



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: English

Term 1 & 2

Class: IX

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	4	Grammar-Subject Verb Agreement: Gap Filling Using tenses, finding errors and correction	<ul style="list-style-type: none"> By the end of the unit, learners will be able to: <ul style="list-style-type: none"> Understand the concept of agreement between subject and verb in number and person. Identify singular and plural subjects correctly in different sentence structures. Apply rules of subject-verb agreement in writing and speaking. Recognize and correct errors related to subject-verb agreement in sentences. Use appropriate verb forms with collective nouns, indefinite pronouns, and complex subjects. Demonstrate clarity and accuracy while constructing grammatically correct sentences. Develop editing and proofreading skills with a 	SEA 1: Title: “Grammar Detectives: Spot the Error!” 1. Grammar Detective (Group Activity): Materials: Short stories or paragraphs with intentional subject-verb errors. SEA 2. Poster Making – Grammar Rules Visual reinforcement of rules. Procedure: Students create posters illustrating key rules (e.g., singular subjects take singular verbs). Posters are displayed in class for reference.	Competency-Based Assessment Focus on application of rules rather than rote learning. Includes real-life sentence construction and editing tasks. Formative Assessment Continuous assessment through classwork, worksheets, oral responses, and activities. Feedback is immediate and constructive. Summative Assessment Conducted at the end of the unit through written test including: 1. Error correction 2. Sentence formation 3. Paragraph writing	WT 1 on 17/04/2026 portion -subject verb agreement, formal letter writing, unseen passage

						focus on agreement rules.			
APRIL	15	15	5	Grammar CH 2: Sequence of Tenses in different contexts of communication	<ul style="list-style-type: none"> • By the end of this unit, learners will be able to: • Understand the concept of sequence of tenses and its role in effective communication. • Identify correct tense relationships between clauses in sentences. • Apply appropriate tense forms in reported speech, narration, and contextual writing. • Distinguish between present, past, and future contexts and maintain consistency in tense usage. • Use sequence of tenses accurately in conversations, dialogues, and paragraph writing. • Recognize and correct errors related to tense sequence in spoken and written communication. • Develop coherence and clarity in writing by maintaining logical tense flow. 	<p>SEA1: Story Completion (Tense Flow Activity) Encourages logical sequencing of events. Procedure: *Teacher begins a story using a specific tense (e.g., past tense). * Students continue the story in sequence, maintaining tense consistency. *Final stories are read aloud and reviewed.</p> <p>Activity 2: Editing Task *Students are given a paragraph with incorrect tense usage. *They identify and correct errors individually or in pairs.</p>	<p>1. Diagnostic Assessment Conducted at the beginning to assess prior understanding of tenses.</p> <p>2. Competency-Based Assessment *Focus on real-life application such as narration, reporting, and storytelling. *Questions designed to test understanding rather than memorization.</p> <p>3. Summative Assessment End-of-unit written test including: *Editing passages *Paragraph writing *Reported speech</p>		
APRIL	15	15	4	CH 3: Modal Auxiliaries and their functions in expressing ability, obligation, permission, possibility and advice	<ul style="list-style-type: none"> • By the end of this unit, learners will be able to: • Understand the concept and usage of modal auxiliaries (can, could, may, might, must, have to, should, ought to, etc.). • Differentiate between various functions of modals such as ability, 	<p>Poster Making – Functions of Modals Visual reinforcement of concepts. Procedure: *Students design posters categorizing modals under functions (ability, obligation, etc.).</p>	<p>Project-Based Assessment *Students work on mini projects such as: Creating a “School Rule Book” using modals *Designing a “Healthy Lifestyle Guide” using advice modals</p>		

						<p>obligation, permission, possibility, and advice.</p> <ul style="list-style-type: none"> • Use appropriate modal verbs in different communicative contexts. • Construct grammatically correct sentences using modals in speaking and writing. • Identify and correct errors related to misuse of modal auxiliaries. • Apply modals effectively in real-life situations such as giving advice, asking permission, or expressing possibility. • Develop clarity and confidence in communication through appropriate use of modals. 	<p>*Examples are added for each category. *Posters are displayed in class for reference. *Editing and Proofreading Task Students are given a passage with incorrect modal usage. They identify and correct errors individually or in pairs. Short Paragraph Writing Students write a paragraph (e.g., “School Rules” or “Healthy Habits”) using modals appropriately. Focus on functional usage and clarity.</p>	<p>*Evaluates creativity, understanding, and application.</p> <p>2. Portfolio Assessment Students maintain a portfolio of their work (worksheets, paragraphs, activities). Teacher assesses progress over time rather than one-time performance.</p>	
	APRIL	15	15	2	Letter Writing - Formal	<ul style="list-style-type: none"> • Identify the correct format of a formal letter including sender's address, date, receiver's address, subject, salutation, body, and closing. • *Differentiate between formal and informal letters in terms of tone, structure, and language. *Write a formal letter on a given topic within the prescribed word limit (120–150 	<p>1. Letter Writing Prompts: Example: “Write a letter to the municipal commissioner about poor sanitation in your locality.”</p> <p>2. Real World Connection: Ask students to bring examples of formal</p>	<p>1. Direct Instruction – Teach the parts of a formal letter and demonstrate how to structure one on the board or screen.</p> <p>2. Model Writing – Analyze a sample formal letter together, discussing each component.</p> <p>3. Peer Review –</p>	

						<p>words).</p> <ul style="list-style-type: none"> • *Use formal and polite language appropriately for different purposes (complaint, inquiry, application, etc.). • *Organize ideas logically into introduction, main content, and conclusion. • *Revise and edit their own letters for clarity, grammar, and relevance. 	<p>letters from home (e.g., school circulars, appointment letters) to analyze structure.</p>	<p>Students review each other's letters using a checklist/rubric.</p>	
2	JUNE	24	24	7	<p>Ch 1: How I Taught my Grandmother to Read (text book grammar & writing- binomials, past perfect tense, formal letter writing)</p>	<ul style="list-style-type: none"> •By the end of the lesson, learners will be able to: •Analyze the theme of lifelong learning and perseverance and relate it to real-life experiences. Interpret characters' emotions, motivations, and personal growth using evidence from the text. •Evaluate the importance of literacy in promoting independence, dignity, and self-confidence. •Express ideas effectively through coherent oral and written responses based on the lesson. Collaborate and reflect on the value of education and respect for elders through group discussions and activities. •Apply vocabulary and language skills from the text in meaningful communication contexts. 	<p>Diary Writing Activity Students write a diary entry from the grandmother's perspective describing her feelings after learning to read independently. This activity develops empathy, imagination, and reflective thinking.</p> <p>Poster Making / Awareness Campaign Students design a poster on themes such as: "Education Has No Age Limit" "Literacy Empowers Lives" They present their posters to the class and explain the message conveyed.</p> <p>Story Sequencing /</p>	<p>Brainstorming Method: Initiating discussion through open-ended questions to activate prior knowledge and encourage idea sharing.</p> <p>Constructivist Method: Connecting the lesson to students' personal experiences to build meaningful understanding.</p> <p>Flipped Classroom Method: Encouraging students to read and prepare the lesson at home and engage in discussion and activities during class.</p> <p>Experiential Learning: Providing real-life learning experiences through practical</p>	

							Flowchart Preparation	activities and reflection.	
JUNE	24	24	5	Poem Bharat our Land 9text book grammar & writing- suffixes & paragraph writing)	<ul style="list-style-type: none"> • By the end of the lesson, learners will be able to: • Analyze the theme of patriotism and national pride reflected through the poet's description of India's natural and cultural heritage. • Interpret poetic devices such as imagery, personification, and repetition used to emphasize the greatness of the nation. • Evaluate the significance of India's historical, spiritual, and cultural contributions to society. Express personal views about love for one's country through structured oral and written responses. • Collaborate and reflect on national identity, unity, and respect for cultural diversity. 	<ul style="list-style-type: none"> • Poster Making: Create posters on themes such as "Pride in Our Nation" or "Unity in Diversity" and present them to the class. • Map Activity: Identify and label important geographical features mentioned in the poem (e.g., Himalayas, Ganga) to connect literature with real-world knowledge. • Group Discussion: Discuss the importance of national heritage and cultural values in modern society. Art Integration: Draw illustrations depicting scenes from the poem, such as mountains, rivers, or cultural symbols. 	<p>Brainstorming Method: Initiating discussion on topics like national pride and cultural heritage to activate prior knowledge.</p> <p>Constructivist Method: Connecting the poem's ideas with students' personal experiences of festivals, traditions, and national events.</p> <p>Cross-Curricular Method: Integrating English with Social Science (history and geography), Art (poster making), and Moral Education (values and citizenship).</p> <p>Flipped Classroom Method: Students read the poem at home and participate in interpretation, discussion, and recitation activities during class.</p>		
JUNE	24	24	3	Descriptive Paragraph Writing	By the end of the lesson the students will be able to:	Picture Description Activity: Students observe a picture and	Experiential Learning: Students describe real-life experiences such as		

					<p>Develop the ability to write clear and coherent descriptive paragraphs on familiar topics.</p> <ul style="list-style-type: none"> • Use appropriate vocabulary, sensory details, and descriptive language to create vivid images. • Organize ideas logically with a clear beginning, supporting details, and conclusion. • Apply correct grammar, punctuation, and sentence structure in writing. • Express personal observations, experiences, and feelings creatively and confidently. 	<p>write a descriptive paragraph based on what they see.</p> <ul style="list-style-type: none"> • Sensory Writing Activity: Students describe an object or place using the five senses. • Guided Writing Exercise: Teacher provides prompts to help students organize ideas before writing. • Creative Writing Task: Students write descriptive paragraphs on topics like A Rainy Day, My Favorite Place, or A Festival Scene. 	<p>school events or trips.</p> <ul style="list-style-type: none"> • Inquiry-Based Learning: Students explore how descriptive language enhances communication. • Collaborative Learning: Students work in pairs or groups to plan and review writing tasks. • Project-Based Learning: Creating a descriptive writing portfolio on different topics. • Differentiated Instruction: Providing varied writing prompts and support based on learners' abilities. • Technology-Integrated Learning: Using digital tools for drafting, editing, and presenting written work. 	
JUNE	24	24	5	<p>CH 2: POT MAKER (text book grammar & writing-sequencing, phrases, noun & relative clauses, determiners & reflective writing)</p>	<ul style="list-style-type: none"> • By the end of the lesson the students will be able to: <ul style="list-style-type: none"> • Analyze the theme of dignity of labour and the value of traditional skills depicted in the story. • Interpret characters' actions and attitudes 	<p>Vocabulary Building Activity:</p> <p>Prepare a word list related to pottery, craftsmanship, and tools.</p> <ul style="list-style-type: none"> • Creative Writing 	<p>Brainstorming Method:</p> <p>Teacher initiates discussion by asking students about different occupations, traditional skills, and the importance of hard work to activate prior knowledge.</p>	

						<p>toward work, craftsmanship, and perseverance.</p> <ul style="list-style-type: none"> • Evaluate the importance of dedication, patience, and pride in one’s profession. • Develop the ability to express ideas clearly through discussion and written responses. • Appreciate cultural heritage and respect for skilled workers in society. 	<p>Activity: Write a short paragraph describing a traditional occupation in the community.</p> <ul style="list-style-type: none"> • Observation Activity: Students observe handmade objects at home or school and describe their usefulness. <p>Paragraph writing on topics such as "Dignity of Labour" or "Importance of Hard Work."</p> <ul style="list-style-type: none"> • Oral presentation describing a traditional craft or occupation. • Short reflective writing on what students learned from the pot maker’s dedication. • Worksheet or short test evaluating comprehension, grammar, and expression. 	<p>Constructivist Method: Students relate the lesson to real-life experiences by discussing how skills are learned through practice and patience.</p> <p>Cross-Curricular Method Integrating English with Social Science (traditional occupations), Art (pottery design), and Science (materials like clay and heat used in pottery).</p> <p>Inquiry-Based Learning: Students investigate how traditional crafts contribute to culture and economy.</p> <ul style="list-style-type: none"> • Collaborative Learning: Group discussions and teamwork activities. • Project-Based Learning: Preparing a project on traditional crafts or local occupations. • Differentiated Instruction: Providing varied learning tasks based on students’ abilities. 	
JUNE	24	24	4	Gifts of Grace: Honouring our	By the end of the lesson the students will be able to	<ul style="list-style-type: none"> • Poster Making: Create posters on themes like 	Brainstorming Method: Teacher initiates		

					<p>Vocations (textbook grammar & writing-synonyms & poster making)</p>	<p>Analyze the theme of dignity of labour and respect for different vocations presented in the poem.</p> <ul style="list-style-type: none"> • Interpret the poet’s message about the value of service, dedication, and responsibility in society. • Evaluate the importance of every profession in contributing to community well-being. • Express personal views about career choices and respect for all forms of work through oral and written responses. • Develop appreciation for equality, cooperation, and social responsibility. 	<p>"Respect All Professions" or "Every Job Matters."</p> <ul style="list-style-type: none"> • Creative Writing: Write a short paragraph about a profession they respect and why • Vocabulary exercises using new words related to professions and service. • Paragraph writing on topics such as "Dignity of Labour" or "My Dream Profession." 	<p>discussion by asking students to list different professions and explain their importance in daily life.</p> <p>Cross-Curricular Method: Integrating English with Social Science (occupations and economy), Moral Education (values of service and respect), and Art (poster making on professions).</p> <p>Inquiry-Based Learning: Students investigate how different vocations support society. Students investigate how different vocations support society.</p>	
3	JULY	26	20	2	<p>Writing Skills- POSTER MAKING</p>	<p>By the end of the lesson the students will be able to</p> <p>Develop the ability to design clear, creative, and visually appealing posters conveying a specific message.</p> <ul style="list-style-type: none"> • Use concise language, slogans, and appropriate visuals to communicate ideas effectively. • Organize information 	<ul style="list-style-type: none"> • Poster Design Activity: Students create posters on themes such as environmental protection, health awareness, or road safety. • Slogan Writing Activity: Students develop short, catchy slogans related to the 	<ul style="list-style-type: none"> • Experiential Learning: Creating posters for real-life school or community campaigns. • Inquiry-Based Learning: Investigating social issues and designing posters to spread awareness • Collaborative Learning: Working in groups to plan and design posters. 	<p>PT1-From 06/07/2026-13/07/2026 UNIT 1 & 2 from KAVERI, reading, grammar & writing skills</p>

					<p>logically using layout elements such as headings, images, and captions.</p> <ul style="list-style-type: none"> • Demonstrate awareness of social issues, public messages, and community responsibilities • Apply creativity, critical thinking, and communication skills in presenting information visually. 	<p>poster topic.</p> <ul style="list-style-type: none"> • Display and Presentation: Students present their posters and explain the message conveyed. • Group Poster Activity: Students collaborate to design posters promoting school events or campaigns. • Observation Activity: Students analyze sample posters and identify key elements like title, message, and visuals. • Creative Art Integration: Students use colors, drawings, and symbols to enhance visual communication. 	<ul style="list-style-type: none"> • Project-Based Learning: Preparing a poster exhibition on social or environmental themes. • Differentiated Instruction: Providing varied poster topics and support based on students' abilities. • Technology-Integrated Learning: Using digital tools or software to design posters. 	
	JULY	26	20	6	<p>WINDS OF CHANGE (textbook grammar & writing – collocations, present perfect tense, descriptive paragraph writing)</p> <ul style="list-style-type: none"> • Analyze the historical evolution of fans from traditional hand fans to modern electric fans across different regions of India. • Interpret how climate, culture, and technological advancement influenced the design and use of fans. 	<ul style="list-style-type: none"> • Model Making Activity: Students create models or drawings of traditional and modern fans used in different states of India. • Timeline Activity: Prepare a timeline 	<ul style="list-style-type: none"> • Experiential Learning: Observing and comparing traditional and modern cooling devices in real life. • Inquiry-Based Learning: Investigating how climate influences inventions and technological changes. 	

						<ul style="list-style-type: none"> • Evaluate the importance of innovation and adaptation in improving daily life and comfort. • Develop research and analytical skills by examining changes in technology over time. • Appreciate India's cultural diversity through regional variations in traditional fans. 	<p>showing the development of fans from ancient to modern times.</p> <ul style="list-style-type: none"> • Show and Tell: Students bring pictures or examples of traditional fans (hand fans, palm-leaf fans) and explain their uses. • Map Activity: Identify states in India known for specific types of traditional fans. • Vocabulary Activity: Learn and use words related to technology, climate, and cultural objects. • Creative Writing: Write a short paragraph describing how technology has changed daily life. 	<ul style="list-style-type: none"> • Project-Based Learning: Preparing a project on the evolution of household technology. • Collaborative Learning: Group activities to research regional variations of fans. • Differentiated Instruction: Providing varied research and presentation tasks based on students' abilities. • Cross-Curricular Method Integrating English with Science (electricity and cooling devices), Social Science (history and culture of different regions), and Geography (climate conditions in India). 	
JULY	26	20	4	REPORTED SPEECH	<p>Students will be able to</p> <ul style="list-style-type: none"> • Analyze and apply the rules for converting direct speech into reported (indirect) speech accurately. • Distinguish between reporting statements, questions, commands, and requests 	<ul style="list-style-type: none"> • Worksheet exercises converting direct speech into reported speech. • Fill-in-the-blank exercises using correct reporting verbs and 	<ul style="list-style-type: none"> • Brainstorming Method: Teacher asks students to recall conversations they had recently and discuss how they can report those conversations to others. • Constructivist Method: Students build 		

						<p>using appropriate reporting verbs.</p> <ul style="list-style-type: none"> • Demonstrate correct changes in tense, pronouns, time expressions, and punctuation while reporting speech. • Construct grammatically correct sentences using reported speech in spoken and written communication. • Evaluate the importance of reported speech in formal communication and narrative writing. 	<p>tense forms.</p> <ul style="list-style-type: none"> • Sentence transformation tasks involving statements, questions, commands, and requests. • Short paragraph writing using reported speech in a narrative context. • Oral assessment where students report a conversation they heard. • Class test evaluating understanding of reported speech rules. 	<p>understanding by transforming real-life conversations into reported speech based on their own experiences.</p> <p>Experiential Learning: Practicing reported speech through real-life communication scenarios.</p> <ul style="list-style-type: none"> • Inquiry-Based Learning: Exploring patterns and rules of tense and pronoun changes. • Problem-Solving Method: Identifying and correcting grammatical errors in sentences. • Differentiated Instruction: Providing varied levels of exercises based on learners' ability 	
JULY	26	20	4	CANVAS OF SOIL (textbook grammar & writing- adjectives & descriptive paragraph writing)	<ul style="list-style-type: none"> • Analyze the poem's central theme of the relationship between humans and soil/nature, and the dignity of labour associated with farming. • Interpret poetic devices such as imagery, symbolism, and metaphor used to describe soil as a living canvas. • Evaluate the importance of 	<ul style="list-style-type: none"> • Art Integration Activity: Students draw or paint a "canvas of soil" showing farming scenes or agricultural life. • Nature Observation Activity: Students observe soil, plants, or gardens and record their observations in 	<p>Brainstorming Method: Teacher asks students to list the uses of soil and discuss how soil supports life on Earth.</p> <p>Cross-Curricular Method: Integrating English with Science (soil and agriculture), Geography (land and environment), and Art (drawing and painting related to</p>		

					<p>agriculture and environmental sustainability in human life.</p> <ul style="list-style-type: none"> • Develop appreciation for farmers' contributions and respect for nature. • Express ideas about environmental responsibility through oral and written responses. 	<p>simple descriptive notes.</p> <ul style="list-style-type: none"> • Group Discussion: Discuss the importance of soil and farming in daily life. • Creative Writing Activity: Write a short paragraph or poem on the theme "Respect for Nature" or "Life of a Farmer." • Vocabulary Building Activity: Identify and use new words related to agriculture, nature, and environment. 	<p>farming).</p> <p>Experiential Learning: Observing soil, plants, or agricultural practices in the local environment</p> <ul style="list-style-type: none"> • Inquiry-Based Learning: Investigating how soil supports plant growth and human survival. • Project-Based Learning: Preparing a project on soil conservation or sustainable farming. 	
JULY	26	20	4	<p>GR : CONDITIONAL CLAUSES(Continuation to August)</p>	<ul style="list-style-type: none"> • Analyze and apply the rules of different types of conditional clauses (Zero, First, Second, and Third Conditionals) in spoken and written communication. • Distinguish between real and unreal conditions and use appropriate verb tenses accordingly. • Construct meaningful sentences expressing cause, effect, possibility, and consequences using 	<ul style="list-style-type: none"> • Worksheet exercises identifying and completing different types of conditional clauses. • Sentence transformation tasks converting statements into conditional sentences. • Fill-in-the-blank exercises using correct verb forms in conditionals. Class test evaluating accuracy in 	<p>Brainstorming Method: Teacher asks students to suggest possible outcomes for situations such as weather changes, exams, or daily decisions using "If" statements.</p> <p>Cross-Curricular Method : Integrating English with Science (cause and effect relationships), Mathematics (logical reasoning), and Social Science (decision-making scenarios).</p>	

						<p>conditional structures.</p> <ul style="list-style-type: none"> • Evaluate the role of conditional clauses in problem-solving, prediction, and decision-making contexts. • Demonstrate grammatical accuracy and logical reasoning while forming conditional sentences. 	<p>forming and identifying conditional clauses.</p>	<ul style="list-style-type: none"> • Experiential Learning: Using real-life scenarios to practice conditional thinking and language use. • Inquiry-Based Learning: Exploring patterns in verb tenses used in conditional clauses. • Problem-Solving Method: Analyzing situations and predicting outcomes using conditionals. 	
5	AUGUST	20	20	6	GR: NOUN CLAUSES & RELATIVE CLAUSES	<ul style="list-style-type: none"> • Analyze and differentiate between noun clauses and relative clauses in complex sentences. • Identify the functions of noun clauses as subjects, objects, and complements in sentences. • Apply relative pronouns (who, whom, whose, which, that) correctly to provide additional information about nouns. • Construct grammatically accurate and meaningful sentences using noun clauses and relative clauses in spoken 	<ul style="list-style-type: none"> • Sentence Construction Activity: Students create complex sentences using noun clauses and relative clauses. • Clause Identification Activity: Students underline and classify clauses in given sentences. • Chart Preparation: Students prepare charts showing functions and examples of noun and relative clauses. • Worksheet 	<ul style="list-style-type: none"> • Brainstorming Method: Teacher asks students to form longer sentences by adding extra information about people, places, or ideas, introducing the concept of clauses. • Constructivist Method: Students build understanding by creating their own sentences using clauses based on real-life experiences and classroom examples. • Experiential Learning: Using real-life communication scenarios to practice forming 	

						<p>and written communication.</p> <ul style="list-style-type: none"> • Evaluate sentence structure to improve clarity, coherence, and grammatical precision. 	<p>exercises</p> <ul style="list-style-type: none"> • Fill-in-the-blank exercises using appropriate relative pronouns. • Sentence transformation tasks combining simple sentences into complex sentences using clauses. 	<p>complex sentences.</p> <ul style="list-style-type: none"> • Inquiry-Based Learning: Investigating patterns and functions of clauses within sentences. • Problem-Solving Method: Identifying and correcting grammatical errors related to clause usage. 	
AUGUST	20	20	7	<p>CH: VITAMIN-M(textbook grammar & writing- Part of Speech-Synonym Antonym, preposition, reported speech & article writing for magazine)</p>	<ul style="list-style-type: none"> • Analyze the humorous theme of memory and forgetfulness presented in the lesson. • Interpret how memory ("Vitamin-M") plays an important role in daily life and learning. • Evaluate the importance of developing memory skills, attention, and concentration. • Identify the use of humor and exaggeration in conveying the message of the story. • Express personal experiences related to remembering and forgetting through oral and written communication. 	<ul style="list-style-type: none"> • Memory Game Activity: Students participate in short memory games (remembering objects, words, or sequences). • Role Play Activity: Students enact humorous situations related to forgetfulness in daily life. • List Recall Activity: Teacher shows a list of items briefly; students recall and write them from memory. • Creative Writing Activity: Write a short paragraph about a funny incident involving 	<p>Brainstorming Method: Teacher asks students to share common situations where people forget things and discuss how memory helps in daily life.</p> <p>Constructivist Method: Students connect the lesson to their own experiences of remembering or forgetting tasks, building understanding through real-life situations. Cross-Curricular Method: Integrating English with Science (brain and memory functions), Psychology/Life Skills (study habits and concentration), and Physical Education</p>		

							forgetfulness. <ul style="list-style-type: none"> • Vocabulary Activity: Learn and use words related to memory, habits, and daily routines. • Paragraph writing on topics such as "Importance of Memory in Learning" or "A Time I Forgot Something Important." 	(memory and coordination games). Flipped Classroom Method: Students read the lesson at home and note examples of forgetfulness or memory-related situations, which are later discussed in class activities.	
AUGUST	20	20	1	WR: ARTICLE WRITING	<ul style="list-style-type: none"> • Analyze the structure and purpose of magazine articles, including title, introduction, body, and conclusion. • Develop the ability to express opinions, ideas, and information clearly and logically on contemporary topics. • Apply appropriate tone, style, and vocabulary suitable for magazine readers. • Demonstrate skills in organizing ideas coherently using paragraphs and supporting details. • Evaluate social issues and present well-reasoned viewpoints through effective written communication. 	<ul style="list-style-type: none"> • Magazine Creation Activity: Students design a simple class or school magazine including articles on different topics. • Headline Writing Activity: Students create catchy titles for given topics. • Group Discussion: Discuss current issues such as environment, health, or technology before writing articles. • Peer Editing Activity: Students review and suggest improvements to each other's articles. • Model Article Analysis: 	Brainstorming Method: Teacher encourages students to generate ideas, keywords, and viewpoints on a given topic before beginning the article writing process. Constructivist Method: Students relate article topics to real-life experiences and current events, constructing knowledge through discussion and personal understanding. <ul style="list-style-type: none"> • Experiential Learning: Writing articles based on real-life events, school activities, or community issues. 		

