

- General Objectives :-**
- To develop scientific temperament
  - To enable critical thinking
  - To enhance logical skills
  - To enquire and verify the given facts
  - To make well labeled diagrams – to enhance creative skills.
  - To articulate thoughts and ideas effectively using oral , written & non- verbal communication skills
- General skills to be developed-**
- Experimentation skills :- to perform experiments under guidance
  - Research : - to be able to gather information and critically analyze it .
  - Observation Skills :- data interpretation & observe the given situation Carefully & infer from it
  - Diagrammatic representation :- to be able to draw neat and well labeled diagrams
  - Analytic Reasoning :- to find out reasons behind various phenomenon
  - Creative thinking :- express ideas in the form of paragraphs, projects , Power Point Presentations, etc

S.N	Content	Objectives (Class VIII)	Skills	Learning Styles	Activity	Subject Integration	Outcome	Assessment
1	FOOD:CROP PRODUCTION AND MANAGEMENT	TO ENABLE THE STUDENTS TO-					THE STUDENTS WILL BE ABLE TO	
		*define and comprehend crop plants,horticulture crops,rabi and kharif crops.	Listening and speaking by reading	Linguistic by learning new/keywords and new concepts	<b>Listing the key words.Paste, collected samples of rabi &amp; kharif crops</b>	ENGLISH - Newwords/concepts, for comprehension and expression	*define and comprehend crop plants,horticulture crops,rabi and kharif crops.	<b>PEN PAPER TEST. SA CLASS TEST</b>
		*identify/know about the various agricultural implements and their use and their diagrams.	Visual /observation creative(drawing diagrams)	Visual-through picture and diagrams	Drawing diagrams and pictures of agricultural implements	ARTS- For diagrams	*identify/know about the various agricultural implements and their use and their diagrams.	<b>NOTE BOOK ASSESSMENT</b>
		* know about the basic practices of crop production.			Pasting Mapwork Activity to show Rabi producing and kharif producing states in the notebook	SOCIAL SCIENCE- For the study of different crop	* know about the basic practices of crop production.	
		*list the differences between manure and fertiliser.	Intra-personal	Diagramatics Expression		LIFE SKILL- Agriculture	*list the differences between manure and fertiliser.	
		*compare the traditional and modern methods of irrigation.	Analytical	Interperpersonal (by discussion )	Draw dia methograms ,pictures of 2 modern and two traditional methods of irrigation .Additional information related to most modern method G.P.S system given .		*compare the traditional and modern methods of irrigation.	
		*know the methods of protection of crops from insects, pests-birds, animals and diseases.	Comprehension		Video clip to show vaious agricultural practices . 1) Traditional 2) Modern		*know the methods of protection of crops from insects, pests-birds, animals and diseases.	
		* know and recommend the various methods of storage of food grains depending on its types.					* know and recommend the various methods of storage of food grains depending on its types.	
		*classify the foods from various animal sources-poultry,dairy,fisheries.			<b>Pasting of empty wrappers of dairy products</b>		*classify the foods from various animal sources-poultry,dairy,fisheries.	
*answer questions and back exercise.	Content Organisation and Expression	Intra personal	<b>By answering oral question and answering in the notebooks.</b>					
2	MICRO-	TO ENABLE THE STUDENTS TO-					THE STUDENTS WILL BE ABLE TO	

3	ORGANISMS AND VIRUSES:FRIEND OR FOE.	*define and comprehend microorganisms and viruses.	Listening , speaking and reading	Linguistic by learning new/keywords and new concepts	<b>Listing the key words/concepts</b>	ENGLISH - Newwords/concepts, for comprehension and expression	*define and comprehend microorganisms and viruses.	PEN PAPER TEST / UNIT TEST SA CLASS TEST NOTE BOOK ASSESSMENT
		*list and learn about the main features of microorganisms and viruses.	Comprehension	Visual-through picture and diagrams	Drawing diagrams and lab work-viewing the slides of-bread mould,amoeba,paramecium, spirogyra	ARTS- For diagrams	*list and learn about the main features of microorganisms and viruses.	
