / events in the class / school environment and outside surroundings. participate in grammar games and kinaesthetic activities for language learning. use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note-taking, summarizing etc. watch / listen to English movies, serials, educational channels with subtitles, audio-video/ multi-media materials, for understanding and comprehension. interview people from various professions such as doctors, writers, actors, teachers, cobblers, newspaper boy, household helps, rickshaw pullers and so on. use formulaic expressions / instructions such as 'Could I give you...' 'Shall we have a cup of tea?' to develop communication skills participate in individual activities such as introducing personalities/ guests during school programmes. |
| Week 6 To Week 10 | <ol style="list-style-type: none"> Life (Prose) Porus and His Elephant (Poem) Achilles (Short Story) | | |
| Week 11 To Week 17 | <ol style="list-style-type: none"> Global Warming (Prose) The Bangle Sellers(Poem) Prayer for strength(Poem) The Brook (Poem) Rustum and Sohrab (Short story) <p><u>Writing Skills & Grammar</u></p> <ol style="list-style-type: none"> Paragraph Letter (Formal/Informal) Articles Punctuation | | |

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| Week 18 To Week 22 | <ol style="list-style-type: none"> For God's sake, Hold Thy Tongue (Prose) Mercy (Poem) Colours of Rainbow (Short story) | <ul style="list-style-type: none"> identifies details, characters, main idea and sequence of ideas and events while reading. reads, compares, contrasts, thinks critically and relates ideas to life infers the meaning of unfamiliar words by reading them in context. reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading) refers dictionary, thesaurus and encyclopaedia as reference books for meaning and spelling while reading and writing. prepares a write up after seeking information in print / online, notice board, newspaper, etc. communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.) writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising. writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks. writes answers to textual/non-textual questions after comprehension / inference; draws character sketch, attempts extrapolative writing. writes email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc. develops a skit (dialogues from a story) and story from dialogues. visits a language laboratory. writes a Book Review. | <ul style="list-style-type: none"> learn vocabulary associated with various professions and use them in different situations. read stories / plays (from different books/ newspapers in education (NIE) / children's section in magazines in English / Braille) and narrate them. locate main idea, sequence of events and correlate ideas, themes and issues in a variety of texts in English and other languages. use various sources from English and other languages to facilitate comprehension, correlation and critical understanding of issues. interpret quotations, sayings and proverbs. |
| Week 23 To Week 30 | <ol style="list-style-type: none"> Polo- The King of Games. Julius Caesar. (Prose) Polythene: A Disaster Wrinkles Meeting poets. Stars speak to man. Summer and Winter (Poem) A Strange Trial (Play) <p><u>Writing Skills & Grammar</u></p> <ol style="list-style-type: none"> Paragraph Letter (Formal/Informal) Dialogue Diary entry E-mail Tenses Narration Modals Preposition Conjunction Clauses, etc. | | |

| Timeline | Chapter No. & Title | Learning Outcomes | Suggestive Pedagogical processes |
|-------------------|--|--|---|
| Week 1 To Week 5 | 1 Rational Numbers 2 Linear Equation in one variable 5 Data Handling | The learner — <ul style="list-style-type: none"> • generalises properties of addition, subtraction, multiplication and division of rational numbers through patterns • finds out as many rational numbers as possible between two given rational numbers. • proves divisibility rules of 2, 3, 4, 5, 6, 9 and 11 • finds squares, cubes and square roots and cube roots of numbers using different methods. • solves problems with integral exponents. • solves puzzles and daily life problems using variables. • multiplies algebraic expressions. e.g expands $(2x-5)(3x+7)$. • uses various algebraic identities in solving problems of daily life • applies the concept of per cent in profit and loss situation in finding discount, VAT and compound interest. e.g., calculates discount per cent when marked price and actual discount are given or finds profit per cent when cost price and profit in a transaction are given. • Solves problems based on direct and inverse proportions • Solves problems related to angles of a quadrilateral using angle sum property • verifies properties of parallelograms and establishes the relationship between them through reasoning. • represents 3D shapes on a plane surface such as sheet of paper, black board etc. | The learner may be provided opportunities in pairs/groups/ individually and encouraged to — <ul style="list-style-type: none"> • explore examples of rational numbers with all the operations and explore patterns in these operations • use generalised form of numbers upto 3 digits and uses her understanding of algebra to derive the divisibility rules for 2, 3, 4 done earlier by observing patterns on them • explore patterns in square numbers, square roots, cubes and cube roots of numbers and form rules for exponents as integer • observe situations that lead to simple equations and solve them using suitable processes • multiply two algebraic expressions and different polynomials based on previous knowledge of distributive property of numbers and generalise various algebraic identities using concrete examples • factorise algebraic expressions using relevant activities based on previous knowledge of factorising two numbers • observe contexts that involve the use of percentages like discount, profit & loss, VAT, simple and compound interest, etc. • generalise the formula of compound interests through repeated use of simple interest • observe situations where one quantity depends on the other. the quantities increase together, or in which while one increases the other decreases. For example, as the speed of a vehicle increases the time taken by it to cover the distance decreases. • measure the angles and sides of different quadrilaterals and identify patterns in the relationship among them, make hypothesis on the basis of generalisation of the patterns and later on verify through examples |
| Week 6 To Week 10 | 3 Understanding Quadrilaterals Practical Geometry | | |

