



## JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

**Syllabus Bifurcation: 2026-27**

**Subject: English**

**Class: IV**

**Term: I**

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	15	<b>Bridge Course : Writing (letter, Paragraph, dialogue writing) reading : Unseen passages, Unseen poem Grammar : Phrases, conjunctions, Kinds of Noun, Subject and Predicate)</b>	Recalls basic concepts of writing formats (letter, paragraph, dialogue) Identifies types of nouns, phrases, conjunctions, subject and predicate Demonstrates understanding of letters, paragraphs, and dialogues Classifies nouns and explains use of conjunctions and phrases. Applies grammar rules (nouns, phrases, conjunctions, subject–predicate) in sentences.	<b>Grammar Detective Teacher will write a sentence on the board and ask students: ask students: Identify subject, predicate, Nouns and phrase.</b>	☑ Show a picture / situation prompt (e.g., lost bag, school event, rainy day) Students do:  1. Write a short paragraph or dialogue  2. Convert it into a letter (formal/informal)  3. Grammar Check Highlight nouns (types)	

								Circle conjunctions Under line subject & circle predicate in the . sentences Identify at least one phrase	
2	June	18	18	3	Ln-1 Kaguya	<ul style="list-style-type: none"> <li>• Understand the main story of Kaguya</li> <li>• Identify key characters</li> <li>• Learn the main theme (happiness vs. wealth)</li> <li>• Describe Kaguya's feelings and choices</li> </ul>	<b>Activity : My Happiness Moon</b> <b>Draw a big moon</b> <b>Divide the moon into 4–5 parts ☑</b> <b>In each part, write one thing that makes you happy(Example: family, games, food, Colour and decorate your moon.</b>	<b>Worksheet &amp; Task</b>  1. Situation: Imagine Kaguya is leaving Earth 2. Writing :Write a letter to Kaguya OR a dialogue between Kaguya and her parents 3. Grammar Integration Highlight: Nouns (any 3) Conjunctions (any 2) Identify subject & predicate in 2	

								sentences Write one sentence using a phrase	
				2	<b>P-1 The Dragons are singing Tonight</b>	<ul style="list-style-type: none"> <li>• Understand the poem and its meaning</li> <li>• Identify different types of dragons described</li> <li>• Recognize rhyming words and rhythm</li> <li>• Use imagination to describe magical creatures</li> <li>• Express ideas through drawing or writing</li> </ul>	<b>Activity: My Own Dragon</b> <b>Draw your own dragon</b>	1. Worksheet & 2. Students draw or choose emojis to show how the poem feels (happy, scary, magical, etc.)  Write 1–2 lines explaining their choice	

				3	<b>Gr-1. Possessive forms of nouns.</b>	<ul style="list-style-type: none"> <li>Identify the possessive nouns or the error in possessive form.</li> <li>Discuss the possessive nouns and plural nouns</li> <li>List out the plural nouns from the sentences</li> </ul>	<b>. Activity:</b> <b>Possessive Noun Hunt</b> <b>Teacher will give sentences.</b> <b>Students will identify the possessive nouns.</b>	Correct the Mistake: Students will identify and correct incorrect possessive forms.	
				2	<b>Gr -2. Nouns-singular and plural</b>	<ul style="list-style-type: none"> <li>understand the concept of singular and plural nouns.</li> <li>List out singular and plural nouns.</li> <li>Identify the singular and plural nouns from the sentences.</li> <li>Differentiate between regular and irregular plural nouns</li> </ul>	<b>Word Wizard</b> Nouns- Singular and Plural A student picks one word card from a box and reads the singular noun aloud. he team members quickly discuss and say or write the correct plural form of the noun.	student will write one singular noun and its plural form on a slip of paper.	
				2	<b>Writing skills: Paragraph writing</b>	<ul style="list-style-type: none"> <li>Explain the purpose &amp; format of paragraph writing</li> <li>Clearly express their thoughts and ideas in a paragraph writing,</li> <li>Use correct punctuation in the paragraph writing,</li> </ul>	<b>Activity:</b> Describe your favourite animal What is it? Why do you like it ? Where does it live?	Jumbled Sentences Paragraph Task Provide mixed-up sentences  Students arrange them to form a	<b>Weekly Test-4 (27/06/26)</b> <b>Chapter-1</b> <b>Poem-1</b> <b>Grammar-1</b>

								proper paragraph	
				2	<b>Ln-2 My Early Home</b>	<ul style="list-style-type: none"> <li>Discuss the characters from the lesson. List out animals from the lesson.</li> <li>Explain we have to be kind to animals, as they too have feelings and memories.</li> <li>Retell the story events in their own words, maintaining the sequence. Recognize and express emotions related to their home and family.</li> </ul>	<b>Activity :</b> “Draw a picture of your home and label the things that make it warm, happy, and complete.”	Class test & My Home Paragraph Task  Write a short paragraph (6–8 sentences) on: <i>“My Early Home”</i>	
				2	<b>Gr-3 Nouns-kinds</b>	<ul style="list-style-type: none"> <li>Identify nouns in simple sentences.</li> <li>Recall the meaning of a noun (name of a person, place, animal, or thing).</li> <li>Define different kinds of nouns.</li> </ul> <p>Recognize and classify nouns into:</p> <ul style="list-style-type: none"> <li>Proper nouns</li> </ul>	<b>Mind Map Kinds of nouns</b>	Class test & Circle the Nouns: Task  Circle all the nouns in a short paragraph given by the teacher	<b>PT-1 (6-7-26 to 9-7-26) Chapter-1,2, Poem-1 Grammar-1,2,3 Unseen passage, unseen poem, Paragraph writing, Diary Entry</b>

						<ul style="list-style-type: none"> <li>• Common nouns</li> <li>• Collective nouns</li> <li>• Abstract nouns</li> </ul>			
3	July	26	22	2	<b>Ln-3 The Most Important Day</b>	<ul style="list-style-type: none"> <li>• Discuss the characters from the lesson.</li> <li>• Recall the Qualities of Helen Keller life story and challenges. Retell the story events in their own words. maintaining the sequence.</li> <li>• Discuss her achievements and contribution</li> </ul>	<b>Activity :</b> <b>Paste the picture of Helen Keller and write few lines about her.</b>	Class Test & Personal Reflection Task Write 2–3 lines about a day you felt was very important Focus: Connection with real life	
				3	<b>Gr- 4 Adjectives</b>	<ul style="list-style-type: none"> <li>• Identify the adjectives from the sentences.</li> <li>• Explain the function of each type of adjectives.</li> <li>• Recall the adjectives</li> <li>• List the different kinds of adjectives</li> </ul>	<b>Mind Map of adjectives</b>	Class Test 2 & Make Your Own Sentences Task Write 3 sentences using: A describing adjective A number adjective A quality adjective	
				3	<b>Gr- 5 Adjectives of Degrees</b>	<ul style="list-style-type: none"> <li>• Recognise the adjectives from the sentences.</li> </ul>	<b>Create your ladder</b> Write three forms of the adjectives on the	Compare and Tell: Students are shown pictures of	

						<ul style="list-style-type: none"> <li>Explain the function of each type of adjectives.</li> <li>Choose the correct degree of adjectives based on the sentence context and justify</li> </ul>	step of a ladder start from the bottom with positive, comparative and superlative.	objects/animals and asked to make comparative and superlative sentences.	
				2	<b>P-2 Choosing their names</b>	<ul style="list-style-type: none"> <li>Recite the poem with correct rhythm, intonation and modulation.</li> <li>List out the rhyming words. Analyze the imagery and theme of the poem.</li> </ul>	<b>Activity :</b> Paste your favourite pet animal and write few lines about it.	Class test & One-Word Description activity Task: Describe a chosen name in one word (funny, cute, strong, etc.)	
				2	<b>P-3 The Tease</b>	<ul style="list-style-type: none"> <li>Analyze the poem structure. List out the rhyming words.</li> <li>Recite the poem with correct rhythm, intonation and modulation.</li> <li>Identify and describe imaginary in the poem.</li> </ul>	<b>Jumbled Poem Lines</b> The poem lines will be cut and mixed. Students will arrange them in the correct order.	Class test & Good Behaviour Poster Task: Create a small poster or slogan: <i>"Be Kind, Don't Tease"</i>	
				4	<b>Gr- 6 Articles</b>	Recall the articles. Underline the articles from the sentences. <ul style="list-style-type: none"> <li>Identify the differentiate between indefinite and definite articles.</li> <li>Apply the rules for using a and an</li> </ul>	<b>Activity:</b> Students will read a paragraph and identify the articles used in it and hence on classify it as definite or indefinite article	Fill the Basket: Students will pick noun cards and place them under a, an, or the after saying the correct phrase aloud.	

						<p>based on the initial sound of the following word.</p> <ul style="list-style-type: none"> <li>Use appropriate articles in sentences with accuracy and clarity.</li> </ul>			
				2	Writing skills: Writing (Informal Letter)	<ul style="list-style-type: none"> <li>Explain the purpose &amp; format of informal letter.</li> <li>Clearly express their thoughts and ideas in a letter.</li> <li>Use correct punctuation in the informal letter.</li> <li>Recognize the purpose of informal letter.</li> </ul>	Activity : Write a letter to your friend about your weekend plans.	Letter Rearrangement: jumbled parts of a letter will be given and students will arrange them in the correct order.	
				4	Gr-7 Verbs	<ul style="list-style-type: none"> <li>List out the regular and irregular verbs.</li> <li>Identify the verbs and tense errors in simple sentences and correct them.</li> <li>Recognize and use helping verbs (ex; has, have )in correct form.</li> </ul>	Verb Hunt Students will circle the verbs &sort them into 2 groups ; Regular &irregular verbs	Fill in the Blanks: Students complete sentences with appropriate verbs.	
4	August	20	16	4	Ln-4 Dragon Rock	<ul style="list-style-type: none"> <li>Recall the characters from the lesson.</li> <li>Retell the story events in their own words, maintaining the sequence.</li> </ul>	Write the acrostic poem of 'DRAGON'	Class test &	Term I (25-8-26 to 7-9-25) Chapter-1 to 4 Poem1,2,3. Grammar-1 to 7 Unseen poem, unseen passage ,Paragraph writing, Diary

						<ul style="list-style-type: none"> <li>List out the characters from the lesson.</li> </ul>		<p>Simple Reading Activity</p> <p>Task</p> <p>Give a short paragraph about a place/adventure (not necessarily from the lesson)</p> <p>Ask: What is the place?</p> <p>What is special about it?</p>	Entry Informal letter.
				<b>AUGUST &amp; SEPTEMBER</b>	<b>Revision &amp; Term1 Examination</b>				
				<b>SEPTEMBER</b>	<b>Term1 Examination</b>				

### Term – II

Sl No.	Month	W D	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
6	Sept	20	17	3	<b>Gr-8 Modals</b>	<ul style="list-style-type: none"> <li>Understand what modals are and identify them as helping verbs used before main verbs.</li> </ul>	<p><b>Speak with Modals</b></p> <p>Students will read a paragraph, find the modals (can, may, shall, will), and say how they are used</p>	<p>Choose the Correct Modal:</p> <p>Students will fill in blanks with</p>	

					<ul style="list-style-type: none"> <li>Recognize the use of different modals (can, may, shall, will) to express.</li> <li>Apply the correct modal verb in spoken &amp; written communication to express ideas clearly and correctly.</li> <li>Recall the modals. Underline the modals from the sentences.</li> </ul> <p>Recognize the use of different modals( can, may, shall, will)to express.</p>		suitable modals such as can, could, may, should, must,	
4	<b>Ln-5 Humpty Dumpty and Alice</b>	<p>Discuss how the egg could fall.</p> <p>Recognize and interpret symbolism in the story.</p> <p>Retell the story events in their own words, maintaining the sequence.</p>	<p><b>Activity:</b> Draw a big wall on chart paper or board. each student writes a new or difficult word from the lesson on a paper brick and add it to the wall.</p>	<p>Dictation</p> <p>Simple Reading ActivityTask : Give a short, easy conversation (dialogue)</p> <p>Ask:</p> <p>Who are the speakers?</p> <p>What are they talking about?</p>				
6	<b>Gr-9 &amp; 10 Verbs Tenses</b>	Recognize the structure of The present	<b>“Find the Tense”</b>	Timeline Activity:				

						<p>continuous form subject+am/is/are+the ing form of the word. Complete sentences according to their tense: present, past or future continuous. Explain the usage of Present continuous tenses in different time frames Identify the verbs and tenses.</p>	<p>Students will read a paragraph, identify the verbs and tense forms used in it, and classify them as present, past, or future continuous tense.</p>	<p>Students will place action sentences on a timeline showing past, present, and future.</p>	
				4	<p><b>Ln-6 Irah Becomes a Flower Gardener</b></p>	<ul style="list-style-type: none"> <li>• Discuss the importance of setting goals and working towards them.</li> <li>• Retell the story events in their own words, maintaining the sequence.</li> <li>• Recall the characters from the lesson. Illustrate the concept of earning rewards through efforts.</li> </ul> <p>Discuss the importance of plants.</p>	<p><b>Activity;</b> school garden walk. Take students on a nature walk or school garden visit. Ask them to observe different flowers, leaves plants. They can draw or note what they see colour, shapes size etc</p>	<p>Worksheet on unseen passage</p>	
7	Oct	21	21	4	<p><b>P-4-Come, Little leaves</b></p>	<p>Understand the meaning of the poem Learn how leaves move in different seasons (especially autumn) Identify rhyme and rhythm in the poem</p>	<p><b>Leaf Dance &amp; Drawing</b> Collect or draw 3–5 leaves on a page Colour them in autumn colours (yellow, orange, red, brown) Write 1–2 lines inside each leaf. Then act like a leaf and</p>	<p>Class test(pen/paper test) &amp;</p>	

					.Appreciate nature and its changes. Recite the poem with proper expression.	gently “dance” in the classroom when the poem is read aloud.	Draw and Label Task: Draw the scene of leaves falling from trees Label: tree, leaves, wind Focus: Visualization and understanding	
			4	<b>Gr-11 Adverbs-Kinds</b>	Define an adverb & explain how it modifies a verb, adjective or another adverb. Identify and knows the function of different kinds of adverbs. Justify the use of a particular adverb in a sentence and correct errors in adverb usage when needed.	<b>Activity- “Adverb pick-a-slip.”</b> Students will take turns picking a sentence slip from a jar, read it aloud, identify the adverb & its kind to the class.	Sentence Creation: Students will write their own sentences using different kinds of adverbs	
			4	<b>Ln- 7 Sai, the Panther</b>	Understand the main events of the story Identify key characters, especially Sai Describe Sai’s relationship with different people in the palace Understand themes like survival, care, and	Draw a table with 3 columns: 1. Character   2. What they did   3. How Sai felt Fill it with characters like: Sai, Mother panther People in the palace Write simple feelings like: <i>happy, scared, safe, lonely, loved</i>	Class test(pen/paper test Value-Based Question : Task Write 2–3 lines: “Why	

					belonging. Develop empathy by thinking about the feelings of animals and humans.		<i>should we care for animals?"</i> Focus : Moral understanding	
			3	<b>Gr-12 Adverbs-Formation</b>	Underline/circle the adverbs from the sentences. Define an adverb & explain how it modifies a verb, adjective or another adverb. Identify and knows the function of different kinds of adverbs	<b>Mind Map</b> Write " <b>Adverbs</b> " in the center of the page and draw a circle around it.	Add "-ly" Challenge: Students change adjectives into adverbs by adding -ly.	
			3	<b>Gr- 13 Pronouns</b>	<ul style="list-style-type: none"> <li>Identify the pronouns from the sentences.</li> <li>Identify and knows the function of pronouns.</li> <li>Recognize the different types of pronouns. Apply the appropriate pronouns in sentences.</li> </ul>	Pronoun Treasure Hunt Teacher will write sentences on chart papers or hide sentence cards around the classroom with nouns highlighted. Students will find a card, and replace the highlighted nouns with suitable pronouns.	Pronoun Sorting: Students classify pronouns into categories such as personal, possessive , and reflexive pronouns	
			3	<b>Writing Skill: Dialogue Writing</b>	Explain the purpose and format of dialogues based on familiar . Apply the correct punctuation rules.	Talk Time Role Play	. Complete the Dialogue: Students fill in missing lines in a	Weekly test-13 (30-10-26) Ch-5,6 Grammar-Modals

