

## Mathematics Syllabus – High School

### Class VI to X

Class – VI	Class – VII	Class – VIII	Class – IX	Class – X
<b>Number System (50 hrs)</b> <b>(i) Knowing our Numbers:</b> Consolidating the sense of Numberness up to 99,999 (five digits) <ul style="list-style-type: none"> <li>• Extension of numbers</li> <li>• Comparison of numbers</li> <li>• Place value (recapitulation and extension).</li> <li>• Connectives: use of symbols =, &lt;, &gt;</li> <li>• Word problems on number operations involving large numbers up to a maximum of 5 digits in the answer (This would include conversion of units of length &amp; mass from the larger to the smaller units)</li> <li>• Extension of outcome of number operations.</li> <li>• Introduction to large numbers                          a) up to lakhs and ten lakhs                          b) up to crores and ten crores</li> <li>• Approximation of large numbers</li> <li>• International system of numbers (Millions)</li> <li>• Use of Large numbers in daily life situations</li> </ul>	<b>Number System (50 hrs)</b> <b>(i) Integers</b> <ul style="list-style-type: none"> <li>• Addition, Subtraction, Multiplication and Division of integers (through patterns)</li> <li>• Properties of integers under addition, multiplication &amp; division through patterns (closure, commutative, associative, inverse, including identities and distributive properties)                             <ul style="list-style-type: none"> <li>o Expressing properties in a general form.</li> <li>o Construction of counter examples. (e.g. Subtraction is not commutative).</li> <li>o Multiplication and division by zero</li> </ul> </li> <li>• Word problems involving integers (on all operations)</li> </ul> <b>(ii) Fractions Decimals and rational numbers:</b> <ul style="list-style-type: none"> <li>• Multiplication of fractions</li> <li>• Fraction as an operator “of”</li> <li>• Division of fractions</li> <li>• Reciprocal of a fraction and its use</li> <li>• Word problems involving</li> </ul>	<b>Number System (50 hrs)</b> <b>(i) Playing with numbers</b> <ul style="list-style-type: none"> <li>• Writing and understanding a 2 and 3 digit number in generalized form <math>(100a + 10b) + c</math>, where a, b, c can be only digits (0-9) and engaging with various puzzles concerning this. (Like finding the missing numerals represented by alphabets in sums involving any of the four operations)</li> <li>• Children to solve and create problems and puzzles</li> <li>• Number puzzles and games</li> <li>• Understanding the logic behind the divisibility tests of 2, 3, 4, 5, 6, 7, 8, 9, and 11 for a two or three digit number expressed in the general form.</li> </ul>	<b>Number System (20 periods)</b> <ul style="list-style-type: none"> <li>• <b>Real numbers</b>                              Review of representation of natural numbers, integers, and rational numbers on the number line.                         </li> <li>• Representation of terminating / non terminating recurring decimals, on the number line through successive magnification.</li> <li>• Rational numbers as recurring / terminating decimals.</li> <li>• Finding <math>\sqrt{2}</math>, <math>\sqrt{3}</math>, <math>\sqrt{5}</math> correct to 6 decimal places by division method</li> <li>• Examples of non-recurring / non-terminating decimals such as 1.01011011101111... 1.12112111211112... and <math>\sqrt{2}</math>, <math>\sqrt{3}</math>, <math>\sqrt{5}</math> etc.</li> <li>• Existence of non-rational numbers (irrational numbers) such as <math>\sqrt{2}</math>, <math>\sqrt{3}</math>, and their representation on the number line.</li> <li>• Existence of each real number on a number line by using</li> </ul>	<b>Number System (20 periods):</b> <ul style="list-style-type: none"> <li>• Euclid division lemma                             <ul style="list-style-type: none"> <li>o Introduction, HCF</li> <li>o Some number generalisations</li> </ul> </li> <li>• More about rational and irrational numbers.</li> <li>• Fundamental Theorem of Arithmetic – statements.</li> <li>• LCM, HCF</li> <li>• Properties of real numbers in terms of rationality and irrationality</li> <li>• Proof of results- rationality of <math>\sqrt{2}</math>, <math>\sqrt{3}</math> etc. and decimal expansions of rational numbers in terms of terminating, non-terminating, recurring of decimal and vice versa.</li> <li>• Introduction of logarithms</li> <li>• Conversion of a number in exponential form to a logarithmic form</li> <li>• Properties of logarithms (eg, <math>a^0 = 1</math>; <math>\log_e 1 = 0</math>)</li> </ul>

# 8th Class Maths Guide State Syllabus

**R Barnett**



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