



Subject: English

Class: VIII

Term: 1 & 2

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	GR CH 3: ARTICLES	By the end of the lesson, students will be able to: 1. Identify the three articles: a, an, and the . 2. Differentiate between definite and indefinite articles. 3. Apply correct articles in sentences based on context and pronunciation. 4. Recognize situations where articles are not required. 5. Construct grammatically correct sentences using appropriate articles. 6. Edit sentences by correcting incorrect or missing articles.	SEA Activity: Activity: Collaborative Poster / Digital Slide on "Use of Articles" Task: Students work in small groups to create a poster or simple digital slide explaining the correct use of a, an, and the with examples. Instructions: *Write rules for using a, an, the *Add 3–4 example sentences *Use colors, images, or digital tools (if available) *Present the poster/slide to the class MA Activities Activity 1: Real-Life Application Task (Problem Solving) Task: Students read the short paragraph and insert correct articles.	Observation Checklist Participation in group work Correct use of articles Communication with peers Product-Based Assessment Poster / Slide quality Accuracy of grammar Creativity and clarity Peer and Self-Assessment Students reflect on their learning Provide feedback to classmates	WT 1 on 17/04/2026 CHAPTERS: Articles, Formal Letter Writing & Unseen Passage
	APRIL	15	15	5	UNIT 1- WIT AND WISDOM CH 1: The Wit that Won hearts	Students will be able to: 1. Understand the theme, characters, and key events of the lesson. 2. Think critically about how wit and presence of mind solve problems. 3. Communicate effectively through speaking and discussion. 4. Use language skills to write clear and meaningful responses. 5. Create ideas by generating witty responses in new situations. 6. Collaborate and	SEA: 1. Character Sketch Poster Students create a visual poster describing the main character. 2. Vocabulary Game Match words with meanings / use words in sentences. Conduct as a classroom competition. MA 1: Quiz (Oral/Written) MCQs, fill in the blanks, short answers.	1. Blended Learning Assessment Teacher assesses through a mix of classroom and digital tasks: • Participation in both offline and online activities • Completion of digital assignments (videos/quizzes) • Understanding reflected in online responses Collaborative Assessment Assessment during group work: • Team participation and cooperation • Contribution of ideas • Respect for peers' viewpoints 6. Reflective Assessment	

					participate actively in group activities. 8. Apply values like thoughtful communication and self-control.			
April	15	15	3	WR CH 1: FORMAL LETTER WRITING	By the end of the lesson, students will be able to: 1. Identify the format and key components of a formal letter (address, subject, salutation, body, closing). 2. Organize ideas logically to draft a formal letter. 3. Compose a clear and concise formal letter for real-life situations. 4. Analyze and edit letters for correctness and clarity. 5. Collaborate and communicate effectively through structured writing tasks.	<p>SEA 1: Think–Pair–Share: Analyzing a Formal Letter Strategy Type: Cooperative Learning</p> <p>Task: *Think: Students read a sample formal letter individually. *Pair: Discuss with a partner and identify parts (sender’s address, subject, etc.). *Share: Pairs present their findings.</p> <p>2. Role-Based Writing Activity: “Write to Solve a Problem” Strategy Type: Real-Life Simulation</p>	<p>1. Product-Based Assessment Evaluate the written letter based on: Correct format Clarity and organization Appropriate language Relevance to the topic</p> <p>2. Peer Assessment Students give feedback on each other’s letters</p> <p>Focus on improvement and clarity</p> <p>3. Performance-Based Assessment Students explain their letter orally (purpose and structure)</p>	
APRIL	15	15	3	WR CH 1: NOTICE WRITING	Students will be able to: 1. Explain and apply the format and purpose of notice writing. 2. Analyze the given situation to identify key information (what, when, where, who). 3. Communicate clearly by drafting concise and formal notices. 4. Use language skills with appropriate tone, vocabulary, and accuracy. 5. Create effective notices for real-life school and public situations. 6. Collaborate in peer activities and provide constructive feedback. 7. Develop awareness of formal communication and responsibility.	<p>SEA 1: Notice Board Creation Students design a classroom notice board with different types of notices. Outcome: Enhances creativity and practical application. 2: Identify the Errors Teacher provides a faulty notice; students correct format and content. Outcome: Develops analytical and editing skills. MA: 1. Situation-Based Writing Students are given real-life situations (school event, lost & found, competition). 2. Group Notice Drafting Students work in groups to create a notice and present it. Outcome: Encourages collaboration and communication.</p>	<p>Collaborative Assessment Assessment during peer/group activities: • Teamwork and contribution • Giving and receiving feedback • Respect for ideas</p> <p>Flipped Classroom Assessment Students learn format through videos/pre-reading: • Preparedness for class writing tasks • Ability to apply format independently • Active participation</p>	

2	JUNE	18	18	3	UNIT 1 WIT AND WISDOM: Poem 1: A concrete Example	Students will be able to: 1. Understand the theme, humour, and setting of the poem. 2. Interpret poetic elements like imagery, irony, and exaggeration. 3. Think critically about the contrast between appearance and reality. 4. Communicate ideas through discussion and expressive reading. 5. Use language creatively to describe objects in a humorous way. 6. Collaborate in group activities and share viewpoints. 7. Appreciate values like observation, perspective, and sense of humour.	SEA 1: Compare & Contrast Activity Students compare a normal garden vs Mrs. Jones' garden . Can be done through a Venn diagram or oral discussion. Outcome: Develops analytical and critical thinking skills. SEA 2: Dialogue Writing Students write a short conversation between the speaker and Mrs. Jones. They can add their own humorous lines. Outcome: Improves writing and imagination. MA 1: Think–Pair–Share Topic: <i>Why couldn't the speaker see the flower?</i> Focus: Interpretation and reasoning.	Reflective Assessment Students reflect on learning: <ul style="list-style-type: none"> • Understanding of humour and message • Personal interpretation • Connection to real-life observation Flipped Classroom Assessment Students read/watch explanation before class: <ul style="list-style-type: none"> • Preparedness for class discussion • Ability to interpret poem independently • Participation in analysis 	
	JUNE	18	18	4	UNIT 1 WIT AND WISDOM: CH 2: WISDOM PAVES THE WAY	Students will be able to: 1. Explain and interpret the theme, characters, and key message of the lesson. 2. Analyze how wisdom and presence of mind help in decision-making. 3. Communicate effectively through discussions, role play, and narration. 4. Use language skills to write clear, structured, and meaningful responses. 5. Apply ideas from the lesson to real-life situations requiring problem-solving. 6. Collaborate with peers and participate actively in group tasks. 7. Develop values such as patience, intelligence, and thoughtful action.	SEA 1: Problem–Solution Chart Students list a problem from the lesson and how it was solved using wisdom. Outcome: Develops analytical and problem-solving skills. 2. Character Sketch Poster Students describe the main character's qualities (wise, patient, clever). Outcome: Improves comprehension and presentation skills. MA 1: Think–Pair–Share Question: <i>How did wisdom help solve the problem in the story?</i> Focus: Reasoning and interpretation.	1. Competency-Based Assessment Focus on application of learning: <ul style="list-style-type: none"> • Ability to apply wisdom in new situations • Logical thinking and decision-making • Real-life connection of concepts 2. Scenario-Based Assessment Students respond to given situations: <ul style="list-style-type: none"> • Choosing appropriate actions • Justifying their decisions • Use of reasoning and clarity Portfolio Assessment Collection of student work over time: <ul style="list-style-type: none"> • Worksheets, creative writing, activities • Progress in language and thinking skills • Overall development 	
	JUNE	18	18	4	GR CH 4: ADJECTIVES	By the end of the lesson, students will be able to:	SEA Activity: Descriptive Advertisement Creation Task: Students work in small groups to create	Real-Life Usage Task: Create sentences using determiners based on daily situations. Dialogue Creation:	

					<p>1. Identify different types of adjectives in sentences.</p> <p>2. Use appropriate adjectives to describe people, places, and objects.</p> <p>3. Analyze sentences to select suitable adjectives based on context.</p> <p>4. Communicate ideas clearly using descriptive language.</p> <p>5. Collaborate with peers to complete language-based tasks.</p>	<p>a short advertisement for a product (e.g., school bag, mobile phone, chocolate, or book) using suitable adjectives. MA: *Choose one product. *Write 4–5 descriptive sentences using different adjectives. *Present the advertisement to the class. Sentence Improvement (Communication & Creativity) Task: Students improve the sentence by adding suitable adjectives. Sentence: "The dog is running." Improved Example: "The fast dog is running."</p>	<p>Write short dialogues using appropriate determiners.</p> <p>Error Hunt: Find incorrect determiner usage from books/newspapers.</p> <p>Sorting Activity: Classify determiners into categories.</p> <p>Creative Writing: Write a paragraph using a variety of determiners.</p>	
JUNE	18	18	3	<p>GR CH 5 : DETERMINERS</p> <p>By the end of the lesson, students will be able to:</p> <p>1. Identify different types of determiners (articles, demonstratives, possessives, quantifiers, numbers).</p> <p>2. Select appropriate determiners to complete sentences correctly.</p> <p>3. Apply determiners in spoken and written communication.</p> <p>4. Analyze sentences to correct errors related to determiners.</p> <p>5. Collaborate with peers to complete language-based tasks effectively.</p>	<p>SEA Activity</p> <p>Activity: "My Classroom Survey" Using Determiners</p> <p>Task: Students work in pairs to conduct a simple survey in the classroom using determiners such as some, many, few, this, that, my, our. Instructions: *Ask classmates questions such as: *How many students have a pencil? *Do you have any storybooks? *Is this your notebook? *Record answers and present 2–3 sentences using determiners.</p>	<p>Quiz-Based Assessment (Short Formative Quiz)</p> <p>Method: Conduct a short 3–5 question quiz.</p> <p>Example: Choose the correct determiner: I have ___ water. a) many b) much c) few</p>		
JUNE	18	18	4	<p>UNIT 2: VALUES AND DISPOSITIONS: CH 1: A Tale of Valour – Major Somnath Sharma and the Battle of Badgam</p> <p>Students will be able to:</p> <p>1. Explain and interpret the theme, events, and message of bravery and sacrifice.</p> <p>2. Analyze the role of courage, leadership, and patriotism in the lesson.</p> <p>3. Use language skills to write structured</p>	<p>SEA 1: Character Sketch – Major Somnath Sharma Students describe his qualities (brave, dedicated, selfless). Outcome: Develops comprehension and value-based learning.</p> <p>2. Timeline Creation Students create a timeline of events from the battle. Outcome: Improves sequencing and analytical skills.</p> <p>MA 1 Poster Making – "Salute to Soldiers" Students design posters</p>	<p>Blended Learning Assessment Teacher assesses through classroom and digital activities:</p> <ul style="list-style-type: none"> • Participation in discussions and activities • Completion of online tasks/quizzes • Understanding reflected in responses <p>Scenario-Based / Competency Assessment Students respond to real-life</p>		

					<p>responses and descriptive paragraphs.</p> <p>4. Apply values like bravery, duty, and resilience in real-life contexts.</p> <p>5. Develop respect for soldiers and a sense of responsibility towards the nation.</p>	<p>highlighting bravery and patriotism.</p> <p>Outcome: Encourages creativity and value appreciation.</p>	<p>situations:</p> <ul style="list-style-type: none"> • Decision-making in challenging situations • Application of values like courage and responsibility • Logical reasoning 		
3	JULY	26	21	3	<p>Unit 2: VALUES AND DISPOSITIONS</p> <p>Poem: <i>Somebody's Mother</i> by Mary Dow Brine</p>	<p>Students will be able to:</p> <p>Explain and interpret the theme, message, and emotions in the poem.</p> <p>Analyze the importance of kindness, empathy, and helpful behaviour.</p> <p>Communicate effectively through expressive reading and discussion.</p> <p>Use language skills to write meaningful and value-based responses.</p> <p>Apply values like compassion and respect for elders in real-life situations.</p> <p>Collaborate with peers during group activities and discussions.</p> <p>Develop sensitivity towards others and social responsibility.</p>	<p>SEA 1: Poster Making – “Kindness Matters”</p> <p>Students create posters promoting helping others.</p> <p>Outcome: Encourages creativity and value-based thinking.</p> <p>2. Write a Thank You Note</p> <p>Students write a note to someone who helped them.</p> <p>Outcome: Enhances writing skills and gratitude.</p> <p>MA 1: Quick Quiz MCQs and short answers on theme, poet, and message.</p> <p>Focus: Recall and comprehension.</p>	<p>Scenario-Based / Competency Assessment</p> <p>Students respond to real-life situations:</p> <ul style="list-style-type: none"> • Decision-making in helping others • Application of values • Logical reasoning <p>Reflective Assessment</p> <p>Students reflect on learning:</p> <ul style="list-style-type: none"> • Understanding of kindness and empathy • Personal connection to the poem • Self-evaluation 	<p>PT 1 From 06/07/2026-13/07/2026</p> <p>gr: Articles, Determiners, Adjectives</p> <p>Wr: Formal Letter Writing, Notice Writing</p> <p>Ch: unit 1, 2</p>
	JULY	26	21	2	<p>WR : DIARY ENTRY</p>	<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.</p> <p>Apply appropriate language, grammar, and expression</p> <p>Analyse 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,</p>	<p>1. Guided Diary Writing</p> <p>Procedure: Teacher presents a common situation (e.g., “A surprising day”). Discuss key points: date, format, feelings, sequence. Teacher models a short diary entry on board. Students write their own version individually. Complete the Diary</p> <p>Procedure: Provide an incomplete diary entry (only beginning given). 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>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 discussions, shared writing tasks, and peer feedback to assess teamwork and communication skills.</p>	

					coherence, creativity, and authenticity of expression. Develop higher-order thinking skills by reflecting on real-life situations Cultivate self-awareness, emotional intelligence, and reflective thinking through expressive writing.			
JULY	26	21	3	UNIT 2 VALUE AND DISPOSITIONS: VERGHESE KURIEN	<p>Describe the life and achievements of Dr. Verghese Kurien, including his role in the White Revolution, and explain its impact on India.</p> <p>Explain how Kurien’s dream, determination, and decisions helped him overcome challenges and contribute to national development.</p> <p>Identify and interpret the key values presented in the lesson (such as perseverance, leadership, and integrity) with reference to the text.</p> <p>Analyze Kurien’s journey and evaluate the role of determination in achieving success.</p> <p>Relate the message of the lesson to real-life situations by reflecting on their own goals and aspirations.</p>	<p>Poster Making – “Dream Big, Achieve Big”: Students design posters highlighting Kurien’s vision and values. Include slogans on perseverance and nation-building.</p> <p>3. Research-Based Activity : Students explore the concept of the White Revolution and present:</p> <p>Causes: Impact on rural India Role of cooperatives</p> <p>Think-Pair-Share Question: <i>“What is your dream for the future? How will you achieve it?”</i></p> <p>Encourages collaborative learning and communication.</p> <p>2. Group Discussion Topic: <i>“Can one person bring change in society?”</i></p> <p>Students justify using examples from Kurien’s life.</p>	<p>Competency-Based Method: Focus on applying values learned from Verghese Kurien in real-life situations. Use case-based questions, problem-solving tasks, and reflective writing (e.g., <i>“My dream and action plan”</i>). Develops critical thinking, decision-making, and value-based understanding. Cross-Curricular Method: Integrate the lesson with: *Social Science (White Revolution and rural development) *Science (dairy production) *Art (poster making on dreams and nation-building) *Helps students connect the lesson to real-world contexts and multiple subjects. *Promotes holistic and interdisciplinary learning. Jigsaw Method*Divide the lesson into parts (life, challenges, achievements, values).</p>	
JULY	26	21	4	GR CH: VERBS-FINITE AND NON FINITES	<p>By the end of the lesson, students will be able to: Identify finite and non-finite verbs in sentences. Differentiate between gerunds, participles, and infinitives.</p> <p>Analyze the function of</p>	<p>SEA Activity 1: Sorting Activity – “Verb Detective” Strategy: Inquiry-Based / Collaborative Learning</p> <p>Task: Students are given a set of sentences and asked to sort the verbs into</p>	<p>Concept Mapping Assessment Students create a concept map showing:</p> <p>Verb → Finite → Non-Finite → Gerund / Participle / Infinitive</p> <p>Assessment Focus:</p>	

					<p>non-finite verbs in different sentence structures.</p> <p>Apply correct forms of non-finite verbs in speaking and writing.</p> <p>Evaluate sentences to determine appropriate verb usage.</p> <p>Construct meaningful sentences using gerunds, participles, and infinitives.</p> <p>Create short paragraphs using different forms of non-finite verbs correctly.</p>	<p>categories:</p> <p>Finite verbs, Gerunds Participles, Infinitives MA Activity 1: Error Correction Task Strategy: Analytical Learning</p> <p>Task: Students correct incorrect sentences.</p> <p>Example: She enjoys to swim. He is interesting in reading.</p> <p>Competency Developed: Accuracy in grammar usage</p>	<p>Organization of knowledge Understanding relationships</p> <p>1. Think–Pair–Share Assessment Task: Students think of one sentence using a gerund, discuss with a partner, and share with the class.</p> <p>Assessment Focus: Communication Collaboration Application</p>	
JULY	26	21	3	GR CH: 7 VERBS-MAIN AND AUXILIARY	<p>By the end of the lesson, students will be able to: Construct interrogative sentences using primary auxiliary verbs (am, is, are, was, were, have, has, had, do, does, did).</p> <p>Identify main verbs and auxiliary verbs in given sentences.</p> <p>Evaluate whether the correct auxiliary verb is used in a sentence.</p> <p>Differentiate between main verbs and primary auxiliary verbs.</p> <p>Create short dialogues using auxiliary verbs correctly.</p> <p>Analyze sentence structures to determine the role of auxiliary verbs. Apply appropriate auxiliary verbs while forming questions in speaking and writing.</p>	<p>SEA Activity: Activity 2: Verb Sorting Activity – “Main or Helper?” Strategy: Collaborative / Classification Activity</p> <p>Task: Students work in groups to sort verbs into:</p> <p>Main verbs Auxiliary verbs</p> <p>Example Words: play, is, have, read, do, write, are</p> <p>Competency Developed: Classification and understanding of verb role. MA</p> <p>Activities Activity 1: Sentence Transformation – Statement to Question</p> <p>Strategy: Application-Based Learning</p> <p>Task: Students change statements into questions. Example: She is reading a book. → Is she reading a book?</p>	<p>1. Error Detection and Correction Students identify and correct incorrect sentences.</p> <p>Example:</p> <ul style="list-style-type: none"> • Does she plays football? • Is they coming today? <p>Assessment Focus: Accuracy Critical Thinking</p> <p>Role Play Assessment Students perform a short interview using interrogative sentences.</p> <p>Assessment Focus: Speaking skills Confidence Correct grammar usage</p>	
JULY	26	21	3	GR CH 8: VERBS - TENSE-REVISION	<p>By the end of the lesson, students will be able to: Create short dialogues or paragraphs using different tenses appropriately.</p> <p>Identify different types of tenses (Present, Past,</p>	<p>MA Activities Activity 1: Sentence Transformation</p> <p>Strategy: Application-Based Learning</p> <p>Task: Students change the tense of sentences.</p>	<p>1. Think–Pair–Share Assessment Strategy Type: Collaborative Learning</p> <p>Procedure:</p> <p>Think: Students individually think about examples of sentences in different tenses.</p> <p>Pair: They discuss their examples</p>	

					and Future) in sentences. Evaluate sentences to detect and correct tense-related errors. Differentiate between simple, continuous, perfect, and perfect continuous tenses. Construct grammatically correct sentences using various tenses. Analyze sentence structures to determine correct tense usage. Apply appropriate tenses in speaking and writing based on context.	Example: <ul style="list-style-type: none">• She plays football. → She played football.• They are studying. → They will study. Competency Developed: Understanding tense changes	with a partner and compare answers. Share: Pairs present their sentences to the class and explain the tense used. Example Task: Discuss and share: When do we use Past Tense? When do we use Future Tense? Blended Learning Assessment Strategy Type: Technology-Integrated Learning	
	JULY	26	21	3	GR CH: 9 VERBS-MODALS By the end of the lesson, students will be able to: Create meaningful sentences using different modal verbs appropriately. Differentiate between various types of modals (ability, permission, obligation, possibility, advice). Evaluate whether the correct modal verb is used in a given context. Construct interrogative sentences using modal verbs correctly. Identify modal verbs in spoken and written sentences. Analyze situations to select suitable modal verbs for communication. Apply rules of modal usage in real-life communication.	SEA Activity 1: Situation Cards – “Which Modal Should I Use?” Strategy: Problem-Based / Decision-Making Activity Task: Students are given real-life situations and choose the correct modal verb. Examples: You want permission to leave the class. → _____ I go out? You are giving advice to a friend. → You _____ study regularly. Competency Developed: Selecting appropriate modal verbs in context MA Activities Activity 1: Modal Classification Chart Strategy: Analytical Learning Task: Students classify modal verbs into categories:	1. Think–Pair–Share Assessment Students think of one rule using a modal verb, discuss with a partner, and share with the class. Assessment Focus: Communication Collaboration Application 2. Brainstorming Assessment Students list: School rules using modal verbs Examples: <ul style="list-style-type: none">• We must keep the classroom clean.• We should respect teachers. Assessment Focus: Idea generation Language usage	
4	AUGUST	20	16	3	GR CH: 10 VERBS-REVISION: TRANSITIVE & INTRANSITIVES By the end of the lesson, students will be able to: Analyze sentences to	SEA (Subject Enrichment Activities) Activity 1: Verb Sorting Activity – “Action or State?” Strategy:	Error Detection and Correction Task: Students identify and correct	

					<p>determine whether verbs are transitive or intransitive.</p> <p>Create original sentences using action and state verbs appropriately.</p> <p>Differentiate between action verbs and state verbs in context.</p> <p>Evaluate sentences to identify verbs that take one or more objects.</p> <p>Identify direct and indirect objects in sentences.</p> <p>Apply correct verb usage while forming meaningful sentences.</p> <p>Construct sentences using transitive verbs with more than one object.</p>	<p>Classification / Collaborative Learning</p> <p>Task: Students are given a list of verbs and sort them into two groups: Action Verbs (run, jump, write) State Verbs (know, believe, like)</p> <p>Competency Developed: Recognition and classification of verb types</p> <p>MA Activity 1. Object Identification Activity Strategy: Conceptual Understanding</p> <p>Task: Students underline the objects in sentences. Example: He sent his friend a message. She cooked dinner.</p>	<p>incorrect sentences.</p> <p>Example: She gave to me a gift. He sleeping fast. Assessment Focus: Accuracy Critical Thinking</p> <p>1. Think–Pair–Share Assessment Task: Students think of one sentence using a transitive verb, discuss with a partner, and share with the class.</p> <p>Assessment Focus: Communication Collaboration Application</p>	
AUGUST	20	16	2	<p>Letter Writing - Informal</p>	<p>*Identify the format and structure of an informal letter correctly.</p> <p>*Differentiate between formal and informal letters based on tone, structure, and purpose.</p> <p>*Write an informal letter using appropriate greetings, body, and closing in 120–150 words.</p> <p>*Express personal thoughts and emotions clearly and coherently in writing.</p> <p>*Use correct grammar, punctuation, and spelling in informal writing.</p> <p>*Organize content logically into introduction, main content, and conclusion.</p> <p>*Respond appropriately to a given prompt or situation with a suitable tone and language.</p>	<p>1. Letter Puzzle Game: Provide jumbled parts of a letter and ask students to arrange them in correct order</p> <p>2. Prompt-Based Writing: Give prompts like: “Write a letter to your cousin describing your school trip.” – students write letters individually.</p> <p>3. Letter Exchange: Students write letters to each other pretending to be friends living in different cities.</p>	<p>1. Model Writing – Show students a sample informal letter and analyze its parts (address, greeting, body, closing).</p> <p>2. Interactive Discussion – Discuss different situations where informal letters are written (to friends, cousins, grandparents).</p> <p>3. Guided Practice – Write a letter as a class with teacher’s help, then assign a similar topic for individual writing.</p>	

