



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

Subject: English
Term: I

Class: VII

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	2	Writing Skills Email Writing, formal/informal	Learning Objectives Understand the format of a formal and informal email Identify key components (To, Subject, Greeting, Body, Closing) Use appropriate tone and language based on purpose Write clear and concise messages Practice correct grammar and punctuation.	Identify the Parts: Give a sample email and ask students to label each part Fill in the Blanks: Provide incomplete emails for students to complete Formal vs Informal Sorting: Students classify emails based on tone Write an Email: To a teacher for leave To a friend inviting for a function Peer Review: Students exchange emails and suggest improvements	To write an Email to their best friend	
2	April	15	15	2	Report writing	Understand the structure of a report (title, introduction, body, conclusion) Identify purpose and audience of a report Use formal language and clear organization Present factual information logically	Report Analysis: Give students a sample report and ask them to label parts Guided Writing: Write a report on a school event using prompts	choose a topic and write your own report writing.	

							Group Task: Investigate a topic (e.g., “Plastic Use in School”) and present a report Peer Review: Exchange reports and give feedback based on a checklist		
4	April	15	15	2	Nouns and Kinds(Bridge Course)	Identify different types of nouns (common, proper, abstract, collective) Use nouns correctly in sentences Differentiate between countable and uncountable nouns	Noun Hunt: Find nouns in a passage Sorting Game: Categorize nouns into types Flashcard Quiz: Identify noun types quickly Sentence Creation: Use given nouns in sentences	Worksheet and Mind map observe and write some of the nouns around them and to classify it	
5	April	15	15	2	Nouns functions (Bridge Course)	Identify nouns as subject, object, complement, etc. Understand the role of nouns in sentence structure Use nouns effectively in different grammatical positions	Sentence Breakdown: Label noun functions in sentences Fill in the Blanks: Choose correct noun forms Role Play Grammar: Students act as subject/object in sentences Rewriting Task: Change noun positions in sentences	Test and to create their own stories showing the functions of the nouns.	
6	April	15	15	1	Formation of Adjectives (Bridge Course)	Form adjectives from nouns and verbs (e.g., beauty → beautiful) Use suffixes like -ful, -less, -ous, -ive Apply adjectives correctly in	Word Building: Add suffixes to form adjectives Matching Game: Match noun–	worksheet and Mind map.Use adjective and to write an acoustic poem	

						sentences.	adjective pairs Fill the Chart: Noun → Adjective → Sentence Creative Writing: Use newly formed adjectives in a paragraph	about their friends	
7	April	15	15	2	Confusing Adjective (Bridge Course)	Distinguish between commonly confused adjectives (e.g., bored/boring, few/little) Use correct adjectives based on context Avoid common grammatical errors	Error Correction: Fix incorrect sentences Choose the Right Word: MCQs with confusing pairs Dialogue Practice: Use confusing adjectives in conversation Comparison Table: Create charts (e.g., "few vs little"	Worksheet and Mind map Use some of the adjectives and write their own sentences.	
8	April	15	15	2	Unseen passage	Understand the main idea Identify the central theme or message of the passage. Locate specific information Find key details, facts, and supporting points directly stated in the text. Interpret meaning Explain difficult words, phrases, or sentences using context clues. Make inferences Read between the lines to understand implied meanings or author's intent	Read the passage and answer carefully:	Textual unseen passage	
9	April	15	15	4	Gr6: verbs- Tenses (simple, continuous, perfect continuous perfect tenses) (Bridge Course)	Understand the concept of tense and its importance in indicating time in communication. Identify the three main types of tenses: Present Tense Past Tense	Follow the instructions and do the activity. • Choose any famous personality like an actor, an author or a	Worksheet and Mind map Making a verbs form chart and using t=it in their own spoken English	

						Future Tense Recognize the four aspects of each tense: Simple Continuous (Progressive) Perfect Perfect Continuous Differentiate between the uses of each tense and aspect with examples. Apply correct tense forms in writing and speaking based on time references. Form affirmative, negative, and interrogative sentences using various tenses. Edit and correct tense errors in sentences and short passages. Enhance storytelling, reporting, and descriptive writing by using appropriate tenses.	musician. • Write ten sentences describing this personality. Use as many sentences in the present perfect continuous tense or the past perfect continuous tense. For example, sentences like the following can be written: 1. Kiran Desai's first novel, 'Hullabaloo in the Guava Orchard', published in 1998, has been receiving accolades from many acclaimed people such as Salman Rushdie. 2. She said, way back in 2017, that she had been working for more than a decade on her new book.	with the help of tenses	
10	June	18	18	4	UNIT-1(LEARNING TOGETHER) L-1 The day the river spoke and textual exercises/writing skills of the chapter/Comprehension check Q/A(Listening skills)	Understand the central theme of nature and human responsibility. Identify the main idea and supporting details of the prose. Describe how the river is personified in the story.	Role Play One student acts as the river, others as humans. Create a short dialogue showing the river expressing its feelings. Value-Based Activity List 5 ways to	Worksheets To discuss about how they feel in the nature and to resonate it,	

							protect water resources at home and school.		
11	June	18	18	4	P-1 Try again and textual exercises/writing skills of the chapter/Comprehension check Q/A(Listening skills	Understanding & Comprehension Understand the central theme of perseverance and determination. Explain the message of the poem in their own words. Identify the main idea of each stanza. Language & Literary Skills Recognize rhyme scheme and rhythm in the poem. Identify literary devices such as repetition and moral tone. Understand the meaning of difficult words using context.	Learn how to weave the spiders web (pg-26-27)	Worksheets and to write a poem discussing among the groups,	
12	June	18	18	2	U-5Determiners	Knowledge & Understanding Define determiners and explain their function in a sentence. Identify different types of determiners: Articles (a, an, the) Demonstratives (this, that, these, those) Possessives (my, your, his, her, etc.) Quantifiers (some, many, few, several, etc.) Numbers (one, two, first, second) Distributives (each, every, either, neither) Application Use appropriate determiners correctly in sentences. Choose correct determiners based on context (singular/plural, countable/uncountable nouns). Analysis Differentiate between similar	Give a list of words and ask students to classify them: Articles / Demonstratives / Quantifiers / Possessives	Worksheets and Mind map usage of determiners correctly in written and spoken language.	

						determiners (e.g., some vs any, much vs many). Detect and correct errors in sentences.			
13	June	18	18	2	U-6 Verbs tenses	Understand the concept of tense and its importance in indicating time in communication. Identify the three main types of tenses: Present Tense Past Tense Future Tense Recognize the four aspects of each tense: Simple Continuous (Progressive) Perfect Perfect Continuous Differentiate between the uses of each tense and aspect with examples. Apply correct tense forms in writing and speaking based on time references. Form affirmative, negative, and interrogative sentences using various tenses. Edit and correct tense errors in sentences and short passages. Enhance storytelling, reporting, and descriptive writing by using appropriate tenses.	Follow the instructions and do the activity. • Choose any famous personality like an actor, an author or a musician. • Write ten sentences describing this personality. Use as many sentences in the present perfect continuous tense or the past perfect continuous tense. For example, sentences like the following can be written: 1. Kiran Desai's first novel, 'Hullabaloo in the Guava Orchard', published in 1998, has been receiving accolades from many acclaimed people such as Salman Rushdie. 2. She said, way back in 2017, that she had been working for more than a decade on her new book.	Worksheets and Mind map. Write their own story using tense.	

14	June	18	18	2	U-7 Verbs(The perfect continuous tense)	Knowledge & Understanding Define the Perfect Continuous Tense (also called Progressive Perfect). Identify its structure in different forms: Present Perfect Continuous (has/have been + verb + ing) Past Perfect Continuous (had been + verb + ing) Future Perfect Continuous (will have been + verb + ing) Application Use correct tense forms in sentences. Express actions that: Started in the past and are still continuing Continued for a duration before another action	Creative Writing Write a short paragraph: "What I have been doing this week"	Worksheets and Mind map	
15	June	18	18	2	U-8 Verbs transitive and Intransitive	Knowledge & Understanding Define verbs as action or state words. Distinguish between: Transitive verbs (verbs that need an object) Intransitive verbs (verbs that do not need an object) Application Identify whether a verb is transitive or intransitive in a sentence. Use appropriate verbs correctly in sentences.	Pair Work Activity Students ask and answer: "What did you eat?" (transitive) "How did you sleep?" (intransitive)	Worksheets and Mind map project / Creative Assessment Checks application in context. a. Paragraph Writing Students write a short paragraph using: at least 3 transitive verbs at least 3 intransitive verbs	
16	June	18	18	2	L-2 Three days to see and	Understanding & Comprehension	Value-Based Activity	Worksheets	

					textual exercises/writing skills of the chapter/Comprehension check Q/A(Listening skills)	Understand the central idea of appreciating sight and life. Summarize the essay in their own words. Identify what Helen Keller wishes to see in three days. Language & Literary Skills Recognize descriptive language and imagery used in the essay. Understand the use of reflective and personal tone. Learn new vocabulary from the text. Critical Thinking Reflect on the importance of our senses. Analyze how people often take things for granted. Develop empathy towards differently abled individuals.	List 5 things you are grateful for in your daily life.	Group Discussion Topics like: Importance of eyesight Living with disabilities c. Picture Description Show images → students describe what they see (connecting to theme of sight).	
17	July	26	21	2	L-2 Three days to see and textual exercises/writing skills of the chapter/Comprehension check Q/A(Listening skills)	Understanding & Comprehension Understand the central idea of appreciating sight and life. Summarize the essay in their own words. Identify what Helen Keller wishes to see in three days. Language & Literary Skills Recognize descriptive language and imagery used in the essay. Understand the use of reflective and personal tone. Learn new vocabulary from the text. Critical Thinking Reflect on the importance of our senses. Analyze how people often take things for granted. Develop empathy towards differently abled individuals.	The "Blindfold Walk" (Sensory Exploration) To truly grasp the weight of Keller's words, students must experience the shift in senses. Activity: Pair students up. One is the "Guide," and the other is "Blindfolded." Task: The Guide leads the partner through a small area (like the classroom or a garden). The blindfolded student	Worksheets	Weekly test -5 Email Writing, formal/informal U-2 Nouns functions L-1 The day the river spoke U-1 TO U-5

							must identify three objects using only touch, smell, or sound. Writing Prompt: Afterward, students write a paragraph describing one object without using visual words (e.g., instead of "the leaf is green," use "the leaf feels waxy with sharp, serrated edges").		
18	July	26	21	2	U-9 Verbs Finite and Non-Finite verbs	Knowledge & Understanding Define finite verbs (verbs that change according to tense, person, and number). Define non-finite verbs (verbs that do not change form and do not show tense). Identify types of non-finite verbs: Infinitives (to + verb) Gerunds (verb + ing used as a noun) Participles (verb forms used as adjectives) Application Identify finite and non-finite verbs in sentences. Use correct verb forms in writing and speaking.	Write a short paragraph using at least: One infinitive One gerund One participle	Worksheets and Mind map Quick Response Teacher says a verb → student tells if it's finite or non-finite and why. b. Sentence Making Use a given verb in: one finite sentence one non-finite sentence	
19	July	26	21	2	U-10 Subject verb agreement	Knowledge & Understanding Define subject-verb agreement (the verb must agree with the subject in number and person). Recognize singular and plural subjects and verbs. Application	Game: Correct the Sentence Teacher writes incorrect sentences; students correct them quickly.	Worksheets and Mind map Matching Activity Match subjects with correct verbs	

						Use correct verb forms with different subjects. Apply rules in sentences with: Singular and plural nouns Pronouns (he, they, everyone, etc.) Analysis Identify errors in subject–verb agreement. Understand special cases such as: Collective nouns (team, family) Indefinite pronouns (everyone, someone) Either/Neither Sentences with there is/there are		b. Group Game “Agree or Disagree” Students correct wrong sentence c. Pair Work One student creates a sentence → partner checks agreement	
20	July	26	21	2	U-2 WIT AND HUMOUR. L-3 Animals. Birds and Dr. Dolittle and textual exercises/writing skills of the chapter/Comprehension check Q/A(Listening skills	Analyze Characterization: Identify how Hugh Lofting uses "animal personification" to comment on human society. Master Persuasive Writing: Construct an argument regarding animal rights or environmental stewardship. Synthesize Information: Compare the fictional portrayal of animal communication with real-world biological facts. Vocabulary Expansion: Utilize "zoological" and "medical" terminology in creative writing	As a summative project, have students create a newspaper written by animals for animals, set in the world of Dr. Dolittle. The Editorial: A piece by Dr. Dolittle on why he is closing his human practice. The Advice Column: "Ask Polynesia" — giving advice to birds on how to deal with humans. Classifieds: "Nests for Rent" or "Looking for the Pushmi-Pullyu."	Worksheets Role Play Students act as Doctor Dolittle talking to animals b. Picture Identification Show pictures of animals → students name and describe them c. Group Activity Discuss how to care for pets and birds	
21	July	26	21	3	P-2 A Funny Man and textual exercises/writing skills of the	Identify Poetic Devices: Recognize and explain the use of hyperbole, alliteration, and end-	Creative Writing: "The Funny Woman/Child"	Test Reading Aloud Check	

					chapter/Comprehension check Q/A(Listening skills	rhyme. Analyze Structure: Describe how the rhyme scheme and meter contribute to the poem's comedic timing. Interpret Tone: Distinguish between a speaker's "voice" and the author's intent. Performative Reading: Use vocal inflection and pacing to enhance the humor of a text.	Activity: Students write a "companion poem" following the exact same rhyme scheme and meter as the original, but featuring a different character. Constraint: They must include at least three examples of alliteration (e.g., "She wore a bright blue button").	pronunciation, expression, and tone b. Recitation (if poem) Assess memory and expression c. Speaking Activity Students describe a funny incident	
22	July	26	21	2	U-11 Modals	Identify and Categorize: Distinguish between modals of Ability, Permission, Obligation, and Possibility. Analyze Tone: Evaluate how changing a modal (e.g., "might" vs. "must") alters the social impact and urgency of a sentence. Application: Correctly use modals to express degrees of certainty in both formal and informal writing. Syntax Mastery: Understand the "Modal + Base Verb" rule (e.g., She can sing, not She can sings).	The "Politeness Makeover" (Tone Analysis) Activity: Provide students with a list of "Rude Demands" (e.g., "Give me that pen!"). Task: They must use modals to transform the demand into: A polite request (Could you...) A formal inquiry (May I...) A strong suggestion (You really should...)	Worksheet and Mind map Question– Answer "Which modal shows permission?" b. Speaking Practice Make sentences using given modals	
23	July	26	21	2	L-4 Say the right thing textual exercises/writing skills of the chapter/Comprehension check(Listening skills	Identify Communication Barriers: Recognize how tone, body language, and poor timing can lead to misunderstandings. Practice Empathy: Tailor their language to suit the feelings and needs of the listener. Distinguish Between Fact and Tact: Learn the difference	Non-Verbal Communication Objective: To understand that "saying" the right thing involves the whole body. Activity: The Silent Conversation.	Worksheet Role Play Real-life situations: Asking permission Apologizing Thanking	

