



PIONEERING EDUCATION
★ SINCE 1992 ★

RAHUL INTERNATIONAL SCHOOL

CURRICULUM OVERVIEW
GRADE-8
A.Y. 2022-23

Dear Parents, Guardians

It is my great pleasure to extend to you a very warm welcome to Rahul International School (RIS). This Curriculum Guide provides information about the curriculum, our approach to teaching and learning in grade 8

At RIS we are a proud National /International Curriculum school that is committed to excellence in education and to the spirit of international education. In line with our mission statement, our three key focal areas as a school are academic rigour, holistic development of students and the development of internationally minded students. In addition to this we are proud to be a truly inclusive school, supporting and developing students regardless of their background or ability level. Overall, our aim is to develop a caring school community fostering respect for individual and cultural diversity, living and breathing the School Vision attitudes and the Learner Profile attributes of our school.

Our nurturing grade one staff members provide an atmosphere in which life-long learners develop in a safe and secure environment. Students are encouraged to take risks and to share their ideas, thoughts, and use problem-solving strategies during a wide-range of learning activities. We are committed to providing a variety of learning opportunities and experiences that are based on the interests, strengths, and needs of our students, and in laying the foundation for success in learning. As a school, we truly focus on helping the whole child to grow, focussing on physical, social, emotional, cognitive and linguistic development. I look forward to seeing and meeting you in the school throughout the year. I would also like to take this opportunity to wish you and your child a happy, productive and fun time in our school in the year ahead.

Best regards,

Principal

Rahul International School

Vision:

“A culturally diverse skill-oriented international school where children can achieve the skills of Global Citizenship, leadership, communication, Emotional intelligence, entrepreneurship, problem solving and team working for future preparedness”

Mission:

“To empower children to unfold their potentials as whole and unique persons, and through them create a peaceful world community through Quality education”

Core Values:

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

Our Motto:

Towards Excellence.



OUR PEDAGOGY

At RIS, we advocate a well-rounded and holistic curriculum that encourages our learners to have a multi-faceted learning experience. Our teaching methods aim to enable the all-round development of a child, giving them the tools to become self-reliant individuals with strong personalities, along with academic and emotional intelligence. Our logo reflects our pedagogy, with the armor being an embodiment of our belief in strong values and discipline, the flame personifying creativity and an innovative spirit, and each of the six stars representing the ideologies of our Six Sigma programme. Our vision “Be the Best” is embedded on our logo, signifying its importance within our academic teachings. Our schools include CBSE, ICSE, and CAIE (IGCSE) boards that encourage adaptive and future proof learning. Our curriculum revolves around our ‘SIX SIGMA’ programme that enables our learners in the better understanding and application of concepts, while signifying the importance of innovation, compassion, values, health and community. Our six main ideologies, namely; Academics, Personality development, Values, Sports and Health, Skills and Vocational competencies and Community Care teach our learners self-reliance, discipline, empathy and basic life skills along with academic knowledge. Our curriculum is based on the idea that each learner has the capability to be the best if provided with the correct tools.

Academics

Our focus at RIS is to build a strong academic foundation that our learners can benefit from. Our academic curriculum being learner centric gives each child the liberty to learn what they enjoy and choose the subjects that interest them. We offer a variety of subjects, each taught by our highly trained and qualified teachers that impart authentic subject-based knowledge, and train young minds to grasp more through individual attention. The academic education we provide is tech-enabled and reflects upon the changing academic codes globally.



Personality Development

At RIS, we focus on building strong personalities of our learners by giving them the right academic and developmental tools, so as to help them excel in all areas of life. We believe that the core of a strong personality is working towards continuous self improvement, whether it is inside a classroom or on the playground, and setting goals that push your limits and help you grow. Our teachers focus on each learner, giving them individual attention and helping them develop their own personality through educational and co-curricular activities.



Values

Our values at RIS aim to lead our learners to the right path, so that they know wrong from right at each step of their life. We believe that each learner should be compassionate, empathetic, hardworking, and these are the value systems we aim to establish with our teaching. Our goal is to help our learners focus on the important things in life while building a community that shares that same foundational empathy, hence creating a better tomorrow.



Sports and Health

We at RIS offer a balance between classrooms and playgrounds as we understand that playing sports is important for the physical and mental development of a child, and teaches them lessons in leadership, repetition, patience and team spirit. Our sports rooms are fully equipped with facilities for indoor and outdoor games, encouraging our learners to participate in a sport of their choice. Through Sports we aim to equip our learners a communal spirit, effective communication, teamwork and problem solving skills.



Skills and Vocational Competencies

At RIS, we have designed and implemented this phase in order to measure learning outcomes and provide entrepreneurial experience to our learners. Our study materials, methods and strategies are designed to equip our young learners with all the necessary skills needed for them to succeed. We also focus on vocational competence, encouraging our learners to be multilingual.



Community Care

Our community is an extension of ourselves, and so at RIS, community engagement pedagogies or 'service learning' are imbibed within academic modules. They combine learning goals and community service in ways that encourage learners to contribute positively towards their community. We continually through words and actions teach our learners the importance of community and its care.



SUBJECTS OFFERED AT RIS: GRADE 8

CORE SUBJECTS

FIRST LANGUAGE: ENGLISH

SECOND LANGUAGE: HINDI/FRENCH (WHEREVER APPLICABLE)

THIRD LANGUAGE: MARATHI

MATHEMATICS

SCIENCE

SOCIAL SCIENCE

INFORMATION & COMMUNICATION TECHNOLOGY

DEVELOPMENT STAGES OF A CHILD

Throughout the developmental stages, children demonstrate a genuine enthusiasm for learning new concepts, make strides in gaining self-confidence, and develop the necessary skills to understand the world and people around them. An appreciation of the developmental characteristics that can be anticipated of children at particular ages helps us as adults to empathize with their needs and behaviours, set appropriate expectations, and support all-round development and well being.

The following section should be seen as a 'rough guide' for some of the key developments your child may make in Grade 8. Although most of the children entering Grade 8 are nine turning ten, some are younger and others are older, one youngster may be expected to differ widely from others in their group. The most important thing to understand the development's your child may be undergoing is to maintain an open, honest and respectful relationship with your child. This will mean that they feel comfortable to talk through their triumphs, challenges and issues.

If you would like to know more about any of the following, or speak to someone regarding this, feel free to contact your child's teacher who can put you in touch with our very supportive and knowledgeable school counsellors.

PHYSICAL DEVELOPMENT

More graceful with movements and abilities

Jumps, skips, chases

Dresses and grooms self completely

Can use tools (i.e hammer, screw driver)

Remainder of adult teeth will develop

Likes to sew and paint

Increase in body strength and hand dexterity through physical activities

Improved coordination and reaction time

Increase in large-muscle in coordination, leading to success in organized sports & games.