						Define dialogue and dialogue tags.		conversations between two characters.	
8	Nov	19	18	3	<b>P-5 Zebra Question</b>	Identify the central idea of the poem (curiosity, imagination, or questioning unusual ideas in a humorous way). Interpret the meaning of the poem's lines and understand how the poet uses simple language to express a playful thought.	<b>My Own "Zebra Question"</b> Students create their own funny or strange question like the poem. Write 4–6 lines in poetic form.	Class Test & Describe the Zebra Task: Write 3–4 sentences about the zebra	
				3	<b>Ln-8 The Fairy with Horns</b>	<ul style="list-style-type: none"> <li>Recognize the theme of childhood innocence, humor and the connection between humans and animals.</li> <li>Identify new vocabulary words related to the story.</li> <li>Recall the characters from the poem.</li> <li>Analyze the story and appreciate individual difference.</li> </ul>	<b>Activity</b> : List out the names of different types of animals that are kept as pets and make a chart of it.	Dictation & Character Description Task: Write 4–5 sentences describing the fairy Focus: Descriptive writing	

				3	<b>P-6 The Rum TUM Tugger</b>	Recall the central theme of the poem. To recite the poem with correct rhythm, intonation and modulation	Illustrate the Rum Tum Tugger and describe his personality traits.	Class Test & Short Answer Questions Task Answer in 1–2 lines: 1. Who is the Rum Tum Tugger? 2. What kind of behaviour does he show? 3. Does he like what is given to him? Why/Why not?	
				3	<b>Gr-14. Conjunctions</b>	<ul style="list-style-type: none"> <li>Identify the conjunctions from the paragraph.</li> <li>Describe the function of coordinating conjunctions.</li> <li>Discuss the conjunctions where to use and, but, because or as</li> </ul>	<b>Conjunctions Quest!</b> (and, but, because, or) Students will pick the conjunctions from the box and frame the sentences.	Conjunction Hunt: Students read a passage and identify conjunctions used in it	
				2	<b>Writing Skill: Biographical Sketch</b>	<ul style="list-style-type: none"> <li>Improve the writing skills, enhance the</li> </ul>	<b>Activity :</b> DOB: May 7, 1861 Place of Birth: Kolkata	Write from Clues: Provide key points	

						<p>vocabulary and creativity.</p> <ul style="list-style-type: none"> <li>• Compose a short meaningful paragraph in their own words using provided hints. Organize the given facts logically (early life, contributions, qualities, conclusion)</li> </ul>	<p>Profession: poet, writer, philosopher and educator.  Known as: <b>The Bard of Bengal.</b>  Qualities: Hardworking, humble , Intellectual curiosity, Nationalism.  Died: August 7 1941</p>	<p>about a person, and students write a short biographical sketch using complete sentences</p>	
						Revision for PT-2			<p><b>PT-2  (7-12-26 to 10.12.26)  Chapter-5,6 7  Poem-4,5  Grammar-8,9,10  Unseen passage ,  unseen poem,  Dialogue writing,  Biographical sketch</b></p>
9	Dec	25	21	4	<b>Gr-15 Prepositions</b>	<ul style="list-style-type: none"> <li>• Identify the prepositions.</li> <li>• Define preposition</li> <li>• Identify the prepositions.</li> <li>• List out the prepositions</li> </ul>	<p>In the classroom. Students will identify the objects and say the correct preposition to describe its position</p>	<p>Picture-Based Assessment:  Show a picture and ask students</p>	

						from the paragraph.		to write sentences using correct prepositions.	
			2	<b>Gr-16 Punctuation</b>	<ul style="list-style-type: none"> <li>Identify the different Punctuation marks.</li> <li>Discuss the purpose of each punctuation mark and how it helps clarify meaning in writing.</li> <li>Use punctuation correctly in sentences</li> </ul>	<p><b>Punctuation Scavenger Hunt :</b>  <b>Identify punctuation marks from your favourite chapter.</b></p>	<p>Punctuation Fix-It: Students will correct sentences by adding missing punctuation marks</p>	<p>PT-2 (7-12-26 to 10.12.26)  Chapter-5,6 7  Poem-4,5  Grammar-8,9,10  Unseen passage ,  unseen poem,  Dialogue writing, r</p>	
			4	<b>Ln-9 An open Mystery</b>	<ul style="list-style-type: none"> <li>Read and comprehend the main idea of <i>"An Open Mystery"</i>.</li> <li>Recognize the theme of mystery, curiosity, or unknown elements in the lesson.</li> <li>Share personal interpretations or opinions about the mystery.</li> </ul>	<p><i>"Solve the Mystery"</i>  Divide the class into small groups.  Give each group a simple "mystery clue" from the lesson  Students discuss and try to guess the answer to the mystery. Write 2–3 lines explaining your answer.</p>	<p>Worksheet &amp;</p>		

							<p>Story Ending Activity</p> <p>Task</p> <p>Write your own ending to the story (4–5 sentences)</p> <p>Focus: Creativity and imagination</p>	
			4	<p><b>Ln-10 -The Boy and the Drum</b></p>	<ul style="list-style-type: none"> <li>Identify the central idea of the story (e.g., determination, passion for music, or overcoming obstacles). Describe the main character (the boy) and explain his feelings, motivations, and actions. Recognize the message of perseverance, hard work, or following one’s passion.</li> </ul>	<p>Role Play by the students on the main characters</p>	<p>Class test &amp; Character Description</p> <p>Task</p> <p>Write 3–4 sentences about the boy</p> <p>Focus</p> <p>Descriptive writing</p>	

				4	<b>Gr- 17 subject Verb Agreement</b>	<ul style="list-style-type: none"> <li>Identify and correct subject verb and agreement mistakes in sentences.</li> <li>Apply subject verb rules.</li> <li>Use the rules of subject verb agreement correctly in sentences.</li> </ul>	<b>Group Game:</b> Divide the class in to two teams Read a sentence aloud with two verb choices. Teams take turns choosing the correct verb.	Error Correction : Students identify incorrect subject-verb agreement and rewrite the sentence correctly.	
				3	<b>Gr-18 Kinds of Sentences</b>	<ul style="list-style-type: none"> <li>Recall the kinds of sentences.</li> <li>Identify the kinds of sentences from the paragraph.</li> </ul>	Mind map of kinds of sentences.	Identify the Type: Students read sentences and label them as statement, question, command or exclamation.	
<b>10</b>	<b>Jan</b>	<b>20</b>	<b>20</b>	3	<b>Gr-19 Sentences Positive/Negative.</b>	<ul style="list-style-type: none"> <li>Identify the positive sentence and negative sentences.</li> <li>Difference between positive and negative sentences.</li> </ul>	Build a sentences Puzzle Student will learn to identify and construct sentences using the subject, predicate and object parts correctly	Match and Build: Students match subject cards with suitable predicates and objects to form	

				3	<b>Gr-Sentences Subject/object/Predicate."</b>	<ul style="list-style-type: none"> <li>Recognize the subject and predicate from the sentences.</li> <li>Identify the object from the given sentences.</li> <li>Define the terms subject, predicate and object.</li> </ul>	Build a sentences Puzzle Student will learn to identify and construct sentences using the subject, predicate and object parts correctly		
				3	<b>Gr-20 Sentences simple and compound.</b>	<ul style="list-style-type: none"> <li>Discuss the simple and compound sentences.</li> <li>Identify the simple and compound sentences.</li> <li>Construct sentences by using simple and compound sentences correctly.</li> </ul>	<b>Break it Down</b> Teacher will give compound sentences and ask students to split them into two simple sentences. Ex: He was tired ,so he went to bed.	Worksheet on Sentences simple and compound	
				2	<b>Writing skills: Letter Writing (Formal Letter)</b>	<ul style="list-style-type: none"> <li>Explain the purpose &amp; format of formal letter.</li> <li>Develop effective communication, social skills and writing proficiency.</li> <li>Identify the key features of</li> </ul>	Write a letter to your principal requesting permission to start a school garden.	Rearrange the Letter Task: <b>Given</b> a jumbled formal letter, arrange it in correct order <b>Focus</b>	

						<p>writing formal letter.</p> <ul style="list-style-type: none"> <li>Use appropriate tone and formal language for writing formal letter.</li> </ul>		Structure and sequence	
					<b>Revision</b>				
<b>11</b>	<b>Feb</b>	<b>23</b>	<b>10</b>		<b>Revision</b>				<b>Term-2 (24-2-27 to 8-3-27)</b> <b>Chapter -5 to 10</b> <b>Poem-4,5,6,</b> <b>Grammar-10 to 20</b> Unseen passage, unseen poem, Dialogue writing, Biographical sketch Formal letter
<b>12</b>	<b>March</b>				<b>Term II Exam</b>				



JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP

Syllabus Bifurcation: 2026-27 Subject: Hindi (2nd Language )

Term: 1

Class: IV

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	5	वर्ण विचार, मात्राएँ,(5) भाषा लिपि और व्याकरण (3) संज्ञा,(3) लिंग(2), वचन(2)	1. वर्णमाला की बुनियादी समझ विकसित करना। 2. स्वर और व्यंजन के बीच के अंतर को पहचानना। 3. व्यंजनों के साथ स्वरों की मात्राओं के प्रयोग को सीखना। 4. 'अ' स्वर की विशेषता (कोई मात्रा नहीं) को समझना। 2. संसार की विशालता और चिड़िया के बढ़ते नजरिए को विस्तार से समझना।	<u>(MA-1) Activity-</u> वर्णमाला चार्ट का प्रदर्शन और उच्चारण अभ्यास। 2. पाठ पर आधारित बहुविकल्पीय प्रश्न (MCQ) और प्रश्नोत्तरी का आयोजन।	1.श्रुतलेख 2.कक्षा परीक्षा	
				3					
				3					
				2					
				2					
2	June	18	18	5	L-1चिड़िया का गीत (कविता) (4) पाठ 2.बगीचे का घोंघा (5), विलोम 1to 19 (2) सर्वनाम (2),	L-2 • घोंघे के जीवन और उसके अनुभवों को समझ सकेंगे। • नई शब्दावली का प्रयोग वाक्यों में कर सकेंगे। L-3 • नीम के गुणों और महत्व को	<u>(MA-2) Activity</u> श्रुतलेख , <u>मौखिक</u> <u>प्रश्नोत्तरी,</u> <u>MCQ, वाचन</u> <u>परीक्षण</u>	1.श्रुतलेख 2.पठन कार्य 3.अभिनय प्रस्तुति	<u>Weekly test-2</u> <u>12 June</u> <u>(Bridge course)</u> वर्ण विचार, मात्राएँ भाषा लिपि और व्याकरण संज्ञा, लिंग वचन
				5					
				2					
				3					

				3	चित्र-वर्णन (3)	<p>समझेंगे।</p> <ul style="list-style-type: none"> <li>• नए शब्दों का सही प्रयोग कर सकेंगे।</li> <li>• प्रकृति के प्रति प्रेम विकसित होगा।</li> </ul>	<p><i>कविता वाचन,</i></p>	4.वाद-विवाद	
3	July	26	22	4	पाठ 3.नीम (4 days),	<ul style="list-style-type: none"> <li>• L-4 छात्र संतुलित आहार के महत्व को समझेंगे।</li> <li>• भोजन के प्रकार और उनके लाभ जानेंगे।</li> <li>• स्वस्थ आदतों को अपनाने की प्रेरणा मिलेगी।</li> <li>• पोषण के प्रति जागरूकता विकसित होगी।</li> <li>• L-5 डर और अफवाह के बीच अंतर समझेंगे।</li> <li>• सही निर्णय लेने की क्षमता विकसित होगी।</li> <li>• डर और अफवाह के बीच अंतर समझेंगे।</li> <li>• सही निर्णय लेने की क्षमता विकसित होगी।</li> </ul>	<p><i>(MA-3) Activity एक सप्ताह का हेल्दी डाइट प्लान बनाना</i></p> <p><i>कहानी का नाटक प्रस्तुत करना</i></p> <p><i>(SEA 1) Activity संवाद-लेखन</i></p>	<p>1.श्रुतलेख 2.विचार-विमर्श 3.अभिनय प्रस्तुति 4.वाद-विवाद</p>	<p><i>PT-I Portion,(10 July)</i> PT-I पाठ 1,2 व्याकरण = 1.भाषा ,लिपि और व्याकरण 2.वर्ण-विचार,मात्राएँ, 3.लिंग , 4.वचन 5.संज्ञा, 6.सर्वनाम 7.अपठित गद्यांश, 8.चित्र-वर्णन, 9.संवाद-लेखन</p>
				4	पाठ 4.हमारा आहार (4days),				
				4					
				1	पाठ 5.आसमान गिरा (गद्य) (4 days),				
				2					
				1	पर्यायवाची (2 days), (1 to14)				
				6	संवाद-लेखन (2days) अपठित-गद्यांश (2days) <i>Revision (2days)</i>				

4	August	20	16	3	पाठ 6. जयपुर से पत्र (3days)	<p>विद्यार्थी कहानी की मुख्य घटनाओं और पात्रों की पहचान कर सकें। पाठ में निहित मूल्यों जैसे मित्रता, सहानुभूति और आत्मसम्मान को समझ सकें।</p> <ul style="list-style-type: none"> <li>समूह में मिलकर कार्य करने, विचार साझा करने और सहयोग करने की क्षमता विकसित कर सकें।</li> </ul>	<p><b>(SEA 2) Activity</b> <b>समय के महत्व पर 50 से 70 शब्दों का एक अनुच्छेद लिखिए</b></p>	<p>1.श्रुतलेख 2.कक्षा परीक्षा 3.अभिनय प्रस्तुति 4.वाद-विवाद</p>	<p><b>Term-I (10 Sep) Portion</b> पाठ 1 से 6 व्याकरण= 1.भाषा, लिपि और व्याकरण 2.वर्ण-विचार,मात्राएँ, 3.संज्ञा 4.सर्वनाम, 5.विशेषण, 6.विलोम, 7.पर्यायवाची, 8.लिंग, 9.वचन 10.क्रिया, 11.अपठित गद्यांश, 12.अनुच्छेद-लेखन, 13.औपचारिक-पत्र 14.चित्र-वर्णन, 15.संवाद-लेखन</p>
				2	विशेषण -(2days)				
				1	क्रिया(1days),				
				2	औपचारिक पत्र-(2days)				
				2	अनुच्छेद लेखन - (2days) <b>Revision ( 6 days )</b>				
				6					

5	September	22	17	5	<p>Ch.7. नकली हीरे (5 days),  Ch.8.ओणम के रंग (5 days),  समरूपी भिन्नार्थक शब्द (3 days),  मुहावरे (3 days),  Activity (1 day),</p>	<p>विद्यार्थी कहानी के माध्यम से सत्य और असत्य में अंतर समझेंगे।</p> <ul style="list-style-type: none"> <li>• धोखा और सावधानी के महत्व को समझेंगे।</li> </ul> <p>Ch.8</p> <ul style="list-style-type: none"> <li>• ओणम त्योहार का महत्व समझना</li> <li>• संस्कृति और परंपरा से जुड़ाव</li> <li>• त्योहारों के माध्यम से एकता समझना</li> </ul>	<p><b>(MA-1) Activity-</b>  <u>चित्र वर्णन</u>  श्रुतलेख ,  सस्वर वाचन।  गांधी जी के ऊपर एक अनुच्छेद लिखिए</p>	<p>1.श्रुतलेख  2.मौखिक परीक्षा  3.अभिनय प्रस्तुति  4.वाद-विवाद</p>	<p>मुहावरे(2days),</p>
				5					
				3					
				3					
				1					