		* gain knowledge about their habitat.	Intra-personal					
		*evaluate/acknowledge and learn the important role of microorganisms in our lives.	Evaluation	Interperpersonal (by discussion )	By class discussion Video showing fermentation		*evaluate/acknowledge and learn the important role of microorganisms in our lives and apply this knowledge in making curd ,bread,cakes etc.	
		*analyse microorganisms as friends-in making of curd, cake and bread ,commercial use,in medicinal use,increasing soil fertility,cleansing environment.	Recollection/analytical,observation.	Intrapersonal	By observing from day to day activities like making curd, cake, bread etc Activity -Fermentation of dough by yeast/curd, fermentation of sugar solution to make alcohol.			
		*analyse the harmful microorganisms-diseases caused-by direct contact and indirect contact.	Analytical					
		* know about the diseases in humans and their prevention.	Application in daily life.	Visual(by seeing their immunisation schedule)	Pasting of immunisation schedule in note books.		*know which diseases can be prevented by vaccination.	
		* learn and tabulate the diseases in animals and their prevention.						
		*learn the reasons of food poisoning.					*learn the reasons of food poisoning-its causes,symptoms, effects and cure.	
		*learn the methods of food preservation and the advantages.			<b>Pasting of empty wrapper of pasteurised milk</b>		*learn the methods of food preservation and the advantages.	
		*get in depth knowledge of Nitrogen Fixation and Nitrogen Cycle.					*know about Nitrogen Fixation and Nitrogen Cycle.	
*answer questions and back exercise.	Content Organisation and Expression	Intra personal	<b>By answering oral question and answering in the notebooks.</b>					

3 SYNTHETIC TO ENABLE THE STUDENTS TO-

<b>FIBRES AND PLASTICS</b>	*recollect, identify and differentiate natural and manmade materials.	Listening, speaking and reading. Recollection.	Linguistic by learning new/keywords and new concepts. Intrapersonal	<b>Listing the key words/concepts. Listing the materials around them and classify them as natural and manmade.</b>	ENGLISH - New words/concepts, for comprehension and expression	*recollect, identify and differentiate natural and manmade materials.	<b>PEN PAPER TEST/ UNIT TEST SA CLASS TEST NOTE BOOK ASSESSMENT</b>
	*list and learn about the various synthetic fibres (polymers) and know about their properties and uses.	Comprehension, observational.	Visual	To form a long chain by joining beads and paper clips. By Role play - by children joining hands to show polymers are strong (unity is strength)	ARTS - For diagrams	*list and learn about the various synthetic fibres (polymers) and know about their properties and uses.	
	*evaluate the advantages and disadvantages of using clothes made from synthetic fibres.	Evaluation	Intra-personal and interpersonal	To show the water absorbing properties of various clothing materials, drying, drip drying and wash and wear.		*evaluate the advantages and disadvantages of using clothes made from synthetic fibres.	
	*evaluate and learn about synthetic plastics and its different types.	Evaluation	Interpersonal (by discussion)	Pasting samples of synthetic fibres and different types of plastics after viewing them in the class.		*evaluate and learn about synthetic plastics and its different types.	
	*differentiate between thermosetting plastics and thermoplastics.	Analytical, reasoning	Interpersonal, logical thinking.	By classroom discussion.		*differentiate between thermosetting plastics and thermoplastics.	
	*list the properties and uses of various synthetic plastics.	Analytical, observation	Visual	Burning of synthetic fibres and see how different from cotton-natural fibres. Pasting of original and coloured polybags and disadvantages of coloured polybags.		*list the properties and uses of various synthetic plastics.	
	*analyse why plastics are materials of choice.	Application in daily life.		class room discussion		*analyse why plastics are materials of choice.	