	AUGUST	20	16	3	<p>Lesson: Mystery and Magic – “The Case of the Fifth World”</p>	<p>By the end of the lesson, learners will be able to:</p> <p>Understand and analyze the theme of mystery, imagination, and exploration, while identifying elements of science fiction and fantasy in the text.</p> <p>Develop reading comprehension and critical thinking skills by interpreting events, identifying clues, making predictions, and drawing logical conclusions.</p> <p>Enhance speaking and writing skills by expressing ideas, opinions, and creative responses related to mysterious and imaginative situations.</p> <p>Build and use appropriate vocabulary related to mystery, space, and investigation in meaningful contexts.</p> <p>Apply curiosity and imagination to real-life situations, fostering problem-solving and innovative thinking.</p>	<p>Subject Enrichment Activities (SEA)</p> <p>1. Creative Writing – “The Sixth World” Procedure: The teacher introduces the idea of unexplored worlds.</p> <p>Students imagine a “Sixth World” and write a descriptive paragraph/story.</p> <p>Focus Areas: Setting, characters, unique features, problem or mystery. Skills Developed: Creativity, descriptive writing, imagination.</p> <p>4. Mystery Box Activity Procedure:</p> <p>Teacher brings a box with objects/clues (real or picture-based).</p> <p>Students observe and infer connections to the story.</p>	<p>Competency-Based Assessment</p> <p>Case-Based / Situation-Based Questions <i>“If you discover a new world, how would you explore it safely?”</i></p> <p>Analytical Questions <i>“What clues helped solve the mystery?”</i></p> <p>Creative Thinking Tasks: Designing a new world or alternate ending Poster / Comic Strip Creation</p> <p>Procedure: Students create a comic strip or poster showing key events or mystery elements. Use captions and dialogues.</p> <p>Focus Areas: Sequence of events, visual representation.</p> <p>Skills Developed: Creativity, summarization, visual literacy.</p>	
	AUGUST	20	16	2	<p>Wr- Report Writing for a school Magazine</p>	<p>*Understand the purpose and structure of a report.</p> <p>*Differentiate between factual reporting and personal narration.</p> <p>*Identify the key components of a school magazine report (headline, byline, introduction, body, conclusion).</p> <p>*Use appropriate language, tone, and tense (usually past tense, passive voice).</p> <p>*Draft a well-organized and coherent report on a given school event.</p>	<p>Sample Analysis: Provide 1-2 reports from past school magazines. Students identify headline, byline, structure, and tone.</p> <p>* Individual Task (Assessment): Students independently write a report on a mock or real school event.</p>	<p>1.Guided Writing: Teacher leads students through each stage of report writing with prompts.</p> <p>2. Presentation: Volunteers read their reports aloud for feedback.</p> <p>3. Experiential Learning: Rewriting an actual school event into a report format.</p>	

	AUGUST	20	16	06	REVISION FOR TERM 1 EXAMS				TERM 1 EXAMS FROM 25/08/2026-09/09/2026 PORTION: UNIT 1-3 FROM POORVI, UNSEEN PASSAGES, GRAMMAR & WRITING SECTION
5	SEPTEMBER	22	15	3	<p>Lesson: Mystery and Magic – “The Magic Brush of Dreams”</p> <p>By the end of the lesson, learners will be able to: Identify the main theme and key elements of fantasy in the story. Describe the role and significance of the magic brush in the narrative. Explain how imagination and dreams influence the events and characters. Sequence the major events of the story in the correct order. Infer the message or moral conveyed through the use of magic. Use at least 5 new vocabulary words related to magic and creativity in sentences. Express their ideas clearly through a short paragraph or oral response. Create an original piece (story/drawing) using the concept of a magic brush. Evaluate whether magic should be used responsibly, giving reasons.</p>	<p>Subject Enrichment Activities (SEA)</p> <p>1. Creative Art Integration – “My Magic Brush Creation”</p> <p>Procedure: Students draw or paint something they would create if they had a magic brush. They write a short description explaining its purpose. Integration: Art + Language Skills: Creativity, expression, imagination</p> <p>Creative Writing – “If I Had a Magic Brush...” Procedure: Students write a short story using imagination and values. Skills: Writing, creativity, value-based thinking</p> <p>Jigsaw Activity (Cooperative Learning) Procedure: Divide the lesson into parts (plot, characters, magical element, message). Students become “experts” and teach peers. Skills: Collaboration, communication, deeper understanding</p>	<p>A. Formative Assessment Oral questioning and class discussion Observation of participation in Jigsaw and group tasks Worksheets (MCQs, short answers, vocabulary, sequencing)</p> <p>B. Competency-Based Assessment Case-based questions: <i>“If you had a magic brush, how would you use it to help society?”</i> Analytical questions based on theme and message Creative tasks (story writing, drawing with explanation)</p> <p>Cross-Curricular Assessment</p> <p>Art Integration: Evaluation of drawings/paintings with explanation Value Education: Application of moral lessons ICT (Blended Learning): Digital presentation or video submission</p>		
	SEPTEMBER	22	15	2	<p>Writing Skill: Imaginative Essay</p> <p>By the end of the lesson, learners will be able to:</p>	<p>1. Art Integration – “Visual to Writing” Procedure: Show a picture (fantasy scene, nature, futuristic world). Students imagine and write a</p>	<p>Communicative Approach – “Think & Express” Procedure: Students discuss imaginative topics like: <i>“If I had magical</i></p>		

					<p>Understand the concept and purpose of an imaginative essay.</p> <p>Identify key features such as creativity, originality, and descriptive language.</p> <p>Generate ideas based on given prompts or situations.</p> <p>Organize ideas into a clear structure (introduction, body, conclusion).</p> <p>Use appropriate vocabulary, descriptive phrases, and figurative language.</p> <p>Express thoughts creatively in a coherent and logical manner.</p> <p>Develop a complete imaginative essay (100–150 words).</p> <p>Apply correct grammar, punctuation, and sentence structure.</p> <p>Revise and edit their writing for clarity and improvement.</p> <p>Present ideas confidently through written or oral sharing.</p>	<p>story/essay based on it.</p> <p>Skills: Creativity, imagination, expression</p> <p>2. Cross-Curricular Activity</p> <p>Procedure: Science: “A day on another planet” Social Science: “If I were a leader...” Skills: Interdisciplinary thinking</p>	<p><i>powers...”</i> Share ideas orally before writing.</p> <p>Focus: Fluency, expression, confidence</p> <p>2. Task-Based Learning – “Complete the Mission”</p> <p>Procedure:</p> <p>Task: Write an essay based on a real-life imaginative situation (e.g., <i>A Day Without Technology</i>). Students plan → draft → present</p> <p>Focus: Real-world application, structured learning</p> <p>Art Integration – “Visual to Imagination” Procedure: Show a picture (fantasy/nature scene). Students convert it into an imaginative essay. Focus: Creativity, visual thinking</p>	
SEPTEMBER	22	15	4	<p>Lesson: Mystery and Magic – “Spectacular Wonders”</p> <p>By the end of the lesson, learners will be able to:</p> <p>Identify the central idea and key features of “spectacular wonders” presented in the text.</p> <p>Explain how mystery and wonder create curiosity and interest in the reader.</p> <p>Analyze the description of events/phenomena and distinguish between fact, imagination, and exaggeration.</p> <p>Infer meanings, draw conclusions, and interpret underlying messages.</p>	<p>A. Subject Enrichment Activities (SEA)</p> <p>1. Art Integration – “My Spectacular Wonder” Procedure: Students draw/paint a natural or imaginary wonder. Add a short description explaining its uniqueness.</p> <p>Integration: Art + Language</p> <p>Skills: Creativity, visualization, descriptive writing</p> <p>MA ACTIVITY: Research & Presentation (Cross-Curricular + Blended Learning)</p> <p>Procedure: Students research a real-world wonder (e.g., natural/scientific phenomenon). Present through PPT/video.</p> <p>Integration: Science (natural phenomena) Social Science (famous world wonders) ICT (digital presentation) Skills:</p>	<p>B. Competency-Based Assessment</p> <p>Case-based questions: “How would you investigate a mysterious phenomenon?”</p> <p>Analytical questions (fact vs imagination)</p> <p>Creative tasks (designing/describing a wonder)</p> <p>C. Cross-Curricular Assessment</p> <p>Science Link: Understanding natural wonders/phenomena</p> <p>Social Science Link: Famous global wonders</p> <p>Art Integration: Evaluation of</p>		

					<p>Use new vocabulary related to wonders, mystery, and description in meaningful sentences.</p> <p>Express their understanding through oral discussion and written responses.</p> <p>Create imaginative or descriptive content inspired by wonders (natural or magical).</p> <p>Evaluate the significance of curiosity and exploration in learning and discovery</p>	<p>Research, digital literacy, presentation</p>	<p>drawings/posters with explanation</p> <p>ICT (Blended Learning): Digital presentations/videos</p>	
SEPTEMBER	22	15	2	<p>Wr: Descriptive Essay Writing</p>	<p>By the end of the lesson, learners will be able to:</p> <p>Understand the purpose and features of descriptive writing.</p> <p>Identify elements such as sensory details (sight, sound, smell, taste, touch).</p> <p>Generate ideas to describe a person, place, event, or object.</p> <p>Organize ideas into a clear structure (introduction, body, conclusion).</p> <p>Use vivid vocabulary, adjectives, and adverbs effectively.</p> <p>Apply figurative language (similes, metaphors, imagery).</p> <p>Write a well-structured descriptive essay (100–150 words).</p> <p>Maintain coherence, clarity, and logical flow.</p> <p>Edit and revise writing for grammar and improvement.</p>	<p>1. Communicative Approach – “Describe & Share”</p> <p>Procedure: Students describe a picture/place/person orally. Peer listens and adds missing details. Focus: Fluency, expression</p> <p>2. Art Integration – “Picture to Paragraph” Procedure: Provide a vivid picture. Students convert visual details into a descriptive paragraph. Focus: Observation, creativity</p> <p>3. Jigsaw Method – “Build the Description” Procedure: Groups focus on: Appearance Surroundings Feelings Conclusion Combine to form a full essay. Focus: Collaboration, structure</p>	<p>Competency-Based Assessment (Task-Based Learning)</p> <p>Task:</p> <p><i>“Describe a busy market / a rainy day / your school garden.”</i></p> <p>Focus on: Sensory details Organization Expression</p> <p>Cross-Curricular & Art Integration Assessment Science: <i>Describe a natural scene</i></p> <p>Social Science: <i>Describe a historical place</i></p> <p>Art: <i>Picture-based writing</i></p> <p>ICT (Blended Learning): <i>Digital presentations</i></p>	
SEPTEMBER	22	15	4	<p>Gr: CH 11: Adverbs: Functions of</p>	<p>By the end of the lesson, learners will be able to:</p> <p>Identify adverbs in</p>	<p>1. Communicative Approach – “Speak with Adverbs” Procedure: Students describe actions (e.g., walking, reading) using adverbs. Peers respond by</p>	<p>Competency-Based Assessment (Task-Based Learning)</p> <p>Task:</p>	

					<p>adverbs & adverb forms</p> <p>sentences and the words they modify (verbs, adjectives, other adverbs). Explain the functions of adverbs (how, when, where, how often, to what extent). Classify adverbs into types: manner, time, place, frequency, and degree. Differentiate between adjectives and adverbs with appropriate usage. Form adverbs correctly from adjectives (e.g., quick → quickly). Use correct adverb forms in sentences. Apply appropriate placement of adverbs in sentences. Analyze and correct errors related to adverb usage. Construct meaningful sentences using different types of adverbs. Integrate adverbs effectively in spoken and written communication.</p>	<p>identifying the type of adverb used. Focus: Oral communication, real-life usage 2. Task-Based Learning – “Daily Routine Task” Procedure: Task: Write or present a daily routine using at least 8–10 adverbs. Example: “I wake up early. I quickly get ready...” Focus: Application in real-life context</p> <p>3. Art Integration – “Adverb Mind Map / Poster” Procedure: Students create charts showing types of adverbs with examples. Focus: Visual learning, creativity</p> <p>4. Sentence Expansion Task Add appropriate adverbs to simple sentences. 5. Error Correction Activity Identify and correct incorrect adverb usage.</p>	<p>“Describe your daily activities using at least 8 different adverbs.”</p> <p>Focus on: Correct usage Variety of adverbs Sentence formation</p> <p>Cross-Curricular & Art Integration Assessment</p> <p>Science: Describing processes Sports: Describing actions Art: Charts/mind maps ICT (Blended Learning): Online quizzes & presentations</p>	
6	OCTOBER	21	21	3	<p>Gr: CH 12 Pronouns-Antecedent Agreement</p> <p>By the end of the lesson, learners will be able to: Understand the concept of pronouns and antecedents. Identify pronouns and their correct antecedents in sentences. Explain the rules of pronoun–antecedent agreement (number, gender, person). Apply correct agreement in singular and plural contexts. Recognize common errors in pronoun usage. Use appropriate</p>	<p>1. Communicative Approach – “Who Does It Refer To?” Procedure: Teacher speaks sentences; students identify the antecedent of pronouns. Focus: Oral understanding, clarity</p> <p>2. Task-Based Learning – “Sentence Correction Task” Procedure: Task: Correct sentences with incorrect pronoun agreement. Example: <i>Everyone must bring their book → his/her book</i> Focus: Application of rules</p> <p>3. Art Integration – “Pronoun Flow Chart” Procedure: Students create charts showing rules and examples. Focus: Visual learning</p>	<p>Summative Assessment</p> <ul style="list-style-type: none"> • Identification of pronouns and antecedents • Error correction • Sentence construction • Short paragraph writing <p>E. Blended & Experiential Assessment</p> <ul style="list-style-type: none"> • Digital assignments • Peer & self-assessment • Reflection: “Why is pronoun agreement important?” 	

					<p>pronouns in formal and informal sentences. Analyze sentences for clarity and correct pronoun reference. Correct faulty pronoun-antecedent agreement. Construct meaningful sentences using correct pronoun agreement. Integrate correct pronoun usage in speaking and writing.</p>			
	OCTOBER	21	21	2	<p>Gr CH 14: PREPOSITIONS: Kinds of prepositions and Object of Preposition</p> <p>By the end of the lesson, learners will be able Use different types of prepositions correctly in sentences. Differentiate between commonly confused prepositions (in/on/at, since/for, etc.). Construct clear and meaningful sentences using appropriate prepositions. Identify and correct errors in prepositional usage. Apply prepositions effectively in speaking and writing tasks. Use prepositions in real-life and cross-curricular contexts.</p>	<p>Art Integration – “Preposition Map/Chart Procedure: Students draw diagrams showing positions (in, on, under, between). Focus: Visual learning Experiential Learning – “Classroom Observation” Procedure: Students observe surroundings and frame sentences (e.g., “The fan is above us”). Focus: Real-life connection Error Correction Activity: Identify and correct incorrect usage.</p>	<p>Formative Assessment Oral responses (Communicative Approach) Observation during Jigsaw and group activities Worksheets (fill-ups, MCQs, sentence formation) B. Competency-Based Assessment (Task-Based Learning) Task: <i>“Describe your classroom using at least 8 prepositions.”</i> Focus on: Correct usage, Variety, Sentence clarity Cross-Curricular & Art Integration Assessment Geography: Giving directions Science: Describing positions (e.g., “The heart is inside the body”) Art: Diagrams and charts ICT (Blended Learning): Online quizzes</p>	
	OCTOBER	21	21	3	<p>Lesson: Environment – “The Cherry Tree” (Prose by Ruskin Bond)</p> <p>By the end of the lesson, learners will be able to: Identify the central theme of growth, patience, and human-nature relationship in the story. Describe the stages of the cherry tree’s growth and the narrator’s experiences. Explain the role of care, time, and perseverance in nurturing life. Analyze how simple events reflect deeper meanings about nature and life. Infer</p>	<p>A. Subject Enrichment Activities (SEA) 1. Art Integration – “Journey of the Cherry Tree” Procedure: Students draw the stages of the cherry tree (seed → sapling → tree). Add captions describing each stage. Integration: Art + Language Skills: Creativity, sequencing, visual expression Jigsaw Method (Cooperative Learning) Procedure: Divide the chapter into parts: Planting the seed Challenges faced (goat, weather, etc.)</p>	<p>Competency-Based Assessment Case-based question: <i>“What steps would you take to ensure a plant grows well?”</i> Analytical questions (theme, message, character experience) Application-based tasks (linking story to real life) C. Cross-Curricular Assessment Science / EVS: Plant growth and environmental care Art Integration: Evaluation of drawings/posters</p>	

					<p>the message about coexistence with nature and quiet observation</p> <p>Use vocabulary related to nature, growth, and environment in meaningful contexts.</p> <p>Express personal responses through oral and written tasks.</p> <p>Relate the lesson to real-life environmental awareness and responsibility.</p>	<p>Growth of the tree</p> <p>Final reflection</p> <p>Students become “experts” and teach peers. Skills:</p> <p>Collaboration, comprehension, communication</p>	<p>ICT (Blended Learning): Digital presentations/videos</p>	
OCTOBER	21	21	2	Wr- Article Writing	<p>*Understand the purpose and format of an article (Title – Introduction – Body – Conclusion).</p> <p>*Organize ideas logically and cohesively using paragraphs.</p> <p>*Use appropriate tone and style based on the audience and topic.</p> <p>*Apply correct grammar, punctuation, and vocabulary in written expression.</p> <p>*Express opinions clearly and support arguments with relevant examples or evidence.</p> <p>*Revise and edit their writing for clarity and correctness</p>	<p>Formative Assessment (During Learning):</p> <p>*Brainstorming chart or mind map of ideas before writing.</p> <p>*Headline creation activity – crafting catchy article titles.</p> <p>*Peer review using a checklist (structure, grammar, vocabulary).</p> <p>*Paragraph building</p> <p>2. Task-Based Learning – “Write for a Purpose” Procedure:</p> <p>Task: Write an article for a school magazine on a given issue.</p> <p>Steps: Brainstorm → Draft → Edit → Present. Focus: Real-life application</p>	<p>*Brainstorming Sessions</p> <p>Before writing, conduct a group brainstorm on the topic: What? Why? How? Solutions?</p> <p>*Model Writing</p> <p>*Show samples of well-written articles and analyze their structure:</p> <p>*Incorporating Multimedia Show videos or news reports and ask students to write an article based on them.</p> <p>Cross-Curricular & Art Integration Assessment Science:</p> <p>Environmental issues</p> <p>Social Science: Civic awareness topics Art: Poster-based writing ICT (Blended Learning): Digital article submission</p>	
OCTOBER	21	21	3	Lesson: Environment – “Harvest Hymn”	<p>By the end of the lesson, learners will be able to:</p> <p>Identify the theme of harvest, gratitude, and harmony with nature in the poem.</p> <p>Explain the significance of harvest and its connection to farmers and seasons.</p> <p>Recognize poetic devices such as imagery, rhythm, and repetition used in the poem.</p> <p>Interpret the poet’s</p>	<p>A. Subject Enrichment Activities (SEA)</p> <p>1. Art Integration – “Harvest Scene”</p> <p>Procedure:</p> <p>Students draw/paint a harvest festival or farming scene.</p> <p>Add captions describing the scene.</p> <p>Integration: Art + Language</p> <p>Skills: Creativity, observation, expression 2. Jigsaw Method (Cooperative Learning)</p> <p>Procedure: Divide the poem into parts (harvest description, farmer’s effort, celebration, message).</p> <p>Students become “experts” and teach</p>	<p>Competency-Based Assessment</p> <p>Case-based question: “How can we show gratitude towards farmers in our daily life?”</p> <p>Analytical questions (theme, message, poetic devices)</p> <p>Application-based tasks (linking poem to real life)</p> <p>Cross-Curricular Assessment</p> <p>Social Science / EVS: Harvest festivals and agriculture</p> <p>Art Integration: Evaluation of drawings/posters ICT (Blended Learning): Digital presentations/videos</p>	

					<p>message about thankfulness and celebration of nature's bounty.</p> <p>Infer how human life depends on nature and agricultural practices.</p> <p>Express ideas through short written or oral responses about harvest festivals.</p> <p>Relate the poem to real-life experiences of festivals like harvest celebrations.</p> <p>Create a short poem/poster expressing gratitude towards nature</p>	<p>peers.</p> <p>Skills: Collaboration, comprehension</p> <p>Cross-Curricular Activity – Harvest Festivals Procedure: Students research festivals like Pongal, Baisakhi, or Makar Sankranti. Present findings in class.</p> <p>Integration: Social Science / EVS</p> <p>Skills: Research, cultural awareness</p>	<p>Blended & Experiential Learning Assessment</p> <p>PPT/video submissions</p> <p>Peer and self-assessment</p> <p>Reflection sheet: <i>“What did I learn about gratitude and nature?”</i></p>	
OCTOBER	21	21	2	<p>WRITING: SLOGAN WRITING</p> <p>By the end of the lesson, learners will be able to:</p> <p>Understand the purpose and features of a slogan (short, catchy, persuasive).</p> <p>Identify key elements such as brevity, rhythm, rhyme, and impact.</p> <p>Recognize slogans used in advertisements and awareness campaigns.</p> <p>Generate creative ideas for social, environmental, and school-based themes.</p> <p>Use persuasive and impactful language.</p> <p>Apply rhyme, alliteration, and wordplay effectively.</p> <p>Create original slogans on given topics.</p> <p>Evaluate and refine slogans for clarity and effectiveness.</p>	<p>Task-Based Learning – “Campaign Creation” Procedure: Task: Create slogans for a campaign (e.g., Save Water, Clean India). Students design and present their slogans</p> <p>Focus: Real-life application</p> <p>3. Art Integration – “Poster + Slogan” Procedure: Students create posters with relevant slogans.</p> <p>Focus: Creativity, visual expression</p> <p>Blended Learning – “Digital Slogan Design” Procedure: Use Canva/PPT to create digital slogans.</p> <p>Focus: ICT skills</p> <p>Experiential Learning – “Real-Life Observation” Procedure: Observe slogans in surroundings (ads, posters). Discuss effectiveness. Focus: Practical understanding</p>	<p>A. Formative Assessment</p> <p>Oral presentation (Communicative Approach)</p> <p>Observation during group activities (Jigsaw Method)</p> <p>Participation in slogan creation tasks</p> <p>B. Competency-Based Assessment (Task-Based Learning) Task: <i>“Create 3 slogans on ‘Save Environment’ / ‘Health and Hygiene’.”</i> Focus on: Creativity Clarity Relevance Impact</p>		
OCTOBER	21	21	3	<p>Lesson: Environment – “Waiting for the Rain”</p> <p>By the end of the lesson, learners will be able to:</p> <p>Identify the central</p>	<p>Subject Enrichment Activities (SEA)</p> <p>1. Art Integration – “Before and After Rain” Procedure: Students draw two contrasting scenes:</p>	<p>Competency-Based Assessment</p> <p>Case-based question:</p>		

