



**TAGORE INTERNATIONAL SCHOOL**  
**EAST OF KAILASH, NEW DELHI**

**Class VIII**  
**PARENT SYLLABUS 2025 -2026**

MONTH	English	Hindi	French	Social Science	Sanskrit	German	Math	Science
July	<p><b>Unit 2, Section 2:</b> <b>The Last Stone Mason –by Sigrun Srivastav</b> (Sec 2, Unit 2) Dying art forms of India The Guru - Shishya Parampara as part of Indian tradition -the stone masons's love for his art - generation gap - why is he called stonemason not sculptor</p> <p><b>Activity Book:</b> <b>Unit – 2</b> <b>Unit 3: An Indian Kaleidoscope</b> <b>Section 1: On Being an Indian by Ruskin Bond</b> Comprehension</p>	<p>कविता -सिपाही पाठ- असली याचक व्याकरण- विशेषण,कारक विलोम, क्रिया, पर्यायवाची, लिंग,वचन लेखन कार्य , पत्र लेखन - औपचारिक पत्र विज्ञापन, अनुच्छेद अमृत संचय -पाठ- काबुलीवाला,अनमोल भेंट</p> <p><b>Learning Outcomes</b></p> <p>अपने अनुभव संसार और कल्पना संसार को बेझिझक और सहज ढंग से</p>	<p><b>Mes Vacances</b></p> <p>Cannes et Paris</p> <p>Le Futur Proche</p> <p>La Carte Postale</p> <p><b>Learning Outcomes</b></p> <p>Describe the places Cannes and Paris.</p> <p>Write a postcard in French using the correct format.</p> <p>Conjugate</p>	<p><b>Land Soil and Water Resources</b></p> <p>Land as a resource Soil as a resource Water as a resource Distribution, Utilisation and Conservation of these resources</p> <p><b>Learning Outcomes</b></p> <p><b>Each child will be able to:</b> (i)list the different forms of land, soil and water resources; (ii)highlight the importance of land, soil and water as a resource</p>	<p>दिव्यम्(भाग-३) “पीयूष-बिन्दवः (श्लोकाः)” व्याकरणम् शब्दरूप – अस्मद्,युष्मद् (दोनों लिंगों में) धातुरूप-अस्,भू,पठ्, कृ (४ लकारेषु) सेव्, लभ् (लट् लकार) संधि- स्वर- दीर्घ समय-लेखन कला समेकित गतिविधि- “पीयूष-बिन्दवः (श्लोकाः)” श्लोक-गायन चित्र-माध्यम से भावार्थ प्रदर्शन घटिका-निर्माण</p>	<p><b>Lektion 2 Modul 5</b></p> <ul style="list-style-type: none"><li>· Vokabular</li><li>· Aufsätze schreiben.</li><li>· E mail Schreiben.</li><li>· Hörübungen.</li></ul> <p><b>Wiederholung für UT-1</b></p> <p><b>Learning Outcomes</b></p> <p>Students will be able to: Write short paragraph about healthy habits and discuss in class as well. create an email and dialog on the topic:gesundes essen</p>	<p>Will be updated once the books are available</p>	<p>Will be updated once the books are available</p>

	<p>skills to be developed To be able to infer writer's idea from the reading of the article. Learn new words and phrases.</p> <p><b>Unit-3, Section 2:</b> <b>The Idea of India</b> <b>(reading activity)</b></p> <p>- the concept and importance of Preamble and constitution -about the Constitution of India</p> <p><b>Literature Reader:</b> <b>Lesson 3 &amp; 4</b></p> <p><b>Writing Skills</b> <b>Poster Making</b> -Format -Content -Style &amp; language <b>Writing Skill-Precis Writing</b></p> <p><b>Learning Outcomes</b> Each student will be able to: - speak about the dilemma of the old stone mason and</p>	<p>अभिव्यक्त कर पाएगा कविता का प्रतीकात्मक अर्थ जान पाएगा।</p> <p>-देखी सुनी और पढ़ी गई बातों को कहकर, उसके बारे में विचार करके अपनी प्रतिक्रिया लिखित तथा मौखिक दोनों रूपों से अभिव्यक्त कर पाएगा।</p> <p>-सैनिकों के प्रति संवेदनशील हो उनके प्रति श्रद्धा एवं स्नेह और सम्मान का भाव अभिव्यक्त कर पाएगा।</p> <p>-मुख्य बिंदु को ढूँढने के लिए विषय सामग्री की बारीकी से जाँच कर पाएगा।</p> <p>-दैनिक जीवन में तार्किक एवं वैज्ञानिक समझ की ओर आगे बढ़ पाएगा।</p> <p>औपचारिक पत्र का</p>	<p><b>verbs in the future proche tense.</b></p>	<p>(iii)tell about the causes for their degradation; (iv)suggest some ways to conserve these resources. (viii)point out the need to conserve water and suggest 2 ways to conserve it.</p> <p><b>Life skills/Values Data/ Information Interpreting Skills, Observation Skills, Analytical, Application. Value - Sustainable development</b></p> <p><b>The Company's Civil Administration and Revenue policy</b></p> <p>●Adm. structure ●Acts and charters passed by the British ●Organisation</p>	<p>छात्र कागज़ की घड़ी बना कर समय प्रदर्शन।</p> <p><b>Learning Outcomes</b></p> <p>-श्रवण, पठन, चिन्तन व लेखन कौशल को विकसित कर पाएगा। -समाज में सभी प्राणियों के प्रति स्वस्थ दृष्टिकोण का विकास करना, श्लोकों के माध्यम से स्वयं में सद्गुणों को विकसित कर पाएगा। -साहित्यिक तथा व्याकरणिक उपविषयों को नियम सहित समझकर लेखन व वाचन कर पाएगा।</p>			
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	<p>answer the textual questions,</p> <ul style="list-style-type: none"> <li>-analyse the characters of Salim and Masterjee.</li> <li>-infer what the generation gap means.</li> <li>- enlist points on the idea of brain drain</li> <li>-Evaluate what makes you feel proud as an Indian</li> <li>-summarise the main idea in his or her own words</li> <li>-research and write about the concept of "Atithi Devo Bhava"</li> <li>-Analyse his/ her feelings as Ruskin Bond and express them.</li> <li>- enlist points on rights and duties</li> <li>- suggest points on the changes which can be made in Indian Constitution</li> <li>- use a dictionary to</li> </ul>	<p>प्रारूप बताते हुए दिए गए विषय पर पत्र लिख जाएगा।</p> <p>किसी चित्र या दृश्य को देखने के अनभुव को अपने ढंग से मौखिक , लिखित, सांकेतिक भाषा में व्यक्त कर जाएगा ।</p> <p>-पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछ जाएगा</p>	<p>of civil service, army, police and judiciary</p> <ul style="list-style-type: none"> <li>●Exclusion of Indians from high posts</li> <li>●Introduction of new land revenue settlements</li> <li>●Commercialisation of agriculture &amp; impoverishment of peasantry</li> <li>●Peasant rebellions</li> </ul> <p><b>Learning Outcomes</b></p> <p><u>Each child will be able to</u></p> <p>(i) explain the structure of administration under the East India Company.</p> <p>(ii)compare the land revenue policies during</p>				