Increase in small –muscle coordination, allowing them to learn complex craft skills.

Refinement of finger control.

Increased stamina (They can run and swim farther.)

Approaching or reaching puberty for girls, which can make them look grown-up.

Refinement of group game skills and team sports skills such as throwing, catching and kicking.

Development of manual skills and interest in things such as cooking and carpentry.

Slow and steady growth (Arms are lengthening, hands are growing. Girls are growing faster.)

Social and Emotional Development

- Learn to cooperate in group settings and group games; dislike playing alone.
- Spend a lot of time talking with peers mostly of same sex.
- Develop lasting friendship and begin to handle peer pressure.
- Fitting in with their peers may become more important.
- Friendships can be tumultuous as this stage as children are trying to define themselves. They may reject or be rejected by others, often quite painfully.
- May develop more self-awareness.
- May develop mood swings.
- May want more privacy.
- Enjoy group activities and group games that focus on a common interest.
- Demonstrate growing independence, leading to concern with rules that can lead to business.
- Use problem-solving, negotiating and compromising skills with peers.
- Develop interest in long-range projects.
- Begin to develop sportsmanship and learn about winning and losing gracefully.
- Develop competence in competitive games and team sports.
- Become sensitive to what other think of them and to adult approval.
- Begin to consider clubs & groups important.
- Become sensitive to what others think of them and to adult approval.
- Begin to consider clubs and groups important.
- Become critical of their own performance and begin to evaluate themselves.
- Develop competitiveness- want to be first and best, and get things right.
- Can express subtle emotions and experience moments of anger or frustration.
- May be quite sensitive and overly dramatic.
- Can change emotions quickly.

- Can become discouraged, which may lead to being shy in public performances.
- Show interest in being more grown-up and able to begin tackling more responsibilities and routines.
- Begin to develop their own point of view, which is sometimes different from parents' ideas.
- Likes competition and games.
- Starts to mix friends and play with children of the opposite gender.
- Modest about body.
- Enjoys clubs & groups, such as Boy Scouts or Girl Scouts
- Friends are very important; may have a best friend.
- Increased interest in the opposite gender.
- Likes and respects parents.
- Enjoys talking to others.
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Language and communication skills

- Most children are fluent speakers, readers and writers of their language.
- Increasing use of peer influenced, coded language
- They will be reading a wider variety of texts including school journals. They may understand stories that are more complex and with more implied information.
- Children may be able to write a variety of text types. Most of their sentences may be grammatically correct and they may spell many families words correct.

Intellectual development

- Develop critical and abstract thinking skills.
- Develop their own games with complicated rules.
- Become skilled in reading, writing and use of oral language.
- Begin to express creative skills through writing, acting, inventing and designing.
- Ask many questions to develop their own point of view.
- Begin to collect things and develop a sense of right and wrong.
- Care about fairness; develop a sense of right & wrong.
- Develop competitiveness.
- Start to understand puns and riddles.
- Become curious as to how things work and how they are made.

Tips for communicating with children

- Have a conversation on topics that interest them. Be available when your kids are most likely to talk (e.g. bedtime, before dinner, in the car)
- Find the each week for a one-on-one activity with each child, and avoid scheduling other activities during that time.
- Initiate conversation it lets your kids know you care about what's happening in their lives.
- Listen when your children are talking about concerns, stop whatever you are doing.
- Let them complete their point before you respond .Express interest.
- Repeat what you heard then say to ensure that you understand them correctly.
- Soften strong reactions; kids will tune you out if you appear angry or defensive.
- Express your opinion without putting down theirs; acknowledge that it's okay to disagree.
- Resist arguing about who is right. Instead say," I know you disagree, but it is what I think." Talk to your children- don't lecture, criticize, threaten or say hurtful things.
- Kids learn by imitating. Most often, they will follow your lead in how they deal with anger, solve problems and work through difficult feelings.
- Be sensitive to what your children need from you in a conversation, such as advice, simply listening, help in dealing with feelings or help solving a problem.
- Realize your children may test you by telling you a small parts of what is bothering them. Listen carefully to what they say, encourage them to talk and they may share the rest of the story.

Language Arts (English)

At RIS we believe that learners' needs are best served when they have opportunities to engage in learning within meaningful contexts, rather than the learning of language as an isolated series of skills that need to be acquired. Our teachers plan learning experiences that enable learners to develop language within meaningful and enjoyable contexts, learners are able to make connections, apply and transfer their learning to different situations. The programme of inquiry provides an authentic context for learners to develop and use language. Below are Learning Objectives for Language Arts (English) for Grade 4 under the four strands of 'Reading', 'Writing', "Viewing and Presenting" and 'Speaking and Listening'.

Two Way Goal Setting Conferences

In the 'Two-way Goal Setting Conferences', students will identify their major learning and social goals for the year. These conferences involve the student, parents and teacher and are held near/after the end of each Term

Parent Teacher Conferences

The parent-teacher conferences are a meeting between the teacher and the parent to discuss their child's progress and attainment in the first semester. The conference is based on the Semester 1 report card and an opportunity for parents to ask specific questions regarding the report card levels and comments.

Student Led Conferences

Student Led Conferences are an opportunity for students to share their learning with their parents in school. The conference involves the student and parent, with the teacher there to observe and support if needed. The student leads the conference, explaining their learning to their parents. The parents' role is to support and encourage the student and ask appropriate questions while the conference is taking place.

Language Arts Learning Objectives

Writing

Plan writing using writing of a similar style or genre to them.

Begin to recognize the vocabulary and style of writing appropriate to formal contexts.

Use the 'present perfect' form of verbs as well as the 'past' tense correctly

Identify and use modal verbs and adverbs in their writing to indicate degrees of likelihood or possibility

Ensure subject and verb agreement when using singular and plural.

Identify the 'perfect' form of verbs and begin to use this in their own writing.

Convey more complicated information using expanded noun phrases.

In their own writing, use relative's clauses to provide more information about an object, event or person.

Use commas in their writing, mostly in appropriate and correct places, including after fronted adverbials.

Identify and use possessive apostrophes in their writing to indicate possession, including with plural nouns.

Use brackets or commas to indicate parenthesis.

Use semi-colons to indicate a boundary between clauses.

Use a colon to introduce a list.

Add or remove common and less common prefixes and suffixes, and be able to say how they affect meaning.

Spell some common words with 'silent' letters.

Spell words that are often confused, including homophones

Identify the audience and purpose of a piece of writing and use examples provided as models for their work.

Plan writing, jotting down ideas and developing these by drawing on ideas discussed, read or researched.