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| | | <ul style="list-style-type: none"> • verifies Euler's relation through pattern • constructs different quadrilaterals using compasses and straight edge. • estimates the area of shapes like trapezium and other polygons by using square grid/ graph sheet and verifies using formulas. • finds the area of a polygon. • finds surface area and volume of cuboidal and cylindrical object | <ul style="list-style-type: none"> • verify the properties of parallelograms and apply reasoning by doing activities such as constructing parallelograms, drawing their diagonals and measuring their sides and angles |
| Week 11 To Week 17 | 6 Square and Square Roots 7 Cubes and Cube Roots 8 Comparing Quantities | <ul style="list-style-type: none"> • draws and interprets bar charts and pie charts. • makes hypotheses on chances of future events on the basis of its earlier occurrences or available data like , after repeated throws of dice and coins | <ul style="list-style-type: none"> • express/represent a 3-D shape into its 2-D form from their daily life like, drawing a box on a plane surface, showing bottles on paper, board or wall etc. • make nets of various shapes like cuboids, cubes, pyramids, prisms, etc. and from nets make the shapes and establish relationship among vertices, edges and surfaces • demonstrate the construction of various quadrilaterals using geometric kit • sketch the figure of trapezium and other polygons in the given graph paper and asked student to estimate their areas using counting of unit square • derive the formula for calculating area of trapezium using the areas of triangle and rectangle (square) • identify that surfaces of various 3-D objects like cubes, cuboids and cylinder • derive formulae for surface area of cubes and cuboids using the formulae for areas of rectangles, squares and circles |

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| Week 18 To Week 22 | 11. Exponents and powers 12 Direct and inverse proportion 9 .Algebraic expressions and Identities | <ul style="list-style-type: none"> • demonstrate to find volume of a given cube and cuboid using unit cubes • collect data, organise it into groups and represent it into bar graphs/ pie chart • conduct activities related to throwing a large number of identical dice/coins together and aggregating the result of the throws to get a large number of individual events and make assumptions for future events on the basis of the above data |
| Week 23 To Week 30 | 10, Mensuration 13, Factorization 14, Introduction to Graphics 15, Playing with Numbers | |