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	<p>find the meaning of new and difficult words</p> <ul style="list-style-type: none"> <li>- design a poster on a given topic</li> <li>- use correct format, style, and language</li> <li>- differentiate between types of posters.</li> </ul> <p>(Advertising, Informative, Event posters)</p> <ul style="list-style-type: none"> <li>-Identify primary points of a text.</li> <li>-distinguish between main arguments and supporting information.</li> </ul> <ul style="list-style-type: none"> <li>- evaluate the importance and relevance of content.</li> <li>-combine various points into a cohesive summary.</li> <li>-organize</li> </ul>		<p>the pre-British and the British periods in India.</p> <p>(iii)give details about the land revenue policies adopted by the company and their effects.</p> <p>(iv)analyse the emphasis laid on the commercial crops by the company.</p> <p>(v) explain the methods of indigo cultivation during the colonial rule</p> <p>Parliamentary Government-the Union</p> <p>Legislature</p> <p>Lok Sabha</p> <p>Rajya sabha</p> <p>How our legislature works</p> <p>Important functions of Union</p>				
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	<p>information logically and coherently.</p> <p>-rephrase sentences and ideas accurately</p>		<p><b>Legislature</b></p> <p><b>Learning Outcomes</b></p> <p><u>Each student will be able to:</u></p> <p>(i)Write about the composition of the Indian Parliament</p> <p>(ii)Draw comparison between the two houses of the Indian Parliament</p> <p>(iii)Describe the working of the union legislature</p> <p>(iv)Enumerate the functions of the union legislature.</p> <p>(v)Describe the role of people in translating the felt needs into laws</p> <p><b>Lab Activity 1</b> <b>(10 Marks)</b></p>				
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August	<p><b>Punctuation (Comma), Reordering Phrases to form complete sentences.</b></p> <p>SECTION 3: POETRY: In the Bazaars of Hyderabad by Sarojini Naidu</p> <ul style="list-style-type: none"> <li>-Information about the author</li> <li>-Poetic devices including rhyme scheme, Imagery, Alliteration, Simile, etc.</li> <li>-Theme of the poem</li> <li>-Appreciating poetry</li> </ul> <p><b>Grammar - Tenses (Past, Present – Simple/ Continuous</b></p>	<p>पाठ - संसार सागर के अनाम नायक कविता - बाल लीला व्याकरण- अनुस्वार, अनुनासिक, अनेकार्थी, वाक्य (अर्थ के आधार पर) अपठित गद्यांश संवाद लेखन, पत्र लेखन अमृत संचय- भिखारिन</p> <p>Learning Outcomes</p> <p>प्रत्येक विद्यार्थी. तालाब ,नदी ,कुएं, झील आदि की आवश्यकता और</p>	<p><b>La crémaillère</b></p> <p>L'Invitation</p> <p>Les parties du corps</p> <p>Décrivez une personne.</p> <p>Expressions avec Avoir</p> <p>Les conjonctions</p> <p><b>Learning outcomes</b></p> <p><b>Write an invitation in French.</b></p>	<p><b>Mineral and Energy Resources</b></p> <ul style="list-style-type: none"> <li>•Minerals—Types, Occurance and Distribution</li> <li>•Classification of India's mineral resources</li> <li>•Energy resource</li> </ul> <p><b>Conventional NonConventional</b></p> <ul style="list-style-type: none"> <li>•Conservation of minerals and energy resources</li> </ul> <p><b>(Reduced Portion)</b></p> <p><b>Continent wise distribution of minerals</b></p>	<p>दिव्यम्(भाग-३) “चाणक्यः चन्द्रगुप्तः च(क्त,क्तवतु प्रत्ययः)” व्याकरणम् संधि- स्वर- गुण पर्यायपदाः उपपद-विभक्तिः- द्वितीया,तृतीया, चतुर्थी अपठित-गद्यांश कला समेकित गतिविधि- “चाणक्यः चन्द्रगुप्तः च(क्त,क्तवतु प्रत्ययः” भूमिका-निर्वहन कथा वाचन कथा चित्रपट्टिका प्रत्यय-रंगोलिका</p>	<p><b>Lektion 3 Modul 5</b></p> <ul style="list-style-type: none"> <li>• Partizip Perfekt – haben und sein.</li> <li>• Partizip Perfekt – regular verbs</li> <li>• Partizip Perfekt – irregular verbs</li> </ul> <p>Adverbs of time.</p> <p><b>Learning Outcomes</b></p> <p>Students will be able to – Express about their past experiences.</p> <p>create questions and answers using partizipperfekt</p>	<p>Will be updated once the books are available</p>	<p>Will be updated once the books are available</p>