Begin to use suggested formats and devices to help structure a text (E.g. Bullet points, heading, lists)

Recognize and use suggested formats and devices to help structure a text (e.g. similes, metaphors, idioms, alliteration)

Use dialogue in stories to develop the characters and to help the reader understand what is happening.

When writing stories, produce good descriptions of settings or characters.

Link ideas in paragraphs using appropriate conjunctions, or adverbs; use these to link between paragraphs.

Use a wide range of devices to build cohesion across paragraph. Using adverbials of time (e.g. Later),

place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).

Vary sentence structure and length.

Re-read their and others writing to assess its effectiveness, making sensible suggestions against criteria.

Begin to spot errors in their own writing where verb tense is not used consistently.

Reading

Apply sensible and appropriate word-attack strategies when reading unfamiliar or new words.
Recognize common and uncommon prefixes and suffixes and their effect on meaning.
Access information in a variety of books and other texts, both on-line and in hardcopy.
Summarize the key points in a text, drawing on more than one paragraph and begin to identify key ideas.
Read non-fiction texts, retrieve the main points, and record these using suitable formats.
Recognize a theme in a text and begin to recognize literacy conventions.
Start to say how the language, structure and format of a text affects its meaning.
Explain the meaning of words or phrases in context, within different texts
Ask appropriate questions to help with understanding a text.
Predict what might happen at any point, drawing on details in the text.
Inter what characters may be thinking, feeling or planning and give good reasons for these inference.
Distinguish between statements of fact and opinion.
With support, present and debate information gained from understanding what has been read.

Speaking and Listening

Take an active part in role play, performances, presentations and discussions.
Ask relevant questions to find information and extend understanding.
Make predictions, express or describe something imaginary and explore an idea.
Articulate answers and give opinions, giving reasons.
Listen with attention and respond appropriately to both adults and children

Viewing and Presenting

Understand and explain how visual effects can be used to reflect a particular context.
Observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, for example, facial expressions, speech bubbles, word images Convey sound effects.
Design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved.
Describe personal reactions to visual messages; reflect on why others may perceive the image differently.

ENGLISH SYLLABUS DISTRIBUTION

MONTH	Week	Dates	No. of Periods Available()	Topic
APRIL	I	4 to 9	4	Chap 1 A , Phrases
	II	11 to 16	2	Chap 1 B [Ant and the cricket]
	III	18 to 23	4	Noun - phrases - functions , The Tsunami
	IV	25 to 30	4	Geography lesson , Articles
JUNE	I	1 TO 4	1	Articles
	II	6 TO 11	4	Adjectives , Posters
	III	13 TO 18	4	Determiners , Report writing
	IV	20 TO 25	4	Vocabulary
	V	27 TO 30	0	REVISION
JULY	I	4 TO 9	0	UNIT TEST - 1
	II	11 TO 16	4	Chap 3 Glimpse of the past , Macavity
	III	18 TO 23	3	Verbs - Tense - Revision
	IV	25 TO 30	4	Chap 4 Bepin chaudhary's lapse of memory , The last Bargain
AUGUST	I	1 TO 6	4	Chap 5 The summit within , The school boy
	II	8 TO 13	2	Verbs - Finite and Non - finite
	III	15 TO 20	2	Verbs - modals
	IV	22 TO 27	4	Verbs - Revision , Summary writing
	V	29 TO 31	1	Adverbs
SEPTEMBER	I	1 TO 3	0	GANPATI VACATION
	II	5 TO 10	4	Pronouns , Interview writing
	III	12 TO 17	0	REVISION
	IV	19 TO 24	0	TERM -1
	V	26 TO 30	0	TERM - 1
OCTOBER	I	3 TO 8	3	Voice - Active and Passive
	II	10 TO 15	4	This is Jody's Fawn , The duck and the kangaroo
	III	17 TO 22	3	Conjunctions , Informal letters
	IV	24 TO 29	0	DIWALI VACATION
NOVEMBER	I	1 TO 5	0	DIWALI VACATION
	II	7 TO 12	3	Formal letter , Conjunctions
	III	14 TO 19	4	A visit to cambridge , When I set out for Lyonesse
	IV	21 TO 26	4	Sentence - Form and structures , Punctuation
	V	28 TO 30	2	Preposition
DECEMBER	I	1 TO 3	2	Transformation of sentence
	II	5 TO 9	0	REVISION
	III	12 TO 17	0	UNIT TEST - 2
	IV	19 TO 24	4	A short monsoon diary , On the grasshopper and cricket
	V	25 TO 31	0	CHRISTMAS VACATION
JANUARY	I	1 TO 7	4	The great stone face 1
	II	9 TO 14	4	The great stone face 2
	III	16 TO 21	4	Biographical account , Reading comprehension
	IV	23 TO 28	3	Kinds of subordinate
	V	30 TO 31	1	Relative clause
FEBRUARY	I	1 TO 4	2	Relative clause
	II	6 TO 11	4	Conditionals type , Subject - verb agreement
	III	13 TO 18	4	Subject verb agreement , Parallelism in structure
	IV	20 TO 25	4	Speech - Direct and Indirect
	V	27 TO 28	1	REVISION
	TOTAL		115	
MARCH	FINAL EXAMS			

ENGLISH SYLLABUS

UNIT TEST:1

Lesson.no	Chapter Name
ENGLISH TEXT	
1A	Phrases
1B	[Ant and the cricket]
2	Geography lesson
	The Tsunami
ENGLISH GRAMMAR & COMPOSITION	
	Noun - phrases - functions
	Articles
	Adjectives, Posters
	Determiners, Report writing
	Vocabulary

TERM 1

Lesson.no	Chapter Name
ENGLISH TEXT	
3.	Glimpse of the past,
4.	Macavity
5.	The last Bargain
6	The summit within
7	The school boy
8	Bepin chaudhary's lapse of memory,
ENGLISH GRAMMAR & COMPOSITION	
1.	Verbs - Tense - Revision
2.	Verbs - Finite and Non - finite
3.	Verbs – modals
4.	Verbs - Revision
5.	Summary writing
6.	Adverbs
7	Pronouns
8	Interview writing

UNIT TEST:2

Lesson.no	Chapter Name
ENGLISH TEXT	
6	This is jody's fawn
7	The duck and the kangaroo
8	A visit to Cambridge
9	When I set out for Lyonesse
ENGLISH GRAMMAR & COMPOSITION	
7.	Conjunctions
8.	Informal letters
9.	Voice - Active and Passive
10.	Formal letter
11.	Sentence - Form and structures
12.	Punctuation
13	Preposition
14	Transformation of sentence