	*comprehend and analyse the effects of plastics on environment.	Environment awareness.	Naturalistic	<b>awareness about surroundings.</b>		*comprehend and analyse the effects of plastics on environment.	
	*apply this knowledge to minimise the damage to environment.	Content Organisation and	Intra-personal and interpersonal	<b>Creative writing - Save Environment.</b>		*apply knowledge to minimise the damage to environment.	
	*Answer questions and back exercise.	Expression	Expression	<b>By answering oral question and answering in the notebooks.</b>			
<b>4 MATERIALS: METALS AND NONMETALS</b>	TO ENABLE THE STUDENTS TO-					THE STUDENTS WILL BE ABLE TO	
*recollect the names of various metals and their uses on the basis of prior knowledge.	Recollection Reading/ listening speaking	Expression, interpersonal, Linguistic	<b>Group discussion Keywords/key concept, for comprehension and expression.</b>	Music : musical instruments have metallic wires - Sonorous	know the various metals, non-metals & metalloids	<b>Class test UNIT TEST Quiz SA .</b>	
*list and learn about the various elements as metals, nonmetals and metalloids and know about their properties and uses.	Analytical, observational	Visual - display of samples consisting metal and non-metals	Display of samples	ENGLISH - New words/concepts, for comprehension and expression	*learn the physical and chemical properties of metal, nonmetals along with their applications	<b>Practical assessment</b>	

		*acquire knowledge about various physical and chemical properties of metals/nonmetals.	Observational	Visual / Bodily kinesthetic	Class room Activities to show various physical properties- Lusture, malleability, sonority, conductivity		*differentiate between properties of metals & non-metals	
		*tabulate the differences between metals and nonmetals on the basis of physical and chemical properties.	Observational	Visual	Labwork - to show oxides of nonmetal are acidic. VIDEO CLIPS-to show chemical reactions			
		*write the word equations related to chemical reactions of metals and non-metals	representation of reaction through chemical equation	Logical/ visual application	To view the reaction from the blackboard and do the reactions in the notebook through chemical equation .		*comprehend metal displacement reaction will be able to write chemical word equations	
		*define and comprehend metal displacement reactions by word equations	Visual		Labactivity-to show a more reactive metal displaces a less reactive metal			
		*memorize the reactivity series						
		* List and tabulate the main uses of metals and non-metals	application of knowledge in daily life	Logical thinking and reasoning Interpersonal Intrapersonal Logical	Group discussion -Verbal and written work Hot question Show a compiled chart of different kind of metals and their alloys		*explain the main uses of metals and non-metals Displacement reaction of metals	
		Do the question answers and back exercise	Content organisation		<b>Do the question/answers in notebook</b>			
5	<b>Coal &amp; Petroleum</b>	<b>To enable the students to :</b>					<b>To enable the students to :</b>	
		* recall that coal and petroleum are fossil fuels and where used	Recollection,reading ,listening.	Inter and Intrapersonal . Linguistic	Group discussion samples of coal shown. Listing keywords	English-learning new words/concepts and for comprehension, expression	classify resources into exhaustible and inexhaustible natural resources and explain the reason for the same alongwith examples	Crossword puzzle. Pen paper test /unit test,class test, Quiz SA
		* Comprehend and classify natural resources as exhaustible , inexhaustible resources and that minerals which are the backbone of all industries are obtained from lithosphere	Comprehension	Intrapersonal	From previous knowledge.	S.Sc- natural resources (exhaustible, Inexhaustible )		
		* history of coal formation, its types and uses of the same	Recollection	Intrapersonel		Arts- Diagrams	review the history f coal and learn about the types of coal and their uses ( will be able to know which coal is mostly used and reason for its uses )	Notebooks asesment
		*Define and comprehend destructive distillation of coal	Comprehension	Visual	Diagamatic explanation f the concept		get indepth knowledge of destructive disllation of coal and its products alongwith uses ( coalgas- domestic fuel.	