Class 8th

Sub: Science

| Timeline | Chapter No .& Title | LEARNING OUTCOMES | Suggestive Pedagogical processes |
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| Week 1 To Week 5 | 1 <i>Micro-Organisms: Friend & Foe</i> 15 <i>Stars and the Solar System</i> | The learner – <ul style="list-style-type: none"> • differentiates materials and organisms, such as, natural and human made fibres; contact and non-contact forces; liquids as electrical conductors and insulators; plant and animal cells; viviparous and oviparous animals, on the basis of their properties, structure and functions. • classifies materials and organisms based on properties/ characteristics, e.g., metals and non metals; kharif and rabi crops; useful and harmful microorganisms; sexual and asexual reproduction; celestial objects; exhaustible and inexhaustible natural resources, etc. • conducts simple investigations to seek answers to queries, e.g., What are the conditions required for combustion? Why do we add salt and sugar in pickles and murabbas? Do liquids exert equal pressure at the same depth? • relates processes and phenomenon with causes, e.g., smog formation with the presence of pollutants in air; deterioration of monuments with acid rain, etc. • explains processes and phenomenon, e.g., reproduction in human and animals; production and propagation of sound; chemical effects of electric current; formation of multiple images; structure of flame, etc. • writes word equation for chemical reactions, e.g., reactions of metals and non-metals with air, water and acids, etc. • measures angles of incidence and reflection, etc. • prepares slides of microorganisms; onion peel, human cheek cells, etc., and describes their microscopic features • draws labelled diagram/ flow charts, e.g., structure of cell, eye, human reproductive organs; experimental set ups, etc. | The learner is to be provided with opportunities in pairs/groups/ individually in an inclusive setup and encouraged to – <ul style="list-style-type: none"> • explore surroundings, natural processes, phenomena using senses viz. seeing, touching, tasting, smelling, hearing. • pose questions and find answers through reflection, discussion, designing and performing appropriate activities, role plays, debates, use of ICT, etc. • record the observations during the activity, experiments, surveys, field trips, etc. • analyse recorded data, interpret results and draw inference/ make generalisations and share findings with peers and adults • exhibit creativity presenting novel ideas, new designs/patterns, improvisation, etc. • internalise, acquire and appreciate values such as cooperation, collaboration, honest reporting, judicious use of resources, etc |
| Week 6 To Week 10 | 2 <i>Coal & Petroleum</i> 3 <i>Conservation of Plants & Animals</i> 5, <i>Sound</i> | | |
| Week 11 To Week 17 | 16 <i>The Cell</i> 11 <i>Material: Metals & Non Metals</i> 8 <i>Force & Pressure</i> 10, <i>Reaching the Age of Adolescence</i> | | |
| Week 18 To Week 22 | 7. <i>Combustion & Flame</i> 17, <i>Some Natural Phenomenon</i> 6 <i>Food Production & Managements</i> | | |

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| Week 23 To Week 30 | 12. <i>Light</i> 4. <i>Reproduction in Animals</i> 13 <i>Pollution of Air & Water</i> 8 <i>Chemical Effects of Electric Current</i> 14 <i>Fiction</i> | <ul style="list-style-type: none"> • constructs models using materials from surroundings and explains their working, e.g., ektara, electroscope, fire extinguisher, etc • applies learning of scientific concepts in day-to-day life, e.g., purifying water; segregating biodegradable and non-biodegradable wastes; increasing crop production; using appropriate metals and non-metals for various purposes; increasing/ reducing friction; challenging myths and taboos regarding adolescence, etc. • discusses and appreciates stories of scientific discoveries • makes efforts to protect environment, e.g., using resources judiciously; making controlled use of fertilisers and pesticides; suggesting ways to cope with environmental hazards, etc. • exhibits creativity in designing, planning, making use of available resources, etc. • exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices | |
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| Timeline | Sub | CONTENTS | LEARNING OUTCOMES | Suggestive Pedagogical processes |
|-------------------|--|--|---|---|
| Week 1 To Week 5 | History Social and Political Life Part III Geography | 1. How , When and Where 1. The Indian Constitution 1. Resources | The learner – • classifies different types of industries based on raw materials, size and ownership • describes major crops, types of farming and agricultural practices in her/his own area/ state • interprets the world map for uneven distribution of population • describes causes of forest fire, landslide, industrial disasters and their risk reduction measures • locates distribution of important minerals, e.g., coal and mineral oil on the world map | The learner be provided opportunities in pairs/groups/ individually and encouraged to – • collect information about distribution of various natural resources like land, soil, water, natural vegetation, wildlife, minerals, power resources, types of industries in their environs and relate it with India and the world. • explore various farming practices carried out in the neighbourhood / district/ state and interact with farmers. • use pictures/news clippings/ videos to be familiar with the availability of natural resources and their protection, various agricultural practices in other states/ countries . |
| Week 6 To Week 10 | History Social and political life Part III | 2. From Trade to Territory the Company Establishes Power 3. Ruling the countryside 2. Understanding Secularism 3. Why do we need a Parliament | • analyses uneven distribution of natural and human made resources on the earth • justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas • analyses the factors due to which some countries are known for production of major crops, e.g., wheat, rice, cotton, jute, etc., and locates these countries on the world map • draws interrelationship between types of farming and development in different regions of the world • draws bar diagram to show population of different | • develop projects on conservation of natural and human made resources • discuss with peers about forest fire, landslide, industrial disasters, natural and human reasons for their occurrence and control measures. • use atlas /maps for locating major agricultural areas of the world, industrial countries/regions, understanding spatial distribution of population. • read stories of lived experiences of individuals and communities of the period. • discuss events and processes in groups and as a whole in the classroom situation. |