TERM 2

Lesson.no	Chapter Name
ENGLISH TEXT	
8	A short Monsoon diary
9	On the grasshopper and cricket
10	The great stone face 1
11	The great stone face 2
ENGLISH GRAMMAR & COMPOSITION	
13.	Biographical account ,
14.	Reading comprehension
15.	Kinds of subordinate
16.	Relative clause
17.	Conditionals type
18.	Subject - verb agreement
19	Subject verb agreement , Parallelism in structure
20	Speech - Direct and Indirect

HINDI SYLLABUS DISTRIBUTION

MONTH	Week	Dates	No. of Periods Available()	Topic
APRIL	I	4 to 9	3	1. भाषा, वर्ण-विचार
	II	11 to 16	2	3. वर्तनी विचार (Orthography)
	III	18 to 23	3	ध्वनि
	IV	25 to 30	3	लाख की चूड़ियां
JUNE	I	1 TO 4	1	बस की यात्रा
	II	6 TO 11	3	बस की यात्रा
	III	13 TO 18	3	4. संधि ,5. (iv) एकार्थक प्रतीत होने वाले शब्द
	IV	20 TO 25	3	5.(i) अनेकार्थी शब्द , अनुच्छेद-लेखन,अपठित बोध
	V	27 TO 30	0	
JULY	I	4 TO 9	0	UNIT TEST - 1
	II	11 TO 16	3	दीवानों की हस्ती
	III	18 TO 23	2	चिट्ठियों की अनूठी दुनिया
	IV	25 TO 30	3	चिट्ठियों की अनूठी दुनिया , पर्यायवाची,विलोम
AUGUST	I	1 TO 6	3	कामचोर
	II	8 TO 13	1	कामचोर
	III	15 TO 20	2	६.उपसर्ग, प्रत्यय एवं समाज
	IV	22 TO 27	3	७.संज्ञा ,८.लिंग ९.वचन
	V	29 TO 31	1	संवाद लेखन
SEPTEMBER	I	1 TO 3	0	GANPATI VACATION
	II	5 TO 10	3	२४.पत्र - लेखन
	III	12 TO 17	0	REVISION
	IV	19 TO 24	0	TERM -1
	V	26 TO 30	0	TERM - 1

OCTOBER	I	3 TO 8	2	यह सबसे कठिन समय नहीं
	II	10 TO 15	3	कबीर की साखियां
	III	17 TO 22	1	जब सिनेमा ने बोलना सीखा
	IV	24 TO 29	0	DIWALI VACATION
NOVEMBER	I	1 TO 5	0	DIWALI VACATION
	II	7 TO 12	2	जब सिनेमा ने बोलना सीखा
	III	14 TO 19	3	१८.विराम चिन्ह, क्रिया
	IV	21 TO 26	3	समरूपी भिन्नार्थक शब्द, अनेक शब्दों के लिए एक शब्द
	V	28 TO 30	2	१२.विशेषण
DECEMBER	I	1 TO 3	1	चित्र - वर्णन, २१.अपठित पद्यांश
	II	5 TO 9	0	REVISION
	III	12 TO 17	0	UNIT TEST - 2
	IV	19 TO 24	3	सुदामा चरित
	V	25 TO 31	0	CHRISTMAS VACATION
JANUARY	I	1 TO 7	3	जहां पहिया है
	II	9 TO 14	3	अकबरी लोटा
	III	16 TO 21	3	सूर के पद
	IV	23 TO 28	2	काल
	V	30 TO 31	1	वाच्य
FEBRUARY	I	1 TO 4	2	वाच्य
	II	6 TO 11	3	अविकारी शब्द , मुहावरे और लोकोक्तियां
	III	13 TO 18	3	वाक्य , सूचना लेखन
	IV	20 TO 25	3	मुहावरे और लोकोक्तियां , विज्ञापन लेखन
	V	27 TO 28	0	REVISION
	TOTAL		85	
MARCH	FINAL EXAMS			

HINDI SYLLABUS

UNIT TEST:1

Lesson.no	Chapter Name
1.	ध्वनि (UNIT 1)
2.	लाख की चूड़ियां (UNIT 1)
3.	बस की यात्रा (UNIT 1)
1.	भाषा, वर्ण-विचार
3.	वर्तनी विचार (Orthography)
4.	संधि ,5. (iv) एकार्थक प्रतीत होने वाले शब्द
5.	(i) अनेकार्थी शब्द , अनुच्छेद-लेखन,अपठित बोध

TERM 1

Lesson.no	Chapter Name
4.	दीवानों की हस्ती (TERM 1)
5.	चिट्ठियों की अनूठी दुनिया (TERM 1)
10.	कामचोर
६.	उपसर्ग, प्रत्यय एवं समाज
७.	संज्ञा
८.	लिंग
९.	वचन
	संवाद लेखन
२४.	पत्र – लेखन
	पर्यायवाची,विलोम

UNIT TEST:2

Lesson.no	Chapter Name
8.	यह सबसे कठिन समय नहीं
9.	कबीर की साखियां
11.	जब सिनेमा ने बोलना सीखा
१८.	विराम चिन्ह, क्रिया
	समरूपी भिन्नार्थक शब्द,अनेक शब्दों के लिए एक शब्द
१२.	विशेषण
२१.	चित्र – वर्णन
	अपठित पद्यांश

TERM 2

Lesson.no	Chapter Name
12.	सुदामा चरित
13.	जहां पहिया है
14.	अकबरी लोटा
15.	सूर के पद
	काल
	वाच्य
	अविकारी शब्द
	मुहावरे और लोकोक्तियां
	वाक्य
	सूचना लेखन
	विज्ञापन लेखन

MARATHI SYLLABUS DISTRIBUTION

MONTH	Week	Dates	No. of Periods Available	Topic
APRIL	I	4 to 9	1	Poem 1 - Bharatmata
	III	18 to 23	1	Poem 1- Bharatmata
	IV	25 to 30	1	Prose 2 - Maza Anubhav
JUNE	II	6 TO 11	1	Prose 2 - Maza Anubhav
	III	13 TO 18	1	Poem 3 - Pavus Aala!Pavus Aala!
	IV	20 TO 25	1	Poem 3 - Pavus Aala!Pavus Aala!
	V	27 TO 30	0	REVISION
JULY	I	4 TO 9	0	UNIT TEST - 1
	II	11 TO 16	1	Prose 4 - Mahiti Ghevuya
	III	18 TO 23	1	Prose 4 - Mahiti Ghevuya
	IV	25 TO 30	1	Prose 5 - Sugraniche Gharte
AUGUST	I	1 TO 6	1	Prose 5 - Sugraniche Gharte
	II	8 TO 13	1	Poem 6 - He Khare Khare Vhave?
	IV	22 TO 27	1	Poem 6 - He Khare Khare Vhave?
SEPTEMBER	I	1 TO 3	0	GANPATI VACATION
	II	5 TO 10	1	REVISION
	III	12 TO 17	0	REVISION
	IV	19 TO 24	0	TERM -1
	V	26 TO 30	0	TERM - 1
OCTOBER	I	3 TO 8	1	Poem 7 - Udyanat Bhetlela Vidyarthi
	II	10 TO 15	1	Poem 7 - Udyanat Bhetlela Vidyarthi
	III	17 TO 22	1	Prose 8 - Kundache Sahs