							Students read sample magazine articles and identify key features such as introduction, arguments, and conclusion.	<ul style="list-style-type: none"> • Inquiry-Based Learning: Researching topics and gathering information before writing articles. • Differentiated Instruction: Providing varied writing topics and guidance based on learners' abilities. 	
AUGUST	20	20	4	<p>POEM: I CANNOT REMEMBER MY MOTHER (textbook grammar & writing- passage completion, adjectives- senses,& diary entry)</p>	<ul style="list-style-type: none"> • Analyze the theme of love, memory, and emotional bonding between a child and mother expressed in the poem. • Interpret the poet's use of imagery and symbolism to convey memories and feelings. • Evaluate the role of memories in shaping emotions and relationships. • Develop sensitivity and empathy towards family relationships and emotional experiences. • Express personal reflections on memories and relationships through oral and written responses. 	<ul style="list-style-type: none"> • Reading comprehension questions to assess understanding of the poem's theme and message. • Identification of poetic devices such as imagery and metaphor. • Short answer questions explaining the significance of memories in the poem. • Paragraph writing on topics such as "Importance of Family Memories" or "A Memorable Moment in My Life." • Oral presentation describing a 	<ul style="list-style-type: none"> • Brainstorming Method Teacher encourages students to think about memories associated with family members and discuss how memories influence emotions. • Constructivist Method: Students connect the poem to their own experiences of remembering loved ones, building understanding through personal reflection. • Experiential Learning: Reflecting on personal memories and expressing them through writing or art. • Inquiry-Based Learning: Exploring how poets use 		

						<p>meaningful memory or experience. •</p> <p>Worksheet assessing vocabulary and interpretation skills.</p>	<p>imagery to express emotions.</p> <ul style="list-style-type: none"> • Collaborative Learning: Group discussions and shared reflections on relationships. • Project-Based Learning: Preparing a memory scrapbook or journal. • Differentiated Instruction: Providing varied activities such as drawing, writing, or speaking based on learners' strengths. 	
AUGUST	20	20	2	WR : DIARY ENTRY	<p>By the end of the unit, learners will be able to:</p> <p>Understand the format, purpose, and stylistic features of diary writing, including tone, structure, and use of first-person narrative. Apply appropriate language, grammar, and expression</p> <p>Analyze model diary entries to identify key elements such as reflection, sequencing of events, and emotional depth.</p> <p>Evaluate and improve their own writing by focusing on clarity, coherence, creativity, and authenticity of</p>	<p>Guided Diary Writing Procedure: Teacher presents a common situation (e.g., “A surprising day”).</p> <p>Discuss key points: date, format, feelings, sequence. Teacher models a short diary entry on board. Students write their own version individually.</p> <p>Complete the Diary Procedure: Provide an incomplete diary entry (only beginning given).</p>	<p>1. Differentiated Assessment: Tasks designed at varied difficulty levels to cater to diverse learners (guided writing for some, creative prompts for advanced learners).</p> <p>2. Reflective Assessment: Focus on personal expression and emotional depth, encouraging students to connect learning with real-life experiences.</p> <p>3. Collaborative Learning Assessment: Group</p>	

				7		<p>expression.</p> <p>Develop higher-order thinking skills by reflecting on real-life situations</p> <p>Cultivate self-awareness, emotional intelligence, and reflective thinking through expressive writing.</p> <p>Term-1 Revision</p>	<p>Students creatively complete it with logical sequence and emotions. Share and compare different endings.</p> <p>MA 1. Editing & Error Analysis</p> <p>Procedure: Provide a diary entry with errors (format/language). Students identify and correct mistakes. Class discussion on improvements.</p>	<p>discussions, shared writing tasks, and peer feedback to assess teamwork and communication skills.</p>	
6	SEPTEMBER	22	13	8	<p>CH: THE WORLD OF LIMITLESS POSSIBILITIES (Textbook grammar & writing- modals, reported speech & notice writing)</p>	<ul style="list-style-type: none"> • Analyze the inspiring life and achievements of Paralympian Dr. Deepa Malik and her message of determination and resilience. • Interpret the significance of perseverance, courage, and self-belief in overcoming challenges. • Evaluate the importance of inclusivity, sportsmanship, and positive attitude in 	<ul style="list-style-type: none"> • Poster Making Activity: Create posters on themes such as "Never Give Up" or "Ability Beyond Disability." • Biography Reading Activity: Students read about other inspiring sportspersons and share key achievements. 	<p>Brainstorming Method Teacher asks students to list qualities required to achieve success in sports and life and discuss examples of inspiring personalities.</p> <p>Constructivist Method Students connect the lesson to their own experiences of facing challenges and striving to achieve goals, building</p>	<p>Term 1 exams from 01/09/2026-13/09/2026 Portion-Unit 1-3 from KAVERI, Grammar, Writing skills, Unseen Passages</p>

					<p>achieving success.</p> <ul style="list-style-type: none"> • Develop awareness about the achievements of persons with disabilities in sports and society. • Express personal goals and aspirations through reflective speaking and writing 	<ul style="list-style-type: none"> • Group Discussion: Discuss the role of sports in building confidence and resilience. • Vocabulary Activity: Learn and use words related to sports, achievements, and perseverance. • Paragraph writing on topics such as "Importance of Determination" or "My Role Model." • Oral presentation describing qualities needed to achieve success. • Reflective writing on overcoming obstacles in life. 	<p>understanding through reflection.</p> <ul style="list-style-type: none"> • Experiential Learning: Sharing personal experiences of overcoming challenges or learning new skills. • Inquiry-Based Learning: Exploring the factors that contribute to success in sports and life. • • Project-Based Learning: Preparing a project on inspiring personalities or achievements in sports. • Differentiated Instruction: Providing varied tasks such as speeches, writing, or presentations based on learners' strengths. 	
SEPTEMBER	22	13	2	WR: NOTICE WRITING	<ul style="list-style-type: none"> • Analyze the format, purpose, and key components of formal notice writing (heading, date, subject, content, signature). • Develop the ability to write clear, concise, and informative notices using appropriate formal language. • Apply organizational skills to present essential information logically 	<ul style="list-style-type: none"> • Notice Board Activity: Students design and display sample notices for school events such as competitions or meetings. • Format Identification Activity: Students analyze different notices and 	<p>Brainstorming Method Teacher asks students to list situations in school where notices are required, such as competitions, meetings, or lost-and-found announcements.</p> <p>Constructivist Method: Students connect notice writing to real-life</p>	

						<p>within the prescribed word limit.</p> <ul style="list-style-type: none"> • Demonstrate accuracy in grammar, punctuation, and layout while drafting notices. • Evaluate real-life communication needs and prepare notices for school and community events. 	<p>identify their components.</p> <ul style="list-style-type: none"> • Writing a notice on a given situation within the prescribed format and word limit. • Identifying errors in sample notices and correcting them. • Fill-in-the-blank exercises focusing on notice components. • Short written tasks drafting notices for school activities or events. 	<p>communication needs in school and community settings, building understanding through practical examples.</p> <p>Cross-Curricular Method: Integrating English with Social Science (community communication), ICT (digital notice creation), and Art (layout and presentation skills).</p>	
SEPTEMBER	22	13	3	Writing Skill: INFORMAL INVITATION WRITING	<ul style="list-style-type: none"> • Analyze the format and features of informal invitations used for personal and social occasions. • Develop the ability to write friendly and polite invitations using appropriate tone and language. • Organize essential details such as event, date, time, venue, and purpose clearly and logically. • Demonstrate creativity and clarity while maintaining correct grammar and 	<ul style="list-style-type: none"> • Invitation Card Design Activity Writing an informal invitation for a given situation within the prescribed format. • Identifying key elements of invitation writing such as date, time, and venue. • Creative Art Activity: Students decorate invitation cards using drawings, colors, and creative layouts. 	<p>Brainstorming Method: Teacher asks students to list different occasions where informal invitations are used, such as birthdays, festivals, or family gatherings</p> <p>Constructivist Method: Students connect invitation writing to their own experiences of attending or organizing family and social events.</p> <p>Cross-Curricular Method: Integrating English with Art (card design and</p>		

						<p>punctuation.</p> <ul style="list-style-type: none"> • Evaluate the importance of effective written communication in maintaining social relationships. 	<ul style="list-style-type: none"> • Editing Activity: Students identify and correct errors in sample invitations. 	<p>decoration), Social Science (social customs and celebrations), and ICT (digital invitation creation).</p> <p>Experiential Learning: Designing and writing invitations for real or simulated events.</p>	
7	OCTOBER	21	21	5	<p>POEM: NINE GOLD MEDALS(Textbook grammar & writing- Allocations , adjectives, Writing slogans)</p>	<ul style="list-style-type: none"> • Analyze the central themes of sportsmanship, unity, empathy, and cooperation highlighted in the poem. • Interpret the message that true success lies in kindness, teamwork, and helping others rather than individual victory. • Evaluate the values of compassion, inclusivity, and respect in competitive situations. • Identify poetic devices such as imagery, rhyme, and symbolism used to convey the message. • Express personal views on teamwork and moral values through discussion and reflective writing. 	<ul style="list-style-type: none"> • Poster Making Activity: Create posters on themes such as "Teamwork Wins" or "Unity is Strength." • Value Education Activity: Students share examples of kindness and cooperation from real-life situations. • Creative Writing Activity: Write a short paragraph about the importance of helping others. • Identification of poetic devices such as rhyme scheme and 	<p>Brainstorming Method: Teacher asks students to share examples of teamwork in sports or school activities and discuss the meaning of sportsmanship.</p> <p>Constructivist Method: Students connect the poem to their own experiences of participating in team activities, building understanding through reflection and discussion.</p> <p>Cross-Curricular Method: Integrating English with Physical Education (sports and teamwork), Value Education (empathy and cooperation), and Social Science (social values and community living).</p>	<p>Weekly test 10 unit 4 from KAVERI, UNSEEN PASSAGE & REPORTED SPEECH</p>

							imagery. <ul style="list-style-type: none"> • Paragraph writing on topics such as "Importance of Teamwork" or "True Sportsmanship." 		
	OCTOBER	21	21	3	SLOGAN WRITING	<ul style="list-style-type: none"> • Analyze the purpose and features of effective slogans such as brevity, clarity, and impact. • Develop the ability to create short, catchy, and meaningful slogans conveying social messages. • Apply creative thinking and persuasive language to influence public awareness and behavior. • Demonstrate correct grammar, word choice, and rhythm while composing slogans. • Evaluate the role of slogans in promoting social, environmental, and community issues. 	<ul style="list-style-type: none"> • Slogan Creation Activity: Students write slogans on themes such as cleanliness, health, environment, or education. • Brainstorming Activity: Students generate ideas and keywords before writing slogans. • Campaign Activity: Organize a classroom awareness campaign using student-created slogans. • Slogan Creation Activity: Students write slogans on themes such as cleanliness, health, environment, or education. 	<p>Brainstorming Method: Teacher encourages students to list keywords and ideas related to a topic before composing slogan</p> <p>Constructivist Method: Students connect slogan topics to real-life experiences and community issues, building understanding through personal observation.</p> <p>Cross-Curricular Method: Integrating English with Science (environmental awareness), Social Science (civic responsibility), and Art (poster design and visual communication).</p> <ul style="list-style-type: none"> • Experiential Learning: Creating slogans for real or simulated awareness campaigns. 	

								<ul style="list-style-type: none"> • Inquiry-Based Learning: Exploring how slogans influence public opinion and behavior. • Collaborative Learning: Group brainstorming and peer review of slogans. 	
	OCTOBER	21	21	6	<p>Prose (Play): Twin Melodies – Mitra Phukan MEDALS(Textbook grammar & writing- Non-lexical filler, crescendo, phrases, types of sentences, reported speech, & script writing)</p>	<ul style="list-style-type: none"> • Analyze the theme of harmony, cooperation, and overcoming ego through the interaction of four musical instrument characters. • Interpret how individual differences can contribute to collective success when coordination is achieved. • Evaluate the consequences of pride and the value of teamwork in creative performance. • Identify structural elements of a play such as characters, dialogue, conflict, and resolution. • Develop appreciation for music as a form of artistic collaboration and cultural expression. 	<ul style="list-style-type: none"> • Group Discussion: Discuss how ego or lack of cooperation can affect teamwork in school or sports. • Art Integration Activity: Draw and label different musical instruments and describe their role in an orchestra. • Creative Dialogue Writing: Students write a short conversation between objects showing cooperation after a conflict. Paragraph writing on topics such as "Unity in Diversity" or "Importance of Teamwork." 	<ul style="list-style-type: none"> • Experiential Learning: Performing short dramatic scenes to understand character interaction and cooperation. • Inquiry-Based Learning: Exploring how teamwork improves performance in music and daily life. • Collaborative Learning: Group dramatization and discussion to interpret the theme of harmony. • Project-Based Learning: Preparing a project on musical instruments used in different regions of India. • Differentiated Instruction: Providing varied learning tasks such as acting, writing, or drawing based on student strengths. 	

	OCTOBER	21	21	3	<p>POEM: A FRIEND FOUND IN MUSIC (textbook grammar & writing- phrasal verbs, informal letter writing- invitation)</p>	<ul style="list-style-type: none"> • Analyze how music is portrayed as a reliable friend that offers comfort and emotional strength. • Interpret the theme of loneliness, self-expression, and healing through music. • Evaluate the role of music in building confidence and providing companionship during challenging times. • Identify poetic devices such as imagery, repetition, and personification used to convey emotions. • Develop sensitivity toward the emotional and psychological value of music in everyday life. 	<ul style="list-style-type: none"> • Emotion Mapping Activity: Students identify emotions expressed in different stanzas and explain how music supports emotional well-being. • Personal Response Activity: Write a brief paragraph about a situation where music helped them feel better or motivated. • Identification of poetic devices such as repetition and imagery from the poem. • Short answer questions explaining how music acts as a supportive companion. • Paragraph writing on topics such as "Music as a Friend" or "Importance of Music in Our Lives." 	<p>Brainstorming Method Teacher asks students to list situations where people turn to music for comfort, relaxation, or motivation.</p> <p>Constructivist Method Students relate the poem to their own experiences with music, constructing meaning through reflection and discussion.</p> <p>Flipped Classroom Method Students read the poem at home, identify key emotions expressed in the poem, and participate in recitation and interpretation activities during class.</p>	
	OCTOBER	21	21	4	<p>PROSE: CARRIER OF WORDS (textbook grammar & writing section- present perfect tense & informal letter-</p>	<ul style="list-style-type: none"> • Analyze the role and responsibilities of a Gramin Dak Sevak in delivering mail and connecting communities. • Interpret the importance of the postal system in rural and 	<ul style="list-style-type: none"> • Role Play Activity: Students enact the role of a postman delivering letters in rural areas. • Map Activity: Locate 	<p>Brainstorming Method: Teacher asks students to list different methods of communication used in the past and present and discuss their importance.</p>	

					<p>condolence message, telegram)</p> <p>remote areas of India.</p> <ul style="list-style-type: none"> • Evaluate values such as dedication, perseverance, punctuality, and public service demonstrated by Khetaram. • Identify key ideas related to communication networks and their social significance. • Develop appreciation for essential community services and responsible citizenship. 	<p>post offices and rural areas on a map to understand postal routes and connectivity.</p> <ul style="list-style-type: none"> • Group Discussion: Discuss the importance of postal services in connecting people before digital communication. • Letter Writing Activity: Students write a formal or informal letter and address an envelope correctly. • Poster Making Activity: Design posters highlighting the role of the Indian postal system in society. • Community Awareness Activity: Invite students to share experiences of receiving letters or parcels. • Sequencing activity arranging the steps involved in mail delivery. • Paragraph writing on topics such as 	<p>Constructivist Method: Students relate the lesson to their own experiences of sending or receiving letters and understanding community services.</p> <p>Flipped Classroom Method: Students read the lesson at home, identify the duties of Khetaram and the functions of the postal system, and participate in discussion and activity-based learning during class.</p> <p>Experiential Learning: Simulating mail delivery and letter-writing activities</p> <ul style="list-style-type: none"> • Inquiry-Based Learning: Exploring how postal services operate in remote regions. • Collaborative Learning: Group discussions on the role of community service workers. • Project-Based Learning: Preparing a project on the history and services of the Indian postal system. 	
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							"Importance of Postal Services" or "Value of Dedication to Duty."		
7	NOVEMBER	19	18	4	POEM: WORDS (textbook grammar & writing- Explain the quotation and share the reason-mind map, & essay writing)	<ul style="list-style-type: none"> • Analyze the theme of the lasting impact of spoken and written words on human relationships. • Interpret how words can influence emotions, actions, and behavior positively or negatively. • Evaluate the importance of thoughtful and responsible communication in daily life. • Identify poetic devices such as rhyme, repetition, and imagery used to convey meaning. <p>Develop awareness of the ethical use of language and polite communication.</p>	<ul style="list-style-type: none"> • Poetry Recitation Activity: Students recite the poem with correct pronunciation, rhythm, and expression. • Word Choice Activity: Students create lists of positive and negative words and discuss their effects. • Poster / Slogan Writing Activity: Design posters promoting the message "Use Words Wisely." • Creative Expression Activity: Students write short messages encouraging kindness and respect. • Value Education Activity: Share real-life examples of how words can build or break relationships. 	<p>Brainstorming Method: Teacher asks students to suggest words that make people feel happy, confident, or hurt and discuss their emotional effects.</p> <p>Constructivist Method: Students connect the message of the poem to their own experiences with communication and relationships.</p> <ul style="list-style-type: none"> • Experiential Learning: Reflecting on real-life communication experiences. • Inquiry-Based Learning: Exploring how words influence emotions and relationships. 	
	NOVEMBER	19	18	4	Prose: Follow That Dream – Irene Chua (textbook grammar &	<ul style="list-style-type: none"> • Analyze the emotional bond and communication between a mother and daughter 	<ul style="list-style-type: none"> • Letter Writing Activity: Students write a short letter to a 	<p>Brainstorming Method: Teacher asks students to list ways parents</p>	

					<p>writing- suitable grammatical forms of the words, modals & formal email writing)</p>	<p>expressed through the letter.</p> <ul style="list-style-type: none"> • Interpret the message of encouragement, self-belief, and perseverance in pursuing one’s dreams. • Evaluate the importance of parental guidance, values, and emotional support in personal growth. • Identify features of a personal letter such as tone, message, and expression of feelings. • Develop empathy and appreciation for family relationships and responsible decision-making. 	<p>parent or guardian expressing gratitude or sharing their dreams.</p> <ul style="list-style-type: none"> • Group Discussion: Discuss the importance of encouragement and support from family members. <p>Students list qualities parents teach their children for success in life.</p> <ul style="list-style-type: none"> • Role Play Activity: Enact a conversation between a parent and child discussing future goals. • Creative Expression Activity: Design a greeting card or message conveying love and appreciation for parents. 	<p>encourage and support their children in achieving goals.</p> <ul style="list-style-type: none"> • Constructivist Method: Students relate the message of the letter to their own experiences with parental guidance and encouragement. • Flipped Classroom Method: Students read the letter at home, identify key advice given by the mother, and participate in discussion and reflection activities during class. • Experiential Learning: Reflecting on personal experiences of encouragement and support. • Inquiry-Based Learning: Exploring how guidance from elders influences success. 	
	NOVEMBER	19	18	2	<p>Writing Skill: NARRATIVE ESSAY WRITING</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Analyze the structure and elements of a narrative essay such as introduction, sequence of events, climax, and conclusion. • Develop the ability to organize ideas logically using 	<ul style="list-style-type: none"> • Story Mapping Activity: Students create a story map showing characters, setting, problem, and solution. • Picture Prompt Writing: Students 	<ul style="list-style-type: none"> • Brainstorming Method: Teacher encourages students to generate ideas, keywords, and events before writing the narrative essay. • Cross-Curricular Method: Integrating English with 	