		*list the products obtained by destructive distillation and their uses.	Listing	Linguistic	varieties of coal and their moisture content		Coal tar in making of roads , dyes, drugs, etc	
		*Know the composition formation, mining of pertroleum			Map activity to mark places where coal, petroleum , natural gas and thermal power plant found			

		*define and comprehend the process of fractional distillation	Cognitive Diagrammatic representation	Interpersonal visual	Classroom discussion and diagram of the process		*define and comprehend the process of fractional distillation and the products formed.	
		*List the various products obtained from fractional distillation of uses	Listing					
		*analyse the consequences of excessive mining and use of fossil fuels	Analytical reasoning / reative thinking	Logical intrapersonel inter personal	Creativ e writing on the topic		understand that excessive usage of these fuels has side effects and they are exhaustible so should be used judiciously	
		*evaluate why CNG is a better fuel	Evaluation	Intrpersonal	By discussion		*know CNG is a better fuel	
		*evaluate and conclude that natural resources are limited and are to be used judiciously	Reasoning	Logical	Hots question and puzzle ( crossword )		list our various methods to save the natural resources of energy .	
		*do the question and answers and back exercise.	Content organisation	Expression	Writing the question and anwers in notebook.			
<b>6</b>	<b>Combustion &amp; Flame</b>	<b><u>To enable the students to :-</u></b>					<b>The students will be able to :</b>	
		* understand combustion & the terms related to it	Listening and speaking by reading.Experimention ( by doing activities )	*Linguistic, Bodily kinesthetic ( by experiment )	To show that air is a supporter of combustion	English -new words/concepts and for comprehension and expression.Creative writing on saving energy .		Pen paper test/Unit test SA Lab assessment Oral Quiz
		* know the necessary conditions for burning ( combustion )	Comprehend and understand	Interpersonal ( by discussion )	to show that substance does nt catch fire a temp. below its ignition temperature		apply the knowledge of exiinguishing fire in various situation	
		* know the methods to control Fire in different situations	Application ( to apply the knowledge to make the list & methods to control fire )		to make a list of combustibile materials		draw the diagram of a candle flame	
		* learn about the zones of combustion	Observation ( by observing a candle flame )	Intrapersonal (students will be asked to answer the given questions)	VIEW THE BURNING CANDLE	Social Science (occurance of sources of energy )	* learn about the zones of combustion	
		* know about flame & its structure ( candle flame )	Visual and observational	Intrapersonal	View the candle flame in the class.	Maths ( calorific value )	* know about flame & its structure ( candle flame )	
		* diagrammatically represent the structure of a candle flame	Visual ( by making diagrams )	Diagramatic expression	Draw neat well labelled diagram.	Arts( diagram )	Draw neat well labelled diagram.	