IV	24 TO 29	0	DIWALI VACATION
I	1 TO 5	0	DIWALI VACATION
II	7 TO 12	1	Prose 8 - Kundache Sahs
III	14 TO 19	1	Poem 9 - Ghar
IV	21 TO 26	1	Poem 9 - Ghar
II	5 TO 9	0	REVISION
III	12 TO 17	0	UNIT TEST - 2
IV	19 TO 24	1	Prose 10 - Babanch Ptr
V	25 TO 31	0	CHRISTMAS VACATION
I	2 TO 7	1	Prose 10 - Babanch Ptr
II	9 TO 14	1	Prose 11 - Minucha Jalpravas
III	16 TO 21	1	Prose 11 - Minucha Jalpravas
IV	23 TO 28	1	Poem 12 - Chandravrchi Shala
II	6 TO 11	1	Poem 12 - Chandravrchi Shala
III	13 TO 18	1	Prose 13 - Mothi Aai
IV	20 TO 25	1	Prose 13 - Mothi Aai
V	27 TO 28	1	REVISION
TOTAL		28	

FINAL EXAMS

MARATHI SYLLABUS

UNIT TEST:1

Lesson.no	Chapter Name
Poem 1	Bharatmata
Prose 2	Maza Anubhav
Poem 3	Pavus Aala!Pavus Aala!

TERM 1

Lesson.no	Chapter Name
Prose 4	Mahiti Ghevuya
Prose 5	Sugraniche Gharte
Poem 6	He Khare Khare Vhave?

UNIT TEST:2

Lesson.no	Chapter Name
Poem 7	Udyanat Bhetlela Vidyarthi
Prose 8	Kundache Sahs
Poem 9	Ghar

TERM 2

Lesson.no	Chapter Name
Prose 10	Babanch Ptra
Prose 11	Minucha Jalpravas
Poem 12	Chandravrchi Shala
Prose 13	Mothi Aai

Mathematics

At RIS we see mathematics as a way of thinking rather than simply a body of knowledge to be delivered our approach to teaching and learning mathematics reflects this, with the idea that math will be fun, engaging for students and go deep into topics and concepts.

At school we use the 'Math Mastery' approach to ensure that content is not just 'covered' but that our students develop in-depth knowledge and practice skills in many different contexts. The Math Mastery approach is based on several key principles:

- Success for all: every child can enjoy and succeed in mathematics as long as they are given the appropriate learning opportunities. A growth mindset enables pupils to develop resilience and confidence.
- Deeper understanding: Pupils must be given time and opportunities to fully explore mathematical concepts the challenge comes from investigating ideas in new and complex ways - rather than accelerating through new topics.
- Problem-solving: Enabling learners to solve new problems in unfamiliar contexts is the ultimate aim of mathematics education Identifying, applying and connecting ideas enables pupils to tackle new and more complex problems.
- Mathematical thinking: Successful mathematicians are known to develop mathematical 'habits of mind' To encourage this, we must support pupils to be systematic, generalize and seek out patterns Questioning is a key element of this.
- Mathematical language: Mathematical language strengthens conceptual understanding by enabling pupils to explain and reason. This must be carefully introduced and reinforced through frequent discussion to ensure it is meaningfully understood.
- Multiple representations: Objects, pictures, numbers and symbols enable pupils to represent ideas and make connections in different ways .This develops understanding and problem solving skills – while making lessons engaging and fun.
- Math Learning Objectives

Number

- Read and write numbers up to 1000 in numerals and in words.
- Compare and order numbers up to 1000.
- Identify, represent and estimate numbers using different representations.
- Find 10 or 100 more or less than a given number; recognize the place value of each digit in a three digit number (hundreds, tens, and ones).
- Count from 0 in multiples of 50 and 100.
- Solve number problems and practical problems involving these ideas.
- Add and subtract numbers mentally, including: a three digit number and ones, a three-digit number and tens; a three-digit number and hundreds.
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.
 - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.
 - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to (m) objectives.

- Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one digit numbers, using mental and progressing to formal written methods.
- Recognized use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Recognize, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Count up and down in tenths.
- Recognize that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Recognized show, using diagrams, equivalent fractions with small denominators.
- Add and subtract fractions with the same denominator within one whole.
- Compare and order unit fractions, and fractions with the same denominators.
- Solve problems that involve all of the above.

Measurement

- Tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks.
- Estimate and read time with increasing accuracy to the nearest minute.
- Record and compare time in terms of seconds, minutes and hours.
- Use vocabulary such as o'clock, a m /p m, morning, afternoon, noon and midnight.
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Compare durations of events (for example to calculate the time taken by particular events or tasks).
- Measure, compare, add and subtract: lengths (m/cm/mm).
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Measure the perimeter of simple 2D shapes.
- Measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units

Shape and Space

- Recognize angles as a property of shape or a description of turn
- identify right angles, recognize that two right angles make a half-term, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- Draw 2-D shapes and make 3-D shapes using modelling materials.
- Recognize 3-D shapes in different orientations and describe them.

Data Handling

- Interpret and present data using bar charts, pictograms and tables.
- Solve one step and two-step questions (e.g. 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and table



MATH SYLLABUS DISTRIBUTION

MONTH	Week	Dates	No. of Periods Available()	Topic
APRIL	I	4 to 9	4	Rational Numbers - 4
	II	11 to 16	2	Rational Numbers - 1 Linear equation in one variable - 1
	III	18 to 23	4	Linear equation in one variable - 4
	IV	25 to 30	4	Linear equation in one variable - 1 Understanding Quadrilaterals - 3
JUNE	I	1 TO 4	1	Understanding Quadrilaterals - 1
	II	6 TO 11	4	Practical geometry - 4
	III	13 TO 18	4	REVISION
	IV	20 TO 25	4	REVISION
	V	27 TO 30	0	REVISION
JULY	I	4 TO 9	0	UNIT TEST - 1
	II	11 TO 16	4	Data handling - 4
	III	18 TO 23	3	Data handling - 1 Square and Square roots - 2
	IV	25 TO 30	4	Square and Square roots - 2 Cube and Cube roots - 2
AUGUST	I	1 TO 6	4	Cube and Cube roots- 2 Comparing quantities - 2
	II	8 TO 13	2	Comparing quantities - 2
	III	15 TO 20	2	Comparing quantities - 2
	IV	22 TO 27	4	REVISION
	V	29 TO 31	1	REVISION
SEPTEMBER	I	1 TO 3	0	GANPATI VACATION
	II	5 TO 10	4	REVISION
	III	12 TO 17	0	REVISION
	IV	19 TO 24	0	TERM -1
	V	26 TO 30	0	TERM - 1