<p><b>and Perfect forms)</b> (4 classes) <b>Reported Speech</b> <b>Writing Skills:</b> Newspaper Report writing <b>Unit 4: Inventions and Discoveries</b> <b>Section 1: An Amazing Ancestor (Activity Based)</b> comprehension skills -Difference between an invention or discovery -Ancestry of some modern gadgets Literature Reader: Lesson 5 &amp; 6 Unit 4, Section 2: Madam Curie (play) - Character traits of Marie and Pierre - Behaviour of Journalists <b>Learning Outcomes</b> Each student will be able to: - reorder words or phrases to form</p>	<p>उपयुक्त गीत का जान पायेगा । उपेक्षित अज्ञात कर्मकारों के प्रति सजगता और सम्मान बढ़ेगा जल संरक्षण में समाज के विभिन्न वर्गों जातियों के त्याग में समर्पित स्वार्थ रहित योगदान को जान पाएगा । श्री कृष्ण के बचपन की लीलाओं के बारे में जान सकेगा तथा बचपन की मधुर स्मृतियों तथा मां के प्रेम को समझ कर आनंद ले पाएगा । धन को परिवार से बढ़कर समझने वाले व्यक्तियों की मन स्थिति को समझ पाएगा । कविता का प्रतीकात्मक अर्थ जान पाएगा ।</p>	<p><b>Describe a person using the different parts of the body and adjectives. Combine two sentences using the correct conjunctions. Communicate your ailment using "avoir".</b> <b>Qu'est-ce que je ferai ?</b> Le Futur Simple <b>Learning Outcomes</b> Conjugate regular and irregular verbs in the future tense. Answer questions based on the lesson.</p>	<p><b>Learning Outcomes</b> <b>Each child will be able to:</b> (i)state the meaning &amp; chief types of 'minerals' (ii)make a list of India's rich mineral resources. (iii)give four examples of the energy resources. (iv)mention three uses of some important minerals (v) compare the conventional and non-conventional resources (vi)suggest three ways of conserving mineral and energy resources. <b>The Revolt of</b></p>	<p><b>Learning Outcomes</b> -श्रवण, पठन, चिन्तन व लेखन कौशल को विकसित कर पाएगा । -समाज में सभी प्राणियों के प्रति स्वस्थ दृष्टिकोण का विकास करना, श्लोकों के माध्यम से स्वयं में सद्गुणों को विकसित कर पाएगा । -साहित्यिक तथा व्याकरणिक उपविषयों को नियम सहित समझकर लेखन कर पाएगा ।</p>			
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	<p>complete sentences</p> <ul style="list-style-type: none"> <li>- Punctuate the given sentences</li> <li>- analyse the central theme of the poem</li> <li>- identify poetic devices used in the poem</li> <li>- construct the scene of a market place in the form of a descriptive paragraph. (take hints from the poem)</li> <li>- identify the correct form of tense in the given sentences</li> <li>- attempt exercises on tenses</li> <li>- revise the concept of Reported Speech via video, worksheet and quiz</li> <li>- write a newspaper report using the appropriate format, content and style.</li> <li>-share at least one significant invention and discovery and</li> </ul>			<p><b>1857</b></p> <ul style="list-style-type: none"> <li>● <b>Reasons leading to the Revolt of 1857</b></li> <li>● <b>Spread of The Great Revolt of 1857</b></li> <li>● <b>Assessment and nature of the Revolt</b></li> <li>● <b>Significance of the Revolt in modern Indian history</b></li> <li>● <b>Queens Proclamation of 1858</b></li> </ul> <p><b>Learning Outcomes</b></p> <p>Each child will be able to:</p> <p>(i) state one specific – political, social ,economic, military and immediate cause of the Revolt of 1857.</p> <p>(ii) describe the</p>				
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	<p>describe it briefly.</p> <ul style="list-style-type: none"> <li>-relevance of that discovery in today's time.</li> <li>-sequence the creative process the scientists may have followed.</li> <li>-frame meaningful sentences related to the given words</li> <li>- answer the basic textual questions</li> <li>- revise the concept of Modals via video, worksheet and quiz.</li> <li>- describe the pictures and events using prepositions.</li> <li>- identify and apply the prepositions in the worksheet and quiz</li> </ul>			<p>outbreak of the Great Revolt.</p> <p>(iii) list all the main centers of the Revolt and name the leaders.</p> <p>(iv) assess/analyse the nature of the Revolt giving three points</p> <p><b>Visit to Red Fort-</b></p> <p><b>Parliamentary Government-the Union Executive</b></p> <ul style="list-style-type: none"> <li>- Hierarchy in the union executive</li> <li>- President</li> <li>- Vice- President</li> <li>- Prime Minister and Council of minister</li> <li>- Civil Service</li> </ul> <p><b>Learning Outcomes</b></p> <p>Each student will</p>				
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				be able to : - Give the components of Union Executive - Enlist the main functions of the Union executive. - Mention some of the powers of the president of India. - Justify how the council of ministers is collectively responsible to the parliament. Socio Emotional Classes ( 4 Days)				
September	<b>Revision for Mid-Term Exam</b> Grammar - Modals <b>Literature Reader: Lesson 7 &amp; 8</b> <b>Writing Skills -</b> Formal letter - letter of application and letter to the editor	मधुप-पाठ- बस्तर जनजाति में तुम्बा व्याकरण. वाक्य शुद्धि पुनरावृत्ति विज्ञापन निर्माण	Revision for Mid-term exams <b>Learning Outcomes</b> Answer all questions in the exam	<b>Education and British Rule</b> Indigenous system of education in 19 <sup>th</sup> cent India •British policies of education in India •Role of	दिव्यम्(भाग-३) पुनरावृत्ति <b>Learning Outcomes</b> -श्रवण, पठन, चिन्तन व लेखन कौशल को विकसित कर पाएगा । -साहित्यिक विषयों को	Wiederholung für die Prüfung. <b>Learning Outcomes</b> Revision	Will be updated once the books are available	Will be updated once the books are available