Term: II

Subject: Hindi (2nd Language )

Class: IV

SI No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
6	October	21	21	6	9.मिठाइयों का सम्मेलन (6 days), विराम-चिह्न (4days)	Ch.7. विद्यार्थी कहानी के माध्यम से सत्य और असत्य में अंतर समझेंगे। • धोखा और सावधानी के महत्व को समझेंगे।	श्रुतलेख , सस्वर वाचन। गांधी जी के ऊपर एक अनुच्छेद लिखिए	1.श्रुतलेख 2.मौखिक परीक्षा 3.अभिनय प्रस्तुति 4.वाद-विवाद	<u>Weekly test-11</u> <u>16 Oct</u> Ch.7. नकली हीरे समरूपी भिन्नार्थक शब्द
				4	विलोम 20 to 38 (2days )	Ch.8 • ओणम त्योहार का महत्व समझना			
				2	चित्र वर्णन (3days)	• संस्कृति और परंपरा से जुड़ाव			
				3	अनुच्छेद-लेखन, (3 days) <b>(Subject Enhancement Activities) (3days)</b>	• त्योहारों के माध्यम से एकता समझना			
				3		Ch.9 • मिठाइयों का सांस्कृतिक महत्व			
				3		• साझा करने की भावना • सामाजिक संबंधों को समझना			

7	November	18	18	5	Ch.10.'कैमरा' (5 days)	Ch.10• छात्र कविता का उचित लय, ताल और शुद्ध उच्चारण के साथ वाचन कर सकेंगे। • कैमरे के कार्य और महत्व को समझ सकेंगे। • “प्रकाश-छाया” के आधार पर चित्र बनने की प्रक्रिया को समझेंगे।	(MA-2) Activity- पठित काव्यांश (SEA 1) Activity 'कक्षा परीक्षा' श्रुतलेख	1.श्रुतलेख 2.मौखिक परीक्षा 3.अभिनय प्रस्तुति 4.वाद-विवाद	
				5	Ch.11.कविता का कमाल' (5 days)				
				3	अनेकार्थी शब्द (3 days)				
				3	वाक्यांश के लिए एक शब्द (3 days)				
				2	पर्यायवाची 13 to 24 (2days)				

8	December	25	21	5	Ch 12 शतरंज में मात (5days)	<ul style="list-style-type: none"> <li>छात्र कहानी का सही वाचन और अर्थ समझ सकेंगे।</li> <li>छात्र तेनालीरामन की चतुराई और बुद्धिमत्ता को समझ सकेंगे।</li> <li>छात्र घटनाओं के क्रम (Sequence) को सही ढंग से बता सकेंगे।</li> <li>छात्र नए शब्दों का अर्थ समझकर वाक्य में प्रयोग कर सकेंगे।</li> <li>छात्र तर्कशक्ति, निर्णय क्षमता और समस्या समाधान कौशल विकसित कर सकेंगे।</li> <li>छात्र कहानी का सही वाचन एवं आशय समझ सकेंगे।</li> <li>छात्र आदित्य के प्रयास, लगन और मेहनत के महत्व को समझ सकेंगे।</li> </ul>	<p><i>(MA-3) Activity कहानी लेखन (SEA -2) Activity अपनी मनपसंद कोई भी एक मिठाई का नाम और उसे बनाने की विधि चित्र सहित बताइए</i></p>	<ol style="list-style-type: none"> <li>श्रुतलेख</li> <li>मौखिक परीक्षा</li> <li>अभिनय प्रस्तुति</li> <li>वाद-विवाद</li> </ol>	<p><b><u>PT-2 Portion,</u></b> Ch-7,8,9</p> <ol style="list-style-type: none"> <li>विराम-चिह्न</li> <li>विलोम,</li> <li>पर्यायवाची</li> <li>अनेकार्थी शब्द,</li> <li>समरूपी भिन्नार्थक शब्द</li> <li>अनुच्छेद-लेखन</li> <li>कहानी-लेखन</li> </ol>
				5	Ch 13. हमारा आदित्य(5days)				
				2	समूहवाची शब्द (2days)				
				4	कहानी-लेखन (4days)				
				2	अपठित गद्यांश (2days)				
				3	औपचारिक पत्र लेखन (3days)				

						<p>छात्र घटनाओं का क्रमबद्ध वर्णन कर सकेंगे।</p> <ul style="list-style-type: none"> <li>• छात्र नए शब्दों का अर्थ समझकर उनका वाक्य में प्रयोग कर सकेंगे।</li> <li>• छात्र आत्मविश्वास, परिश्रम और सकारात्मक सोच विकसित कर सकेंगे।</li> </ul>			
10	January	20	20	PT-II(40)	PT-II(40)	PT-II(40)	PT-II(40)		

11	February	23	19	पुनरावर्तन (Term II)	पुनरावर्तन (Term-II)	पुनरावर्तन (Term II)	पुनरावर्तन (Term-II)	पुनरावर्तन (Term-II)	<u>Weekly test-20</u> <u>5 Feb</u> Ch- 7,8,9,10,11,12,13 व्याकरण = 1.विराम-चिह्न' 2.विलोम, 3.पर्यायवाची 4.अनेकार्थी शब्द, 5.समूहवाची शब्द 6.समरूपी भिन्नार्थक शब्द 7.वाक्यांश के लिए 8. मुहावरे 9.औपचारिक पत्र 10.चित्र वर्णन 11.अनुच्छेद लेखन , 12.कहानी पूरी करो
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Subject Teacher

HOD

VP



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Kannada II Language

Class: IV

Term: I

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Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	5+5+5	ಸೇತುಬಂಧ: ವರ್ಣಮಾಲೆ ( ಸ್ವರ, ವ್ಯಂಜನ ಹಾಗೂ ಯೋಗವಾಹಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆ) (7)days	ಸೇತುಬಂಧ: ವರ್ಣಮಾಲೆ ವಿಧಗಳು ಹಾಗೂ ಉಚ್ಚಾರ ಮಾಡುವ ಕ್ರಮವನ್ನು ಅರಿಯಲು ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು.	ಕನ್ನಡದ 5 ಕವಿಗಳ ಕಿರು ಪರಿಚಯ ಬರೆಯುವ ಚಟುವಟಿಕೆ. * ಕನ್ನಡ ನಾಡಿನ ಮಹತ್ವದ ಕುರಿತು ಪ್ರಬಂಧ ರಚನೆ ಚಟುವಟಿಕೆ	ಉಕ್ತಲೇಖನ, ಘಟಕ ಪರೀಕ್ಷೆ	
					* ವ್ಯಾಕರಣ: ಒತ್ತಕ್ಷರ ಪದಗಳನ್ನು ವಿಂಗಡಿಸಿ ಬರೆ ( ಸಜಾತಿ , ವಿಜಾತಿ) ಗುಣಿತಾಕ್ಷರ ಗುರುತಿಸಿ, (4 days) ಲಿಂಗಗಳು, ವಚನಗಳು : (ಏಕವಚನ, ಬಹುವಚನ)(4days)	ವ್ಯಾಕರಣ: ಸಜಾತಿ/ ವಿಜಾತಿ ಪದಗಳನ್ನು ವಿಂಗಡಿಸಿ ಬರೆಯುವ ಹಾಗೂ ಗುಣಿತಾಕ್ಷರ ಗುರುತಿಸಿ ಬರೆಯುವ, ಕೌಶಲವನ್ನು ಬೆಳೆಸುವುದು. *ಲಿಂಗಗಳನ್ನು ಗುರುತಿಸಿ ನಿರ್ದಿಷ್ಟ ಲಿಂಗದಲ್ಲಿ ಬರೆಯುವ ಹಾಗೂ ವಚನಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಸಾಮರ್ಥ್ಯ ಹೆಚ್ಚಿಸುವುದು.	ಸಜಾತಿ/ ವಿಜಾತಿ ಪದಗಳನ್ನು ವಿಂಗಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ	MCQ Test	
2		18	18	4+5+5+4	Ch-1 ಕನ್ನಡಮ್ಮನ ಹರಕೆ (ಪದ್ಯ) (4)days	Ch 1: *ಕನ್ನಡ ಭಾಷೆಯ ಸೊಬಗನ್ನು ಅರ್ಥೈಸುವುದು. * ಕವಿ ಕುವೆಂಪುರವರ ಕಿರುಪರಿಚಯಿಸುವುದು. * ಕನ್ನಡ ಭಾಷೆಗಾಗಿ ಹೋರಾಟ ಮಾಡಲೂ ಸಿದ್ಧನೆಂಬ ಭಾವನೆಯನ್ನು ಉತ್ತೇಜಿಸುವುದು. ಪದ್ಯದ ಶೈಲಿ ಮತ್ತು ತಾತ್ಪರ್ಯವನ್ನು ತಿಳಿಸುವುದು.	ಕನ್ನಡದ 5 ಕವಿಗಳ ಕಿರು ಪರಿಚಯ ಬರೆಯುವ ಚಟುವಟಿಕೆ. * ಕನ್ನಡ ನಾಡಿನ ಮಹತ್ವದ ಕುರಿತು ಪ್ರಬಂಧ ರಚನೆ ಚಟುವಟಿಕೆ	ಉಕ್ತಲೇಖನ, ಘಟಕ ಪರೀಕ್ಷೆ	

June	June				Ch-2.ಬುದ್ಧಿವಂತ ರಾಮಕೃಷ್ಣ (5 Days)	Ch 2: * ತನಾಲಿ ರಾಮಕೃಷ್ಣನ ಬುದ್ಧಿವಂತಿಕೆ ಮತ್ತು ಹಾಸ್ಯದಿಂದ ಸಮಸ್ಯೆಗೆ ಪರಿಹಾರ ಶೈಲಿಯನ್ನು ಅರ್ಥೈಸುವುದು. * ಕಥೆಯ ಮೂಲಕ ಬುದ್ಧಿವಂತಿಕೆ, ಪ್ರಾಮಾಣಿಕತೆ, ಧೈರ್ಯ ಮತ್ತು ತೀಕ್ಷ್ಣ ಬುದ್ಧಿಯ ಮಹತ್ವವನ್ನು ಅರ್ಥೈಸುವುದು. ಕಠಿಣ ಪದಗಳನ್ನು ಅರ್ಥೈಸುವುದು.	ವಾಕ್ಯಗಳನ್ನು ಸರಿಪಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.	ಉಕ್ತಲೇಖನ, ಘಟಕ ಪರೀಕ್ಷೆ.	Date: 12/6/2026 WT-2 ವರ್ಣಮಾಲೆ, ಒತ್ತಕ್ಷರ ಪದಗಳು,ಲಿಂಗಗಳು, ವಚನಗಳು
					Ch-3. ವೀರಮಾತೆ ಜೀಜಾಬಾಯಿ (5 Days)	Ch 3. ವೀರ ಮಾತೆ ಜೀಜಾಬಾಯಿಯ ಜೀವನ ಮತ್ತು ಸಾಧನೆಗಳ ಪರಿಚಯ ಅರಿಯುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು. * ಸಮಾಜದಲ್ಲಿ ಮಹಿಳೆಯರ ಪಾತ್ರದ ಮಹತ್ವವನ್ನು ಅರ್ಥೈಸುವುದು. *ಶಿವಾಜಿಯ ಬಾಲ್ಯವನ್ನು ಹಾಗೂ ಮೊಘಲ ಸಾಮ್ರಾಟನಾಗಿ ಮರಾಠರ ಉನ್ನತಿಗೆ ಕಾರಣನಾದ ಎಂಬ ಇತಿಹಾಸವನ್ನು ಅರಿಯುವ ಸಾಮರ್ಥ್ಯ ಹೆಚ್ಚಿಸುವುದು	ಸ್ವಾತಂತ್ರ್ಯಕ್ಕಾಗಿ ಹೋರಾಡಿದ 5 ಹೋರಾಟಗಾರ್ತಿಯರ ಭಾವಚಿತ್ರ ಅಂಟಿಸಿ ಕಿರುಪರಿಚಯ ಬರೆಯುವ ಚಟುವಟಿಕೆ (SEA 1)	Open book Test , SEA	
					Ch-4.ಮಳೆ(ಪದ್ಯ) (4 Days)	Ch-4 . ಮಳೆಯ ಸೌಂದರ್ಯ ಹಾಗೂ ಮಹತ್ವವನ್ನು ಅರ್ಥೈಸುವುದು. * ಮಳೆ ಪದ್ಯದಲ್ಲಿ ಮೂಡಿ ಬಂದಿರುವ ಜಲಚಕ್ರದ ವರ್ಣನೆಯನ್ನು ತಿಳಿಸಿ, ವೈಜ್ಞಾನಿಕ ವಿಷಯದ ಅರಿವನ್ನು ಮೂಡಿಸುವುದು. ಅಂತರ್ಜಲ ಸಂರಕ್ಷಿಸುವ ಉಪಾಯಗಳ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು.	ಮಳೆಯ ಮಹತ್ವದ ಕುರಿತು ಪ್ರಬಂಧ ರಚನೆಯ ಚಟುವಟಿಕೆ	ಉಕ್ತಲೇಖನ, Think-pair-share	
3	July	26	21	9+8+4	Ch-5 ಅಜ್ಜಿಯ ತೋಟದಲ್ಲಿ ಒಂದು ದಿನ (9 Days)	Ch 5: ಮಲೆನಾಡಿನ ತೋಟಗಳ ವೈಶಿಷ್ಟ್ಯಗಳ ಬಗ್ಗೆ ಅರ್ಥೈಸುವುದು. * ಇಂಗು ಗುಂಡಿ ಹಾಗೂ ಸಾವಯವ ಗೊಬ್ಬರ ಬಳಸುವ ಮಹತ್ವವನ್ನು ಅರಿಯುವ ಜ್ಞಾನವನ್ನು ಬೆಳೆಸುವುದು. * ಮಣ್ಣಿನ ವೈವಿಧ್ಯತೆಯ ಬಗ್ಗೆ ಹಾಗೂ ಬೆಳೆಗಳ ಬಗ್ಗೆ ಮಾಹಿತಿಯನ್ನು ಸಂಗ್ರಹಿಸುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು.	ಚಿತ್ರ ನೋಡಿ ವಾಕ್ಯ ರಚಿಸಿ. ನೀರಿನ ಮೂಲಗಳು ಹಾಗೂ ಸಂರಕ್ಷಿಸುವ ವಿಧಾನಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡಿ ಚಿತ್ರಸಹಿತ ವಿವರಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ (SEA 2)	ಉಕ್ತಲೇಖನ, ಘಟಕಪರೀಕ್ಷೆ, SEA	PT 1 Portion: 6/7/2026 to 10/7/2026: Ch-1 ಕನ್ನಡಮ್ಮನ ಹರಕೆ (ಪದ್ಯ), Ch-2 ಬುದ್ಧಿವಂತ ರಾಮಕೃಷ್ಣ , Ch-3 ವೀರಮಾತೆ ಜೀಜಾಯಿ, Ch- 4 ಮಳೆ(ಪದ್ಯ), ವ್ಯಾಕರಣ: ವರ್ಣಮಾಲೆ, ಒತ್ತಕ್ಷರಗಳು, ಗುಣಿತಾಕ್ಷರಗಳು, ಲಿಂಗಗಳು, ವಚನಗಳು, ಪ್ರತಲೇಖನ ರಜೆಯಪತ್ರ, ಪ್ರಬಂಧ, ಚಿತ್ರಲೇಖನ,
					Ch-7.ಬೀಸೊಕಲ್ಲಿನ ಪದ (ಪದ್ಯ) ( 8 Days)	Ch 7. ಜಾನಪದ ಗೀತೆಗಳ ವೈವಿಧ್ಯತೆಯ ಬಗ್ಗೆ ಅರಿಯುವಂತೆ ತಿಳಿಸುವುದು. * ಜಾನಪದ ಗೀತೆಗಳು ಹಳ್ಳಿಯ ಜೀವನದ ಒಂದು ಭಾಗವಾಗಿದೆ ಎಂಬುದರ ಬಗ್ಗೆ ಅರಿಯುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.	ಜಾನಪದ ಹಾಡುಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ರಾಗಬದ್ಧವಾಗಿ ಹಾಡುವ ಚಟುವಟಿಕೆ.	Multiple assessment	