OCTOBER	I	3 TO 8	3	Algebraic Expressions and Identities - 3
	II	10 TO 15	4	Algebraic Expressions and Identities - 4
	III	17 TO 22	3	Visualizing solid shapes - 2 Mensuration - 1
	IV	24 TO 29	0	DIWALI VACATION
NOVEMBER	I	1 TO 5	0	DIWALI VACATION
	II	7 TO 12	3	Mensuration - 3
	III	14 TO 19	4	Mensuration - 3 Exponents and power - 1
	IV	21 TO 26	4	Exponents and power - 4
	V	28 TO 30	2	REVISION
DECEMBER	I	1 TO 3	2	REVISION
	II	5 TO 9	0	REVISION
	III	12 TO 17	0	UNIT TEST - 2
	IV	19 TO 24	4	Playing with numbers - 4
	V	25 TO 31	0	CHRISTMAS VACATION
JANUARY	I	1 TO 7	4	Direct and Inverse proportion - 4
	II	9 TO 14	4	Direct and Inverse proportion - 4
	III	16 TO 21	4	Factorization - 4
	IV	23 TO 28	3	Factorization - 3
	V	30 TO 31	1	Factorization - 1
FEBRUARY	I	1 TO 4	2	Introduction to graphs - 2
	II	6 TO 11	4	Introduction to graphs - 4
	III	13 TO 18	4	Introduction to graphs - 1
	IV	20 TO 25	4	REVISION
	V	27 TO 28	1	REVISION
	TOTAL		115	

MATH SYLLABUS

UNIT TEST:1

Lesson.no	Chapter Name
1.	Rational numbers
2.	Linear equation in one variable
3.	Understanding Quadrilaterals
4.	Practical geometry

TERM 1

Lesson.no	Chapter Name
5.	Data handling
6.	Square and Square roots
7.	Cube and cube roots
8.	Comparing quantities

UNIT TEST:2

Lesson.no	Chapter Name
1.	Algebraic Expressions and Identities
2.	Visualizing solid shapes
3.	Mensuration
4.	Exponents and Powers

TERM 2

Lesson.no	Chapter Name
5.	Direct and Inverse proportion
6.	Factorization
7.	Introduction to graphs
8.	Playing with numbers

SCIENCE

In Grade 8 Science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. The inclusion of Science within the Middle School level leads learners to an appreciation and awareness of the world as it is viewed from a scientific perspective. It encourages curiosity and ingenuity and enables the student to develop an understanding of the world. Reflection on scientific knowledge also helps students to develop a sense of responsibility regarding the impact of their actions on themselves, others and their world.

There are two strands that the Curriculum focuses around:

Living things - The study of the characteristics, systems and behaviours of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.

Material and matter - The study of the properties, behaviours and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

SCIENCE SYLLABUS DISTRIBUTION

MONTH	Week	Dates	No. of Periods Available()	Topic
APRIL	I	4 to 9	3	CROP PRODUCTION AND MANAGEMENT (3)
	II	11 to 16	2	CROP PRODUCTION AND MANAGEMENT (1) MICROORGANISMS : FRIEND AND FOE(1)
	III	18 to 23	3	MICROORGANISMS : FRIEND AND FOE(3)
	IV	25 to 30	3	SYNTHETIC FIBRES AND PLASTICS(3)
JUNE	I	1 TO 4	1	SYNTHETIC FIBRES AND PLASTICS(1)
	II	6 TO 11	3	FORCE AND PRESSURE(3)
	III	13 TO 18	3	FORCE AND PRESSURE(2) lab activity(1)
	IV	20 TO 25	3	
	V	27 TO 30	0	REVISION
JULY	I	4 TO 9	0	UNIT TEST - 1
	II	11 TO 16	3	CONSERVATION OF PLANTS AND ANIMALS(3)
	III	18 TO 23	2	CONSERVATION OF PLANTS AND ANIMALS(1) CELL — STRUCTURE AND FUNCTIONS(1)
	IV	25 TO 30	3	CELL — STRUCTURE AND FUNCTIONS(2) MATERIALS : METALS AND NON-METALS (1)
AUGUST	I	1 TO 6	3	MATERIALS : METALS AND NON -METALS (2)
	II	8 TO 13	1	SOUND(1)
	III	15 TO 20	2	SOUND(2)
	IV	22 TO 27	3	FRICTION(3)
	V	29 TO 31	1	LAB ACTIVITY
SEPTEMBER	I	1 TO 3	0	GANPATI VACATION
	II	5 TO 10	3	
	III	12 TO 17	0	REVISION

	IV	19 TO 24	0	TERM -1
	V	26 TO 30	0	TERM - 1
OCTOBER	I	3 TO 8	2	CHEMICAL EFFECTS OF ELECTRIC CURRENT(2)
	II	10 TO 15	3	CHEMICAL EFFECTS OF ELECTRIC CURRENT(2) SOME NATURAL PHENOMENA(1)
	III	17 TO 22	1	SOME NATURAL PHENOMENA(1)
	IV	24 TO 29	0	DIWALI VACATION
NOVEMBER	I	1 TO 5	0	DIWALI VACATION
	II	7 TO 12	2	SOME NATURAL PHENOMENA(1) REPRODUCTION IN ANIMALS(1)
	III	14 TO 19	3	REPRODUCTION IN ANIMALS(2) COAL AND PETROLEUM(1)
	IV	21 TO 26	3	COAL AND PETROLEUM(2)
	V	28 TO 30	2	lab activity
DECEMBER	I	1 TO 3	1	
	II	5 TO 9	0	REVISION
	III	12 TO 17	0	UNIT TEST - 2
	IV	19 TO 24	3	LIGHT(3)
	V	25 TO 31	0	CHRISTMAS VACATION
JANUARY	I	1 TO 7	3	STARS AND THE SOLAR SYSTEM(3)
	II	9 TO 14	3	STARS AND THE SOLAR SYSTEM(2) COMBUSTION AND FLAME(1)
	III	16 TO 21	3	COMBUSTION AND FLAME(3)
	IV	23 TO 28	2	POLLUTION OF AIR AND WATER(2)
	V	30 TO 31	1	POLLUTION OF AIR AND WATER(1)
FEBRUARY	I	1 TO 4	2	POLLUTION OF AIR AND WATER(1)
	II	6 TO 11	3	REACHING THE AGE OF ADOLESCENCE(3)
	III	13 TO 18	3	REACHING THE AGE OF ADOLESCENCE(1) lab activity
	IV	20 TO 25	3	