						between being "brutally honest" and "diplomatically truthful." Master Assertiveness: Use "I" statements to express needs without being aggressive.	Pair students up. One student must try to apologize for being late using only facial expressions and gestures. The other must "hear" the apology and respond with forgiveness or frustration, also silently. Reflection: Discuss how eye contact and posture (crossed arms vs. open palms) can negate even the "right" words.	someone b. Speaking Practice Students respond politely to given situations	
24	July	26	21	2	U-12 Phrases-Kinds of Phrases	Define a Phrase: Distinguish between a phrase (no subject-verb pairing) and a clause. Identify Kinds of Phrases: Recognize and differentiate between Noun, Adjective, and Adverbial phrases. Analyze Function: Explain how a phrase modifies other words in a sentence to provide more detail. Sentence Expansion: Use various phrases to transform simple sentences into descriptive, complex ones.	Define a Phrase: Distinguish between a phrase (no subject-verb pairing) and a clause. Identify Kinds of Phrases: Recognize and differentiate between Noun, Adjective, and Adverbial phrases. Analyze Function: Explain how a phrase modifies other words in a sentence to provide more detail.	Worksheet and Mind map	
25	July	26	21	4	U-3 DREAMS AND DISCOVERIES L-5 My brother's great invention textual exercises/writing skills of the chapter/Comprehension	1. Learning Objectives By the end of this lesson, students will be able to: Analyze Plot Structure: Identify the "problem-solution" arc	The "Brother" Dynamic Activity: Focus on the narrator's perspective. Does the narrator admire,	Worksheet and Mind map orting Activity Phrase cards → group into:	PT-1 Unseen passages Email Writing, formal/informal and Report writing L-1,P-1,L-2

					check Q/A (Listening skills)	common in invention-themed stories. Sequence Events: Use transitional words (firstly, subsequently, eventually) to describe a process. Vocabulary Development: Understand and apply words related to innovation (prototype, patent, malfunction, ingenuity). Creative Synthesis: Apply imaginative thinking to solve a real-world "boring" problem with a fictional invention.	envy, or pity their brother? Evidence Hunt: Find three quotes from the text that show the narrator's attitude toward the invention. Discussion: How would the story change if the "Great Inventor" was the one telling the story instead of their sibling? (Discussing Point of View).	Noun Verb Adjective Adverb b. Pair Work One student gives a phrase → partner uses it in a sentence c. Game "Find the Phrase" in a paragraph	Grammar U-1 TO U-5
26	August	26	16	2	U-1 Nouns and Kinds	Identify different types of nouns (common, proper, abstract, collective) Use nouns correctly in sentences Differentiate between countable and uncountable nouns	Noun Hunt: Find nouns in a passage Sorting Game: Categorize nouns into types Flashcard Quiz: Identify noun types quickly Sentence Creation: Use given nouns in sentences	Worksheet and Mind map observe and write some of the nouns around them and to classify it	
27				2	U-2 Nouns functions	Identify nouns as subject, object, complement, etc. Understand the role of nouns in sentence structure Use nouns effectively in different grammatical positions	Identify nouns as subject, object, complement, etc. Understand the role of nouns in sentence structure Use nouns effectively in different grammatical positions	Sentence Breakdown: Label noun functions in sentences Fill in the Blanks: Choose correct noun forms Role Play Grammar:	

								Students act as subject/object in sentences Rewriting Task: Change noun positions in sentences	
28				2	U-3 Formation of Adjectives	Form adjectives from nouns and verbs (e.g., beauty → beautiful) Use suffixes like -ful, -less, -ous, -ive Apply adjectives correctly in sentences.	Form adjectives from nouns and verbs (e.g., beauty → beautiful) Use suffixes like -ful, -less, -ous, -ive Apply adjectives correctly in sentences.	Word Building: Add suffixes to form adjectives Matching Game: Match noun–adjective pairs Fill the Chart: Noun → Adjective → Sentence Creative Writing: Use newly formed adjectives in a paragraph	
29				2	U-4 Confusing Adjective	Distinguish between commonly confused adjectives (e.g., bored/boring, few/little) Use correct adjectives based on context Avoid common grammatical errors	Distinguish between commonly confused adjectives (e.g., bored/boring, few/little) Use correct adjectives based on context Avoid common grammatical errors	Error Correction: Fix incorrect sentences Choose the Right Word: MCQs with confusing pairs Dialogue Practice: Use confusing adjectives in conversation Comparison Table: Create charts (e.g., “few vs little”	
30				5	Gr6: verbs- Tenses	Understand the concept of tense	Follow the	Worksheet and	

					(simple, continuous, perfect continuous perfect tenses) (Bridge Course) and its importance in indicating time in communication. Identify the three main types of tenses: Present Tense Past Tense Future Tense Recognize the four aspects of each tense: Simple Continuous (Progressive) Perfect Perfect Continuous Differentiate between the uses of each tense and aspect with examples. Apply correct tense forms in writing and speaking based on time references. Form affirmative, negative, and interrogative sentences using various tenses. Edit and correct tense errors in sentences and short passages. Enhance storytelling, reporting, and descriptive writing by using appropriate tenses.	instructions and do the activity. • Choose any famous personality like an actor, an author or a musician. • Write ten sentences describing this personality. Use as many sentences in the present perfect continuous tense or the past perfect continuous tense. For example, sentences like the following can be written: 1. Kiran Desai's first novel, 'Hullabaloo in the Guava Orchard', published in 1998, has been receiving accolades from many acclaimed people such as Salman Rushdie. 2. She said, way back in 2017, that she had been working for more than a decade on her new book.	Mind map Making a verbs form chart and using t=it in their own spoken English with the help of tenses	
31				3	Descriptive writing Use sensory details (sight, sound, smell, taste, touch) Apply figurative language (similes, metaphors)	Picture Description: Describe an image in detail Show & Tell Writing:	To draft their own creative writing	

						Develop vivid and engaging descriptions Organize ideas coherently	Bring an object and write about it descriptively Sensory Walk: Observe surroundings and note sensory details Expand a Sentence: Turn a simple sentence into a descriptive paragraph		
					TERM-1 EXAMINATION	Unseen passages, Email writing, Descriptive writing, Report writing paragraph writing ,L-1 to L-5 P-1- P-2 Grammar U-1 TO U-12			

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Term II

Sl No	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
32	September	21		15	2	P-3 Paper boats textual exercises/writing skills of the chapter/Comprehension check Q/A (Listening skills) Identify Themes: Recognize the themes of curiosity, hope, and the bridge between the real world and a dream world. Analyze Imagery: Describe the visual elements Tagore uses, such as the "Shiuli flowers" and the "black letters." Understand Symbolic Language: Explore how the paper boats represent the child's longing to be known by someone in a "strange land." Express Creativity: Use the poem as a springboard for their own creative writing and artistic expression.	Visual & Craft: "The Launch" The Activity: Have students fold their own paper boats. On the sides of the boat, ask them to write their name and the name of their village or town, just like the child in the poem. The Goal: Connects the physical act of making to the poem's narrative, making the "black letters" mentioned in the text more tangible.	Worksheet a. Paper Boat Activity Students make paper boats and write messages (like in the poem) b. Group Discussion Talk about childhood games and imagination c. Visualization Describe what they imagine while reading the	

								poem		
		21		15	3	U-13 Pronouns and kinds	Students will be able to: Define & Identify: Recognize pronouns in a sentence and identify the antecedent (the noun the pronoun replaces). Categorize: Distinguish between different kinds of pronouns (Personal, Possessive, Reflexive, Relative, etc.). Apply Grammar Rules: Correctly use subject vs. object pronouns (e.g., "She and I" vs. "Her and me"). Ensure Agreement: Match pronouns to their antecedents in gender, number, and person.	The "Noun Replacement" Relay The Activity: Provide a short paragraph where every single noun is repeated (e.g., "Sarah went to Sarah's house so Sarah could feed Sarah's cat"). In teams, students must "clean up" the text by replacing repetitive nouns with the correct pronouns. The Goal: Demonstrates the functional necessity of pronouns in making speech sound natural.	Worksheet and Mind map. Sorting Activity Pronoun cards → classify into types b. Pair Work One student gives a sentence → partner identifies pronoun type c. Game "Replace the noun with a pronoun"	
33	September	21		15	2	U-14 Conjunction-coordinating, subordinating, correlative	Define conjunctions and understand their role in connecting words, phrases, and clauses. Identify the three main types of conjunctions:	Each group member decides on any one conjunction. One member from the first group must walk up to the board and	Worksheet and Mind map a. Matching Activity	

						coordinating, subordinating, and correlative. Explain the function and examples of each type of conjunction. Differentiate between coordinating, subordinating, and correlative conjunctions in sentences. Use various types of conjunctions correctly in speaking and writing. Construct complex and compound sentences using appropriate conjunctions. Analyze the effect of conjunctions on sentence structure and meaning.	write the conjunction the group has chosen for example, so. Now, this group calls out to other groups randomly. Now, the group which is called 4th has to come at the front of the class. The members have to inform a sentence with the conjunction the previous group has written on the board. However each member of the group will orally present the sentence in terms post of for the example given here, it will be like this	Match sentence halves using conjunctions b. Group Work Create sentences using different types c. Game "Complete the sentence" using conjunctions	
34	September	21	15	4	L-6 North South, East, West textual exercises/writing skills of the chapter/Comprehension check Q/A (Listening skills)	Geographical Awareness: Identify and locate the four cardinal directions (North, South, East, West) and various Indian regions, landscapes, and climates (e.g., glaciers, deserts, forests, coasts). Cultural Appreciation: Explore the diverse cultures, languages, and lifestyles across different regions of India.	"Personal Map" The Activity: Have students draw a simple map of their bedroom or the school playground. They must include a Compass Rose in the corner and label at least three items based on their direction (e.g., "The bed is in the North").	a. Direction Game Students face different directions based on teacher's instructions b. Map Activity	

						Reading Comprehension: Analyze the story "North, South, East, West" to understand the characters' perspectives, emotions, and lessons learned through travel. Writing and Vocabulary Development: Learn how to write about travel experiences (postcards) and understand new vocabulary (e.g., glacier, wetlands, mangroves, plateaus).	The Goal: Develops spatial awareness and mapping skills.	Identify directions on a simple map c. Outdoor Activity Use real surroundings to find directions	
35	September	21	15	3	Formal letter writing Official, placing order, complaint and editorial letters	Format Correctly: Master the "Sender's Address – Date – Receiver's Address – Subject – Salutation – Body – Closing" layout. Adapt Tone: Shift between a polite request (Order), a firm but respectful tone (Complaint), and a persuasive, public-interest voice (Editorial). Be Concise: Learn to state the purpose of the letter in the opening paragraph without unnecessary "fluff." Draft "Calls to Action": Clearly state what they want the receiver to do (e.g., replace an item, publish an opinion, or fix a road).	The Activity: Describe a scenario where a student bought a high-tech watch that stopped working after two days. They must write a letter to the Customer Service Department. The Goal: Focus on including evidence (bill numbers, dates) and maintaining a "firm but polite" tone rather than an angry one.	Sample letters a. Role Play Student acts as officer/customer b. Peer Review Students check each other's letters c. Group Work Write a letter collaboratively	

36	September	21	15	1	L-7 The Tunnel textual exercises/writing skills of the chapter/Comprehension check Q/A (Listening skills)	Thematic Understanding: Students will grasp the themes of bravery, curiosity, and the harmony between nature and human progress. Character Analysis: Understanding Suraj's adventurous nature and Sunder Singh's dedication to safety. Appreciation of Nature: Developing empathy for animals and understanding the untamed beauty of the forest. Language Skills: Enhancing vocabulary, specifically descriptive words regarding sounds and settings of the forest and train. Critical Thinking: Analyzing the tension created by the dark tunnel setting and the decision-making process in challenging situations. Literary Analysis: Identifying the "steam train" as a metaphor for a "green, black, and gold dragon". Plot Interpretation: Understanding the narrative structure, specifically the climax involving the leopard and the train		a. Role Play Act out scenes from the story b. Group Discussion Topic: "Facing Challenges" c. Sequencing Activity Arrange events in order	
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37	October	21	21	3	TRAVEL AND ADVENTURES L-7 The Tunnel textual exercises/writing skills of the chapter/Comprehension check Q/A (Listening skills)	Thematic Understanding: Students will grasp the themes of bravery, curiosity, and the harmony between nature and human progress. Character Analysis: Understanding Suraj's adventurous nature and Sunder Singh's dedication to safety. Appreciation of Nature: Developing empathy for animals and understanding the untamed beauty of the forest. Language Skills: Enhancing vocabulary, specifically descriptive words regarding sounds and settings of the forest and train. Critical Thinking: Analyzing the tension created by the dark tunnel setting and the decision-making process in challenging situations. Literary Analysis: Identifying the "steam train" as a metaphor for a "green, black, and gold dragon". Plot Interpretation: Understanding the narrative structure, specifically the climax involving the leopard and the train	Science & Safety: "The Physics of Sound" The Activity: Discuss why Suraj could feel the train coming before he saw it. Explain how sound travels through solid objects (the tracks). The Goal: Integrates Science with Literature, explaining the physical reality behind the story's suspense.	worksheet	
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38	October	21	21	3	U-15 Active and passive voice	Distinguish: Identify the difference between active and passive constructions. Transform: Convert sentences from active to passive and vice versa without changing the meaning. Identify the "Agent": Recognize when the "doer" (agent) is missing or moved to the end of the sentence. Strategic Use: Understand when to use passive voice (e.g., in scientific reports or when the doer is unknown).	The "Human Sentence" Shuffle The Activity: Give three students cards: one with a Noun (The Dog), one with a Verb (Chased), and one with another Noun (The Cat). The Action: Have them stand for Active Voice. Then, bring in a fourth student holding a "BY" card and a "WAS" card. Rearrange the students to show how the "The Cat" moves to the front and "The Dog" moves to the back. The Goal: Provides a physical, visual representation of the structural shift.	worksheet and Mind map a. Sentence Cards Convert sentences in groups b. Pair Work One student gives active → partner converts to passive c. Game "Voice Change Challenge"	
39	October	21	21	2	P-4 Travel textual exercises/writing skills of the chapter/Comprehension check Q/A (Listening skills)	Analyze Themes: Identify the theme of wanderlust and how literature allows us to "travel" without leaving home. Identify Imagery: Pinpoint vivid descriptions, such as "forests, hot as fire" and "minarets." Understand Structure: Recognize the rhythmic, rhyming quatrain structure	The "Ticket to Anywhere" Passport The Activity: Give each student a blank "Passport." For every stanza or location mentioned in the poem, they must draw a "stamp" that represents that place (e.g., a sphinx for Egypt, a wall for	worksheet a. Speaking Activity Describe a place you visited b. Show & Tell Talk about a	

						that mimics the steady pace of a journey. Geographic Literacy: Connect the poetic references (Nile, China, Desert) to real-world locations.	China). The Goal: Encourages students to track the movement of the poem and visualize the settings.	travel experience or dream destination c. Conversation Practice Tourist–guide interaction	
40	October	21	21	2	U-16 Punctuation	Identify & Name: Recognize common marks (Full Stop, Comma, Question Mark, Exclamation Mark, Quotation Marks, and Apostrophes). Correct Usage: Apply the correct mark to end a sentence based on its intent (statement vs. question). Organize Ideas: Use commas to separate items in a list and to create pauses in complex sentences. Show Possession & Contraction: Correctly place apostrophes in words like "can't" or "the cat's toy." Clarify Meaning: Understand how a misplaced punctuation mark can completely change the meaning of a sentence.	Punctuation Karate (Physical) The Activity: Assign a physical movement to each punctuation mark. Full Stop = A short punch in the air. Comma = A swooping hand motion. Question Mark = A shrug with palms up. Exclamation = A star jump. The Action: Read a paragraph aloud. Every time students hear where a mark should be, they must perform the move. The Goal: Makes the concept of "pausing" and "ending" a physical experience.	worksheet and Mind map a. Punctuation Game Students add punctuation to sentences on the board b. Card Activity Match punctuation marks with their uses c. Group Work Correct a paragraph	