						*ಆಡುನುಡಿಯನ್ನು ಬರಹದ ಭಾಷೆಗೆ ಬರೆಯುವ ಕೌಶಲವನ್ನು ಹೆಚ್ಚಿಸುವುದು.			ಪಠ್ಯೇತರ ಹಾಗೂ ಪಠ್ಯಸಹಿತ ಗದ್ಯ-ಪದ್ಯಭಾಗಗಳು.
						<b>ವ್ಯಾಕರಣ:</b> ಲೇಖನ ಚಿಹ್ನೆಗಳ ಪ್ರಕಾರಗಳನ್ನು ಹಾಗೂ ಲೇಖನ ಚಿಹ್ನೆಗಳನ್ನು ವಾಕ್ಯಗಳಲ್ಲಿ ಬಳಸುವ ಬಗೆಯನ್ನು ತಿಳಿಸಿ, ಬರೆಯುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು. *ಪ್ರಬಂಧ ಬರೆಯುವಾಗ ಗಮನಿಸ ಬೇಕಾದ ಮೂಲಭೂತ ಅಂಶಗಳಾದ ಪೀಠಿಕೆ, ವಿಷಯದ ವಿವರಣೆ, ಉಪಸಂಹಾರಗಳ ಬಗ್ಗೆ ವಿವರಿಸಿ ಅರ್ಥೈಸುವುದು.	* ನನ್ನ ನೆಚ್ಚಿನ ತೋಟ , *ನೀರಿನ ಮಹತ್ವ ಗಳ ಕುರಿತು ಪ್ರಬಂಧ ರಚನೆ ಚಟುವಟಿಕೆ	Writing skill test	
4	August	20	16	6+3+7	Ch-8 ತಾಯಿಗೊಂದು ಪತ್ರ (6days)	Ch - 8 * ವೈಯಕ್ತಿಕ ಪತ್ರ ಬರೆಯುವ ಬಗೆಯನ್ನು ಅರ್ಥೈಸುವುದು. * ದಸರಾ ಹಬ್ಬದ ವೈಶಿಷ್ಟ್ಯವನ್ನು ಅರಿಯುವ ಮನೋಭಾವವನ್ನು ಬೆಳೆಸುವುದು. ಪತ್ರದ ವಿಧಗಳನ್ನು ಅರಿಯುವ ಹಾಗೂ ಲಕ್ಷಣಗಳನ್ನು ತಯಾರಿಸುವ ಕೌಶಲ ಹೆಚ್ಚಿಸುವುದು.	*ವೈಯಕ್ತಿಕ ಮತ್ತು ವ್ಯವಹಾರಿಕ ಪತ್ರಲೇಖನ ಬರೆಯುವ ಚಟುವಟಿಕೆ. ದಸರಾ ಹಬ್ಬದ ವಿಶೇಷತೆಯ ಬಗ್ಗೆ ಚಿತ್ರದೊಂದಿಗೆ ಲೇಖನ ಬರೆಯುವ ಚಟುವಟಿಕೆ.	ಉಕ್ತಲೇಖನ, Multiple assessment	
					<b>ವ್ಯಾಕರಣ:</b> ಪತ್ರಲೇಖನ-ವೈಯಕ್ತಿಕ ಪತ್ರ ಲೇಖನ (3 days)	<b>ವ್ಯಾಕರಣ:</b> ಪತ್ರಲೇಖನ ವಿಧಗಳು ಹಾಗೂ ವೈಯಕ್ತಿಕ ಪತ್ರ ಬರೆಯುವ ಮಾದರಿಯನ್ನು ಅರ್ಥೈಸುವುದು. ಸಂಭೋದನೆಯ ವಿವಿಧತೆಯನ್ನು ತಿಳಿಸಿ, ಉಭಯ ಕುಶಲೋಪರಿ ಬರೆಯುವ ಹಾಗೂ ವಿಳಾಸ ಬರೆಯುವ ಬಗೆಯನ್ನು ವಿವರಿಸಿ ಪತ್ರ ಬರೆಯುವ ಜ್ಞಾನ ಮೂಡಿಸುವುದು.	ಪತ್ರಲೇಖನ ಪ್ರೋಚಾರ್ಟ್ ಬರೆಯುವ ಚಟುವಟಿಕೆ,ವೈಯಕ್ತಿಕ ಮತ್ತು ವ್ಯವಹಾರಿಕ ಪತ್ರಲೇಖನ ಬರೆಯುವ ಚಟುವಟಿಕೆ.	Writing skill test	
					ಪುನರಾವರ್ತನೆ Term I Exam (7 days)				

5	Sep	22	15	15	Term I Portion: Ch-1 ಕನ್ನಡಮೈನ ಹರಕೆ (ಪದ್ಯ), Ch-2 ಬುದ್ಧಿವಂತ ರಾಮಕೃಷ್ಣ, Ch-3 ವೀರಮಾತೆ ಜೀಜಾಯಿ, Ch- 4 ಮಳೆ(ಪದ್ಯ), Ch-5 ಅಜ್ಜಿಯ ತೋಟದಲ್ಲಿ ಒಂದು ದಿನ Ch-7.ಬೀಸೊಕಲ್ಲಿನ ಪದ (ಪದ್ಯ) Ch-8 ತಾಯಿಗೊಂದು ಪತ್ರ . ವ್ಯಾಕರಣ: ವರ್ಣಮಾಲೆ, ಒತ್ತಕ್ಷರಗಳು, ಗುಣಿತಾಕ್ಷರಗಳು, ಲಿಂಗಗಳು, ವಚನಗಳು, ಲೇಖನ ಚಿಹ್ನೆಗಳು, ಪ್ರಾಸಪದ, ಸರಿಯಾದ ರೂಪ, ಕೂಡಿಸಿ,ಬಿಡಿಸಿ ಬರೆ, ವಾಕ್ಯ ಸರಿಪಡಿಸಿ, ವಿರುದ್ಧಾರ್ಥಕ ಪದ, ಸಮಾನಾರ್ಥಕ ಪದ, ಗಾದೆಗಳು, ಗ್ರಾಂಥಿಕರೂಪ, ಸ್ವಂತವಾಕ್ಯ, ಪತ್ರಲೇಖನ-ವೈಯಕ್ತಿಕ ಪತ್ರ ಮತ್ತು ರಜೆಯಪತ್ರ, ಪ್ರಬಂಧ, ಚಿತ್ರಲೇಖನ, ಪಠ್ಯೇತರ ಹಾಗೂ ಪಠ್ಯಸಹಿತ ಗದ್ಯ-ಪದ್ಯಭಾಗಗಳು.	Term II				
					Term II Ch - 9. ಮಹಿಳಾ ದಿನಾಚರಣೆ (15 Days)	Ch -9 ಮಹಿಳಾ ದಿನಾಚರಣೆ ಮಾರ್ಚ್ 8 ರಂದು ನಡೆಸಲಾಗುವುದು ಹಾಗೂ ಭಾರತದ ಹೆಮ್ಮೆಯ ಮಹಿಳೆಯರ ಸಾಧನೆಯನ್ನು ಸ್ಮರಿಸುವ ದಿನವೆಂದು ಅರಿವು ಮೂಡಿಸುವುದು. * ಒನಕೆ ಒಬವ್ವ, ಕಿತ್ತೂರು ರಾಣಿ ಚೆನ್ನಮ್ಮ, ರಾಣಿ ಅಬ್ಬಕ್ಕ ಇನ್ನು ಮುಂತಾದ ಮಹಿಳೆಯರ ಬಗ್ಗೆ ಅರಿಯುವಂತೆ ತಿಳಿಸುವುದು. ಸಾಹಿತ್ಯ, ಸಂಗೀತ , ಬಾಹ್ಯಾಕಾಶ, ವಿಜ್ಞಾನ,ತಂತ್ರಜ್ಞಾನ,ಕ್ರೀಡಾಕ್ಷೇತ್ರ ಇನ್ನು ಮುಂತಾದ ಕ್ಷೇತ್ರಗಳಲ್ಲಿ ಸಾಧನೆ ಮಾಡಿದ ಮಹಿಳೆಯ ಬಗ್ಗೆ ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಹೆಚ್ಚಿಸುವುದು.	ಮಹಿಳಾ ದಿನಾಚರಣೆ ಮಹತ್ವದ ಕುರಿತು ಅನಿಸಿಕೆಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ. ಸ್ವಾತಂತ್ರ್ಯಕ್ಕಾಗಿ ಹೋರಾಡಿದ ಮಹಿಳೆ ಅಥವಾ ನಾಡಿಗೆ ಕೀರ್ತಿಯನ್ನು ತಂದ ಮಹಿಳೆಯರ ಸಾಧನೆಯ ಕುರಿತು ಒಂದು ಕಿರು ಪ್ರಬಂಧ ರಚನೆ ಚಟುವಟಿಕೆ.	Open book Test :- ಗದ್ಯಭಾಗ ಪ್ರಶ್ನೋತ್ತರ		

Note: Ch-6 ದೊಡ್ಡವರು ಯಾರು? ಪಾಠವನ್ನು ಮೌಖಿಕ ಅಭ್ಯಾಸಕ್ಕೆ ತೆಗೆದುಕೊಳ್ಳಲಾಗುವುದು. ಈ ಪಾಠವನ್ನು ಮೌಲ್ಯಮಾಪನದಲ್ಲಿ ಅಳವಡಿಸಿಲ್ಲ.

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
6	Oct Oct	21	21	8+10+3	Ch - 10. ಸರ್ವಜ್ಞನ ತ್ರಿಪದಿಗಳು. (8)days ,	Ch -10. ತ್ರಿಪದಿಗಳ ಅರ್ಥವನ್ನು ಹಾಗೂ ಸರ್ವಜ್ಞ ಕವಿಯ ಬಗ್ಗೆ ಅರಿಯುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು. * ಪದ್ಯದಲ್ಲಿ ತಿಳಿಸಿರುವ ನೈತಿಕ ಮೌಲ್ಯಗಳ ಬಗ್ಗೆ ಅರ್ಥೈಸುವುದು. *ಜಾತಿ ಮತ್ತು ಭೇದವನ್ನು ತೊರೆದು ಬಾಳಬೇಕು ಎಂಬ ಮನೋಭಾವವನ್ನು ಮೂಡಿಸುವುದು.	ನಾವೆಲ್ಲರೂ ಒಂದೆ ಜಾತಿ, ಮತ ಎಂಬುದರ ಬಗ್ಗೆ ಚರ್ಚಿಸುವ ಹಾಗೂ ವಿವಿಧತೆಯಲ್ಲಿ ಏಕತೆ ಎಂಬ ಘೋಷಣೆಗಳನ್ನು ಫಲಕಗಳಲ್ಲಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ	ಉಕ್ತಲೇಖನ, ಘಟಕಪರೀಕ್ಷೆ.	Date : 16/10/2026 WT- 2 Portion: Ch - 9. ಮಹಿಳಾ ದಿನಾಚರಣೆ ,ವ್ಯಾಕರಣ: ಪಾಠದ ಹಿಂದಿನ ಅಭ್ಯಾಸಗಳು.

					<p>Ch-11. ಮಹಾಭಾರತ ನಮ್ಮ ಭಾರತದ ಮಹಾಕಾವ್ಯ ಎಂಬುದನ್ನು ತಿಳಿಸುವುದು. *ಮಹಾಭಾರತದ ಪಾತ್ರಗಳ ಪರಿಚಯ ಹಾಗೂ ಮಹಾಭಾರತದ ಹಿನ್ನೆಲೆ, ಚಕ್ರವ್ಯೂಹದ ವಿವರಣೆ, ಅಭಿಮನ್ಯುವಿನ ಧೈರ್ಯದ ಬಗ್ಗೆ ಅರಿಯುವಂತೆ ವಿವರಿಸಿ ಅರ್ಥೈಸುವುದು. ಕೌರವ ಹಾಗೂ ಪಾಂಡವರ ನಡುವಿನ ದ್ವೇಷವು ವಂಶವನ್ನೆ ಹಾಳುಮಾಡಿದ ವಿಷಯವನ್ನು ವಿಶ್ಲೇಷಿಸುವ ಬಗೆಯನ್ನು ಅರ್ಥೈಸುವುದು.</p>	<p>ಮಹಾಭಾರತದ ಪಾತ್ರಗಳ ಚಿತ್ರಗಳನ್ನು ಅಂಟಿಸಿ ಪರಿಚಯ ಬರೆಯುವ ಚಟುವಟಿಕೆ (SEA 3), ವೀರ ಅಭಿಮನ್ಯುವಿನ ಸಂಭಾಷಣೆ ಬರೆಯುವ ಚಟುವಟಿಕೆ.</p>	<p>Open book Test , SEA</p>		
					<p>ವ್ಯಾಕರಣ: (ಬಿಡಿಸಿ/ ಕೂಡಿಸಿ ಬರೆ)(3)days</p>	<p>ವ್ಯಾಕರಣ: ಪದಗಳನ್ನು ಕೂಡಿಸಿ, ಬಿಡಿಸಿ ಬರೆಯುವ ಕೌಶಲವನ್ನು ಹೆಚ್ಚಿಸುವುದು.</p>	<p>ಪದಗಳನ್ನು ಕೂಡಿಸಿ, ಬಿಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p>	<p>Multiple assessment</p>	
7	Nov	19	18	8+8+2	<p>Ch-12. ಪ್ರವಾಸಕ್ಕೆ ಹೋಗುವಾಗ ಮಾಡಬೇಕಾದ ಯೋಜನೆಗಳ ಬಗ್ಗೆ ಅರಿಯುವಂತೆ ತಿಳಿಸುವುದು. * ರೈಲಿನ ನಿಲ್ದಾಣದ ಚಟುವಟಿಕೆಗಳು ಹಾಗೂ ಟಿಕೆಟ್ ತೆಗೆದುಕೊಂಡು ಪ್ರಯಾಣ ಮಾಡಬೇಕೆಂಬ ನಿಯಮಗಳ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು. * ಶ್ರವಣಬೆಳಗೊಳದ ಏಕಶಿಲಾ ಗೊಮ್ಮಟಮೂರ್ತಿ, ಭರತ, ಬಾಹುಬಲಿಯ ಮೂರ್ತಿಗಳ ಬಗ್ಗೆ ಹೂ ಸ್ಥಳ ಮಹಿಮೆಯ ಬಗ್ಗೆ ವಿವರಣಾತ್ಮಕವಾಗಿ ಅರ್ಥೈಸುವುದು.</p>	<p>ಘಟನಾನುಸಾರ ವಾಕ್ಯಗಳನ್ನು ಸಂಯೋಜಿಸುವುದು. ಚಿತ್ರವನ್ನು ಗಮನಿಸಿ ವಾಕ್ಯ ರಚನೆ, ನಮ್ಮ ಕನ್ನಡನಾಡಿನ ಐತಿಹಾಸಿಕ ಪ್ರಸಿದ್ಧ ಸ್ಥಳಗಳನ್ನು ಚಿತ್ರದೊಂದಿಗೆ ವಿವರಿಸುವುದು. (SEA 4)</p>	<p>ರಸಪ್ರಶ್ನೆ, Think-pair- share SEA</p>		
					<p>Ch-14 ಭಾರತದ ಸ್ವಾತಂತ್ರ್ಯಕ್ಕಾಗಿ ಬ್ರೀಟೀಷರ ವಿರುದ್ಧ ಹೋರಾಡಿದ ಮಹನೀಯರ ಬಗ್ಗೆ ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸುವಂತೆ ಅರಿವು ಮೂಡಿಸುವುದು. * ಹುಬ್ಬಳ್ಳಿ ಯ ದುರ್ಗದ ಬಯಲಿನಲ್ಲಿ ನಡೆದ ಚಲೇಜಾವ್ ಚಳುವಳಿಯಲ್ಲಿ ಪುಟ್ಟ ಬಾಲಕ ನಾರಾಯಣನು ಭಾಗವಹಿಸಿದ ಸನ್ನಿವೇಶವನ್ನು ವಿವರಿಸಿ, ಮಕ್ಕಳಲ್ಲಿ ದೇಶಾಭಿಮಾನ ಮನೋಭಾವವನ್ನು</p>	<p>ನಮ್ಮ ದೇಶದ ಸ್ವಾತಂತ್ರ್ಯ ಹೋರಾಟಗಾರರ ಭಾವಚಿತ್ರಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ, ಹೆಸರಿಸಿ ಫಲಕ ತಯಾರಿಸುವ ಚಟುವಟಿಕೆ</p>	<p>Open book Test</p>		