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| | Geography | 2. Land, Soil, Water Natural vegetation & wildlife Resource. | | |
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| Week 11 To Week 17 | History Social and political life Part III Geography | 4. Tribals ,Dikus& the Vision of a Golden Age. 5. When People Rebel 1857 and After 6. Weavers, Iron Smelters and Factory Owners 4. Understanding Laws 5. Judiciary 6. Understanding Our Criminal Justice System 3. Mineral & Power Resources 4. Agriculture | countries/India/states distinguishes the 'modern period' from the 'medieval' and the 'ancient' periods through the use of sources, nomenclatures used for various regions of the Indian subcontinent and the broad developments • explains how the English East India Company became the most dominant power • explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion' • describes the forms of different tribal societies in the 19th century and their relationship with the environment. • explains the policies of the colonial administration towards the tribal communities • explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it • analyses the decline of pre- existing | • raise questions on different issues and events like, 'Why the English East India Company felt it necessary to involve itself in feuds amongst Indian rulers?'. • visit places of historical importance particularly those associated with centres of colonial administration and Indian national movement. • undertake 'projects' and 'activities' like (a) writing an essay on "Gandhiji's Idea of Nonviolence and its Impact on India's National Movement", (b) drawing up a timeline on 'Significant Events of India's National Movement', (c) enacting a role play on 'The Chauri Chaura Incident,' and (d) locating on an outline map of India the 'Regions Most Effected by Commercial Crop Cultivation during the Colonial Period'. • familiarise with sources like vernacular and British accounts, autobiographies, biographies, novels, paintings, photographs, contemporary writings, documents, newspaper reports, films, documentaries and also recent writings to understand and reconstruct histories of various movements. • expose to pedagogically innovative and |
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| Week 18 To Week 22 | History | 7. Civilising the "Native" Educating Nation. 8. Women , Caste and Reform | urban centres and handicraft industries and the development of new urban centres and industries in India during the colonial period • explains the institutionalization of the new education system in India • analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and | <p>critterion-referenced questions for self assessment like 'What were the reasons for the Battle of Plassey?'</p> <ul style="list-style-type: none"> • participate in a discussion on the concepts of Constitution, Parliament, judiciary And marginalization |
| | Social and Political Life Part III Geography | 7. Understanding Marginalisation 8. Confronting Marginalisation 5. Industries. | | |

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| Week 23 To Week 30 | History | 9. The Making of the National Movement 1870- 1947 10. India After Independence 11. Formation of Erstwhile J&K State and the Dogra | <p>the laws and policies of colonial administration towards these issues</p> <ul style="list-style-type: none"> • outlines major developments that occurred during the modern period in the field of arts • outlines the course of the Indian national movement from the 1870s till Independence • analyses the significant developments in the process of nation building | <ul style="list-style-type: none"> • prepare posters with drawings and pictures and make oral and written presentations on the significance of the Constitution of India, Preamble, Parliamentary government, separation of powers, federalism • debate how the principles of liberty, equality and fraternity are being practised in classroom/ school/ home/ society • do projects (solo, pair or group) about the Fundamental Rights and Fundamental Duties • screen and discuss the Rajya Sabha TV series, Samvidhan and movies such as Gandhi, Sardar, Dr. Babasaheb Ambedkar. • observe parliamentary constituency map of State/UTs • organise a mock election with model code of conduct and Youth parliament (Bal Sansad) • prepare a list of registered voters in one's own neighbourhood. • carry out an awareness campaign in one's own locality about significance of voting • find out some public works undertaken by the MP of one's own constituency • examine contents of a First Information Report (FIR) form. • express views, through descriptive and critical writing, about the role of judges in the delivery of justice to the litigants • conduct focus group discussions on violation, protection and promotion of human rights, especially of women, SCs, STs, religious/ linguistic minorities, persons with disabilities, children with special needs, sanitation workers, and other disadvantaged sections • screen and discuss the movie, I am |
| | Social and Political Life | 9. Public Facilities 10 . Laws and Social Justice 11 Social Exclusion and Inclusive Policy In Jammu & Kashmir 12 Barter and Money ,Bank and investment & Insurance and Tax | <ul style="list-style-type: none"> • interprets social and political issues in one's own region with reference to the Constitution of India illustrates the Fundamental Rights and the Fundamental Duties with appropriate examples • applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g., Child Rights) • differentiates between State government and Union government • describes the process of election to the Lok Sabha • locates one's own constituency on parliamentary constituency map of State/ UT and names local MP • describes the process of making a law. (e.g., Domestic Violence Act, RTI Act, RTE Act) • describes the functioning of the judicial system in India by citing some landmark cases • demonstrates how to file a First Information Report (FIR) • analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region • identifies the role of Government in | |
| | Geography | 6. Human Resources 7. Industries of Jammu & Kashmir and Ladakh | | |