SCIENCE SYLLABUS

UNIT TEST:1

Lesson.no	Chapter Name
1.	CROP PRODUCTION AND MANAGEMENT
2.	MICROORGANISMS : FRIEND AND FOE
3.	SYNTHETIC FIBRES AND PLASTICS
11.	FORCE AND PRESSURE

TERM 1

Lesson.no	Chapter Name
7.	CONSERVATION OF PLANTS AND ANIMALS
8.	CELL STRUCTURE AND FUNCTION
4.	MATERIALS : METALS AND NON-METALS
12.	FRICITION
13.	SOUND
	LAB ACTIVITY

UNIT TEST:2

Lesson.no	Chapter Name
5	COAL AND PETROLEUM
9	REPRODUCTION IN ANIMALS
14.	CHEMICAL EFFECTS OF ELECTRIC CURRENT
15.	SOME NATURAL PHENOMENA
	LAB ACTIVITY

TERM 2

Lesson.no	Chapter Name
10.	REACHING THE AGE OF ADOLESCENCE
18.	POLLUTION OF AIR AND WATER
6.	COMBUSTION AND FLAME
16.	LIGHT
17.	STARS AND THE SOLAR SYSTEM

SST SYLLABUS DISTRIBUTION

MONTH	Week	Dates	No. of Periods Available()	Topic
APRIL	I	4 to 9	2	H1-When, Where and How
	II	11 to 16	2	H2- Establishment of company rule
	III	18 to 23	2	H-3 Rular like in society
	IV	25 to 30	2	G1- Natural resources/
JUNE	I	1 TO 4	3	G-2 Land, Soil and water resources
	II	6 TO 11	2	c-1 The Indian Constitution
	III	13 TO 18	3	C-2 Understanding secularism
	IV	20 TO 25	3	G-3 natural vegetation and wild life
	V	27 TO 30	0	REVISION
JULY	I	4 TO 9	0	UNIT TEST - 1
	II	11 TO 16	2	H4- Colonialism and tribal society
	III	18 TO 23	2	H5- Craft and Industries
	IV	25 TO 30	2	H6- Revolt of 1857
AUGUST	I	1 TO 6	3	G5- Agriculture and type of farming
	II	8 TO 13	3	G6- Major Crops
	III	15 TO 20	2	C-3 why do we need parliament
	IV	22 TO 27	2	C4-Understanding law
	V	29 TO 31	2	C5- The Judiciary
SEPTEMBER	I	1 TO 3	0	GANPATI VACAT ION
	II	5 TO 10		REVISION
	III	12 TO 17	0	REVISION
	IV	19 TO 24	0	TERM -1
	V	26 TO 30	0	TERM - 1
OCTOBER	I	3 TO 8	2	H7-Education and british rules
	II	10 TO 15	2	H8- Women and reformer
	III	17 TO 22	2	H-8 Challenging the cast system
	IV	24 TO 29	0	DIWALI VACATION
NOVEMBER	I	1TO 5	0	DIWALI VACATION
	II	7 TO 12	2	G7- Industries
	III	14 TO 19	2	G8- Major industries
	IV	21 TO 26	2	G9- Human resources
	V	28 TO 30	2	C6- Understanding our criminal justice system
DECEMBER	I	1 TO 3	2	C10- Law and social justice
	II	5 TO 9	0	REVISION
	III	12 TO 17	0	UNIT TEST - 2
	IV	19 TO 24	3	H12- Indian national movement (1885-1919)
	V	25 TO 31	0	
JANUARY	I	1 TO 7	3	H13- Indian national Movement 1919-47)

	II	9 TO 14	2	H14- India After Independence
	III	16 TO 21	2	H11- Painting literature and Architecture
	IV	23 TO 28	3	G11- Disaster: Natural and Human made
	V	30 TO 31	2	G12-Disaster manamegement
FEBRUARY	I	1 TO 4	2	G7- Understanding Marginalization
	II	6 TO 11	2	C8- Confronting Marginalization
	III	13 TO 18	2	C9- Public Facilities
	IV	20 TO 25	0	REVISION
	V	27 TO 28	0	REVISION
	TOTAL		74	
MARCH	FINAL EXAMS			

SOCIAL STUDIES SYLLABUS

UNIT TEST:1

Lesson.no	Chapter Name
History	
H1	When, Where and How
H2	Establishment of company rule
H3	Rular like in society
Geography	
G1	Natural resources/
G2	Land, Soil and water resources
G3	natural vegetation and wild life
Civics	
C1	The Indian Constitution
C2	Understanding secularism

TERM 1

Lesson.no	Chapter Name
History	
H4	Colonialism and tribal society
H5	Craft and Industries
H6	Revolt of 1857
Geography	
G5	Agriculture and type of farming
G6	Major Crops
Civics	
C3	why do we need parliament
C4	Understanding law
C5	The Judiciary

UNIT TEST:2

Lesson.no	Chapter Name
History	
H7	Education and british rules
H8	Women and reformer
H8	Challenging the cast syste
Geography	
G7	Industries
G8	Major industries
G9	Human resources
Civics	
C6	Understanding our criminal justice system
C10	Law and social justice

TERM 2

Lesson.no	Chapter Name
History	
H11	Painting literature and Architecture
H12	Indian national movement (1885-1919)
H13	Indian national Movement 1919-47)
H14	India After Independence
Geography	
G11	Disaster: Natural and Human made
G12	Disaster manamegement
G7	Understanding Marginalization
Civics	
C8	Confronting Marginalization
C9	Public Facilities

ICT SYLLABUS DISTRIBUTION

MONTH	Week	Dates	No. of Periods Available()	Topic
APRIL	I	4 to 9	1	MS Access 2010
	II	11 to 16	1	MS Access 2010
	III	18 to 23	1	MS Access 2010
	IV	25 to 30	1	Introduction to OpenOffice I
JUNE	I	1 TO 4	1	Introduction to OpenOffice I
	II	6 TO 11	1	Introduction to OpenOffice I
	III	13 TO 18		REVISION
	IV	20 TO 25		REVISION
	V	27 TO 30		REVISION
JULY	I	4 TO 9		UNIT TEST - 1
	II	11 TO 16	1	Introduction to OpenOffice II
	III	18 TO 23	1	Introduction to OpenOffice II
	IV	25 TO 30	1	Frames in HTML
AUGUST	I	1 TO 6	1	Frames in HTML
	II	8 TO 13	1	Frames in HTML
	III	15 TO 20	1	JavaScript in HTML Document
	IV	22 TO 27	1	JavaScript in HTML Document
	V	29 TO 31		REVISION
SEPTEMBER	I	1 TO 3		GANPATI VACATION
	II	5 TO 10		REVISION
	III	12 TO 17		REVISION
	IV	19 TO 24		TERM -1
	V	26 TO 30		TERM - 1
OCTOBER	I	3 TO 8	1	HTML 5 – Introduction