									together	
41	October	21		21	2	U-17 Sentences-kinds of sentences	Identify: Recognize the four main types of sentences: Assertive (Declarative), Interrogative, Imperative, and Exclamatory. Punctuate: Apply the correct end-mark (period, question mark, or exclamation point) for each type. Transform: Change a sentence from one kind to another (e.g., turning a statement into a question). Contextualize: Understand when to use specific sentence types in writing to engage a reader.	The "Sentence Flip" Challenge The Activity: Give students a basic "base" sentence, such as "The dog barked." In pairs, they must rewrite it into all four types. Assertive: The dog barked at the mailman. Interrogative: Why did the dog bark? Imperative: Don't let the dog bark! Exclamatory: How loudly that dog barked! The Goal: Shows how the same subject can be treated in multiple ways.	Worksheet and Mind map a. Sorting Activity Sentence cards → group into types b. Role Play Use imperative sentences in real situations c. Game "Guess the Sentence Type"	
42	October	21		21	2	Message writing	Filter Information: Identify and extract only the most important details from a conversation or situation. Master the Format: Use the standard structure: Date, Time, Salutation, Body, and Sender's Name. Practice Brevity: Write concisely by omitting unnecessary words (like	The "Telephone to Paper" Challenge The Activity: Play a short audio clip or act out a phone conversation where a caller leaves a complex message for someone who isn't home. The Task: Students	a. Role Play One student gives information → another writes message b. Pair	

						articles or pronouns) while remaining grammatically clear. Maintain Accuracy: Ensure that dates, times, names, and specific instructions are recorded without error.	must take notes during the "call" and then draft a formal message in the correct format. The Goal: Simulates real-world pressure to capture details quickly and accurately.	Work Exchange messages and check clarity	
43	October	21	21	3	U-18 Sentences phrases and clauses	Distinguish: Differentiate between a phrase (no subject-verb pair) and a clause (has a subject and a verb). Identify: Recognize the difference between Independent Clauses (can stand alone) and Dependent Clauses (need a partner). Construct: Combine phrases and clauses to build complete, grammatically correct sentences. Correct: Identify and fix "fragments" (just phrases) and "run-ons."	"The Lonely Dependent" (Matching Game) The Activity: Half the class gets cards with Dependent Clauses (starting with if, when, although, because). The other half gets Independent Clauses. The Task: Students must move around the room to find a partner that makes a logical sentence. Student A: "Since I forgot my lunch..." Student B: "...I was very hungry by noon." The Goal: Demonstrates that dependent clauses rely on independent ones for meaning.	Worksheet and Mind map a. Sorting Activity Cards labeled as sentence/phrase/clause → students group them b. Pair Work One student creates → partner identifies c. Game "Find the clause" in a paragraph	

44	October	21	21	4	L-8 Conquering the Summit textual exercises/writing skills of the chapter/Comprehension check Q/A (Listening skills)	Analyze Character Traits: Identify qualities such as perseverance, courage, and humility in the mountaineers. Understand Technical Vocabulary: Learn terms related to mountaineering (e.g., summit, crevasse, crampons, oxygen cylinders). Sequence Events: Chronologically order the stages of the climb, from base camp to the final ridge. Evaluate Teamwork: Discuss how the success of the mission depended on the partnership between Hillary and Tenzing. Synthesize Perspective: Imagine the physical and emotional challenges of being at the "Top of the World."	Equipment "Pack Your Bag" The Activity: Present students with a list of items (e.g., heavy boots, canned food, flags, cameras, sleeping bags). They must "pack" a backpack by choosing the top 5 most essential items for survival and explain why. The Goal: Builds understanding of the logistical challenges and the physical burden mountaineers face.	. Role Play Act as a climber describing the journey b. Group Discussion Topic: "Never give up" c. Sequencing Activity Arrange steps of the journey	
45	November	18	16	3	Notice Writing	Follow Format: Use the mandatory structure: Name of Organization, the word "NOTICE," Heading, Date, Body, and Signatory details. Extract Key Info: Identify the most important details (Date, Time, Venue) from a detailed scenario. Master the "Passive Tone": Write in a formal, third-person perspective (e.g.,	The "Whose Notice is it Anyway?" Sort The Activity: Provide students with three different notices that have been "shuffled" (the headings, dates, and bodies are mixed up). The Task: Students must match the correct heading to the	a. Explanation Students explain the purpose of a notice b. Presentation	Weekly test-6 L-7 The Tunnel P-4 Travel U-15 Active and passive voice Message

						"Students are informed that..." rather than "I am telling you..."). Practice Precision: Keep the message within the standard 50-word limit while maintaining clarity.	correct body and signatory (e.g., a "Lost Water Bottle" heading belongs with the "Found near the gym" body). The Goal: Develops logical thinking and an understanding of how headings must reflect the content.	Read and explain their notice	e writing
46	November	18		16	3	U-19 Kinds of clauses-Main and subordinate clause Distinguish: Identify the Main Clause (independent) as a group of words that makes sense on its own. Identify: Recognize the Subordinate Clause (dependent) by the presence of a subordinating conjunction (e.g., because, although, if). Analyze Function: Explain how a subordinate clause provides extra information (time, reason, condition) to the main clause. Construct: Combine clauses correctly using punctuation (commas) when the subordinate clause comes first.	The "Independent" Stand-Up The Activity: Give every student a strip of paper with a clause on it. Some are Main, some are Subordinate. The Task: Read your clause aloud. If it sounds like a complete thought, stand up. If it sounds "unfinished" or leaves people waiting for more info, stay seated. The Goal: Develops an "ear" for complete vs. incomplete thoughts.	Worksheet and Mind mapa. Quick Questions Teacher gives sentence → student identifies clauses b. Speaking Activity Students form sentences with main and subordinate clauses	
47	November	18		16	7	U-5 BRAVEHEARTS L-9 A Homage to our brave Identify National Symbols: Understand the significance of the National War Memorial and the Amar	"Lest We Forget" Biography Cards The Activity: Assign each student or group	worksheet a. Paragraph Writing	

					soldiers textual exercises/writing skills of the chapter/Comprehension check Q/A (Listening skills)	Jawan Jyoti. Recognize Valor: Name key gallantry awards (Param Vir Chakra, Maha Vir Chakra, etc.) and understand the criteria for winning them. Analyze Character: Identify the virtues of a soldier: discipline, courage, selflessness, and resilience. Express Gratitude: Use formal and creative writing to express appreciation for the armed forces. Connect History & Present: Understand why we remember fallen soldiers and how their legacy shapes the nation today.	a recipient of the Param Vir Chakra (e.g., Captain Vikram Batra, Major Somnath Sharma). The Task: They must create a "Valor Card" featuring the soldier's photo, their famous last words or motto, and a brief description of their bravery. The Goal: Personalizes history by focusing on individual stories rather than just statistics.	"Our Soldiers, Our Pride" b. Letter Writing Write a letter thanking a soldier c. Poem Writing Write a short poem on bravery et	
48	November	18	16	3	U-21 Relative Pronoun and Relative clause	Identify Relative Pronouns: Recognize the "Big Five": Who, Whom, Whose, Which, and That. Define Relative Clauses: Understand that a relative clause acts as an adjective to describe a noun. Distinguish Functions: Choose the correct pronoun based on the antecedent (e.g., Who for people, Which for things). Punctuate Correctly: Differentiate between Defining (no commas) and Non-Defining (requires	The "Sentence Merger" Game The Activity: Give students two simple sentences. Their task is to use a relative pronoun to "glue" them together. Simple: I saw a movie. The movie was scary. Merged: I saw a movie that was scary. The Goal: Demonstrates how relative pronouns	Worksheet and Mind map Matching Activity Match sentence halves using relative pronouns b. Pair Work One student gives	

						commas) relative clauses.	eliminate repetition and create smoother flow.	sentences → partner combines c. Game “Complete the sentence” with a relative clause	
49	December	25		20	3	U-22 Conditionals - type 0 and Type -1 Differentiate Purpose: Understand that Type 0 is for facts/certainties, while Type 1 is for likely future outcomes. Master Structure: Correctly pair tenses (Present Simple + Present Simple for Type 0; Present Simple + Will for Type 1). Apply Punctuation: Use a comma when the "If-clause" starts the sentence. Identify Real-World Use: Recognize conditionals in scientific laws, instructions, and daily promises or warnings.	The "Scientific Fact" Lab (Type 0) The Activity: Provide students with a list of "Cause and Effect" pairs (e.g., Touch fire / Get burned; Freeze water / Become ice). The Task: Students must write these as formal Zero Conditional sentences. The Goal: Reinforces that Type 0 is used for things that are always true. The "Chain Reaction" Game (Type 1) The Activity: Start with a sentence: "If I wake up early, I will go for a run." The Action: The next student must use the result of the first sentence as their condition: "If I go for a run, I will feel tired."	Worksheet and Mind map a. Matching Activity Match “if clause” with correct result b. Pair Work One student gives condition → partner completes c. Game “What will happen if...?”	PT-2 Unseen passages L-5,6 P-3,4 Grammar-13 to16 Writing skills formal letters, Message writing, story writing.

								The next student: "If I feel tired, I will sleep in class. "The Goal: Practices the flow of the First Conditional and the \$Present \right arrow Will\$ structure		
50	December	25		20	3	P-5 My Dear Soldiers textual exercises/writing skills of the chapter/Comprehension check Q/A (Listening skills)	interpret Poetic Intent: Understand the poet's message of gratitude and the idea that soldiers are the "sentinels" of our freedom. Identify Literary Devices: Recognize the use of personification, metaphor, and apostrophe (addressing someone who is not present). Analyze Imagery: Describe the harsh environments (glaciers, deserts, mountains) portrayed in the poem. Develop Civic Values: Cultivate a sense of duty and respect toward the armed forces and understand the "cost of peace."	The Activity: Have students write an Acrostic Poem using the word SOLDIER. Example: Selfless, On guard, Loyal to the land... The Goal: Encourages students to use the vocabulary found in the poem to express their own feelings.	Worksheet a. Role Play Act as a soldier describing duties b. Group Discussion Topic: "Patriotism and Responsibility" c. Poster Making Theme: "Salute Our Soldiers"	
51	December	25		20	3	Story writing	Structure a Narrative: Follow the "Story Arc" (Introduction, Rising Action, Climax, Falling Action, and Resolution). Develop Characters: Create "round" characters with	The Story Arc (The Mountain) Every great story follows a similar path: Exposition: Meet the characters and see the setting.	Sample story writing a. Storytelling Students narrate a	

						distinct traits, motivations, and feelings. Build Settings: Use sensory details to establish where and when the story takes place. Show, Don't Tell: Use descriptive action and dialogue instead of simple statements (e.g., "His hands trembled" instead of "He was nervous"). Create Conflict: Identify a problem or challenge that the protagonist must overcome.	Inciting Incident: The problem starts. Rising Action: The character tries to fix the problem; tension builds. Climax: The most exciting point; the turning point. Falling Action/Resolution: The aftermath and how things end.	story b. Picture Description Create a story based on an image	
52	December	25	20	4	U-23 Sentences Simple compound and complex	Identify: Distinguish between a simple sentence, a compound sentence, and a complex sentence. Understand Components: Recognize the role of Independent Clauses, Coordinating Conjunctions (FANBOYS), and Subordinating Conjunctions. Punctuate: Correctly use commas before conjunctions in compound sentences and after introductory clauses in complex sentences. Transform: Rewrite a series of simple sentences into a single compound or complex sentence to improve flow.	sentence "Weightlifting" (Simple to Complex) The Activity: Provide a very basic simple sentence (The cat slept). The Task: Challenge students to "bulk up" the sentence. Round 1 (Compound): The cat slept, and the dog barked. Round 2 (Complex): Because the house was quiet, the cat slept. The Goal: Shows how complexity adds context like "why" or "when."	Worksheet and Mind map a. Sorting Activity Sentence cards → classify into types b. Pair Work One student creates → partner identifies c. Game	

									“Build a sentence” using clauses	
53	December	25		20	3	Autobiography	Identify the Genre: Distinguish between an autobiography (written by the self) and a biography (written by another). Master Perspective: Use first-person narrative ("I," "me," "my") consistently to convey personal experiences. Select Key Moments: Identify "turning points" or significant life events rather than listing every daily detail. Express Reflection: Move beyond "what happened" to explain "how I felt" and "what I learned." Chronological Organization: Use transition words to order events logically from past to present.	The "Life Map" Timeline The Activity: Students draw a winding road on a large piece of paper. Along the road, they must mark 5–7 "Milestones" (e.g., first day of school, moving house, winning an award, a difficult loss). The Goal: Helps students visualize their life as a narrative and selects the "peaks and valleys" worth writing about.	Samples of Autobiography	
54	December	25		20	4	U-24 Direct and Indirect speech	Learning Objectives By the end of the lesson, students will be able to: Distinguish: Identify the difference between a direct quote (with punctuation) and a reported statement. Transform: Convert sentences from direct to indirect speech by applying	The "Gossip" Circle (Whisper Game) The Activity: Student A whispers a secret to Student B (Direct Speech: "I like chocolate"). Student B must report it to Student C using Indirect Speech	Role Play One student speaks → another reports b. Pair Work	

						the "Backshift" rule for tenses. Adjust Pronouns & Time: Correctly change pronouns (I to he/she) and time expressions (today to that day). Punctuate: Master the use of commas and quotation marks in direct speech.	("Student A said that she liked chocolate").The Goal: Provides immediate practice in shifting pronouns and tenses in a fun, fast-paced way.2. The "Punctuation Pocket" "The Activity: Give students sentences without any punctuation. Give them small cut-outs of quotation marks, commas, and capital letters. The Task: They must place the "pockets" of punctuation in the correct spots for Direct Speech. Example: He said I am tired \$\\rightarrow\$ He said, "I am tired. "The Goal: Visualizes the specific "wrapping" required for direct quotes.	Exchange sentences and convert c. Game "Report what I said"	
55	January	20	20	4	L-10 Rani Abbakka textual exercises/writing skills of the chapter/Comprehension check Q/A (Listening	Learning Objectives By the end of the lesson, students should be able to: Historical Significance: Recognize Rani Abbakka as one of the earliest freedom fighters of India against colonial power. Identify Character Traits:	The "Agni Baana" (Fire Arrow) Tactics The Activity: Discuss the naval battles where Abbakka's forces used fire arrows to destroy Portuguese ships. The Task: Have	worksheets a. Role Play Act as Rani Abbakka Chowta describing her battle	

					skills	Analyze her courage, tactical brilliance, and her commitment to her people. Understand Geography: Locate Ullal and the coastal Karnataka region to understand why it was a strategic point for the Portuguese. Cultural Appreciation: Explore the diverse social fabric of her kingdom, noting how she led a diverse army of Hindus and Muslims. Thematic Mastery: Discuss the theme of "Unity in Diversity" and "Resistance against Oppression."	students draw a "Tactical Battle Map" showing the coastline of Ullal and the approaching Portuguese ships. They must label where the hidden archers would be placed. The Goal: Helps students understand her military genius and the use of local terrain in warfare.	b. Group Discussion Topic: "Women in History and Leadership" c. Timeline Activity Arrange events of her life	
56	January	20		20	4	REVISION	TERM-II EXAMINATION	Unseen passages, L-5 to L-10 P-3- P-5 Grammar U-13 TO U-24 Writing skills Formal letter writing, Message writing, Notice writing ,Story writing	
57	FEBRUARY								