		*define the calorific value, know about fuels & its types & characterstics of an ideal fuel	Gain knowledge	Naturalistic ( most sources of energy are obtained from nature)	By discussion		define the calorific value, know about fuels & its types & characterstics of an ideal fuel	

		* know about air pollution & problems related to it	Understand	Intrapersonal	Newspaper cuttings based on global warming , acid rain,deforestation.		know about air pollution & problems related to it	
		learn how to use the various sources of energy judiciously	Social skill ( by judicious use of energy )	Interpersonal	By discussion		know how to use sources of energy judiciously	
		*answer the questions and back exercise	Content organisation	Expression-verbal and written	Do the work in notebook			
7	<b>CELL: STRUCTURE &amp; FUNCTIONS</b>	TO ENABLE THE STUDENTS TO					AT THE END OF THE LESSON THE STUDENTS WILL BE ABLE TO KNOW	
		* Know about magnifying glass & microscope	Listening , Speaking & Reading	Linguistic (New terminology related to cells)	Listing keywords	English-new words /conc.epts and for comprehension and expression	* know how to use a microscope & a magnifying glass	* DIAGRAM RELATED ASSESSMENT (STRUCTURE OF A PLANT CELL & ANIMAL CELL)
		* Learn how cell was discovered	Observational	Visual & bodily kine	Lab Work :- * use of microscope to see slides of a plant (onion peel) & animal (cheek) cells	S.Sc - (history & discovery of cell)	* know the history of discovery of a cell	
		* Get a detailed knowledge about cells, their sizes, shapes etc. in different organisms	Observation	Bodily Kinesthetic & visual	* use of microscope to see some permanent slides of different cells. 2 tissue Amoeba Paramecium	Art - Diagrams	* differentiate between a plant & an animal cell on the basis of their structure	* UNIT TEST * SA * NOTE BOOK ASSESSMENT
		* Comprehend the cell structure & functions of its various parts/organelles	Comprehension	Intrapersonal	Chart of cells		* state the functions of various parts present in a cell	
		* Differentiate between a plant & an animal cell	Analytical	Intrapersonal	Tabulate the differences		* know the structure of various unicellular Organisms like Amoeba etc	
		* diagrammatically represent the plant & an animal cell	Diagrammatic representation	Visual & bodily kinesthetic	By drawing diagrams.		* diagrammatically represent the plant & an animal cell	
		* to attain knowledge about the cell structure in a few unicellular organisms	Expression of the	Interpersonal	* discussion of concepts and drawing diagrams.			
		*answer question and answers and back exercise	Content organisation	Intrapersonal	* answering the questions in the notebook			
8	<b>CONSERVATION OF PLANTS &amp; ANIMALS</b>	TO ENABLE THE STUDENTS TO					AT THE END OF THE LESSON THE STUDENTS WILL BE ABLE TO KNOW	U nit test ,SA QUIZ, REPORT MAKING CLASS TEST
		* define deforestation & describe its causes & cosequences	Listening , Speaking & Reading	Linguistic - by learning new words & concepts	Writing/listing keywords	S.Sc - areas where different species exist	* describe & define deforestation along with its causes & effects	

		* interpret that forest is a renewable natural resource	Observation	Visual through pictures, charts, CD	Watching CD	English-new words/concepts'for comprehension and expression.	* interpret that forest is a renewable natural resource	
		* propose & know the methods of conservation of forests & wild life	Ordering details by listing	Intrapersonal	Listing names of wild life sancturies & National Parks in India, in Haryana & in Faridabad		* know the methods of conservation of forests & wild life	
		* know & list the various biosphere reserves in India		Intrapersonal	learning		* list the biosphere reserves	
		* define & state the functions (flora & fauna) of an eco-system	Expression	Intrapersonal as well as Interpersonal	Creative writing/Report making. Protecting the Tiger is important		* define & state the functions of eco system	
		* conceive the difference between a wild life sanctuary & national parks & list a few examples in India		Interpersonal	Discussions, question & answers & Quiz		* know the difference between wildlife sanctuary & national parks & list a few	
		* identify the species categorised under world conservation - red data book			Answering oral question & work in note book		* know about red data book containing species which are endangered	
		* Define Migration & know the reasons for the same	Undestand	Intrapersonal	Pasting articles from News Paper ( school edition ) related to news about endangered species, sancturies, national wild life parks		* know the defination & reason for Migration	
		*do the question/answers and back exercise	Content organisation	Expression	Writing work in notebook			
9	REACHING THE AGE OF ADOLESCENCE	TO ENABLE THE STUDENTS TO					AT THE END OF THE LESSON THE STUDENTS WILL BE ABLE TO	Unit test ,SA ORAL QUIZ, WRITTEN TESTS, NOTE BOOK ASSESSMENT
		* Define puberty & learn about the physical changes that take place during puberty in boys & girls	* Listening , Speaking & Reading	Linguistic - by learning new words & concepts	Listing key words	English-new words /concepts,for comprehension and expression.	* define puberty & know about the physical changes occuring at puberty	
		*comprehend the factors affecting the sex of the body	* Observation	Visual	Cross of genes for sex determination		* list the factors affecting the sex of the baby	
		* Learn about the various glands & the hormones secreted by them & their functions	* Expression * Diagrammatic	Visual Bodily Kinesthetic	Chart of glands.	Maths- for calculations	* know about the hormonal glands & functions of these hormones	
		* Enhance their knowledge about reproductive health which includes - nutritional needs, personal needs, personal hygiene & physical exercise	Genral awareness	Intrapersonal			* maintain health through nutrition, personal hygiene & physical exercise	
			* Expression * Intrapersonal	Answering questions & maintaining their note book	Poster making "Say no to Drugs"		* understand the need to say no to drugs	
		* understand the need to say no to drugs & alcohol	* Interpersonal	Interpersonal	By discussion based on knowledge & learning			

		*will be able to calculate the height at various age groups.	Calculation	Mathematical calculation	Numerical based on full height at various age groups		*will be able to calculate the height at various age groups.	