					<p>theme of dependence on rain, nature, and rural life. Describe the impact of rain on people, environment, and daily life. Explain the emotions and experiences of characters waiting for rain. Analyze how the author portrays drought, hope, and survival. Infer the importance of water conservation and environmental balance. Express ideas through oral discussions and written responses. Relate the lesson to real-life situations like water scarcity. Create descriptive or reflective content based on environmental themes. Evaluate the need for responsible use of natural resources.</p>	<p>drought vs rainfall. Add captions explaining the changes. Integration: Art + Language Skills: Creativity, observation, comparison 2. Cross-Curricular Activity – Water Cycle & Conservation Procedure: Students study the water cycle and link it to rainfall. Prepare a simple chart or diagram. Integration: Science / Geography Skills: Conceptual understanding, application</p>	<p><i>“What steps can you take if your area faces water scarcity?”</i> Analytical questions (theme, message, character emotions) Application-based tasks (real-life problem solving) C. Cross-Curricular Assessment Science: Water cycle and rainfall Geography: Climate and environment Art Integration: Evaluation of drawings ICT (Blended Learning): Digital presentations/videos</p>	
OCTOBER	21	21	3	<p>Lesson: SCIENCE AND CURIOSITY: FEATHERED FRIEND</p> <p>By the end of the lesson, learners will be able to: Identify and explain the central idea of human interaction with birds and the theme of curiosity, care, and observation. Describe and sequence the events related to the narrator’s experiences with the bird. Analyze and infer the behavior of the bird and the narrator’s feelings using textual evidence. Express and justify ideas through oral discussion and short written responses about caring for</p>	<p>A. Subject Enrichment Activities (SEA) 1. Art Integration – “My Feathered Friend” Procedure: Students draw/paint a bird they like. Add labels and a short description of its features and habits. Integration: Art+ Language Skills: Observation, creativity, expression Cross-Curricular Activity – Birds and Their Habitat Procedure: Students research types of birds, their food, and habitats. Present through charts or short presentations. Integration: Science (animals & habitats), EVS Skills: Research, awareness</p>	<p>A. Competency-Based Assessment Case-based question: <i>“What would you do if you found an injured bird?”</i> Analytical questions (behavior, message, narrator’s response) Application-based tasks (real-life situations) B. Cross-Curricular Assessment Science / EVS: Birds, habitats, food habits Art Integration: Evaluation of drawings/posters ICT (Blended Learning): Digital presentations/videos</p>		

					animals. Relate and apply the lesson to real-life experiences of observing or caring for birds/animals. Create a short descriptive paragraph, diary entry, or visual representation of a bird or pet.			
7	NOVEMBER	19	18	3	<p>Lesson: Science and Curiosity – “A Magnifying Glass” (Poem)</p> <p>By the end of the lesson, learners will be able to:</p> <p>Identify and explain the central theme of curiosity, observation, and wonder in everyday life.</p> <p>Interpret and infer the poet’s message about looking closely at the world through imagination and inquiry.</p> <p>Recognize and analyze poetic devices such as imagery, rhyme, and repetition used in the poem.</p> <p>Describe how a simple object like a magnifying glass symbolizes deeper understanding.</p> <p>Express and justify personal responses to the poem through oral and written tasks.</p> <p>Relate and apply the idea of careful observation to real-life situations.</p> <p>Evaluate the importance of curiosity and keen observation in learning.</p>	<p>A. Subject Enrichment Activities (SEA)</p> <p>1. Art Integration – “Through My Magnifying Glass”</p> <p>Procedure: Students draw an everyday object as seen normally and as imagined under magnification. Add a creative caption.</p> <p>Integration: Art + Language</p> <p>Skills: Creativity, imagination, observation</p> <p>Jigsaw Method (Cooperative Learning)</p> <p>Procedure: Divide the poem into parts: Description of the object Observations made Feelings/imagination Message/theme Students discuss and teach peers. Skills: Collaboration, comprehension</p>	<p>Cross-Curricular Assessment</p> <p>Science: Observation and tools</p> <p>Art Integration: Evaluation of drawings/creative work</p> <p>ICT (Blended Learning): Digital presentations</p> <p>Summative Assessment</p> <p>Extract-based questions (objective + subjective)</p> <p>Recitation assessment (expression, clarity, rhythm)</p> <p>Writing tasks (creative paragraph/poem)</p> <p>Blended & Experiential Learning Assessment</p> <ul style="list-style-type: none"> ● PPT/video submissions ● Peer and self-assessment <p>Reflection sheet: “<i>What did I learn about observation?</i>”</p>	
	NOVEMBER	19	18	2	<p>Writing Skill: Dialogue Writing</p> <p>By the end of the lesson, learners will be able to: Understand the format and purpose of dialogue writing.</p> <p>Identify features of a good dialogue (clarity,</p>	<p>Experiential Learning – “Real-Life Interaction: Procedure: Observe or enact real conversations and write them down. Focus: Practical exposure</p> <p>Experiential Learning – “Real-Life Interaction” Procedure: Observe or enact real conversations and write them down.</p>	<p>Summative Assessment Dialogue writing (8–10 exchanges) Criteria: Format & punctuation Content & relevance Flow & coherence Grammar accuracy</p> <p>Formative Assessment Oral interaction (Communicative Approach) Observation during</p>	

					<p>natural flow, relevance). Recognize correct punctuation (quotation marks, commas, question marks). Differentiate between formal and informal conversations. Generate ideas for situational conversations (daily life/social issues). Organize dialogues logically with proper sequence. Use appropriate tone, expressions, and conversational language. Write a complete dialogue (8–10 exchanges) based on a given situation. Apply correct grammar, tense, and sentence structure. Edit and revise dialogues for accuracy and coherence.</p>	<p>Focus: Practical exposure Dialogue Completion Task Fill missing parts of a conversation.</p>	<p>role play and Jigsaw activities Draft writing and feedback</p> <p>B. Competency-Based Assessment (Task-Based Learning) Task: <i>“Write a dialogue between two friends discussing exam preparation / environmental issues.”</i> Focus on: Relevance Flow of conversation Language use Creativity</p> <ul style="list-style-type: none"> • 	
NOVEMBER	19	18	5	<p>VOICE: Active & Passive Voice</p> <p>By the end of the lesson, learners will be able to: Identify active and passive voice in sentences. Understand and apply correct verb forms while changing voice. Transform sentences from active to passive and vice versa. Apply rules of subject–object change and pronoun changes. Convert interrogative and imperative sentences into passive voice. Use passive voice appropriately in different contexts. Identify and correct errors in voice transformation. Apply voice change</p>	<p>Task-Based Learning – “Transformation Task” Procedure: Task: Convert a set of sentences (statements, questions, commands) into passive voice. Steps: Identify → Apply rules → Transform → Present Focus: Application of rules Experiential Learning – “Real-Life Sentences” Procedure: Convert classroom instructions into passive (e.g., “Close the door” → “Let the door be closed”) Focus: Practical usage</p> <p>Art Integration – “Voice Conversion Chart” Procedure: Students create charts showing: Tense → Passive form Pronoun changes Focus: Visual understanding</p>	<p>Formative Assessment Oral responses (Communicative Approach) Observation during Jigsaw activities Worksheets and class exercises</p> <p>Competency-Based Assessment (Task-Based Learning)Task: <i>“Convert a paragraph into passive voice including statements, questions, and commands.”</i> Focus on: Accuracy of transformation Correct verb forms Proper structure</p>		

					effectively in writing and real-life situations.			
NOVEMBER	19	18	4	<p>Lesson: Science and Curiosity – “Biba Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science”</p>	<p>By the end of the lesson, learners will be able to:</p> <p>Identify and explain the central idea of the chapter highlighting the contributions of Biba Chowdhuri to Indian science.</p> <p>Describe and sequence key events from her life, including her education, challenges, and achievements. Analyze and infer the struggles faced by women in science and how perseverance leads to success. Understand and explain basic scientific context (cosmic rays/research work) in simple terms. Use 5–6 new vocabulary words related to science, perseverance, and achievement in meaningful sentences. Express and justify ideas through oral discussion and written responses on women empowerment in science.</p> <p>Relate and apply the lesson to real-life examples of determination and gender equality.</p> <p>Create a short biography, poster, or timeline of her life and achievements.</p> <p>Evaluate the importance of equal opportunities in education and scientific fields.</p>	<p>A. Subject Enrichment Activities (SEA)</p> <p>1. Art Integration – “Women in Science Poster”</p> <p>Procedure: Students design a poster highlighting achievements of Biba Chowdhuri and other women scientists.</p> <p>Include quotes/slogans.</p> <p>Integration: Art + Language</p> <p>Skills: Creativity, awareness, expression</p> <p>2. Jigsaw Method (Cooperative Learning)</p> <p>Procedure: Divide the chapter into parts:</p> <p>Early life and education</p> <p>Scientific contributions</p> <p>Challenges faced Message/inspiration</p> <p>Students become “experts” and teach peers. Skills: Collaboration, comprehension, communication</p>	<p>Formative Assessment</p> <p>Oral questioning and instant transformation exercises</p> <p>Observation during Jigsaw and group tasks</p> <p>Worksheets (MCQs, fill-ups, transformations, error correction)</p> <p>Competency-Based Assessment</p> <p>Case-based task: “Rewrite a set of instructions (e.g., recipe/experiment) in passive voice.”</p> <p>Application-based transformation (real-life sentences)</p> <p>Analytical tasks (identify errors and justify corrections)</p> <p>Blended & Experiential Learning Assessment</p> <p>Online quiz performance</p> <p>Peer and self-assessment</p> <p>Reflection: “Where do we use passive voice in real life?”</p>	
NOVEMBER	19	18	4	GR CH 1: NOUN,	By the end of the	Constructivist / Inquiry-Based Learning	Formative Assessment	

				<p>ADJECTIVE, ADVERB & PREPOSITIONAL PHRASES</p> <p>lesson, learners will be able to: Identify and classify different types of phrases (noun, adjective, adverb, prepositional). Understand the function of phrases within a sentence. Differentiate between phrases and clauses. Analyze sentence structure by locating and labeling phrases. Construct sentences using appropriate phrases. Enhance writing by using phrases effectively for description and clarity. Identify and correct errors related to phrase usage. Apply phrases in real-life and cross-curricular contexts.</p>	<p>– “Find the Pattern” Procedure: Provide sentences with highlighted phrases. Students observe and answer: <i>What role does this group of words play?</i> Derive types of phrases. Focus: Concept discovery</p> <p>2. Inductive Approach – “From Examples to Rules” Procedure: Give examples of noun/adjective/adverb phrases. Students identify patterns and frame rules. Focus: Deep understanding</p> <p>Art Integration – “Phrase Chart/Diagram” Procedure: Students create visual charts showing types and examples Focus: Visual reinforcement</p>	<p>Oral responses (Communicative Approach) Observation during Jigsaw and inquiry activities Worksheets and practice exercises</p> <p>Competency-Based Assessment (Task-Based Learning) Task: <i>“Write a descriptive paragraph using noun, adjective, adverb, and prepositional phrases. Underline and label them.”</i> Focus on: Variety of phrases Correct usage Clarity and creativity</p>	
8	DECEMBER	25	20	<p>GR CH 2: NOUN PHRASES- STRUCTURE, PRE MODIFIERS, POST MODIFIERS, COMPLEMENTS</p> <p>By the end of the lesson, learners will be able to:</p> <p>Identify and understand the structure of noun phrases. Recognize and use pre-modifiers (articles, adjectives, determiners) correctly. Identify and apply post-modifiers (phrases/clauses) to expand meaning. Understand and use complements within noun phrases. Analyze sentence structure by breaking noun phrases into components. Construct detailed noun phrases to enhance clarity and description. Differentiate between simple nouns and</p>	<p>Communicative Approach – “Expand the Noun” Procedure: Students expand a simple noun: <i>boy → the tall boy → the tall boy in the playground</i> Focus: Oral fluency and usage</p> <p>Task-Based Learning – “Noun Phrase Builder Task” Procedure: Task: Write a descriptive paragraph using expanded noun phrases. Steps: Plan → Build phrases → Use in writing → Present Focus: Application</p> <p>Art Integration – “Phrase Tree Diagram” Procedure: Students draw diagrams showing structure of noun phrases Focus: Visual learning</p>	<p>Summative Assessment</p> <ul style="list-style-type: none"> • Identification and labeling • Sentence construction • Error correction • Paragraph writing <p>Competency-Based Assessment (Task-Based Learning) Task: <i>“Write a descriptive paragraph using expanded noun phrases. Identify pre-modifiers, post-modifiers, and complements.”</i></p> <p>Focus on: Structure accuracy Variety of modifiers Clarity and detail</p>	<p>PT 2 FROM 04/12/2026-14/12/2026 PORTION FROM POORVI UNIT 4 & 5 UNSEEN PASSAGE, GRAMMAR & WRITING SECTION</p>

					expanded noun phrases. Identify and correct errors in noun phrase formation. Apply noun phrases effectively in writing and real-life contexts.			
DECEMBER	25	20	3	GR: CH 13: CONJUNCTIONS & TYPES	<p>Identify and classify conjunctions (coordinating, subordinating, correlative). Understand and apply conjunctions to join words, phrases, and clauses. Construct meaningful sentences using appropriate conjunctions. Differentiate between commonly used conjunctions (and, but, because, although, etc.). Analyze sentence structure (main clause & subordinate clause). Use conjunctions effectively in speaking and writing tasks. Identify and correct errors related to conjunction usage. Apply conjunctions in real-life and cross-curricular contexts.</p>	<p>Communicative Approach – “Join the Ideas” Procedure: Students are given two simple sentences and asked to combine them using suitable conjunctions. Example: <i>I was tired. I finished my work.</i> → <i>Although I was tired, I finished my work.</i> Focus: Real-life communication Task-Based Learning – “Sentence Builder Task” Procedure: Task: Create a short paragraph using at least 5 different conjunctions. Steps: Plan → Draft → Use conjunctions → Present Focus: Application in writing Art Integration – “Conjunction Tree/Flowchart” Procedure: Students design a visual chart showing types of conjunctions with examples Focus: Visual learning and retention Experiential Learning – “Daily Life Connections” Procedure: Students frame sentences based on real-life situations using conjunctions Focus: Practical usage</p>	<p>Formative Assessment Oral responses (Communicative Approach) Observation during Jigsaw activities Worksheets and class participation Competency-Based Assessment (Task-Based Learning) Task: <i>“Write a short paragraph using different types of conjunctions and underline them.”</i> Focus on: Variety of conjunctions Correct sentence structure Clarity and coherence Constructivist / Inquiry-Based Learning Students explore examples first and derive rules on their own. Teacher poses guiding questions like: <i>What do you notice about these sentences? Why is this form used here?</i> Encourages critical thinking and concept building rather than rote learning.</p>	
DECEMBER	25	20	4	GR CH 18: KINDS OF SUBORDINATE CLAUSES	<p>By the end of the lesson, learners will be able to: Identify and differentiate between main clauses and subordinate clauses. Classify subordinate clauses into noun, adjective, and adverb clauses. Understand the function of each type of clause in a sentence.</p>	<p>Constructivist / Inquiry-Based Learning – “Discover the Clause” Procedure: Provide sentences with highlighted parts. Students identify: <i>Which part can stand alone? Which cannot?</i> Derive main and subordinate clauses. Focus: Concept building 2. Inductive Approach – “From Examples to Rules” Procedure: Give examples of noun, adjective, and adverb clauses. Students observe patterns and frame</p>	<p>Competency-Based Assessment (Task-Based Learning) Task: <i>“Write a paragraph using noun, adjective, and adverb clauses. Identify and label each clause.”</i> Focus on: Correct classification Sentence structure Clarity and coherence Summative Assessment</p> <ul style="list-style-type: none"> • Identification and classification • Sentence construction • Error correction 	

					<p>Analyze sentence structure by identifying clauses and their roles.</p> <p>Construct complex sentences using appropriate clauses.</p> <p>Differentiate between phrases and clauses.</p> <p>Use clauses effectively in speaking and writing.</p> <p>Identify and correct errors related to clause usage.</p> <p>Apply clause structures in real-life and cross-curricular contexts.</p>	<p>rules. Focus: Deep understanding</p> <p>Art Integration – “Clause Tree Diagram” Procedure: Students draw diagrams showing clause relationships</p> <p>Focus: Visual understanding</p>	<ul style="list-style-type: none"> Paragraph writing 	
DECEMBER	25	20	6	<p>SENTENCES-FORMS & STRUCTURES-SIMPLE SENTENCE, COMPOUND SENTENCE, COMPLEX SENTENCES & TRANSFORMATION OF SIMPLE, COMPOUND & COMPLEX SENTENCES</p>	<p>By the end of the lesson, learners will be able to:</p> <p>Identify and differentiate between simple, compound, and complex sentences.</p> <p>Understand sentence structure (clauses, conjunctions, connectors).</p> <p>Analyze sentences to identify their type and components. Construct sentences of different types accurately.</p> <p>Transform sentences from one type to another (simple ↔ compound ↔ complex).</p> <p>Use appropriate connectors to maintain meaning during transformation.</p> <p>Enhance writing by varying sentence structures.</p> <p>Identify and correct errors related to sentence structure.</p> <p>Apply sentence structures in real-life communication and writing.</p>	<p>Inductive Approach – “From Examples to Rules”</p> <p>Procedure: Students observe sentences and derive rules for each type.</p> <p>Focus: Deep understanding</p> <p>Communicative Approach – “Expand and Connect”</p> <p>Procedure: Students convert simple sentences into compound/complex orally. Example: <i>I was tired.</i> → <i>I was tired, but I worked.</i> Focus: Speaking skills</p> <p>Task-Based Learning – “Transformation Task”</p> <p>Procedure: Task: Convert a set of sentences into different forms.</p> <p>Steps: Identify type → Apply rule → Transform → Present</p> <p>Focus: Application</p>	<p>Competency-Based Assessment (Task-Based Learning)</p> <p>Task:</p> <p><i>“Transform a paragraph by changing sentence types while maintaining meaning.”</i></p> <p>Focus on: Accuracy Correct connectors Clarity and coherence</p> <p>Summative Assessment Identification and classification Sentence transformation Error correction paragraph writing</p>	

	DECEMBER	25	20	4	<p>GR CH 19: RELATIVE CLAUSES- RELATIVE PRONOUNS, DEFINING & NON DEFINING RELATIVE CLAUSES</p> <p>By the end of the lesson, learners will be able to: Identify and use relative pronouns (<i>who, whom, whose, which, that</i>) correctly. Differentiate between defining and non-defining relative clauses. Understand the function of relative clauses in adding information. Construct sentences using appropriate relative clauses. Use punctuation correctly in non-defining clauses (commas). Combine sentences using relative clauses effectively. Analyze and correct errors related to relative clause usage. Apply relative clauses in speaking, writing, and real-life contexts.</p>	<p>Inductive Approach – “Observe and Infer Rules” Procedure: Give examples of defining and non-defining clauses. Students observe punctuation and usage patterns. Focus: Deep understanding Guided Writing – “Structured Description” Procedure: Students write a paragraph describing a person/place using at least 3 relative clauses. Focus: Writing support Art Integration – “Clause Connection Chart” Procedure: Students create charts linking sentences using relative clauses Focus: Visual reinforcement</p>	<p>Competency-Based Assessment (Task-Based Learning)Task: <i>“Write a descriptive paragraph using defining and non-defining relative clauses. Underline and label them.”</i> Focus on: Correct use of pronouns Proper punctuation Clarity and coherence Blended & Experiential Assessment Digital assignments Peer & self-assessment Reflection: <i>“How do relative clauses improve sentence clarity?”</i></p>
9	JANUARY	20	20	4	<p>GR CH 20: CONDITIONALS TYPES 0, 1,2,3</p> <p>By the end of the lesson, learners will be able to: Identify and differentiate between conditional types 0, 1, 2, and 3. Understand and apply correct tense patterns in each conditional type. Analyze situations (real, possible, imaginary, past) and choose appropriate conditionals. Construct sentences using different types of conditionals accurately. Transform sentences from one conditional type to another where possible. Use conditionals effectively in speaking</p>	<p>Constructivist / Inquiry-Based Learning – “What Happens If?” Procedure: Present real-life situations: <i>If you heat water, what happens?</i> Students observe patterns and derive types of conditionals. Focus: Concept building 2. Inductive Approach – “Pattern Discovery” Procedure: Provide examples of all 4 types. Students identify tense patterns and usage. Focus: Deep understanding 3. Communicative Approach – “If I Were...”Procedure: Students speak using conditionals: <i>If I were a leader, I would...</i> Focus: Fluency and expression</p>	<p>Blended & Experiential Assessment Digital assignments Peer & self-assessment Reflection: <i>“How do conditionals help express possibilities and ideas?”</i> Formative AssessmentOral responses (Communicative Approach) Observation during Jigsaw and inquiry activities Worksheets and practice exercises Competency-Based Assessment (Task-Based Learning) Task: <i>“Write a paragraph describing real, imaginary, and past situations using different conditional types.”</i> Focus on: Correct tense patterns Appropriate usage Clarity and creativity Art Integration Assessment Art Integration: Charts/visual diagrams ICT (Blended Learning):</p>

					and writing tasks. Identify and correct errors in conditional sentence formation. Apply conditionals in real-life and cross-curricular contexts.		Online quizzes	
JANUARY	20	20	4	GR CH 21 : SUBJECT VERB AGREEMENT	By the end of the lesson, learners will be able to: Understand and apply rules of subject–verb agreement correctly. Identify the subject and verb in a sentence accurately. Use correct verb forms with singular and plural subjects. Apply rules for special cases (collective nouns, indefinite pronouns, compound subjects, etc.). Analyze and correct errors in subject–verb agreement. Construct grammatically accurate sentences in speaking and writing. Apply subject–verb agreement in real-life and cross-curricular contexts.	Constructivist / Inquiry-Based Learning – “What Sounds Right?” Procedure: Present pairs of sentences: <i>She go / She goes</i> Students identify the correct form and justify. Focus: Concept discovery 2. Inductive Approach – “Find the Rule” Procedure: Provide multiple examples of singular/plural subjects. Students observe patterns and derive rules. Focus: Deep understanding Task-Based Learning – “Error Correction Task” Procedure: Task: Identify and correct errors in a paragraph. Steps: Identify → Apply rule → Correct → Present Focus: Application	Formative Assessment Oral responses (Communicative Approach) Observation during Jigsaw and inquiry activities Worksheets and exercises Competency-Based Assessment (Task-Based Learning) Task: “Edit a paragraph by correcting subject–verb agreement errors.” Focus on: Accuracy Rule application Clarity Summative Assessment Fill in the blanks Error correction Sentence construction Paragraph writing Blended & Experiential Assessment Digital assignments Peer & self-assessment Reflection: “Why is subject–verb agreement important in communication?”	
JANUARY	20	20	4	GR CH 22: PUNCTUATION	By the end of the lesson, learners will be able to: Identify and use common punctuation marks Understand the function of punctuation in conveying meaning and clarity. Apply correct punctuation rules in sentences and paragraphs. Differentiate between commonly confused	Constructivist / Inquiry-Based Learning – “Does It Make Sense?” Procedure: Present incorrectly punctuated sentences. Students discuss how meaning changes. Focus: Concept discovery Inductive Approach – “Find the Rule” Procedure: Provide examples of sentences with punctuation. Students observe and derive rules. Focus: Deep understanding Task-Based Learning – “Editing Task” Procedure: Task: Edit a paragraph with missing/incorrect punctuation. Steps: Identify → Apply rules → Correct → Present	Formative Assessment Oral reading (Communicative Approach) Observation during Jigsaw and inquiry activities Worksheets and exercises Competency-Based Assessment (Task-Based Learning) Task: “Edit a paragraph by inserting correct punctuation marks and explain your choices.” Focus on: Accuracy Rule application Clarity Summative Assessment Fill in the blanks Editing	

					<p>punctuation uses (comma vs semicolon, apostrophe for possession vs contraction). Analyze and edit sentences to correct punctuation errors. Use punctuation effectively in dialogue writing and descriptive writing. Demonstrate clarity and coherence in written communication using proper punctuation.</p>	<p>Focus: Application Art Integration – “Punctuation Poster” Procedure: Students design creative posters showing rules and examples Focus: Visual learning</p>	<p>tasks Dialogue writing Paragraph writing</p>	
JANUARY	20	20	3	<p>GR CH 23 : PARALLELISM IN STRUCTURES</p>	<p>By the end of the lesson, learners will be able to: Understand and identify parallel structures in sentences. Recognize imbalance in sentence structure and explain the error. Apply parallelism rules in lists, comparisons, and paired conjunctions (e.g., <i>and, or, but, not only...but also</i>). Construct grammatically balanced sentences using parallel forms (phrases/clauses). Edit and correct sentences to maintain structural consistency. Use parallelism effectively in writing (essays, speeches, dialogue). Enhance clarity and style through correct parallel structure.</p>	<p>Inductive Approach – “Spot the Pattern” Procedure: Provide examples of correct parallel sentences. Students observe and frame rules. Focus: Rule formation Task-Based Learning – “Sentence Correction Task” Procedure: Task: Correct non-parallel sentences. Steps: Identify → Analyze → Correct → Present Focus: Application 5. Guided Writing – “Structured Sentence Building” Procedure: Students write sentences using given prompts ensuring parallelism. Focus: Writing support</p>	<p>Formative Assessment Oral responses (Communicative Approach) Observation during Jigsaw and inquiry activities Worksheets</p> <p>Competency-Based Assessment (Task-Based Learning) Task: <i>“Edit a paragraph by correcting parallel structure errors.”</i> Focus on: Accuracy Structural balance Clarity Summative Assessment Error correction Sentence formation Paragraph writing E. Blended & Experiential Assessment Digital assignments Peer/self-assessment Reflection: <i>“How does parallelism improve clarity?”</i></p>	
JANUARY	20	20	5	<p>GR CH 24: SPEECH: DIRECT & INDIRECT</p>	<p>By the end of the lesson, learners will be able to: Differentiate between direct and indirect speech. Identify reporting verbs, reported speech, and punctuation in direct speech. Apply rules for</p>	<p>Constructivist / Inquiry-Based Learning – “What Changed?” Procedure: Present: <i>He said, “I am tired.”</i> <i>He said that he was tired.</i> Students identify differences and infer rules. Focus: Concept discovery Inductive Approach – “Discover the Rules” Procedure: Provide multiple examples</p>	<p>Formative Assessment Oral reporting (Communicative Approach) Observation during Jigsaw and inquiry activities Worksheets Competency-Based Assessment (Task-Based Learning) Task: <i>“Convert a dialogue into indirect speech and explain the changes made.”</i></p>	