					<p>appropriate sequencing and descriptive language.</p> <ul style="list-style-type: none"> • Apply narrative techniques such as dialogue, description, and reflection to make writing engaging. • Demonstrate correct grammar, punctuation, and coherence in extended writing tasks. • Enhance creativity and critical thinking through meaningful storytelling. 	<p>write a narrative essay based on a given picture or visual stimulus.</p> <ul style="list-style-type: none"> • Writing a narrative essay on a given topic within a specified time limit. • Identifying elements of a narrative such as setting, characters, and sequence of events. • Short writing task completing a story with a suitable ending. • Personal Experience Sharing: Students narrate a memorable incident from their lives. • Creative Writing Workshop: Practice writing descriptive paragraphs to build narrative skills. • Peer Editing Activity: Students review each other's essays and suggest improvements. 	<p>Social Science (historical or cultural events), Art (illustrating stories), and ICT (digital storytelling tools).</p> <p>Differentiated Instruction: Providing varied prompts and support based on learners' abilities.</p> <ul style="list-style-type: none"> • Technology-Integrated Learning: Using digital tools to draft, edit, and present narrative essays. 		
	NOVEMBER	19	18	2	Writing Skills: Formal Email Writing	<ul style="list-style-type: none"> • Analyze the format and essential components of a formal e-mail such as subject line, salutation, body, and 	<p>Students compose formal e-mails on topics such as requesting information</p>	<p>Constructivist Method: Students relate formal e-mail writing to real-life communication needs,</p>	

					<p>closing.</p> <p>Develop the ability to communicate information clearly and politely using formal language.</p> <ul style="list-style-type: none"> • Apply appropriate tone, grammar, and etiquette in digital communication. • Organize ideas logically to convey requests, complaints, or information effectively. • Demonstrate responsible and professional communication skills in academic and real-life situations. 	<p>or reporting an issue.</p> <ul style="list-style-type: none"> • Format Identification Activity: Students analyze sample e-mails and identify their structural components. • Writing a formal e-mail on a given topic within a specified time limit. • Identifying errors in format, grammar, and tone in sample e-mails. • Digital Etiquette Discussion: Discuss appropriate online communication behavior. 	<p>such as contacting school authorities or organizations.</p> <ul style="list-style-type: none"> • Experiential Learning: Writing e-mails for real or simulated situations. • Inquiry-Based Learning: Exploring the role of digital communication in modern society. • Collaborative Learning: Group editing and peer feedback activities. • Project-Based Learning: Creating a collection of formal e-mail samples for different purposes. • Differentiated Instruction: Providing varied writing prompts based on learners' abilities. • Technology-Integrated Learning: Using computers or digital platforms to draft and send e-mails. 	
	NOVEMBER	19	18	2	<p>Writing Skill: FACTUAL DESCRIPTION</p> <ul style="list-style-type: none"> • Analyze the structure and purpose of factual description based on observation and accurate details. • Develop the ability to describe people, places, objects, or events using clear, 	<ul style="list-style-type: none"> • Picture Observation Activity: Students observe a picture and write a factual description using key details. • Object Description 	<ul style="list-style-type: none"> • Experiential Learning: Observing real objects or environments to develop descriptive skills. • Inquiry-Based Learning: Asking questions to gather accurate details 	

						<p>precise, and objective language.</p> <ul style="list-style-type: none"> • Apply appropriate vocabulary, grammar, and sequence to present information logically. • Distinguish between factual and imaginative description. • Demonstrate clarity, coherence, and correctness in written communication. 	<p>Activity: Students describe a real object in the classroom focusing on size, shape, color, and function.</p> <ul style="list-style-type: none"> • Place Description Activity: Write a factual description of a school, park, or historical monument. • Guided Writing Activity: Teacher provides prompts to help students organize descriptive points. • Vocabulary Building Activity: Learn and practice descriptive words related to appearance and features. 	<p>before writing.</p> <ul style="list-style-type: none"> • Collaborative Learning: Group discussions and peer review of descriptions. • Project-Based Learning: Preparing a descriptive report on a local place or event. • Differentiated Instruction: Providing varied prompts based on learners' abilities. • Using digital images or slides to practice factual description writing. 	
	NOVEMBER	19	18	2	<p>Poem: Believe in Yourself – Robert Langley(text book grammar & writing-Match the situations rhetorical questions)</p>	<p>Students will be able to Analyze the theme of self-belief and confidence as essential qualities for success in life.</p> <ul style="list-style-type: none"> • Interpret how positive thinking and perseverance help individuals overcome challenges. • Evaluate the importance of determination, courage, and 	<ul style="list-style-type: none"> • Motivational Quote Activity: Students collect and share inspirational quotes about self-belief. • Group Discussion: Discuss situations where confidence helps individuals succeed. • Poster Making 	<p>Brainstorming Method: Teacher asks students to list qualities needed to succeed in life and discuss the role of self-confidence.</p> <ul style="list-style-type: none"> • Experiential Learning: Reflecting on personal achievements and challenges. • Inquiry-Based Learning: 	

					<p>resilience in achieving goals. poetic devices such as repetition, rhyme, and motivational tone used in the poem.</p> <ul style="list-style-type: none"> • Develop a positive attitude and motivation to face difficulties with confidence. 	<p>Activity: Design posters with messages such as "Believe in Yourself" or "Stay Confident." •</p> <p>Reflection Writing Activity: Students write a short paragraph about a challenge they overcame through confidence.</p> <ul style="list-style-type: none"> • Paragraph writing on topics such as "Importance of Self-Belief" or "Never Give Up." • Oral presentation describing a personal achievement or goal. • Worksheet assessing vocabulary, comprehension, and interpretation skills. 	<p>Exploring how confidence influences success.</p> <ul style="list-style-type: none"> • Collaborative Learning: Group discussions and peer motivation activities. • Project-Based Learning: Preparing a motivational presentation on self-confidence. • Differentiated Instruction: Providing varied activities based on learners' abilities. • Technology-Integrated Learning: Using videos or digital presentations to share inspirational stories. 	
	NOVEMBER	19	18	2	<p>Determiners</p> <p>Students will be able to:</p> <p>Understand the concept and types of determiners (articles, demonstratives, possessives, quantifiers, etc.).</p> <p>Use determiners appropriately in sentences and real-life contexts.</p> <p>Differentiate between similar determiners (e.g., some/any,</p>	<p>Gap Filling Exercise + Assessment Fill in suitable determiners.</p> <p>Assessment: Accuracy and understanding Error Correction Task + Evaluation Identify and correct wrong usage.</p> <p>Assessment: Concept clarity Sentence</p>	<p>Worksheets related to Determiners</p>	

						much/many, few/little). Identify and correct errors related to determiners. Develop accuracy and clarity in written and spoken English.	Construction + Assessment Frame sentences using given determiners. Assessment: Application and clarity		
8	DECEMBER	25				REVISION FOR PT 2 & TERM 2			PT 2 PORTION Unit 4& 5 from KAVERI, reading, grammar & writing skills
9	JANUARY	20				REVISION FOR TERM 2			
10	FEBRUARY	23				REVISION FOR TERM 2			Term 2 exams – Prose from 1-8 poetry from 1-8 Prescribed Reading, Grammar & writing skills as per CBSE Board

JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP											
Syllabus Bifurcation: 2026-27											
Subject : Hindi (II Lang)					Class : IX						
Sl.No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE		
1	April : 2026	15	15	5	रचनात्मक कौशल - 1 अनुच्छेद लेखन	विद्यार्थी अपनी कल्पना शक्ति से दिए गए विषय पर संकेत बिंदु के आधार पर अनुच्छेद लिखने में सक्षम होंगे। अपठित गद्यांश गद्यांश का मूल भाव समझना भाषा पर अधिकार बढ़ाने तथा प्रश्नों के उत्तर देने में सटीक शब्दों का प्रयोग करने में अधिक सक्षम बनना।	*MA 1 मोटी वाली का कागज बनाने है ? इस विषय पर अपने जीवन के अनुभवों के आधार पर एक सुंदर लेख (अनुच्छेद) लिखें।	अभ्यास हेतु कार्य पत्रिका, गृहकार्य हेतु कार्यपत्र			
				4	रचनात्मक कौशल - 2 विज्ञान लेखन	आज कास की दुनिया में विज्ञान की आवश्यकता पर चर्चा करने में सक्षम होंगे।	सूचनात्मकता, विज्ञान की आवश्यकता व विज्ञान के प्रकार पर चर्चा कर, दिए गए विषय पर एक सुंदर विज्ञान लेख लिखें।	अभ्यास हेतु कार्य पत्रिका, गृहकार्य हेतु कार्यपत्र			
				6	अपठित गद्यांश	गद्यांश का मूल भाव समझना भाषा पर अधिकार बढ़ाने तथा प्रश्नों के उत्तर देने में सटीक शब्दों का प्रयोग करने में अधिक सक्षम बनना।	अभ्यास हेतु कार्य पत्रिका, गृहकार्य हेतु कार्यपत्र	अभ्यास कार्य।			
2	June : 2026	24	24	7	दो बैलों की कथा	विद्यार्थी निरुता, निष्ठा और संवेदनशीलता को समझेंगे। कहानी का भावार्थ और संदेश पहचान सकेंगे। पठन-कौशल का प्रयोग कर सकेंगे।	रचनात्मक लेखन - "दिने में हीरा, मोती होत।" विषय पर अनुच्छेद लिखें। भूमिका अभिनय (Role Play): हीरा, मोती के संवाद enact कार्य करें।	अभ्यास हेतु कार्य पत्रिका, गृहकार्य हेतु कार्यपत्र	Weekly Test - 2 (12.06.2026) दो बैलों की कथा, अनुच्छेद लेखन, अपठित गद्यांश आदि।		
				5	पद देदास	1. भाषा साहित्य की बारीकियों जैसे (S/nk) के पदों में निहित शब्द भंडार, उनकी भाषा शैली पर चर्चा कर अपने विचार अभिव्यक्त कर पाने में सक्षम होंगे। विद्यार्थी कविता के भाव को बारीकी से समझकर, अपने परिवेशगत अनुभवों पर अपनी स्वतंत्र विचार अभिव्यक्त करने में सक्षम होंगे। समानता, अतिशय और सन्दर्भ के मूल्यों को समझेंगे। काव्य भाषा और भाव की पहचान करेंगे।	1. परिचय: देवास के पदों को संग्रह कर, उनका कक्षा में सस्तर वाचन करना। 2. लिखित अभिव्यक्ति: पदों में निहित संकेत शब्द, स्वरों का आलेख-अवलेख, कोमल व कठोरता, मधुर व चट्टानी आदि से परिपूर्ण कविता के सारथक को लिखित अभिव्यक्त करना।	कक्षा परीक्षा।			
				5	शब्द भंडार : 1) समानार्थी शब्द	समानार्थी शब्दों की पहचान कर सकेंगे। दिए गए शब्दों के उचित समानार्थी शब्द लिख सकेंगे। भाषा की शब्द-संपदा को बढ़ा सकेंगे।	शब्द, मिलान गतिविधि: एक कॉलम में शब्द और दूसरे में उनके समानार्थी शब्द देकर मिलान कराएँ। वाक्य निर्माण: प्रत्येक किराणियों को एक शब्द देकर उसका समानार्थी प्रयोग करते हुए वाक्य लिखें।	अभ्यास कार्य।			
				5	2) मुहावरे शब्द	विद्यार्थी पाठ्यपुस्तक के गद्य पाठों में निहित मुहावरों का अवलोकन कर उनका अर्थ बताने में सक्षम होंगे।	शब्द, मिलान गतिविधि: एक कॉलम में शब्द और दूसरे में उनके समानार्थी शब्द देकर मिलान कराएँ। वाक्य निर्माण: प्रत्येक किराणियों को एक शब्द देकर उसका समानार्थी प्रयोग करते हुए वाक्य लिखें।	कक्षा परीक्षा। अभ्यास कार्य।			
				3	क्या लिखें?	पुनरावलोकन प्रस्तावित बख्शी रचनात्मक लेखन (Creative Writing) की समझ विकसित होगी। विद्यार्थी अपने विचार स्पष्ट रूप से लिख सकेंगे।	विचार लेखन: "मेरा संवेदनशील विषय" पर 100 शब्द लिखें। माईट गैप बनाएँ: लेखन के लिए विचारों का नक्शा तैयार करें। साझा पठन: छात्र अपने लेख कक्षा में पढ़ें, रचनात्मक कार्य, चित्र देखाकर कृतज्ञता लिखें।	अभ्यास हेतु कार्य पत्रिका, गृहकार्य हेतु कार्यपत्र			
3	July : 2025	26	20	4	राम-सहजान-परशुराम संवाद भारति, जय.	भारतीय संस्कृति और पौराणिक संदर्भों की समझ विकसित होगी। संवाद शैली और भावार्थ समझ सकेंगे।	विचार लेखन: लेखन के लिए विचारों का नक्शा तैयार करें। साझा पठन: छात्र अपने लेख कक्षा में पढ़ें, रचनात्मक कार्य, चित्र देखाकर कृतज्ञता लिखें।	अभ्यास हेतु कार्य पत्रिका, गृहकार्य हेतु कार्यपत्र	Periodic Test - I दो बैलों की कथा, पद देदास, अनुच्छेद लेखन, अपठित गद्यांश, पत्र लेखन आदि।		
				5	पुरावर्तन Periodic Test - I						
				4	शब्द निर्माण: उपसर्ग- प्रत्यय	उपसर्ग की पहचान कर सकेंगे। शब्दों में उपसर्ग जोड़कर नए शब्द बना सकेंगे। प्रत्यय की पहचान कर सकेंगे। शब्दों में प्रत्यय जोड़कर नए शब्द बना सकेंगे।	शब्द निर्माण खेल: "अ", "उ", "इ" आदि उपसर्ग देकर नए शब्द बनाएँ। उपसर्गात्मक शब्दों का प्रयोग करके वाक्य लिखवाएँ। शब्द विस्तार गतिविधि: "मीठा" → मिठाई, "बल" → बलवान जैसे उदाहरण पूर्ण कराएँ। मूल शब्द और प्रत्यय पहचानने का अभ्यास।	अभ्यास कार्य।			
				2	रचनात्मक कौशल. 3 औपचारिक पत्र लेखन	विभिन्न प्रकार के पत्रों को लिखना सीखना अपने विचारों को सही तार्किक ढंग से कहने की क्षमता विकसित करना।	पत्र के प्रकार, औपचारिक पत्र को आवश्यकता व उसके प्रारूप पर चर्चा करें तथा दिए गए उदाहरण का प्रारूप के अनुरूप प्रस्तुत करें।	अभ्यास हेतु कार्य पत्रिका, गृहकार्य हेतु कार्यपत्र			
				2	संज्ञा	संज्ञा की परिभाषा और प्रकार (व्यंजित, स्वतंत्र, वस्तु, भाव) पहचान सकेंगे। वाक्यों में संज्ञा शब्दों की पहचान कर सकेंगे। संज्ञा संदर्भ में उचित संज्ञा का प्रयोग कर वाक्य बना सकेंगे।	शब्द, मिलान गतिविधि: एक कॉलम में शब्द और दूसरे में उनके समानार्थी शब्द देकर मिलान कराएँ। वाक्य निर्माण: प्रत्येक किराणियों को एक शब्द देकर उसका समानार्थी प्रयोग करते हुए वाक्य लिखें।	अभ्यास हेतु कार्य पत्रिका, गृहकार्य हेतु कार्यपत्र			
4	Aug : 2026	20	20	4	संवादहीन	साक्षात्कार की शैली और उद्देश्य को समझेंगे। सुनने और समझने (Listening Skills) का विकास होगा।	मौखिक इंटरव्यू: एक छात्र साक्षात्कारकर्ता, दूसरा प्रसिद्ध व्यक्ति जैसे प्रश्न निर्माण: 5-6 साक्षात्कार प्रश्न तैयार करें। सुनी और बताओ: अडिग्ड सुनकर मुख्य बिंदु लिखें। संवाद लेखन: साक्षात्कार को संवाद रूप में लिखें।	अभ्यास हेतु कार्य पत्रिका, गृहकार्य हेतु कार्यपत्र	Term-I Portion: दो बैलों की कथा, क्या लिखें?, संवादहीन, पद देदास, राम-सहजान-परशुराम संवाद भारति, जय, विषयकर्ता, अनुच्छेद लेखन, अपठित गद्यांश, पत्र लेखन आदि।		
				5	विषयकर्ता	देशभक्ति और राष्ट्रिय गौरव को भावना विकसित होगा। कविता का रस और भाव समझेंगे।	समूह गान/वाक्य। पोस्टर बनाना: देशभक्ति विषय पर भावार्थ लेखन। चर्चा: राष्ट्र प्रेम का महत्व।	कक्षा परीक्षा। अभ्यास कार्य।			
				2	व्याकरण. 3 मुहावरे	विद्यार्थी पाठ्यपुस्तक के गद्य पाठों में निहित मुहावरों का अवलोकन कर उनका अर्थ बताने में सक्षम होंगे।	भाषा को एक विधा - मुहावरों पर चर्चा कर, मुहावरों का प्रयोग करते हुए एक कहानी का निर्माण करना।	कक्षा परीक्षा।			
				4	सर्वनाम	संज्ञा के स्थान पर उचित सर्वनाम का प्रयोग कर सकेंगे। वाक्यों में विभिन्न प्रकार के सर्वनामों का प्रयोग कर सकेंगे।	चित्र वर्णन: चित्र देखाकर सर्वनाम का प्रयोग करते हुए वर्णन कराएँ। उचित सर्वनाम से वाक्य पूर्ण कराएँ।	अभ्यास हेतु कार्य पत्रिका, गृहकार्य हेतु कार्यपत्र			
				4	पुरावर्तन Term-I Exams						
5	Sep: 2026	22	13	पुरावर्तन Term-I Exams						अभ्यास कार्य।	Term-I Portion:
				3	निपात	निपात शब्दों की पहचान कर सकेंगे। वाक्यों में निपात का उचित प्रयोग कर सकेंगे। निपात से वाक्य के भाव में होने वाले परिवर्तन को समझ सकेंगे।	वाक्य पहचान गतिविधि: वाक्यों में निपात शब्दों को रेखांकित कराएँ। संवाद लेखन: निपात का प्रयोग करते हुए छोटे संवाद लिखवाएँ।	अभ्यास हेतु कार्य पत्रिका, गृहकार्य हेतु कार्यपत्र			
				4	ऐसी भी बातें होती हैं	सामाजिक/सांस्कृतिक विषय आधारित पाठ: समाज और विविधता के प्रति जागरूकता बढ़ाएँ। संवेदनशीलता और सहानुभूति का विकास होगा।	संवाद वाचन: विद्यार्थियों से पाठ के संवाद अभिनय शैली में पढ़वाएँ। समूह चर्चा: क्या आपके साथ भी ऐसी मजेदार बातें हुई हैं? विषय पर चर्चा कराएँ।	अभ्यास कार्य।			
				3	झंसी की रानी	वीरता और साहस के गुणों को जानेंगे। कविता का प्रभावी वाचन कर सकेंगे।	नाटक प्रस्तुति: रानी लक्ष्मीबाई का जीवन। कविता वाचन। अनुच्छेद: "वीरता" चित्र बनाएँ। युद्ध का दृश्य।	अभ्यास कार्य।			
				3	विराम चिह्न	विभिन्न विराम चिह्नों की पहचान कर सकेंगे। लेखन में उचित विराम चिह्नों का प्रयोग कर सकेंगे। विराम चिह्नों के महत्व को समझ सकेंगे।	विषय चिह्न लगाओ: किना विराम चिह्न वाले अनुच्छेद में उचित चिह्न लगाएँ। पठन गतिविधि: विराम चिह्नों के अनुसार सही उच्चारण-व्यंजन के साथ पढ़वाएँ।	अभ्यास हेतु कार्य पत्रिका, गृहकार्य हेतु कार्यपत्र			
6	Oct: 2026	21	21	5	आखिरी चट्टान तक	पाठ का भाव एवं मुख्य विचार समझ सकेंगे। पाठ में वर्णित घटनाओं का क्रमबद्ध वर्णन कर सकेंगे। साहस, संघर्ष एवं प्रकृति प्रेम जैसे मूल्यों को समझ सकेंगे।	यात्रा योजना बनाना: किसी स्थान की यात्रा योजना तैयार करें। वर्णनात्मक लेखन: अपने यात्रापर पाठ। चित्र वर्णन: किसी स्थान का चित्र देखकर विवरण लिखें।	कक्षा परीक्षा। अभ्यास कार्य।	Weekly Test - 11 (16/10/2026): ऐसी भी बातें होती हैं, झंसी की रानी, व्याकरण, पत्र लेखन आदि।		
				5	रीढ़ की हड्डी	सामाजिक कुनैतियों (जैसे दहेज, की पहचान करेंगे। आलोचनात्मक सोच (Critical Thinking) विकसित होगी।	वाद-विवाद: "दहेज पथ उचित/अनुचित" पर लेखन: सामाजिक बुराईयों पर जागरूकता पत्र। समस्या समाधान: सामाजिक समस्या का समाधान सुझाएँ।	अभ्यास हेतु कार्य पत्रिका, गृहकार्य हेतु कार्यपत्र			
				5	मैं और मेरा देश	देशभक्ति और नगरिक कर्तव्यों की समझ विकसित होगी। राष्ट्र के प्रति विमोहदायक का भाव आएगा।	भाषण: "मेरा देश - मेरा गर्व"। निबंध लेखन: "एक आदर्श नगरिक के पत्र"। पोस्टर: देशभक्ति से संबंधित। समूह चर्चा: नगरिक कर्तव्य।	अभ्यास हेतु कार्य पत्रिका, गृहकार्य हेतु कार्यपत्र			
				5	संवाद लेखन चित्र वर्णन						
				4	घर की याद	भावनात्मक-आत्म्यात्मक और पारिवारिक संबंध का समझना। रचनात्मक सोच और कल्पना शक्ति का विकास होगा।	रचनात्मक लेखन: "मुझे अपने घर की याद क्या आती है"। अनुभव साझा: घर/परिवार से जुड़ी यादें। चित्रण: घर का चित्र। कविता वाचन-भात्र के साथ।	अभ्यास हेतु कार्य पत्रिका, परीक्षा की पूर्ण तैयारी हेतु कार्यपत्र			
7	Nov : 2026	18	18	4	व्याकरण- पुरावर्तन	पुरावर्तन	पुरावर्तन	अभ्यास हेतु कार्य पत्रिका, परीक्षा की पूर्ण तैयारी हेतु कार्यपत्र			
				4	सर्वाथ पद्य व गद्य- पुरावर्तन	पुरावर्तन	पुरावर्तन	अभ्यास हेतु कार्य पत्रिका, परीक्षा की पूर्ण तैयारी हेतु कार्यपत्र			
				5	संघनपन - पुरावर्तन	पुरावर्तन	पुरावर्तन	अभ्यास हेतु कार्य पत्रिका, परीक्षा की पूर्ण तैयारी हेतु कार्यपत्र			
Periodic Test - II											
8	Dec : 2026	25	15	15	रचनात्मक कौशल-पुरावर्तन	पुरावर्तन	पुरावर्तन	अभ्यास हेतु कार्य पत्रिका, परीक्षा की पूर्ण तैयारी हेतु कार्यपत्र	Periodic Test-II Periodic Test - II		
					पुरावर्तन	पुरावर्तन	पुरावर्तन	अभ्यास हेतु कार्य पत्रिका, परीक्षा की पूर्ण तैयारी हेतु कार्यपत्र	1) मैं और मेरा देश, 2) घर की याद 3) मुहावरे, 4) अपठित गद्यांश, व्याकरण, अनुच्छेद लेखन, आदि।		
9	Jan : 2027	20	14		पुरावर्तन	पुरावर्तन	पुरावर्तन	पुरावर्तन			
					पुरावर्तन	पुरावर्तन	पुरावर्तन	पुरावर्तन			
10	Feb : 2027	23	11	पुरावर्तन	आदर्श प्रश्न पर का अभ्यास Annual Examination (80 marks)	पुरावर्तन	पुरावर्तन	Annual Exam : गंगा घाट, पुस्तक गद्य खंड, काव्य खंड, व्याकरण /पद्य भंडार, समानार्थी शब्द, मुहावरे, शब्द निर्माण, उपसर्ग, प्रत्यय, विराम चिह्न, संज्ञा, सर्वनाम, निपात, रचनात्मक लेखन : अनुच्छेद लेखन, पत्र लेखन (औपचारिक) संवाद लेखन चित्र वर्णन आदि।			
11	Mar : 2027				Annual Examination (80 marks)	Annual Examination (80 marks)	Annual Examination (80 marks)				