		*do the question and answers and back exercise	Content organisation	Expression	Writing work in notebooks.			
10	Force & Pressure	<b>To enable the students to :</b>					<b>To enable the students to :</b>	
		*define force & identify it as a contact or a non-contact force	Recollection	* Interpersonnel & Intrapersonal	by classroom discussions	English-New words/concepts. For comprehension and expression	* explain the concept of force	* Unit Test * Class test *Practical assessment
		*comprehend the various effects of force	*identification *Comprehensions speaking & listening, reading	* Visual	* using magnets, attaching paper pieces by a comb/ Scale. *lifting a book, kicking a ball, etc	* <u>Social Science</u> :- atmospheric pressure	* identify the types of forces. Also will be able to tell whether it is a contact or a non-contact force.	*SA *Quiz
		* define & identify the various types of forces		Linguistics		* Arts ( diagrams)		* Quiz
		*state the various units of force	Analytical thinking			* Maths ( for units & their conversions, numericals )		
		* calculate the resultant force when two forces act on on a body simultaneously -in same or opposite directions	* Calculative	logical mathematical + Visuals	* deriving answers of numericals using diagrams		* calculate the resultant force when two forces out on a body simultaneously	
		* identify balanced & unbalanced forces			* Rubber Sucker activity * Use of spring Balance		* identify balanced & unbalanced forces	
		*define pressure and state its unit					*define pressure and state its unit	
		*relate Pressure & Area & give reasons based on Pressure & Areas	*Analytical reasoning	Logical	* by giving reasons for many daily life activities like why a sharp knife cuts better than a blunt		*relate Pressure & Area & give reasons based on Pressure & Areas	
		*Comprehend how pressure varies with depth in fluids * state & comprehend Pascal's law	Demonstration by students	* Bodily- kinesthetics + Visual	* <u>Lab activity</u> : - Pressure at a point in a liquid depends on its depth and is equal at the same depth.		*Comprehend how pressure varies with depth in fluids * state & comprehend Pascal's law	
* know about atmospheric pressure, its unit, how is it measured	* reasoning	*Intrapersonal. * Logical	Lab Activity/ Class Activity :- * Straw, water - bottles having additional hole, keeping a paper lid on the water filled glass & inserting it etc.		* know about atmospheric pressure, its unit, how is it measured			
* answer the questions based on reasoning related to atmospheric pressure	*Analytical reasoning	Logical	Hots and reasoning questions		* answer the questions based on reasoning related to atmospheric pressure			
*Do the question and answers and back exercise	Content organisation	Expression-written	Write the question answers in notebook					
11	Friction	<b>To enable the students to :</b>					The students will be able to-	
		* recall the concept of force & friction * define and comprehend the force of friction	* recollection * comprehension	Interpersonal	* through classroom discussion quoting examples from daily life like ball stops rolling after some time	<u>English</u> - new words /concepts,for comprehension and expression and creative	* know about friction, it causes and factors.	* Creative writing *Class test / *Unit test

		* analyse the causes of friction and the factors on which it depends	experimentation by demonstrate	Bodily Kinesthetic	Class Activity :- to show thaa rough surface exert a great frictional force	writing	* tell the various kinds of friction	* Quiz
		* comprehend that friction is a self adjusting force	Comprehension	Understanding		Maths :- for comparison & graphs	* know how work can be made easier by converting sliding friction to rolling like luggage having wheels is easier to carry as friction is reduced.	