					<p>changing tenses, pronouns, and time/place expressions while converting speech. Transform sentences from direct to indirect speech and vice versa accurately. Convert different sentence types (statements, questions, commands, requests, exclamations) into indirect speech. Use appropriate reporting verbs based on context. Edit and correct errors in reported speech. Apply reported speech effectively in writing and real-life communication.</p>	<p>of conversions. Students observe patterns (tense, pronoun, adverb changes). Focus: Rule formation Task-Based Learning – “Transformation Task” Procedure: Task: Convert direct speech into indirect speech (various sentence types). Steps: Identify → Apply rules → Transform → Present Focus: Application Art Integration – “Speech Conversion Chart” Procedure: Students design charts showing rules (tense/pronoun/adverb changes) Focus: Visual learning</p>	<p>Focus on: Accuracy Rule application Clarity Summative Assessment Sentence transformation Error correction Dialogue conversion Paragraph writing Blended & Experiential Assessment Digital assignments Peer & self-assessment Reflection: <i>“Why do we use indirect speech in real life?”</i> Guided Writing – “Convert the Dialogue” Procedure: Students convert a short dialogue into a paragraph using indirect speech. Focus: Writing support</p>	
10	FEBRUARY	19	19	REVISION	TERM 2 EXAMS			<p>TERM 2 FROM FEBRUARY 24/02/2027-08/03/2027 PORTION FROM POORVI 1-5 UNSEEN PASSAGES, GRAMMAR & WRITING SECTIONS</p>

Subject: kannada				Class: VIII		TERM -1& 2		subject Tr- Yashoda T	
Sl No.	Mo nth	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	3+3+3+3+3=15	Bridge Course : ಪಾಠ:-1ಮಗದ ಸಾಹೇಬ *ವರ್ಣಮಾಲೆ , ಗುಣಿತಾಕರಗಳು, ಬರುವ ಪ್ರಾಸ ಪದಗಳು, ಮಾತುಗಳ ವಿಸ್ತರಣೆ ರೂಪ.	<p>* ವರ್ಣಮಾಲೆ ;ವಿಂಗಡನೆ ಬಗ್ಗೆ ತಿಳಿಯುವರು. *ಗುಣಿತಾಕರಗಳ ಬಗ್ಗೆ ತಿಳಿಯುವರು .</p> <p>*ಗಾದೆ ಮಾತುಗಳ ವಿಸ್ತರಣೆಯ ಬಗ್ಗೆ ತಿಳಿಯುವರು .</p> <p>ಮಗದ ಸಾಹೇಬ-1.ಮಗದ ಸಾಹೇಬರ ಜೀವನ ಶೈಲಿ ಮತ್ತು ವ್ಯಕ್ತಿತ್ವವನ್ನು ತಿಳಿಯುವರು 2. ಸರಳತೆ, ಶಿಸ್ತಿನಿಂದ ಕೂಡಿದ ಜೀವನ ಮತ್ತು ಶ್ರಮಕ್ಕೆ ನೀಡಿದ ಮಹತ್ವವನ್ನು ತಿಳಿದು ವಿವರಿಸುವರು. 3. ಮೌಲ್ಯಗುಣಗಳ ಅರಿವು: ಶ್ರಮ, ಸ್ವಾವಲಂಬನೆ, ಸಮಯಪಾಲನೆ, ಸರಳತೆ, ಶಿಸ್ತು ಮೂಲದಿಂದ ಮೌಲ್ಯಗಳನ್ನು ಅರಿಯುವರು.4.ಬಡತನದಲ್ಲಿಯೂ ಘನತೆಯಿಂದ ಬದುಕಬಹುದೆಂಬುದನ್ನು ತಿಳಿಯುವರು. 5.ಬಡತನದಲ್ಲಿಯೂ ಘನತೆಯಿಂದ ಬದುಕಬಹುದೆಂಬ ಬೋಧನೆಯನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು ಎಂಬುದನ್ನು ತಿಳಿಯುವರು.6. ಭಾಷಾ ಅಭಿವ್ಯಕ್ತಿ ಪಾಠದ ಮೂಲಕ ಹೊಸ ಶಬ್ದಗಳು ಮತ್ತು ವಾಕ್ಯರಚನೆಗಳನ್ನು ತಿಳಿಯುವರು.</p>	<p>ವರ್ಣಮಾಲೆಯನ್ನು ವಿಂಗಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.*ವರ್ಣಮಾಲೆಯ ಮನದ ನಕಾಶೆ ಚಟುವಟಿಕೆ.*ನಾಡಿಸೋಜಾ ಅವರ ಕವಿ ಪರಿಚಯದ ಚಟುವಟಿಕೆ.*ಪಾಠದಲ್ಲಿ ಬರುವ ಪ್ರಾಣಿಗಳ ಹೆಸರುಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ *</p> <p>ಪಾಠ ಮಗದ ಸಾಹೇಬ :- * ಪಾಠದ ಲೇಖಕರ ಪರಿಚಯ ಬರೆಯುವ ಚಟುವಟಿಕೆ.* ಮಗದ ಸಾಹೇಬ ಪಾಠದ ಕುರಿತು ಗುಂಪು ಚಟುವಟಿಕೆ , *ಗೃಹ ಕೈಗಾರಿಕೆ ಮತ್ತು ಗುಡಿ ಕೈಗಾರಿಕೆಗಳ ಬಗ್ಗೆ ಬರೆಯುವ ಚಟುವಟಿಕೆ. SEA* . *ಗಾದೆ ಮಾತುಗಳನ್ನು ವಿಸ್ತರಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.</p>	<p>Class test.M,CQ . open textbook (Work sheet) ಮಗದ ಸಾಹೇಬ (ವರ್ಣಮಾಲೆ , ಗುಣಿತಾಕರಗಳು ವರ್ಕ್ ಶೀಟ್) ಮತ್ತು ಸಾಧಕ ಪದ್ಯ ,ಘಟಕ ಪರಿಶೀಲನೆ SEA</p>	
2	June	18	18	4+4+4+3+3=18	ಪದ್ಯ -1-ಕನ್ನಡಿಗರ ತಾಯಿ ಪಠ್ಯಪೂರಕ ಪದ್ಯ ಸಾಧಕ : ch-2 ಸಾಧಕ ಬದುಕಿನ ಸಾಧಕ . ನಾಮಪದ ವಿಧಗಳು, ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು, ಸರ್ವನಾಮ, ಪ್ರಾಸ ಪದಗಳು . *	<p>* ಪದ್ಯ ಕನ್ನಡಿಗರ ತಾಯಿ-1. ಭಾಷಾ ಅಭಿಮಾನ ಬೆಳೆಸುವುದು:ಕನ್ನಡ ಭಾಷೆಯ ಮಹತ್ವ ಮತ್ತು ಅದರ ಸಾಂಸ್ಕೃತಿಕ ವ್ಯುಭವವನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳಲು ಕಲಿಯುವುದು ಎಂಬುದನ್ನು ತಿಳಿಯುವರು.2. ಜನನಿ - ಜನ್ಮಭೂಮಿ - ಜನಭಾಷೆಯ ಮಹತ್ವ ಗ್ರಹಿಸುವುದು ಎಂಬುದನ್ನು ತಿಳಿಯುವರು.3.ತಾಯಿ, ತಾಯ್ನಾಡು ಮತ್ತು ತಾಯಿನ ಭಾಷೆ ಎಂಬ ಸಂಬಂಧವನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದುಎಂಬುದನ್ನು ತಿಳಿಯುವರು.</p> <p>ಪಠ್ಯಪೂರಕ ಪದ್ಯ ಸಾಧಕ4ಕವಿತೆಯ ಉದ್ದೇಶ, ಭಾವನೆ ಮತ್ತು ಸಂದೇಶವನ್ನು ತಿಳಿದುಕೊಳ್ಳುವುದುಎಂಬುದನ್ನು ತಿಳಿಯುವರು.5.ಪದ್ಯದ ಶೈಲಿ, ಭಾವನೆ ಮತ್ತು ಕವಿಯ ಉದ್ದೇಶವನ್ನು ಗುರುತಿಸಲು ಪ್ರಯತ್ನಿಸುವುದು ಎಂಬುದನ್ನು ತಿಳಿಯುವರು. ಪಾಠ ಸಾಧಕ ಬದುಕಿನ ಸಾಧಕ :- 1. ಮಾನವೀಯ ಮೌಲ್ಯಗಳ ಅರಿವು - ವಿದ್ಯಾರ್ಥಿಗಳು ಮಾನವೀಯ ಮೌಲ್ಯಗಳ ಮಹತ್ವವನ್ನು ಅರಿಯುವಂತೆ ಮಾಡುವುದು.2.ಸಾಧನೆಗೆ ಪ್ರೇರಣೆ - ಪಾಠದಲ್ಲಿ ಇರುವ ಸಾಧಕರ ಜೀವನಕಥೆ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಜೀವನದಲ್ಲಿ ಗುರಿ ಹೊಂದಿ ಶ್ರಮಪಟ್ಟು ಸಾಧನೆ ಮಾಡಬೇಕೆಂಬ ಪ್ರೇರಣೆಯನ್ನು ನೀಡುವುದು.3.ಸಮಾಜ ಸೇವೆಯ ಪ್ರಾಮುಖ್ಯತೆ - ಸಮಾಜಕ್ಕಾಗಿ ತಾವು ಏನಾದರೂ ಕೊಡುಗೆ ನೀಡಬೇಕು ಎಂಬ ಬುದ್ಧಿಯ ಬೆಳವಣಿಗೆ.4. ಆತ್ಮವಿಶ್ವಾಸ ಹಾಗೂ ಆತ್ಮವಿಕಾಸ - ವಿದ್ಯಾರ್ಥಿಗಳು ತಾವು ಸಾಧಕರಂತೆ ಅಭಿವ್ಯಕ್ತಿ ಹೊಂದುತ್ತೇನೆಂಬ ಆತ್ಮವಿಶ್ವಾಸ ಬೆಳೆಸುವುದು.</p>	<p>ಪಠ್ಯಪೂರಕ ಪದ್ಯ ಸಾಧಕ :- *ಕವಿ ದಿನಕರ್ ದೇವಾಯಿಯವರ ಪರಿಚಯದ ಚಟುವಟಿಕೆ.</p> <p>ಪದ್ಯ ಕನ್ನಡಿಗರ ತಾಯಿ :- * ಎಂ ಗೋವಿಂದ ಪೈ ಅವರ ಪರಿಚಯದ ಚಟುವಟಿಕೆ * ಪದ್ಯದಲ್ಲಿ ಬಂದಿರುವ ಅಂತ್ಯಪಾಸಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ ಪಾಠ ಸಾಧಕ ಬದುಕಿನ ಸಾಧಕ :- *ಡಾಕ್ಟರ್ ಎನ್ ಎಸ್ ಲಕ್ಷ್ಮೀನಾರಾಯಣ ಭಟ್ ಅವರ ಪರಿಚಯದ ಚಟುವಟಿಕೆ *ಡಿ.ವಿಜಿ ಅವರ ಪರಿಚಯ ಚಟುವಟಿಕೆ. ಸರ್ ಎಂ ವಿಶ್ವೇಶ್ವರಯ್ಯ ಅವರ ಪರಿಚಯದ ಚಟುವಟಿಕೆ.</p> <p>*ನಾಮಪದ:- *ನಾಮಪದದ ವಿಧಗಳು ಮತ್ತು ವಿಂಗಡಣೆಯ ಚಟುವಟಿಕೆ . *</p>	<p>Class test.M,CQ . open textbook (Work sheet) ,ಪದ್ಯ -1-ಕನ್ನಡಿಗರ ತಾಯಿ ಪಠ್ಯಪೂರಕ ಪದ್ಯ ಸಾಧಕ : ch-2 ಸಾಧಕ ಬದುಕಿನ ಸಾಧಕ . ನಾಮಪದ ವಿಧಗಳು, ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು, ಸರ್ವನಾಮ, ಪ್ರಾಸ ಪದಗಳು . *</p>	<p>Weekly test portion & Date (12 /06/ 2026). Ch - ಮಗದ ಸಾಹೇಬ P- ಕನ್ನಡಿಗರ ತಾಯಿ pp1- ಸಾಧಕ ಪದ್ಯ (ಅಭ್ಯಾಸ ಸಹಿತ ಪ್ರಶೋತ್ತರಗಳು ಮತ್ತು ವ್ಯಾಕರಣ ಅಂಶಗಳು)</p>
3	July	26	21	4+4+4+5+4=21	, ಪದ್ಯ -2 ಭಾರತೀಯತೆ , ಪಠ್ಯಪೂರಕ ಪಾಠ ಅಹುತಿ Ch- ಯಶೋಧರ. ವ್ಯಾಕರಣ ನಾಮಪದಗಳು, *ದೇಶೀಯ *ಅನ್ಯದೇಶೀಯ ಪದಗಳು.	<p>. ಪದ್ಯ ಭಾರತೀಯತೆ- 1. ರಾಷ್ಟ್ರಭಕ್ತಿಯನ್ನು ತಿಳಿಯುವರು. - ವಿದ್ಯಾರ್ಥಿಗಳು ತಮ್ಮ ದೇಶದ ಬಗ್ಗೆ ಗೌರವ ಮತ್ತು ಪ್ರೀತಿಯನ್ನು ತಿಳಿಯುವರು.2. ಸಹಾನುಭೂತಿ ಮತ್ತು ಸೌಹಾರ್ದತೆ - ಇತರರ ಸಮಸ್ಯೆಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವ ಹಾಗೂ ಸಹಾನುಭೂತಿಪೂರ್ಣ ನಿಲುವು ಬೆಳೆಸುವುದನ್ನು ತಿಳಿಯುವರು.3.ಭಾರತದ ವೈವಿಧ್ಯಮಯ ಸಂಸ್ಕೃತಿಯ ಪರಿಚಯ - ಭಾರತದಲ್ಲಿ ಇರುವ ಭಿನ್ನ ಭಾಷೆ, ಧರ್ಮ, ಸಂಸ್ಕೃತಿ ಮತ್ತು ಜನಾಂಗಗಳ ಅಸ್ತಿತ್ವವನ್ನು ಗುರುತಿಸುವುದನ್ನು ತಿಳಿಯುವರು.4. ಏಕತೆ ಎಂಬ ಭಾವನೆಗಳನ್ನು ಸ್ಪಷ್ಟವಾಗಿ ವ್ಯಕ್ತಪಡಿಸುವ ಸಾಮರ್ಥ್ಯ ಅಭಿವ್ಯಕ್ತಿ ಪಡಿಸಿಕೊಳ್ಳುವುದನ್ನು ತಿಳಿಯುವರು.5. ತಮ್ಮ ಭಾವನೆಗಳನ್ನು ಮತ್ತು ಅಭಿಪ್ರಾಯಗಳನ್ನು ಸರಳವಾಗಿ ಹಾಗೂ ಸ್ಪಷ್ಟವಾಗಿ ಬರೆಯುವ ಅಭ್ಯಾಸವನ್ನು ಹೊಂದುವುದು.ಬೋಧಿಸುವುದನ್ನು ತಿಳಿಯುವರು.6.ವಿವಿಧತೆಯಲ್ಲಿಯೂ ಭಾರತ ಹೇಗೆ ಒಗ್ಗಟ್ಟಿನಿಂದ ಇರುತ್ತದೆ ಎಂಬುದನ್ನು ತಿಳಿಯುವರು.</p> <p>ಪೂರಕ ಪಾಠ ಅಹುತಿ:-1.ಅಹುತಿ ಪದದ ಅರ್ಥವನ್ನು ತಿಳಿಯುವರು, 2.ಹೆಣ್ಣು ಗಂಡೆಂಬ ಭೇದಭಾವದ ಬಗ್ಗೆ ಅರಿಯುವರು, 3.ವರದಕ್ಷಿಣೆ ಪದ್ಧತಿಯ ಬಗ್ಗೆ ತಿಳಿಯುವರು, 4 ದಿನನಿತ್ಯ ವಾರ್ತಾ ಪತ್ರಿಕೆಯಲ್ಲಿ ಬರುವ ವರದಕ್ಷಿಣೆ ಸಮಸ್ಯೆಯ ಬಗ್ಗೆ ತಿಳಿಯುವರು</p> <p>ಪಾಠ ಯಶೋಧರ :- 1. ಪಾಠದ ವಿಷಯ ತಿಳಿದುಕೊಳ್ಳುವುದು: ಯಶೋಧರೆಯ ಪಾತ್ರ, ಅವರ ಮಾನಸಿಕ ಸ್ಥಿತಿಗತಿ ಮತ್ತು , ಕಥೆಯೊಳಗಿನ ಭಾವನೆಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು 2. ಮೌಲ್ಯಬೋಧನೆ: ತಾಯಿಯ ಪ್ರೀತಿ, ಮಮತೆ, ನಿಷ್ಠೆ ಮತ್ತು ಧರ್ಮದ ಅರಿವು ಮೂಲದಿಂದ ನೈತಿಕ ಮೌಲ್ಯಗಳನ್ನು ಗ್ರಹಿಸುವುದು.3. ಭಾಷಾ ಅಭ್ಯಾಸ: ಪಾಠದ ಮೂಲಕ ಕನ್ನಡ ಭಾಷೆಯ ಶೈಲಿ, ನುಡಿಮತ್ತುಗಳು, ಬಳಕೆ ಮತ್ತು ವ್ಯಾಕರಣ ಕೌಶಲ್ಯಗಳನ್ನು ಅಭ್ಯಾಸ ತಿಳಿಯುವರು. 4. ವ್ಯಕ್ತಿತ್ವ ವಿಕಾಸ: ಪಾಠದ ಪಾತ್ರಗಳ ಮೂಲಕ ಸಹಾನುಭೂತಿ, ತಾಳ್ಮೆ ಮತ್ತು ಶಿಸ್ತಿನಂತಹ ಗುಣಗಳನ್ನು ಬೆಳೆಸುವುದು ತಿಳಿಯುವರು, ಹರಣೆಗೆ: ಸೌಹಾರ್ದತೆ, ದಯೆ, ಬಾಹ್ಯ ಜಗತ್ತಿನೊಂದಿಗೆ ಸಂಪರ್ಕ 2. ಭಾವನೆ ವ್ಯಕ್ತಪಡಿಸುವುದು: ಪದ್ಯದ ಮೂಲಕ ಆಳವಾದ ಭಾವನೆಗಳನ್ನು ವಿಚಾರಗಳನ್ನು ಅಥವಾ ಕಾವ್ಯದ ಅರಿವುಗಳನ್ನು ಪ್ರಕಟಿಸಬಹುದು ತಿಳಿಯುವರು</p>	<p>ಪದ್ಯ ಭಾರತೀಯತೆ :- *ಕವಿ ಕೆ.ಎಸ್ ನರಸಿಂಹಸ್ವಾಮಿ ಅವರ ಪರಿಚಯದ ಚಟುವಟಿಕೆ *ಈ ಪದ್ಯದಲ್ಲಿ ಬಳಕೆಯಾಗಿರುವ ರೂಢಿನಾಮ ಪದಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ. ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ * ತತ್ವ ಮತ್ತು ತದ್ವಿಪ ಪದಗಳ ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ ಸಜಾತಿ ಮತ್ತು ವಿಜಾತಿ ಸಂಯುಕ್ತರಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ * :- *ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳ ಚಾರ್ಟ್ *</p> <p>*ಪಠ್ಯಪೂರಕ ಪಾಠ ಅಹುತಿ :- *ವರದಕ್ಷಿಣೆ ಕುರಿತು ಪ್ರಬಂಧ ಬರೆಯುವ ಚಟುವಟಿಕೆ. ಪಠ್ಯಪೂರಕ ಪಾಠ ಮಗಳಿಗೆ ಬರೆದ ಪತ್ರ :- *ನಿಮ್ಮ ತಂದೆಗೆ ಐದುನೂರು ರೂಪಾಯಿ ಹಣವನ್ನು ಪತ್ರ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>ಪಾಠ ಯಶೋಧರ :- * ಕವಿ ಮಾಸ್ತಿ ವೆಂಕಟೇಶ್ ಅಯ್ಯಂಗಾರ್ ಅವರ ಕವಿ ಪರಿಚಯದ ಚಟುವಟಿಕೆ.* ಕತೆ ಕರ್ಮ ಕ್ರಿಯಾ ಪದಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ . *</p>	<p>Multiple assessments,Class test.M,CQ . open textbook (Work sheet) , ಪದ್ಯ -2 ಭಾರತೀಯತೆ , ಪಠ್ಯಪೂರಕ ಪಾಠ ಅಹುತಿ Ch- ಯಶೋಧರ. ವ್ಯಾಕರಣ ನಾಮಪದಗಳು, *ದೇಶೀಯ *ಅನ್ಯದೇಶೀಯ ಪದಗಳು.</p>	
4	Aug Sept	20 22	16 6	4+4+4+4=16	ಪಾಠ ಹುವಾದ ಹುಡುಗಿ:- 1. ch- P.P. ಕಟ್ಟುವೆವು ನಾವು ,p- 5 ಬಹುಮಾನ,*ಲಿಂಗ * ವಚನ ಮತ್ತು *ವಾಕ್ಯಗಳು *ಸಂಧಿಗಳು *ಕತೆ ಕರ್ಮ ಕ್ರಿಯಾಪದ *ತತ್ವ ಮತ್ತು ತದ್ವಿಪ, *ಪತ್ರಲೇಖನ* ನಾಮಪದಗಳು *ಗ್ರಾಂಥಿಕ ರೂಪ.	<p>ಪಾಠ ಹುವಾದ ಹುಡುಗಿ:- 1. ಮೌಲ್ಯಧಾರಿತ ಕಲಿಕೆ: ಹೂವಾದ ಹುಡುಗಿಯ ಕಥೆಯಿಂದ ಮಾನವೀಯ ಮೌಲ್ಯಗಳನ್ನು ಮತ್ತು ನೈತಿಕತೆಗಳನ್ನು ತಿಳಿಯುವರು, 2. ಹಿಂಸೆ, ವಿಭಜನೆ, ದಯಾ, ತ್ಯಾಗ ಮತ್ತು ಸಹಾನುಭೂತಿ ಕುರಿತು ಅರಿವು ಮೂಡಿಸುವುದು ತಿಳಿಯುವರು, 3. ಸುಂದರ ಮಾನವ ಸಂಬಂಧಗಳು: ಕುಟುಂಬ ಮತ್ತು ಸಾಮಾಜಿಕ ಸಂಬಂಧಗಳ ಮಹತ್ವವನ್ನು ಮನದಟ್ಟು ಮಾಡಿಸಲು, ಮನಸ್ಸಿನ ಹವ್ಯಾಸಗಳು ಮತ್ತು ಅನ್ಯಾಯವನ್ನೊಳಪಡಿಸಲು ತಿಳಿಯುವರು. . 3. ಆತ್ಮಗೌರವ ಮತ್ತು ಜವಾಬ್ದಾರಿ: ಸಾಧ್ಯವಾದಂತೆ ಆತ್ಮಗೌರವ ಹಾಗೂ ತಮ್ಮ ಪಾಡಿಗೆ ಜವಾಬ್ದಾರಿಯಾಗಿರುವುದರ ಬಗ್ಗೆ ಅವಶ್ಯಕತೆ ತಿಳಿಯುವರು (ಪೂರಕ ಪದ್ಯ ಕಟ್ಟುವೆವು ನಾವು) 3. ಮೂಲ್ಯಗಳ ಪ್ರತಿಬಿಂಬ: ಪದ್ಯಗಳಲ್ಲಿ ಸಾಮಾಜಿಕ, ಸಾಂಸ್ಕೃತಿಕ, ಅಥವಾ ನೈತಿಕ ಮೂಲ್ಯಗಳನ್ನು ಹಂಚಿಕೊಳ್ಳುತ್ತಿರುವುದು.</p> <p>ಪದ್ಯ ಬಹುಮಾನ-1. ಭಾವನೆಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸುವುದು: ಪದ್ಯಗಳ ಮಾನವ ಭಾವನೆಗಳನ್ನು ಅನುವಾದಿಸಲು, ವ್ಯಕ್ತಪಡಿಸಲು ಮತ್ತು ಹಂಚಲು ಸಹಾಯ ಮಾಡುತ್ತವೆ ಎಂಬುದು ತಿಳಿಯುವರು . ಮಕ್ಕಳ ಮನಸ್ಸಿನಲ್ಲಿ ಭಾವನೆಗಳನ್ನು ಪದ್ಯಗಳ ಮೂಲಕ ತಿಳಿಯುವರು. ಪದ್ಯ ಬಹುಮಾನ-1. ಭಾವನೆಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸುವುದು: ಪದ್ಯಗಳ ಮಾನವ ಭಾವನೆಗಳನ್ನು ಅನುವಾದಿಸಲು, ವ್ಯಕ್ತಪಡಿಸಲು ಮತ್ತು ಹಂಚಲು ಸಹಾಯ ಮಾಡುತ್ತವೆ ಎಂಬುದು ತಿಳಿಯುವರು . ಮಕ್ಕಳ ಮನಸ್ಸಿನಲ್ಲಿ ಭಾವನೆಗಳನ್ನು ಪದ್ಯಗಳ ಮೂಲಕ ತಿಳಿಯುವರು.</p>	<p>ಪಾಠ ಹೂವಾದ ಹುಡುಗಿ : ಲೇಖಕ ಏ.ಕೆ. ರಾಮಾನುಜನ್ ಅವರ ಕವಿಪರಿಚಯದ ಚಟುವಟಿಕೆ *ರೂಢಿನಾಮ ಅಂಕಿತನಾಮ ಮತ್ತು ಅನ್ಯರ್ಥನಾಮಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ. ಗ್ರಾಂಥಿಕ ರೂಪದಲ್ಲಿ ಇರುವ ಪದಗಳನ್ನು ಗ್ರಂಥ ಭಾಷೆಯಲ್ಲಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ. * ಬುದ್ಧಿ ಜಗವನ್ನೆಲ್ಲ ಗೆದ್ದ ಈ ವಾಕ್ಯದೊಂದಿಗೆ ವಿವರಣೆ ಹೇಳುವ ಚಟುವಟಿಕೆ. ಪೂರಕ ಪದ್ಯ ಕಟ್ಟುವೆವು ನಾವು :- * ಕರ್ನಾಟಕದ ಭೂಪಟವನ್ನು ಬೆಳೆಸಿ ಜಿಲ್ಲೆಗಳ ಅನುಸಾರವಾಗಿ ಬಣ್ಣವನ್ನು ತುಂಬಿಸುವ ಚಟುವಟಿಕೆ .</p> <p>ಪದ್ಯ ಬಹುಮಾನ :- *ಕುವೆಂಪು ಅವರ ಪರಿಚಯವನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ * ರಾಷ್ಟ್ರಕವಿ ಕುವೆಂಪು ಅವರ ಬಗ್ಗೆ ಪ್ರಬಂಧ ರಚನೆ S.E.A</p>	<p>Multiple assessments ,Class test.M,CQ . open textbook (Work sheet) ಪಾಠ ಹುವಾದ ಹುಡುಗಿ:- 1. ch- P.P. ಕಟ್ಟುವೆವು ನಾವು ,p- 5 ಬಹುಮಾನ,*ಲಿಂಗ * ವಚನ ಮತ್ತು *ವಾಕ್ಯಗಳು *ಸಂಧಿಗಳು *ಕತೆ ಕರ್ಮ ಕ್ರಿಯಾಪದ *ತತ್ವ ಮತ್ತು ತದ್ವಿಪ, *ಪತ್ರಲೇಖನ* ನಾಮಪದಗಳು *ಗ್ರಾಂಥಿಕ ರೂಪ.</p>	
					revision				