Signature of the Sub.Tr HoD VP Principal

Syllabus Bifurcation: 2026-27

Subject: Kannada (II Lang)

Class: IX

SI No	Monh	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=15	ಪಾರ - ೧ ಪ್ರಜಾ ನಿಷ್ಠೆ ಪಠ್ಯಪೂರಕ -೧ ಪುಟ್ಟಹಕ್ಕಿ ವರ್ಣಮಾಲೆ ಮತ್ತು ಶಬ್ದಗಳು	<p>*ಕಾದಂಬರಿ ಸಾಹಿತ್ಯ ಪ್ರಕಾರದ ಲಕ್ಷಣಗಳನ್ನು ತಿಳಿಸುವರು. ಕರ್ನಾಟಕದ ಪ್ರಸಿದ್ಧ ವಾಸ್ತು ಶಿಲ್ಪ ಕಲೆಗಳನ್ನು ತಿಳಿಸುವರು.* ಹೊಯ್ಸಳರ ವಾಸ್ತುಶಿಲ್ಪಕ್ಕೆ ಉದಾಹರಣೆಗಳನ್ನು ನೀಡುವರು. *ಹೊಯ್ಸಳ ದೊರೆ ವಿಷ್ಣುವರ್ಧನ ಮತ್ತು ಆದಿಯ ಮರ ನಡುವಿನ ಯುದ್ಧ ಮತ್ತು ಅದರ ಪರಿಣಾಮವನ್ನು ತಿಳಿಸುವರು. *ತಲಕಾಡನ್ನು ಲೂಟಿ ಮಾಡಿದಂತೆ ವಿಷ್ಣುವರ್ಧನನು ಸೈನಿಕರಿಗೆ ನೀಡಿದ ಆದೇಶವನ್ನು ಹಾಗೂ ರಾಣಿ ಶಾಂತಲಾ ದೇವಿ ಮತ್ತು ಉದಯಾದಿತ್ಯರಿಂದ ರಾಜಧಾನಿಯ ಸಂರಕ್ಷಣೆ ಮಾಡುತ್ತಿದ್ದ ಬಗ್ಗೆಯನ್ನು ವಿವರಿಸುವರು.* ಬಂಗಾರ ಯಾರಿಗೆ ಸೇರಬೇಕೆಂಬುದರ ಬಗ್ಗೆ ನಡೆದ ಚರ್ಚೆ ತೀರ್ಮಾನ ಮತ್ತು ಮಹಾರಾಣಿಯ ಅಭಿಪ್ರಾಯವನ್ನು ತಿಳಿಸುವರು. *ಮಹಾರಾಣಿಯನ್ನು ಕಂಡ ಜನರ ಸಂತಸ ಮತ್ತು ಗೌರವ ಸಮರ್ಪಣೆ ಮಾಡಿದ ಸಂದರ್ಭವನ್ನು ಹಾಗೂ ಹಣವನ್ನು ದ್ವಾರಸಮುದ್ರದಲ್ಲಿ ದೇಗುಲ ನಿರ್ಮಾಣಕ್ಕೆ ಬಳಸುವ ನಿರ್ಧಾರವನ್ನು ವರ್ಣಿಸುವರು</p> <p>*ಪುಟ್ಟಹಕ್ಕಿಯು ಹೇಗೆ ಎಲ್ಲಾ ತೊಂದರೆಗಳನ್ನು ಸಹಿಸಿಕೊಂಡು ತನ್ನ ಜೀವನವನ್ನು ಸಾಗಿಸುವುದು ಎಂಬುದರ ಕುರಿತು ವಿವರಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು * ಕೃತಿಕಾರರ ವಿವರವನ್ನು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಮನನ ಚಿತ್ರಣದಲ್ಲಿ ಮಾಡುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು.</p> <p>ಅಕ್ಷರಗಳ ಕ್ರಮಬದ್ಧ ಜೋಡಣೆ ಮತ್ತು ಅದರ ವಿಧಗಳನ್ನು ಗುರುತಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವರು. * ಸರಳ ವಾಕ್ಯ ರಚನೆ</p>	<p>* ಕನ್ನಡದ ಪ್ರಸಿದ್ಧ ಕಾದಂಬರಿಗಳು ಹಾಗೂ ಕಾದಂಬರಿಗಳ ರಚನಾಕಾರರನ್ನು ಪಟ್ಟಿ ಮಾಡಿಸುವುದು. *ಹೊಯ್ಸಳ ಸಾಮ್ರಾಜ್ಯ ಹಾಗೂ ಪ್ರಮುಖ ದೊರೆಗಳು ಎಂಬ ವಿಷಯವನ್ನು ಕುರಿತು ಚರ್ಚಿಸುವುದು. *ವಾಚನ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವುದು. * ವ್ಯಾಕರಣ ಅಂಶಗಳನ್ನು ಗುರುತಿಸುವುದರ ಮೂಲಕ ಭಾಷಾಜ್ಞಾನವನ್ನು ಹೆಚ್ಚಿಸುವುದು. * ಹೊಸ ಪದಗಳನ್ನು ಅರ್ಥೈಸುವುದರ ಮೂಲಕ ಪದ ಸಂಪತ್ತನ್ನು ಹೆಚ್ಚಿಸುವುದು. *ಹೊಯ್ಸಳ ಶಿಲ್ಪಕಲಾ ವೈಭವಕ್ಕೆ ಹೆಸರಾದ ಬೇಲೂರು ಮತ್ತು ಹಳೇಬೀಡಿನ ಚಿತ್ರಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ವಿವರಣೆಯನ್ನು ಬರೆಯುವಂತೆ ತಿಳಿಸುವುದು. *</p> <p>*ಪುಟ್ಟ ಹಕ್ಕಿ ಯು ಜೀವನದ ಬಗ್ಗೆ ಸರಳ ವಾಕ್ಯಗಳಲ್ಲಿ ಸಾರಾಂಶ ಬರೆಯುವ ಚಟುವಟಿಕೆ. *ಪದ್ಯದಲ್ಲಿ ಬರುವ ಪ್ರಾಸ ಪದಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>ವರ್ಣಮಾಲೆಯನ್ನು ಕ್ರಮಬದ್ಧವಾಗಿ ಬರೆಯುವ ಮತ್ತು ಹೇಳುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವ ಚಟುವಟಿಕೆ</p>	<p>SEA:-1 ಹೊಯ್ಸಳರ ಕಾಲದ ಕಲೆ ಮತ್ತು ವಾಸ್ತುಶಿಲ್ಪ ಕುರಿತು ವಿಷಯ ಸಂಗ್ರಹಣೆ (art integrated project) ರಸಪ್ರಶ್ನೆ, ವಸ್ತುನಿಷ್ಠ ಪ್ರಶ್ನೆಗಳು</p> <p>MA-1 ತೆರೆದ ಪುಸ್ತಕ ಪರೀಕ್ಷೆ:-ದಲಿತರ ಮೇಲಾಗುವ ಶೋಷಣೆಯ ಬಗ್ಗೆ ಕವಿ ಪುಟ್ಟ ಹಕ್ಕಿಗೆ ಹೇಗೆ ಹೋಲಿಕೆ ಮಾಡಿದ್ದಾನೆ ಎಂಬುದನ್ನು ಟಿಪ್ಪಣಿಯ ಮೂಲಕ ಎಂಟು ಹತ್ತು ವಾಕ್ಯಗಳಲ್ಲಿ ಬರೆಯಿರಿ.</p>	