providing public facilities such as water, sanitation, road, electricity etc., and recognises their availability

- describes the role of Government in regulating economic activities.

Kalam (Hindi, 2011)

- perform a role play about child labour, child rights, and the criminal justice system in India
- visit any office under the Union Government (e.g., post office) in one's own locality to observe its functioning and prepare a brief report
- share experiences with peers on public facilities and reasons for the disparity in availability of water, sanitation, electricity
 - organise a debate why Government be responsible for providing public facilities
- case studies or newspaper clippings can be provided to learners as an example of the negligence in enforcement of the laws and compensation
- group discussion on role of Government in regulating economic activities, e.g., analysing the reasons of 'Bhopal gas tragedy'.

Class: 8th

Subject: Urdu

درجہ آٹھویں: بہارستان اُردو

| آموزشی ماہِصل | تدریسی طریقہ کار و مشق | عنوانات | تقسیم نصاب و میقات |
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| طلباء نصابی کتب کے علاوہ تمام قسم کی اردو کتابیں پڑھ اور سمجھ سکتا ہے۔ مختلف موضوعات پر اپنی رائے کا اظہار کر سکتا ہے۔ تاریخی شخصیات سے واقفیت رکھتے ہیں۔ | اسباق کی مکمل تدریس، تفہیم و توضیحات۔ اُردو سُننے اور پڑھنے کی معیاری صلاحیت اُجاگر کرنا۔ اسباق کے قواعدی تقاضے پورے کرنا۔ حمد، نعت، منقبت، مناجات اور دُعا کی تعریف۔ مختلف ادبی موضوعات پر مختصر بحث کرانا۔ مصنف اور سبق کا حوالہ دے کر نثر کا سلیس اور نظم کی تشریح کرانا۔ گرائمر: اضداد، تذکیر و تانیث اور واحد جمع۔ اسماء اور افعال کی تعریف۔ مختلف موضوعات پر مضمون۔ نجی، سرکاری اور کاروباری خطوط۔ درخواست | حمد کاہلی لل دید | ہفتہ 1 تا ہفتہ 5 |
| طالب علم نظموں اور کہانیوں کو مناسب لب و | اسباق کی مکمل تدریس، تفہیم و توضیحات۔ اُردو سُننے اور پڑھنے کی | نعت استاد کا احترام | |

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| ہفتہ 6 تا ہفتہ 10 | توبل انعام کی کہانی | معیاری صلاحیت اُجاگر کرنا۔ اسباق کے گرائمر تقاضے پورے کرنا۔ املاء پر زور دینا نثری اسباق کی سلیبس کرانا۔ گرائمر: بناوٹ کے لحاظ سے اسم کی قسمیں مثالوں کے ساتھ۔ عام فہم موضوعات پر مضامین۔ نجی اور کاروباری خطوط۔ | لہجے کے ساتھ ادا کر سکتا ہے اور خود بھی چھوٹی چھوٹی کہانیاں لکھ سکتا ہے۔ |
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درجہ آٹھویں: بہارستان اُردو

| تقسیم نصاب و میقات | عنوانات | تدریسی طریقہ کار و مشق | آموزشی ماحصل |
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| ہفتہ 11 تا ہفتہ 17 | سیتاجی کی آہ و زاری گہیوں کا دانہ جابر بن حیان خاک وطن سگریٹ نوشی کی تباہ کاریاں آزمائش شرط ہے | اسباق کی مکمل تدریس، تفہیم و توضیحات۔ اُردو سُننے اور پڑھنے کی معیاری صلاحیت اُجاگر کرنا۔ اسباق کے قواعدی تقاضے پورے کرنا۔ اسباق اور نظموں کا خلاصہ۔ بیت بازی مقابلے۔ نظموں کو زبانی یاد کرنا اور ترنم کے ساتھ پڑھنا۔ اقتباس کی سلیبس۔ گرائمر: واحد جمع و جمع الجمع۔ معنوں کے لحاظ سے اسم کی قسمیں۔ | اشعار کی تشریح کرتے ہیں کہانیوں کا مختصر خلاصہ لکھتے ہیں۔ غلط اور صحیح عادات پر بات کرتے ہیں۔ |