5	Sept	21	15	3+3+3+3=15	Ch -6 ತಲಕಾಡಿನ ವೈಭವ. P- ಗೆಳೆತನ ಗಾದೆ ಮಾತು*ಕನ್ನಡ ಸಂಧಿಗಳು*ಪ್ರಕೃತಿಭಾವ.	ಪದ್ಯ ಗೆಳೆತನ:-1. ಗೆಳೆತನದ ಮಹತ್ವವನ್ನು ಅರ್ಥಮಾಡಿಕೊಡುವುದು: ಈ ಪದ್ಯವು ಗೆಳೆಯರೊಂದಿಗೆ ನಂಬಿಕೆ, ಸಹಕಾರ ಮತ್ತು ಪರಸ್ಪರವಾದ ಬೆಂಬಲವನ್ನು ಹೇಗೆ ಬೆಳೆಸಬಹುದು ಎಂಬುದನ್ನು ಗಮನಕ್ಕೆ. 2. ಸಹಾನುಭೂತಿಯನ್ನು ಉತ್ತೇಜಿಸುವುದು: ಈ ಪದ್ಯವು ಸ್ನೇಹ ಸಂಬಂಧಗಳಲ್ಲಿ ಒಂದು ಪರಸ್ಪರ ಸಹಾನುಭೂತಿ ಮತ್ತು ಸಾಧು ನೀಡುವ ಮಹತ್ವವನ್ನು ತಿಳಿಯುವರು.3. ಮೂಲ್ಯಗಳನ್ನು ಪ್ರತಿಪಾದಿಸುವುದು: ಪದ್ಯದಲ್ಲಿ ಗೆಳೆಯರ ಮಧ್ಯೆ ವಿಶ್ವಾಸ ಮತ್ತು ಪ್ರೀತಿ ಇದ್ದರೆ ಯಾವುದೇ ಸಮಸ್ಯೆಯನ್ನು ನಿವಾರಿಸಲು ಸಾಧ್ಯವೆಂದು ತಿಳಿಯುವರು.4. ಪರಸ್ಪರ ಸಹಕಾರವನ್ನು ಪ್ರೋತ್ಸಾಹಿಸುವುದು: ಗೆಳೆಯರ ನಡುವೆ ಸಹಕಾರದ ಮನೋಭಾವವಿರಬೇಕು ಎಂದು ತಿಳಿಯುವರು. . ಪ್ರಾಮುಖ್ಯ ಐತಿಹಾಸಿಕ ಮತ್ತು ಸಾಂಸ್ಕೃತಿಕ ಮಹತ್ವವನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು - ವಿದ್ಯಾರ್ಥಿಗಳ ತಲಕಾಡಿನ ಹೃದಯದಲ್ಲಿ ನಿರೂಪಿಸಲಾಗಿರುವ ಮಹತ್ವವನ್ನು, ಅದರ ಐತಿಹಾಸಿಕ ಹಿನ್ನೆಲೆ, ಸಂಸ್ಕೃತಿಗಳು ಮತ್ತು ವರ್ತಮಾನದಲ್ಲಿನ ಪ್ರಭಾವಗಳನ್ನು ಅರಿತುಕೊಳ್ಳುತ್ತಾರೆ.2. ಭೂಗೋಳಶಾಸ್ತ್ರ, ಹಾಗೂ ಇತಿಹಾಸ ಕುರಿತು ಜ್ಞಾನವನ್ನು ವಿಸ್ತರಿಸು - ಪಾಠವು ತಲಕಾಡಿನ ಭೂಗೋಳಶಾಸ್ತ್ರ, ಪ್ರಕೃತಿ ಮತ್ತು ಇತಿಹಾಸವನ್ನು ತಿಳಿಯುವರು. 3. ಸೌಂದರ್ಯ ಮತ್ತು ಐತಿಹಾಸಿಕ ಅನುಬಂಧಗಳ ಬಗ್ಗೆ ಅರಿವು ಹೆಚ್ಚುತ್ತದೆ ತಿಳಿಯುವರು. 4. ಸ್ಥಳೀಯ ಐತಿಹಾಸಿಕ ಸತ್ಯ ಮತ್ತು ಅವುಗಳ ಸಂಸ್ಕೃತಿಯ ಬಗ್ಗೆ ಗೌರವ ಮತ್ತು ಅರಿವನ್ನು ಹುಟ್ಟಿಸುವುದರಲ್ಲಿ ಸಹಾಯ ಮಾಡುತ್ತದೆ ತಿಳಿಯುವರು. .	ಪಾಠ ತಲಕಾಡಿನ ವೈಭವ :-SEA- ಐತಿಹಾಸಿಕ ಸ್ಥಳಗಳ ಮಹತ್ವ ಕುರಿತು ಚಟುವಟಿಕೆ ಲೇಖಕ ಹಿರೇಮಲ್ಲೂರ್ ಈಶ್ವರನ ಅವರ ಪರಿಚಯದ ಚಟುವಟಿಕೆ. ಪದ್ಯ ಗೆಳೆತನ :- *ಗೆಳೆತನದ ಮಹತ್ವ ಕುರಿತು ಪ್ರಬಂಧ ರಚನೆ *ಕನ್ನಡ ಸಂಧಿಗಳ ಬಗ್ಗೆ ಚಾರ್ಟ್ ತಯಾರಿಸುವ ಚಟುವಟಿಕೆ. *ಗಾದೆ ಮಾತುಗಳ ಚಟುವಟಿಕೆ	Class test.M,CQ . open textbook (Work sheet) ಪಾಠ 6 ತಲಕಾಡಿನ ವೈಭವ,ಪದ್ಯ-6 ಗೆಳೆತನ ಪಠ್ಯಪೂರಕ ಪಾಠ - 5 ಆಟೋರಿಕ್ಟದ ರಸಪ್ರಸಂಗಗಳು(work sheet) ಘಟಕ ಪರೀಕ್ಷೆ.	Term I portion :- ಪಾಠ:- 1ಮಗದ ಸಾಹೇಬ Ch - ಸಾರ್ಥಕ ಬದುಕಿನ ಸಾಧಕ. , ch - ಯಶೋಧರ, ಪದ್ಯ: ಕನ್ನಡಿಗರ ತಾಯಿpp1- ಸಾರ್ಥಕ ಪದ್ಯ ch-2 ಸಾರ್ಥಕ ಬದುಕಿನ ಸಾಧಕ, P- ಕನ್ನಡಿಗರ ತಾಯಿ, P -2 ಭಾರತೀಯತೆ , P.P.1 ಸಾರ್ಥಕ P.P.-2 ಆಹುತಿ, ಪ್ರಬಂಧ ವರದಿ ಗಾದೆ ಮಾತುಗಳು ಪಠ್ಯ ಸಹಿತ ಗದ್ಯಭಾಗ ಪಠ್ಯ ಸಹಿತ ವ್ಯಾಕರಣ ಅಂಶಗಳು ಪಠ್ಯ ಸಹಿತ ಪ್ರಶೋತ್ತರಗಳು.
Sl No.	Mon th	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
6	Oct	21	21	5+5+5+6=21	P.P- ಸೀಮೆ. ಸಮಾಸಗಳು, ಪ್ರಬಂಧ ರಚನೆ, *ಗಾದೆ ಮಾತುಗಳು *ತತ್ವಮ ತದ್ವವ ಪದಗಳು,	ಪೂರಕ ಪಾಠ ಸೀಮೆ:-1.ಪರಿಸರದ ಜೀವನಾಡಿ ಮರಗಳಾಗಿವೆ ಎಂಬುವುದನ್ನು ತಿಳಿಸುವರು 2.ಮನುಷ್ಯ ಅತಿಯಾಗಿ ಸ್ವಾರ್ಥಗಳಿಂದ ಮನುಷ್ಯ ಮರಗಳನ್ನು ಕಡಿಯುತ್ತಿರುವುದನ್ನು ವಿಪರ್ಯಾಸ ಎಂಬುವುದನ್ನು ತಿಳಿಸುವರು. 3.ಹಸಿರೇ ಉಸಿರು ಎಂಬ ಪದದ ಮೂಲಕ ಪರಿಸರ ಸಂರಕ್ಷಣೆ ಕುರಿತು ತಿಳಿಯುವರು, 4.ಸಕಲ ಜೀವಿಗಳಿಗೆ ಅಗತ್ಯವಾದ ಮರಗಳನ್ನು ಮನುಷ್ಯ ಆ ವಿವೇಕದಿಂದ ಕಡಿಯುತ್ತಾ ಹೋದರೆ ಅದು ನಿಜವಾಗಿ ಅತ್ಯಂತ ಎಂಬುದನ್ನು ತಿಳಿಸುವರು, 5.ಕಥೆಯಲ್ಲಿ ಬರುವ ಪಾತ್ರಧಾರಿಗಳ ಮೂಲಕ ಜಾಗೃತಿಯನ್ನು ಮೂಡಿಸುವರು ಆಸೆ ಮಿತಿಮೀರಿದಾಗ ಆಗುವ ಅನಾನುಕೂಲಗಳ ಬಗ್ಗೆ,ಎಂಬುದನ್ನು ತಿಳಿಯುವರು	* ಸಮಾಸಗಳ ವಿಧಗಳ ಕುರಿತಾದ ಚಾರ್ಟ್ ತಯಾರಿಸುವ ಚಟುವಟಿಕೆ.	Multiple assessments. Class test.M,CQ . open textbook (Work sheet) ಪಠ್ಯಪೂರಕ ಪಾಠ -6 ಸೀಮೆ.(work sheet) P.P- ಸೀಮೆ. ಸಮಾಸಗಳು, ಪ್ರಬಂಧ ರಚನೆ, *ಗಾದೆ ಮಾತುಗಳು *ತತ್ವಮ ತದ್ವವ ಪದಗಳು,	Weekly test portion & Date (21 /11 / 2026). ಹುವಾದ ಹುದುಗಿ:- 1. ch- P.P. ಕಟ್ಟುವೆವು ನಾವು, P.P- ಸೀಮೆ. (3) days ಸಮಾಸಗಳು, ಪ್ರಬಂಧ ರಚನೆ, (ಅಭ್ಯಾಸ ಸಹಿತ ಪ್ರಶೋತ್ತರಗಳು ಮತ್ತು ವ್ಯಾಕರಣಾಂಶಗಳು)
7	Nov	18	18	6+3+4+5=18	ಪದ್ಯ ರಾಮಧಾನ್ಯ ಚರಿತೆ ಪತ್ರಲೇಖನತತ್ವಮ ಮತ್ತು ತದ್ವವ ಪದಗಳು,	ಪದ್ಯ ರಾಮಧಾನ್ಯ ಚರಿತೆ :- 1. ಧರ್ಮ ಮತ್ತು ನೈತಿಕತೆಯನ್ನು ಸಾರುವುದು: ಈ ಪದ್ಯವು ರಾಮನ ಜೀವನದ ಮಹತ್ವವನ್ನು ಮತ್ತು ಅವನು ಹೇಗೆ ಧರ್ಮವನ್ನು ಪಾಲಿಸಿದ್ದಾನೆ ಎಂಬುದನ್ನು ವಿವರಿಸುತ್ತದೆ.2. ಭಕ್ತಿಯ ಮತ್ತು ಸೇವೆಯ ಮಹತ್ವ: ರಾಮನು ತನ್ನ ಸುತ್ತಲೂ ಇರುವವರಿಗೆ ದಯಾಳು ಮತ್ತು ಸಮರ್ಪಿತ ವ್ಯಕ್ತಿಯಾಗಿದ್ದಾನೆ ಎಂಬುವುದನ್ನು ತಿಳಿಯುವರು. 3.ಈ ಪದ್ಯವು ಮಕ್ಕಳಿಗೆ ಭಕ್ತಿ, ಸೇವೆ ಮತ್ತು ಸಾಮಾಜಿಕ ಹೊಣೆಗಾರಿಕೆಯನ್ನು ಕಲಿಸುವುದು ಎಂಬುವುದನ್ನು ತಿಳಿಯುವರು.4. ಶ್ರದ್ಧೆ ಮತ್ತು ಪವಿತ್ರತೆಯನ್ನು ಎಂಬುವುದನ್ನು ತಿಳಿಯುವರು: 5 ರಾಮನು ತನ್ನ ವಚನದಲ್ಲಿ ಶ್ರದ್ಧೆಯಿಂದ ಜೀವನ ನಡೆಸಿದನು. 6.ಪದ್ಯವು ಮಕ್ಕಳಿಗೆ ಶ್ರದ್ಧೆ, ಶೌರ್ಯ ಮತ್ತು ಸತ್ಯಪರಿಚಯವನ್ನು ಕುರಿತು ಹೇಳುತ್ತದೆ ಎಂಬುವುದನ್ನು ತಿಳಿಯುವರು.	ಪದ್ಯ ರಾಮಧಾನ್ಯ ಚರಿತೆ :-*S.E.A. ಸಿರಿಧಾನ್ಯಗಳ ಮಹತ್ವ ಚಟುವಟಿಕೆ.ಲಘು ಗುರುಗಳ ಚಟುವಟಿಕೆ.	Multiple assessments,Class test.M,CQ . open textbook (Work sheet) ಪದ್ಯ-8 ರಾಮಧಾನ್ಯ ಚರಿತೆ, ಘಟಕ ಪರೀಕ್ಷೆ ಪದ್ಯ ರಾಮಧಾನ್ಯ ಚರಿತೆ ಪತ್ರಲೇಖನ ವಯಕ್ತಿಕ ಪತ್ರಲೇಖನತತ್ವಮ ಮತ್ತು ತದ್ವವ ಪದಗಳು,	
8	Dec	25	20	4+4+4+4+4=20	ಪುನರಾವರ್ತನ ಅಭ್ಯಾಸ	ಪುನರಾವರ್ತನೆ , ಚಟುವಟಿಕೆ ಹಾಳೆಗಳು			
9	Jan	20	20	4+4+4+4+4=20	ಪುನರಾವರ್ತನ ಅಭ್ಯಾಸ	ಪುನರಾವರ್ತನೆ , ಚಟುವಟಿಕೆ ಹಾಳೆಗಳು Term -2 /AE			
					ಪುನರಾವರ್ತನ ಅಭ್ಯಾಸ	ಪುನರಾವರ್ತನೆ , ಚಟುವಟಿಕೆ ಹಾಳೆಗಳು-			
10	Feb	23	19	4+4+4+4+3=19					Weekly test portion & Date (05 /02/ 2027). P- - ರಾಮಧಾನ್ಯ ಚರಿತೆ. Ch - (ತಲಕಾಡಿನ ವೈಭವ ಪಠ್ಯ.
11	Mar ch					Term -2 /AE Ch- ಹೂವಾದ ಹುದುಗಿ, Ch -ತಲಕಾಡಿನ ವೈಭವ, , P- ಬಹುಮಾನ -p -ಗೆಳೆತನ, ,P-ರಾಮಧಾನ್ಯ ಚರಿತೆ P.P.-ಕಟ್ಟುವೆವು ನಾವು, ,p.p- ಸೀಮೆ.(ಪತ್ರಲೇಖನ ಪ್ರಬಂಧ ಗಾದೆ ಮಾತು ವರದಿ ಪಠ್ಯಸಹಿತ ಗದ್ಯಭಾಗ , ಪಠ್ಯೋತ್ತರ ಗದ್ಯ ಭಾಗ, ಪಠ್ಯ ಸಹಿತ ವ್ಯಾಕರಣ ಅಂಶಗಳು)			

Subject Teacher _____ Subject Incharge _____ VP _____ Principal _____



JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: HINDI (II Language)

Class: VIII

Term: I

Sl No	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	3	भाषा, लिपि और व्याकरण	भाषा और लिपि के बीच अंतर स्पष्ट कर सकेंगे व व्याकरण की भूमिका को भाषा की शुद्धता के संदर्भ में समझ सकेंगे।	चार्ट गतिविधि: "भाषा- लिपि - व्याकरण" का संबंध दर्शाने वाला चार्ट बनाएंगे।	कार्यपत्रक	WT-2 (12 JUN) अपठित-गद्यांश भाषा, लिपि और व्याकरण, वर्ण विचार, कारक, अनुच्छेद लेखन
				3	वर्ण विचार	वर्णों के प्रकार को पहचान सकेंगे।	फ्लैश कार्ड गतिविधि: कार्ड पर वर्ण दिए जाएंगे, विद्यार्थी उनका प्रकार लिखेंगे।	प्रश्नोत्तरी	
				4	शब्द विचार	शब्दों के प्रकार और उनकी रचना को समझ सकेंगे।	शब्द खेल: शब्द दिए जाएंगे, विद्यार्थी उनका प्रकार या प्रयोग बताएंगे।	मौखिक परीक्षण	
				3	कारक	कारक और उनके चिह्नों की पहचान कर सकेंगे।	कारक पहचान गतिविधि: कुछ वाक्य दिए जाएंगे, विद्यार्थी उनमें कारक और कारक चिह्न पहचानेंगे।	कार्यपत्रक	
				2	अपठित-गद्यांश	पढ़ने की गति, समझ और भाषा कौशल में सुधार कर सकेंगे।	विद्यार्थी गद्यांश का 2-3 वाक्यों में संक्षिप्त सार लिखें।	कार्यपत्रक	
2	June	18	18	3	उपसर्ग-प्रत्यय	उपसर्ग और प्रत्यय की सहायता से नए शब्द बना सकेंगे।	समूह कार्य: समूहों में शब्दों की सूची बनाकर बताएंगे कि वे उपसर्ग या प्रत्यय से बने हैं या नहीं।	कार्यपत्रक	PT-1 (6 July - 10 July) अपठित-गद्यांश पाठ-1 स्वदेश - (कविता) पाठ- 2 दो गौरैया (कहानी) भाषा, लिपि और व्याकरण, वर्ण विचार, शब्द विचार, कारक, उपसर्ग-प्रत्यय अनौपचारिक पत्र लेखन अनुच्छेद लेखन
				5	1. स्वदेश - (कविता)	<ul style="list-style-type: none"> देशभक्ति और राष्ट्रीयता की भावना को पहचान सकेंगे। कविता का भावपूर्ण वाचन कर सकेंगे। 	"मेरा देश" विषय पर छोटा अनुच्छेद लिखना।	मौखिक परीक्षण	
				5	2. दो गौरैया (कहानी)	<ul style="list-style-type: none"> पात्रों (गौरैया) के व्यवहार और भावनाओं को पहचान सकेंगे। प्रकृति एवं जीव-जंतुओं के प्रति संवेदनशीलता विकसित करेंगे। 	समूह चर्चा: "सफलता के लिए प्रयास क्यों जरूरी है?"	Open Book Test, कार्यपत्रक	
				2	वाक्यांश के लिए एक शब्द	भाषा को संक्षिप्त और प्रभावशाली बनाने में एक शब्द के प्रयोग का महत्व समझ सकेंगे।	विद्यार्थियों को समूहों में बाँटकर प्रत्येक समूह को 4-5 वाक्यांश दें और उनसे उनके लिए एक शब्द खोजने को कहेंगे।	मौखिक परीक्षण	
				2	अनौपचारिक पत्र लेखन	अनौपचारिक पत्र की संरचना (पता, तिथि, संबोधन, मुख्य विषय, समापन) को पहचान सकेंगे।	जोड़ी कार्य (Pair Work) - विद्यार्थी अपने मित्र को किसी विषय (जैसे छुट्टियों का अनुभव, जन्मदिन का निमंत्रण) पर पत्र लिखें।	कार्यपत्रक	
1	अनुच्छेद लेखन	अनुच्छेद लेखन का अर्थ और उसकी संरचना (आरंभ, मध्य, अंत) समझ सकेंगे।	विचार मंथन (Brainstorming) - शिक्षक किसी विषय (जैसे - मेरा विद्यालय, स्वच्छता, वर्षा ऋतु) पर विद्यार्थियों से विचार पृष्ठकर बोर्ड पर लिखें।	कार्यपत्रक					
3	July	26	21	4	पुनरावर्तन	भाषा कौशल (पढ़ना, लिखना, बोलना और समझना) को सुदृढ़ कर सकेंगे।	शब्दार्थ खेल- कठिन शब्दों के कार्ड बनाकर विद्यार्थियों से उनके अर्थ मिलवाएँ।	श्रुतलेख	Term-I (25 Aug-9 Sep)
				3	3. एक आशीर्वाद (कविता)	<ul style="list-style-type: none"> अच्छे मूल्यों की पहचान करना। 	शब्दार्थ खेल- कठिन शब्दों के कार्ड बनाकर विद्यार्थियों से उनके अर्थ मिलवाएँ।	श्रुतलेख	