						ಬೆಳೆಸುವುದು.				
						ವ್ಯಾಕರಣ:ವ್ಯವಹಾರಿಕ ಪತ್ರ (2)days	ವ್ಯಾಕರಣ: ಪತ್ರಲೇಖನ ಮಾದರಿ ಬರೆದು. ವ್ಯವಹಾರಿಕ ಪತ್ರ ಬರೆಯುವಾಗ ಅನುಸರಿಸಬೇಕಾದ ನಿಯಮಗಳ ಬಗ್ಗೆ ಅರ್ಥೈಸುವುದು.	ವ್ಯವಹಾರಿಕ ಪತ್ರಲೇಖನ ಬರೆಯುವ ಚಟುವಟಿಕೆ.	Writing skill test	
8	Dec	25	20	4+8+8	Ch-15 (Poem) ದುಡಿಮೆಯ ಗರಿಮೆ(4) days	Ch -15 ಕಾರ್ಮಿಕ ವರ್ಗಗಳ ವಿವಿಧತೆಯ ಬಗ್ಗೆ ಅರ್ಥೈಸುವುದು. * ಕಮಾರ, ಬಡಿಗ, ಮಡಿವಾಳ, ನೇಕಾರ, ಮೀನುಗಾರ, ಮರಗೆಲಸಗಾರ ಮುಂತಾದ ಕಸುಬುದಾರರ ದುಡಿಮೆಯ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು. *ಪ್ರತಿಯೊಂದು ಕಸುಬು ತನ್ನದೇ ಆದ ಮಹತ್ವ ಹೊಂದಿದೆ ಎಂದು ಅರ್ಥೈಸುವುದು.	ವಿವಿಧ ಕಸುಬುಗಳ ಚಿತ್ರಗಳನ್ನು ಅಂಟಿಸಿ, ಆ ಕಸುಬುದಾರರ ಅನ್ವರ್ಥನಾಮಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ	ಘಟಕ ಪರೀಕ್ಷೆ	PT 2 Portion date : 7/12/2026to 9/9/2026 Ch - 9. ಮಹಿಳಾ ದಿನಾಚರಣೆ, Ch - 10. ಸರ್ವಜ್ಞನ ತ್ರಿಪದಿಗಳು. ,Ch - 11.ವೀರ ಅಭಿಮನ್ಯು, ವ್ಯಾಕರಣ: ಬಿಡಿಸಿ/ ಕೂಡಿಸಿ ಬರೆಪತ್ರಲೇಖನ- ವೈಯಕ್ತಿಕ ಪತ್ರ ಲೇಖನ, ಪ್ರಬಂಧ	
					Ch - 16. ಕನಸುಗಾರ ಕಲಾಂ (8days)	Ch-16 ಅಬ್ದುಲ್ ಕಲಾಂರವರ ಪ್ರಯೋಗಗಳ ಬಗ್ಗೆ ಹಾಗೂ ಜೀವನದ ಬಗ್ಗೆ ವಿವರಿಸಿ , ಅರ್ಥೈಸುವುದು. *ವಿಜ್ಞಾನಿಯಾಗಿ ಮಾನವೀಯತೆ ಮೆರೆದ ಹಾಗೂ ನಮ್ಮ ದೇಶಕ್ಕೆ ಹೆಮ್ಮೆಯನ್ನು ತಂದುಕೊಟ್ಟ ಕ್ವಿಪಣಿ ವಿಜ್ಞಾನಿ ಎಂಬ ವಿಷಯಗಳ ಬಗ್ಗೆ ಅರ್ಥೈಸುವುದು .	ಅಬ್ದುಲ್ ಕಲಾಂ ರವರ ಬಗ್ಗೆ ಕಿರು ಲೇಖನ ಬರೆಯುವ ಚಟುವಟಿಕೆ	MCQ Test		
					Ch-17 ಕಾಡಿನಲ್ಲೊಂದು ಸ್ಪರ್ಧೆ (8days) ,	ಕಾಡಿನ ಪ್ರಾಣಿಗಳು ಆಧುನಿಕ ಜಗತ್ತಿನ ರೈಲು, ಮೊಬೈಲ್, ವಿಮಾನ, ಬ್ಯಾಂಕ್ ಗಳ ಬಗ್ಗೆ ಹಾಗೂ ಹಿಮಾಲಯ ವಿಷಯಗಳ ಬಗ್ಗೆ ಆಶುಭಾಷಣ ಸ್ಪರ್ಧೆಯಲ್ಲಿ ಮಾತನಾಡುವ ಮೂಲಕ ವಿಷಯವನ್ನು ವಿವರಿಸಿ ತಿಳಿಸುವ ಬಗೆಯನ್ನು ವಿವರಿಸಿ, ಹೆಚ್ಚಿನ ಮಾಹಿತಿಯನ್ನು ಸಂಗ್ರಹಿಸಲು ಆಸಕ್ತಿ ಮೂಡಿಸುವುದು.	ಗುಂಪು ಚಟುವಟಿಕೆ: ಆಶುಭಾಷಣ - ವಿಷಯಗಳು: ರೈಲು, ಬ್ಯಾಂಕ್, ಟಿ.ವಿ. , ಇ- ಮೇಲ್ ಇತ್ಯಾದಿ	Think-pair- share		
9	Jan	20	20	3+17	ವ್ಯಾಕರಣ: ಕಾಲಗಳ (3)days	ವ್ಯಾಕರಣ: ಕಾಲಗಳ ವಿಧಗಳು:- ಭೂತಕಾಲ, ವರ್ತಮಾನ ಕಾಲ, ಭವಿಷ್ಯತ್ ಕಾಲ ಗಳ ಬಗ್ಗೆ ಉದಾಹರಣೆ ಸಹಿತ ಅರ್ಥೈಸುವುದು.	ಕೊಟ್ಟಿರುವ ವಾಕ್ಯಗಳನ್ನು ಗಮನಿಸಿ ಕಾಲಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ	ರಸಪ್ರಶ್ನೆ		

					ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನಾ ಪರೀಕ್ಷೆ	
10	Feb	23	19	19	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನಾ ಪರೀಕ್ಷೆ	Date : 5/2/2027 WT- 12 Portion Ch-15 (Poem) ದುಡಿಮೆಯ ಗರಿಮೆ ,Ch - 16. ಕನಸುಗಾರ ಕಲಾಂ
11	March				Term II	Term II Portion: Ch - 9. ಮಹಿಳಾ ದಿನಾಚರಣೆ, Ch - 10. ಸರ್ವಜ್ಞನ ತ್ರಿಪದಿಗಳು. Ch - 11.ವೀರ ಅಭಿಮನ್ಯು,Ch -12. ಪ್ರವಾಸ ಹೋಗೋಣ ,Ch - 14. ಹುತಾತ್ಮ ಬಾಲಕ Ch-15 (Poem)ದುಡಿಮೆಯ ಗರಿಮೆ Ch - 16. ಕನಸುಗಾರ ಕಲಾಂ Ch-17 ಕಾಡಿನಲ್ಲೊಂದು ಸ್ವರ್ಧ, ವ್ಯಾಕರಣ: ಕಾಲಗಳು , ವಿರುದ್ಧಾರ್ಥಕ ಪದ, ವಚನಗಳು, ಗುಂಪಿಗೆ ಸೇರದ ಪದ, ಪ್ರಶ್ನಾರ್ಥಕ ವಾಕ್ಯ ರಚನೆ, ಬಿಡಿಸಿ ಬರೆ, ಕೂಡಿಸಿ ಬರೆ,ಸಮಾನಾರ್ಥಕ ಪದ, ಕಾಲಗಳು, ಕ್ರಿಯಾಪದ, ಗಾದೆಗಳು, ಸ್ವಂತವಾಕ್ಯ. ಪರ್ಯಾಯ ಗದ್ಯಭಾಗ, ಪಠ್ಯಸಹಿತ ಗದ್ಯಭಾಗ / ಪದ್ಯಭಾಗ, ಚಿತ್ರಲೇಖನ, ಪ್ರಬಂಧ, ಪತ್ರಲೇಖನ			

Note: Ch-13 ಬಾವಿಯಲ್ಲಿ ಚಂದ್ರ ಪದ್ಯವನ್ನು ಮೌಖಿಕ ಅಭ್ಯಾಸಕ್ಕೆ ತೆಗೆದುಕೊಳ್ಳಲಾಗುವುದು. ಈ ಪಾಠವನ್ನು ಮೌಲ್ಯಮಾಪನದಲ್ಲಿ ಅಳವಡಿಸಿಲ್ಲ.

Subject Teacher

Subject I/C

VP

Principal



**JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP**  
**Syllabus Bifurcation: 2026-27**

**Subject: EVS**

**Term: I**

**Class: IV**

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	15	Bridge Course •Natural Resources •Weather and Seasons •Community Helpers • Transport and Communication	<ul style="list-style-type: none"> <li>Identify basic natural resources (air, water, soil, sunlight).</li> <li>Describe their uses.</li> <li>Practice saving resources.</li> <li>Identify different types of weather.</li> <li>Recognize seasons and changes.</li> <li>Choose suitable clothes and activities.</li> <li>Identify common community helpers.</li> <li>Respect and appreciate their work.</li> <li>Identify types of transport (land, air, water).</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures into air, water, soil, sunlight.</li> <li>Draw ways to save water.</li> </ul>	Oral assessment Written test	Weekly Test-1 17.04.2026 Portion: • Natural Resources • Weather and Seasons • Community Helpers • Transport and Communication
2	June	18	18	5	1.Organs and Organ Systems	<ul style="list-style-type: none"> <li>Name and identify various organ systems.</li> <li>Identify the organs involved and explain the functions of organ systems such as the skeletal, muscular, and circulatory systems.</li> <li>Explain the function of digestive system.</li> <li>Compare and contrast the respiratory system and excretory system.</li> <li>Restate the role of nervous system.</li> </ul>	To make a 3 D model of any organ system using waste materials.	Dictation , Work Sheet, Oral question answer session	
				5	2.Tongue and Teeth	<ul style="list-style-type: none"> <li>Explain the role of tongue.</li> <li>Classify the teeth based on their functions and structure.</li> <li>Analyze and apply the steps of dental care in their every day routine.</li> </ul>	SEA-1- Create 10 puzzles / riddles on different organs of human body and represent them with pictures on the chart.	Concept Mapping, Dictation Class test and question-and-answer sessions	
				3	3.Sense Organs	<ul style="list-style-type: none"> <li>Describe the role of sense organs.</li> <li>Restate the precautionary measures in order to take care of eyes and ears</li> <li>Dramatize the good touch and bad touch</li> <li>Discuss and paraphrase the importance of Braille by visually impaired people</li> </ul>	Visit to Science lab to observe and identify various parts of tongue and teeth.		
				5		PT-I Revision			
3	July	26	22	4	6.The Young Ones  7.Recreaion	<ul style="list-style-type: none"> <li>Define reproduction. Classify the animals into egg laying animals and animals that give birth to young ones.</li> <li>Summarize the adoption and the significance of it in the lives of people.</li> <li>Paraphrase the importance of recreational activities.</li> </ul>	SEA-2 -Research and list the jobs that involve working with animals and present in the form of chart.	Group discussion on Comparing how animals, birds and human take care of their young ones Work sheet, Class	Periodic Test-I: 06.07.2026 to 09.07.2026 Portion : Chapter 1,2,3,

				3		<ul style="list-style-type: none"> <li>Classify the games into indoor and outdoor games.</li> <li>Discuss and express the significance of fair play.</li> </ul>		test, Concept map	
				5	8.Work People Do	<ul style="list-style-type: none"> <li>Recognize and explain about the local craft people.</li> <li>Identify and summarize the roles of people with professional skills in our community.</li> <li>Explain gender equality and relate it with present scenarios in various professions.</li> </ul>			
				5	9.The Animal World	<ul style="list-style-type: none"> <li>Define habitat.</li> <li>Identify and explain at least three advantages of animals living in groups</li> <li>Observe and describe different types of animal behaviour such as migration, communication, and parenting, and relate them to survival and reproduction.</li> <li>Investigate and explain physical and behavioural adaptations in animals that help them survive in specific habitats.</li> </ul>			
	August	20	16	4	10.Beaks and Claws	<ul style="list-style-type: none"> <li>Identify and describe different types of beaks, feet, and claws in birds and explain how these features help birds adapt to their environment and food habits.</li> <li>Compare and contrast the beaks, feet, and claws of various birds (e.g., eagle, duck, parrot, woodpecker) to understand how form relates to function.</li> <li>Classify birds based on the type of beak and feet they have, and demonstrate understanding through simple sorting activities, drawings, or verbal explanations.</li> </ul>	Create a Fact File (Poster or Booklet) about any animal or bird of your choice.	Concept map, Class test, Think-pair-share, question-and-answer sessions	
				3	11.Root and Shoot	<ul style="list-style-type: none"> <li>Identify and describe the types of roots (tap root and fibrous root) with the help of specimens.</li> <li>Compare and contrast the modifications of roots.</li> <li>Explain the significance of shoot, and flower.</li> <li>Illustrate different parts of a flower and their roles with the help of diagram.</li> </ul>	List any 5 medicinal plants and write their name in English as well as in your mother tongue.	Concept map, Class test, Think-pair-share, question-and-answer sessions	
				3	12.Taking care of Plants	<ul style="list-style-type: none"> <li>Classify the plants based on size and shape.</li> <li>Categorize the plants into domestic plants, wild plants.</li> <li>Enlist the plants with medicinal values and state the important role they play.</li> </ul>			
				6		Revision for Term-I			
5	September	22	17	7		Term-I Exam			Term I Portion Chapter: 1,2,3,6,7,8,9,10,11,12 Date: 25.08.2026 to 07.09.2026



**JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP**  
**Syllabus Bifurcation: 2026-27**

**Subject: EVS**

**Term: II**

**Class: IV**

5	September	22	17	10	13. Where do we get food from?	<ul style="list-style-type: none"> <li>Differentiate the food based on the sources they are obtained from. Distinguish food into different categories based on the type of nutrients they include.</li> <li>Explain the importance of different food groups and their role in keeping us healthy.</li> <li>Trace and illustrate the journey of food from farm to plate and create a simple flowchart or drawing showing the steps involved in this journey</li> </ul>		Concept map, Class test, Think-pair-share, drawing, question-and-answer sessions	
6	October	21	21	7	14. Houses Then and Now	<ul style="list-style-type: none"> <li>Compare houses from the past and present in terms of materials, design, and lifestyle needs.</li> <li>Explain how house designs vary based on climatic conditions (e.g., stilt houses in flood-prone areas, sloped roofs in snowy regions).</li> <li>Describe different types of houses people live in in towns and big cities (e.g., apartments, bungalows, slums, skyscrapers).</li> </ul>	SEA-1- Make a Model of House		Weekly Test- 10 Portion: Ch- 13 09.10.2026
				7	15. Homes of Animals	<ul style="list-style-type: none"> <li>Classify animals based on the habitat — on land, in water, on trees, or along the seashore.</li> <li>Compare the homes of amphibians and land animals in terms of structure and environment.</li> <li>Paraphrase the ways in which master builders like spiders, honey bees, and potter wasps construct their homes.</li> </ul>	Make a poster on 'Be kind to Animals'		
				7	16 Mapping the Neighborhood	<ul style="list-style-type: none"> <li>Analyze different types of maps (physical, political, thematic) to understand their specific purposes and uses in daily life.</li> <li>Interpret symbols, keys, directions, and grids on a map to accurately locate landmarks in their neighborhood or community.</li> <li>Create a simple map of their neighborhood using appropriate symbols, directions, and keys.</li> </ul>	Make a Water Pledge Card: Let each student write one promise to save water (e.g., "I will turn off the tap while brushing.") They decorate and take the pledge card home.		
7	Nov	19	18	6	17 Water	<ul style="list-style-type: none"> <li>Differentiate between various sources of water (such as rivers, lakes, groundwater, and rainwater) and analyze their availability in daily life.</li> <li>Explain the methods and steps of water purification and apply them at home to ensure safe drinking water.</li> <li>Identify and analyze the causes of water pollution in their surroundings and suggest simple ways to prevent it.</li> <li>Evaluate the harmful effects of polluted water on health and the environment and adopt practices to conserve and protect water resources in daily life.</li> </ul>		Concept map, Class test, Think-pair-share, question-and-answer sessions	

				6	18 Transport Then and Now	<ul style="list-style-type: none"> <li>Describe the different types of transport, including traditional (animal-based) and modern means, and their relevance in different regions.</li> <li>Compare and contrast the use of animals for transport in earlier times with modern means, considering factors like speed, environment, and availability.</li> <li>Choose and justify the most suitable mode of transport for different situations (e.g., in hilly areas, deserts, or cities) based on need, geography, and resources.</li> </ul>			
				6	19 Travel and Currency	<ul style="list-style-type: none"> <li>Describe the different types of land forms.</li> <li>Analyze how travel from one place to another involves spending money and discuss how the choice of transport can affect travel cost.</li> <li>Identify Indian currency notes and coins and apply basic money skills (like addition and subtraction of amounts) in real-life situations such as buying tickets or shopping.</li> </ul>	SEA-2 Paste a train ticket/bus ticket of a passenger and write the information about the passenger and the journey details		
8	Dec	25	21	5	Revision for PT-II				
				5	20 Building the world	<ul style="list-style-type: none"> <li>Identify and describe the roles of skilled people involved in house construction, such as masons, carpenters, electricians, and plumbers.</li> <li>Compare and contrast different methods of brick-making and discuss the importance of bricks in building strong and safe structures.</li> <li>Classify different types of bridges (beam, arch, suspension) based on their structure and explain their significance in connecting places and making travel easier.</li> </ul>	Design a simple waste management plan for their home or school, integrating practices like segregation of waste, recycling, and reducing waste to create a cleaner environment.	Concept map, Class test, Think-pair-share, question-and-answer sessions	<b>Periodic Test 2:</b> <b>Portion: Ch- 14 to Ch-18</b> <b>Date: 07.12.2026 to 11.12.2026</b>
			6	21. Local Self Government	<ul style="list-style-type: none"> <li>Explain the structure and functions of rural and urban local self-government bodies (such as Gram Panchayat and Municipal Corporation) and their role in community development.</li> <li>Compare and contrast the roles, responsibilities, and functioning of rural and urban local self-government systems in India.</li> <li>Identify and discuss real-life examples of how local self-government impacts their daily lives (e.g., waste management, water supply, public health) and suggest ways they can participate as responsible citizens.</li> </ul>	Poster making: information about causes and effects on noise pollution			
			5	22. Pollution	<ul style="list-style-type: none"> <li>Analyze the different types of pollution (land, water, and air) and distinguish their causes and effects on the environment and human health.</li> </ul>				

						<ul style="list-style-type: none"> <li>Describe the specific effects of land, water, and air pollution on ecosystems and communities, and understand the importance of taking action to reduce pollution.</li> </ul>			
9	January	20	20	6	23.Clean Surroundings	<ul style="list-style-type: none"> <li>Compare and contrast biodegradable and non-biodegradable waste, analyzing the environmental impact of each type and identifying common examples found in their daily lives.</li> <li>Explain the differences in waste disposal methods in urban and rural areas, understanding the challenges and benefits of each approach.</li> <li>Describe waste management plan and the 5 R's.</li> </ul>		Revision Tests	Weekly Test: 19 Portion Ch- 19 to Ch-22 29.01.2027
				14	Revision	Revisions for Term-2 Examinations			
10	February	23	19	19		Revisions for Term-II Exam		Revision Tests	Term- II Chapter: Ch- 13 to Ch- 23 (24.02.27 to 08.03.27)
11	March					Term-I Examinations			

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**JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP**

**Syllabus Bifurcation: 2026-27**

**Subject: Maths**

**Class: IV**

**Term: I& II**

SI No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	15	Bridge Course-fundamental operation of 4 digits number. Tables upto15. Addition and subtraction of 4-digit number by 4-digit number with-out and with regrouping. Multiplication and division sums.	Students will be able to read and write 6-digits numbers, compare and order numbers, identify successor, predecessor. Uses the concept of rounding numbers. Add two or more 4-digit numbers accurately with and without carrying. Perform subtraction with and without regrouping. Recall and apply multiplication tables effectively. Divide 3-digit number by 1-digit number with and with out regrouping.		Class test, worksheet, MA	
2	June	18	18	Ch1-9, Ch2-9,	Chapter 1- Number System Chapter 2- Addition and Subtraction.	Students will be able to add and subtract up to 6-digit numbers without and with regrouping.	SEA1- Arrange the match sticks to get correct Roman number. Lab activity1- On the abacus the 4 digit number representation.	Class test, worksheet, MA	

						Solves real life word problems involving addition and subtraction.	SEA2-Write and add the expenditure of a holiday trip like tickets, food shopping etc. Estimate your answer to the nearest 10's and 100's.		
3	July	26	22	Revision-5, Ch3-8, Ch4-9	Revision for PT-1 Chapter - 3 Multiplication Chapter - 4 Division	Multiplies 3-4 digit numbers by 2 digit numbers. Applies multiplication in real life problem solving contexts. Students will be able to divide 3-4 digit numbers by 2 digit numbers. Applies Division in real life problem solving contexts.	SEA3- Find your way through the maze to the goal, colour the path as you proceed.(teacher's book)	Class test, worksheet, WT, PT-1	PT-1 Ch-1,2 WT(24/7/26) Ch-2,3 ( up to Mpt-3)
4	August	20	16	Ch5-9, revision-7	Chapter -5 Multiples and Factors Revision for Term-I	.Students Identifies factors and multiples of given numbers, prime and composite numbers, applies divisibility rule for 2,3,4,5 etc. Find HCF and LCM.	SEA4- Using graph paper find 5 multiples of 6.	Class test, worksheet	Term-1 Ch -1 to Ch-5
5	September	22	17	Ch 6-8 Ch 7-9	Chapter 6 - Fractions Chapter - 7 Decimals	Student will be able to identify and represents fraction as a part of whole, Compare and order like and unlike fractions. Converts improper to mixed and vice versa. Applies fraction in real-life contexts. Recognize and read decimal numbers. Identify place values: tenths, hundredths, and thousandths. Convert fractions			

						into decimals and vice versa.			
6	October	21	21	Ch8-10 Ch9-7 Ch 10-4	Chapter - 8 Geometry Chapter - 9 Patterns and Symmetry-7 Chapter –10 Metric Measures	Students will be able to identify Basic 2D and 3D shapes and its properties. Identify line of symmetry and in simple shapes. Identify and continue simple Geometric pattern.recognize different measuring units for length, weight and capacity.	lab activity2- Create mirror image with of water colour,thread,paper.	Class test, worksheet, MA	
7	November	19	18	Ch10-12, Ch11-6	Chapter - 10 Metric Measures Chapter -11 Time	Students will be able to Comparing and converting units. Identify the use of a.m. and p.m. time duration, Convert 24-hour clock to 12 hour clock and 12-hour clock to 24 hour clock	lab activity-3. Draw a circle with the help of rope. lab activity-4. Reading time with the help of wall clock.	Class test, worksheet	
8	December	25	21	ch11-5  ch12-8 ch13-8	Chapter -11 Time( Cont....)-5 Chapter - 12 Money -8 Chapter 13- Perimeter-8	Calendar Skills. Student will able to recognize and identify coins and currency ,calculate with money. Importance of budgeting and saving.Students will be able to calculate the perimeter of simple 2D shapes, finding area by counting unit squares.	lab activity-4. Reading time with the help of wall clock. lab activity-5 Comparison of different measures like metre, milimetre, cenitimetre by the help of ruler, inchtapes. Similar for weight measurement and capacity measurement.	Class test, worksheet, WT	WT (20/11/26) Ch-8,9,10

9	January	20	20	ch14-7	Chapter - 14 Data Handling Revision for term-II	Students will be able to Collecting, organizing and reading data through simple activities. creating pictograph, pie chart using collected data.	SEA5- To demonstrate how figure with same area have a different perimeter. SEA6. Finding area by counting unit squareSEA-7 Identification of Indian currency which are not in used now-a-days.	Class test, work sheet, MA	PT2 Ch7-Ch11
10	February	23	19		Revision for term-II				TERM2- Ch7-14



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2025-26

Subject: Hindi ( III Lang.)

Class: IV

Term: I

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	6	3+3	ब्रिज कोर्स -वर्णमाला (स्वर ,व्यंजन ) आ से औ की मात्रा वाले शब्द			चित्र पहचान मौखिक मूल्यांकन बच्चों से प्रश्न पूछना	
2	June	18	12	5+5+2	Ch-1- पानी मात्रा शब्द चित्र वर्णन	कविता के माध्यम से <b>पानी</b> की महता और उसकी अहमियत समझेंगे	पानी बचाने के 5 तरीके” एक चित्र सहित अपनी कॉपी में लिखें और बनाएँ	शब्दावली ,कविता पठन ,श्रुतलेख	
3	July	22	12	6+6	Ch-2 लालची तोता  Ch-3 तन्वी ने मनाया जन्मदिन	1.कहानी को ध्यानपूर्वक सुनकर उसका आशय समझ सकेंगे 2.कहानी से मिलने वाली सीख को पहचान सकेंगे। 3.लालच के दुष्परिणामों को समझेंगे। 4.कहानी को अपने शब्दों में दोहराने का सकेंगे। 1.छात्र कहानी को सुनकर और पढ़कर समझ सकें।	तोते का चित्र बनाइए।  एक छोटे नाटक की योजना — कोई बच्चा तन्वी बने, बाकी उसके दोस्त  छात्रों को अपनी खुद की कोई सीख	श्रवण और उत्तर देना ,चित्र पहचान और वर्णन	<b>WT-5 (2/7/25)</b> Portion- वर्णमाला, Ch-1- पानी  <b>WT-8 (28/7/25)</b> Portion- वर्णमाला, Ch-2 लालची तोता Ch-3 तन्वी ने मनाया जन्मदिन



Term-II

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
5	Sep.	22	9	3+3+3	Ch-6 सबके गुण एक समान वाक्य रचना प्रश्न उत्तर	<p>1 छात्र पाठ को ध्यानपूर्वक पढ़ और समझ सकें।</p> <p>2.छात्र विभिन्न फलों के गुणों को जान सकें।</p>	अपने पसंदीदा फल का चित्र बनाकर उसमें उसके गुण लिखें।	मौखिक प्रस्तुति पढ़कर उत्तर देना श्रुतलेख	<b>Weekly Test-1</b> <b>Portion-Portion</b> वर्णमाला (स्वर ,व्यंजन ) आ से औ की मात्रा वाले शब्द, Ch-6
	Oct	21	12		Ch- 9 ईद का त्योहार	<p>.विविधता और समानता का महत्व समझ सकें।</p> <p>कहानी से संबंधित</p> <p>1.छात्र ईद के त्योहार के महत्व को समझ सकें।</p> <p>2.विविध संस्कृति और धर्मों का सम्मान करना सीखें।</p> <p>3.नए शब्दों का सही उच्चारण और प्रयोग कर सकें।</p>	चित्र बनाना: "ईद का त्योहार" विषय पर चित्र बनाएँ	चित्र पहचान और वर्णन	
8	Nov	19	12	6+6	Ch-10 अमर सेनानी - सुभाषचंद्र बोस	छात्र सुभाषचंद्र बोस के जीवन और देशभक्ति को समझ सकें।	सुभाषचंद्र बोस पर 5	सर्जनात्मक लेखन	

						स्वतंत्रता संग्राम के महत्व को जान सकें। देशप्रेम, त्याग और नेतृत्व जैसे मूल्यों को पहचान सकें। पाठ से संबंधित प्रश्नों के उत्तर दे सकें।	पंक्तियाँ बोले।		
9	Dec	25	12	4+4+4	Ch-11 तेनालीराम की चतुराई	1. छात्र कहानी को ध्यानपूर्वक पढ़ें और समझें। 2. तेनालीराम के चरित्र की विशेषताओं (चतुराई, बुद्धिमत्ता) को समझ सकें। 3. नैतिक शिक्षा ग्रहण कर सकें। 4. पाठ से संबंधित प्रश्नों के उत्तर दे सकें।	चर्चा- आपको तेनालीराम की कौन सी बात सबसे अच्छी लगी?	श्रवण और उत्तर देना	Weekly Test -8 (6/12/25) Portion-Ch-9 , Ch- 10
10	Jan	20	12		पुनरावर्तन				
11	Feb	23	12		पुनरावर्तन				Term-II Portion- Ch-6, Ch-9, Ch-10, Ch-12





## JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

### Syllabus Bifurcation: 2026-27

Subject: Kannada III Language

Class: IV

Term: I

ಪಠ್ಯಪುಸ್ತಕ- ನಮ್ಮ ಕನ್ನಡ (ನೂ. ಸರಸ್ವತಿ ಹೌಸ್ ಎಜುಕೇಶನ್)