2	June	24	24	6+6+6+6=24	ಪಾಠ - ೨ ಬೆಡಗಿನ ತಾಣ ಜಯಪುರ	<p>ಮಾಡುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು. * ದೇಶ್ಯ ಮತ್ತು ಅನ್ಯ ದೇಶ್ಯ ಪದಗಳನ್ನಾಗಿ ವಿಂಗಡಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು. * ಕೊಟ್ಟಿರುವ ಪದಗಳಿಗೆ ತತ್ಯಮ ತದ್ಯವ ರೂಪ ಬರೆಯುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು * ಕೆಲವು ಪದಗಳು ಯಾವ ಭಾಷೆಯಿಂದ ಬಂದಿವೆ ಎಂಬುದನ್ನು ಗುರುತಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು *</p> <p>*ಪ್ರವಾಸ ಕಥನಗಳ ವಿಧಗಳನ್ನು ತಿಳಿಸುವರು. *ಲೇಖಕರಾದ ಕೆ ಶಿವರಾಮ ಕಾರಂತರವರ ಕಿರುಪರಿಚಯ ಹಾಗೂ ಪಾಠದ ಆಶಯ ತಿಳಿಸುವರು. *ಲೇಖಕರು ಜಯಪುರದಲ್ಲಿರುವ ರೈಮ್ ಮನೆಗೆ ಭೇಟಿ ಅಲ್ಲಿನ ಬೀದಿಗಳ ವರ್ಣನೆ ಜನರ ಬಣ್ಣದ ಉಡುಪುಗಳ ವರ್ಣನೆ ಹಾಗೂ ಅಂಬೇರ ಬೆಟ್ಟದ ಪರಿಸರದ ವರ್ಣನೆ .ಕೋಟಿಯಲ್ಲಿನ ಅರಮನೆ ಮತ್ತು ಮೀರಾಬಾಯಿ ದೇವಾಲಯದ ವರ್ಣನೆ ಮಾಡುವರು.* ಜಂತ್ರ ಮಂತ್ರ ಖಗೋಳ ವೀಕ್ಷಣಾಲಯದ ಮಹತ್ವವನ್ನು ಹಾಗೂ ಅಲ್ಲಿಯ ಜನಪದ ನೃತ್ಯದ ಶೈಲಿಯನ್ನು ವರ್ಣಿಸುವರು.</p>	<p>*ವರ್ಣಮಾಲೆಯಲ್ಲಿ ವಿಧಗಳ ಬಗ್ಗೆ ಮನನ ಚಿತ್ರಣ ಮಾಡುವ ಚಟುವಟಿಕೆ* ದೇಶ್ಯ ಮತ್ತು ಅನ್ಯ ದೇಶ್ಯ ಪದಗಳನ್ನು ಗುರುತಿಸುವ ಚಟುವಟಿಕೆ. * ಕೊಟ್ಟಿರುವ ಪದಗಳು ಯಾವ ಭಾಷೆಯಿಂದ ಬಂದಿವೆ ಎಂಬುದನ್ನು ಬರೆಯುವರು. *ಕೊಟ್ಟಿರುವ ಪದಗಳಿಗೆ ತತ್ಯಮ ತದ್ಯವ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>*ಶಿವರಾಮ ಕಾರಂತರ ಕಿರುಪರಿಚಯ ಬರೆಯುವ ಚಟುವಟಿಕೆ, *ಜಯಪುರದ ಪ್ರವಾಸಿ ಸ್ಥಾನಗಳ ಹೆಸರುಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ, *ನೀವು ನೋಡಿರುವ ಯಾವುದಾದರೂ ಐತಿಹಾಸಿಕ ಸ್ಥಳದ ಬಗ್ಗೆ ನಿಮ್ಮ ಗೆಳೆಯನಿಗೆ ಒಂದು ಪತ್ರ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p>	<p>MA-2 ರಸಪುಶ್ಚೆ ಮಾಡುವುದು (ಲಿಖಿತವಾಗಿ)</p> <p>Art integrated project) SEA:-2 ಜಯಪುರದ ಪ್ರಮುಖ ಪ್ರೇಕ್ಷಣೀಯ ಸ್ಥಳಗಳ ಕುರಿತು ವಿಡಿಯೋ ತಯಾರಿಸುವ ಚಟುವಟಿಕೆ. /ಜಯಪುರದ ಐತಿಹಾಸಿಕ ಸ್ಥಳಗಳ ಚಿತ್ರ ಪಟಗಳ ಹಾಗೂ ಮಾಹಿತಿಸಂಗ್ರಹ ಚಟುವಟಿಕೆ ಐತಿಹಾಸಿಕ ಸ್ಥಳದ ಮಹತ್ವ ಪುಬಂಧ ರಚನೆ ಚಟುವಟಿಕೆ</p>	Weekly Tesy-2 (12.6.2026)
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3	July	26	20	5+5+5+5=20	<p>ಪದ್ಯ - ೧ ಪಾರಿವಾಳ</p> <p>ನಾಮಪದ, ಗಾದೆ</p> <p>ಪತ್ರಲೇಖನ, ಪ್ರಬಂಧ ರಚನೆ</p> <p>ಪಾಠ -೨ ಆದರ್ಶ ಶಿಕ್ಷಕ ಸರ್ವೆಪಲ್ಲಿ ರಾಧಾಕೃಷ್ಣನ್</p>	<p>* ಪದ್ಯಪಾಠದ ಆಶಯವನ್ನು ವಿವರಿಸುವ ಕೌಶಲ್ಯವನ್ನು ತಿಳಿಸುವರು * ಸು. ರಂ. ಎಕ್ಯುಂಡಿ ಅವರ ಕುರಿತು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ವಿವರಿಸುವ ಕೌಶಲ್ಯವನ್ನು ತಿಳಿಸುವರು. * ಪದ್ಯ ಭಾಗವನ್ನು ಸಮರ್ಥವಾಗಿ ಓದುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು. * ಮೋಹ ಮುಸುಕಿದ ಬುದ್ಧಿ ಸರ್ವನಾಶದ ಸಿದ್ಧಿ ಈ ವಾಕ್ಯದ ಕುರಿತು ತನ್ನ ಅಭಿಪ್ರಾಯವನ್ನು ಮಂಡಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು * ಪದ್ಯಭಾಗದಲ್ಲಿ ಬಂದಿರುವ ವ್ಯಾಕರಣ ಅಂಶಗಳನ್ನು ಗುರುತಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು</p> <p>ನಾಮಪದದ ಪ್ರಕಾರಗಳನ್ನು ಮನದ ನಕಾಶೆಯಲ್ಲಿ ಬರೆದು ಮೂಲಕ ಚಿತ್ರಿಸುವ ಚಟುವಟಿಕೆ ಮೂಲಕ ನಾಮಪದದ ಪ್ರಕಾರಗಳನ್ನು ಗುರುತಿಸಲು ವಿವರಿಸುವ ಕೌಶಲ್ಯವನ್ನು ತಿಳಿಸುವರು</p> <p>* ಮಕ್ಕಳು ಬರವಣಿಗೆ ಕೌಶಲ್ಯವನ್ನು ಹೆಚ್ಚಿಸಿಕೊಳ್ಳಲು ಪತ್ರಲೇಖನವನ್ನು ಬರೆಯುವ ವಿಧಾನ ಮತ್ತು ಪ್ರಬಂಧ ರಚನೆಯ ಮಾಡುವುದರ ಬಗ್ಗೆ ಸಂಕ್ಷಿಪ್ತವಾಗಿ ವಿವರಿಸುವ ಓದುವ ಕೌಶಲ್ಯವನ್ನು ತಿಳಿಸುವರು.</p> <p>ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿ ವ್ಯಕ್ತಿ ಚಿತ್ರಣ ದ ಬಗ್ಗೆ ಬರೆಯುವ ಕೌಶಲ್ಯವನ್ನು ತಿಳಿಸುವರು</p> <p>. ಆದರ್ಶ ಶಿಕ್ಷಕ ತತ್ವಜ್ಞಾನಿ ಶಿಕ್ಷಣ ತಜ್ಞ ಸಮಾಜ ಸುಧಾರಕ ಹಾಗೂ ಮೆಚ್ಚಿನ ನಾಯಕರ ಜೀವನ ಸಾಧನೆಗಳ ಕೊಡುಗೆಗಳ ಬಗ್ಗೆ * ಸರ್ವೆಪಲ್ಲಿ ರಾಧಾಕೃಷ್ಣನ್ ರವರ ಜೀವನ ಸಾಧನೆ ಸ್ತೋತ್ರ ನೋಟದ ಬಗ್ಗೆ. * ಗುರುವಿನ ಸ್ಥಾನ ಮತ್ತು ಗೌರವವನ್ನು ಹೆಚ್ಚಿಸಿ ಆದರ್ಶ ಸಮಾಜ ನಿರ್ಮಾಣಕ್ಕೆ ಶಿಕ್ಷಕರ ಪಾತ್ರದ ಅಗತ್ಯ ಎಂಬುದನ್ನು ತಿಳಿಸುವರು</p> <p>* ಸಚ್ಚಾರಿತ್ರ್ಯ ಮೌಲ್ಯಗಳನ್ನು ವೃದ್ಧಿಸಿಕೊಂಡು ತಮ್ಮ ಜೀವನದಲ್ಲಿ ಅಳವಡಿಸಿಕೊಳ್ಳಲು ರಾಧಾಕೃಷ್ಣನ್ ಅವರ ಜೀವನ ಸಾಧನೆ ತಿಳಿಸುವರು</p>	<p>* ಸು.ರಂ ಎಕ್ಯುಂಡಿ ಅವರ ಬಗ್ಗೆ ಕಿರುಪರಿಚಯ ಬರೆಯುವ ಚಟುವಟಿಕೆ, * ಅತಿಯಾದ ವಾತ್ಸಲ್ಯ ಸರ್ವನಾಶಕ್ಕೆ ಕಾರಣ ಎಂಬ ಗಾದೆ ಮಾತಿಗೆ ವಿವರಣೆ ಬರೆಯುವ ಚಟುವಟಿಕೆ, * ನಿಮಗೆ ತಿಳಿದಿರುವ ಯಾವುದಾದರೂ ಕಥನ ಕವನ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>* ಕೊಟ್ಟಿರುವ ಗದ್ಯ ಭಾಗದಲ್ಲಿ ನಾಮಪದದ ಪ್ರಕಾರಗಳನ್ನು ಹೊಂದಿರುವ ಪದಗಳನ್ನು ಗುರುತಿಸಿ ಆರಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ, * ಕೊಟ್ಟಿರುವ ವಾಕ್ಯಗಳನ್ನು ಓದಿ ಸರ್ವನಾಮಗಳನ್ನು ಬಳಸಿ ಪುನಃ ವಾಕ್ಯ ರಚಿಸುವ ಚಟುವಟಿಕೆ</p> <p>ಗಳೆಯರಿಗೆ ಅಥವಾ ಅಧಿಕಾರಿಗಳಿಗೆ ಪತ್ರ ಬರೆಯುವಾಗ ಬಳಸುವ ಹಂತಗಳ ಬಗ್ಗೆ ಫೋರ್ಜಾಟ್ ಮಾಡುವ ಚಟುವಟಿಕೆ</p> <p>ಭಾರತದ ರಾಷ್ಟ್ರಪತಿಗಳ ಭಾವಚಿತ್ರಗಳನ್ನು ಸಂಗ್ರಹಿಸುವ ಚಟುವಟಿಕೆ</p> <p>* ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಪಠ್ಯ ಭಾಗವನ್ನು ಓದಿಸುವ ಚಟುವಟಿಕೆ. * ಹೊಸ ಪದಗಳನ್ನು ಬಳಸಿ ಸ್ವಂತ ವಾಕ್ಯವನ್ನು ಹೇಳುವ ಚಟುವಟಿಕೆ. * ರಾಧಾಕೃಷ್ಣನ್ ಅವರ ಜೀವನ ಸಾಧನೆಗಳ ಕುರಿತು ಪ್ರಬಂಧವನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ. * ಆದರ್ಶ ವ್ಯಕ್ತಿಗಳ ಚಿತ್ರ ಪಟು ಸಂಗ್ರಹಿಸುವುದು * ಕನ್ನಡದ ಪ್ರಸಿದ್ಧ ಭಾವಗೀತೆಗಳ ರಚನೆಕಾರರನ್ನು ಪಟ್ಟಿ ಮಾಡಿಸುವ</p>	<p>MA-3 ನಿಮಗೆ ತಿಳಿದಿರುವ ಯಾವುದಾದರೂ ಚಿತ್ರ ಕವನವನ್ನು ಸಂಗ್ರಹಿಸಿ ಬರೆಯುವ ಯೋಜನಾ ಕಾರ್ಯ</p> <p>ರಸಪ್ರಶ್ನೆ ಮಾಡುವುದು (ಲಿಖಿತವಾಗಿ ವಸ್ತುನಿಷ್ಠ ಪ್ರಶ್ನೆಗಳು) ಚಟುವಟಿಕೆ ಹಾಳೆಗಳು</p> <p>ನಿಮ್ಮ ಶಾಲೆಯಲ್ಲಿ ಆಚರಿಸಿದ ಕ್ರೀಡಾ ದಿನಾಚರಣೆಯ ವರದಿಯನ್ನು ಪ್ರಜಾವಾಣಿ ಪತ್ರಿಕೆಗೆ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>* ಪದ್ಯದ ಭಾವಾರ್ಥವನ್ನು ಸಾರಾಂಶದೊಂದಿಗೆ ಬರೆಯುವ ಚಟುವಟಿಕೆ(MA-4) ತೆರೆದ ಪುಸ್ತಕ ಚಟುವಟಿಕೆ:-</p> <p>ಡಾಕ್ಟರ್ ಸರ್ವೆಪಲ್ಲಿ ರಾಧಾಕೃಷ್ಣನ್ ನಲ್ಲಿರುವ ಮಾನವೀಯ ಮೌಲ್ಯಗಳು ಹಾಗೂ ನೈತಿಕ ಮೌಲ್ಯಗಳ ಸಂಗ್ರಹಣೆ</p>	<p>Periodic Test-1</p> <p>Ch-1 & 2 Poem-1 PP-1 ವರ್ಣಮಾಲೆ ಮತ್ತು ಶಬ್ದಗಳು ನಾಮಪದ, ಗಾದೆ</p>
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4	Aug	20	20	5+5+5+5=20	<p>ಪದ್ಯ - ೨ ಹೊಸಹಾಡು</p> <p>ವ್ಯಾಕರಣ ಭಾಗ :- * ಸಂಧಿ ಪ್ರಕರಣ :- ವಿಧಗಳು* .ಗಾದೆಗಳು *ವಿರುದ್ಧ ಪದಗಳು *ನಾನಾರ್ಥಗಳು</p>	<p>ಕೈಯಾರ ಕಂಕಣ, ರೈ ಅವರ ಬಗ್ಗೆ ಕಿರುಪರಿಚಯ ತಿಳಿಸುವರು ಹಾಡುಗಳ ಪ್ರಕಾರಗಳನ್ನು ತಿಳಿಸುವರು . ಹಾಡು ಪ್ರಕೃತಿಯ ಅವಿಭಾಜ್ಯ ಅಂಗ ಪ್ರಕೃತಿಯ ಪ್ರತಿ ಸೊಬಗಿನಲ್ಲಿಯೂ ಹಾಡು ತುಂಬಿದೆ ಎಂಬುದನ್ನು ತಿಳಿಸುವರು *ಯುದ್ಧ ಕ್ರಾಂತಿಯ ಸಮಯದಲ್ಲಿ ಹಾಡುವ ಹಾಡು ಹೋರಾಟಕ್ಕೆ ಸ್ಪೂರ್ತಿಯಾಗಿ ನಿಲ್ಲಬೇಕು ಬದುಕನ್ನು ನಿತ್ಯ ನೂತನವಾಗಿ ಹೊಸ ಚೈತನ್ಯವನ್ನು ಮೂಡಿಸುವ ಶಕ್ತಿ ತುಂಬುವ ಜಗತ್ತನ್ನೇ ಬೆಳಕಿಸುವ ಬದುಕಿನ ಗತಿಯನ್ನೇ ಬದಲಿಸುವ ಶಕ್ತಿ ತುಂಬಿದ ಹಾಡಾಗಿರಬೇಕು ಎಂಬುದನ್ನು ತಿಳಿಸುವರು</p> <p>ಹಾಡುಗಳು ಹಳೆಯ ಮೌಲ್ಯವನ್ನು ಬದಿಗೊತ್ತಿ ಹೊಸ ಭಾವನೆಗಳಿಗೆ ರೂಪ ಕೊಟ್ಟು ಜಾತಿ ಗೋಡೆಯನ್ನು ಹೊಡೆದೋಡಿಸಿ ಎಲ್ಲರ ಮನದಲ್ಲಿ ಇವುಗಳ ವಿರುದ್ಧ ತಲೆ ಎತ್ತುವ ಸ್ಪೂರ್ತಿಯ ಚಿಲುಮೆಯಗಳಾಗಿ ನಿತ್ಯ ನೂತನವಾಗಿ ಹಾಡುಗಳು ಎಂಬುದನ್ನು ತಿಳಿಸುವರು</p> <p>*ಸಂಧಿಗಳ ಅರ್ಥ ಪ್ರಕಾರಗಳು ಸಂಸ್ಕೃತ ಸಂಧಿಯ ಬಗ್ಗೆ ತಿಳಿಸುವರು * ಗಾದೆಗಳ ಅರ್ಥ ಹಾಗೂ ಸಂಕ್ಷಿಪ್ತ ವಿವರಣೆ ಬರೆಯಲು ಅರಿವರು ವಿರುದ್ಧ ಪದ ಮತ್ತು ನಾನಾರ್ಥಗಳನ್ನು ಬರೆಯಲು ತಿಳಿಸುವರು</p>	<p>ಚಟುವಟಿಕೆ. * ನಿಮ್ಮ ಶಾಲೆಯಲ್ಲಿ ಆಚರಿಸಿದ ಶಿಕ್ಷಕರ ದಿನಾಚರಣೆ ಕುರಿತು ಒಂದು ವರದಿಯನ್ನು ರಚಿಸಿರಿ.</p> <p>*ವಂದೇ ಮಾತರಂ ಗೀತೆಯನ್ನು ಕಲಿಯುವ ಚಟುವಟಿಕೆ.*ವೀರತ್ವವನ್ನು ಪ್ರತಿಬಿಂಬಿಸುವ ಹಾಡುಗಳ ಹೆಸರುಗಳ ಸಂಗ್ರಹ ಚಟುವಟಿಕೆ. *ಸುಭಾಷ್ ಚಂದ್ರ ಬೋಸ್ ಭಗತ್ ಸಿಂಗ್ ಕಿತ್ತೂರಾಣಿ ಚೆನ್ನಮ್ಮ ಒನಕ ಓಬವ್ವ ಇವರ ಲಾವಣಿ ಗೀತೆಗಳ ಸಂಗ್ರಹ ಚಟುವಟಿಕೆ</p> <p>*ಕೊಟ್ಟಿರುವ ಗಾದೆಗಳ ಕಿರು ವಿವರಣೆಯನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ. *ಕೊಟ್ಟಿರುವ ಪದಗಳಿಗೆ ನಾನಾರ್ಥಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ ಹಾಗೂ* ವಿರುದ್ಧ ಪದ ಬರೆಯುವ ಚಟುವಟಿಕೆ.</p> <p>*ಕನ್ನಡ ನಾಡಿನ ಪ್ರಸಿದ್ಧ ಜನಪದ ಕಲೆಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡಿಸುವ ಚಟುವಟಿಕೆ. * ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಪಠ್ಯ ಭಾಗವನ್ನು ಓದುವ ಚಟುವಟಿಕೆ. * ಯೋಜಿತ ಕಾರ್ಯ (ಮಕ್ಕಳಿಗೆ ಗೊತ್ತಿರುವ ಯಾವುದಾದರೂ ಒಂದು ಜನಪದ ಕಲೆಯನ್ನು ಪ್ರದರ್ಶಿಸುವುದು)</p>	<p>MA-5 ಹೊಸ ಹಾಡು ಪದ್ಯದಲ್ಲಿ ಬರುವ ಪ್ರಾಸ ಪದಗಳ ಗುರುತಿಸುವಿಕೆ ಹಾಗೂ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>*ಗಿಡವಾಗಿ ಬಗ್ಗದ್ದು ಮರವಾಗಿ ಬಗ್ಗೀತೇ(ಈ ಗಾದೆಯ ವಿಸ್ತೃತ ರೂಪ)</p>	<p>ಪತ್ರಲೇಖನ, ಪ್ರಬಂಧ ರಚನೆ</p>
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					<p>ಅದರಲ್ಲಿರುವ ವೇಷಭೂಷಣ ಸಂಪ್ರದಾಯಗಳನ್ನು ಪರಿಚಯ ಮಾಡಿ ಕೊಡುವರು.</p> <p>*ಋತುಗಳ ಹೆಸರುಗಳನ್ನು ಹಾಗೂ ವಿಶೇಷತೆಗಳ ಬಗ್ಗೆ ತಿಳಿಸುವರು. *ಕವಿ ಎಸ್ ವಿ ಪರಮೇಶ್ವರ ಭಟ್ಟ ಅವರ ಪರಿಚಯ ಮಾಡುವರು ಹಾಗೂ ಪದ್ಯ ಭಾಗದ ಆಶಯ ಬಗ್ಗೆ ತಿಳಿಸುವರು * ಹೇಮಂತನ ಆಗಮನವಾದಾಗ ಭೂಮಿಯಲ್ಲಿ ಕಂಡುಬರುವ ದೃಶ್ಯದ ವರ್ಣನೆ ಹಾಗೂ ಭಾಗ್ಯ ಹೀನರಂತೆ ಕಾಣುವ ಮರ-ಗಿಡ ಬಳ್ಳಿಗಳು ಹೊಲಗದ್ದೆ ತುಂಗಾ ನದಿಯ ಪರಿಸ್ಥಿತಿ ಕನನದ ಹ*** ಹಾಗೂ ಮಾನವನ ಪರಿಸ್ಥಿತಿ ಇವುಗಳ ಬಗ್ಗೆ ತಿಳಿಸುವರು *ಹೇಮಂತನ ಆಳ್ವಿಕೆಯ ಕಠಿಣ ಶಾಸನವನ್ನು ಪಾಲಿಸುವ ಬಗ್ಗೆ ಕವಿಯ ಅಭಿಪ್ರಾಯ ಹಾಗೂ ಒಂದೊಂದು ಋತುವಿನಲ್ಲೂ ಒಂದೊಂದು ಸಂಸ್ಕಾರ ಕಲಿಯುವುದು *ಜೀವಿಗಳ ಧರ್ಮ ಎಂಬ ಲೇಖಕರ ನುಡಿಯ ಅರ್ಥ ತಿಳಿಸುವರು.</p> <p>ನನ್ನಾಸೆ ಕವನದ ಆಶಯ ಭಾವವನ್ನು ಬಗ್ಗೆ ತಿಳಿಸುವರು ಇಂದುಮತಿ ಇಲ್ಲಮಾಣಿ ಅವರ ಕಿರುಪರಿಚಯ ಬಗ್ಗೆ ತಿಳಿಸುವರು.* ಸಮಾಜಕ್ಕೆ ಜನರಿಗೆ ಪರಿಸರಕ್ಕೆ ಸದುಪಯೋಗವಾಗುವ ನಮ್ಮ ಆಸೆಗಳ ಬಗ್ಗೆ ತಿಳಿಸುವರು. *ಅಜ್ಜಾನ ತೊಲಗಿಸಲು ಕವಿತೆಯ ಪ್ರಯತ್ನ ಹಾಗೂ ಸದಾ ಚಿಮ್ಮಾ ಚಿಲುಮೆಯಾಗಿ ಇರಬೇಕು ಎಂಬ ಭಾವನೆ ಬಗ್ಗೆ ತಿಳಿಸುವರು.</p>	<p>* ಇನ್ನಿತರ ಜನಪದ ಕಲೆಗಳ ಕುರಿತು ಮಾಹಿತಿ ಸಂಗ್ರಹಣೆ * ಚಾರ್ಟ್ ತಯಾರಿಕೆ (ಕನ್ನಡ ನಾಡಿನ ವಿವಿಧ ಜನಪದ ಕಲೆಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಚಿತ್ರಗಳನ್ನು ಸಂಗ್ರಹಿಸುವುದು) * ಪಾಠದಲ್ಲಿ ಬಂದಿರುವ ಮೌಲ್ಯಗಳನ್ನು ಕುರಿತು ಮಕ್ಕಳು ವಿವರಿಸುವ ಚಟುವಟಿಕೆ</p> <p>*ಹೇಮಂತ ಪದ್ಯ ಪಾಠದ ಸಾರಾಂಶವನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ Art Intigration - *ಋತುಗಳ ವಿಶೇಷತೆಗಳ ಬಗ್ಗೆ ಬರೆಯುವ ಚಟುವಟಿಕೆ. *ಬದಲಾವಣೆ ಜಗತ್ತಿನ ನಿಯಮ ಅದಕ್ಕೆ ಹೊಂದಿಕೊಂಡು ಬದುಕುವುದೇ ಜೀವಿಗಳ ಧರ್ಮ ಎಂಬ ವಿಷಯದ ಬಗ್ಗೆ ಚರ್ಚಿಸುವ ಚಟುವಟಿಕೆ.</p> <p>ಇಂದುಮತಿ ಲಮಾಣಿಯವರ ಆಸೆಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ. *ಜಗವೆಲ್ಲ ನಗುತ್ತಿರಲಿ ಜಗದಳಲು ನಗಿರಲಿ ಎಂಬ ಪದ್ಯವನ್ನು ಮಕ್ಕಳಿಂದ ಹಾಡಿಸುವ ಚಟುವಟಿಕೆ</p>	<p>ನನ್ನಾಸೆ ಕವನದಲ್ಲಿ ಬರುವ ಪ್ರಾಸ ಪದಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>ತೆರದ ಪುಸ್ತಕ ಪರಿಚ್ಛ</p>	
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5	Sep	22	13	5+4+4=13	<p>ವ್ಯಾಕರಣ ಭಾಗ :- ೧೪.ಕ್ರಿಯಾಪದಗಳು :- ವಿಧಗಳು ೧೫. ಧಾತು :- ವಿಧಗಳು</p> <p>ಪಾರ - ೫ ಹರಲೀಲೆ</p> <p>ವ್ಯಾಕರಣ ಭಾಗ :- ೧೬.ಕರ್ತೃ - ಕರ್ಮಣಿ ೧೭.ಕಾಲಗಳು ೧೮.ನಾನಾರ್ಥಗಳು</p> <p>ಪದ್ಯ - ೪ ನಿನ್ನ ಮುತ್ತಿನ ಸತ್ತಿಗೆಯನ್ನಿತ್ತು ಸಲಹೆ</p>	<p>**ಧಾತುಗಳ ಅರ್ಥ ಧಾತುಗಳಲ್ಲಿನ ವಿಧಗಳು ಸಹಜ ಧಾತು ಸಾಧಿತ ಧಾತು ಹಾಗೂ ಸಾಧಿತ ಧಾತುವಿನಲ್ಲಿ ಆ ಪ್ರಕಾರಗಳು ಬಗ್ಗೆ ತಿಳಿಸುವರು</p> <p>ನಡುಗನ್ನಡ ಸಾಹಿತ್ಯದ ಲಕ್ಷಣಗಳನ್ನು ಹಾಗೂ ಪ್ರಮುಖ ಕವಿಗಳ ಹೆಸರುಗಳನ್ನು ತಿಳಿಸುವರು.* ಕವಿಯ ಹರಿಹರ ಅವರ ಬಗ್ಗೆ ಪರಿಚಯ ಮಾಡುವರು ಹಾಗೂ ಪಾರದ ಆಶಯ ಬಗ್ಗೆ ತಿಳಿಸುವರು *. ಹರಲೀಲೆ ಕಥೆಯ ಹಿನ್ನೆಲೆಯನ್ನು ತಿಳಿಯುವರು. ಮಣ ಮಂದ ಪುತ್ರೂರಿನ ಉಪವನಕ್ಕೆ ನಂಬಿಯಣ್ಣನ ಆಗಮನ ವರ್ಣನೆ ಮಾಡುವರು*. ಕೈಲಾಸದಲ್ಲಿ ಶಿವ ಪಾರ್ವತಿಯರ ನಡುವಿನ ಸಂಭಾಷಣೆಯನ್ನು ವಿವರಿಸುವರು *ಹಾಗೂ ಶಿವ ಶತರುದ್ರರಾಗಿ ಮನ ಮಂದ ಪುತ್ರೂರಿನ ಮದುವೆ ಮಂಟಪಕ್ಕೆ ಆಗಮನ ಅವನ ವೇಷದ ವರ್ಣನೆಯನ್ನು ತಿಳಿಯುವರು. *ಶತ ವ್ಯದ್ಯನು ಮದುವೆಯ ಮಂಟಪದಲ್ಲಿ ಮಾಡಿದ ಅವಾಂತರಗಳನ್ನು ಸ್ವಾರಸ್ಯ ಪೂರ್ಣವಾಗಿ ವರ್ಣಿಸುವರು.</p> <p>ಕಾಲಗಳು ಅರ್ಥ ಆಗು ವಿಧಗಳ ಬಗ್ಗೆ ತಿಳಿಯುವರು. *ವರ್ತಮಾನ ಕಾಲ ಭೂತಕಾಲ ಭವಿಷ್ಯತ್ಕಾಲ, ಪ್ರತ್ಯಯಗಳ ಬಗ್ಗೆ ತಿಳಿಯುವರು *ಒಂದು ಪದಕ್ಕೆ ಇರುವ ನಾನಾರ್ಥದ ಬಗ್ಗೆ ತಿಳಿಸುವರು</p> <p>ನಡುಗನ್ನಡದ ಕಾವ್ಯ ಪ್ರಕಾರಗಳ ಲಕ್ಷಣಗಳನ್ನು ಬಗ್ಗೆ ತಿಳಿಸುವರು. *ರಾಘವಾಂಕ ಕವಿಯ ಕಿರು ಪರಿಚಯ ಬಗ್ಗೆ ತಿಳಿಸುವರು . *ಪದ್ಯ ಭಾಗದ ಪೂರ್ವಕತೆಯ ಪರಿಚಯ ಮಾಡಿಕೊಳ್ಳುವರು ಹಾಗೂ *ಹರಿಶ್ಚಂದ್ರನಲ್ಲಿಗೆ ಆಗಮಿಸಿದ ಗಾನರಾಣಿಯರ ಸೌಂದರ್ಯವನ್ನು ಕವಿ ವರ್ಣಿಸುವ ಬಗೆಯನ್ನು ವಿವರಿಸುವರು*. ಗಾನ ರಾಣಿಯರು ರಾಜ ನು ಗುಣಗಾನ ಮಾಡಿದ್ದು ಹಾಗೂ ಗಾನ ರಾಣಿಯರಿಗೆ ಹರಿಚಂದ್ರನ ಬಹುಮಾನ ನೀಡಿದ ಪ್ರಸಂಗವನ್ನು ವರ್ಣಿಸುವರು*. ಮುತ್ತಿನ ಸುತ್ತಿಗೆಯನ್ನು ನೀಡುವಂತೆ ರಾಜನಲ್ಲಿ ಗಾನ ರಾಣಿಯರ ಒತ್ತಾಯ</p>	<p>*ಆ ಕರ್ಮಕ ಧಾತುಗಳು ಮತ್ತು ಸಕರ್ಮಕ ಧಾತುಗಳ ವಾಕ್ಯಗಳನ್ನು ವಿಂಗಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>ಹರಲೀಲೆಯಲ್ಲಿರುವ ಶಿವ ಪಾರ್ವತಿಯರ ಸಂಭಾಷಣೆಯನ್ನು ಹೊಸ ಕನ್ನಡದಲ್ಲಿ ಸರಳ ಸಂಭಾಷಣೆಯನ್ನಾಗಿ ರಚಿಸುವ ಚಟುವಟಿಕೆ.* ನಡುಗನ್ನಡದ ಪ್ರಮುಖ ಕವಿಗಳ ಹೆಸರುಗಳು ಹಾಗೂ ಅವರ ಕೃತಿಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ.* ರಗಳೆ ಕವಿ ಹರಿಹರ ಅವರನ್ನು ಪರಿಚಯ ಮಾಡುವ ಹಾಗೂ ಗದ್ಯ ಪಾರದ ಆಶಯವನ್ನು ತಿಳಿಸುವ ಚಟುವಟಿಕೆ. * ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಪಠ್ಯ ಭಾಗವನ್ನು ಪದ ವಿಂಗಡಣೆ ಮಾಡಿ ಓದುವ ಚಟುವಟಿಕೆ.ಜಗವೆಲ್ಲ ನಗುತಿರಲಿ ಜಗದಳಲು ನಗಿರಲಿ ಎಂಬ ಪದ್ಯವನ್ನು ಮಕ್ಕಳಿಂದ ಹಾಡಿಸುವ ಚಟುವಟಿಕೆ * ಹಳಗನ್ನಡದ ಪದಗಳಿಗೆ ಅರ್ಥವನ್ನು ಬರೆದು ಮತ್ತು ವಾಕ್ಯ ರಚನೆ ಮಾಡುವ ಚಟುವಟಿಕೆ. * ಮಕ್ಕಳು ಕಥಾ ನಿರೂಪಣೆ ಮಾಡುವ ಚಟುವಟಿಕೆ. * ಕೊಟ್ಟಿರುವ ವಾಕ್ಯಗಳನ್ನು ವರ್ತಮಾನ ಕಾಲ ಭೂತಕಾಲ ಮತ್ತು ಭವಿಷ್ಯಕಾಲ ವಾಕ್ಯಗಳಾಗಿ ಪರಿವರ್ತಿಸುವ ಚಟುವಟಿಕೆ.</p> <p>ಸಂದರ್ಶನ ವಿಧಾನದಿಂದ ಕವಿ ರಾಘವಾಂಕ ಅವರನ್ನು ಪರಿಚಯಿಸುವ ಹಾಗೂ ಪಾರದ ಆಶಯವನ್ನು ತಿಳಿಸುವ ಚಟುವಟಿಕೆ</p>	<p>* ಘಟಕ ಪರೀಕ್ಷೆ (ಕ್ರಿಯಾ ಪದಗಳು ಧಾತುಗಳು)</p> <p>ಹರಲೀಲೆ ಹಳಗನ್ನಡದ ಪಾರವನ್ನು ಓದಿ ನಿಮ್ಮದೇ ವಾಕ್ಯದಲ್ಲಿ ಕತೆ ರಚಿಸುವಿಕೆ</p> <p>* ಹರಲೀಲೆ ಗದ್ಯ ಪಾರವನ್ನು ಹೊಸಗನ್ನಡದಲ್ಲಿ ಅನುವಾದ ಮಾಡಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>ಘಟಕ ಪರೀಕ್ಷೆ (ವ್ಯಾಕರಣಾಂಶಗಳು ಧಾತುಗಳು ಮತ್ತು ಕ್ರಿಯಾ ಪದಗಳು)</p>	<p>Weekly Test-12 (17.10.2025)WWeekly Tesy-2 (12.6.2026) Weekly Tesy-</p>
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6	Oct	21	21	<p>ಪ್ರಶ್ನೆ ಪೂರಕ ಕೆ - ಉರಿದ ಬದುಕು</p> <p>ವ್ಯಾಕರಣ ಭಾಗ :- .ಅರ್ಥ - ವ್ಯತ್ಯಾಸ . ಸಮನಾರ್ಥಕ ಪದಗಳು .ಗ್ರಾಮ್ಯ - ಗ್ರಾಂಥಿಕ ಪದಗಳು</p> <p>ಪದ್ಯ ೫ - ಕನ್ನಡ ನಾಡು ನುಡಿ</p>	<p>ಮಾಡಲು ಕಾರಣವನ್ನು ತಿಳಿಸುವರು. *ನೀಡಲು ಸಾಧ್ಯವಿಲ್ಲ ಎಂಬುದಕ್ಕೆ ರಾಜನು ನೀಡಿದ ಕಾರಣಗಳನ್ನು ವಿವರಿಸುವರು.</p> <p>*ಭಾರತದ ಸ್ವಾತಂತ್ರ್ಯಕ್ಕಾಗಿ ಹೋರಾಡಿದ ಕೆಲವು ಪ್ರಸಂಗಗಳ ಕುರಿತು ತಿಳಿಸುವರು. *ಉತ್ತರ ಕರ್ನಾಟಕದ ಭಾಷಾ ಶೈಲಿಯ ಗಮ್ಯತನ ಬಗ್ಗೆ ತಿಳಿಯುವರು. *ಶಾಂತ ರಸ ಲೇಖಕರ ಬಗ್ಗೆ ಕಿರು ಪರಿಚಯ ಅರಿಯುವರು. *ಪಾಠದಲ್ಲಿ ಬಂದಿರುವ ತಿಮ್ಮಣ್ಣ ಶಂಕರಣ್ಣ ದುರ್ಗಪ್ಪ ಹಾಗೂ ಅನ್ನವ್ವ ಇವರ ಕಿರುಪರಿಚಯ ತಿಳಿಸುವುದು. ದುರ್ಗಪ್ಪ ಶಂಕರಣ್ಣನಿಗೆ ಕುಲದ ಬಗೆಗೆ ಹೇಳಿದ ನೀತಿ ಮಾತುಗಳ ಬಗ್ಗೆ ತಿಳಿಸುವರು.* ದುರ್ಗಪ್ಪ ಮತ್ತು ಶಂಕರಣ್ಣನವರ ನಡುವೆ ನಡೆದ ಸಂಭಾಷಣೆಯ ಬಗ್ಗೆ ಬಗ್ಗೆ ತಿಳಿಸುವರು</p> <p>ಪದಗಳ ಅರ್ಥ ವ್ಯತ್ಯಾಸವನ್ನು ಬಗ್ಗೆ ತಿಳಿಸುವರು.* ಕೊಟ್ಟಿರುವ ಪದಗಳ ಸಮನಾರ್ಥಕ ಪದಗಳನ್ನು ತಿಳಿಯುವರು. *ಗ್ರಾಮ್ಯ ಮತ್ತು ಗ್ರಾಂಥಿಕ ಭಾಷೆಗಳ ನಡುವಿನ ವ್ಯತ್ಯಾಸ ಬಗ್ಗೆ ತಿಳಿಸುವರು</p> <p>*ಕನ್ನಡ ನಾಡು ನುಡಿಯ ಬಗ್ಗೆ ತಮ್ಮ ಅಭಿಮಾನದ ಮಾತುಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸುವರು. *ಹಳಗನ್ನಡದ ಕವಿಗಳಾದ ಶ್ರೀವಿಜಯ ನಯ ಸೇನಾ ನೇಮಿಚಂದ್ರ ಮಹಾಲಿಂಗರಂಗ ಆಂಡಯ್ಯ ಅವರ ಪರಿಚಯ ಮಾಡುವರು ಹಾಗೂ ಪದ್ಯ ಭಾಗದ ಆಶಯ ಬಗ್ಗೆ ತಿಳಿಸುವರು. ಕವಿ ಶ್ರೀವಿಜಯ ಮಾಡಿರುವ ಕನ್ನಡಿಗರ ಕಾವ್ಯ ಪ್ರಯೋಗ ಪರಿಹಾರ ಶ್ಲೋಕನೆಯನ್ನು, ನಯಸೇನನಿಂದ ಸಂಸ್ಕೃತ ಮತ್ತು ಕನ್ನಡ ಭಾಷೆಗಳನ್ನು ಬೆರೆಸಿ ಕಾವ್ಯ ರಚನೆ ಮಾಡುವುದು *ಅಸ್ತವಾದುದು, ನೇಮಿಚಂದ್ರನ ಕವಿಗಳ ಕಾವ್ಯ ರಚನಾ ಶಕ್ತಿಯ ಹೆಗ್ಗಳಿಕೆಯ ವರ್ಣನೆ ಈ ಎಲ್ಲಾ ವಿಷಯಗಳ ಕುರಿತು ವಿವರಿಸುವರು.ಹಾಗೂ *ಮಹಾಲಿಂಗ ರಂಗನ ಕನ್ನಡ ಹಿರಿಮೆಯ ವರ್ಣನೆಯನ್ನು ಹಾಗೂ ಪಾಂಡಯ್ಯ ಮಾಡಿರುವ ಕನ್ನಡ ನಾಡಿನ ಪ್ರಕೃತಿಯ ರಮ್ಯತೆಯನ್ನು ವರ್ಣಿಸುವರು.</p>	<p>* ಹೊಸ ಪದಗಳಿಗೆ ಸಮಾನಾರ್ಥಕ ಪದಗಳನ್ನು ಹುಡುಕಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ. * ಪದ್ಯದಲ್ಲಿ ಬಂದಿರುವ ಪ್ರಾಸ ಪದಗಳನ್ನು ಗುರುತಿಸುವ ಚಟುವಟಿಕೆ.</p> <p>*ವಿದ್ಯಾರ್ಥಿಗಳು ಪಠ್ಯ ಭಾಗವನ್ನು ಮೌನವಾಗಿ ಓದಿ ಅರ್ಥೈಸಿಕೊಳ್ಳುವ ಚಟುವಟಿಕೆ. ಹೈದರಾಬಾದ್ ಕರ್ನಾಟಕ ಹೇಗೆ ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ಪಡೆಯಿತು ಎಂಬುದರ ಕುರಿತು ಚರ್ಚೆ ಮಾಡುವ ಚಟುವಟಿಕೆ. * ಹೊಸ ಪದಗಳನ್ನು ಬಳಸಿ ಸ್ವಂತ ವಾಕ್ಯವನ್ನು ರಚಿಸಿ ಚಟುವಟಿಕೆ. * ಸ್ವಾತಂತ್ರ್ಯ ಹೋರಾಟಗಾರರಿಗೆ ದುರ್ಗಪ್ಪನು ಹೇಳಿದ ಮಾತುಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡಿಸುವ ಚಟುವಟಿಕೆ ಗ್ರಾಮ ವಾಕ್ಯಗಳನ್ನು ಗ್ರಾಂಥಿಕ ವಾಕ್ಯಗಳನ್ನಾಗಿ ಮಾರ್ಪಡಿಸುವ ಚಟುವಟಿಕೆ *ಕನ್ನಡ ನಾಡು ನುಡಿಯ ಬಗ್ಗೆ ತಮ್ಮ ಅಭಿಮಾನದ ಮಾತುಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸುವರು. *ಹಳಗನ್ನಡದ ಕವಿಗಳಾದ ಶ್ರೀವಿಜಯ ನಯ ಸೇನಾ ನೇಮಿಚಂದ್ರ ಮಹಾಲಿಂಗರಂಗ ಆಂಡಯ್ಯ ಅವರ ಪರಿಚಯ ಮಾಡುವರು* ಹಾಗೂ ಪದ್ಯ ಭಾಗದ ಆಶಯ ತಿಳಿಯುವರು. *ಕವಿ ಶ್ರೀವಿಜಯ ಮಾಡಿರುವ ಕನ್ನಡಿಗರ ಕಾವ್ಯ ಪ್ರಯೋಗ ಪರಿಹಾರ ಶ್ಲೋಕನೆಯನ್ನು, ನಯಸೇನನಿಂದ ಸಂಸ್ಕೃತ ಮತ್ತು ಕನ್ನಡ ಭಾಷೆಗಳನ್ನು ಬೆರೆಸಿ ಕಾವ್ಯ ರಚನೆ ಮಾಡುವುದು ಅಸ್ತವಾದುದು, ನೇಮಿಚಂದ್ರನ ಕವಿಗಳ ಕಾವ್ಯ ರಚನಾ ಶಕ್ತಿಯ ಹೆಗ್ಗಳಿಕೆಯ ವರ್ಣನೆ ಈ ಎಲ್ಲಾ ವಿಷಯಗಳ ಕುರಿತು ವಿವರಿಸುವರು*ಹಾಗೂ ಮಹಾಲಿಂಗ ರಂಗನ ಕನ್ನಡ ಹಿರಿಮೆಯ ವರ್ಣನೆಯನ್ನು ಹಾಗೂ ಪಾಂಡಯ್ಯ ಮಾಡಿರುವ ಕನ್ನಡ ನಾಡಿನ ಪ್ರಕೃತಿಯ ರಮ್ಯತೆಯನ್ನು ವರ್ಣಿಸುವರು.</p> <p>ಕನ್ನಡ ಚಿತ್ರರಂಗದಲ್ಲಿ ಮೇರು ನಟಿಯಾಗಿ ಮೆರೆದ ಹಿರಿಯ ನಟಿಯರ</p>	<p>ಕಿರು ಟಿಪ್ಪಣಿ ರಾಘವಾಂಕ ಕವಿಯ ಸಾಧನೆ ಬಗ್ಗೆ</p> <p>*ನಿಮಗೆ ತಿಳಿದಿರುವ ಯಾರಾದರೂ ಒಬ್ಬ ಸ್ವಾತಂತ್ರ್ಯ ಹೋರಾಟಗಾರರ ಸಾಧನೆಯ ಬಗ್ಗೆ ಪ್ರಬಂಧ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>ಘಟಕ ಪರೀಕ್ಷೆ(ಗ್ರಾಂಥಿಕ ರೂಪ ಹಾಗೂ ಅರ್ಥ ವ್ಯತ್ಯಾಸ)</p> <p>ಘಟಕ ಪರೀಕ್ಷೆ(ಗ್ರಾಂಥಿಕ ರೂಪ ಹಾಗೂ ಅರ್ಥ ವ್ಯತ್ಯಾಸ)</p> <p>ಕನ್ನಡ ನಾಡಿನ ಹಿರಿಮೆಯೋಜನಾ ಕಾರ್ಯ(ಪಿ ಟಿ ಟಿ ತಯಾರಿಕೆ)</p>	(12.6.2026)
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				<p>ಪರ್ಮಪೂರಕ :೫ ಗುಣಸಾಗರಿ ಪಂಡರಿಬಾಯಿ</p> <p>ವ್ಯಾಕರಣ ಭಾಗ :- ೨೨. ನುಡಿಗಟ್ಟುಗಳು</p>	<p>*ಭಾರತೀಯ ಚಿತ್ರರಂಗ ಮತ್ತು ರಂಗಭೂಮಿ ಎಂದು ಮರೆಯದ ನಟ ನಟಿಯರ ಹೆಸರುಗಳ ಬಗ್ಗೆ, ಬಗ್ಗೆ ತಿಳಿಸುವರು ಪಂಡರಿಬಾಯಿ ಅವರ ಬಾಲ್ಯ ಜೀವನ ಹಾಗೂ ಅವರು ಚಲನಚಿತ್ರಕ್ಕೆ ಬಂದ ಘಟನೆ ಅವರ ಸಾಧನೆಗಳ ಬಗ್ಗೆ ತಿಳಿಸುವರು. *ಪಂಡರಿಬಾಯಿ ಯವರು ನಾಟಕದಲ್ಲಿ ಬಣ್ಣ ಹಚ್ಚಲು ಕಾರಣ ಅರಿಯುವರು. *ಶ್ರೇಷ್ಠ ನಟಿ ಪಂಡರಿಬಾಯಿ ಅವರ ಬದುಕು ಹಾಗೂ ಸಾಧನೆಗಳ ಬಗ್ಗೆ, ಬಗ್ಗೆ ತಿಳಿಸುವರು.</p> <p>ನುಡಿಗಟ್ಟುಗಳ ಅರ್ಥ ಹಾಗೂ ಸ್ವಂತ ವಾಕ್ಯದಲ್ಲಿ ಬಳಸುವ ಕ್ರಿಯೆಯನ್ನು ಬಗ್ಗೆ ತಿಳಿಸುವರು.</p>	<p>ಹೆಸರುಗಳ ಸಂಗ್ರಹ ಮಾಡುವ ಚಟುವಟಿಕೆ. ಪಂಡರಿಬಾಯಿ ಅವರ ಬಾಲ್ಯ ಜೀವನ ಹಾಗೂ ಸಾಧನೆಯ ಬಗ್ಗೆ ಕಿರು ಪರಿಚಯ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>*ಕೊಟ್ಟಿರುವ ನುಡಿಗಟ್ಟುಗಳನ್ನು ಓದಿ ಅದರ ಒಳಾರ್ಥ ಬರೆದು ಸ್ವಂತ ವಾಕ್ಯದಲ್ಲಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p>	<p>ರಸಪ್ರಶ್ನೆ(ಲಿಖಿತವಾಗಿ) ವಸ್ತುನಿಷ್ಠ ಪ್ರಶ್ನೆಗಳು</p> <p>ಕೊಟ್ಟಿರುವ ನುಡಿಗಟ್ಟುಗಳನ್ನು ಬಳಸಿಕೊಂಡು ಸ್ವಂತ ವಾಕ್ಯದಲ್ಲಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ(ರಸಪ್ರಶ್ನೆ)</p>	
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7	Nov	18	16	6+5+5=16	Revision	Revision		Worksheets		
8	Dec	25	15	5+5+5=15	Revision	Revision		Worksheets	Periodic Test-2 Portion Ch-3, 4, 5 Poem- 2,3,4,5 PP- 2,3,4	
9	Jan	20	14	4+4+4+2=14	Revision	Revision		Worksheets		
10	Feb	23	11	4+4+3=11						
11	March					Annual Examination			Portion for Annual Exam ಪಾಠ-1,2,3,4,5 ಪದ್ಯ:- 1,2,3,4,5 ಪಠ್ಯಪೂರಕ:-1,2,3,4 ವ್ಯಾಕರಣಾಂಶಗಳು ನಾಮಪದಗಳು, ಸರ್ವನಾಮಗಳು,, ಪತ್ರಲೇಖನ, ವರದಿ, ಪುರುಂಧ, ಸಂದೀಪ್ ಗಾದೆಗಳು ವಿರುದ್ಧ ಪದಗಳು ನಾನಾರ್ಥಗಳು ಸಮಾಸ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು ದ್ವಿರುಕ್ತಿ ಜೋಡಿಸಿದ ಅನುಕರಣವ್ಯಯ ಕರ್ತರಿ ಕರ್ಮಣಿ ಪ್ರಯೋಗ, ಕಾಲಗಳು, ನಾನಾರ್ಥಗಳು, ಪದ ಅರ್ಥ ವ್ಯತ್ಯಾಸ ,ಸಮಾನಾರ್ಥಕ ಪದಗಳು, ಗ್ರಾಮ್ಯ-ಗ್ರಾಂಥಿಕ ಪದಗಳು ,ನುಡಿಗಟ್ಟುಗಳು	
Sub Tr.		Subject I/C			Vice Principal			Principal		