					● कविता का सही उच्चारण के साथ वाचन करना।			अपठित-गद्यांश , पठित - गद्यांश , पद्यांश , पाठ्यपुस्तक मल्हार= पाठ 1-5 व्याकरण =
			1	पर्यायवाची	भाषा को अधिक प्रभावशाली बनाने में पर्यायवाची शब्दों की भूमिका समझ सकेंगे।	शब्द-श्रृंखला खेल- एक विद्यार्थी कोई शब्द बोले (जैसे - "पृथ्वी"), दूसरा उसका पर्यायवाची बोले (जैसे - "धरती")।	प्रश्नोत्तरी	
			1	विलोम शब्द	दैनिक जीवन में विपरीत अर्थ वाले शब्दों का सही प्रयोग कर सकेंगे।	कार्ड गतिविधि- दो प्रकार के कार्ड बनाएं: एक में शब्द, दूसरे में उनके विलोम।	प्रश्नोत्तरी	
			1	अनेकार्थी शब्द	अनेकार्थी शब्दों की अवधारणा को समझ सकेंगे।	वाक्य निर्माण गतिविधि- एक अनेकार्थी शब्द के अलग-अलग अर्थों के साथ दो वाक्य बनाए।	प्रश्नोत्तरी	वर्ण-विचार, शब्द-विचार रचना के आधार पर , पर्यायवाची, विलोम शब्द , अनेकार्थी शब्द , शब्द - विचार
			3	4. हरिद्वार (पत्र)	● औपचारिक/अनौपचारिक पत्र की भाषा और शैली पहचान सकेंगे। ● पाठ के माध्यम से हरिद्वार यात्रा का अनुभव समझ सकेंगे।	बोर्ड पर पत्र लिखकर उसके भागों की पहचान करवाना। अधूरा पत्र देकर विद्यार्थियों से पूरा करवाना।	कार्यपत्रक	उत्पत्ति व रचना के आधार पर ,कारक मुहावरे , रचनात्मक लेखन = (अनौपचारिक पत्र-लेखन , अनच्छेद लेखन , विज्ञापन, चित्र-वर्णन
			3	5. कबीर के दोहे	● विद्यार्थी कबीर के जीवन और काव्य-विशेषताओं से परिचित होंगे। ● दोहों में निहित नैतिक एवं सामाजिक शिक्षाओं को पहचान सकेंगे।	शिक्षक व छात्र मिलकर दोहों का वाचन करें।	Open Book Test	
			3	समास	समास के प्रकारों की पहचान कर सकेंगे।	विद्यार्थियों को समूहों में बाँटें और प्रत्येक समूह को अलग-अलग समास के उदाहरण खोजने के लिए कहें।	कार्यपत्रक	
			2	मुहावरें	मुहावरों का सही प्रयोग वाक्यों में कर सकेंगे।	कुछ वाक्य पढ़े जाएँ और विद्यार्थियों से उनमें प्रयोग किए गए मुहावरों को पहचानने को कहें।	प्रश्नोत्तरी	
4	August	20	16	1	अनुच्छेद लेखन	अनुच्छेद लेखन की अवधारणा और संरचना को समझ सकेंगे।	समूह मिलकर एक छोटा अनुच्छेद लिखकर कक्षा में प्रस्तुत करें।	समूह चर्चा और प्रस्तुतीकरण
				1	चित्र-वर्णन	कल्पनाशक्ति और रचनात्मक अभिव्यक्ति का विकास कर सकेंगे।	विद्यार्थी स्वयं एक चित्र बनाकर उसका संक्षिप्त वर्णन लिखें।	कार्यपत्रक
				1	विज्ञापन लेखन	विज्ञापन के माध्यम से किसी वस्तु, सेवा या कार्यक्रम का प्रचार करना सीख सकेंगे।	अपना बनाया हुआ विज्ञापन पोस्टर कक्षा में प्रस्तुत करें और उसका उद्देश्य बताएँ।	कार्यपत्रक
				2	विशेषण	विशेषण के विभिन्न प्रकारों (जैसे गुणवाचक, संख्यावाचक, परिमाणवाचक, संकेतवाचक) को पहचान सकेंगे।	एक अनुच्छेद देंगे उसमें से विशेषण शब्द पहचानने को कहें।	Open Book Test
				11	पुनरावर्तन	भाषा कौशल (पढ़ना, लिखना, बोलना और समझना) को सृढ़ कर सकेंगे।	विद्यार्थियों को समूहों में बाँटकर अलग-अलग पाठों का मुख्य भाव बताने को कहें।	प्रश्नोत्तरी, कार्यपत्रक
5	Sep	22	15	4	वाक्य विचार (वाक्य के अंग ,अर्थ के आधार पर वाक्य के प्रकार)	अर्थ के आधार पर वाक्य के विभिन्न प्रकार (जैसे – विधानवाचक, प्रश्नवाचक, आज्ञावाचक, विस्मयवाचक, इच्छावाचक आदि) को पहचान सकेंगे।	एक वाक्य से विद्यार्थी अलग-अलग प्रकार के वाक्य बनाएँ।	कार्यपत्रक
				4	विराम चिह्न	वाक्यों में सही स्थान पर उचित विराम चिह्न का प्रयोग कर सकेंगे।	कुछ गलत वाक्य देंगे जिनमें विराम चिह्न नहीं हों या गलत हों और विद्यार्थी उन्हें सही करें।	कार्यपत्रक



JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Term II

Subject: HINDI (II Language)

Class: VIII

SI No	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
	Sep			7	6. एक टोकरी भर मिट्टी (कहानी)	<ul style="list-style-type: none"> ईमानदारी, न्याय और करुणा जैसे मूल्यों को पहचान सकेंगे। कहानी को अपने शब्दों में संक्षेप में लिख सकेंगे। 	शिक्षक द्वारा भावपूर्ण वाचन और विद्यार्थियों से क्रमवार पढ़वाना। समूह चर्चा – “ईमानदारी क्यों जरूरी है?”	Open Book Test, श्रुतलेख	WT-2 (16 OCT) अपठित-गद्यांश 6. एक टोकरी भर मिट्टी (कहानी)
1	Oct	21	21	6	7. मत बाँधो (कविता)	<ul style="list-style-type: none"> कविता के मुख्य भाव (स्वतंत्रता, प्रकृति प्रेम, संवेदनशीलता) को समझ सकेंगे। “मत बाँधो” के माध्यम से स्वतंत्रता और बंधन के अंतर को पहचान सकेंगे। 	Role Play – एक विद्यार्थी ‘पक्षी’ और दूसरा ‘मानव’ बनकर संवाद।	Open Book Test,	7. मत बाँधो (कविता) वाक्य विचार, विराम चिह्न संवाद लेखन
				2	संवाद लेखन	संवाद लिखते समय भाषा, विराम चिह्न और क्रम का सही प्रयोग कर सकेंगे।	शिक्षक एक पंक्ति संवाद लिखेंगे और विद्यार्थियों से एक-एक पंक्ति बोलते हुए उसे पूरा करने के लिए कहेंगे।	प्रस्तुतीकरण	PT-2 (7 Dec - 11 Dec)
				2	वाक्यांश के लिए एक शब्द	भाषा को संक्षिप्त और प्रभावशाली बनाने में एक शब्द के प्रयोग का महत्व समझ सकेंगे।	विद्यार्थियों को समूहों में बाँटकर प्रत्येक समूह को 4-5 वाक्यांश दें और उनसे उनके लिए एक शब्द खोजने को कहेंगे।	मौखिक परीक्षण	अपठित-गद्यांश
				6	8. नए मेहमान	<ul style="list-style-type: none"> पक्षियों और प्रकृति के महत्व को समझना। पर्यावरण संरक्षण की भावना विकसित करना। 	विद्यार्थियों पक्षियों के बारे में जानकारी साझा कर 4-5 प्रश्न तैयार करने को कहेंगे।	Open Book Test, श्रुतलेख	6. एक टोकरी भर मिट्टी (कहानी)
				5	स्वर संधि व भेद, (दीर्घ, गुण, वृद्धि,)	स्वर संधि के मुख्य भेद – दीर्घ संधि, गुण संधि और वृद्धि संधि को पहचान सकेंगे।	विद्यार्थियों को समूहों में बाँटकर प्रत्येक समूह को 4-5 शब्द दें और उनसे संधि का प्रकार पहचानने को कहेंगे।	कार्यपत्रक	7. मत बाँधो (कविता)
2	Nov	19	18	6	9. आदमी का अनुपात (कविता)	<ul style="list-style-type: none"> “अनुपात” के माध्यम से प्रस्तुत मानव के गुण-दोषों का विश्लेषण कर सकेंगे। विद्यार्थी नैतिक मूल्यों (ईमानदारी, सादगी, मानवता) को समझ सकेंगे। 	आत्मचिंतन गतिविधि – “मेरे अंदर कौन-कौन से अच्छे गुण हैं?”	प्रस्तुतीकरण	8. नए मेहमान
				5	10. तरुण के स्वप्न (उद्बोधन)	<ul style="list-style-type: none"> युवाओं की भूमिका समझना। लक्ष्य निर्धारण का महत्व समझना। 	विद्यार्थियों को “मेरा सपना” पर प्रेरक भाषण तैयार करने को कहेंगे।	Open Book Test, श्रुतलेख	स्वर संधि व भेद, (दीर्घ, गुण, वृद्धि,), विराम-चिह्न, वाक्यांश के लिए एक शब्द, समरूपी भिन्नार्थक शब्द, वाक्य विचार (वाक्य के अंग, अर्थ के आधार पर वाक्य के प्रकार)
				2	औपचारिक पत्र लेखन	औपचारिक पत्र की रचना और प्रारूप (प्रेषक का पता, तिथि, विषय, संबोधन, मुख्य भाग, समापन) को समझ सकेंगे।	कक्षा को छोटे समूहों में बाँटेंगे। हर समूह को एक विषय दें (जैसे – पुस्तकालय की समस्या, खेल सामग्री की माँग आदि) पर समूह मिलकर एक औपचारिक पत्र लिखेंगे।	समूह चर्चा और प्रस्तुतीकरण	(रचनात्मक लेखन = औपचारिक पत्र लेखन, संवाद-लेखन
				3	समास (द्विगु, द्वंद्व व तत्पुरुष)-	द्विगु, द्वंद्व और तत्पुरुष समास के प्रकारों की पहचान कर सकेंगे।	विद्यार्थियों को समूहों में बाँटें और प्रत्येक समूह को अलग-अलग समास के उदाहरण खोजने के लिए कहें।	कार्यपत्रक	WT-20 (5 Feb) अपठित-गद्यांश 9. आदमी का अनपढ़

			2	समरूपी भिन्नार्थक शब्द	समरूपी भिन्नार्थक शब्दों के अलग-अलग अर्थ समझकर उनका सही प्रयोग कर सकेंगे।	विद्यार्थियों को एक समरूपी शब्द दें (जैसे - कल) और उनसे दो अलग-अलग अर्थों में वाक्य बनवाएँ।	मौखिक परीक्षण	10. तरुण के स्वप्न वाक्य विचार, विराम चिह्न; उपसर्ग-प्रत्यय अनुच्छेद लेखन Term-II (24 Feb-8 March) अपठित-गद्यांश , पठित - गद्यांश , पद्यांश , पाठ्यपुस्तक मल्हार= पाठ 6-10 व्याकरण = वर्ण-विचार,शब्द-विचार रचना के आधार पर , पर्यायवाची, विलोम शब्द , अनेकार्थी शब्द , शब्द - विचार उत्पत्ति व रचना के आधार पर ,कारक मुहावरे , स्वर संधि व भेद, (दीर्घ,गुण,वृद्धि,),विराम-चिह्न , वाक्यांश के लिए एक शब्द , समरूपी भिन्नार्थक शब्द ,वाक्य विचार (वाक्य के अंग ,अर्थ के आधार पर वाक्य के प्रकार) रचनात्मक लेखन = अनौपचारिक पत्र-लेखन , अनुच्छेद लेखन ,विज्ञापन, चित्र-वर्णन, संवाद -लेखन	
3	Dec	25	20	3	मुहावरों	मुहावरों का सही प्रयोग वाक्यों में कर सकेंगे।	कुछ वाक्य पढ़े जाएँ और विद्यार्थियों से उनमें प्रयोग किए गए मुहावरों को पहचानने को कहें।		प्रश्नोत्तरी
				3	वर्ण विचार	वर्णों के प्रकार को पहचान सकेंगे।	फलैश कार्ड गतिविधि: कार्ड पर वर्ण दिए जाएँगे, विद्यार्थी उनका प्रकार लिखेंगे।		प्रश्नोत्तरी
				4	शब्द विचार	शब्दों के प्रकार और उनकी रचना को समझ सकेंगे।	शब्द खेल: शब्द दिए जाएँगे, विद्यार्थी उनका प्रकार या प्रयोग बताएँगे।		मौखिक परीक्षण
				3	कारक	कारक और उनके चिह्नों की पहचान कर सकेंगे।	कारक पहचान गतिविधि: कुछ वाक्य दिए जाएँगे, विद्यार्थी उनमें कारक और कारक चिह्न पहचानेंगे।		कार्यपत्रक
				2	अपठित-गद्यांश	पढ़ने की गति, समझ और भाषा कौशल में सुधार कर सकेंगे।	विद्यार्थी गद्यांश का 2-3 वाक्यों में संक्षिप्त सार लिखें।		कार्यपत्रक
				3	उपसर्ग-प्रत्यय	उपसर्ग और प्रत्यय की सहायता से नए शब्द बना सकेंगे।	समूह कार्य: समूहों में शब्दों की सूची बनाकर बताएँगे कि वे उपसर्ग या प्रत्यय से बने हैं या नहीं।		कार्यपत्रक
			2	विज्ञापन लेखन	विज्ञापन के माध्यम से किसी वस्तु, सेवा या कार्यक्रम का प्रचार करना सीख सकेंगे।	अपना बनाया हुआ विज्ञापन पोस्टर कक्षा में प्रस्तुत करें और उसका उद्देश्य बताएँ।	कार्यपत्रक		
4	Jan	20	20	पुनरावर्तन	भाषा कौशल (पढ़ना, लिखना, बोलना और समझना) को सुदृढ़ कर सकेंगे।	विद्यार्थियों को समूहों में बाँटकर अलग-अलग पाठों का मुख्य भाव बताने को कहें।	प्रश्नोत्तरी, कार्यपत्रक		
5	Feb	23	19	पुनरावर्तन	भाषा कौशल (पढ़ना, लिखना, बोलना और समझना) को सुदृढ़ कर सकेंगे।	विद्यार्थियों को समूहों में बाँटकर अलग-अलग पाठों का मुख्य भाव बताने को कहें।	प्रश्नोत्तरी, कार्यपत्रक		



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

Subject: Science

Term: I

Class: VIII

Sl. No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE?
1	April	15	15	5	Bridge Course	Basics of Science, Necessity of Science in daily life			
				10	Ch-1: Exploring the Investigative World of Science	<ul style="list-style-type: none"> Explain the meaning and scope of science Identify branches of science Describe how scientific knowledge evolves Recognize scientists' contributions Develop scientific attitude. 	Timeline of Scientific Discoveries	Observation, presentation, worksheet/quiz	
2	June	18	18	9	Ch-2: The Invisible Living World: Beyond Our Naked Eye	<ul style="list-style-type: none"> Define microorganisms and identify their types (bacteria, fungi, protozoa, algae, viruses). Interpret simple diagrams of microorganisms. Appreciate hygiene and sanitation practices. Analyze the importance of microbes in ecological balance. 	<ul style="list-style-type: none"> Show pictures of spoiled food, curd formation. Bread Mold Experiment. Role Play: Students act as different microorganisms: 	Experiment observation, worksheet, oral questioning	
				9	Ch-3: Health: The Ultimate Treasure	<ul style="list-style-type: none"> Define health and explain its types: physical, mental, and social health Demonstrate proper hygiene practices in daily life Analyze real-life situations related to health and hygiene 	<ul style="list-style-type: none"> Group Activity: Health Chart Role Play Activity: Healthy lifestyle vs unhealthy lifestyle. 	Oral questioning during discussion Observation of participation in group activities	
3	July	26	21	5		Revision for PT-1			
				5	Ch-4: Electricity: Magnetic and Heating Effects	<ul style="list-style-type: none"> Define electric circuit Identify circuit components Differentiate open and closed circuits; construct a simple circuit Draw circuit symbols 	Making a Simple Electric Circuit	Practical demonstration, diagram drawing, worksheet	Weekly Test-6 Date-24.07.26 Portion- Chapter-3,4
				5	Ch-5: Exploring Forces	<ul style="list-style-type: none"> Understand the concept of force and identify it as a push or pull. Differentiate between contact and non-contact forces with examples. Analyze real-life applications of forces in daily life. Apply the concept of force to solve simple real-life problems. 	<ul style="list-style-type: none"> Hands-on Activity (Explore) Group Activity (Classify Forces) Real-Life Connection Activity 	Activity observation, worksheet, short quiz	Cycle-1: 06.07.2026 to 10.07.2026 Portion: Ch-1 Ch-2, Ch-3
				6	Ch-6: Pressure, Winds, Storms and Cyclones	<ul style="list-style-type: none"> Explain the concept of air pressure and its importance Describe how uneven heating of the Earth causes wind List safety measures before, during, and after a cyclone Develop awareness about disaster preparedness 	Activity: Air Pressure Experiment Group Activity: Cyclone Formation Model	Observation during experiments and group work Create a poster on cyclone safety measures Prepare a weather report presentation	

4	Aug	20	16	8	Ch-7: Particulate Nature of Matter	<ul style="list-style-type: none"> Describe diffusion with real-life examples. Understand that matter is made up of tiny particles. Relate temperature with particle movement. Develop scientific observation and reasoning skills through experiments. 	Activity: "Dissolving Mystery" Activity: "Smell Spreads" Activity: "States of Matter Role Play"	Experiment observation, worksheet, oral questioning	
				8		Revision for Term-1			
5	Sept	22	15	7		Term-I Examination			Term-1 Examination Portion.Ch 1 to 6 Date:02.09.26 to 09.09.2026

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

Subject: Science

Term: II

Class: VIII

Sl. No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE?
5	Sept	22	15	8	Ch-8: Nature of Matter: Elements, Compounds and Mixtures	<ul style="list-style-type: none"> Define elements, compounds, and mixtures. Identify substances as elements, compounds, or mixtures. 	Show everyday items: salt, sugar, sand, iron nails, oil + water.		
6	Oct	21	21	7	Ch-8: Nature of Matter: Elements, Compounds and Mixtures	<ul style="list-style-type: none"> Relate separation methods to real-life situations. Observe, compare, and analyze materials. 	Hands-on Experiments: Separation of Mixtures Sorting Game	Activity observation, data recording, worksheet	
				14	Ch-9 The Amazing World of Solutes, Solvents and Solutions	<ul style="list-style-type: none"> Define <i>solute</i>, <i>solvent</i>, and <i>solution</i>. Classify solutions as <i>solid</i>, <i>liquid</i>, and <i>gas</i> mixtures. Describe what affects solubility (temperature, stirring, particle size). Predict which substances will dissolve in water. 	Hands-on Activity: Activity: Making a Solution Concept Building	Oral questioning during class. Worksheet / Written Assessment Higher-Order Thinking Assessment	
7	Nov	19	18	9	Ch-10: Light: Mirrors and Lenses	<ul style="list-style-type: none"> Explain light and shadow formation Differentiate transparent, translucent and opaque materials Describe reflection in plane mirrors 	Exploring Shadows and Reflection Activity	Observation, diagram drawing, worksheet	Weekly Test-15 Date-20.11.26 Portion- Chapter-7 & 8
		19	18	9	Ch-11: Keeping Time with Skies	<ul style="list-style-type: none"> Identify roles of Sun, Earth and Moon Explain day and night Describe revolution and seasons Explain phases of the Moon. 	Model Demonstration of Earth, Moon and Sun	Experiment observation, worksheet, discussion	
8	Dec	25	20	5		Revision for PT-II			
				8	Ch-12: How Nature Works in Harmony	<ul style="list-style-type: none"> Understand the concept of ecosystem and its components. Explain the roles of producers, consumers, and decomposers. Describe food chains and food webs in nature. Recognize the importance of balance in nature. 	Concept Building Activity: Create a class chart of an ecosystem	Oral questioning during class discussion Fill in the blanks (ecosystem terms) Assess participation in role play	PT-II Exam Portion: Ch-7, Ch-8 & Ch-9 Date-07.12.26 to 11.12.26
				7	Ch-13: Our Home: Earth, a Unique Life Sustaining Planet	<ul style="list-style-type: none"> Explain why Earth is called a life-sustaining planet Observe and compare Earth with other planets Develop awareness about environmental protection Create 3D model of Earth layers or spheres using clay/chart 	Observation of participation in activities Group presentation on "Saving Earth"	Model demonstration, oral questioning, worksheet	
9	Jan	20	20	20		Revision for Term-II Examination			

10	Feb	23	19	19		Revision for Term-II Examination		Term-II Portion: Ch.7 to13 and Ch-5 (from Term-1) Date -24.02.2027 to 08.03.2027 • Subject to change
11	Mar					Term-II Examination		

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

SUBJECT: MATHEMATICS

Term: I

CLASS:8

Sl No.	Month	WD	ID	No. of Periods	Chapter/ Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	5	Bridge course	Recalling the previous grade concepts	worksheet	Oral quiz	
2				10	1. Squares and Cubes	<p>Explain square numbers with examples State and explain different properties of a square numbers explain different methods of finding squares of whole numbers and rational numbers Explain the square root of a number with examples. Check whether the number is a square number or not.</p>	Finding squares using diagonal method) or verifying Pythagoras property	class test	

						<p>Explains cubes and give examples of a cube numbers State and explain the properties of cubes Explain some numerical pattern involving cubes Explain the cube roots of perfect cubes Find out the cube roots of given cubic numbers.</p>	<p>Verify the last 4 digits of a mobile phone is a perfect cube not. Prepare a number wheel to calculate the cube and cube root.</p>		
3	June	18	18	9	2. Power Play	<p>Define and explain the exponents, base and power of the given exponential number. State and apply laws of exponents of whole numbers. Explain RN with exponents as positive and negative integers. Explain reciprocal of an exponential RN with examples of positive and negative integers as exponents State and explain and apply the laws of exponents in RN with examples.</p>	Quiz	worksheet	

						Express standard form/scientific notation using exponents			
4				9	3. A Story of Numbers	Understand number systems- represent rational numbers on number line-perform operations on rational numbers-apply properties of rational numbers Number line representation activities.	Addition of algebraic terms Using algebra tiles / blocks/strips	Class test	
5	July	26	22	8	4. Quadrilaterals	Define quadrilaterals, parallelogram, rectangles rhombus,square,trapezium isosceles trapezium Verify the properties of quadrilaterals Solve problems involving the properties of these shapes	Angle sum property of Quadrilateral and Polygon	Real life application of shapes- project	pt-1 ch1,2,3,4
6				6	5. Number Play	Classify numbers into natural, whole, integers and rational numbers - Represent rational numbers on number line - Perform addition, subtraction,	Number puzzles	worksheet	17-07-2026 ch 3 & 4

						<p>multiplication and division of rational numbers - Apply properties of rational numbers - Solve word problems involving rational numbers.</p>			
7				8	<p>6. We distribute, Yet things multiply</p>	<p>Understand algebraic expressions-identify terms and coefficients-perform operations on algebraic expressions-apply identities</p>	<p>Algebraic tiles,Deriving Identities and multiplication of Algebraic Expressions using Geometric blocks)</p>	<p>Peer correction-class test</p>	
8	August	20	16	16	<p>7. Proportional Reasoning</p>	<p>Define Ratio and use ratio in real life application Explain Proportion and recognize its equivalent ratio Use proportion in real life situation Explain direct and inverse proportion used in real life. Identify and apply the use of direct and inverse proportion involving time and work, time</p>	<p>Case study questions</p>	<p>Assertion and reasoning questions</p>	<p>Term I-Ch-1 to Ch-7</p>

						and distance etc.			
9					Revision- Term I examination				

**SUBJECT: Mathematics
Term -2(Part – 2)**

Sl No.		WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	September	22	17	8	1. Fractions in Disguise	<p>Explain percentage, ratio Calculate the cost price, selling price, profit loss, profit or loss percentage, recognize overhead charges Explain the relationship between marked price, selling price and discount Recognize and calculate different types of taxes levied in commercial activities . Find simple interest, principal time rate and amount using</p>	<p>To verify algebraic identity $(a+b)^2$ Factorization using paper cutting method</p>	<p>Framing questions and solving them</p>	