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| | فعل، فاعل اور مفعول۔ ہم وزن الفاظ۔ ردیف اور قافیہ کا تعارف۔ تشبیہ کا استعمال۔ مختلف موضوعات پر مضمون۔ نجی و دفتری اور کاروباری خطوط۔ | | |
| ہفتہ 18 تا ہفتہ 22 | ایک لڑکی چند خلا باز خواتین گر تم بدھ ہماری تاریخ | اسباق کی مکمل تدریس و تفہیم مع توضیحات۔ اسباق سے چندہ و ضدا ضداد، واحد جمع، تذکیر و تانیث۔ جملے کی قسمیں، مختلف موضوعات ہر مضمون۔ نجی، دفتری اور کاروباری خطوط۔ | کسی بھی تحریر یا تقریر کا خلاصہ ادا کر سکتے ہیں۔ اپنی تاریخ کو جاننے کی کوشش کرتے ہیں۔ |

درجہ آٹھویں: بہارستان اُردو

| تقسیم نصاب و میقات | عنوانات | تدریسی طریقہ کار و مشق | آموزشی ما حاصل |
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| ہفتہ 23 تا ہفتہ 30 | زعفران کمپوٹر کا ارتقائی سفر میرا وطن اُف یہ ماحولیاتی آلودگی | اسباق کی مکمل تدریس، سوالات اور جوابات کے ساتھ۔ اسباق میں موجود گرائمر کی تدریس۔ اسباق اور نظموں کا خلاصہ۔ بناوٹ کے لحاظ سے فعل کی قسمیں۔ نظم اور ڈراما کا تعارف۔ | سماج میں ہونے والے واقعات کے تئیں حساس اور بیدار ہے۔ آس پاس رونما ہونے والے واقعات پر کھل کر بات کر سکتا ہے۔ |

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|--------------------------------|---|--|
| راجا جاجا مہولو چن پو لتھین جن | فعل، فاعل، مفعول، حروف کے اقسام غلط اور صحیح جملوں کا استعمال۔ مختلف موضوعات پر مضمون۔ نجی، دفتری اور کاروباری خطوط | نظم یا کہانی کا مرکزی خیال اور خلاصہ لکھ سکتا ہے۔ ڈرامائی مکالمات صحیح تلفظ کے ساتھ ادا کرتا ہے۔ |
|--------------------------------|---|--|

(اساتذہ سے گزارش ہے کہ درس و تدریس کے دوران آموزشی ما حاصل دستاویز (LO,s) کو پوری طرح مد نظر رکھیں۔)

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|--|---|---------------------------------|
| نظم یا کہانی کا مرکزی خیال اور خلاصہ لکھ سکتا ہے۔ ڈرامائی مکالمات صحیح تلفظ کے ساتھ ادا کرتا ہے۔ | فعل، فاعل، مفعول، حروف کے اقسام غلط اور صحیح جملوں کا استعمال۔ مختلف موضوعات پر مضمون۔ نجی، دفتری اور کاروباری خطوط | راجا جاجا مسہو لوچن پو لتھین جن |
|--|---|---------------------------------|

(اساتذہ سے گزارش ہے کہ درس و تدریس کے دوران آموزشی حاصل دستاویز (LO,s) کو پوری طرح مد نظر رکھیں۔)

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|--|---|---------------------------------|
| نظم یا کہانی کا مرکزی خیال اور خلاصہ لکھ سکتا ہے۔ ڈرامائی مکالمات صحیح تلفظ کے ساتھ ادا کرتا ہے۔ | فعل، فاعل، مفعول، حروف کے اقسام غلط اور صحیح جملوں کا استعمال۔ مختلف موضوعات پر مضمون۔ نجی، دفتری اور کاروباری خطوط | راجا جاجا مسہو لوچن پو لتھین جن |
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(اساتذہ سے گزارش ہے کہ درس و تدریس کے دوران آموزشی حاصل دستاویز (LO,s) کو پوری طرح مد نظر رکھیں۔)