Term I

Sl. No.	Month	WD	ID	No. of Periods	Chapter/Unit
	April	15	15	6	Bio: Ch-2 Cell: The building block of life ,Sub T: Cell as a basic unit of life, Types of cells, Membranes. Activity:- Study of parts of Microscope, Cell organelles
2	June	24	24	9	Bio: Ch Cell: The building block of life Sub T: Cell organelles, It's function, structures. Ch-3 Tissues in Action: Introduction, Plant Tissues Types Meristematic tissue
3	July	26	20	8	Ch-3 Tissues in Action: Sub:- Plant Tissues Type:Complex permanent tissues of plants. Types of Animal Tissues ,Care for musculoskeletal system. Activity:- Slide of Onion peel. PT-1 (Portion: Ch-2 Cell: The building block of life) Date-06.07.26 to13.07.26
4	August	20	20	7	Ch-11 Reproduction:How life Continues Types of asexual reproduction, Sexual reproduction in plants Bio: Revisions for Term1 Exams (Portion: The Fundamental Unit of Life and Tissues)
5	Sep	22	13	5	Ch-11 Reproduction: Sexual reproduction in humans, reproductive health and birth control methods and importance.

				8	Term-1 Examination(01-09.2026 to 11.09.26) Portion-Ch2 & 3
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Subject Teacher

HOD

JSW Hill Side Township

Education -2026- 27

Class:9

Term II

Sl. No.	Month	WD	ID	No. of Periods	Chapter/Unit
6	Oct	21	21	9	Ch-12.Patterns in Life :Diversity and Classification: Five kingdoms, major deviation of animals and plants, binomial nomenclature, acellular entities
7	Nov	19	18	8	Bio: Revisions for Annual exams
	Dec	25	15	6	Bio: Revisions for Annual exams
					PT II (7.12.26 to 14.12.26) Portion- Chapter-11,12
	Jan	20	14	5	Bio: Revisions for Annual exams PT 2 (Portion: Reproduction: How Life Continues)
	Feb	23	11	6	Bio: Revisions for Annual Exams Portion-Chapter2,3,11,12 (15.02.2027 to 26.02.27)

11					(19.02.2027 to 20.02.27)
VP			Principal		



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Science (Physics)

Term: I

Class: IX

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	4	Bridge Course	<ul style="list-style-type: none">Recall basic concepts of measurement and SI units.Understand need for standard units.Develop accuracy in measuring physical quantities.		Oral questions,	
				3	Ch-1 Describing Motion around us	<ul style="list-style-type: none">Define motion and describe different types of motion.Describing motionDifferentiating between distance and displacementCalculate speed, velocity	Human speedometer activity, graph plotting using real-life data. Giving some numerical for students to solve		

2	June	24	24	11	Ch-4 Describing Motion around us	<ul style="list-style-type: none"> • Acceleration, retardation • Interpret distance–time and velocity–time graphs. • Apply equations of motion to solve numerical problems. • Understand graphical representation of motion. • Solving Numerical, • Describing Uniform circular motion 	SEA-1: Plotting graphs: D-T graph, S/V-T graph	Worksheet	Weekly Test-4 (27.06.26) Portion:Ch-4
3	July	26	20	10	Ch_6: How forces affect Motion	<ul style="list-style-type: none"> • Define force and identify different types of forces. • Explain inertia and Newton’s First Law. • Apply Newton’s Second Law to calculate force. • Understand action–reaction forces using examples. • Apply conservation of momentum in simple situations. 	Demonstration of inertia using coin and card experiment. SEA-2. Demonstrating netons law of motion(student-Parent activity)	worksheet	Periodic Test-I Portion (Ch-4 & Ch-6) (06.07.26 to 13.07.26) Weekly Test:7 31/7/26 Portion: Ch-6
3	August	20	20	8		Revision			
5	Sept	22	13	5	Term I Exam	Revision & Examination			Term I Exam (Ch,4 and 6) 01.09.26 to11.09.26

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
7	Oct	21	21	11	Ch-7 Work and Energy And Simple Machines	<ul style="list-style-type: none"> • Define work and identify conditions for work to be done. • Calculate work using formula $W = F \times s$. • Understand energy and its different forms. • Define kinetic and potential energy. • Derive relation for kinetic energy. • Explain law of conservation of energy. • Apply energy concepts in daily life. 	SEA-1:.. Demonstration of different cases of work done	Worksheet	Weekly Test-13(30.10.26) Portion- Ch-7
8	Nov	19	18	10	Ch-10 Sound waves: Characteristics and Application	<ul style="list-style-type: none"> • Understand production of sound by vibrating bodies. • Explain propagation of sound waves through different media. • Identify characteristics of sound such as amplitude and frequency. • Explain speed of sound in different media. • Understand reflection of sound and echo. • Describe applications such as SONAR and ultrasound. 	Echo demonstration in school corridor.	Quiz, Class test(pen/paper test)	

9	Dec	25	15	11		<ul style="list-style-type: none"> • Strengthen problem-solving skills related to motion, and sound. • Develop analytical thinking in physics problems. 			Weekly Test:18/12/26 Portion: Sound Periodic Test-II Portion (Ch7 and 10) 7.12.26 to 14.12.26
10	Jan	20	14	5	Revision for Term II	<ul style="list-style-type: none"> • Reinforce conceptual understanding through discussions and problem solving. 	Mock tests.	Practical assessment	
11	Feb	23	11		Revision	<ul style="list-style-type: none"> • Strengthen concepts before final exam. 			Annual Examination (Ch 4,6,7,10) Date- 15.02.27 to 26.02.27
12	March				Term II Exam				



Jindal Vidya Mandir, JSW Hill Side Township
Syllabus Bifurcation: 2026-27

Subject: Chemistry

Class: IX

Term: I

Sl. No.	Month	WD	ID	No. of Periods	Chapter/Unit	Learning Objectives	Activities (SEA)	Assessment Methods	Portion for PT/Term/AE
1	April	15	15	2	Bridge Course	Discuss about the Elements of periodic Table			
	April			4	Ch-5 Exploring Mixtures and their Separation	Students will be able to: <ul style="list-style-type: none"> • Differentiate between homogeneous and heterogeneous mixtures • Classify mixtures into solutions, suspensions, and colloids • Explain properties of each type of mixture • Select appropriate separation techniques based on properties • Apply concepts to real-life situations (water purification, food separation) 	<ul style="list-style-type: none"> • Tyndall effect demonstration using torch + colloid • Perform filtration, evaporation, decantation in lab 	Oral questioning (identify mixture type) Lab observation checklist Worksheet on classification	
2	June	24	24	9	Ch-8 Journey Inside the Atom	Students will be able to <ul style="list-style-type: none"> • Describe subatomic particles (electron, proton, neutron) • Explain atomic models (Thomson, Rutherford, Bohr) • Write electronic configuration of first 20 elements • Determine valency using electronic configuration • Relate atomic structure to chemical properties 	Role play – students act as electrons, protons, nucleus	Diagram labeling exercises Think-pair-share (compare models)	Weekly Test-4 (27.06.26) Portion: Ch-5

3	July	26	20	8	Ch-9 Atomic foundation of Matter	<p>Students will be able to</p> <ul style="list-style-type: none"> • Define atoms, molecules, elements, compounds • Analyze laws of chemical combination • Calculate molecular mass and molar mass • Apply mole concept in calculations • Write chemical formulas correctly 	<p>Prepare a chart showing chemical formulae and molecular models of common compounds such as H₂O, CO₂, NH₃ using beads or clay.</p> <p>Build molecules using balls and sticks</p>	<p>MCQs and quizzes on formulas</p> <p>Peer assessment (formula writing)</p>	<p>Periodic Test-I Portion (Ch-5 & Ch-8)</p> <p>Date- 06.07.26 to 13.07.26</p> <p>Weekly Test: 7 31.07.26</p> <p>Portion: Ch-8</p>
	August	20	20	7		Revision for Term-1 Examinations			
	September	22	13	5		Revision for TERM-1 Examinations			<p>Term I Exam (Ch 5 and 8)</p> <p>01.09.26 to 11.09.26</p>

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Term: II

Sl. No.	Month	WD	ID	No. of Periods	Chapter/Unit	Learning Objectives	Activities (SEA)	Assessment Methods	Portion for PT/Term/AE
4	October	21	21	09	Ch-13 Earth as a System: Energy, Matter and Life (Interdisciplinary)	Students will be able to: <ul style="list-style-type: none"> • Explain Earth as an interaction of lithosphere, hydrosphere, atmosphere, biosphere • Describe flow of energy (sun → ecosystem) • Understand cycles of matter (water cycle, carbon cycle) • Analyze human impact on Earth systems • Develop awareness of sustainability 	Draw and label Earth system diagram Energy flow chart in ecosystem (food chain/web)	Concept mapping Group discussion participation	Weekly Test: 13 30.10.26 Portion: Ch-9
	November	19	18	08		Revision for PT-2 Examination			
	December	25	15	06		Revision for Annual Examination			Weekly Test: 16 18.12.26 Portion-Ch-13 PT-II (7.12.26 to 14.12.26) Portion-Chapter-9,13
	January	20	14	05		Revision for Annual Examination			
	February	23	11	06		Revision and Annual Examination			Term-2 Portion-Chapter 5,8,9,13