<p>and Principal  <u>Activity Book:</u>  Unit - 3  <b>Section 3:</b>  <b>'The Microscope'</b>  <b>(Poem)</b>  -poetic devices  -Humorous quality of the poem  -Anton  Leeuwenhoek  <b>Learning Outcomes</b></p> <p>Each student will be able to -  - write the format for formal letter and letter to the editor and application to the Principal  - draft an application to the Principal.  -draft a letter to the editor using the correct format, content and style  -share at least one significant invention and discovery and describe it briefly.</p>	<p>अमृत संचय-  तोते की कहानी  <b>Learning Outcomes</b>  ग्राह्यता-  - बस्तर के आदिवासी समाज की कला, संगीत व खान-पान को जान जाएगा व लिख जाएगा।</p> <p>-तुंबा और लौकी के विभिन्न उपयोगों व औषधीय गुणों के बारे में कक्षा चर्चा द्वारा बता सकेगा।</p> <p>- लोक कथाओं की सच्चाई का ज्ञान प्राप्त हो सकेगा।</p> <p>-आदिवासी जीवन व शहरी जीवन के अंतर को जान जाएगा व भविष्य में उनसे जागरूक रहेगा।</p>	<p>correctly and clarify their doubts.</p>	<p>enlightened Indians in spreading western scientific education  ●Growth of National Education in India  <b>Learning Outcomes</b></p> <p>Each child will be able to:  (i) explain the traditional educational system of India.  (ii) trace the beginning of English ed. In India.  (iii) list the differences between the Anglicists &amp; the Orientalists  (iv) assess why some Britishers favored oriental system of</p>	<p>तथा व्याकरणिक उपविषयों की नियम सहित पुनरावृत्ति कर जाएगा।</p>			
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	<p>-relevance of that discovery in today's time.</p> <p>-sequence the creative process the scientists may have followed.</p> <p>- enjoy the poem and the humor in it and identify the rhyme scheme of the poem</p> <p>- infer the message being conveyed in the last two lines.</p>	<p>- प्रकृति संरक्षण की भावना जाग्रत हो पाएगी।</p> <p>शब्द कोश विस्तार- कम से कम दो ज्ञान एवं एक समझ के प्रश्नों की रचना स्वयं कर पाएंगे तथा सामान्य प्रश्नों के उत्तर बता पाएंगे।</p>		<p>education (v)specify the role played by the govt. in beginning English education in India.</p> <p>(vi)evaluate the impact of British education in India</p> <p>TERM 1 EXAM:</p> <p>Sept' 2025</p> <p>GEO-CH- 1,2, 4,7,</p> <p>HIST- CH- 2,3,5,8</p> <p>CIVICS- CH- 1,4,5</p> <p>Total- 11 Topics</p>				
October	<p><b>Writing Skills:</b></p> <p><b>Notice Writing</b></p> <p>-format</p> <p>-content</p> <p>-style</p> <p><b>(Event)</b></p> <p><b>Unit 5, Section 1:</b></p> <p><b>The Palindrome</b></p>	<p>पाठ-स्वर्णदीप्ति व्याकरण -</p> <p>-मुहावरे उपसर्ग-प्रत्यय</p> <p>लेखन कौशल-चित्र-वर्णन,सूचना</p>	<p><b>Nous venons de déménager à Nice</b></p> <p>La ville de Nice</p>	<p><b>Agriculture</b></p> <ul style="list-style-type: none"> <li>•Meaning</li> <li>•Factors influencing Crop Cultivation</li> <li>•Types/Branche s of Agriculture</li> </ul>	<p>दिव्यम्(भाग-३)</p> <p>वासुदेवस्य दूतकर्म(अव्यय-प्रकरणम्)</p> <p>व्याकरणम्-संख्या-ज्ञान(१-१००)</p>	<p>Lektion 1 Modul 6</p> <p>Wo ist Tina?</p> <ul style="list-style-type: none"> <li>• Fragewort: wo?</li> <li>• Verb: stehen, sitzen.</li> </ul> <p>Präpositions of position ( Dativ und Wechsel)</p>	<p>Will be updated once the books are available</p>	<p>Will be updated once the books are</p>

<p><b>Literature Reader:</b> <b>Lesson 9</b> <u>Prepositions -Time, movement and place</u> <b>Unit 5, Section 2: Advia!</b> <b>Unit 5, Section 3: Unit-6, Section 3: The Tyger (poem)</b></p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>- draft a notice using the correct format, content, and style</li> <li>- to read, compare, contrast and think critically</li> <li>- analyse the characters of Raman and his mother</li> <li>- draft character sketch of Tenali Raman</li> <li>-reflect on the topics and answer questions</li> <li>- describe the</li> </ul>	<p>लेखन, अनुच्छेद</p> <p>अमृत संचय-दहेज़</p> <p>Learning Outcomes</p> <p>ग्राह्यता-</p> <ul style="list-style-type: none"> <li>- मेहनत, लगन व निष्ठा का पाठ पढ़ सकेंगे।</li> <li>- बाधाओं / मुश्किलों से लड़कर लक्ष्य-प्राप्ति का ज्ञान हो सकेगा।</li> <li>- गुरु व शिष्य के संबंध को समझ सकेंगे।</li> <li>- पैरालंपिक खेलों के बारे में जानेंगे।</li> <li>- दिव्यांगता हताशा नहीं प्रेरणा भी हो सकती है, ये जान पाएगा।</li> <li>- सपने देखना व उन्हें पूरा करने के लिए निरंतर प्रयास करना।</li> </ul>	<p>Le passé Récent</p> <p>Les Adverbes</p> <p>Le comparatif et le superlatif</p> <p><b>Learning Outcomes</b></p> <p>Describe the city of Nice – its tourist attractions, etc. Conjugate verbs in the passé récent tense. Use the correct adverb and place them correctly in sentences. Write the comparative and superlative forms of adjectives in</p>	<p>●Agriculture in India</p> <p>●Types of Crops</p> <p>●Major Crops: Rice, wheat cotton, jute Millets, maize tea , coffee</p> <p>●Development of Agriculture: A comparative assessment of India &amp;U.S.A</p> <p><b>Learning Outcomes</b></p> <p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>(i)state the meaning of the term ‘agriculture’.</li> <li>(ii)assess the factors influencing crop cultivation.