مضمون: کاٹھر جماتھ: اٹھم

| Learning Outcome (پچھن تر) | Content | Course/Period |
|--|--|-----------------|
| صدائے آوازن ہندختلف صوژن منورتاو: مثال: گوڈا منرس / اندس۔ دینہ آمتن سہقن ہندن سوالن ہندری جواب لکھن۔ لفظن ہند معنی تہ تملمن منر ورتاو۔ خالی جالیہ پڑوہ تہ جنس ناوتن ہند ورتاو۔ کنبہ پیرا افس ہل بناؤن۔ ووستاد گودھ کاٹھر زبانی ہنر زان دنی (املا نویسی) | آواز تہ آواز نشانی، دُعا، دہدراؤنی | 1 پٹھہ 5 ہفتہ |
| دینہ آمتن سہقن ہندن سوالن ہندری جواب لکھن۔ محاورن ہند معنی تہ تملمن منر ورتاو۔ کز اوت، اشارناؤت، ورتاوس منراؤت۔ لفظن ہندری ضد۔ غزلہ متعلق شرن زان دنی۔ شرن پانہ شار لکھنس کن راغب کرن۔ ونبہ کن چیزن ہندری ناو لکھناؤنی۔ | اولو دگی، ان پوشہ تیلہ تیلہ ون پوشہ | 6 پٹھہ 10 ہفتہ |
| دینہ آمتن سہقن ہندن سوالن ہندری جواب لکھن۔ نوڈ نوڈ سوالن ژھارنی۔ شارنرس منر پھرنی تہ نرس سلپس کرن۔ لگہ کتھ تہ مزاح کیاہ گو۔ درخاس یا چٹھر لکھن تہ مضمون نوہسی۔ ناوڈ تہ کز اوڈی رلاؤتھ محاور ہناؤنی، باوڈ تہ زان دنی۔ نرپارس منر منر سوالن جواب ژھارن۔ شرن اخبار رپوس متعلق زان دنی۔ اولیاہن متعلق لوک لوک پڑوہ کتھ دنی۔ | رفاقت، مخدوم صاب رڈ کزاس سوسائٹی، رسیہ، مان سر | 11 پٹھہ 17 ہفتہ |
| دینہ آمتن سہقن ہندن سوالن ہندری جواب لکھن۔ باوتن ناوڈی تہ ناوتن باوڈی ہناؤنی، کز اوڈی تہ امکو قسم، پتھ کال، از کال تہ نہہ ول کال۔ کز اول، کز اوت تہ کز وومت۔ کانہہ تہ سیاسی، سماجی یا اقتصادی مضمون لکھن پچھناؤن۔ واکھس متعلق زان دنی۔ تہ لگہ کتھن متعلق زان دنی۔ لفظہ راش ہراونہ باپتھ سہقن منر دینہ آمتن لفظ تہ معنی یاد کرتھ تم تملمن منر ورتاؤنی۔ | کوکر چھ ونان، ماچھ ٹلر، نسیہ پچھن | 18 پٹھہ 22 |
| دینہ آمتن سہقن ہندن سوالن ہندری جواب لکھن۔ نرپارس سلپس کرن تہ سوالن جواب لکھن۔ خالی جالیہ پڑوہ تہ عبار پڑوہ کرنہ، شارن ہنر وہنہ تہ نثری عبارت سلپس کرن۔ محاورہ تملمن منر ورتاؤنی۔ کانہہ تہ سیاسی، سماجی یا اقتصادی مضمون لکھن، چٹھر تہ درخاس لکھناؤنی۔ شرن کن متعلق زان دنی۔ اخبار رپورٹ لکھن پچھناؤنی۔ اشتہار لکھن پچھناؤنی، رپورٹ تہ اشتہار ہناؤنی۔ کٹھیر ہنر تہ تاریخی عمارن ہنر شکلہ کاپی پتھ چسپان کرنہ۔ ڈاکٹرس تہ ہمارس درمیان گودھ کانہہ کتھ باتھ شری لکھناؤنی۔ | تھ ریش واروہ تہ تار اچھ، ہو آئی جہاز، کٹھیر ہنر کینہہ پزانہ عمارت، ڈاکہ ول، پاتھین | 23 پٹھہ 30 |