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Principal



JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: HINDI (II Language)

Class: VII

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 बनाएँगे।	कार्यपत्रक	WT-3(19 JUN) अपठित-गद्यांश भाषा, लिपि और व्याकरण, वर्ण विचार, 1.माँ, कह एक कहानी, अनुच्छेद लेखन
				3	वर्ण विचार	वर्णों के प्रकार को पहचान सकेंगे।	फ्लैश 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	
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 बताएँगे कि वे उपसर्ग या प्रत्यय से बने हैं या नहीं।	कार्यपत्रक	PT-1 (6 July - 10 July) अपठित-गद्यांश पाठ-1 माँ, कह एक कहानी (कविता) पाठ- 2 तीन बुद्धिमान (लोककथा) भाषा, लिपि और व्याकरण, वर्ण विचार, शब्द विचार, कारक, उपसर्ग-प्रत्यय अनौपचारिक पत्र लेखन अनुच्छेद लेखन
				5	1. माँ, कह एक कहानी (कविता)	- कविता में प्रयुक्त शब्दों और भावों की व्याख्या कर सकेंगे। - माँ-बच्चे के स्नेहपूर्ण संबंध को पहचान सकेंगे और उस पर अपने विचार व्यक्त कर सकेंगे।	कविता वाचन गतिविधि – विद्यार्थी मिलकर कविता का भावपूर्ण वाचन करेंगे।	मौखिक परीक्षण	
				5	2. तीन बुद्धिमान (लोककथा)	- लोककथा की विशेषताओं को समझ सकेंगे। - अपने शब्दों में कहानी का प्रस्तुत कर सकेंगे।	क्रमबद्ध गतिविधि – कहानी की घटनाओं को सही क्रम में लगाने की गतिविधि।	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 पछकर बोर्ड पर लिखें।	कार्यपत्रक	
3	July	26	21	4	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	Term-I (25 Aug-9 Sep)

				3	3. फूल और काँटा (कविता)	“फूल” और “काँटा” के प्रतीकात्मक अर्थ (अच्छाई-बुराई / सुख-दुख) को पहचान सकेंगे। - कठिन शब्दों के अर्थ समझकर उनका वाक्यों में प्रयोग कर सकेंगे।	शब्दार्थ खेल- कठिन शब्दों के कार्ड बनाकर विद्यार्थियों से उनके अर्थ मिलवाएँ।	श्रुतलेख	अपठित-गद्यांश , पठित - गद्यांश , पद्यांश , पाठ्यपुस्तक मल्हार= पाठ 1-5 व्याकरण = वर्ण-विचार, शब्द-विचार रचना के आधार पर , पर्यायवाची, विलोम शब्द , अनेकार्थी शब्द , शब्द - विचार उत्पत्ति व रचना के आधार पर , कारक मुहावरे , रचनात्मक लेखन = (अनौपचारिक पत्र-लेखन , अनच्छेद लेखन , विज्ञापन, चित्र-वर्णन
				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	
				3	4. पानी रे पानी (निबंध)	पानी के महत्व और उसके संरक्षण की आवश्यकता को समझ सकेंगे।	विद्यार्थी “जल है तो कल है” विषय पर पोस्टर बनाकर संदेश लिखें।	श्रुतलेख	
				3	5. नहीं होना बीमार (कहानी)	कहानी का मुख्य संदेश (स्वास्थ्य के प्रति जागरूकता और स्वच्छ आदतों का महत्व) समझ सकेंगे।	समूहों में “स्वस्थ रहने के नियम” विषय पर पोस्टर बनवाएँ।	Open Book Test	
				3	समास (द्विगु, द्वंद्व व तत्पुरुष)-	द्विगु, द्वंद्व और तत्पुरुष समास के प्रकारों की पहचान कर सकेंगे।	विद्यार्थियों को समूहों में बाँटे और प्रत्येक समूह को अलग-अलग समास के उदाहरण खोजने के लिए कहें।	कार्यपत्रक	
4	August	20	16	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	
				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	
5	Sep	22	15	11	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	
				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: VII

SI No	Month	W D	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	Sep			7	6. गिरिधर कविराय की कुंडलिया (कविता)	- कविता का भाव और संदेश स्पष्ट रूप से समझ सकेंगे। - कविता में निहित नैतिक मूल्यों और जीवन-संदेश को पहचान सकेंगे।	विद्यार्थियों को समूहों में बाँटकर चर्चा कराएँ कि कविता हमें जीवन में क्या सीख देती है।	Open Book Test, श्रुतलेख	
1	Oct			6	7. वर्षा-बहार (कविता)	- वर्षा ऋतु के प्राकृतिक सौंदर्य और वातावरण का वर्णन समझ सकेंगे। - कविता के मुख्य भाव और संदेश को पहचान सकेंगे।	वर्षा ऋतु का चित्र बनाकर उस पर 7-8 पंक्तियाँ लिखें।	Open Book Test, श्रुतलेख	WT-3 (23 OCT) अपठित-गद्यांश 6. गिरिधर कविराय की कुंडलिया 7. वर्षा-बहार वाक्य विचार, विराम चिह्न संवाद लेखन
		21	21	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	
				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	
				6	8. बिरजू महाराज से साक्षात्कार	पाठ के माध्यम से प्रसिद्ध कथक नर्तक बिरजू महाराज के जीवन और कला के बारे में जान सकेंगे।	विद्यार्थियों से किसी प्रसिद्ध व्यक्ति (खिलाड़ी, कलाकार आदि) के लिए 4-5 प्रश्न तैयार करने को कहें।	Open Book Test, श्रुतलेख	
				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	
2	Nov			6	9. चिड़िया (कविता)	“चिड़िया” के माध्यम से प्रकृति, स्वतंत्रता और सरल जीवन के महत्व को समझ सकेंगे। - प्रकृति और पक्षियों के प्रति संवेदनशीलता तथा प्रेम की भावना विकसित कर सकेंगे।	विद्यार्थी बारी-बारी से भाव और लय के साथ कविता पढ़ेंगे।	प्रस्तुतीकरण	PT-2 (7 Dec - 11 Dec) अपठित-गद्यांश 6. गिरिधर कविराय की कुंडलिया 7. वर्षा-बहार 8. बिरजू महाराज से साक्षात्कार स्वर संधि व भेद, (दीर्घ, गुण, वृद्धि,), विराम-चिह्न, वाक्यांश के लिए एक शब्द, समरूपी भिन्नार्थक शब्द
		19	18	5	10. मीरा के पद (पद)	- पदों को सही उच्चारण और भाव के साथ पढ़ सकेंगे। - भक्ति, प्रेम और समर्पण जैसे मूल्यों को पहचान सकेंगे।	विद्यार्थियों को मीरा के भजन सुनाकर उनसे पूछेंगे कि उनमें कौन-सी भावनाएँ व्यक्त हो रही हैं।	Open Book Test, श्रुतलेख	
				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	
				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	

				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	वाक्य विचार (वाक्य के अंग, अर्थ के आधार पर वाक्य के प्रकार) (रचनात्मक लेखन = औपचारिक पत्र लेखन, संवाद-लेखन)
3	Dec	25	20	3	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	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,
				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	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	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	चित्र-वर्णन, संवाद -लेखन
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Principal

JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP Syllabus Bifurcation: 2026-27									
Subject: kannada Class: VII					TERM -1		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	15	3+3+3+3+3=15	ಸೆತುಬಂಧ , ಪಾಠ -1 ಪುಟ್ಟಜ್ಜಿ ಪುಟ್ಟಜ್ಜಿ ಕಥೆ ಹೇಳು .,*ವರ್ಣಮಾಲೆ * ನಾಮಪದಗಳು *ಗುಣಿತಾಕ್ಷರಗಳು, ಏಕವಚನ * ಬಹುವಚನ.,	* ವರ್ಣಮಾಲೆ :-ವಿಂಗಡನೆ ಬಗ್ಗೆ ತಿಳಿಯುವರು. *ಗುಣಿತಾಕ್ಷರಗಳ ಬಗ್ಗೆ ತಿಳಿಯುವರು . ಮತ್ತು *ಗಾದೆ ಮಾತುಗಳ ವಿಸ್ತರಣೆಯ ಬಗ್ಗೆ ತಿಳಿಯುವರು . ಪಾಠ -1 ಪುಟ್ಟಜ್ಜಿ ಪುಟ್ಟಜ್ಜಿ ಕಥೆ ಹೇಳು ನಾ. ಡಿಸೋಜಾ ಅವರ ಪರಿಚಯವನ್ನು ತಿಳಿದು ಹೇಳುವರು.೨. ಅಜ್ಜಿ ಮತ್ತು ಮೊಮ್ಮಕ್ಕಳ ನಡುವೆ ಇರುವ ಸಂಬಂಧವನ್ನು ತಿಳಿದು ವಿವರಿಸುವರು. ೩.ಹುಲಿ ಮತ್ತು ಯುವಕನ ನಡುವೆ ನಡೆದ ಸಂಭಾಷಣೆಯನ್ನು ತಿಳಿದು ಬರೆಯುವಲ್ಲಿ ಶಕ್ತರಾಗುವರು.೪. ಯುವಕ ಮತ್ತು ಯುವತಿ ನಡುವೆ ನಡೆದ ಸಂಭಾಷಣೆಯನ್ನು ತಿಳಿದು ಹೇಳುವರು...	ವರ್ಣಮಾಲೆ ಯನ್ನು ವಿಂಗಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ,*ವರ್ಣಮಾಲೆಯ ಮನದ ನಕಾಶೆ ಚಟುವಟಿಕೆ,*ನಾ ಡಿಸೋಜಾ ಅವರ ಕವಿ ಪರಿಚಯದ ಚಟುವಟಿಕೆ,*ಪಾಠದಲ್ಲಿ ಬರುವ ಪ್ರಾಣಿಗಳ ಹೆಸರುಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ,* ಪಾಠ -1 ಪುಟ್ಟಜ್ಜಿ ಪುಟ್ಟಜ್ಜಿ ಕಥೆ ಹೇಳು ಕಥೆ ಭಾಗವನ್ನು ಪೂರ್ಣ ಗೊಳಿಸುವ ಚಟುವಟಿಕೆ,*ಗುಂಪಿಗೆ ಸೇರಿದ ಪದಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ,* ಸ್ವಂತಕಥೆ ರಚನೆ ಬರೆಯುವ ಅಥವಾ ಹೇಳುವ ಚಟುವಟಿಕೆ.*	Class test,M,CQ . open textbook (Work sheet) ಸೆತುಬಂಧ 8 ಪಾಠ -1 ಒಂದು ಪುಟ್ಟಜ್ಜಿ ಪುಟ್ಟಜ್ಜಿ ಕಥೆ ಹೇಳು ,	
2	June	18	18	4+4+4+3+3=18	* P.P-1 ಬಸವಣ್ಣನವರ ಜೀವನ ದರ್ಶನ. ಜೀವನ ದರ್ಶನ.*ವರ್ಣಮಾಲೆ * ನಾಮಪದಗಳು *Ch-2 ಸೀನ ಸಟ್ಟಿರು ನಮ್ಮ ಟೀಚರು,pp-2 ಗೊಂಬೆ ಕಲಿಸುವ ನೀತಿ ಪದ್ಯ* ಶಿಶು ಪ್ರಾಸ ಪದಗಳು, * ಏಕವಚನ ಬಹುವಚನ, , ಸರ್ವನಾಮ, ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು ,	P.P-1 ಬಸವಣ್ಣನವರ ಜೀವನ ದರ್ಶನ:- ಮಕ್ಕಳು ಕಾಯಕವೇ ಕೈಲಾಸ ಎಂಬ ಪದದ ಅರ್ಥವನ್ನು ತಿಳಿದು ಹೇಳುವರು.೭. ವಚನ ಪದದ ಅರ್ಥವನ್ನು ತಿಳಿದು ಗುರುತಿಸುವರು. ೮.ವಚನಕಾರರ ಹೆಸರುಗಳನ್ನು ಸ್ಮರಿಸುವರು ಸೀನ ಸಟ್ಟಿರು ನಮ್ಮ ಟೀಚರು:- ಶಿಕ್ಷಕ ಪದದ ಅರ್ಥವನ್ನು ತಿಳಿದು ಹೇಳುವರು ರೈತರ ಮಹತ್ವವನ್ನು ತಿಳಿದು ಸ್ಮರಿಸುವರು ನಮ್ಮ ದೇಶದ ಬೆನ್ನೆಲುಬು ರೈತ ಎಂಬುದನ್ನು ತಿಳಿದು ಗೌರವಿಸುವರು ಪ್ರಾಸ ಪದಗಳ ಅರ್ಥವನ್ನು ಪ್ರಾಸದ ವಿಧಗಳನ್ನು ತಿಳಿದು ವಿವರಿಸುವರು.ತರಗತಿ ಒಳಗಿನ ಚಟುವಟಿಕೆಗಳು :	ಬಸವಣ್ಣನ ಜೀವನ ದರ್ಶನ:- ವಚನಗಳು ಯಾವುದಾದರೂ ಎರಡು ವಚನಗಳನ್ನು ಹೇಳುವ ಚಟುವಟಿಕೆ,* ಸೀನಾ ಸಟ್ಟಿರು ನಮ್ಮ ಟೀಚರು:- *ಶಾಲೆಯಿಂದ ಹೊರಗೆ ನೀಡಿದ ಕಲಿಯಬಹುದಾದ ವಿಷಯಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ. *ಬೇಸಾಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಪದಗಳನ್ನು ಮತ್ತು ಶಾಲೆಗೆ ಸಂಬಂಧಿಸಿದ ಪದಗಳನ್ನು ಪ್ರತ್ಯೇಕ ಪಟ್ಟಿ ಮಾಡಿ ತಯಾರಿಸುವ ಚಟುವಟಿಕೆ. *ನಾನು ಒಬ್ಬ ರೈತನ ಆದರೆ ಮತ್ತು ನಾನು ಒಬ್ಬ ಸೈನಿಕನಾದರೆ ಕುರಿತು ಚರ್ಚಾ ಸ್ಪರ್ಧೆ. *ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳ ಕುರಿತು ಚಾರ್ಟ್ ತಯಾರಿಸುವ ಚಟುವಟಿಕೆ. * *ಏಕವಚನ ಮತ್ತು ಬಹುವಚನ ಪದಗಳ ಚಟುವಟಿಕೆ. *ಸ್ಮಾತಂತ್ರ ದಿನಾಚರಣೆ ಕುರಿತು ಪ್ರಬಂಧ. P.P.-1 ಗೊಂಬೆ ಕಲಿಸುವ ನೀತಿ:- *ಪದ್ಯವನ್ನು ರಾಗವಾಗಿ ಮಕ್ಕಳಿಂದ ಆಡಿಸುವ ಚಟುವಟಿಕೆ.	Class test,M,CQ . open textbook Work sheet) * Ch-2 ಸೀನ ಸಟ್ಟಿರು ನಮ್ಮ ಟೀಚರು, * pp-2 ಗೊಂಬೆ ಕಲಿಸುವ ನೀತಿ * pp-1ಬಸವಣ್ಣನವರ ಜೀವನ ದರ್ಶನ.	Weekly test portion & Date 19 /06/ 2026. ಪಾಠ -1 ಪುಟ್ಟಜ್ಜಿ ಪುಟ್ಟಜ್ಜಿ ಕಥೆ ಹೇಳು * pp-1 ಬಸವಣ್ಣನವರ ಜೀವನ ದರ್ಶನ. (ಅಭ್ಯಾಸ ಸಹಿತ ಪ್ರಶೋತ್ತರಗಳು ಮತ್ತು ವ್ಯಾಕರಣ ಅಂಶಗಳು)
3	July	26	21	4+4+4+5+4=21	* Ch-ಭಾಗ್ಯದ ಬಳೆಗಾರ , Ch-4 ಮೈಲಾರ ಮಹಾದೇವ , poem-ವಚನಗಳ ಭಾವ ಸಂಗಮ ,ದೇಶಿಯ ಅನ್ಯದೇಶಿಯ ಪದಗಳು ವಿಶೇಷಣಗಳು, ಪತ್ರಲೇಖನ, ನುಡಿಗಟ್ಟುಗಳು, ಕತೆ ಕರ್ಮ ಕ್ರಿಯಾಪದ * ಸಂಧಿಗಳು, * ನುಡಿಗಟ್ಟುಗಳು,	ಪದ್ಯ ಭಾಗ್ಯದ ಬಳೆಗಾರ ಗ್ರಾಮೀಣ ಜೀವನದ ಚಿತ್ರಣ: ಜನಪದ ಶೈಲಿಯಲ್ಲಿ ಹಳ್ಳಿಯ ಸೌಂದರ್ಯ, ಶ್ರಮಿಕರ ನಿತ್ಯದ ಬದುಕು, ಅವರ ಸರಳತೆ ಮತ್ತು ಜೀವನಪದ್ಧತಿಯನ್ನು ತಿಳಿದು ವಿವರಿಸುವರು.: L- ಮೈಲಾರ ಮಹಾದೇವನ ಜೀವನಪರಿಚಯ ತಿಳಿಯುವುದು ಸ್ಮಾತಂತ್ರ ಹೋರಾಟದ ಮಹತ್ವವನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು ೩.ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ದೇಶಾಭಿಮಾನ, ಕರ್ತವ್ಯನಿಷ್ಠೆ, ಮತ್ತು ತ್ಯಾಗದ ಗಟ್ಟಿತನ ಬೆಳೆಸುವುದು.ತಿಳಿದು ವಿವರಿಸುವರು. ೪ ಸ್ವದೇಶಿ ವಸ್ತುಗಳು ವಿದೇಶಿ ವಸ್ತುಗಳು ಬಗ್ಗೆ ಬಿಟ್ಟಿಡರ ವಿರುದ್ಧದ ಹೋರಾಟದ ಕಾರಣಗಳು ಮತ್ತು ಪರಿಣಾಮಗಳು ತಿಳಿದು ವಿವರಿಸುವರು.. ಪದ್ಯ ವಚನಗಳ ಭಾವ ಸಂಗಮ 1. ವಚನ ಸಾಹಿತ್ಯದ ಪರಿಚಯ: ವಚನಗಳು ಯಾವ ಕಾಲದಲ್ಲಿ, ಉತ್ಪತ್ತಿವಾದವು,ತಿಳಿದು ವಿವರಿಸುವರು. ಅವುಗಳ ಬರವಣಿಗೆ ಶೈಲಿ ಮತ್ತು ವಚನಕಾರರ ಪಾತ್ರಗಳ ಬಗ್ಗೆ ತಿಳಿದುಕೊಳ್ಳುವುದು.2. ಭಕ್ತಿಯ ತತ್ವಾಂಶಗಳ ಅರಿವು: ವಚನಗಳಲ್ಲಿ ವ್ಯಕ್ತವಾಗಿರುವ ಶರಣ ಸಂಪ್ರದಾಯ, ಭಕ್ತಿ, ಮತ್ತು ದೇವನಿಗೆ ನೈಜ ಸಮರ್ಪಣೆಯಂತೆ ಅಂಶಗಳನ್ನು ಅರಿಯುವುದು.3. ಮಾನವೀಯ ಮೌಲ್ಯಗಳ ಅಭಿವ್ಯಕ್ತಿ: ಸತ್ಯ, ಧರ್ಮ, ಸಮಾನತೆ, ಇತ್ಯಾದಿ ಮೌಲ್ಯಗಳನ್ನು ಗುರುತಿಸಿ ಜೀವನದಲ್ಲಿ ಅಳವಡಿಸಿಕೊಳ್ಳುವ ಪ್ರೇರಣೆಯನ್ನೂ ಪಡೆಯುವುದು.ತಿಳಿದು ವಿವರಿಸುವರು.	ಪದ್ಯ ಭಾಗ್ಯದ ಬಳೆಗಾರ :- * ಬಳೆಗಾರ ಮತ್ತು ಬಾಲೆಯ ಪಾತ್ರವನ್ನು ಕಂಚಿಕೊಂಡು ಇಬ್ಬರು ರಾಗವಾಗಿ ಹಾಡಿ ಅಭಿನಯ ಮೂಲಕ ಹಾಡುವ ಚಟುವಟಿಕೆ. *ನುಡಿಗಟ್ಟುಗಳನ್ನು ಬಳಸಿ ಸ್ವಂತ ವಾಕ್ಯ ಹೇಳುವ ಮತ್ತು ಬರೆಯುವ ಚಟುವಟಿಕೆ. * ಪದ್ಯ ವಚನಗಳ ಭಾವಸಂಗಮ :- *ವಚನಕಾರರ ಕಿರು ಪರಿಚಯ ಮನದ ನಕಾಶೆ ಮೂಲಕ ಮಾಡಿಸುವ ಚಟುವಟಿಕೆ. * ಕತೆ ಕರ್ಮ ಕ್ರಿಯಾಪದಗಳನ್ನು ಒಳಗೊಂಡಿರುವ ಚಟುವಟಿಕೆ. * ಪಾರ ಮೈಲಾರ ಮಹಾದೇವ :- * ಸ್ಮಾತಂತ್ರ ಚಳುವಳಿಯಲ್ಲಿ ಭಾಗವಹಿಸಿದ ಸ್ಮಾತಂತ್ರ ಹೋರಾಟಗಾರರ ಹೆಸರುಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ. * ದೇಶಿಯ ಮತ್ತು ಅನ್ಯದೇಶಿಯ ಪದಗಳ ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ.	Class test,M,CQ . open textbook Work sheet) * Ch-ಭಾಗ್ಯದ ಬಳೆಗಾರ , Ch-4 ಮೈಲಾರ ಮಹಾದೇವ * poem-ವಚನಗಳ ಭಾವ ಸಂಗಮ .	
4	Aug	20	16	4+4+4+4=16	* P-ಹೆಚ್ಚುವು ಕನ್ನಡದ ದೀಪ ,* pp-3ಸಾವಿತ್ರಿಯಾ ಪುಲಿಂ (,* ಪ್ರಾಸ ಪದಗಳು . *ಕನ್ನಡ ಸಂಧಿಗಳು, *ಸಂಸ್ಕೃತ ಸಂಧಿಗಳು, ಸಮಾಸಗಳು (S.EA)	ಪೂರಕ ಪಾಠ ಸಾವಿತ್ರಿಯಾ ಪುಲಿ:- 1. ಸಾವಿತ್ರಿಯಾ ಪುಲಿ ಅವರ ಜೀವನ ಪರಿಚಯ, ಅವರ ಜನ್ಮ, ಬಾಲ್ಯ, ಶಿಕ್ಷಣ ಮತ್ತು ವೈವಾಹಿಕ ಜೀವನದ ಬಗ್ಗೆ ತಿಳಿದು ವಿವರಿಸುವರು.2. ಅವರ ಸಮಾಜ ಸೇವೆ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಕೊಡುಗೆಗಳ ಅರಿವುತಿಳಿದು ವಿವರಿಸುವರು. 3. ಮಾನವೀಯ ಮೌಲ್ಯಗಳನ್ನು ಬೆಳೆಸುವುದು.. ಪದ್ಯ ಹೆಚ್ಚುವು ಕನ್ನಡದ ದೀಪ:- 1. ಕನ್ನಡ ಭಾಷೆಯ ಗೌರವವನ್ನು ಬಿಂಬಿಸುವುದು:ತಿಳಿದು ವಿವರಿಸುವರು. 2. ಭಾಷೆಯ ಸಂರಕ್ಷಣೆಯ ಕುರಿತ ಜಾಗೃತಿ ಮೂಡಿಸುವುದು.ತಿಳಿದು ವಿವರಿಸುವರು.: 3. ಸಾಂಸ್ಕೃತಿಕ ಐಕ್ಯತೆ ಮತ್ತು ಜಾತಿಯ ಪ್ರೇರಣೆ ಪ್ರೋತ್ಸಾಹ ತಿಳಿದು ವಿವರಿಸುವರು.4. ಶಿಕ್ಷಣ ಮತ್ತು ಜ್ಞಾನವನ್ನು ಪರರಿಸುವ ಉದ್ದೇಶಿತಿಳಿದು ವಿವರಿಸುವರು.	ಪದ್ಯ ಹೆಚ್ಚುವು ಕನ್ನಡದ ದೀಪ :- * ನಮ್ಮ ಕನ್ನಡ ನಾಡು ಕುರಿತು ಪ್ರಬಂಧ ರಚನೆ ಬರೆಯುವ ಚಟುವಟಿಕೆ. *ಪದ್ಯದಲ್ಲಿ ಬರುವ ಪ್ರಾಸ ಪದಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ. * ಕವಿ ಡಿ.ಎಸ್. ಕರ್ಕಿ ಅವರ ಪರಿಚಯದ ಚಟುವಟಿಕೆ. * * ಸಮಾಸದ ವಿಧಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ. P.P -3 ಸಾವಿತ್ರಿಯಾ ಪುಲಿ :- * ಸಾವಿತ್ರಿಯಾ ಅವರ ಬಗ್ಗೆ ಜೀವನ ಸಾಧನೆ ಬಗ್ಗೆ ತಮ್ಮದೇ ಆದ ವಾಕ್ಯಗಳಲ್ಲಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.	Class test,M,CQ . open textbook Work sheet) * P-ಹೆಚ್ಚುವು ಕನ್ನಡದ ದೀಪ * pp-3ಸಾವಿತ್ರಿಯಾ ಪುಲಿಂ h-ಚಗಳಿ ಇರುವ	
5	Sept	21	15	3+3+3+3+1=15	ch-ಬಿಲ್ಲಹಬ್ಬ ತಿರುಕನ ಕನಸು,ಪರೈಪೂರಕ ಪದ್ಯ ರಮ್ಯ ಸೃಷ್ಟಿ.ಸಮಾಸಗಳು, ಸಂಸ್ಕೃತ ಸಂಧಿಗಳು, ಪ್ರಬಂಧ ರಚನೆ ಬಿಡಿಸಿ ಬರೆಯಿರಿ.	L - ಬಿಲ್ಲ ಹಬ್ಬ :- 1. ಪೌರಾಣಿಕ ಕಥೆಗಳ ಅರಿವುತಿಳಿದು ವಿವರಿಸುವರು.: 2. ಸಾಂಸ್ಕೃತಿಕ ಪಾಠ: ಕೃಷ್ಣ ಮತ್ತು ಕಂಸದ ಕಥೆಯ ಮೂಲಕ,ತಿಳಿದು ವಿವರಿಸುವರು. 3. ಧಾರ್ಮಿಕ ಕತೆಗಳ ನೈತಿಕ ಮೌಲ್ಯಗಳನ್ನುತಿಳಿದು ವಿವರಿಸುವರು.:, pp- ರಮ್ಯ ಸೃಷ್ಟಿ:- 1. ಪ್ರಕೃತಿಯ ಸೌಂದರ್ಯವನ್ನು ಅರಿತುಕೊಳ್ಳುವುದು.ತಿಳಿದು ವಿವರಿಸುವರು.: 2. ಪರಿಸರ ಪ್ರೀತಿಯನ್ನು ಬೆಳೆಸುವುದು.ತಿಳಿದು ವಿವರಿಸುವರು.: ೩.ಭಾವನಾತ್ಮಕ ಅಭಿವ್ಯಕ್ತಿಗೆ ಉತ್ತೇಜನ ತಿಳಿದು ವಿವರಿಸುವರು. p-1 ತಿರುಕನ ಕನಸು:- ೧. ಕನಸುಗಳ ಮಹತ್ವ: ಒಂದು ತಿರುಕನೂ ಸಹ ದೊಡ್ಡ ಕನಸು ಕಾಣಬಲ್ಲನೆಂಬ ಸಂದೇಶವನ್ನುತಿಳಿದು ವಿವರಿಸುವರು. ಮನೋಭಾವನೆಗಳ ಮೈವಿದ್ಯ: ತಿರುಕನ ಆಂತರಿಕ ಭಾವನೆಗಳು – ಅವನ ನಿರಾಶೆ, ಆಶೆ, ಕನಸುಗಳು, ಮತ್ತು ಭವಿಷ್ಯದ ನಿರೀಕ್ಷೆಗಳನ್ನೂ ಈ ಪದ್ಯತಿಳಿದು ವಿವರಿಸುವರು. .	ಪಾರ ಬಿಲ್ಲಹಬ್ಬ:- ದೃಶ್ಯರಂಗ (Role Play ಚಟುವಟಿಕೆ)2. ಚಿತ್ರಕಲೆ ಮತ್ತು ಚಿತ್ರಣ (Drawing and Illustration) 3. ಕೃತಿ ರೂಪಿಸುವ (Story Writing) *ರಸಪ್ರಶ್ನೆ (Quiz Game)* ಕಂಸ ಮತ್ತು ದೇವತೆಯ ನಡುವೆ ನಡೆದ ಸಂಭಾಷಣೆ ಕುರಿತು ಚಟುವಟಿಕೆ.* P ತಿರುಕನ ಕನಸು :- * ಕವಿ ಮುಷ್ಠಿನ ಷಡಕ್ಷರಿ ಪರಿಚಯದ ಚಟುವಟಿಕೆ. *ಪದ್ಯದ. ಸಾರಾಂಶ ಬರೆಯುವುದು (Summarization) ಪದ್ಯದಲ್ಲಿ ಬಂದಿರುವ ಪ್ರಾಸ ಪದಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ. P.P-4 ರಮ್ಯ ಸೃಷ್ಟಿ :- * ನಿರ್ಗಮವನ್ನು ಕುರಿತು ವರ್ಣಿಸಿ ಚಿತ್ರಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.	Class test,M,CQ . open textbook Work sheet) ch -ಸಮಾಸಗಳು, ಸಂಸ್ಕೃತ ಸಂಧಿಗಳು, ಪ್ರಬಂಧ ರಚನೆ ಬಿಡಿಸಿ ಬರೆಯಿರಿ.,ಬಿಲ್ಲಹಬ್ಬ, ಪದ್ಯ ತಿರುಕನ ಕನಸು ಪರೈಪೂರಕ ಪದ್ಯ ರಮ್ಯ ಸೃಷ್ಟಿ	Term I portion & Date (. / / 2026). Portion for Term-1 :-Ch - ಪುಟ್ಟಜ್ಜಿ ಪುಟ್ಟಜ್ಜಿ ಕಥೆ ಹೇಳು , * pp-ಬಸವಣ್ಣನವರ ಜೀವನ ದರ್ಶನ. * Ch- ಸೀನ ಸಟ್ಟಿರು ನಮ್ಮ ಟೀಚರು, * * pp- ಗೊಂಬೆ ಕಲಿಸುವ ನೀತಿ , * P -ಭಾಗ್ಯದ ಬಳೆಗಾರ , Ch- ಮೈಲಾರ ಮಹಾದೇವ * p-ವಚನಗಳ ಭಾವ ಸಂಗಮ . (ಪತ್ರಲೇಖನ ಪ್ರಬಂಧ ಗಾದೆ ಮಾತು ಪರೈಸಹಿತ ಗದ್ಯಭಾಗ ಪರೈತರ ಗದ್ಯ ಭಾಗ ಅಭ್ಯಾಸ ಸಹಿತ ವ್ಯಾಕರಣ ಅಂಶಗಳು)
JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP Syllabus Bifurcation: 2025-26									
Subject: Class: VII					TERM -2				
Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	Oct	21	21	5+5+6=21	*ಪದ್ಯ -ಅಭಿಮನ್ಯುನ ಪರಾಕ್ರಮ, ಪಾಠ-ಸಂಕ್ರಾಂತಿ ಎಂದು ಸುಖ ದುಃಖ * ಪರೈಪೂರಕ , ಲೇಖನ ಚಿಹ್ನೆಗಳು, ರಾಷ್ಟ್ರೀಯ ಹಬ್ಬಗಳ ಮಹತ್ವ ಕುರಿತು ಪ್ರಬಂಧ ರಚನೆ.,	1. ಅಭಿಮನ್ಯುವಿನ ಪರಾಕ್ರಮವನ್ನು ಸಾರುವುದುತಿಳಿದು ವಿವರಿಸುವರು.: 2. ಧೈರ್ಯ ಮತ್ತು ಶಕ್ತಿಯ ವಿವರಿಸುವರು.: ೩. ಅಭಿಮನ್ಯುವಿನ ಪರಾಕ್ರಮ ಪದ್ಯವು ಹೋರಾಟದ ಘನತೆ, ಧೈರ್ಯ ಮತ್ತು ದೇಶಪ್ರೇಮವನ್ನು ತಿಳಿದು ವಿವರಿಸುವರು.. ಸಂಕ್ರಾಂತಿ ಸುಖ: 1. ಸುಖ ಮತ್ತು ದುಃಖದ ಭಾವನೆಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು,ತಿಳಿದು ವಿವರಿಸುವರು.	.*ಪಾಠ ಸಂಕ್ರಾಂತಿ ಎಂದು ಸುಖ ದುಃಖ :- * ರಾಷ್ಟ್ರೀಯ ಹಬ್ಬ ಹಾಗೂ ನಾಡ ಹಬ್ಬಗಳ ಮಹತ್ವ ಕುರಿತು. ಪದ್ಯ ವೀರ ಅಭಿಮನ್ಯು :- * ಧರ್ಮರಾಯ ಮತ್ತು ಅಭಿಮನ್ಯುವಿನ ನಡುವೆ ನಡೆದ ಸಂಭಾಷಣೆ ಕುರಿತು ನಾಟಕ .	Class test,M,CQ . open textbook (Work sheet) * , ಲೇಖನ ಚಿಹ್ನೆಗಳು, ರಾಷ್ಟ್ರೀಯ ಹಬ್ಬಗಳ ಮಹತ್ವ ಕುರಿತು ಪ್ರಬಂಧ ರಚನೆಪಾಠ-ಸಂಕ್ರಾಂತಿ ಎಂದು ಸುಖ ದುಃಖ, * ಪದ್ಯ -ಅಭಿಮನ್ಯುನ ಪರಾಕ್ರಮ,	Weekly test portion & Date (23 /10/ 2026). ch -ಬಿಲ್ಲಹಬ್ಬ p- ತಿರುಕನ ಕನಸು p.p ರಮ್ಯ ಸೃಷ್ಟಿ.(ಅಭ್ಯಾಸ ಸಹಿತ ಪ್ರಶೋತ್ತರಗಳು ಮತ್ತು ವ್ಯಾಕರಣಾಂಶಗಳು)