</li> <li>(iii)explain the nature of agriculture in India</li> <li>(iv)state the main types of crops &amp; the major Indian</li> </ul>	<p>-धातुरूप-लेखनम्-दा,पा,दृश्,गम्(लट्,लृट्,लङ्,लोट् लकारेषु)</p> <p>-सेव्,लभ्(लृट् लकारः)</p> <p>-शब्दरूप-लेखनम्-अनेक,सर्व(तीनों लिंग)</p> <p>-संख्यावाची- शब्दरूप-लेखनम्-(१-४ लिंगानुसारम्-प्रथमा विभक्ति)</p> <p><b>कला समेकित गतिविधि-</b></p> <p><b>वासुदेवस्य दूतकर्म (अव्यय-प्रकरणम्)</b></p> <p>स्लोगन-पोस्टर-लेखन भूमिका निर्वहन</p> <p><b>Learning Outcomes</b></p> <p>-श्रवण, पठन, चिन्तन व लेखन कौशल को विकसित कर पाएगा ।</p> <p>-समाज में सभी प्राणियों के प्रति स्वस्थ दृष्टिकोण का विकास करना, कथा के माध्यम से स्वयं में सद्गुणों को विकसित कर पाएगा।</p>	<p><b>Learning Outcomes</b></p> <p>Students will be able to -</p> <ul style="list-style-type: none"> <li>• Inquire about the whereabouts of a person.</li> <li>• To fix a meeting</li> <li>• To talk about shopping places.</li> </ul>		<p>available</p>
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	<p>pictures and events using prepositions.</p> <ul style="list-style-type: none"> <li>- identify and apply the prepositions in the worksheet and quiz</li> <li>- Recall and express their views about Afghanistan and its people</li> <li>- Express in their own words how a language barrier can lead to misunderstanding</li> <li>- List reasons why the family made errors in judging the two men</li> <li>- Compare and contrast the characters of Puja and Sudhir</li> <li>- Deduce the meanings of unfamiliar words</li> <li>- recite the poem using the desired intonation and expressions</li> <li>-enjoy the poem</li> </ul>	<p>उपसर्ग - प्रत्यय से नए शब्द बना पाएगा।</p> <p>मुहावरों के अर्थ बताकर कम से कम दो या तीन मुहावरों का वाक्यों में प्रयोग कर पाएगा।</p> <p>-मुहावरों पर आधारित समुचित चित्र पट्टिका का निर्माण कर पाएगा।</p> <p>-</p>		<p><b>crops.</b> <b>(v)compare the developmental status of agriculture in India and the U.S.A.</b></p> <p><b>The Judiciary</b></p> <p><b>Structure and working of the judiciary</b></p> <ul style="list-style-type: none"> <li>●Supreme Court and High courts</li> <li>●Function and role of subordinate courts</li> <li>●PIL</li> <li>●How a case moves from lower to higher courts</li> <li>●Need for an independent judiciary</li> </ul> <p><b>Learning Outcomes</b></p> <p><u>Each child will be</u></p>	<p>-साहित्यिक तथा व्याकरणिक उपविषयों को नियम सहित समझकर लेखन कर पाएगा।</p>			
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	<p>and the humour in it</p> <ul style="list-style-type: none"> <li>- identify the rhyme scheme of the poem</li> <li>- comment on the dual nature of the creator.</li> <li>- find out ten buzz words from the poem and find their meanings.</li> <li>-participate in the class discussion</li> </ul>			<p><b>able to:</b></p> <p>(i)explain the importance of and the role played by judiciary in the country.</p> <p>(ii)give meaning of :</p> <p>a)criminal cases &amp;civil cases</p> <p>b)jurisdiction(along with its types)</p> <p>c)PIL</p> <p>(iii)describe the structure of Indian judiciary.</p> <p>(iv)compare the Supreme Court and the High Courts.</p> <p>(v) give details about the Subordinate Courts.</p> <p>(vi)elaborate upon the movement of cases from lower to higher courts.</p>				
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				<b>Art Integration</b> <b>Activity-Craft</b> <b>and industries</b> <b>Socio Emotional</b> <b>Classes ( 2 Days)</b>				
November	Grammar-Active and Passive Unit-6, Section 1: An Interview with Arun Krishnamurthy Unit-6, Section 2: An Island of Trees Activity Book: Unit – 6 Writing Skills - - Letter to the editor Formal letter - letter of application and letter to the Principal <b>Learning Outcomes</b>  <b>Each student will be able to:</b> convert the sentences in active voice into passive and vice-versa	पाठ-अंतिम सीख पाठ -जो मैं नहीं बन सका  अमृत संचय- पाठ- अंतिम प्यार प्रश्न उत्तर व्याकरण - क्रिया-विशेषण काल अनेक शब्दों के लिए एक शब्द, समास  लेखन-कौशल- संवाद लेखन, अनुच्छेद	<u>L'environnement</u>  La Négation  Lire et traduire  <b>Learning Outcomes</b>  Frame sentences in the negative form using appropriate negation words. Answer questions based on the lesson.	<b>Tribal Resistance</b>  • Tribal occupations • Tribal life under British rule • Tribal revolts <b>Learning Outcomes</b> Each child will be able to: (i) list the main tribal occupations (ii) explain how the tribal people suffered under British rule in India (iii) give any two instances of oppression of	दिव्यम्(भाग-३) 'पर्यावरणरक्षकाः' 'भारतीयाः नार्यः(स्वर-संधिः)' कला समेकित गतिविधि- 'पर्यावरणरक्षकाः' भारतीयः नार्यः(स्वर-संधिः) भूमिका-निर्वहन स्लोम -पोस्टर निर्माण <b>Learning Outcomes</b> -श्रवण, पठन, चिन्तन व लेखन कौशल को विकसित कर पाएगा । -समाज में सभी प्राणियों के प्रति स्वस्थ दृष्टिकोण का विकास करना, पाठ के माध्यम से स्वयं में पौधारापण का सद्गुण विकसित कर पाएगा।	Lektion 2 Modul 6 Wo ist Tina?  • Verb: wissen • Plätze in der Nähe • Vokabular: Geschäfte.  Lektion 3 Modul 6 Hast du Lust ins Kino zu gehen? • Fragerwort: Wohin? (akkusativ) • Infinitiv: zu +infinitiv  <b>Learning Outcomes</b>  Students will be able to - • plan an outing with a friend • Find one's	Will be updated once the books are available	Will be updated once the books are available