		* list, define and understand the kinds of friction.	* cognitive	Visual	* students to move a desk in the class & identify the kind of friction		* comprehend the advantages & disadvantages of friction	
		* evaluate that rolling friction is smaller than sliding	Observation	Visual, bodily kinesthetic	demonstration-by rolling a cylinder and sliding it. Compare		* conclude that friction is a necessary evil and life is not possible without friction .	
		* analyse that friction is a necessary evil	* comparison	Graphical presentation, interpersonal	By discussion		* analyse that where friction is less, we need to increase it for normal working example - on ice- tyres of vehicles are wrapped with chains, sand is rubbed on hands by wrestlers, etc	
		* find out the ways of increasing and decreasing friction according to the given situation	* Application in daily life	Intrapersonal	creative writing :- a day without friction givng examples where we increase/ decrease it			
		* evaluate the friction also occurs in fluids	* analytical reasoning	Logical, interpersonal	classroom discussion.		* know that we decrease friction to enhance the efficiency of machines by applying lubricants etc	
		* reason out why aeroplanes / ships have streamlined shape	Understanding	Visual,	Making of a paper aeroplane & flying it.			
		* list out the factors on which the frictional force on an object in a fluid depends	listing	Intrapersonal, visual	showing CD		* evaluate the friction also occurs in fluids	
		Methods of decreasing friction and increasing friction	* Application in daily life	Interpersonal	* Examples from daily life. * Compare Rolling and static friction using sprin		* Give reason out why aeroplanes / ships have streamlined shape	
12	Sound	<b>To enable the students to :</b>					<b>The children will be able to</b>	
		* know how sound is produced, vibrations a source or cause of sound	* Listening/ speaking through reading	Linguistic	Listing Keywords	English-new words/concepts, for comprehension and expression.	* know sound is produced by vibrations	Unit test
		* analyse how humans communicate through sound	Observation	Visual, Bodily Kinesthetic	Showing that the vibration produce a sound using a tuning fork, rubber band etc.	Maths - Numericals	* know that sound is needed for communication	SA
		* understand that sound needs a medium to propagate	Comprehension	Understanding, visual	By experimentation	Art - diagram of ear	* understand that sound needs a medium to travel	Class test
		* comprehend the working of sound propagation in a human ear along with its diagrammatic representation	Diagrammatic representation of structure of ear	Visual, Bodily Kinesthetic	Diagram of internal structure of ear		* know that the internal structure and working of human ear	Quiz
		* get acquainted with the terminology associated with oscillatory motion			Pasting Newspaper cutting or noise pollution		* learn about oscillatory motion and sound	Notebook assessment

		* to calculate the speed of sound on the basis of given data	Calculation	Logic Smart	Numerical related to speed of sound		*calculate the speed of sound	
		* enhance their knowledge by knowing the various characteristics of sound	Expression	Interpersonal	Discussion of characteristics on the basis of knowledge.		*know the characteristics of sound	
		* identify and know the range of frequency in audible and inaudible sounds		Intrapersonal			*evaluate whether sound is within audible range	
		* differentiate between noise and music on the basis of some scientific parameters	Mechanical	Bodily Kinesthetic	Making a toy phone using the thermocol glasses/ matchboxes and string		*differences between noise and music	
		* aware of the harmful effects of noise pollution and measures to control it	Content organisation	Expression-verbal, written, diagrammatic	General awareness		*Learn about measures to control noise pollution.	