2	Nov	18	18	6+3+4+5=18	ಪುನರಾವರ್ತನಾ ಅಭ್ಯಾಸ	ಪುನರಾವರ್ತನೆ , ಚಟುವಟಿಕೆ ಹಾಳೆಗಳು
3	Dec	25	20	4+4+4+4+4=20	ಪುನರಾವರ್ತನಾ ಅಭ್ಯಾಸ	ಪುನರಾವರ್ತನೆ , ಚಟುವಟಿಕೆ ಹಾಳೆಗಳು* -Portion for Term 2 /AE
4	Jan	20	20	4+4+4+4+4=20	ಪುನರಾವರ್ತನಾ ಅಭ್ಯಾಸ	ಪುನರಾವರ್ತನೆ , ಚಟುವಟಿಕೆ ಹಾಳೆಗಳು pp3,4,5
5	Feb	23	19	4+4+4+4+3=19	ಪುನರಾವರ್ತನಾ ಅಭ್ಯಾಸ	ಪುನರಾವರ್ತನೆ , ಚಟುವಟಿಕೆ ಹಾಳೆಗಳು* -Portion for Term 2 (ಪತ್ರಲೇಖನ ಪ್ರಬಂಧ ಗಾದೆ ಮಾತು ಪಠ್ಯ ಸಹಿತ ಗದ್ಯಭಾಗ ಪಠ್ಯೋತ್ತರ ಭಾಗ , ವ್ಯಾಕರಣಾಂಶಗಳು)
6	march					* -Portion for Term 2 /AE P-ಹೆಚ್ಚುವು ಕನ್ನಡದ ದೀಪ * pp-ಸಾವಿತ್ರಿ/ಬಾಯಿ ಪುಲೆ ch -ಬಿಲ್ಲುಹಬ್ಬ, P- ತಿರುಕನ ಕನಸು P.P - ರಮ್ಯ ಸೃಷ್ಟಿ* Ch -ಸಂಕ್ರಾಂತಿ ಎಂದು ಸುಖ ದುಃಖ, * P - ಅಭಿಮನ್ಯುನ ಪರಾಕ್ರಮ, P.P-(ಪತ್ರಲೇಖನ ಪ್ರಬಂಧ ಗಾದೆ ಮಾತು ಪಠ್ಯ



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

Subject: Science

Class: VII

Term: I

Sl. No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE?
1	April	15	15	15	Bridge course • Nutrition in plants and animals • Matter and heat • Basic physics concepts	Students will be able to • Define nutrition and its importance. • Differentiate between nutrition in plants (autotrophic) and animals (heterotrophic). • Explain the process of photosynthesis in plants. • Identify different modes of nutrition in animals (herbivores, carnivores, omnivores). • Describe basic digestive processes in animals. • Define matter and list its states (solid, liquid, gas). • Describe properties of each state of matter. • Explain heat as a form of energy. • Differentiate between heat and temperature. • Identify methods of heat transfer (conduction, convection, radiation). • Define force and motion with examples. • Identify types of forces (push, pull, friction).	• Photosynthesis Role Play: Students act as sunlight, water, carbon dioxide, and plant. • Leaf Experiment: Test for starch in leaves (iodine test demonstration). • Food Sorting Game: Classify food items based on animal eating habits. • Flowchart Making: Draw steps of digestion in humans. • Classify objects into solids, liquids, gases. • Observe melting of ice (solid → liquid). • Energy Hunt: Identify forms of energy used at home/scho	Oral questioning and Worksheet	

						• Explain simple machines (lever, pulley, inclined plane).			
2	June	18	18	9	Ch-1. The Ever-Evolving World of Science	Students will be able to: • Explain the meaning and nature of science as a dynamic and evolving field • Identify contributions of scientists and technological advancements in daily life • Differentiate between scientific knowledge and myths/superstitions • Describe how observation, experimentation, and evidence lead to scientific discoveries • Develop curiosity and ask investigable questions about surroundings • Appreciate the role of science in solving real-life problems	Timeline of Scientific Discoveries	Observation, presentation, worksheet/quiz	
				9	Ch-2. Exploring Substances: Acidic, Basic and Neutral	Students will be able to: • Classify substances as acids, bases, and neutral using indicators • Identify natural and synthetic indicators (e.g., litmus, turmeric) • Describe properties of acids and bases (taste, effect on indicators, reactions) • Explain neutralization reactions with examples from daily life • Conduct simple experiments to test the nature of substances safely • Relate the use of acids and	Testing Substances Using Natural Indicators	Experiment observation, worksheet, oral questioning	Weekly Test-2 Date-12.06.26 Portion: Bridge Course

						bases in everyday life (e.g., medicines, cleaning agents)			
3	July	26	21	7	Ch-3. Electricity Circuits and Their Components	Students will be able to: • Identify components of an electric circuit (cell, bulb, switch, wires) • Draw and label simple electric circuits using standard symbols • Differentiate between open and closed circuits • Explain the flow of electric current in a circuit • Demonstrate how to make a working electric circuit • Identify conductors and insulators through simple experiments • Apply safety rules while handling electrical devices	SEA-1: Making a Simple Electric Circuit	Practical demonstration, diagram drawing, worksheet	
						Revision for PT-I			
				7	Ch-4 The World of Metals and Non-Metals	Students will be able to: • Differentiate between metals and non-metals based on physical properties • Identify examples of metals and non-metals in daily life • Explain properties such as hardness, lustre, malleability, and conductivity • Describe basic chemical properties (reaction with oxygen, water, acids) • Explain uses of metals and non-metals based on their properties • Classify materials as metals or non-metals through	Identifying Metals and Non-Metals Around Us	Observation table, oral explanation, worksheet	Cycle-1: 06.07.2026 to 10.07.2026 Portion: Ch-1 & Ch-2

						observation and testing			
				7	Ch-5 Changes Around Us	Students will be able to: • Differentiate between physical and chemical changes • Identify reversible and irreversible changes with examples • Observe and describe changes occurring in daily life • Explain changes based on formation of new substances or change in state • Conduct simple activities to demonstrate different types of changes • Analyze situations to classify the type of change involved	To observe different Types of Changes	Activity observation, worksheet, short quiz	
4	Aug	20	16	6	Ch-6. Adolescence: A Stage of Growth and Change	Students will be able to: • Describe the changes occurring during adolescence (physical and emotional) • Explain the concept of puberty and hormonal changes • Identify secondary sexual characteristics in boys and girls • Understand the importance of balanced diet and hygiene during adolescence • Discuss emotional and social changes and ways to manage them • Develop awareness about health, respect, and responsible behavior • Explain adolescence and puberty • Identify physical and	SEA-2: Poster on Healthy Habits During Adolescence	Poster evaluation, presentation, discussion	

						emotional changes • Understand role of hormones • Recognize importance of healthy habits.			
				10	Revision	Revision for Term-I Examination			
5	Sept	22	15	7		Term-I Examination			Portion.Ch 1 to 6 Date:02.09.26 to 09.09.2026

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

Subject: Science

Class: VII

Term: II

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-7 Heat Transfer in Nature	Students will be able to: • Explain different modes of heat transfer: conduction, convection, and radiation • Differentiate between conductors and insulators of heat			
6	Oct	21	21	11	Ch-7 Heat Transfer in Nature	• Describe convection currents in air and water • Explain natural phenomena like sea breeze and land breeze • Demonstrate heat transfer through simple experiments • Apply knowledge of heat transfer in daily life (e.g., clothing, utensils)	Demonstrating Modes of Heat Transfer	Experiment observation, worksheet, oral questioning	Weekly Test-11 Date-16.10.26 Portion-Ch-7
7				10	Ch-8 Measurement of Time and Motion	Students will be able to: • Define motion and identify types of motion (rectilinear, circular, periodic) • Measure time using standard units and devices (clock, stopwatch) • Calculate speed using distance and time • Differentiate between uniform and non-uniform motion • Record and interpret simple data related to motion • Use basic formulas to solve numerical problems related to speed	Making a Simple Pendulum to Measure Time	Activity observation, data recording, worksheet	
8	Nov	19	18	9	Ch-9 Life Processes in Animals	Students will be able to: • Identify basic life processes: nutrition, respiration, circulation, and excretion • Explain different modes of nutrition in animals	Model of Human Digestive System	Model evaluation, labeling, oral explanation	

						• Describe the human digestive system and its functions • Explain breathing and respiration in animals • Understand transport of substances in animals (circulatory system basics) • Recognize the importance of waste removal in living organisms			
				9	Ch-10 Life Processes in Plants	Students will be able to: • Explain modes of nutrition in plants (autotrophic, heterotrophic) • Describe the process of photosynthesis and its importance • Identify raw materials required for photosynthesis • Explain transport of water, minerals, and food in plants • Describe respiration and transpiration in plants • Conduct simple experiments to show photosynthesis and transpiration	Demonstration of Photosynthesis in Leaves	Experiment observation, worksheet, discussion	
9	Dec	25	20	5		Revision for PT-II			
				8	Ch-11 Light, Shadows and Reflections	Students will be able to: • Explain the properties of light (travels in straight line, reflection) • Differentiate between luminous and non-luminous objects • Describe formation of shadows and factors affecting them • Explain reflection of light using mirrors • Identify types of mirrors and their uses • Perform simple activities to demonstrate reflection and shadow formation	Exploring Shadows and Reflection Activity	Observation, diagram drawing, worksheet	PT-II Exam Portion: Ch-7 Ch-8 Ch-9 Date-07.12.26 to 11.12.26
				7	Ch-12 Earth, Moon and the Sun	Students will be able to: • Describe the relationship between Earth, Moon, and Sun • Explain rotation and revolution of the	Model Demonstration of Earth, Moon and Sun	Model demonstration, oral questioning, worksheet	

						Earth • Differentiate between day and night, and seasons • Describe phases of the Moon • Explain eclipses (solar and lunar) in a simple way • Identify constellations and their importance • Develop curiosity about space and celestial bodies			
10	Jan	20	20	20		Revision for Term-II Examinations			
11	Feb	23	19	19		Revision & Term-II Examinations			Weekly Test-20 Portion- Ch-10 and 11 05.02.27 Term-II Portion: Ch.6 to12 and Ch-5(from Term-1) Date -24.02.2027 to 08.03.2027 *Subject to change
12	March					Term-II Examinations			

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Jindal Vidy Mandir, JSW Hill Side Township