	<p>- analyse the Threats to the environment and areas that need to be healed</p> <p>- analyse the causes-Human activities and Ways to reduce the threats</p> <p>- analyse the role of Arun Krishnamurthy in cleaning the environment.</p> <p>- analyse the importance of trees</p> <p>- discuss the character traits of grandmother and Koki</p> <p>- analyse the relationship between grandmother and the great grandfather</p> <p>- analyse what steps should be taken to take care of the environment</p>	<p><b>Learning Outcomes</b></p> <p>-अति आत्मविश्वास व अहंकार के दुष्परिणाम जान पाएंगे।</p> <p>-सत्य और असत्य के मार्ग पर चलने के परिणामों से अवगत हो पाएंगे।</p> <p>-ज्ञान और कर्म में तालमेल बैठाना सीख पाएंगे।</p> <p>-विनम्रता का जीवन में क्या स्थान है यह समझ पाएंगे।</p> <p>-अपनी योग्यता को पहचानकर निर्णय ले लेना सीख पाएंगे।</p> <p>-बाल मन चंचल और अबोध होता है जिसमें विचार आते जाते रहते हैं यह वो जान पाएगा।</p> <p>कम से कम दो नवीन</p>		<p>forest tribes by the british masters</p> <p>(iv) give details of revolt of Munda tribe against British oppression</p> <p><b>Understanding Secularism</b></p> <ul style="list-style-type: none"> <li>●concept of secularism</li> <li>●Secular country</li> <li>●secularism and preventing discrimination</li> <li>●importance of secularism for India's unity</li> </ul> <p><b>Learning Outcomes</b></p> <p>Each child will be able to:</p> <p>(i)state the meaning of secularism</p> <p>(ii) give the features of a</p>	<p>-साहित्यिक तथा व्याकरणिक उपविषयों को नियम सहित समझकर लेखन कर पाएगा।</p>	<p>way on the city</p> <ul style="list-style-type: none"> <li>· ask and give directions</li> </ul> <p>create sentences with verb "wissen"</p> <p>create questions and answers using zu plus infinitiv</p>		
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	<p>- write the format for formal letter and letter to the editor and application to the Principal</p> <p>- draft an application to the Principal.</p> <p>-draft a letter to the editor using the correct format</p>	<p>शब्दों को जानकर उनका प्रयोग मौखिक व लिखित रूप में कर पाएगा।</p> <p>-कहानी, कविता आदि पढ़कर लेखन के विविध तरीकों और शैलियों को पहचान पाएगा, जैसे- वर्णनात्मक, भावात्मक, प्रकृति चित्रण आदि कर पाएगा।</p> <p>- किसी पाठ्यवस्तु को पढ़ने के दौरान समझने के लिए ज़रूरत पड़ने पर अपने किसी सहपाठी या शिक्षक की मदद लेकर उपयुक्त संदर्भ सामग्री, जैसे- शब्दकोश, इंटरनेट या अन्य पुस्तकों की मदद ले पाएगा।</p> <p>आपस में किसी विषय पर युगल में संवाद कर पाएगा</p>		<p>secular country</p> <p>(iii)examine the role of secularism in preventing discrimination</p> <p>(iv)explain the significance of secular policies in maintaining unity amongst people in India</p> <p><b>Lab Activity 2 (10 Marks)</b></p> <p><b>Women, Caste and Reform</b></p> <p><b>26 November - Constitution Day</b></p> <p><b>-Class Activity on Fundamental Rights and Duties</b></p> <p><b>Visit to Baansera park-Birsa Munda Statue</b></p> <p><b>Socio Emotional</b></p>				
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				Classes ( 4 Days)				
December	<p><b>Writing Skills:</b> Article for the school magazine. Grammar: 1.Conjunctions 2. Punctuation (Apostrophes) 3. Adverbs 4. Phrasal verbs</p> <p><b>Activity Book:</b> <b>Unit - 7</b> <b>Revision:</b> <b>Grammar:</b> Reordering Phrases to form sentences, Active and Passive Voice, Reported Speech, Tenses (all forms)</p> <p><b>Writing Skills:</b> Letters- Formal/Informal, Article writing, Newspaper Report writing, Notice writing, Poster Making</p>	<p>पाठ- कटुक वचन है तीर</p> <p>कविता- ठुकरा दो या प्यार करो</p> <p>व्याकरण- श्रुतिसमभिन्नार्थक शब्द मुहावरे,संधि, लेखन कौशल-सूचना लेखन, विज्ञापन</p> <p>अमृत संचय- पाठ- धन की भेंट</p> <p><b>Learning Outcomes</b></p> <p>-कुटिल वचनों तथा कटु वाणी के दुष्प्रभाव को जान पाएंगे। -जीवन में सहृदयता मधुर वाणी की महत्ता को समझ पाएंगे। -वाणी एक</p>	<p><u>Léa a visité le Futurscope</u></p> <p>Le Passé composé</p> <p>Lire et traduire <b>Learning Outcomes</b></p> <p>Conjugate verbs in the past tense. Describe the Futuroscope park at Poitiers.</p>	<p><b>Industry</b></p> <p>Meaning</p> <ul style="list-style-type: none"> <li>•Classification based on ways of production</li> <li>•location of Industries</li> <li>•Industrial regions</li> <li>•Types of industries</li> <li>•Industrial development in India</li> <li>•Comparison of India with other nations w.r.t iron &amp; steel, cotton textile and IT industries</li> <li>•Industrial disasters</li> </ul> <p><b>Learning Outcomes</b></p> <p>Each child will be able to:</p> <p>(i)state the meaning of the term 'industry'</p> <p>(ii)classify the</p>	<p>दिव्यम्(भाग-३) गीतायाः माहात्म्यम् (श्लोकाः) राजा भोजः (समास-प्रकरणम्) व्याकरणम्- -धातुरूप-लेखनम्- दा,पा,दृश्,गम्(विधिलिङ् लकारे) -नम्, रक्ष् (पंच लकारेषु) -शब्दरूप-लेखनम्- राजन्,भवत् (पुल्लिंग) कला समेकित गतिविधि- गीतायाः माहात्म्यम् (श्लोकाः) श्लोक-गायन -चित्र द्वारा श्लोक-भावार्थ प्रस्तुति। राजा भोजः (समास-प्रकरणम्) भूमिका-निर्वहन कथा वाचन कथा चित्रपट्टिका</p>	<p>Lektion 3 Modul 6 Hast du Lust ins Kino zu gehen?</p> <ul style="list-style-type: none"> <li>• Präpositions of position (akkusativ): entlang, um, durch, bis, von, und mit.</li> </ul> <p>Wegbeschreiben.</p> <p><b>Learning Outcomes</b> Students will be able to -</p> <ul style="list-style-type: none"> <li>• ask about the whereabouts of objects</li> <li>• ask about where to place an object and to answer the same.</li> <li>• describe a room</li> <li>• create sentences using akkusativ</li> </ul>	<p>Will be updated once the books are available</p>	<p>Will be updated once the books are available</p>