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	9	6+3	ಸೇತುಬಂಧ: ರೇಖಾಭಾಸ ವರ್ಣಮಾಲೆ, ಒತ್ತಕ್ಷರಗಳು, ಸರಳ ಪದಗಳು, ಒತ್ತಕ್ಷರ ಪದಗಳು (6 days)	*ರೇಖೆಗಳ ರೂಪರೇಖೆಗಳನ್ನು ಅರಿತು ಸ್ಪಷ್ಟವಾಗಿ ಬರೆಯುವ ಸಾಮರ್ಥ್ಯ ಹೆಚ್ಚಿಸುವುದು. * ಕನ್ನಡದ ಸ್ವರಗಳು, ವ್ಯಂಜನಗಳು ಹಾಗೂ ಯೋಗವಾಹಾಕ್ಷರಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಹಾಗೂ ಉಚ್ಚಾರ ಮಾಡುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವುದು. *ಒತ್ತಕ್ಷರಗಳಲ್ಲಿ ಸಜಾತಿ, ವಿಜಾತಿ ಪದಗಳನ್ನು ಗುರುತಿಸಿ ವಿಂಗಡಿಸಿ ಬರೆಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು.	*ವರ್ಣಮಾಲೆ ಪೋಸ್ಟರ್ ತಯಾರಿಸುವ ಚಟುವಟಿಕೆ *ಸಜಾತಿ-ವಿಜಾತಿ ಒತ್ತಕ್ಷರ ಪದಗಳನ್ನು ಗುರುತಿಸಿ, ವಿಂಗಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ ಸರಳ ಪದಗಳನ್ನು ಓದುವ ಚಟುವಟಿಕೆ	ಉಕ್ತಲೇಖನ , Writing skill Test	
2	June	18	10	5+5	*ಗುಣಿತಾಕ್ಷರಗಳು (3 days)	* ಗುಣಿತಾಕ್ಷರಗಳನ್ನು ಅ ಯಿಂದ ಅಃ ವರೆಗಿನ ಗುಣಿತಾಕ್ಷರಗಳನ್ನು ಸಂಕೇತ ಸಹಿತ ಬರೆದು, ಮೌಖಿಕವಾಗಿ ಓದುವ ಹಾಗೂ ಅಕ್ಷರ ಕೂಡಿಸಿ ಬರೆಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು.	*ಗುಣಿತಾಕ್ಷರ ಪದಗಳನ್ನು ಗುರುತಿಸಿ, ಸರಿಯಾದ ಗುಣಿತಾಕ್ಷರಕ್ಕೆ ಹೊಂದಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.	ಉಕ್ತಲೇಖನ , Writing skill Test	
					ಪಾಠ 1. ಉದಯರಾಗ (ಪದ್ಯ) (5days)	ಪಾಠ 1. ಉದಯರಾಗ ಬಗ್ಗೆ ಅರ್ಥೈಸಿ ಪದ್ಯದ ಕಠಿಣ ಪದಗಳನ್ನು ಆಂಗ್ಲ ಭಾಷೆಯಲ್ಲಿ ಅರ್ಥೈಸಿ ಪದ್ಯವನ್ನು ಕಂಠಪಾಠ ಮಾಡಿಸುವುದು. *ಅಭಾಸ ಚಟುವಟಿಕೆಯಲ್ಲಿರುವ ಪ್ರಶ್ನೋತ್ತರಗಳನ್ನು ಬರೆಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು.	ಪ್ರಾಸಪದ , ವಿರುದ್ಧಪದ, ಜೋಡಿಪದಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ. ಉದಯರಾಗ ಪದ್ಯವನ್ನು ರಾಗವಾಗಿ ಹೇಳುವ ಚಟುವಟಿಕೆ	Open Book Test	

					ಪಾಠ 2. ಬುದ್ಧಿವಂತ ಮುದುಕ (5 days)	ಪಾಠ 2. ಬುದ್ಧಿವಂತ ಮುದುಕ: ಪಾಠದಲ್ಲಿ ಬರುವ ಗುಣಿತಾಕ್ಷರಪದ ಹಾಗೂ ಒತ್ತಕ್ಷರ ಪದಗಳನ್ನು ಗುರುತಿಸಿ ಹೇಳುವ ಹಾಗೂ ಬರೆಯುವ ಕೌಶಲ ಬೆಳೆಸುವುದು.	ಅಭ್ಯಾಸದಲ್ಲಿ ಕೊಟ್ಟಿರುವ ಪದಗಳಿಗೆ ಲಿಂಗ ಬದಲಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ. ವಚನ ಬದಲಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ	Open Book Test	
3	July	26	14	7+3+4	ಪಾಠ 4 ಬಾಲಕ ಧೀರ (7 days) (3) ಚಿತ್ರ ಗುರುತಿಸಿ ಹೆಸರಿಸಿ (4)	ಪಾಠ 4 ಬಾಲಕ ಧೀರ: ಸಮುದ್ರದಲ್ಲಿ ವಾಸಿಸುವ ಪ್ರಾಣಿಗಳ ಹೆಸರನ್ನು ಬರೆಯುವ ಹಾಗೂ ಹೇಳುವ ಕೌಶಲವನ್ನು ಬೆಳೆಸುವುದು. ಸೇರಿದ ಪದಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು .	ಸಮುದ್ರದಲ್ಲಿ ವಾಸಿಸುವ ಪ್ರಾಣಿಗಳ ಚಿತ್ರಗಳನ್ನು ಅಂಟಿಸಿ, ಹೆಸರನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ.	ಉಕ್ತಲೇಖನ	Date: 7/8/2026 WT - 8 Portion: ಪಾಠ 1. ಉದಯರಾಗ, ಪಾಠ 2. ಬುದ್ಧಿವಂತ ಮುದುಕ ( ವರ್ಣಮಾಲೆ, ಒತ್ತಕ್ಷರಗಳು, ಸರಳ ಪದಗಳು, ಒತ್ತಕ್ಷರ ಪದಗಳು, ಗುಣಿತಾಕ್ಷರಗಳು
4	August	20	10	5+10	ಪಾಠ 5. ಹುಣ್ಣಿಮೆ (ಪದ್ಯ) (5 days) ಪುನರಾವರ್ತನೆ (10)	ಹುಣ್ಣಿಮೆ ಪದ್ಯವನ್ನು ಬಾಯಿಪಾಠ ಮಾಡಿಸಿ ಪದ್ಯದಲ್ಲಿ ಬರುವ ಪ್ರಾಸ ಪದಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಕೌಶಲ ಬೆಳೆಸುವುದು. ಒಂದು ವಾಕ್ಯ ಅಥವಾ ಒಂದು ಪದದಲ್ಲಿ ಉತ್ತರಿಸುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು.	ಚಂದಿರನ ಕುರಿತು ಕಿರು ಟಿಪ್ಪಣಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ	ಉಕ್ತಲೇಖನ, ಪುನರಾವರ್ತನೆ	Term I Portion: ಪಾಠ 1. ಉದಯರಾಗ (ಪದ್ಯ), ಪಾಠ 2. ಬುದ್ಧಿವಂತ ಮುದುಕ. ಪಾಠ 4 ಬಾಲಕ ಧೀರ, ಪಾಠ 5. ಹುಣ್ಣಿಮೆ (ಪದ್ಯ) ವರ್ಣಮಾಲೆ, ಒತ್ತಕ್ಷರಗಳು, ಸರಳ ಪದಗಳು, ಗುಣಿತಾಕ್ಷರಗಳು, ಲಿಂಗಗಳು, ವಚನಗಳು,

TERM 2

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
5	Sep	22	4	4	ಪಾಠ 7 ಜೀವ ಜಲ (ಪದ್ಯ) (4 days)	ನೀರಿನ ಮಹತ್ವದ ಬಗ್ಗೆ ಹಾಗೂ ನೀರಿನ ಸಂರಕ್ಷಣೆಯ ಬಗ್ಗೆ ಅರ್ಥೈಸಿ, ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಜಲಸಂರಕ್ಷಣೆಯ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು.	ಪದ್ಯವನ್ನು ಸಾಮೂಹಿಕವಾಗಿ ರಾಗವಾಗಿ ಹಾಡುವ ಚಟುವಟಿಕೆ ಚಟ	Oral test	

6	Oct	21	11	8+5+3	ಪಾಠ 8 ಧೈರ್ಯಶಾಲಿ ಕುರಿಮರಿ (ಗದ್ಯ) (8days) ಲಿಂಗಗಳು (2) ವಚನಗಳು(2)	ಪಾಠ 8 ಧೈರ್ಯಶಾಲಿ: ಪ್ರಾಣಿಗಳ ಹೆಸರನ್ನು ಓದುವ ಹಾಗೂ ಬರೆಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು. * ಅಭ್ಯಾಸ ಚಟುವಟಿಕೆಯ ಪ್ರಶ್ನೆ 5 ಮತ್ತು 6 ರ ಉತ್ತರಗಳನ್ನು ಬರೆಯುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.	ಏಕವಚನ-ಬಹುವಚನ ಪದಗಳನ್ನು ಗುರುತಿಸಿ ವಿಂಗಡಿಸಿ ಬರೆಯಿರಿ. ಲಿಂಗಗಳನ್ನು ಗುರುತಿಸಿ ನಿರ್ದಿಷ್ಟ ಲಿಂಗದಲ್ಲಿ ವಿಂಗಡಿಸುವ ಚಟುವಟಿಕೆ.	Oral test	ಉಕ್ತಲೇಖನ	
7	Nov	18	12	7+2+3	ಪಾಠ 9. ನಾವು ಎಳೆಯರು (ಪದ್ಯ) (7 days) ಪ್ರಾಸ ಪದಗಳು (2) ವಿರುದ್ಧ ಪದಗಳು(3)	ಪಾಠ 9.ನಾವು ಎಳೆಯರು (ಪದ್ಯ) ಪದ್ಯದಲ್ಲಿ ಬರುವ ಕಠಿಣ ಪದಗಳ ಅರ್ಥವನ್ನು ಅರಿಯಲು ಸಮರ್ಥರಾಗುವರು. *ಪದ್ಯವನ್ನು ಹಾಡುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಹೆಚ್ಚಿಸುವುದು.	ಪ್ರಾಸಪದ ಗುರುತಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ .	Open Book Test	ಉಕ್ತಲೇಖನ	ಪಾಠ 7 ಜೀವ ಜಲ (ಪದ್ಯ) ಪಾಠ 8 ಧೈರ್ಯಶಾಲಿ ಕುರಿಮರಿ (ಗದ್ಯ)
8	Dec	25	12	7+2+3	ಪಾಠ 11 ಪೆದ್ದ ಕೋಳಿ ಮರಿ ಪದ್ಯ (7 days) ಚಿತ್ರ ಗುರುತಿಸಿ ಹೆಸರಿಸಿ (2) ವಚನ(3)	ಪಾಠ 11 ಪೆದ್ದ ಕೋಳಿ ಮರಿ: ಪದ್ಯವನ್ನು ಕಥೆಯ ರೂಪದಲ್ಲಿ ಹೇಳುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.	ಅಭ್ಯಾಸ ಚಟುವಟಿಕೆಯಲ್ಲಿರುವ ಪ್ರಶ್ನೆ 7 ರ ಮಾದರಿಯಂತೆ ಬಿಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ	Oral test, Open Book Test		
9	Jan	20	7	7	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ			

10	Feb	23	10	10	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ	Term II Portion:ಪಾಠ 7 ಜೀವ ಜಲ , ಪಾಠ 8 ಧೈರ್ಯಶಾಲಿ ಕುರಿಮರಿ (ಗದ್ಯ),ಪಾಠ 9. ನಾವು ಎಳೆಯರು,ಪಾಠ 11 ಪೆದ್ದ ಕೋಳಿ ಮರಿ ಪದ್ಯ ಪ್ರಾಸಪದ, ಏಕವಚನ-ಬಹುವಚನ , ವಿರುದ್ಧಪದ, ಲಿಂಗಗಳು, ಗುಂಪಿಗೆ ಸೇರದ ಪದ, Picture composition. Paragraph writing.
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Subject Teacher

Subject I/C

VP

Principal



Subject: IT

Class: IV

Term: I

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April-26	15	4	4	Bridge Course: Revising Basics of Word	Revised all basic features of the word document .	Paragraph writing using different fonts, sizes, and alignment.	Practical in lab	
2	June-26	24	6	6	Ch 1. Working with Computer Peripherals	<ol style="list-style-type: none"> <li>1. Identify different computer peripherals (input, output, storage).</li> <li>2. Explain the function of each peripheral.</li> <li>3. Connect and operate basic peripherals like keyboard, mouse, printer, and USB devices.</li> <li>4. Understand safe and sustainable use of electronic devices.</li> </ol>	Demonstration and hands-on lab practice.		
3	July-26	26	8	4+4	Ch-2 Fun with Circles and Polygons in Logo  Ch-3 Managing Files and Folders.	<ol style="list-style-type: none"> <li>1. Students learn to use REPEAT Command.</li> <li>2. Students are able to Draw various Shapea using the REPEAT Command.</li> </ol> <ol style="list-style-type: none"> <li>1. Students Understand the purpose of File Explorer.</li> <li>2. Navigate This PC view and toolbar buttons.</li> <li>3. Search, Create, copy, move, and delete folders/files responsibly.</li> </ol>	Drawing shapes using Logo.  Hands-on file management tasks.	Worksheet  In lab activity test	

3	Aug-26	20	6	3	Ch-4 Personalizing your Computer.	1. Setting the desktop background, setting a screen saver. 2. Changing the mouse settings. Setting Date and Time.	“Design Your Dream Desktop” Identify different personalizatio n features (background, screensaver, mouse settings, date & time) and explain the purpose of each setting.	class test	
				3	Ch-5 Formatting Text	1. Changing text style, Text case, applying effects. 2. Aligning text and Adjusting line and Paragraph Spacing.	“Design Your Dream Invitation Card” Understanding <b>text formatting</b> (font style, size, color, alignment, bold/italic/unde rline)	Lab test	
5	Sep.	20	6	6	Revision & Assessment	Reinforcement of concepts covered in Term I.	Revision worksheets		Term-I
						Term-1 Chapter 1--5			



## JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

### Syllabus Bifurcation: 2026-27

**Subject: IT**

**Class: IV**

**Term: II**

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term /AE
1	Oct-26	21	8	6+2	Ch-6 Styling a Microsoft Word Document.	1.Inserting bullets and number list. 2.Inserting Pictures, Shapes,online pictures and Smart Art. 3.Applying WortArt and borders.	Create a formatted document	Practical + Observation	
2	Nov.	19	6	4+2	Ch-7 The Net Connect.	1. Students will be able to understand the concept of the Internet. 2. Students will be able to explain requirements to connect to the Internet.	Internet usage discussion + PPT creation.	Worksheet + Practical.	



					Ch-8 Creating A Presentation.	<ol style="list-style-type: none"> <li>1. Students will understand slides and layouts.</li> <li>2. Students will work and save, open, and close presentations.</li> </ol>	Design a presentation project	Practical Test	
3	Dec.	25	8	6+2	Ch-9 Designing A Presentation: Power Point 2016.	<ol style="list-style-type: none"> <li>1. Students will work with slides and duplicate slides.</li> <li>2. Students will insert pictures, shapes, SmartArt, and tables.</li> <li>3. Students will run slide show, use slide views, and print presentations.</li> </ol>	Simple Scratch project	Worksheet	<b>WT 16 on 18/12/26 Portion Ch 8 &amp; 9</b>
	Jan.	20	20		Revision				
	Feb	23	19		Term-2 Chapter 5,6,7,8,9,				


**Subject Teacher**


**HOD**


**Vice Principal**


**Principal**

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
<b>1</b>	April	15	15	4	1. Colour Chart	<p>Students will identify primary and secondary colors and understand how they are mixed to create new hues.</p>  <p style="text-align: center;">Primary Colors    Secondary Colors    Tertiary Colors</p>	Students will paint a simple grid chart by mixing primary colors to discover and document the resulting secondary colors.	The teacher will review the completed charts to ensure the mixed secondary colors accurately represent the relationship between the primary source colors.	
					2. 2D & 3D Drawing	Students will apply the concept of perspective by drawing simple geometric shapes that appear three-dimensional.	Students will practice drawing 2D forms and then convert them into 3D objects (e.g., changing a square to a cube) using techniques such as adding isometric lines and simple shading.	The teacher will visually check for the presence of multiple visible facets and consistent shading on the finished '3D' drawings.	
					3. Rainy Day .	Students will use various art materials to express the sensory experience of rain.		Students will use white glue to draw raindrops or clouds on thick paper, then cover the glue with clear plastic wrap to create a 3D effect.	The teacher will evaluate the artworks based on the effective use of texture and light reflection to simulate water.