									(15.02.2027 to 26.02.27)
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JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP
Syllabus Bifurcation: 2026-27

Subject: Mathematics

Term: I

Class: IX

Sl No	Month	WD	ID	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	6	9	Orientating Yourself: The Use of Coordinates	SWBAT <ul style="list-style-type: none"> Specify location and position of one point relative to another using coordinates. Represent a floor plan on a grid using coordinates. Compute the distance between two points using coordinates Determine whether three points lie in a straight line using coordinates Apply computational thinking to model situations on the coordinate plane and verify geometric properties through systematic reasoning Relevant CGs:CG-4,C-4.5,CG-9	Identify the coordinates of given picture	Design a coordinate grid showing 4 facilities and justify placement based on sustainability.	Weekly test - 19.06.2026 Ch-1 & 3
2	April	15	15	9	13	The World of Numbers	<ul style="list-style-type: none"> Understand the concept of rational numbers Represent rational numbers on the number line. List the properties of rational numbers Explain the concept of density of rational numbers. Compute decimal representation of rational numbers 		Worksheets – -Weekly Test -Conceptual Understanding Assessment	
	June	24	24	4	6	The World of Numbers	<ul style="list-style-type: none"> Define and comprehend the properties of irrational numbers Prove the irrationality. Construct the square root spiral. Apply computational numbers thinking to represent rational and irrational numbers through algorithms and visual models, numbers using step-by step logical procedures, generate decimal expansions systematically, and reason about the numbers using step by step procedures CG-1,C-1.1,CG-9 	Spiral Root activity	Class Test/Worksheet concept map	PT-1 Ch1,Ch-2: (2.1 to 2.3), and 3
3	June	24	24	10	12	Introduction to polynomials	<ul style="list-style-type: none"> Define and Comprehend the meaning of algebraic expression. Define a polynomial. Identify the degree, terms and coefficients of terms in a polynomial. 	To verify the identity $(x + y + z)^2 = x^2 + y^2 + z^2 +$	Flipped Classroom model	

							<ul style="list-style-type: none"> Model Linear growth and decay using linear polynomials. Explain and identify patterns in linear equations in two variables. Identify the slope and y-intercept of a linear equation in two variables. Graph a linear equation in two variables. Use computational thinking to identify patterns, construct linear expressions, and systematically represent and analyze linear relationships using equations and graphs. <p>Relevant CGs: CG-3, C-3.2 , CG-9</p>	$2xy + 2yz + 2zx$ by paper cutting method		
4	June	24	20	10	12	Exploring Algebraic Identities	<ul style="list-style-type: none"> Visualize algebraic identities using geometric models Determine the factors of algebraic expressions using identities. Find simplified versions of rational expressions. Use computational thinking strategies, such as decomposition and step by step procedures to visualize algebraic identities, factor expressions and simplify rational expressions. CG-7,C-7.2,CG-9 	Factorisation of polynomials of the form $x^2 + bx + c$	Worksheet concept map, MCQ tests	
5	July	24	20	11	13	I'm Up and Down, and Round and Round (Circles)	<ul style="list-style-type: none"> State the definition of a circle. Explain the meanings of the terms 'chord', 'diameter', 'radius', 'arc', 'segment', and 'sector'. Explain why there exists a unique circle through three non-collinear points. Construct the circumcircle and circumcentre of a triangle. Describe the location of the circumcentre for acute, obtuse, and right-angled triangles. Explain what 'angle subtended by an arc at the centre' means. Explain why 'equal chords subtend equal angles at the centre'. Explain why 'chords that subtend equal angles at the centre are equal'. Explain why 'the line from the centre of a circle to the midpoint of a chord is perpendicular to the chord'. Explain why 'a perpendicular from the centre to a chord bisects the chord'. 	Activity on Area of Circle	Worksheets	

						<ul style="list-style-type: none"> ● State the relationship between length of a chord and its distance from the centre of the circle. ● Explain why ‘equal chords are equidistant from the centre (and conversely)’. ● Explain why ‘among unequal chords, the longer chord is closer to the centre’. ● Explain why ‘the diameter is the longest chord’. ● Explain why ‘the angle subtended by an arc at the centre is double the angle subtended by the arc at any point on the remaining part of the circle’. ● Explain why ‘angles in the same segment of a circle are equal’. ● Explain why ‘the angle in a semicircle is a right angle’. ● Determine when four given points are concyclic. ● Explain why ‘a quadrilateral with supplementary opposite angles is cyclic, and conversely’. ● Explain how circular wheels have influenced transport, farming, building, and technology. ● Identify cultural motifs involving circles, for example, the Dharmachakra, Ashoka Chakra, Sudarshan Chakra. ● Use computational thinking to break down circle-related problems, apply geometric rules step-by-step, and verify properties of figures, such as chords, angles, and cyclic quadrilaterals through systematic reasoning. CG-4,C-7.4,CG-9 			
6	July	24	20	9	Mensuration Area and Perimeter	<ul style="list-style-type: none"> ● Define perimeter as the length around the boundary of any shape. ● Explain that the circumference to diameter ratio is constant for all circles. ● List historical approximations to pie(from Archimedes,Aryabhata,and Zu Chongzhi). ● Compute the circumference of a circle and length of an arc ● Apply ideas of circle perimeter and arc-length to real world contexts. 	To form a cone from a sector of a circle and to find the formula	-Error analysis -Open response questions	

					12	<ul style="list-style-type: none"> • Explain why a median of a triangle divides it into two triangles from its sides. • Explain the classical problem of squaring a given shape. • Explain ancient civilisations. • approximated the area of a circle.. • Compute the area of a circle using the formula. • Explain and use the formula for the area of a sector of a circle. • State Brahmagupta’s formula for the area of a cyclic quadrilateral in terms of its sides. • Explain why Heron’s formula is a special case of Brahmagupta's formula. • Explain the notion of special cases and generalisation in mathematics. • Use computational thinking to break down shapes, apply step-by step methods to calculate perimeter and area, recognise patterns across formulae and understand generalisation and special cases in geometry. 	for its curved surface area.		
7	August	26	20	10	15	<p>The Mathematics of Maybe: Introduction to Probability</p> <ul style="list-style-type: none"> • Concept of probability and randomness • The probability scale • Empirical probability: analysing statistical data and performing experiments • Theoretical probability: sample space and events • Representing probability through tree diagrams and tables • Understand the concept of randomness. • Describe the likelihood of an event using the probability scale. • Estimate the empirical probability of the occurrence of an event by analysing statistical data. • Define theoretical probability of an event. • Apply the definition of theoretical probability to compute the probability of an event. • Compute probability of events with the help of tree diagrams and tables. • Use computational thinking strategies, such as pattern recognition and simulation, to model random experiments and estimate probabilities. <p>CG-6, C-6.2, CG - 9</p>	Lab Manual Activity	Worksheets	


8	August	20	20	10	16	Predicting What Comes Next: Exploring Sequences and Progressions Term-1 Revision	<ul style="list-style-type: none"> • Explicit or general rule of a sequence. • Comprehend the concept of a sequence and predict the next few terms. • Identify the pattern in a sequence and predict the next few terms. • Obtain the terms of a sequence given its recursive and explicit rule. • Identify Arithmetic Progression (AP) • Determine the nth term of an AP 	Lab Manual / Tower of Hanoi	Worksheets	Weekly test 07/08/2026 CH-4,5 Term-1: Ch1 to 7
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 JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP Syllabus Bifurcation: 2026-27										
Subject: Mathematics						Class: IX				
Term II										
Sl No	Month	W D	ID	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	September	22	13	2 5	3 8	Predicting What Comes Next: Exploring Sequences and Progressions Introduction to Euclid's Geometry:	<ul style="list-style-type: none"> • Visualise an AP graphically. • Analyse attributes of fractals using GP. Visualise a GP graphically. • Solve the Tower of Hanoi puzzle. <ul style="list-style-type: none"> • Use computational thinking to identify patterns, write step-by step rules and model patterns in sequence and progressions 		Worksheets	Weekly test 23.10.2026 Ch-9,10

						<p>Axioms and Postulates</p> <ul style="list-style-type: none"> ● Introduction to Euclid’s Geometry. ● Describe how geometry grew from the practical needs of ancient civilizations. ● Describe contributions of India ,Egypt and Greece to the development of geometric ideas. ● Explain the role of definitions, axioms and postulates. ● Explain that there are elements of plane geometry(point,line, surface)for which we have an intuitive sense. ● State the 5 postulates of Euclidian geometry. ● Define parallelism of straight lines. ● Explain the construction of squares given in the Sulbasutras. ● Justify simple constructions using the axioms. using the axioms. ● Relevant CGs: CG-7, C-7.1, C-7.3 			
September	22	13	6	10	<p>Lines and Angles</p> <ul style="list-style-type: none"> ● Explain the notion of an angle. ● Explain the notion of the ray. ● Explain that angles are formed between two rays with a common starting point. ● State that a straight angle equals two right angles and measures 180° while a right angle measures 90° ● Classify angles as acute,right ,obtuse or reflex. ● Define parallelism. ● State and apply the linear pair theorem and its converse. ● Follow proof by contradiction in geometry. ● Prove the vertically opposite angles are equal. ● Identify corresponding alternate and interior angles. ● Explain transitivity of parallelism. ● Explain why a triangle must have at least two acute angles why it cannot have two obtuse angles or all three angles less than 60°. ● Apply computational thinking to analyse geometric ideas by breaking constructions into ordered steps using axioms and postulates as rules and justifying geometric results through logical step-by step reasoning. CGs: CG-7, C-7.1, C-7.3, CG-9 	<p>To divide a given strip of paper into a specified number of equal parts using a ruled paper.</p>	<p>Think Pair and Share Worksheets</p>		

11	October	21	21	12	18	Triangles: Congruence Theorems	<ul style="list-style-type: none"> ● Explain that a triangle is rigid, unlike a quadrilateral. ● Identify uses of triangle rigidity. ● Explain why triangles give strength and stability to structures. ● Describe what it means for two triangles to be congruent. ● Identify correspondence between the vertices, sides and angles of two congruent triangles. ● Use the SAS congruence axioms ● Use the SSS, ASA, RHS, AAS congruence condition. ● Prove the basic properties of isosceles triangles ● Explain the converse of a given proposition. ● Explain that not all converse are true, use counter examples to show that some converses are false. ● Explain why SSA is not, in general, a valid congruence condition. ● Justify the role of diagram accuracy. ● CGs: CG-4, C 4.1, C-7.3 	<p>To verify the different criteria for congruency of triangles using triangle cut outs.</p>	<p>-Open Book Test -Exit tickets -Worksheets</p>	
	October November	21	21 18	7 5	20	Quadrilaterals	<ul style="list-style-type: none"> ● The student will be able to: ● Frame a precise definition of a 4-gon. ● Prove various characterisations of a parallelogram. ● Prove the midpoint theorem. ● Prove a converse of the midpoint theorem. <ul style="list-style-type: none"> • Prove that the medians of a triangle are concurrent and each median is divided in the ratio 2:1 at the point of concurrence. ● Prove that the 4-gon formed by joining the midpoints of a given 4-gon is a parallelogram. ● Find the coordinates of the midpoint of a line segment given its end points and find the coordinates of the fourth vertex of a parallelogram given the other three. ● Understand reflection and rotation symmetries of 4-gons. ● Understand how any 4-gon can tile a plane. ● Practice forming logical converses of statements and asking questions guided by converses of theorems. ● Engage in drawing, measurement and paper manipulation activities to discover 	<p>-To obtain a parallelogram by paper folding. -To explore similarities and differences in properties with respect to diagonals of parallelogram, square, rectangle and square. -To verify midpoint theorem for a triangle using paper cutting and pasting.</p>	<p>Quiz Worksheets</p>	

							geometric patterns involving triangles and 4-gons. CG-4,C-4.2, C-7.3			
	November	19	18	13	21	Linear Equations in Two Variables	<ul style="list-style-type: none"> • Understand the concept of a linear equation in two variables. • Graph a pair of linear equations. • Understand the concept of a linear equation in two variables. • Graph a pair of linear equations. • Solve a pair of linear equations graphically. • Solve a pair of linear equations through the methods of substitution and elimination. • Determine the nature of solutions of a pair of linear equations. • Model and solve contextualised problems using a pair of linear equations and draw conclusions. • Model daily-life phenomena using representations, such as graphs, tables, and equations. • Use computational thinking to systematically represent, solve, and interpret pairs of linear equations through graphs, tables, and step-by-step procedures. Relevant CGs: CG-3, C-3.2, C-8.1, CG-9	Plotting graph of linear equations in two variables	Worksheets	
	December	25	15	10	15	Surface areas and volumes of spheres (including hemispheres) and right circular cones	The student will be able to: <ul style="list-style-type: none"> • Recognise cuboids and cubes in real-life situations. • Compute the surface area and volume of a cuboid. • Explain how a cube is a 'special case' of a cuboid. • Describe a right circular cylinder using its radius and height. • Compute the surface area and volume of a cylinder. • Recognise cones in daily life, and describe them using radius and height. • Compute the surface area and volume of a cone. • Recognise a pyramid, and identify its base and apex. • Compute the surface area and volume of a pyramid. • Recognise spheres in real-life situations. • Compute the surface area and volume of a sphere. 	To find the relationship between volume of a cone & a cylinder. To obtain formula for surface area of a sphere.	Worksheets	

							<ul style="list-style-type: none"> • Use computational thinking to systematically calculate, and compare surface areas and volumes of 3-D shapes by varying dimensions. and analysing patterns. Relevant CGs: CG-5, C-5.1, CG-9			
15.	December January	25 19	15 14	7 2	12	14. Statistics	<ul style="list-style-type: none"> • Graphical representation of data • Measures of central tendency The student will be able to: <ul style="list-style-type: none"> • Collect, organise, visualise and interpret data to answer a statistical investigative question. • Compute and apply weighted average in different settings. • Read and interpret stacked bar graphs and 100% stacked bar graphs. • Apply computational thinking strategies to analyse real-life data, create appropriate graphical representations, and interpret mean, median and mode for decision-making. Relevant CGs: CG-6, C-6.1, CG - 9	Lab Manual	Worksheets	PT-2 Ch-9, 10, 11
	January		14	14	14		Revision			Weeky test -15 Ch-12,13
	February		11	11	11		Revision			

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JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

SYLLABUS BIFURCATION: 2026-27

SUBJECT: SOCIAL SCIENCE

CLASS: IX

TERM: 1 & 2

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	4	Geo: Ch 1- India Size & Location	<ul style="list-style-type: none"> ➤ Examine how the location of an area impacts its climate and time with reference to longitude and latitude. ➤ Explore and analyses the trading and cultural relationships of India with its neighbouring countries. ➤ Evaluate the situation & reasons that made 82.5E* longitude as Time meridian of India. ➤ Examine how location of India enables its position as a strategic partner in the subcontinent. ➤ Justify the reasons for the differences in climatic conditions, local and standard time. 	Activity- 1 Using world map Locate the 7 largest countries in the world in terms of area. Activity- 2 Find trade routes, straights and passes connect India to the world	Worksheet -1	
				8	Eco-Ch-1- The story of Village Palampur	<ul style="list-style-type: none"> ➤ Enlist the requirements of production and comprehend the interdependence of these requirements. ➤ Correlate farming and non-farming activities to economic growth. ➤ Comprehend how the significance of conditions of farming and the factors of production impact economic development. ➤ Find solutions to foster an equitable society. 	Activity- 1 Discuss the improved techniques of production Activity- 2 Activity: Field trip –Non forming activities	Worksheet -1	

				6	Geo: Ch 2- Physical features of India	<ul style="list-style-type: none"> ➤ Justify how the Physical Features of India influences the livelihoods, culture, and the biodiversity of the region. ➤ Examine the geological process that played a crucial role in the formation of diverse physical features in India. ➤ Analyse the conditions and relationships of the people living in different physiographic areas. 	<p>Activity- 1 Identify the physical divisions of India in an India –outline map.</p> <p>Activity- 2 I. Locate the Konkan, Kannad Plain, Malabar coast ii. Northern Circar, Coromandel Coast</p>	Worksheet -2 CT	
2	JUNE	24	18	13	His-Ch-1- The French Revolution	<ul style="list-style-type: none"> ➤ Infer how the French Revolution had an impact on the European countries in the making of nation states in Europe and elsewhere. ➤ Illustrate that, the quest for imperialism triggered the First World War. ➤ Examine various sources to address imbalances that may lead to revolutions 	<p>Activity- 1 Observe the Picture and reflect upon the situation in France in 1789</p> <p>Activity- 2 Read the sources-B & C and comment it - given in Pg.No.22</p>	Worksheet -3	
				7	DP-Ch-1 – What is Democracy? Why Democracy?	<ul style="list-style-type: none"> ➤ Examine the concept of structural components of Democracy and its forms/ features. ➤ Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country. ➤ Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy 	<p>Activity- 1 Chart on Features of Democracy.</p> <p>Activity- 2 Discussion: Merits and demerits of democracy. Democratic and non-democratic governments.</p>	Worksheet -4	
				8	Eco-Ch-2- People as Resources	<ul style="list-style-type: none"> ➤ Evaluate the reasons that contribute to the quality of population. ➤ Observe different government schemes and see their effect on the people there. 	<p>Activity- 1 Debate on population an asset or liability to nation.</p> <p>Activity- 2</p>	Worksheet -4	

							Human capital formation & necessary health & education facilities		
3	JULY	26	20	13	His-Ch-2- Socialism in Europe and the Russian revolution	<ul style="list-style-type: none"> ➤ Compare the situations that led to the rise of Russian and French Revolutions. ➤ Examine the situations that led to the establishment of Lenin's communism and Stalin's collectivization. ➤ Analyse the role played by the varied philosophers and leaders that shaped the revolution. 	Activity- 1 Which among the following group was against any kind of political or social change? a. Nationalists b. Conservatives c. Liberals d. Radicals Activity- 2 Debate the Pros and Cons of socialism. (Group A and Group B)	Worksheet -5	WT-1 His Ch-1 Geo Ch-2 PT-1 Portion His: Ch: 1 Geo: Ch 1,2 DP: Ch 1 Eco: Ch 1
				5	Geo:Ch-3- Drainage	<ul style="list-style-type: none"> ➤ Examine the information about different lakes and infer on their contribution to Indian ecology. ➤ Present creative solutions to overcome the water pollution and also to increase the contribution of water bodies to the Indian economy. ➤ Identify the river systems of the country and explain the role of rivers in human society 	Activity- 1 Locate the Himalayan and Peninsular rivers in India map. Activity- 2 on an outline map of India mark and label the following lakes. Chilaka lake, Sambhar lake,	Worksheet -6	
				5	DP-Ch-2: Constitution Design	Discuss and describe the situation that led to creation of Indian Constitution. Enumerate the essential features that need to be kept in mind while drafting a constitution.	Activity- 1 Discussion Racial discriminations, challenges of face by constitutional makers.	Worksheet -6 Pen paper test	
4	AUGUST	20	20	3	DP-Ch-2: Constitution Design	Examine the guiding values that created the Indian constitution. Comprehend the roles and responsibilities as citizens of India.	Activity- 2 Group Discussion: Students from into different groups and	Worksheet -6 Pen paper test	WT-2 His Ch-2

						disuses the values incorporated in the preamble		DP Ch-2	
				6	DP-Ch-3 Electoral Politics	Analyse the implications of power of vote and power of recall. Summarise the essential features of the Indian Electoral system. Examine the rationale for adopting the present Indian Electoral System.	Activity- 1 Mock Election for SCB Activity- 2 Prepare the Chart on Challenges to Free and fair Elections	Worksheet -7	
				8	Eco-Ch-3- Poverty as challenge.	<ul style="list-style-type: none"> ➤ Comprehend the reasons for poverty in the rural and urban areas. ➤ Evaluate the efficacy of the government to eradicate poverty. ➤ Correlate the link between education and poverty. 	Activity- 1 Prepare the chart showing issues related to Poverty and analyse the reasons for poverty. Activity- 2 Discuss and explain the inter-state disparities & global poverty in the graph.	Worksheet -7	
				6	DP-ch-5: Democratic Rights	Summarise the importance of fundamental rights and duties in the light of the nation's glory. Analyse and recognise the role of a responsible citizen while performing their prescribed duties versus claiming rights.	Activity- 1 Debate on Why do we need Rights? Discuss the importance of freedom and how to protect it. Activity- 2 Role play on Child labour.	Worksheet -8	
5	SEPTEMBER	22	13	3	Geo-Ch-6 Population	<ul style="list-style-type: none"> ➤ Analyse and infer the reasons behind the uneven distribution of population in India with specific reference to UP & Rajasthan and Mizoram and Karnataka ➤ Enlist the factors that affect the population density 	Activity- 1 Discuss and analyse the reasons for differential growth of population during different time periods. Activity- 2	Worksheet -8	TERM-1 Portion His: Ch: 1,2 Geo: Ch 1,2,3

						Data Collection: Prepare the list of migrants (both internal and international from their villages & Urban areas.		DP: Ch 1,2 Eco: Ch 2
				6	DP-ch-4: Working Institutions	<ul style="list-style-type: none"> ➤ Examine the roles, responsibilities, and interdependency of all the 3 organs of the Government. ➤ Appreciate the parliamentary system of executive's accountability to the legislature. ➤ Summarise and evaluate the rule of law in India. 	Activity- 1 Prepare the chart on union cabinet. Activity- 2 Presentation on various institutions	Worksheet -9
				6	Hist-Ch-3. Nazism and the rise of Hitler	<ul style="list-style-type: none"> ➤ Analyse the role of "Treaty of Versailles" in the rise of Hitler to power. ➤ Analyse the genocidal war waged against the "undesirables" by Hitler. ➤ Compare and contrast the characteristics of Hitler and Gandhi . 	Activity- 1 Discuss about Dictatorship – Find out names of some Dictators in History.	Worksheet -9
6	OCTOBER	21	21	3	Hist-Ch-3. Nazism and the rise of Hitler	<ul style="list-style-type: none"> ➤ Analyse the genocidal war waged against the "undesirables" by Hitler. ➤ Compare and contrast the characteristics of Hitler and Gandhi . 	Activity- 2 Draw the flow chart of the Nazi and the rise of Hitler	
				6	Hist-Ch-5. Pastoralists in the Modern World	<ul style="list-style-type: none"> ➤ Examine the situations that have created nomadic societies highlighting the key factors played by the climatic conditions and topography. ➤ Analyse varying patterns of developments within pastoral societies in different places in India. ➤ Comprehend the impact of colonialism on Pastoralists in India and Africa. 	Activity- 1 Identify the animals reared in different in different states of India. Find out the names of Pastoralists in India. Activity- 2 Debate over the Positive and Negative impacts of colonial rule on Pastoral Life.	Worksheet -10

				5	Chapter 4 Food Security in India	<ul style="list-style-type: none"> ➤ Comprehend various aspects of food security that will ensure continuity of supply ➤ Enumerate the different features of PDS that directly address FSI. ➤ Analyse and infer the impact of the Green Revolution. ➤ Analyse causes and effect of famines in food security during pre and post independent India. 	<p>Activity- 1 Collect information of the food habits of the people in your surroundings.</p> <p>Activity- 2 Collect information about the impact of green revolution on Indian economy with special reflect to food security.</p>	Worksheet -11
				6	Chapter 4 Climate	<ul style="list-style-type: none"> ➤ Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent. ➤ Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region. ➤ Enumerate and summarise the reasons for 	<p>Activity- 1 Discussion (factors which affect the climate of a place)</p> <p>Activity- 2 Teacher makes the students go through the given table-1 of Pg.No.86 & answer the questions given below the table.</p>	Worksheet -12
				2	Hist-Ch-4 Forest, Society and colonialism. (Interdisciplinary project)	<ul style="list-style-type: none"> ➤ Recognises how the lands converted into cultivable. ➤ Understand the factors responsible for deforestation ➤ Understands the role of colonialism its impact on tribals and forest. 	(Interdisciplinary project)	
				2	Geo-Ch-5. Natural Vegetation and wild life	<ul style="list-style-type: none"> ➤ Appreciates India's Biodiversity and India as one of the 12 mega biodiversity countries in the world ➤ Recognizes the different types of vegetation. 	(Interdisciplinary project)	

					(Interdisciplinary project)	➤ Classifies the types of vegetation.		
7	NOVEMBER	19	18		Revision	Revision		WT-3 His Ch: 4 Geo-Ch: 4
8	DECEMBER	25	15		Revision			PT-2 Portion His Ch: 3,5 Geo-Ch: 4 DP Ch:3 Eco Ch: 3
9	JANUARY	20	14		Revision ANNUAL EXAMINATION			WT-4 His Ch: 4 Eco Ch: 4
10	FEBRUARY	23	11					ANNUAL EXAMINATION Portion His Ch: 1,2,3 Geo-ch:1,2,3,4,6 DP Ch:1,2,3,4,5 Eco Ch: 2,3,4
11	MARCH							

Subject Teacher

Subject I/C

Vice Principal

Principal



Jindal Vidya Mandir,JSW Hill Side Township

Syllabus Bifurcation 2026-27

Subject:Information Technology

Class :IX

Subject Teacher:G Kalpana

SI No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities /Practical	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	9	3	Employability Skills Communication Skills-I	Demonstrate effective verbal and non-verbal communication in various contexts. Develop listening skills to comprehend and respond appropriately. Practice effective public speaking and presentation skills. Participate in group discussions and collaborative activities confidently.	Seminars & Group Discussion	presentations	
				3	Self-Management Skills-I	Identify personal strengths and weaknesses and set realistic goals. Develop time management strategies to meet deadlines efficiently. Demonstrate stress management techniques such as mindfulness and breathing exercises.			