Syllabus Bifurcation 2026-27

Class - VII

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/A E
1	April	15	15	10	Ch 1- Integers	- Define and explain the concept of integers (positive, negative, and zero). - Represent integers on a number line. - Perform addition and subtraction of integers (involving positive and negative integers) using the number line and rules. - Demonstrate the properties of addition and subtraction of integers (closure, commutative, associative, additive identity, additive inverse) with examples. - Solve problems involving properties of integers. - Apply the concept of integers to solve real-world problems.	Math quiz, mental math drills Number line activity using floor tiles or chart.	Think-Pair-Share Compose a short story that illustrates the use of integers in everyday life. Worksheet. Unit test (Exit Ticket)	Weekly test-1: Portion: Integers
				5	Ch- 2- Fractions & Decimals	* Recall and identify different types of fractions (proper, improper, mixed). * Convert between mixed fractions and improper fractions. * Find equivalent fractions. * Compare fractions.			
2	June	24	18	10	Ch- 2- Fractions & Decimals. (Continued)	* Solve fractions problem involved arithmetic operations. * Illustrate the concept of decimal numbers and their place value. * Convert fractions to decimals and vice versa.	Addition of unlike fractions –Paper folding activity.	Quiz	

						*Compare decimals. *Perform addition and subtraction of decimals. *Perform multiplication and division of decimals. * Solve word problems involving fractions and decimals. *Understand the relationship between fractions and decimals in real-life contexts.			
				8	Ch-3 Data Handling	· Explain and explore the concept of Data Handling. · Define and calculate the arithmetic mean (average) of a set of data. · Illustrate and identify the median of a set of data. · Define and identify the mode of a set of data. · Interpret data representations (bar graphs, double bar graphs.) to draw conclusions.	Survey on favourite games and draw the bar graph on it.	Practice problems. Worksheet.	
3	July	26	21	10	Ch-4 Simple Equations	*Illustrate the concept of Equation. * Identify the variable, constant, and operation in a simple equation. *Demonstrate the concept of balancing an equation and verify solution by substitution. *Solve simple one-step linear equations involving addition, subtraction, multiplication and division.	Solve real world problems. (CBQ)	worksheet	Ch1 to Ch3 portion for PT-I
				11	Ch-5. Lines and Angles	· Define and identify different types of lines (line segment, ray, line). · Define and identify different types of angles (acute, obtuse, right, straight, reflex, zero, complete).	Properties of lines and angles through paper folding and drawing.	Practice problems Worksheet Try these	

						· Define and explain the concept of complementary and supplementary angles. · Identify adjacent angles, linear pairs, and vertically opposite angles. · Explain the properties of parallel lines and a transversal. · Identify pairs of angles formed by a transversal with parallel lines (corresponding angles, alternate interior angles, alternate exterior angles, consecutive interior angles). · Apply the properties of these angles to solve problems.			
4	Aug	26	26	10	Ch 6- The Triangles and its properties.	· Define a triangle and identify its basic elements (sides, angles, vertices). · Classify triangles based on their sides (scalene, isosceles, equilateral). · Classify triangles based on their angles (acute-angled, right-angled, obtuse-angled). · Understand and define the terms median and altitude of a triangle. · State and apply the Angle Sum Property of a triangle. · Understand and apply the Exterior Angle Property of a triangle. · State and apply the Triangle Inequality Theorem. · Understand and apply the Pythagoras Theorem to solve problems involving right-	Real-life problems related to Pythagoras property. Investigating the angle sum property through measurement.	Solving simple word problems involving triangle properties. Worksheet. Error analysis task	

						angled triangles. ·Appreciate the applications of triangles in real life.			
				10	Ch 10- Algebraic Expressions	·Understand the concept of variables, constants, and algebraic expressions. ·Identify terms, factors, and coefficients in an algebraic expression. ·Classify algebraic expressions into monomials, binomials, trinomials, and polynomials. ·Understand the concept of like and unlike terms. ·Perform addition and subtraction of like terms. ·Find the value of an algebraic expression for given values of variables. ·Simplify algebraic expressions by combining like terms. ·Apply the concepts of algebraic expressions to solve simple real-life problems Term-1 Revision	Creating patterns and writing algebraic expressions to represent them. Writing /Expressing Simple algebraic expressions using shapes	Worksheet Think –pair-share	Ch-1-6 and Ch-10 portions for Term-1
5	25-Sep	22	15						Term-I Exams
					Ch-7 Comparing Quantities	·Understand the concept of ratio and proportion. ·Express quantities in the form of a ratio. ·Find equivalent ratios.	The "Best Buy" Challenges.	Allowing students to demonstrate their understanding through real-life	Weekly Test:1 (term-2)- Comparing Quantities

						·Understand the meaning of proportion and solve problems involving proportion. ·Understand the concept of percentage and its meaning. ·Convert percentages to fractions and decimals, and vice versa. ·Solve problems involving finding the percentage of a given quantity. ·Understand and calculate percentage increase or decrease. ·Understand the concepts of profit, loss, cost price, selling price, marked price, discount, and discount percentage. ·Calculate profit and loss percentage. ·Calculate discount and selling price after discount. ·Apply the concepts of comparing quantities in real-life situations.		applications, such as: 1.Surveys and Data Analysis. 2.Calculating Simple Interest	
6	25-Oct	21	21	11	Ch-8 Rational Numbers	·Illustrate the definition of rational numbers. ·Identify rational numbers from a given set of numbers. ·Represent rational numbers on a number line. ·Find rational numbers between two given rational numbers. ·Understand the concept of standard form of rational numbers.	Number line activity Create presentations explaining rational number concepts		

						·Compare rational numbers. ·Perform addition, subtraction, multiplication, and division of rational numbers.			
				10	Ch-9 Perimeter and Area	*Recall and understand the concepts of perimeter and area. * Find the perimeter and area of squares and rectangles. * Understand the concept of area of a parallelogram and a triangle. * Derive the formula for the area of a parallelogram and a triangle. * Find the area of parallelograms and triangles. * Solve problems involving perimeter and area of squares, rectangles, parallelograms, and triangles. * Apply the concepts of perimeter and area in real-life situations. * Understand the relationship between the area of a triangle and a parallelogram on the same base and between the same parallels.	Real-World Measurements. (Case base question about Piece of land and its measurements)	Creating and Solving related to real –life problems: Worksheet/Exit Ticket.	
7	25-Nov	19	18	6	Ch-11Exponents and powers.	·Understand the concept of exponents and powers. ·Identify the base and the exponent in a given exponential form. ·Express repeated multiplication in exponential form and vice versa. ·Understand and apply the laws of exponents for multiplication and division of	Real-world applications of exponential growth.	Practice problems Try these Real-world application problems. Error Analysis tasks	

					numbers with the same base. ·Understand and apply the law of exponents for taking the power of a power. ·Understand and apply the law of exponents for multiplying and dividing powers with the same exponents. ·Understand and apply the law of exponents for numbers with exponent zero. ·Understand and apply the law of exponents for numbers with negative exponents. ·Express large numbers in standard form. ·Solve problems involving exponents and their laws. ·Appreciate the use of exponents in simplifying large numbers and in real-life situations.			
			6	Ch-12 Symmetry.	·Understand the concept of symmetry in geometric shapes and real-life objects. ·Identify and draw lines of symmetry for various 2D shapes. ·Classify shapes based on the number of lines of symmetry. ·Understand the concept of rotational symmetry. ·Determine the center of rotation, angle of rotation, and order of rotational symmetry for different shapes.	Symmetry in Art and Nature	Error Analysis tasks Think –pair – share. Exit Ticket. Symmetry Scavenger Hunt.	

						·Identify shapes that have both line symmetry and rotational symmetry. ·Apply the concepts of symmetry to real-life situations and patterns.			
				6	Ch-13 Visualising Solid Shapes.	·Identify and name different types of 3D shapes (cuboid, cube, cylinder, cone, sphere, pyramid, prism). ·Understand the terms faces, edges, and vertices of 3D shapes. ·Count the number of faces, edges, and vertices of different 3D shapes and verify Euler's formula for polyhedral. ·Draw the net of simple 3D shapes (cuboid, cube, triangular prism, square pyramid). ·Visualize 3D shapes from their nets. ·Draw different views (top, front, side) of 3D shapes made of unit cubes. ·Interpret given views to identify the 3D shape. ·Understand the concept of oblique sketches and isometric sketches. ·Draw oblique and isometric sketches of simple cuboids and cubes.	Building with Nets	Error Analysis tasks Ask students to quickly sketch a given 3D shapes. Think –pair – share. Exit Ticket.	
8	25-Dec	25	20			Revision			PT-II (Ch7, Ch8 and Ch9)

9	26-Jan	20	20			Revision			Term II Portion(Ch7, Ch8, Ch9, Ch 11, Ch12, Ch13)
10	25-Feb	23	19						Term II Exam



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

SUBJECT: SOCIAL SCIENCE
TERM: I & II

CLASS: VII

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	15	Bridge Course	➤ 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.	Heritage Visit to Hampi, museum of Kamalapur	Pen paper test for 15 marks	
2	June	18	18		Ch -1 Geographical Diversity of India (Geography)	➤ Students will be able to identify the major physical features of India such as mountains, plains, plateaus, deserts, and coastal regions. ➤ Students will be able to understand how geographical features influence climate,	Show a map and ask students to label features like the Himalayas, Thar Desert, and Deccan Plateau. Group activity: Each group	Map-labeling worksheet and oral questioning.	Ch-1 and 2

					vegetation, and human life. ➤ Students will be able to locate important physical features on the map of India. ➤ Students will be able to develop awareness of the diversity of landforms and natural environments across the country. ➤ Students will be able to appreciate the natural beauty and environmental richness of different regions of India.	prepares a short chart about one region (mountains, plains, plateau, desert, coast). Show pictures or videos of different landscapes and ask students to describe them.		
			6	Ch-2 Understanding the weather (Geography)	➤ Students will be able to understand the meaning of weather and identify different weather conditions (sunny, rainy, windy, cloudy). ➤ Students will be able to identify the main elements of weather such as temperature, rainfall, wind, and humidity	SEA-1 – Students maintain a weather diary for one week recording daily weather conditions.	Worksheet & Group discussion: “How does weather affect our clothing, food, and travel?”	

						➤ Students will be able to learn about simple instruments used to measure weather (thermometer, rain gauge, wind vane).			
3	June			6	Ch-4 New Beginnings: Cities and States (History)	➤ Students will be able to understand the meaning of a city and a state. ➤ Students will be able to identify important cities and states in India. ➤ Students will understand that different states have different cultures, languages, and traditions	1.The teacher explains the concept using examples and pictures of different cities and states. Map activity where students locate and mark different states and their capitals on a map. Group discussion on festivals, food, and clothing of different states such as Maharashtra and Rajasthan.	Picture based Questions	

4	June	18	18	6	Ch- 5 The Rise of Empires (History)	➤ Students will understand the meaning of an empire and how empires expanded in ancient times. ➤ Students will identify important rulers who built large empires in ancient India. ➤ Students will locate major empires on the map of ancient India.	Map activity: Students mark important regions of the Maurya Empire and other early kingdoms.	Quiz & worksheet	
5	July	26	21	6	Ch-9 From the Rulers to the Ruled: Types of Governments(SPL)	Students will be able to: ➤ Understand the meaning of government and why it is needed. ➤ Identify different types of governments (monarchy, democracy, dictatorship, etc.). ➤ Explain the difference between rulers and citizens.	Role Play Activity Divide the class into groups and assign roles such as: King/Queen (Monarchy) Elected Leader (Democracy) Dictator Students act out how decisions are	Group Discussion Worksheet – MCQs, match the following, and short answers.	Portion for PT-1 Geo- ch-1Locating Places on the Earth Geo-Ch-2 Oceans & Continents Hist-Ch-4 Timeline & Sources of History SpL- Ch-8 Unity in Diversity

						➤	made in each system.		
6	July		21	7	Ch-11 From Barter to Money (ECONOMICS)	Students will be able to: ➤ Understand the meaning of the barter system. ➤ Explain the limitations of the barter system. ➤ Describe how money evolved as a medium of exchange.	Group Discussion Topic: "Why was money invented?" Students list problems of barter and how money solves them. Timeline Activity Students create a timeline showing the evolution of money: Barter → Metal coins → Paper currency → Digital payments.	Worksheet Fill in the blanks Match the following True or False	
7	July		21	7	Ch-3 Climates of India (Geo) (Term - 2)	Students will be able to: ➤ Understand the meaning of climate and weather. ➤ Identify the different climatic seasons of	Group Discussion  Topic: "How does climate affect our daily life?" Students discuss	Worksheet Fill in the blanks True or False Match the following	Weekly Test -5 (24/7/26) Eco- From Barter to Money

						India. ➤ Explain the factors that influence the climate of India. ➤ Describe the monsoon system and its importance. ➤ Recognize how climate affects people's lifestyle, agriculture, and environment.	clothing, food, and occupations related to climate.		
8	July		21	6	Ch-6 The Age of Reorganisation (History)	Students will be able to: ➤ Understand the meaning of the Age of Reorganisation in Indian history. ➤ Identify the major kingdoms and political changes during this period. ➤ Explain how new states and powers emerged after the decline of earlier empires. ➤ Recognize important rulers and regional	1  Timeline Activity  Students create a timeline showing important events and kingdoms during the Age of Reorganisation. 2  Map Activity  Students locate important kingdoms and regions on the map of India	✓ Oral Questions What is meant by the Age of Reorganisation? Name some kingdoms that emerged during this period. Worksheet Fill in the blanks	

						kingdoms. ➤ Understand how political reorganisation influenced society, culture, and administration.	and identify their capitals.	Match the following True or False	
9	August		16	6	Ch-7 The Gupta Era: An Age of Tireless Creativity(History)	Students will be able to: ➤ Identify the important rulers of the Gupta dynasty such as Chandragupta I, Samudragupta, and Chandragupta II. ➤ Understand why the Gupta period is called the Golden Age of India. ➤ Describe the achievements of the Gupta period in science, literature, art, and architecture. ➤ Recognize the contributions of scholars like Aryabhata and Kalidasa.	1  Timeline Activity  Students prepare a timeline of important Gupta rulers and achievements. 2  Picture Observation  Show pictures of: Gupta coins Temples and sculptures Ancient universities like Nalanda University Students describe what they observe and discuss the	Worksheet	

							cultural achievements.		
10	August		16	10	Revision for Term 1				Term-1 Geo-Ch-1 ,2 History-Ch-4,5 SpL-Ch-9 & 11
11	September		15	8	Ch-8 How the Land Becomes Sacred (History)	Students will be able to: ➤ Understand how certain places become sacred or holy over time. ➤ Identify the role of religious beliefs, traditions, and stories in making a place sacred. ➤ Explain the importance of pilgrimage centres in Indian culture.	Poster Making  Students create a poster of a famous sacred place and write two reasons why it is important.	Think and write Project Work Students collect pictures and prepare a short presentation on a famous pilgrimage site in India.	
12	September		15	7	Ch-10 The Constitution of India — An Introduction (SPL)	Students will be able to: ➤ Understand the meaning and importance of the Constitution of India. ➤ Explain why a country needs a	1.  Preamble Reading Activity  Students read the Preamble to the Constitution of India aloud and discuss the meaning of	SEA-1 Project Work Students write a short paragraph on the importance of the	

						constitution. ➤ Identify the key values of the Constitution such as justice, liberty, equality, and fraternity. ➤ fundamental rights and duties of citizens.	important words like justice, liberty, and equality. 2  Group Discussion  Topic: "Why do we need rules in a country?" 3  Role Play  Students act as members of the Constituent Assembly of India and discuss how laws should be made.	Constitution in a democracy.	
13	October		21	9	Ch-12 Understanding Markets (Economics)	Students will be able to: ➤ Understand the meaning and importance of a market. ➤ Identify different types of markets such as local markets, weekly markets, and shopping complexes.	1  Market Observation Activity  Students observe or discuss examples of nearby markets such as weekly markets, malls, or neighbourhood shops and list the goods sold there.	worksheet	