		*answer the questions and back exercise			Doing work in notebook			
13	<b>Chemical effects of electric current</b>	TO ENABLE THE STUDENTS TO :					THE STUDENTS WILL BE ABLE TO :	
		* define the commonly used terms to describe the chemical effects of electricity	Listening and speaking by reading	Linguistic by learning new words and concepts, Interpersonal	<b>Listing the keywords. Discussion related to the new concepts based on previous knowledge</b>	English-new words/concepts and for comprehension and expression	* define the new terms used related to the chapters *know how current flows through liquids and solutions	SA Class test Unit test
		* comprehend the flow of electricity through liquids and solution	Experimentation and observation	Visual/ Bodily Kinesthetic	Lab Work - Test the flow of current through some liquids- conductors, insulators		* analyse the chemical effects of electric current and their applications	Notebook assessment Lab assessment
		*analyse the chemical effects of electric current and their applications	Analytical, observation	Visual	Lab work-Electroplating of copper on iron nail.		* define and know in details about the processes of electrolysis and electroplating	
		* define and get in depth knowledge about the processes of electrolysis and electroplating	Expression Observation	Intrapersonal Bodily kinesthetic	Observation of electroplating of items used in day to day life.			
			Application	Visual	Videoclips based on Electroplating and electrolysis			
		* Answer question and answers and doing work in the notebook	Content organisation	Expression	Writing work in notebook.			
14	<b>LIGHT</b>	TO ENABLE THE STUDENTS TO :	* Listening and speaking	Linguistic ( concepts and key words )	Listing key words		The students will be able :-	
		*illustrate the phenomenon of reflection of light through ray diagrams	Illustrations	Visual	Drawing of ray diagrams .	Maths - through angles of reflection Art- Diagrams	Illustrate the phenomenon of reflection through ray diagrams.	PEN PAPER TEST/UNIT TEST SA
		* verification of the laws (2) of reflection	Experimentation	Bodily Kinesthetics and Visual	* Lab activity using plane mirror and pins based on reflection of light	English- new words/concepts, for comprehension and expression	*verify the laws of reflection	Class test LAB ASSESSMENT
		* distinguish between regular and irregular reflection and real and virtual images	Observation	Visual	Diagrams drawn		*distinguish between regular and irregular reflection and real and virtual images	Oral Quiz
		* draw a ray diagram for the formation of image by a plane mirror and observe its characteristics	Application Diagrammatic Observation	Visual Body Kinesthetics Chart and model	Observing dispersion of light- rainbow, diamonds, C.D., etc. Study the three dimensional model and charts of defects of vision.		*draw a ray diagram for the formation of image by plane mirror and learn about its characteristics	Note book assessment

	*analyse the phenomenon of multiple reflection of light and its application in daily life	Application , Expression	Intra personal	Multiple reflections through kaleidoscope ,periscope and using plane mirrors in the lab using two mirrors kept at odd/even angles.		*analyse the phenomenon of multiple reflection of light and its application in daily life	
	* Diagrammatic representation and explanation of the structure of th eye and its care	Observation	Inter personal Visual by video Bodily Kinesthetic	diagram making and Care of eyes.		*draw diagram of the structure the eyes	
	* Understand defects occur in vision	Knowledge	Visual, Interpersonal	Differentiate between Myopia and hyper metropia by knowing where image is formed and how it is corrected .		*Able to distinguish types of lens used to correct respective defect in vision	
	*learn how blind people can read by BRAILLE			By writig name in Braille script through bindis.		*learn how blind people can read by BRAILLE	
	*Do the question/answers and back exercise	Content organisation	Expression	By answering questions and maintaining notebook			