	<p><b>Learning Outcomes</b></p> <p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>- write an article for the school magazine using correct format, content and style.</li> <li>- frame meaningful sentences using conjunctions</li> <li>- use apostrophes at the appropriate place</li> <li>- join sentences using appropriate conjunctions.</li> <li>- gap filling using appropriate conjunctions</li> <li>-Use adverbs and phrasal verbs at appropriate places in a sentence</li> </ul>	<p>वरदान है यह जान पाएंगे।</p> <p>-ईश्वर व भक्ति भावना को जान पाएंगे</p> <p>- एक अदृश्य शक्ति है जो इस संपूर्ण ब्रह्माण्ड को चलाती है उस पर आस्था रख पाएंगे।</p> <p>कविता का प्रतीकात्मक अर्थ जान पाएगा।</p> <p>-पूर्ण रचनात्मकता से विज्ञापन का निर्माण कर पाएगा।</p> <p>-सूचना लेखन का प्रयोग अपने rwa में होता देखा है, इसको आधार बनाकर सूचना लिख पाएगा।</p>		<p>industries on the basis of the ways products are produced;</p> <p>(iii)mention the factors that influence the location of different industries;</p> <p>(iv)list the different types of industries on the basis of different classifications;</p> <p>(v) draw a comparison between India and other nations with respect to iron &amp; steel, textile and IT industries.</p> <p><b>Rise of Indian Nationalism</b></p> <p><b>Rise of nationalist feelings among Indians</b></p> <p>●Birth of the Indian National Congress(I.N.C)</p> <p>●Moderates,</p>	<p>निर्माण</p> <p><b>Learning Outcomes</b></p> <p>-श्रवण, पठन, चिन्तन व लेखन कौशल को विकसित कर पाएगा।</p> <p>-समाज में सभी प्राणियों के प्रति स्वस्थ दृष्टिकोण का विकास करना, श्लोकों के माध्यम से स्वयं में सद्गुणों को विकसित कर पाएगा।</p> <p>-साहित्यिक तथा व्याकरणिक उपविषयों को नियम सहित समझकर लेखन कर पाएगा।</p>	prap.		
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				<p>Extremists and the revolutionaries</p> <ul style="list-style-type: none"> <li>•Constitutional reforms proposed by the British govt</li> <li>•British policy of divide and rule</li> </ul> <p><b>Learning Outcomes</b></p> <p><u>Each child will be able to:</u></p> <p>(i)examine the birth of I.N.C;</p> <p>(ii)explain the Moderate and Extremist phases;</p> <p>(iii)trace the revolutionary activities;</p> <p>(vi)tell about the British policy of divide and rule;</p> <p>(v)describe the progress of the national movement</p>				
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				during the First World War. <b>Winter vacation</b> <b>HW- SEA(2) - Disaster Management Project - Individual Activity - 10 Marks</b> Socio Emotional Classes ( 4 Days)				
January	<b>Literature Reader: ASL based (Lesson 10)</b> Writing Skills: Article for the school magazine. <b>Grammar:</b> 1.Conjunctions 2. Punctuation (Apostrophes) 3.Phrasal verbs  <b>Learning Outcomes</b> Each student will be able to: - Speak fluently with confidence - Listen actively and	पाठ-बैजू बावरा कविता-गंगा की विदाई व्याकरण- वाक्य भेद- (रचना के आधार पर) अमृत संचय- पाठ- पराया  <b>Learning Outcomes</b> -अहंकार, ज्ञान और विद्या दोनों को नष्ट कर देता है जान	<b>Mon Journal intime</b> Ecrire l'agenda  <b>Learning Outcomes</b> Answer questions based on the lesson. Write a diary entry.	<b>Natural Vegetation and Wildlife</b> Introduction -Distribution of Natural Vegetation -Distribution of Wildlife -Conservation of wildlife <b>Learning Outcomes</b> Each student will	दिव्यम्(भाग-३) अविस्मरणीया गोवायात्रा(पत्र-लेखनम्) व्याकरणम्- उपपद-विभक्ति: -पंचमी, षष्ठी, सप्तमी कला समेकित गतिविधि- गोवा के दर्शनीय स्थलों का समुच्चयचित्र। गोवा के किन्हीं दो पर्यटनस्थलों का मानचित्र में प्रदर्शन।	Lektion 4 Modul 6 Ordnung muss sein Präpositions of position (Wechsel) Verb: stellen, stehen, sitzen, setzen, legen, liegen.  <b>Learning Outcomes</b> Students will be able to - <ul style="list-style-type: none"> <li>ask about the whereabouts of objects</li> <li>ask about where to place an</li> </ul>	Will be updated once the books are available	Will be updated once the books are available