						<p>required facts Find compound interest, Solve the application based problem on compound interest. Explain concept of appreciation and depreciation and calculate the changing values due to inflationary reasons Calculate rise or fall in population in a period</p>			
2				9	<p>2. The Baudhayan a- Pythagoras Theorem</p>	<p>Understand and state the Pythagoras Theorem - Verify the theorem using activity-based learning - Apply theorem to find unknown sides of right triangles - Solve real-life problems involving distance and height - Appreciate the contribution of Baudhayana</p>	<p>Identifying and listing 5 real life situation on direct and inverse proportion</p>	<p>Class test</p>	
3	October	21	21	10	<p>3. Proportional Reasoning – 2</p>	<p>Understand inverse proportion - Differentiate between direct and inverse proportion - Solve problems using proportional relationships - Apply concepts</p>	<p>Speed-time experiment; Pair work on direct vs inverse sorting cards; Work-time</p>	<p>Class quiz; Worksheet problems; Graph-based test;</p>	

						in real-life contexts (speed, time, work) - Represent relationships graphically	group problems; Graph plotting (inverse curves); Real-life case studies (pipes, workers); Think-pair-share problems	Real-life word problems; Oral questioning	
4				11	4. Exploring Some Geometric Themes	Identify symmetry and patterns in geometrical figures Understand transformations such as reflection and rotation - Explore tessellations and designs - Apply geometry in art and surroundings - Develop spatial visualization skills	Mirror symmetry drawing; Paper folding activity; Rangoli/tessellation design; Rotation using tracing paper; Pattern identification in surroundings; Geometry art project	Project (tessellation/art); Observation checklist; Practical activity assessment; Oral questions	
5	November	19	18	9	5. - Tales by Dots and Lines	Understand basics of Cartesian plane - Plot points using coordinates - Identify patterns using graphs - Interpret	Plotting points on graph paper; Coordinate treasure hunt;	Worksheet; Graph interpretation test;	13/11/2026 ch1,2,3

						graphical data - Solve problems using coordinate geometry	Graphing real-life data (temperature, marks); Identify patterns on grids; Ordered pair games; Draw shapes using coordinates	Class assignment ; Quiz on plotting points	
				9	6. Algebra Play	Understand algebraic expressions and identities - Simplify and expand algebraic expressions - Solve simple linear equations - Apply algebra in word problems - Develop logical reasoning and problem-solving skills	Algebra tiles activity; Simplify & expand expressions worksheet; Equation balance game; Match expressions with values; Puzzle-based algebra tasks; Word problem practice	Unit test; Worksheet; Quiz on equations; Peer assessment ; Word problem test	
December	25	21	21		7. Area	Understand and derive formulas for area of different	Measure classroom	Practical test;	PT-2 Ch 1-5

						shapes - Calculate area of triangles, quadrilaterals and circles - Solve real-life problems involving area - Perform unit conversions - Apply area concepts in practical situations	objects; Draw & calculate areas on grid paper; Cut-and-paste shapes to derive formulas; Field area estimation activity; Unit conversion exercises; Real-life problem solving (floor plan/design)	Worksheet; Real-life problem solving; Unit test; Viva/oral assessment	
	January	20	20		Revision	Term-II Examination			
	February	23	19		Revision	Term-II Examination			
	March				Revision	Term-II Examination			Term 2 Ch 1-7

JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP
SYLLABUS BIFURCATION: 2026-27

SUBJECT: SOCIAL SCIENCE

CLASS: VIII

TERM: 1 & 2

SL NO.	MONTH	WD	ID	NO. OF PERIODS	CHAPTER/UNITS	LEARNING OBJECTIVES	ACTIVITIES	ASSESSMENT METHODS	PORTION FOR WT/PT/TERM/AE
	April	15	15	8	Bridge Course	<ul style="list-style-type: none"> ➤ Recapitulation of previous year syllabus and basic concepts of social science i.e. social institutions, democracy, constitution, major kingdoms, major historical events, geographical features of India and the world. Familiarizing with map, globes and peripherals of 	Classroom debate on pros and cons of democracy	Pen paper test for 15 marks	
1	JUNE			8	Chapter 1 Natural Resources and Their Use	<ul style="list-style-type: none"> ➤ Students will be able to distinguish between biotic (living) and abiotic (non-living) resources, as well as renewable (e.g., solar, water) and non-renewable (e.g., minerals, fossil fuels) resources. ➤ Students will understand how natural resources are used for sustenance, energy, and raw materials. ➤ Students will analyze how human activities lead to the depletion of resources (e.g., groundwater overuse, soil degradation). ➤ Students will understand the importance of sustainable practices, such as rainwater harvesting and soil conservation, to ensure resources remain available for future generations. 	Activity- 1 Group activity: Classification of resources. Activity- 2 (Classroom discussion): Discuss the need for conservation of Natural Resources & suggest measures to conservation of resources	Worksheet-1	
				7	Chapter 2 Reshaping India's Political Map	<ul style="list-style-type: none"> ➤ Analyse how invasions from Central Asia altered India's political landscape. ➤ Understand the role of regional powers like the Vijayanagara Empire and Ahoms in resisting foreign rule. 	Activity- 1 Poster Making Activity The rise of new dynasties reshape India's political boundaries	Worksheet-2	

2			18	6	Chapter 2 Reshaping India's Political Map	<ul style="list-style-type: none"> ➤ Examine how constant warfare, taxation, and shifting power affected the economy, trade, and daily life. ➤ Locate major empires and kingdoms on the map of India. 	Activity- 2 Prepare a report on Vijayanagar empire (Hampi visit)	Worksheet-3	
				8	Chapter 5 Universal Franchise and India's Electoral System	<ul style="list-style-type: none"> ➤ Understand that all citizens 18 years and older have the right to vote without discrimination. ➤ Recognize voting as a fundamental right that ensures equality and allows citizens to choose their representatives. ➤ Identify that elections occur at national (Lok Sabha), state (Legislative Assembly), and local levels. 	Activity- 1 (Classroom discussion): Universal Adult Franchise system. Role of Election Commission Activity- 2 Debate Women reservations in politics- For and Against	Worksheet-4	
				4	Chapter 3 The Rise of the Marathas	<ul style="list-style-type: none"> ➤ Understand the geographical and social factors leading to the rise of the Marathas in the Deccan. ➤ Analyze the role of Shivaji Maharaj, his administrative reforms (including the <i>Ashta Pradhana</i>), and his use of guerilla warfare. ➤ Explore the Maratha administrative system, taxation methods. like <i>Chauth</i> and <i>Sardeshmukhi</i>, and the role of the navy. 	Activity- 1 Role play : Rise of Marathas , Shivaji Bio pic	Worksheet-5	
3	JULY		21	5	Chapter 3 The Rise of the Marathas	<ul style="list-style-type: none"> ➤ Recognize the impact of the Maratha Empire, including the promotion of the Marathi language, arts, and the revival of Indian culture. ➤ Analyze the role of the Marathas as the primary challengers to early British expansion in India. 	Activity- 2 Presentation on administrative system of Marathas.		PT-I Ch-1 Ch -2 Ch-5 WT-7 Ch-2 Ch -3 Ch-5
				11	Chapter 4 The	<ul style="list-style-type: none"> ➤ Define colonialism and identify the factors that drove British expansion in India. 	Activity- 1	Worksheet-6	

					Colonial Era in India	<ul style="list-style-type: none"> ➤ Analyze the "drain of wealth" theory, the destruction of traditional Indian industries, and the causes of severe famines. ➤ Evaluate the impact of new land revenue systems (e.g., Permanent Settlement) and the introduction of British education/legal systems. 	Timeline Activity on Colonial Rule (Arrival to 1857)		
4	AUGUST		16	10	Chapter 7 Factors of Production	<ul style="list-style-type: none"> ➤ Students will understand land (natural resources), labour (human effort), capital (tools/money), and entrepreneurship (coordination) as the building blocks of production. ➤ Students will learn that these factors do not work in isolation but must be combined efficiently; a deficiency in one can hinder the entire production process. ➤ Students will recognize that skills, education, and health of workers are vital, and that investment in human capital increases productivity. 	Activity- 1 Group Activity In small groups, study the economic activities around your locality. What are the different types of goods and services being made or provided.	Worksheet-7	
						Revision for Term-1	Activity- 2 Discussion on Human capital formation		
5	SEPTEMBER			6	Chapter 6 The Parliamentary System: Legislature and Executive	<ul style="list-style-type: none"> ➤ Students will understand the structure of India's Parliament, including the role of the Lok Sabha and Rajya Sabha in lawmaking. ➤ Students will be able to distinguish between the legislative functions (making laws) and executive functions (implementing laws). ➤ Students will learn how the legislature holds the executive accountable through questions, discussions, and motions of no-confidence. 	Activity- 1 Group Activity Mock Parliament		
			17	4	Chapter 6 The Parliamentary System: Legislature	<ul style="list-style-type: none"> ➤ Students will learn how a bill is introduced, debated, and passed to become an Act. ➤ Students will grasp how the parliamentary system ensures that the government functions with the consent of the people, represented by their elected officials. 	Activity- 2 Poster making Prime Minister of India & President of India		PT-2 Ch-1 to Ch- 7

					e and Executive	➤ Students will identify the roles of the President, Vice President, and Council of Ministers (led by the Prime Minister)			
6	OCTOBER		21						
7	NOVEMBER		18						
8	DECEMBER		20						WT-16
9	JANUARY		20						
10	FEBRUARY		19		Revision			TERM-II EXAMINATION Portion	
11	MARCH								

Subject Teacher

Subject I/C

Vice Principal

Principal

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

Subject: Class: VIII

TERM -1 & 2

subject Tr:- Yashoda T

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	9	5+4	* ಸೇತುಬಂಧ * ಕನ್ನಡ ವರ್ಣಮಾಲೆ	1. ಕನ್ನಡದ ಸ್ವರ ಅಕ್ಷರಗಳನ್ನು (ಅ - ಔ) ಗುರುತಿಸಬಹುದು. 2. ವ್ಯಂಜನ ಅಕ್ಷರಗಳನ್ನು (ಕ - ಳ) ಓದಲು ಮತ್ತು ಬರೆಯಲು ಉತ್ತಮ ತೋರಿಸುತ್ತಾರೆ.	ಕನ್ನಡ ವರ್ಣಮಾಲೆಯನ್ನು ವಿಂಗಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ	worksheet (Bridge corce)	
2	June	18	10	3+3+3+1 =10	P-1 ಕನ್ನಡಮೈನ ಹರಿಕೆ (3) days ch2 ಬುದ್ಧಿವಂತ ರಾಮಕೃಷ್ಣ (3) days* ಸಜಾತಿ ಮತ್ತು ವಿಜಾತಿ ಒತ್ತಕ್ಷರಗಳು ಕೂಡಿಸಿ ಬರೆಯಿರಿ, * ಪ್ರಾಸ ಪದಗಳು (3) days	1. ಪದ್ಯದ ಸಾರಾಂಶವನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುತ್ತಾರೆ. 2. ಪದ್ಯದ ಉಚ್ಚಾರಣೆಯ ಸರಿಯಾದ ರೀತಿ ಅಭ್ಯಾಸ ಮಾಡುತ್ತಾರೆ. ಪಾಠ ಬುದ್ಧಿವಂತ ರಾಮಕೃಷ್ಣ 1. ಕಥೆಯ ಪ್ರಮುಖ ಪಾತ್ರಗಳ ಪರಿಚಯವನ್ನು ಪಡೆಯುತ್ತಾರೆ.2. ರಾಮಕೃಷ್ಣನ ಬುದ್ಧಿವಂತಿಯನ್ನು ಗುರುತಿಸುತ್ತಾರೆ ಮತ್ತು ಅನ್ವಯಿಸುತ್ತಾರೆ:	ಪದ್ಯ ಕನ್ನಡಮೈನ ಹರಿಕೆ:- ಪದ್ಯದಲ್ಲಿ ಬಂದಿರುವ ಪ್ರಾಸ ಪದಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ* ಕರ್ನಾಟಕದ ಭೂಪಟ ಬಿಡಿಸಿ ಬಣ್ಣ ತುಂಬಿರಿ,* ಕೃಷ್ಣದೇವರಾಯ ಆಸ್ಥಾನದಲ್ಲಿ ಇರುವ ಆಸ್ಥಾನಕರ ಹೆಸರುಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡಿP-1 ಕನ್ನಡಮೈನ ಹರಿಕೆ ch2 ಬುದ್ಧಿವಂತ ರಾಮಕೃಷ್ಣ / ಪದ್ಯದಲ್ಲಿ ಬರುವ ಪ್ರಾಸ ಪದಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ. ಸಜಾತಿ ವಿಜಾತಿ ಒತ್ತಕ್ಷರಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ.* ಗದ್ಯಭಾಗವನ್ನು ಓದಿ ಕೊಟ್ಟಿರುವ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವ ಚಟುವಟಿಕೆ. ಕೂಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.	P-1 ಕನ್ನಡಮೈನ ಹರಿಕೆ ch2 ಬುದ್ಧಿವಂತ ರಾಮಕೃಷ್ಣ (work sheet) open text book & Class test) ಪದ್ಯದಲ್ಲಿ ಬರುವ ಪ್ರಾಸ ಪದಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ. ಸಜಾತಿ ವಿಜಾತಿ ಒತ್ತಕ್ಷರಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ.* ಗದ್ಯಭಾಗವನ್ನು ಓದಿ ಕೊಟ್ಟಿರುವ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವ ಚಟುವಟಿಕೆ. ಕೂಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.	weekly test 19/06/2026 portionP-1 ಕನ್ನಡಮೈನ ಹರಿಕೆ ch2 ಬುದ್ಧಿವಂತ ರಾಮಕೃಷ್ಣ (ಪದ್ಯ ಮತ್ತು ಪ್ರಾಸದ ಹಿಂದಿನ ಅಭ್ಯಾಸ ಚಟುವಟಿಕೆ ಮತ್ತು ವ್ಯಾಕರಣ ಅಂಶಗಳು)
3	July	26	14	3+3+4+4 =14	Ch-3 ವೀರಮಾತೆ ಜೀಜಾಬಾಯಿ (3) days p-4 ಮುಳೆ. (3) days ವಿರುದ್ಧ ಪದಗಳು, ಸಮನಾರ್ಥಕ ಪದಗಳು, ಗುಂಪಿಗೆ ಸೇರದ ಪದಗಳು, ಪ್ರಾಸ ಪದಗಳು . (3) days	1. ಜೀಜಾಬಾಯಿ ಅವರ ಜೀವನದ ಮಹತ್ವಪೂರ್ಣ ಘಟನೆಗಳನ್ನು ವಿವರಿಸಬಹುದು. 2. ಜೀಜಾಬಾಯಿ ಪೋಷಿಸಿದ್ದ ಶಿವಾಜಿಯ ವ್ಯಕ್ತಿತ್ವದ ಬಗ್ಗೆ ತಿಳಿದುಕೊಳ್ಳುತ್ತಾರೆ. ಪದ್ಯ ಮುಳೆ:-1. ಪದ್ಯ ಸರಳವಾಗಿ ಅರ್ಥಮಾಡಿಕೊಳ್ಳುತ್ತಾರೆ.2.ಪದ್ಯದ ಆಧಾರದ ಮೇಲೆ ತಮ್ಮ ಅನುಭವಗಳನ್ನು ಹಂಚಿಕೊಳ್ಳುತ್ತಾರೆ:	Ch-3 ವೀರಮಾತೆ ಜೀಜಾಬಾಯಿ p-4 ಮುಳೆ(work sheet) ವೀರಮಧ್ಯ ಜೀಜಾಬಾಯಿ ಪಾಠದ ಮನದ ನಕಾಶೆ ಚಟುವಟಿಕೆ* ವಿರುದ್ಧಾರ್ಥಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ *ಗಾದೆ ಮಾತುಗಳನ್ನು ಪೂರ್ಣಗೊಳಿಸುವ ಚಟುವಟಿಕೆ*ಪದ್ಯಮುಳೆ-ಪದ್ಯದಲ್ಲಿ ಬರುವ ಪ್ರಾಸ ಪದಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ ಮುಳೆ ಬಗ್ಗೆ ಉ ವಾಕ್ಯಗಳಲ್ಲಿ ಕಿರು ಪ್ರಬಂಧ ಬರೆಯುವ ಚಟುವಟಿಕೆ-ವೀರ ಮಾತಾ ಜೀಜಾಬಾಯಿ:-ಮನದ ನಕಾಶೆ ಚಟುವಟಿಕೆ* ಗಾದೆ ಮಾತುಗಳನ್ನು ಪೂರ್ಣಗೊಳಿಸುವ ಚಟುವಟಿಕೆ,* ಮುಳೆ ಬಗ್ಗೆ ಎರಡು ವಾಕ್ಯಗಳಲ್ಲಿ ಬರೆಯಿರಿ(ಚಟುವಟಿಕೆ)	Ch-3 ವೀರಮಾತೆ ಜೀಜಾಬಾಯಿ p-4 ಮುಳೆ(work sheet) ವೀರಮಧ್ಯ ಜೀಜಾಬಾಯಿ ಪಾಠದ ಮನದ ನಕಾಶೆ (open text book & Class test)	
4	Aug	20	9	3+3+3+3 =12	Ch-5 ಅಜ್ಜಿಯ ತೋಟದಲ್ಲಿ ಒಂದು ದಿನ (3) days Ch- ದೊಡ್ಡವರು ಯಾರು? (3) days * ವಿರುದ್ಧ ಪದ, * ಸಮನಾರ್ಥಕ ಪದ, * ಸ್ವಂತ ವಾಕ್ಯ * ಗಾದೆ ಮಾತು. (3) days	1.ಅಜ್ಜಿಯ ತೋಟದಲ್ಲಿ ಮಕ್ಕಳ ಅನುಭವಗಳನ್ನು ವಿವರಿಸುತ್ತಾರೆ. 2.ಪಾಠದಲ್ಲಿ ಬಳಸಲಾದ ಹೊಸ ಪದಗಳ ಅರ್ಥವನ್ನು ತಿಳಿದುಕೊಳ್ಳುತ್ತಾರೆ ಮತ್ತು ಬಳಸುತ್ತಾರೆ. ಪಾಠ ದೊಡ್ಡವರು ಯಾರು:- 1. ಪಾಠದ ಕಥೆ ಮತ್ತು ಪಾತ್ರಗಳ ಬಗ್ಗೆ ತಿಳಿದುಕೊಳ್ಳುತ್ತಾರೆ. 2. ಕತೆಯನ್ನು ಸರಳವಾಗಿ ಪರಿಸುತ್ತಾರೆ ಮತ್ತು ಅದರ ಸಾರಾಂಶವನ್ನು ಹೇಳಲು ಕಲಿಯುತ್ತಾರೆ.3.'ದೊಡ್ಡತನ' ಎಂದರೇನು ಎಂಬ ಕುರಿತಾಗಿ ತಮ್ಮ ಅಭಿಪ್ರಾಯವನ್ನು ವ್ಯಕ್ತಪಡಿಸುತ್ತಾರೆ.	ಅಜ್ಜಿಯ ತೋಟದಲ್ಲಿ ಒಂದು ದಿನ ಪಾಠ*ತೋಟದಲ್ಲಿ ಬೆಳೆಯುವ ತರಕಾರಿಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ*ಗುಂಪಿಗೆ ಸೇರದ ಪದಗಳನ್ನು ಬಿಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ ಪಾಠ ದೊಡ್ಡವರು ಯಾರು:- ಪಾಠದಲ್ಲಿ ಬರುವ ಪ್ರಾಣಿಗಳ ಹೆಸರುಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ*ಹೊಸ ಪದಗಳ ಅರ್ಥಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ*ಸ್ವಂತ ವಾಕ್ಯಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ	Ch-5 ಅಜ್ಜಿಯ ತೋಟದಲ್ಲಿ ಒಂದು ದಿನ Ch-76 ದೊಡ್ಡವರು ಯಾರು (work sheet)open text book & Class test)	
5	Sept	22	9	3+3+3+3 =12	p-7ಬಿಸೋ ಕಲಿನ ಪದ. (3) days ch-8 ತಾಯಿಗೊಂದು ಪತ್ರ. (3) days ಸ್ವಂತ ವಾಕ್ಯ, ರಜೆ ಪತ್ರ, (3) days	1. ಪದ್ಯದ ಭಾವವನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುತ್ತಾರೆ.2.ಪದ್ಯದ ಕೆಲವು ಸಾಲುಗಳನ್ನು ನೆನಪಿನಲ್ಲಿ ಇಟ್ಟು ಪರಿಸುತ್ತಾರೆ (ಮೆಮೋರೈಜ್). ಪಾಠ ತಾಯಿಗೊಂದು ಪತ್ರ:-1. ಪತ್ರದ ಶೈಲಿಯ ಬಗ್ಗೆ ಅರ್ಥಮಾಡಿಕೊಳ್ಳುತ್ತಾರೆ.2.ತಮ್ಮದೇ ಶೈಲಿಯಲ್ಲಿ ಸರಳ ಪತ್ರ ಬರಹದ ಪ್ರಯತ್ನ ಮಾಡುತ್ತಾರೆ:	ಪದ್ಯ ಬಿಸೋ ಕಲಿನ ಪದ ಪದ್ಯದಲ್ಲಿ ಬರುವ ಪ್ರಾಸ ಪದಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ* ಪಾಠ ತಾಯಿಗೊಂದು ಪತ್ರ:-ರಜೆಯ ನಿಮಿತ್ತ ಎರಡು ದಿನಗಳ ರಜೆ ಕೋರಿ ನಿಮ್ಮ ತರಗತಿ ಶಿಕ್ಷಕರಿಗೆ ಒಂದು ಮನವಿ ಪತ್ರ ಬರೆಯಿರಿ.*ನಿಮ್ಮ ತಾಯಿಯ ಬಗ್ಗೆ ನಾಲ್ಕು ವಾಕ್ಯಗಳಲ್ಲಿ ಬರೆಯಿರಿ.	p-7ಬಿಸೋ ಕಲಿನ ಪದ ch-8 ತಾಯಿಗೊಂದು ಪತ್ರ ಸ್ವಂತ ವಾಕ್ಯ, ರಜೆ ಪತ್ರ. (work sheet)open text book & Class test),	Portion for Term-1 (p-1 ಕನ್ನಡಮೈನ ಹರಿಕೆ ch2 ಬುದ್ಧಿವಂತ ರಾಮಕೃಷ್ಣ Ch-3 ವೀರಮಾತೆ ಜೀಜಾಬಾಯಿ p-4 ಮುಳೆCh-5 ಅಜ್ಜಿಯ ತೋಟದಲ್ಲಿ ಒಂದು ದಿನ Ch-76 ದೊಡ್ಡವರು ಯಾರುp-7ಬಿಸೋ ಕಲಿನ ಪದ ch-8 ತಾಯಿಗೊಂದು ಪತ್ರ) ಪದ್ಯ ಮತ್ತು ಪಾಠದ ಹಿಂದಿನ ಅಭ್ಯಾಸ ಚಟುವಟಿಕೆ ಮತ್ತು ವ್ಯಾಕರಣ ಅಂಶಗಳು)