					Understand basic computer operations and file management.			
				3	ICT Skills	Apply ICT tools for research, communication, and collaborative learning.		
2	June	24	16	3	Entrepreneurial Skills-I	Understand the concept of entrepreneurship and its importance in the economy. Identify the qualities and competencies of successful entrepreneurs. Develop critical thinking and innovative skills to solve real-world problems.		Quiz
				3	Green Skills	Understand the concept and importance of sustainable development. Identify various environmental issues and their impact on society and economy. Demonstrate responsibility toward environmental conservation at school and community levels.		
				5	Part B :Subject Specific Skills 1.Introduction to IT -IteS Industry	* Identify and list the various IT enabled services, Observe the application of IT in various areas.		Worksheet
				5	2. Data entry &Keyboarding	*Identify the keys and its use on the keyboard,		

					Skills	<ul style="list-style-type: none"> • Demonstrate to type the text, numbers, special character using appropriate keys on the keyboard 	<ul style="list-style-type: none"> .Practice to place fingers on correct key in four different row of keyboard, .Practice various mouse operations. 		
3	July	26	20	20	3.Digital Documentation	<p>Understand the interface and features of LibreOffice Writer for creating and editing digital documents effectively.</p> <p>Apply formatting tools such as font styles, alignment, indentation, bullets, and numbering to enhance document presentation.</p> <p>Use editing and productivity features like Find & Replace, Spell Check, and Styles to create professional and error-free documents.</p>	<p>Editing of text in a document</p> <ul style="list-style-type: none"> • Demonstrate to use undo and redo option, <p>Use the keyboard and mouse options to select, cut, copy, paste, and move text.</p> <p>Demonstrate to select nonconsecutive text items, vertical block of text,</p> <p>Search and replace text in a document.</p> <ul style="list-style-type: none"> • Jump to the given page number in a document, • Apply various text formatting options for the text, • Demonstrate to format paragraphs – indent/align paragraphs, assign font colour, highlighting, and background colour, • Assign number or bullets to the lists items <p>Demonstrate to assign colour, border and background to paragraph</p> <p>Demonstrate the page formatting – set up basic page layout using styles,</p>	Lab Test & Quiz	<p>Weekly Test:6 24.7.2026</p> <p>Portion Ch2:Data entry &Keyboarding Skills</p> <p>Periodic Test I portion</p> <p>Part A:Employability Skills Part B: ch 1 Introduction to IT -Its Industry</p>

4	August	20	14	14	4.Electronic Spreadsheet	<p>Understand the interface and components of spreadsheet software (like LibreOffice Calc), including cells, rows, columns, and worksheets.</p> <p>Enter, edit, and format data in cells using text, numbers, and formulas.</p> <p>Apply basic functions and formulas (such as SUM, AVERAGE, MIN, MAX) for data analysis.</p> <p>Create and customize charts and graphs to visually represent data in a spreadsheet.</p>	<ul style="list-style-type: none"> • Identify the rows number, column number, cell address, Identify row range, column range, row & column range Demonstrate to enter the text, numeric data in a cell, Identify the label, values and formula in the cell, • Demonstrate to enter formula in a cell, • Construct the formula using mathematical operators, • Identify formulae with cell addresses and operators, • Identify the correct syntax of formula, Use the basic functions to perform calculations on data Demonstrate to format a range of cells to labels, • Demonstrate to format of a cell range as scientific number series using fill handle, • Copy formula by dragging the formula using fill handle. • Demonstrate to use Relative referencing in spreadsheet, Demonstrate to use Mixed referencing in spreadsheet, • Demonstrate to use Absolute 	Lab Test	Portion Ch3: Digital Documentation
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							referencing in spreadsheet. • Create different types of charts supported by a spreadsheet, • Illustrate the example of chart in a spreadsheet.		
5	September	22	12	12	Revision	Recall and reinforce key concepts covered in previous lessons through interactive discussion and questioning. Identify and clarify doubts or misconceptions to strengthen conceptual understanding. Apply learned knowledge through practice exercises, quizzes, or games. Improve confidence and readiness for assessments through focused revision strategies.	practice exercises, quizzes, or games.		Term I Portion: Part B:1.Introduction to IT -IteS Industry 2. Data entry &Keyboarding Skills 3.Digital Documentation
6	October	21	9	9	5.Digital Presentation	Create and design slides using appropriate layouts, themes, and formatting tools. Insert multimedia elements like images, audio, video, and animations to enhance the presentation. Deliver a structured presentation with clarity, using slide transitions and speaker notes effectively.	Observe the different workspace views. • Create a new presentation using wizard. • Run the presentation, Save the presentation, • Close the presentation, • Demonstrate to use Help in presentation. • Demonstrate to insert a new slide and duplicate slide in a presentation, • Change the slide layout, Demonstrate to copy and move slides in the presentation, •	Lab Test	

							Demonstrate to copy, move and delete contents of the slide, Demonstrate to view a presentation in different views.		
7	November	16	16	16	Revision			Oral/paper test	Weekly Test-15 on 20.11.2026 Portion Ch4:Electronic Spreadsheet
8	December	25	18	18	Revision			Quiz & Worksheet	PT-2 Portion 4.Electronic Spreadsheet 5:Digital Presentation
9	January	20	12	12	Revision			Lab Test	Practical Exam
10	February	23	14	14	Revision			Discussion	
11	March								AE Portion:Part A & Part B all chapters

Subject Teacher

Subject I/C

Vice Principal

Principal



JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP



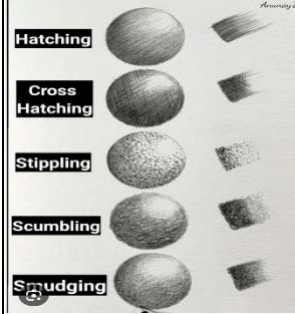

Syllabus Bifurcation: 2026-27

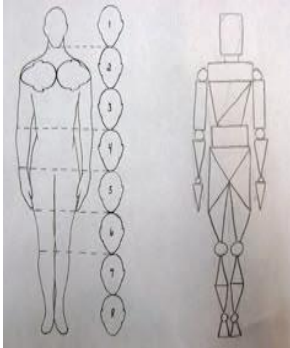
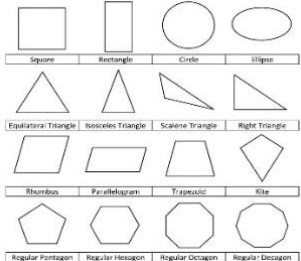
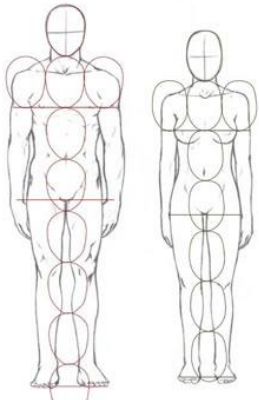
Subject: Art




Class: IX



Term: I & II

Sl No	Month	WD	ID	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term /AE
1	April	15	15		2	<p>Basic lines</p>	<p>Students will understand the meaning of basic lines in art such as straight, curved, zigzag, horizontal, and vertical lines. Students will identify different types of lines in their surroundings and drawing book. Students will practice drawing different types of lines neatly with pencil control. Students will develop confidence in using lines to create simple patterns.</p>	<p>Teacher demonstrates different types of lines on the board step-by-step. Students trace lines from the ready-made book and repeat them in their notebook. Students draw creative patterns using straight, curved, and zigzag lines. Students observe classroom objects and identify line types used in them.</p>	<p>Check whether students can correctly identify different types of lines. Observe students' pencil control while drawing lines. Evaluate neatness and completion of line practice work.</p>	<p>Art assignment</p>

2	June	24	24	3	<p>Basic line drawings</p> 	<p>Students will understand different types of lines (straight, curved, zigzag, slanting). Students will practice drawing lines neatly using pencil control. Students will create simple pictures using basic lines.</p> 	<p>Teacher demonstrates different types of lines on the board. Students practice drawing lines in their drawing book. Students create simple objects (house, tree, sun) using lines.</p>	<p>Observe students' pencil control and line practice. Check neatness and correct use of different line types. Ask students to identify and draw at least three types of lines.</p>	Art competition paintings
3	July	26	21	4	<p>Basic shading</p> 	<p>Students will understand basic shading techniques like light, dark, and medium tones. They will learn how shading makes objects look realistic and three-dimensional.</p>	<p>Students practice shading using pencil on simple shapes like circle, cube, and cylinder. They apply light and dark tones to show depth and shadow.</p>	<p>Teacher observes students' shading control, tone variation, and neatness in shapes. Students complete one shaded object drawing independently.</p>	HW
					<p>Shading drawings</p> 	<p>Students will observe the apple shape carefully and understand light and shadow through pencil shading. They will learn sphere shading technique to create a 3D effect in simple objects.</p>	<p>Teacher demonstrates step-by-step drawing of an apple using outline, light source direction, and gradual shading. Students practice shading from light to dark areas and add shadow below the apple.</p>	<p>Check students' drawings for correct shape, smooth shading transition, and proper shadow placement. Provide feedback on neatness, pressure control, and understanding of light and dark tones.</p>	HW

4	August	20	16		2	<p>Geometrical shapes drawing</p> 	<p>Students will understand how to construct the human body using basic geometrical shapes like circles, rectangles, and triangles. Students will improve proportion sense and basic figure drawing skills through step-by-step structure practice.</p> 	<p>Teacher demonstrates drawing the human body using simple shapes step-by-step on the board as shown in the reference image. Students practice drawing the same figure in their notebooks by dividing the body into 8 equal parts and using shapes.</p>	<p>Teacher observes students' ability to place shapes correctly and maintain body proportions while drawing. Students' drawings are checked for correct structure, neatness,</p>	HW
5	September	22	15		3	<p>7th step of human body</p> 	<p>Students will understand basic human body proportions using simple shapes like circles and lines. Students will draw front-view male and female body structure with correct alignment and balance.</p>	<p>Teacher demonstrates step-by-step construction of the human body using circles, ovals, and center lines on the board. Students practice drawing the basic proportion structure in their drawing book following the demonstration.</p>	<p>Teacher observes students' drawings to check correct placement of head, shoulders, torso, and legs proportions. Students' work is evaluated based on neatness, proportion accuracy, and completion of the structure drawing.</p>	Art assignment

6	October	21	21	3	<p>Worli art</p> 	<p>Students will identify simple geometric shapes used to draw human figures in tribal-style art. Students will create their own series drawing using lines, triangles, and decorative patterns creatively.</p>	<p>Teacher demonstrates step-by-step drawing of human figures using triangles, circles, and lines on the board. Students draw two dancing figures in sequence and decorate the dress with simple patterns and colors.</p>	<p>Observe students' ability to use shapes correctly and maintain proportion in the series drawing. Evaluate creativity, neatness, and use of patterns and colors in their finished artwork.</p>	HW
7	November	19	18	3	<p>Still life painting</p> 	<p>Students will observe shapes, colours, light, and shadow in a fruit still-life composition and draw a balanced still-life picture neatly.</p>	<p>Teacher shows the still-life image, explains basic shapes (oval, curve), colour blending, and shading; students practice drawing and colouring the fruits step-by-step.</p>	<p>Teacher evaluates students based on observation skills, correct proportions, colouring technique, shading effect,</p>	HW
8	December	25	20	4	<p>Model making</p> 	<p>Learning Objective: Students will learn to create a simple house model using waste cardboard by understanding basic shapes, cutting, folding, and pasting skills to develop creativity and environmental awareness.</p>	<p>Assess students based on neatness of cutting and pasting, correct structure of the house model, creativity in design, and active participation during the activity.</p>	<p>Students will observe the sample house model and create their own cardboard house by cutting shapes for walls, roof, door, and windows, then assembling and decorating neatly.</p>	HW


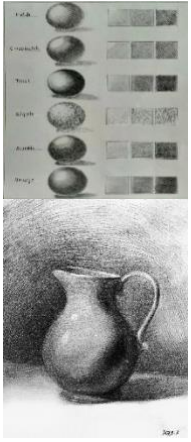
9	January	20	20		3	<p>Landscape</p> 	<p>Students will observe and understand the sunset landscape composition with sky, water, and trees.</p> <p>Students will learn to apply watercolor blending techniques to create sunset effects and silhouettes.</p>	<p>Teacher demonstrates step-by-step painting of sky color blending, sun reflection in water, and palm tree silhouettes.</p> <p>Students paint their own sunset landscape using watercolor by following the demonstration.</p>	<p>Observe students' color blending, neatness, and placement of elements (sun, water, trees).</p> <p>Evaluate creativity, participation, and completion of the sunset landscape painting</p>	HW
10	February	23	19		3	<p>Abstract art</p> 	<p>To analyze and create abstract forms where fluid shapes and layered colors are used to evoke an emotional response or represent concept of movement without referencing physical reality.</p>	<p>Use colored pencils on white paper to draw dynamic, interweaving, flame-like shapes, creating gradients by cross-hatching and blending primary and secondary colors (e.g., magenta into yellow, blue into green) to create a sense of flowing depth and light.</p>	<p>Evaluation will be based on the successful blending technique (creating seamless transitions without harsh lines) and the visual unity and movement generated by the layering and overlapping of colors.</p>	HW

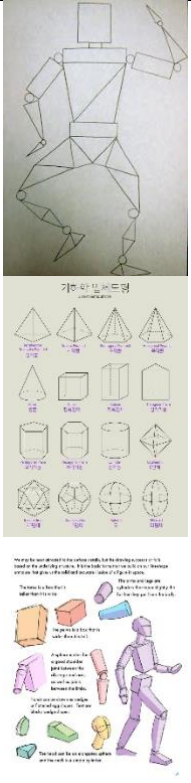
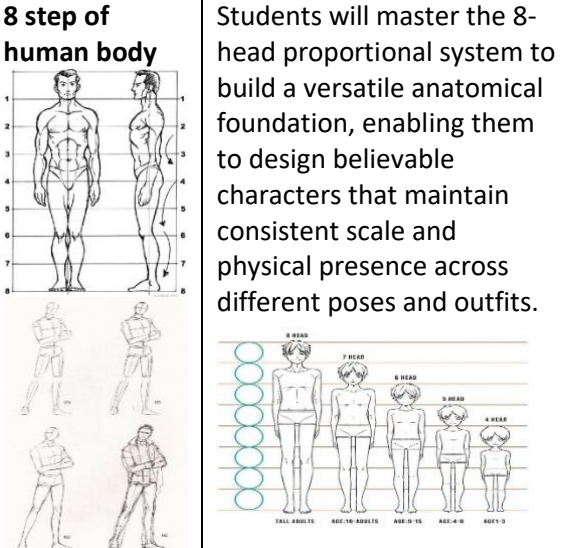
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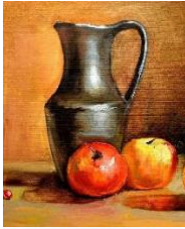


HOD



VP

Principal

Sl No	Month	W D	ID	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15		15	2	Basic lines 	Students will be able to identify different types of lines such as vertical, horizontal, diagonal, dotted, dashed, zigzag, spiral, loopy, wavy, thick, thin, and curved lines. Students will practice drawing different types of lines neatly and creatively in their drawing book.	Teacher explains and demonstrates each type of line on the board and shows examples from the chart. Students practice drawing all types of lines and create a simple picture using at least 5 different lines.	Teacher observes whether students can correctly identify and draw each type of line. Students' notebooks are checked for neatness, correct line formation, and creative use of different lines.	Art assignment
2	June	24		24	3	Basic shadings 	Students will understand different shading techniques like hatching, cross-hatching, tonal shading, stippling, scumbling, and smudging, and apply them to create light and dark effects in simple drawings.	Teacher demonstrates each shading technique step-by-step on the board and students practice shading squares and a simple circle using all six shading methods.	Students are assessed based on their ability to apply correct shading techniques, maintain tonal variation (light to dark), and complete the shading practice neatly and correctly.	Art competition paintings
3	July	26		21	4	Geometrical shape drawing	Students will identify basic 2D and 3D geometrical shapes like square, triangle,	Teacher explains different geometrical shapes and shows	Observe whether students	HW

						<p>cube, cone, cylinder and prism.</p> <p>Students will understand how geometrical shapes help to construct a human body drawing.</p> <p>Students will develop observation and basic drawing skills using simple shapes.</p>	<p>examples from the chart (cube, cone, cylinder, pyramid, prism).</p> <p>Teacher demonstrates how to draw a human figure step-by-step using shapes (square for head, rectangles for arms, triangles for body, circles for joints).</p> <p>Students practice drawing their own geometrical human figure in different action poses in their notebooks.</p>	<p>correctly identify and draw basic geometrical shapes.</p> <p>Check students' ability to arrange shapes properly to form a human figure.</p> <p>Evaluate neatness, proportion, creativity and participation in drawing activity.</p>	
4	August	20	16	2	<p>8 step of human body</p> 	<p>Students will master the 8-head proportional system to build a versatile anatomical foundation, enabling them to design believable characters that maintain consistent scale and physical presence across different poses and outfits.</p>	<p>Students will begin by sketching a vertical "head scale," then proceed from basic geometric blocks (mannequinization) to adding organic muscle contours and clothing folds based on the provided reference steps.</p>	<p>A "Process Portfolio" review where students are graded on the proportional accuracy of their grid lines and the successful transition from a blocky frame to a finished character.</p>	HW
5	September	22	15	3	<p>Worli art</p>	<p>Students will identify the geometric foundations of Warli art and demonstrate the ability to depict daily life scenes using basic shapes like triangles, circles, and</p>	<p>students will use white ink or black pen on terracotta-colored paper to compose an original "village scene" featuring rhythmic</p>	<p>Students will be evaluated based on their precise use of **geometric symmetry**</p>	Art assignment

						lines.	human figures and nature elements.	in figures and their ability to narrate a simple story through visual symbolism.	
6	October	21	21	3	Still life painting  	<p>Students will demonstrate the ability to render 3D volume on a 2D surface by observing and applying directional light and cast shadows.</p> <p>Activity: Participants will paint a metallic vessel and fruit using a limited palette, focusing on using "high-key" highlights to simulate reflective surfaces.</p>	Participants will paint a metallic vessel and fruit using a limited palette, focusing on using "high-key" highlights to simulate reflective surfaces.	Evaluation will be based on a rubric measuring the accuracy of the shadow placement and the effective use of tonal contrast to create depth.	HW
7	November	19	18	3	Model making 	Students will demonstrate an understanding of 3D proportions and surface texture** by carving and painting a realistic, oversized fruit model.	Students will shave a thermocol block into a sphere using sandpaper, apply a paper-mâché layer for smoothness, and use stippling paint techniques to mimic fruit skin.	Evaluate the final models based on the **accuracy of the anatomical shape** and the creative use of color to achieve a lifelike appearance.	HW

8	December	25	20	4	Landscape painting 	Students will analyze the symbolism of the "hand-tree" holding the Earth to explain the interconnected relationship between human conservation efforts and global ecological health.	In small groups, students will create "Eco-Pledges" by drawing their own symbolic hands and listing three specific, actionable steps they can take to "hold up" and protect their local environment.	Students will participate in a "Gallery Walk" where they evaluate peer pledges based on the relevance and feasibility of the proposed environmental actions.	HW
9	January	20	20	3	Abstract art 	To analyze and create abstract forms where fluid shapes and layered colors are used to evoke an emotional response or represent concept of movement without referencing physical reality.	Use colored pencils on white paper to draw dynamic, interweaving, flame-like shapes, creating gradients by cross-hatching and blending primary and secondary colors (e.g., magenta into yellow, blue into green) to create a sense of flowing depth and light.	Evaluation will be based on the successful blending technique (creating seamless transitions without harsh lines) and the visual unity and movement generated by the layering and overlapping of colors.	HW
10	February	23	19	3	Science model making	Students will understand the basic concept of architecture design and structure planning through model making. Students will develop creativity, problem-solving skills, measurement sense,	Teacher explains the importance of architecture models and shows sample pictures or a demo model. Students plan and create a simple	Teacher observes students' participation, creativity, accuracy in structure, and proper use of	HW

							and teamwork while constructing a simple building model.	house/building model using cardboard, chart paper, thermocol, or recycled materials in groups.	materials during model construction. Students present their models and explain the design idea; evaluation is based on neatness, innovation, stability, and explanation skills.	
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