	<p>respond appropriately</p> <p>- write an article for the school magazine using correct format, content and style.</p> <p>- frame meaningful sentences using conjunctions</p> <p>- use apostrophes at the appropriate place</p> <p>- join sentences using appropriate conjunctions.</p> <p>- gap filling using appropriate conjunctions</p> <p>-Use adverbs and phrasal verbs at appropriate places in a sentence</p>	<p>पाएंगे।</p> <p>-गुरु और शिष्य के संबंधों की महत्ता को समझ पाएंगे।</p> <p>-जल संरक्षण के महत्व को जान पाएंगे। -नदियाँ मानव जीवन के लिए कितनी आवश्यक है उसकी महत्ता पर अपने विचार व्यक्त कर पाएंगे।</p>		<p>be able to:</p> <p>-Name any two biosphere reserves of India.</p> <p>- Mention some ways of conserving vegetation and wildlife.</p> <p>- Prove with two examples that plants and animals respond to the changes in their environment.</p> <p><b>National Movement-Fulfilment</b></p> <p>Emergence of Gandhiji</p> <ul style="list-style-type: none"> <li>●Unpopular British actions</li> <li>--Rowlatt Act</li> <li>--Jallianwala Bagh</li> <li>●Anti-British Movt</li> <li>--Khilafat--Non-Cooperation</li> <li>●Swaraj Party</li> <li>●Revolutionaries</li> <li>●Communist</li> </ul>	<p><b>Learning Outcomes</b></p> <p>-श्रवण, पठन, चिन्तन व लेखन कौशल को विकसित कर पाएगा।</p> <p>-समाज में सभी प्राणियों के प्रति स्वस्थ दृष्टिकोण का विकास कर पाएगा।</p> <p>-साहित्यिक तथा व्याकरणिक उपविषयों को नियम सहित समझकर लेखन कर पाएगा।</p>	<p>object and to answer the same.</p> <p>describe a room</p> <p>create sentences using akkusativ and dativ verbs along with the praposition</p>		
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				party • Simon Commission • British Repression • Poorna Swaraj • Civil Disobedience. • 2 Nation Theory • Final Phase - Congress & World --Quit India Movt. --Azad Hind Fauj • Transfer Power --Cabinet Mission --Const Assembly and Interim Govt. --Partition & Independence  <b>Learning Outcomes</b>  <u>Each child will be able to:</u> (i) trace the rise of Gandhiji in the Indian freedom movt. (ii) list the unpopular British actions taken				
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				<p>before 1919.</p> <p>(iii)examine the anti-British movts.</p> <p>iv)state the importance of the Swaraj Party.</p> <p>(v)write about the revolutionary trends during the national movt.</p> <p>(vi)analyze the aims of the communist party, the Simon Commission and the Two nation theory.</p> <p>(vii)give details about The Civil Disobedience Movt.</p> <p>(viii)describe the final phase of the National Movt.</p> <p>(ix)explain the transfer of power to the Indians and the way India got</p>				
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				partitioned.  Socio Emotional Classes ( 2 Days)				
February	<b>Activity Book:</b> <b>Unit - 7</b> <b>Revision:</b>  <b>Grammar:</b> Reordering Phrases to form sentences, Active and Passive Voice, Reported Speech, Tenses (all forms)  <b>Writing Skills:</b> Letters- Formal/Informal, Article writing, Newspaper Report writing, Notice writing, Poster Making - Sample paper  <b>Learning Outcomes</b>  <b>Each student will be able to:</b> - create meaningful	पाठ-फुटबॉल पुनरावृत्ति  <b>Learning Outcomes</b> -परिस्थितियों के अनुकूल स्वयं को ढालना सीख पाएंगे। -छात्र भारतीय खेलों के प्रति सजग होंगे और उनकी रुचि का विस्तार होगा -औपचारिक शिक्षा और खेलों के प्रति रुचि में तालमेल बना पाएंगे। -खेल और शिक्षा महत्वपूर्ण है, ये समझ पाएंगे। -लगन और परिश्रम से कुछ भी प्राप्त किया जा सकता है।	<b>Parlons à une vedette</b> L'interview  <b>Learning Outcomes</b> <b>Interview a celebrity. Answer questions based on the lesson.</b>  <b>Revision for Final Exams.</b> <b>Learning Outcomes</b> <b>Correctly answer all the questions in the exam.</b>	<b>Marginalised Groups and Social Justice</b>  •Meaning of marginalized •Some forms of social inequality(caste system and untouchability, Adivasis) •How social status affects economic status •Social justice and the Indian Constitution •Reservation •Some laws to help the marginalised <b>Learning Outcomes</b> <b>Each child will be able to:</b> (i) state the meaning of the term	<b>दिव्यम्(भाग-३)</b> पुनरावृत्ति परीक्षा हेतु निर्धारित सभी पाठों तथा व्याकरण विषयों के अभ्यास द्वारा पुनरावृत्ति। <b>Learning Outcomes</b> -श्रवण, पठन, चिन्तन व लेखन कौशल को विकसित कर पाएगा।	<b>Widerholung und Erklärungen von Lektion 1 bis 3</b>  <b>Learning Outcomes</b> <b>Exam Revision</b>	Will be updated once the books are available	Will be updated once the books are available

	<p>sentences by re-arranging the given words/phrases</p> <ul style="list-style-type: none"> <li>- write an informal/formal letter using the correct format, content and style.</li> <li>- draft a newspaper report on the given topic</li> <li>- answer the questions based on the lessons and poems</li> </ul>			<p><b>'marginalized'.</b></p> <p><b>(ii) identify some of the forms of social inequality.</b></p> <p><b>(iii) explain the relation bet. social and the economic status of people.</b></p> <p><b>(iv) mention the provisions of the constitution aiming at bringing about social justice in the society.</b></p> <p><b>(v) write about the policy of reservation being different from discrimination.</b></p> <p><b>(vi) state the meaning of manual scavenging.</b></p> <p><b>Socio Emotional Classes ( 2 Days)</b></p> <p><b>REVISION FOR FINAL EXAM + FINAL EXAM (Remaining Days)</b></p>				
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				<b>FINAL EXAM</b> <b>March' 2026</b> <b>GEOG-</b> <b>CH,3,5,6,7</b> <b>HIST- CH</b> <b>4,8,11.12.</b> <b>CIVICS-</b> <b>CH,1,,2,,6, 8</b> <b>TOTAL-12 TOPICS</b>				
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**TAGORE INTERNATIONAL SCHOOL**  
**EAST OF KAILASH, NEW DELHI**