6	Oct	21	9	3+3+3+3 =12	c h-ಮಹಿಳಾ ದಿನಾಚರಣೆ (3) days ಸರ್ವಜ್ಞನ ತ್ರಿಪದಿಗಳು (3) days C- ವೀರ ಅಭಿಮನ್ಯು (3) days ವಿರುದ್ಧ ಪದಗಳು, ಬಹುವಚನಗಳು ಬರೆಯಿರಿ, ಬಿಡಿಸಿ ಬರೆಯಿರಿ. ಲಿಂಗಗಳು,	1. ಮಹಿಳಾ ದಿನಾಚರಣೆಯ ಮಹತ್ವವನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುತ್ತಾರೆ:2.ಹೊಸ ಪದಗಳು ಮತ್ತು ಅರ್ಥ ತಿಳಿದುಕೊಳ್ಳುತ್ತಾರೆ: ಪದ್ಯ ಸರ್ವಜ್ಞನ ತ್ರಿಪದಿಗಳು:-1. ಸರ್ವಜ್ಞರು ಯಾರು ಎಂಬ ಪರಿಚಯವನ್ನು ಪಡೆಯುತ್ತಾರೆ:2.ಹೊಸ ಪದಗಳ ಅರ್ಥ ಕಲಿಯುತ್ತಾರೆ ಮತ್ತು ಬಳಸಲು ಪ್ರಯತ್ನಿಸುತ್ತಾರೆ:	ಪಾಠ ಮಹಿಳಾ ದಿನಾಚರಣೆ:-*ಪಾಠದಲ್ಲಿ ಬರುವ ವಿದ್ಯಾರ್ಥಿಗಳ ಹೆಸರುಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ * ಪಾಠದಲ್ಲಿ ಬರುವ ವಿದ್ಯಾರ್ಥಿಗಳ ಪದಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ*ಪದ್ಯ ಸರ್ವಜ್ಞನ ತ್ರಿಪದಿಗಳು:-*ಪದ್ಯದಲ್ಲಿ ಬರುವ ಪ್ರಾಸ ಪದಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ *ಪಾಠ ವೀರ ಅಭಿಮನ್ಯು- *ಅಭಿಮನ್ಯು ಪಾಠದಲ್ಲಿ ಬರುವ ಪಾತ್ರಧಾರಿಗಳ ಹೆಸರುಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ*ಅಭಿಮನ್ಯು ಪಾಠದ ಮನದ ನಕಾಶೆ ಚಟುವಟಿಕೆ.	ch-ಮಹಿಳಾ ದಿನಾಚರಣೆ p- ಸರ್ವಜ್ಞನ ತ್ರಿಪದಿಗಳು ch- ವೀರ ಅಭಿಮನ್ಯು(Work sheet) open text book & Class test)	weekly test 23 /10 /2026 portion p- ಬಾವಿಯಲ್ಲಿ ಚಂದ್ರ c h-ಪ್ರವಾಸ ಹೋಗೋಣ(ಪದ್ಯ ಮತ್ತು ಪಾಠದ ಹಿಂದಿನ ಅಭ್ಯಾಸ ಮತ್ತು ವ್ಯಾಕರಣ ಅಂಶಗಳು)
7	Nov	18	9	3+3+3+3 =12	p-ಬಾವಿಯಲ್ಲಿ ಚಂದ್ರ (3) days ch-ಪ್ರವಾಸ ಹೋಗೋಣ. (3) days Ch- ಕನಸುಗಾರ ಕಲಾಂ .(3) days *ಗುಂಪಿಗೆ ಸೇರಿದ,* ಜೋಡಿಸಿ, * ಸಮನಾರ್ಥಕ ಪದ * ಸಮನಾರ್ಥಕ ಪದ,	1. ಪದ್ಯದ ಭಾವವನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುತ್ತಾರೆ:.. 2.ಪದ್ಯದಲ್ಲಿ ಬಂದ ನೂತನ ಪದಗಳ ಅರ್ಥ ತಿಳಿದುಕೊಳ್ಳುತ್ತಾರೆ: * ಪಾಠ ಪ್ರವಾಸ ಹೋಗೋಣ/ಪಾಠದ ಪಾತ್ರಗಳು, ಘಟನೆಗಳು ಮತ್ತು ಕ್ರಮವನ್ನು ಸರಳವಾಗಿ ವಿವರಿಸಲು ಕಲಿಯುತ್ತಾರೆ. ಪ್ರವಾಸದ ಅನುಭವವನ್ನು ತಿಳಿಯುವರು.	* ಪದ್ಯ ಬಾವಿಯಲ್ಲಿ ಚಂದ್ರ:-*ಪದ್ಯದಲ್ಲಿ ಬರುವ ಪ್ರಾಸ ಪದಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ.*ಪಾಠ ಪ್ರವಾಸ ಹೋಗೋಣ:-*ಪಾಠದಲ್ಲಿ ಬರುವ ಪಾತ್ರಗಳ ಹೆಸರುಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ.*ಸ್ವಂತ ವಾಕ್ಯ ರಚನೆ ಬರೆಯುವ ಚಟುವಟಿಕೆ. ಪಾಠ ಕನಸುಗಾರ ಕಲಾಂ:-*ಪದಬಂಧವನ್ನು ಪೂರ್ಣಗೊಳಿಸುವ ಚಟುವಟಿಕೆ. ಪಾಠದಲ್ಲಿ ಬರುವ ವ್ಯಕ್ತಿ ಹೆಸರು ಮತ್ತು ವಸ್ತುವಿನ ಹೆಸರುಗಳನ್ನು ಕುರಿತು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ.	p-ಬಾವಿಯಲ್ಲಿ ಚಂದ್ರ ch-ಪ್ರವಾಸ ಹೋಗೋಣ(Work sheet). open text book & Class test)	
8	Dec	25	9	3+3+3+3 =12	ಪುನರಾವರ್ತನೆಯ ಅಭ್ಯಾಸ				
9	Jan	20	9	3+3+3+3 =12	ಪುನರಾವರ್ತನೆಯ ಅಭ್ಯಾಸ				
8	feb	23			Portion for Term/AE c h-ಮಹಿಳಾ ದಿನಾಚರಣೆ ಸರ್ವಜ್ಞನ ತ್ರಿಪದಿಗಳು c h- ವೀರ ಅಭಿಮನ್ಯು p-ಬಾವಿಯಲ್ಲಿ ಚಂದ್ರ ch-ಪ್ರವಾಸ ಹೋಗೋಣ(ಪದ್ಯ ಮತ್ತು ಪಾಠದ ಹಿಂದಿನ ಅಭ್ಯಾಸ				
Subject Teacher		Subject Incharge			VP			Principal	



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

Subject: Information Technology

Class :VIII

Subject Teacher: G Kalpana

SI No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities /Practicals	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	4	4	Popular E-services	Understand what e-services are Identify types (e-banking, e-learning, e-shopping, e-governance) Know their uses and safety rules	Brainstorm examples of online services.	Oral questions	
2	June	18	8	8	Log on to Access	Understand how to open Microsoft Access Create a new blank database Open an existing database file	open Microsoft Access, create a new blank database, save it with a suitable name, and open an existing database file. They will also practice closing and reopening the application to become familiar with basic operations.	Observation of steps while opening Microsoft Access Task completion (create and save database)	
3	July	26	11	6	Ch-3 Adding table ,Rules for Naming a Field, Data	Insert Tables in a database set appropriate data types for	Create a table using some fields, and search data	Quiz & Practical Test	

					types, Setting Data types for field, Sort/filtering Data, Searching Database	fields, and efficiently sort, filter, and search data within a database.			
				5	Ch- 4 Create Query, Forms/Reports, Creating a Chart	Create and run queries to retrieve specific data, design forms and reports for data entry Generate charts to visually represent database information	Create a database and write a query to display records, retrieve records		
	4 August	20	9	9	Ch 5 :Introduction to 3D Modelling	Understand the concept of 3D modelling Identify basic 3D shapes (cube, sphere, cylinder) Use basic tools in Tinkercad to create simple models	Students explore shapes (cube, sphere, cylinder) in the workspace Guided activity to create a simple object (house/keychain) Pair activity to modify and improve each other's design Class discussion on uses of 3D modelling in real life	Practical Test & Worksheet	Weekly Test:1 14.8.2026 Portion Ch1:Popular E-Services & Ch2:Log on to Access
5	September	22	9	9	Revision			Practical Test	Term I Portion:Ch 1 to Ch 5

6	October	21	8	8	Ch-6 The Data Science Squad	<p>Understand the basic idea of data science</p> <p>Identify steps like collecting, organizing, and analyzing data</p> <p>Recognize simple tools used in data science</p>	<p>Group activity: students collect simple data (e.g., favorite fruit in class)</p> <p>Create a chart or table to represent the data</p> <p>Discuss patterns and conclusions</p> <p>Use a simple tool like Microsoft Excel to enter data</p>	Worksheet & chart-making task	
7	November	16	10	10	Ch-7 Smart Circuits Using Tinkercad	<p>Understand basic electronic components (LED, battery, resistor)</p> <p>Learn simple circuit connections</p> <p>Use Tinkercad to design circuits.</p>	<p>Open Tinkercad Circuits and create a new project</p> <p>Add components (battery, LED, wires)</p> <p>Connect a simple LED circuit</p> <p>Run simulation to test the circuit</p> <p>Modify the circuit (add switch/resistor)</p>	<p>Observation during practical work</p> <p>Task completion (working circuit simulation)</p>	
8	December	25	11	11	Ch- 8 Links and Frames in HTML5	<p>Understand hyperlinks in HTML5</p> <p>Learn to create internal and external links</p> <p>Understand the concept of frames (iframe)</p> <p>Use basic tags in HTML5</p>	<p>Teacher demonstration of creating links</p> <p>Students create a simple web page with hyperlinks</p> <p>Practice adding an iframe to display another webpage</p> <p>Pair activity to link multiple pages</p>	<p>Observation during practical work</p> <p>Accuracy in coding and output</p>	
9	January	20	8	4	Ch-9 Iterative Statements in Python	<p>Understand the concept of loops</p>	<p>Teacher demonstration of simple loop programs</p>	<p>Observation during lab</p>	<p>Weekly Test:2 22.1.2026</p>

						Learn types of loops (for loop, while loop) Use loops to repeat tasks in Python	Students trace loop execution with examples Pair activity to write small loop programs Class discussion on real-life examples of repetition	work Program execution and output correctness Accuracy and logic in coding	Portion Ch7: Smart Circuits Using Tinker card
				4	Ch-10 Gamification in python	Understand the concept of gamification Use basic programming concepts to create simple games Apply loops and conditions in Python	Teacher demonstration of a simple game (number guessing) Students play and analyze a sample game Pair activity to design small game ideas Class discussion on game rules and logic	Create a number guessing game Develop a simple quiz game using input/output	
10	February	23	11	8	Revision			Practical Test	
11	March	21							Term II Portion Ch 6 to Ch 10

Subject Teacher

Subject I/C

Vice Principal

Principal


							placement.		
					<ul style="list-style-type: none"> Face Study (Brush and Ink) 	Understand the placement of eyes, nose, and mouth using basic guidelines.	Students begin with a light pencil sketch of an oval, dividing it into horizontal and vertical axes to map facial features.	Evaluation of preliminary sketches and ink value scales.	
					<ul style="list-style-type: none"> Portrait (Transparent Colours) 	Students will demonstrate the "wet-on-dry" layering technique to build skin tones without creating "muddy" colors.	Students draw a light graphite outline of a face, using a central axis and the "rule of fifths" for eye placement.	Evaluation of the final portrait based on a rubric focusing on transparency (lack of opacity), tonal range , and anatomical accuracy .	HW
11	March				Term II Examination				

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 <p>Jindal Vidya Mandir JSW Hill Side Township</p>					<p>JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP</p> <p>Syllabus Bifurcation: 2026-27</p>					<p>Class: VIII</p>	
<p>Subject: Art</p>					<p>Term: I</p>						
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	<ul style="list-style-type: none"> Elements of Art 	Identify and define all seven	Create a mini-accordion book where each page is	"Exit Tickets" where students must identify	HW		

2		18	18	4		elements of art within professional and peer artworks.	dedicated to a specific element using a different medium (e.g., charcoal for value, watercolors for color mixing).	one element used in a "Masterpiece of the Day" shown on the board.	
					• Drawing materials (equipment)	Identify and name essential drawing tools (e.g., graphite pencils, charcoal, tortillons, and kneaded erasers).	Students create a value scale using different pencil grades (\$2H, HB, 2B, 4B, 6B\$) to see the physical difference in hardness and darkness.	A "Blind Identification" quiz where students must match a stroke on paper to the correct tool (e.g., "Which tool made this grainy, matte black line?").	HW
					• Drawing terms	Identify and define key drawing terms (e.g., Contour, Value, Cross-hatching, Perspective).	Students draw a complex object (like their hand or a sneaker) without looking at their paper to focus on edge and detail.	"Technique Portfolio" where students must submit four 4x4 inch squares, each demonstrating a different drawing term correctly applied to a sphere.	
					• Pencil Techniques and Shades in pencil	Identify and differentiate between pencil grades (e.g., 2H, HB, 2B, 6B).	Students draw a long rectangle divided into five boxes and fill them from lightest (1) to darkest (5) using a single pencil by varying pressure.	Quick "thumbs-up/down" check on understanding pencil grades and 1-on-1 feedback during the Value Ladder activity.	
	• Study of Different Patterns	Identify and distinguish between natural, geometric, and man-made patterns.	A "scavenger hunt" where students photograph or sketch patterns found in the immediate environment (e.g., floor tiles, leaf veins, fabric).	A final pattern project graded on a rubric focusing on consistency of repetition and effective use of contrast .	HW				
	Kaushal both activity Hydroponic growing plant without soil	When will learn how to go the plants without the soil	Using the plastic bottles to grow the plants	So it will make the small activity in the classroom and garden					
	Fruits and Vegetables	Identify the geometric	Quick 2-minute sketches to capture the basic	Assessing the final artwork on tonal range,	HW				

					Study (with Charcoal Pencil)	structures (spheres, cylinders, ovals) underlying various fruits and vegetables.	silhouette and "weight" of a still-life arrangement.	anatomical accuracy of the produce, and cleanliness of the charcoal application.	
					• Object with Fruits Study	Students will accurately render the shapes, proportions, and textures of various fruits from direct observation.	A 5-minute warm-up where students draw a piece of fruit without looking at their paper to improve hand-eye coordination.	"Gallery Walk" mid-way through the lesson for peer feedback on proportion and scale.	HW
					• Geometric	Identify and utilize geometric shapes (circles, polygons) and lines to create a balanced composition.	Use rulers and masking tape to create a grid of primary-colored rectangles and black lines, focusing on perpendicular lines and right angles .	Evaluate the precise use of tools (rulers, compasses) and the accuracy of geometric shapes.	
					• Still Life (Pencil Shading)	Identify and apply the five elements of shading : highlight, mid-tone, core shadow, reflected light, and cast shadow.	Students create a 5-to-7 step value scale ranging from the lightest grey (HB) to the deepest black (6B).	"Gallery Walk" peer reviews halfway through the drawing process to provide feedback on contrast.	HW
					<ul style="list-style-type: none"> • Kaushal both activity • Feeding and caring for farm animals 	Went will learn how to care the animals for future	When will learn the caring animals cow goat ship and dog	Learning the process of a caring the animals	
3	July	22	22	6	• Flower Study (Pen-Line)	Students will identify the botanical structure of various flowers (petals, stem, leaves) and their organic patterns.	Students observe a real flower and create a light pencil contour drawing to establish the basic shape and proportions.	Evaluate the variety and control of line techniques used to differentiate textures.	HW
					• Object Drawing	Students will accurately depict	Create a tonal value scale using a single	Evaluating the control over water-to-paint ratio	

					(Water Colour)	the proportions and shapes of everyday objects.	color, transitioning from a highly concentrated pigment to a watery, transparent wash.	(avoiding "muddy" colors).	
					Fruits Composition Still Life	Students will apply the "Rule of Thirds" and overlapping techniques to create depth.	Students use cardboard viewfinders to crop a physical fruit arrangement, selecting the most dynamic composition.	"Gallery Walk" halfway through the project for peer feedback on proportions and placement.	HW
					<ul style="list-style-type: none"> Flower Study (Water Colour) 	Students will identify the botanical structure of a flower (petals, stem, leaves) and how light creates highlights and shadows on organic forms.	Use a light pencil (2H or HB) to map out the basic shapes of a real flower or a high-quality reference photo, focusing on proportions rather than detail.	Check if the student successfully controlled the water-to-pigment ratio without causing "backruns" or muddy colors.	
4	August	16	16	4	<ul style="list-style-type: none"> Landscape (Pen and Ink) 	Identify and apply five specific pen-and-ink techniques: hatching, cross-hatching, stippling, scumpling, and contour lines.	Students create a 5-box value scale for each pen technique to practice pressure and density control.	mid-project "gallery walk" where peers provide feedback on how well depth is being established.	HW
					<ul style="list-style-type: none"> Kaushal both activity Working with wood and bamboo 	Student will learn how to make the furnitures	Using of the wood and bamboo making the use furnitures	Making the stool or chair with the bamboo or wooden	
					<ul style="list-style-type: none"> Landscape with Brush Pen/Black Sketch Pen 	Identify and apply at least four different pen techniques (hatching, cross-hatching,	Students divide a small sheet into six squares and practice different textures (grass, rock, water, clouds) using only black ink.	Did the student use at least three distinct mark-making techniques?	HW

						stippling, and scumbling).				
						<ul style="list-style-type: none"> • Landscape (Pencil Shading) 	<p>Identify and apply at least four shading techniques (hatching, cross-hatching, stippling, and blending).</p>	Students create a 5-step or 7-step value scale to practice pressure control with different graphite pencils (2B, 4B, 6B).	"Gallery Walk" halfway through the session where peers provide one "star" (strength) and one "wish" (area for improvement).	
						<ul style="list-style-type: none"> • Landscape (Step by Step) • Kaushal both activity • Home automation 	<p>Identify and apply the three grounds of a landscape: foreground, middle ground, and background.</p> <p>Student will using the home electronics materials to make the model</p>	Students draw three small "frames" to practice different horizon line placements (high, low, and eye-level).	Evaluation based on the successful use of overlapping shapes and varying scale of objects (e.g., trees getting smaller as they recede).	HW
5	September	17	17	5	Term I Examination					

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JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Art

Class: VIII

Term: II

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
6	October	21	21	6	<ul style="list-style-type: none"> Animal Study (Transparent Colour, Pencil Shading) 	Identify and execute light, mid, and dark tones using pencil shading to create 3D forms.	Students create a 5-step shading bar to practice pressure control with graphite pencils.	Check-ins during the sketching phase to ensure proportions are accurate before color is applied.	HW
					<ul style="list-style-type: none"> Animal Study (Brush and Ink) 	Students will demonstrate the ability to use varied line weights and textures using brush and ink.	Rapid 30-second sketches of animals in motion using diluted ink to capture essence rather than detail.	Evaluating the student's control over the ink medium and the variety of marks used.	
					Animal Study (Water Colour)	Identify anatomical structures and proportions of various animals to ensure realistic representation.	Students start with light pencil gestures focusing on basic geometric shapes (circles, ovals) to map out the animal's body.	Evaluating the effective use of water-to-pigment ratios and the preservation of highlights (white space).	
					<ul style="list-style-type: none"> Bird Study (Pencil Shading) 	Students will identify and replicate the basic geometric shapes that form a bird's structure (ovals, circles, triangles).	Begin with a "gesture drawing" session, using light 2B pencils to map out the bird's posture using basic shapes.	Assessing the drawing based on proportion accuracy, the range of values used (from white to deep black), and technical neatness.	HW
					<ul style="list-style-type: none"> Kaushal both activity Water audit for water management 	Student will understand the value of the water source	Uses of the waters for the land for the house and the factories	Strength will understand the use of the waters in the earth	HW
7	November	18	18	5	<ul style="list-style-type: none"> Bird Study (Pen and Ink) 	Identify and simplify the basic anatomical	Students use light pencil to break down a bird	Evaluating the effective use of at	

8	December	21	21	6		shapes of various bird species (ovals, circles, triangles).	photograph into basic geometric shapes to ensure correct proportions.	least three different ink techniques to show light and shadow.	
					• Insects (Water Colour)	Identify and sketch the anatomical structure of various insects (head, thorax, abdomen, antennae).	Students study reference images of insects, focusing on symmetry and proportion, and create a light pencil outline on watercolor paper.	A rubric-based evaluation focusing on technical skill (watercolor control), accuracy (insect anatomy), and creativity (composition and color choice).	HW
					• Human Figure (Hands)	Identify the basic skeletal and geometric structure of the hand (the "mitten" shape).	Students trace their own hand and then draw rectangles and cylinders over the top to visualize the underlying structure.	A "Check for Understanding" gallery walk where peers identify correct finger-to-palm ratios in sketches.	
					Human Figure (Legs and Ankles)	Recognize the simplified geometric shapes (cylinders and spheres) that make up the thigh, knee, calf, and ankle.	Students perform quick, 30-second sketches focusing solely on the "line of action" from the hip to the heel using live or photo references.	A quick review during the activity to see if students are placing the knee at the midpoint of the leg.	HW
					• Human Figure (Movements of the Body)	Identify the major joints and pivot points of the human body (shoulders, elbows, hips, knees).	Students perform a series of rapid-fire gesture drawings of a classmate posing in "action" (running, throwing, jumping). This prevents overthinking and focuses on the "line of action."	"Exit Tickets" where students must identify and circle the pivot points on a printed photo of an athlete.	
					Human Figure (Sketching)	Identify and apply the "8-head proportion" rule to create a balanced human figure.	Students observe a wooden artist mannequin and draw it using only 3D shapes to understand structural volume.	Comparing an initial "pre-test" sketch to a final drawing to measure growth in anatomical accuracy.	HW
	Portrait	Identify and apply the "Rule of Thirds" and standard facial proportions (e.g., eyes	Students follow a guided drawing to map out the placement of eyes, nose, ears, and mouth using	A "blind contour" drawing exercise to check for observational skills					

						are mid-way down the head).	light construction lines.	(drawing without looking at the paper).	
					Impression Art	Identify key characteristics of Impressionism, such as visible brushstrokes and the emphasis on light.	Students sketch the same outdoor object (like a tree or bench) at three different times of day to observe color shifts.	Grading based on practice sketches and color mixing experiments rather than just the final piece.	
					Creative Painting	Demonstrate mastery of at least three distinct painting textures (e.g., dry brush, stippling, sgraffito).	Students select a "mood word" and mix five custom colors that visually represent that feeling before starting their main piece.	Evaluation of the student's preliminary sketches and color tests to assess planning and experimentation.	HW
9	January	20	20	8	Special Effects Art	Apply color theory principles (bruising, oxygenated vs. deoxygenated blood) to create realistic skin depth.	Students use sponges and primary colors to layer "stages of healing" on their forearms, focusing on stippling techniques.	A "Gallery Walk" where students evaluate the realism of a classmate's work based on blending and anatomical placement.	
					Kaushal both activity Create advertisement	Student will learn the advertisement values	Different type of the advertisement	Use of the advertisement for products	
					Illustration	Students will translate a written phrase or concept into a clear visual image.	Students receive a short, punchy sentence (e.g., "The dragon forgot how to fire") and must sketch one definitive moment from that story.	Can a peer identify the "story" being told without reading the caption?	HW
					Spray Art	Identify the difference between positive and negative space through stenciling.	Students cut organic or geometric shapes out of cardstock to act as masks.	A quick "spray strip" showing three different levels of pressure/density.	
					Alpana (Poster Colour)	Demonstrate precision in using poster colors to create symmetrical, rhythmic patterns.	Students sketch basic geometric and floral motifs on paper to master symmetry before painting.	Evaluation of line thickness consistency and the neatness of the poster color application.	
10	February	19	19	4	Spray Painting	Master the spray	Students collect diverse	Evaluating the	

					with Natural Things	technique using toothbrushes and stencils to create layered textures.	natural items with distinct edges, such as jagged leaves or delicate grasses.	consistency of the spray (avoiding large blobs or uneven patches).	
					Flower Bouquet (Craft)	Students will master paper manipulation techniques including curling, folding, and fringing to create 3D botanical forms.	Teacher showcases how to create different flower types (e.g., spiral roses, fringed carnations, or accordion lilies).	Observation of safe tool handling (scissors, glue guns) and technique execution during the build.	
					Beautiful Doll (Craft)	Demonstrate proficiency in joining different materials (e.g., fabric, wire, clay) to create a stable structure.	The teacher shows how to build the "armature" (the skeleton) using wire or rolled paper to ensure the doll can stand or sit.	Ongoing check-ins to ensure the doll's structure is balanced and secure.	HW
11	March				Term II Examination				

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