					Drawing notebook (Apple drawing)	 <p>Students will observe the shape, colour, and texture of an apple and learn to draw and colour it neatly using oil pastels.</p>	Teacher demonstrates basic apple drawing, shading, and blending with oil pastels; students then create their own apple drawing and colour it creatively.	Assess students based on shape accuracy, neat colouring, use of shading, and overall creativity in the drawing.	
2	June	18	18	6	4. Beautiful Scenery	Students will explore the concept of space by using a horizon line to separate the sky from the land or water in a landscape.	Students will use watercolors to paint a nature scene that includes a foreground, middle ground, and background to create depth.	The teacher will evaluate the artwork based on the student's ability to place larger objects at the bottom and smaller objects near the horizon.	
					5. Vegetable Art	Students will explore textures and patterns by using various vegetable cross-sections as natural printing tools to create a balanced composition.	Students will dip sliced vegetables like ladyfingers, bell peppers, and corn into tempera paint to stamp colorful floral or abstract designs onto paper.	The teacher will evaluate the artwork based on the student's ability to create clear, non-smudged prints that demonstrate a variety of organic shapes.	(HW)
					6. Madhubani Sun	Students will identify the traditional characteristics of Madhubani art, such as double outlines and intricate patterns, while focusing on the symbolic representation of the sun.	Students will draw a central sun figure and fill the surrounding rays and facial features with repetitive geometric patterns or floral motifs using fine-liner pens.	The teacher will evaluate the artwork based on the consistent use of double-line borders and the variety of traditional patterns used to fill the negative space.	
					7. Charming	Students will explore texture and pattern by using various art	Students will use bubble wrap dipped in	The teacher will evaluate the	

					Corn	materials to recreate the organic rows of kernels found on a corn cob.	yellow paint to print "kernel" textures onto paper and then cut them into ear-of-corn shapes.	artwork based on the student's ability to create a repeating, organized pattern that mimics a real corn cob.	
3	July	22	22	8	8. Rainbow Art	Students will identify the specific sequence of colors in a rainbow and understand how to blend primary colors to create secondary transitions.	Students will use watercolors or oil pastels to paint a curved rainbow, practicing smooth color transitions to represent the natural spectrum.	The teacher will evaluate the artwork based on the correct order of the colors and the effectiveness of the blending between each arc.	
					9. Trendy Gift Tags	Students will design personalized gift tags using typography and decorative patterns to communicate a specific theme or occasion.	Students will cut cardstock into various geometric shapes and apply mixed-media techniques like stenciling, ribbon threading, and hand-lettering to finish their tags.	The teacher will evaluate the tags based on the neatness of the edges and the creative use of color to make the text stand out.	(HW)
					Drawing notebook (Watermelon drawing)	 <p>Students will learn to draw and color a watermelon using oil pastels with proper shapes, bright colors, and shading.</p>	Students will draw a watermelon slice and color it neatly with oil pastels, showing seeds, texture, and smooth blending.	Assess students based on drawing shape, neat coloring, correct use of colors, and creativity in presentation.	
10. Masterstroke	Students will explore expressive brushwork techniques to convey movement and emotion through	Students will create a landscape painting using "masterstrokes" like dabbing, swirling,	The teacher will evaluate the artwork based on the visible variety						

						varied stroke pressure and direction.	and long sweeping lines to represent different natural elements.	of brush textures and the intentional use of thick and thin lines.	
					11. Japanese Fan	Students will identify the cultural significance of Japanese fans and learn to apply symmetrical or nature-inspired patterns to a folded surface.	Students will fold heavy paper into accordion pleats and decorate them using watercolors to create a functional <i>Sensu</i> (folding fan) featuring traditional motifs.	The teacher will evaluate the finished fans based on the consistent spacing of the folds and the use of balanced, intentional design elements.	(HW)
4	August	16	16	6	12. Lattice Frame	Students will understand the concept of a lattice structure by creating a balanced, interlocking grid pattern using repetitive lines or materials.	Students will glue painted craft sticks or paper strips in an overlapping horizontal and vertical sequence to build a sturdy decorative frame.	The teacher will evaluate the structural integrity and spacing consistency of the lattice grid to ensure it effectively supports a central artwork.	
					Plane drawing book (Mango drawing)		Students will learn to draw and color a mango by observing its shape, size, and natural colors.	Students practice sketching a mango outline, add leaf details, and color it neatly using crayons or pencils.	Assess students based on correct shape drawing, coloring skills, and neat presentation of the mango artwork.
					13. Tangram Tricks	Students will apply spatial reasoning to decompose complex figures into basic geometric	Students will design an original composite artwork by tracing and	The teacher will evaluate the final artwork based on	(HW)

					polygons using a seven-piece tangram set.	arranging tangram pieces to create a stylized animal or landscape scene.	the student's ability to fit all seven pieces together precisely without any overlapping or gaps.	
				14. Newspaper Bag	Students will apply principles of recycling and basic structural design to transform flat newspaper sheets into a functional, weight-bearing bag.	Students will fold, glue, and reinforce newspaper layers to create a sturdy bag body and attach twisted paper handles for durability.	The teacher will test the bag's functionality by checking if the base remains secure when holding a small object like a notebook or a pencil box.	
				15. Good Morning	Students will explore the use of warm colors and radiating lines to visually represent the concept of a new day beginning.	Students will create a mixed-media piece using oil pastels and watercolors to depict a vibrant sun rising over a landscape of their choice.	The teacher will evaluate the artwork based on the effective blending of yellow, orange, and red tones to create a glowing atmospheric effect.	(HW)
				Drawing notebook (Banana drawing)	 <p>Students will observe the shape, color, and texture of a banana and draw it neatly using basic shading techniques.</p>	Students will observe a real banana or picture reference and create a simple banana drawing with proper outline and coloring.	Assess students based on observation skills, correct shape drawing, neatness, and use of color/shading.	


5	September	17	17	2	Term I Examination				


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Principal


 <p>Jindal Vidya Mandir JSW Hill Side Township</p>		<p align="center"><b>JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP</b></p> <p align="center"><b>Syllabus Bifurcation: 2026-27</b></p> <p align="center"><b>Subject: Art</b></p> <p align="center"><b>Term: II</b></p> <p align="right"><b>Class: IV</b></p>							
Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
6	October	21	21	6	16. Camel in the Desert	Students will explore the concept of space and scale by drawing a camel as a focal point within a vast desert landscape.	Students will use warm-toned oil pastels to create a textured desert scene featuring overlapping sand dunes and a	The teacher will evaluate the artwork based on the student's ability to use color gradients to show depth and the	

						silhouetted camel.	correct placement of the camel in the composition.	
				17. Festival Time	Students will recognize the cultural significance of traditional symbols and colors used in various festivals to express joy and community.	Students will design a mixed-media greeting card or poster incorporating specific motifs like lamps, floral patterns, or stars representing a festival of their choice.	The teacher will evaluate the artwork based on the student's ability to explain the meaning behind the specific symbols and colors they selected.	(HW)
				18. Palm Safari	Students will use their handprints as a base to illustrate various African safari animals through creative transformation.	Students will trace or stamp their palms on paper and then add painted details like manes, trunks, or spots to turn the shapes into lions, elephants, or giraffes.	The teacher will evaluate the artwork based on the student's ability to integrate their handprint seamlessly into a recognizable animal figure.	
				19. Pet Rock	Students will use creative thinking to transform a natural stone into a character by applying paint and decorative materials to enhance its physical features.	Students will select a smooth rock, paint a base color, and then add details like eyes, hair, or patterns using acrylic pens and recycled craft supplies.	The teacher will evaluate the project based on the student's ability to demonstrate a cohesive character design through the intentional use of color and texture.	(HW)
				20. Pretty Peacock	Students will use vibrant colors and repetitive patterns to recreate the intricate details of a peacock's plumage.	Students will paint a peacock using watercolors for the body and oil pastels to add decorative "eyes" on the tail feathers.	The teacher will evaluate the artwork based on the student's effective use of symmetry and color blending in the tail design.	
				Drawing notebook (Strawberry drawing)				

7	November	18	18	6		Students will learn to draw and color a strawberry by observing its shape, texture, and natural colors.	Teacher demonstrates step-by-step drawing of a strawberry, and students practice sketching, outlining, and coloring their own drawing.	Assess students based on neatness, correct shape, use of colors, and creativity in their strawberry drawing.	
					21. Indian Art	Students will recognize traditional Indian art forms, such as Warli or Madhubani, by identifying their unique motifs and cultural origins.	Students will create their own folk-style painting using rhythmic patterns and natural-inspired symbols commonly found in Indian tribal art.	The teacher will evaluate the artwork based on the student's ability to repeat specific geometric or organic patterns consistent with the chosen Indian art style.	(HW)
					22. Blooming Hibiscus	Students will analyze the anatomy of a hibiscus flower to accurately represent its large petals, central stamen, and vibrant color gradients in their artwork.	Students will use oil pastels or watercolors to create a close-up drawing of a hibiscus, practicing blending techniques to show how colors transition from the center to the petal edges.	The teacher will evaluate the artwork based on the inclusion of specific botanical details, such as the prominent style and textured petal layers.	
					23. Windmill Origami	Students will demonstrate precision in paper folding to create a symmetrical windmill structure that can rotate around a central axis.	Students will follow a step-by-step folding sequence to transform a square paper into a four-blade windmill and attach it to a straw or pencil using a pin.	The teacher will evaluate the project based on the neatness of the folds and whether the windmill spins freely when blown upon.	(HW)
					24. Paper Quilling	Students will master the basic technique of rolling narrow paper strips into tight and loose coils to form various decorative shapes.	Students will use a quilling tool or toothpick to roll colorful paper strips and glue them onto a card to create a	The teacher will evaluate the finished artwork based on the student's ability to maintain uniform	

8	December	21	21	6	<p>Drawing notebook (Papaya drawing)</p>  <p>Students will observe the shape, color, and texture of a Papaya and draw it neatly using basic drawing and shading skills.</p>	<p>simple floral or butterfly design.</p> <p><b>Students will sketch and color a papaya drawing by observing its outer shape and inner seed pattern.</b></p>	<p>tension in their coils and neatness in gluing the pieces.</p> <p><b>students based on neatness, correct shape, coloring, and creative presentation in their papaya drawing.</b></p>		
					<p>25. Funky Bookmarks</p>	<p>Students will apply creative design and paper-folding techniques to create functional bookmarks that reflect personal style or literary themes.</p>	<p>Students will decorate cardstock strips using mixed media like markers, tassels, and stickers, or fold paper into "corner bookmarks" shaped like characters.</p>	<p>The teacher will evaluate the finished products based on the durability of the construction and the original use of color and patterns.</p>	(HW)
					<p>26. Illusion Art</p>	<p>Students will understand how to use repeating lines and contrasting colors to create the visual effect of movement or depth on a flat surface.</p>	<p>The teacher will evaluate the artwork based on the student's successful use of curved "contour" lines to create a convincing three-dimensional illusion.</p>	<p>The teacher will evaluate whether the student successfully achieved a "popping" 3D effect through the consistent use of curved versus straight lines.</p>	
					<p>27. Pom-Pom Flowers</p>	<p>Students will develop fine motor skills and spatial awareness by transforming</p>	<p>Students will wrap yarn around a cardboard template,</p>	<p>The teacher will evaluate the structural integrity</p>	(HW)

					yarn into spherical floral forms.	tie the center securely, and trim the loops to create a textured flower head.	and uniformity of the finished pom-pom to ensure it is round and securely fastened.	
				28. Haunted House	Students will use architectural elements and a spooky color palette to create a composition that conveys a specific atmospheric mood.	Students will draw a Victorian-style house silhouette and layer it with mixed media like torn paper or wax resist to create "eerie" textures and shadows.	The teacher will evaluate how effectively the student used contrast and dark tones to make their haunted house stand out against the background.	
				29. New Year Lanterns	Students will explore the cultural significance of lanterns and master basic paper-folding and cutting techniques to create a symmetrical 3D structure.	Students will fold colored cardstock and make precise parallel incisions to assemble a hanging lantern decorated with traditional patterns or symbols.	The teacher will evaluate the finished lanterns based on the neatness of the cuts and the structural stability of the final assembled piece.	(HW)
				Drawing notebook (Group of fruits)	 <p>Students will observe and draw food objects carefully, focusing on shape, color, shading, and arrangement.</p>	Students will observe a set of fruits/food items and create a still life drawing using pencil and colors.	Assess students based on observation skills, neatness, correct proportions, and creative use of color and shading.	

9	January	20	20	6					
					30. Mandala Mirage	Students will apply the principles of radial symmetry and repetitive patterns to create a balanced circular design from a central point.	Students will use a compass or circular templates to divide a paper into equal segments and fill them with repeating geometric or organic shapes.	The teacher will evaluate the artwork based on the consistency of the patterns and the accuracy of the radial balance throughout the mandala.	
					31. Birthday Bash!	Students will design personalized celebratory artwork that demonstrates a balanced use of vibrant colors and festive patterns.	Students will create a mixed-media 3D birthday card featuring "pop-up" paper elements like cakes, balloons, or gift boxes.	The teacher will evaluate the final project based on the creative integration of at least three different artistic materials and the neatness of the folding techniques.	(HW)
10	February	19	19	8	32. Carnival Mask	Students will design a symmetrical mask that incorporates vibrant colors and diverse textures to represent a specific character or theme.	Students will construct a base using cardstock and then decorate it with mixed media such as feathers, sequins, and metallic markers to create a 3D effect.	The teacher will evaluate the masks based on the effective use of symmetry and the creative application of at least three different decorative materials.	
					Drawing notebook (Vegetables)	 <p>Students will observe the shape, color, and form of a Tomato and draw it neatly using basic drawing skills.</p>	Students will look at a real or picture of a tomato, sketch its outline, and color it using red and green shades.	Assess students based on correct shape, neat coloring, and observation of details in the tomato drawing.	

					33. Tree of Life	Students will explore the concept of symmetry and organic lines by creating a balanced tree design that represents growth and interconnectedness.	Students will use oil pastels or watercolors to draw a central trunk with sprawling, mirrored branches that reach out to fill the entire page.	The teacher will evaluate the artwork based on the student's ability to fill the space and maintain a sense of visual balance between the two sides of the tree.	(HW)
					34. Rainforest Bugs	Students will analyze the symmetrical patterns and vibrant colors of tropical insects to design their own detailed rainforest bug.	Students will use oil pastels or watercolors to create an enlarged drawing of a beetle or butterfly, focusing on repeating shapes and bold color contrasts.	The teacher will evaluate the artwork based on the student's ability to demonstrate bilateral symmetry and the use of at least three distinct colors in their bug design.	
					34. Cross-stitch Colouring	Students will apply precision and pattern-making skills by translating colored grid designs into "X" marks to mimic traditional needlework textures.	Students will use graph paper to create a pixelated image by filling individual grid squares with consistent, diagonal cross-marks in various colors.	The teacher will evaluate the artwork based on the consistency of the "X" strokes and the student's ability to maintain a repeating color pattern throughout the grid.	(HW)
<b>11</b>	<b>March</b>				<b>Term II Examination</b>				