	II	10 TO 15	1	HTML 5 – Introduction
	III	17 TO 22	1	HTML 5 – Introduction
	IV	24 TO 29		DIWALI VACATION
NOVEMBER	I	1 TO 5		DIWALI VACATION
	II	7 TO 12	1	Introduction to Pythons
	III	14 TO 19	1	Introduction to Pythons
	IV	21 TO 26	1	Introduction to Pythons
	V	28 TO 30		REVISION
DECEMBER	I	1 TO 3		REVISION
	II	5 TO 9		REVISION
	III	12 TO 17		UNIT TEST - 2
	IV	19 TO 24	1	More about Python
	V	25 TO 31	1	More about Python
JANUARY	I	1 TO 7	1	More about Python
	II	9 TO 14	1	Introduction to Artificial Intelligence
	III	16 TO 21	1	Introduction to Artificial Intelligence
	IV	23 TO 28	1	Virus and Anti-Virus
	V	30 TO 31	1	Virus and Anti-Virus
FEBRUARY	I	1 TO 4	1	Virus and Anti-Virus
	II	6 TO 11	1	Troubleshooting
	III	13 TO 18	1	Troubleshooting
	IV	20 TO 25		REVISION
	V	27 TO 28		REVISION
	TOTAL		29	
MARCH	FINAL EXAMS			

INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) SYLLABUS

Unit- I

Lesson.no	Chapter Name
1.	MS Access 2010
2.	Introduction to Open Office I

TERM 1

Lesson.no	Chapter Name
3.	Introduction to OpenOffice II
4.	Frames in HTML
5.	JavaScript in HTML Document

Unit- II

Lesson.no	Chapter Name
5	Introduction
6.	HTML
7.	Introduction to Pythons

TERM 2

Lesson.no	Chapter Name
8.	More about Python
9.	Introduction to Artificial Intelligence
10.	Virus and Anti-Virus
11.	Troubleshooting

Assessment at RIS

Assessment is the gathering and analysis of information about student performance. It is an integral tool that drives teaching and learning at our school. Assessment helps to identify what students know, understand, can do and feel at various stages in the learning process.

The purposes of assessments are to:

- determine prior knowledge;
- provide information about student learning;
- promote self-reflection and goal setting;
- reflect student growth and development;
- identify strengths and areas for development;
- differentiate instruction to meet the individual learning needs of all students;
- evaluate the curriculum (and inform necessary changes); and
- Provide specific information and relevant feedback to parents.

Term Schedule of Academic Year 2022 - 23

ASSESSMENT	SESSION	DATE OF ASSESSMENT
I UNIT TEST	April,22 - June,22	4th July, 2022 - 8th July, 2022
I TERM	July,22 - September,22	21st July, 2022 - 30th July, 2022
II UNIT TEST	October,22 - November,22	12th December, 2022 - 17th December, 2022
II TERM	December,22 - February,2023	6th March,2023 - 15th March,2023

SYSTEM OF ASSESSMENT FOR GRADE Vi

SUBJECT	TERM - I						TERM - II					
	Unit Test	Note Book	S.E.A	Half Yearly Exam	Total	GRADE	Unit Test	Note Book	S.E.A	Yearly Exam	Total	GRADE
ENGLISH	10	5	5	80	100	A1	10	5	5	80	100	A1
HINDI	10	5	5	80	100	A1	10	5	5	80	100	A1
MARATHI	10	5	5	80	100	A1	10	5	5	80	100	A1
FOREIGN LANG.	10	5	5	80	100	A1	10	5	5	80	100	A1
MATH	10	5	5	80	100	A1	10	5	5	80	100	A1
SCIENCE	10	5	5	80	100	A1	10	5	5	80	100	A1
SST	10	5	5	80	100	A1	10	5	5	80	100	A1
ICT	10	5	5	80	100	A1	10	5	5	80	100	A1
ART	N.A.	N.A	N.A	100	100	A1	N.A.	N.A	N.A	100	100	A1
P.E.	N.A.	N.A	N.A	100	100	A1	N.A.	N.A	N.A	100	100	A1

S.E.A.:

Subject Enrichment Area

Marks will be reduced to 5 marks

Unit Test will be conducted for 30 marks

SUBJECT ENRICHMENT AREA

FIRST LANGUAGE : ENGLISH	MARKS	TERM 1	TERM 2
1. READING SKILLS : Reading Comprehension	10	JUNE,22	OCT ,22
2. LISTENING SKILLS : Listening Comprehension	10	JUNE,22	OCT,22
3. SPEAKING SKILLS : SPEECH / POEM	10	JULY , 23	NOV, 22
4. PRESENTATION : PROJECT WORK	10	AUGUST,22	JAN,23
TOTAL	40/8 =5		

FIRST LANGUAGE : HINDI	MARKS	TERM 1	TERM 2
1. READING SKILLS : Reading Comprehension	10	JUNE,22	OCT ,22
2. LISTENING SKILLS : Listening Comprehension	10	JUNE,22	OCT,22
3. SPEAKING SKILLS : SPEECH / POEM	10	JULY , 23	NOV, 22
4. PRESENTATION : PROJECT WORK	10	AUGUST,22	JAN,23
TOTAL	40/8 =5		

FIRST LANGUAGE : MARATHI	MARKS	TERM 1	TERM 2
1. READING SKILLS : Reading Comprehension	10	JUNE,22	OCT ,22
2. LISTENING SKILLS : Listening Comprehension	10	JUNE,22	OCT,22
3. SPEAKING SKILLS : SPEECH / POEM	10	JULY , 23	NOV, 22
4. PRESENTATION : PROJECT WORK	10	AUGUST,22	JAN,23
TOTAL	40/8 =5		

MATHEMATICS	MARKS	TERM 1	TERM 2
1. PRESENTATION :PROJECT WORK	20	AUGUST,22	JAN,23
2. MENTAL MATH	20	SEP , 22	JAN ,23
TOTAL	40/8 =5		

ENVIRONMENTAL SCIENCE	MARKS	TERM 1	TERM 2
1. PRESENTATION :PROJECT WORK	20	AUGUST,22	JAN,23

INFORMATION & COMMUNICATION TECHNOLOGY	MARKS	TERM 1	TERM 2
1. PRESENTATION :PROJECT WORK	40	AUGUST,22	JAN,23
TOTAL	40/8 =5		



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