						➤ Explain the role of buyers and sellers in the market.	2 🗨️ Role Play Activity 🗨️ Students act as buyers and sellers in a mock market and practice buying and selling items. 3 🗨️ Group Discussion 🗨️ Topic: “Why are markets important in our daily life?”		
14	October		21	11	Revision				
15	November	18	18						Weekly Test -5 (20/11/26) The Constitution of India — An Introduction (SPL)

17	December	21	21		Revision				PT-2 Geo- Ch-3 Hist- Ch-4,5 SPL- Ch-10
18.	January	22	17	18	Revision				
19	February	23	22	22	Revision				
20	March				Term-2 Examination				Portion forTerm-2 Geo-Ch- 3 Hist- 6,7 & 8 SPL- Ch-10 Eco- Ch-12

JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP Syllabus Bifurcation: 2026-27									
Subject: Class: VII					TERM -1 & 2		subject Tr:- Yashoda T		
Sl No.	Month	WD	ID	Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	4	2+2+=4	Bridge Course	*ವರ್ಣಮಾಲೆ ;ವಿಂಗಡನೆ ಬಗ್ಗೆ ತಿಳಿಯುವರು.	*ವರ್ಣಮಾಲೆ ಯನ್ನು ವಿಂಗಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.*ಕಾಗುಣಿತಾಕ್ಷರಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ	(Work sheet)	
2	June	18	12	3+3+3+3 =12	P-1 ಪದ್ಯ- ತುತ್ಕೂರಿ(3 Days) Ch-2 ಪಾಠ- ನನ್ನ ಕನಸು(3 Days) *ಪ್ರಾಸ ಪದಗಳು, ವಿರುದ್ಧ ಪದಗಳು.(3 Days)	P- ಪದ್ಯ- ತುತ್ಕೂರಿ -ಪದ್ಯದಲ್ಲಿ ಬಳಕೆಯಾದ ಹೊಸ ಪದಗಳನ್ನು ಕಲಿಯುತ್ತಾರೆ. L- ನನ್ನ ಕನಸು:- ತಮ್ಮದೇ ಆದ ಕನಸುಗಳ ಬಗ್ಗೆ ಚಿಂತಿಸಿ, ಹೇಳಲು ಅಥವಾ ಬರೆಯಲು .ತಿಳಿಯುವರು	P-1 ಪದ್ಯ- ತುತ್ಕೂರಿ:-ಪ್ರಾಸ ಪದಗಳನ್ನು ಹುಡುಕಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.*ಕಥೆಯನ್ನು ಓದಿ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು ಪಾಠ ನನ್ನ ಕನಸು:- * ಪ್ರಾಣಿ ಪಕ್ಷಿಗಳ ಚಿತ್ರವನ್ನು ನೋಡಿ ನಿಮಗೆ ಇಷ್ಟವಿರುವ ಯಾವುದಾದರೂ ಒಂದು ಪ್ರಾಣಿ ಅಥವಾ ಪಕ್ಷಿಯ ಬಗ್ಗೆ ಎರಡು ಸಾಲುಗಳಲ್ಲಿ ಬರೆಯುವುದು. ಸಾಕುಪ್ರಾಣಿಗಳು ಕಾಡುಪ್ರಾಣಿಗಳ ಹೆಸರುಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ.*ಪಾಠದಲ್ಲಿ ಬಂದಿರುವ ಪಾತ್ರಗಳ ಹೆಸರುಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ*ಪ್ರಶ್ನೋತ್ತರಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ.*ಚಿತ್ರ ನೋಡಿ ವಾಕ್ಯವನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ	(Work sheet)P-1 ಪದ್ಯ- ತುತ್ಕೂರಿ Ch-2 ಪಾಠ- ನನ್ನ ಕನಸುOPEN TEXT BOOK	W.T 14 /06/2026 P-1 ಪದ್ಯ- ತುತ್ಕೂರಿ Ch-2 ಪಾಠ- ನನ್ನ ಕನಸು(ಪದ್ಯ ಮತ್ತು ಪಾಠದ ಹಿಂದಿರುವ ವ್ಯಾಕರಣಾಂಶಗಳು ಮತ್ತು ಅಭ್ಯಾಸ ಚಟುವಟಿಕೆ)
3	July	26	12	3+3+3+3 =12	Ch-3 ಪಾಠ -ಸ್ವಾತಂತ್ರ್ಯ ದಿನಾಚರಣೆ (3 Days) P-4 ಕಂದ ಪದ್ಯ(3 Days) ಸ್ವಂತ ವಾಕ್ಯ, ಸರಿ ತಪ್ಪು, ಜೋಡುನುಡಿ, ಸಮನಾರ್ಥಕ ಪದ.(3 Days)	Ch-3 ಪಾಠ -ಸ್ವಾತಂತ್ರ್ಯ ದಿನಾಚರಣೆ:- ಸ್ವಾತಂತ್ರ್ಯ ದಿನದ ಮಹತ್ವವನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುತ್ತಾರೆ.೨.ರಾಷ್ಟ್ರಧ್ವಜ, ರಾಷ್ಟ್ರಗೀತೆ, ಮತ್ತು ರಾಷ್ಟ್ರಪಿತ ಮಹಾತ್ಮಾ ಗಾಂಧೀಜಿಯವರ ಬಗ್ಗೆ ಸಂಕ್ಷಿಪ್ತ ಅರಿವು ಪಡೆಯುತ್ತಾರೆ(activity & oral)	ಪಾಠ ಸ್ವಾತಂತ್ರ್ಯ ದಿನಾಚರಣೆ:- ಸ್ವಾತಂತ್ರ್ಯ ದಿನಾಚರಣೆ ಬಗ್ಗೆ ತಮ್ಮದೇ ಆದ ವಾಕ್ಯಗಳಲ್ಲಿ ಹೇಳುವ ಚಟುವಟಿಕೆ, ಸ್ವಾತಂತ್ರ್ಯ ದಿನಾಚರಣೆ ಪಾಠದಲ್ಲಿ ಬಂದಿರುವ ಪಾತ್ರಧಾರಿಗಳ ಹೆಸರುಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ, ಪದ್ಯ ಕಂದ :- ಪದ್ಯದಲ್ಲಿ ಬಂದಿರುವ ಪ್ರಾಸ ಪದಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ ಪದ್ಯದಲ್ಲಿ ಬಂದಿರುವ ಒತ್ತಕ್ಷರಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ.	(Work sheet)Ch-3 ಪಾಠ -ಸ್ವಾತಂತ್ರ್ಯ ದಿನಾಚರಣೆ P-4 ಕಂದ ಪದ್ಯ OPEN TEXT BOOK	
4	Aug	20	12	3+3+3+3 =12	Ch-5 ಚಿಗುರು(3 Days) *ಸ್ವಂತ ವಾಕ್ಯ, * ಸರಿಯಾದ ವಾಕ್ಯ ಜೋಡನೆ, *ಗಾದೆ ಮಾತು* ಚಿತ್ರ ನೋಡಿ ಬರೆಯಿರಿ. ಏಕವಚನ ಬಹುವಚನ.(3 Days)	Ch-5 ಚಿಗುರು:-ಭಾಷಾ ಕೌಶಲ್ಯ (ಓದು, ಬರಹ, ಮಾತುಕತೆ)ಗಳನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವರು(activity & oral)	* ಸ್ವಾತಂತ್ರ್ಯ ದಿನಾಚರಣೆಯ ಬಗ್ಗೆ ಕಿರು ಪ್ರಬಂಧ ಬರೆಯುವ ಚಟುವಟಿಕೆ. ಸರಿ ತಪ್ಪುಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ ಚಿತ್ರ ನೋಡಿ ಅನಿಸಿದ್ದನ್ನು ಅರ್ಥಪೂರ್ಣ ವಾಕ್ಯ ಬರೆಯುವ ಚಟುವಟಿಕೆ*	(Work sheet)Ch- ಚಿಗುರುOPEN TEXT BOOK	
5	Sept	22	12	Term I Revision & Examination	TERM 1 PORTION -P-1 ಪದ್ಯ- ತುತ್ಕೂರಿ Ch-2 ಪಾಠ- ನನ್ನ ಕನಸು*ಪ್ರಾಸ ಪದಗಳು, ವಿರುದ್ಧ ಪದಗಳುCh-3 ಪಾಠ -ಸ್ವಾತಂತ್ರ್ಯ ದಿನಾಚರಣೆ P-4 ಕಂದ ಪದ್ಯ -ಸ್ವಂತ ವಾಕ್ಯ, ಸರಿ ತಪ್ಪು, ಜೋಡುನುಡಿ, ಸಮನಾರ್ಥಕ ಪದ.Ch-5 ಚಿಗುರು *ಸ್ವಂತ ವಾಕ್ಯ, * ಸರಿಯಾದ ವಾಕ್ಯ ಜೋಡನೆ, *ಗಾದೆ ಮಾತು* ಚಿತ್ರ ನೋಡಿ ಬರೆಯಿರಿ. ಏಕವಚನ ಬಹುವಚನ.				
6	Oct	21	12	3+3+3+3 =12	ch ಭಗೀರಥ (3 Days) ch- ಮೃಗಾಲಯದಲ್ಲಿ ಒಂದು ದಿನ(3 Days) * ಕನ್ನಡ ಅಂಕಿಗಳು, ಕುಡಿಸಿ ಬರೆಯಿರಿ ಬಿಟ್ಟು ಸ್ಥಳಗಳು ವಿರುದ್ಧಾರ್ಥಕ ಪದಗಳನ್ನಾನಾರ್ಥಕ ಪದಗಳು, ಸ್ವಂತ ವಾಕ್ಯ (3 Days)	ಭಗೀರಥ:-ಭಗೀರಥನ ಕಥೆಯ ಸಾರಾಂಶವನ್ನು ಸಾರಾಂಶವನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುತ್ತಾರೆ.ಪಾಠದ ಪಾತ್ರಗಳ ಕುರಿತು ಚರ್ಚೆ ಮಾಡುವ ಮೂಲಕ ಆಲೋಚನೆ ಮತ್ತು ಅಭಿವ್ಯಕ್ತಿ ಕೌಶಲ್ಯಗಳನ್ನು ಬೆಳೆಸುತ್ತಾರೆ. ಮೃಗಾಲಯದಲ್ಲಿ ಒಂದು ದಿನ:- (activity & oral)	ch ಭಗೀರಥ:- ಕರ್ನಾಟಕದಲ್ಲಿ ಹರಿಯುವ ನದಿಗಳ ಹೆಸರುಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ, ಪಾಠ ಮೃಗಾಲಯದಲ್ಲಿ ಒಂದು ದಿನ:- ಮೃಗಾಲಯ ಪಾಠದಲ್ಲಿ ಬರುವ ಪಾತ್ರಧಾರಿಗಳ ಹೆಸರುಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ , ಕುಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ ಅಕ್ಷರಗಳನ್ನು ಬಿಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.* ನಿಮ್ಮ ನೆಚ್ಚಿನ ಮೃಗಾಲಯ ಹೆಸರುಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ	(Work sheet)ch ಭಗೀರಥ ch- ಮೃಗಾಲಯದಲ್ಲಿ ಒಂದು ದಿನ OPEN TEXT BOOK	
7	Nov	18	12	3+3+3+3 =12	p-ಅನಾರೋಗ್ಯದ ಸಿಂಹ(3 Days) * ಸಮನಾರ್ಥಕ ಪದ, *ಗ್ರಾಂಥಿಕ ಪದ,(3 Days)	. (activity & oral) ಪದ್ಯ ಅನಾರೋಗ್ಯದ ಸಿಂಹ:- ಉಪಾಯ ಬಲ್ಲವನಿಗೆ ಅಪಾಯವಿಲ್ಲ ಎಂಬ ನೀತಿಯನ್ನು ತಿಳಿಯುವರು. ಕಾಡುಪ್ರಾಣಿಗಳು ಮತ್ತು ಸಾಕು ಪ್ರಾಣಿಗಳ ಹೆಸರುಗಳನ್ನು ತಿಳಿಯುವರು.	ಪದ್ಯ ಅನಾರೋಗ್ಯದ ಸಿಂಹ:-ಕಾಡುಪ್ರಾಣಿಗಳು ಸಾಕುಪ್ರಾಣಿಗಳ ಹೆಸರು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ. ಪ್ರಾಸ ಪದಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ ಒಗಟುಗಳನ್ನು ಬಿಡಿಸಿ ಉತ್ತರ ಬರೆಯುವ ಚಟುವಟಿಕೆ ಸಮಾನಾರ್ಥಕ ಪದಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ ಪ್ರಶ್ನೋತ್ತರಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ, ಅರ್ಥ ವ್ಯತ್ಯಾಸವಾಗುವ ಪದಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ.	(Work sheet)ch- p-ಅನಾರೋಗ್ಯದ ಸಿಂಹ OPEN TEXT BOOK	
8	Dec	25	12	3+3+3+3 =12	p-1 ಆಡೋಣ ಬಾರ(3 Days) * ಏಕವಚನ *ಬಹುವಚನ ಸಮಾನಾರ್ಥಕ ಪದಗಳು ಗುಂಪಿಗೆ ಸೇರಿದ ಪದಗಳು(3 Days)	ಪಾಠ ಆಡೋಣ ಬಾರ:-ಮಕ್ಕಳಲ್ಲಿ ಒಟ್ಟಾಗಿ ಆಟ ಆಡುವ ಸಂಸ್ಕಾರ, ಸಾಮಾಜಿಕತೆ ಮತ್ತು ಸಮಾನತೆಯ ಭಾವನೆ ಬೆಳೆಸುತ್ತಾರೆ.	ಪಾಠ ಆಡೋಣ ಬಾರ:-ಒಳಾಂಗಣ ಆಟಗಳು ಹೊರಾಂಗಣ ಆಟಗಳು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ. ಆಡೋಣ ಬಾರ ಪಾಠದ ಪಾತ್ರಗಳ ಹೆಸರುಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ. ಸ್ವಂತ ವಾಕ್ಯಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ	(Work sheet) C- ಆಡೋಣ ಬಾರ P- ಮುಳುಗದ ಸೂರ್ಯ OPEN TEXT BOOK	
9	Jan	20	12	3+3+3+3 =12	ಪುನರಾವರ್ತನೆಯ ಅಭ್ಯಾಸ W.T 22 / 01 /2027 ch- ಜಾತ್ರೆ p-ಅನಾರೋಗ್ಯದ ಸಿಂಹ				

10	FEB	23	12	Term -2 Revision & Examination	ch ಭಗೀರಥ * ಕನ್ನಡ ಅಂಕಿಗಳು, ಕುಡಿಸಿ ಬರೆಯಿರಿ ಬಿಟ್ಟ ಸ್ಥಳಗಳು ವಿರುದ್ಧಾರ್ಥಕ ಪದಗಳನುನಾರ್ಥಕ ಪದಗಳು, ಸ್ವಂತ ವಾಕ್ಯ p-ಅನಾರೋಗ್ಯದ ಸಿಂಹ * ಸಮನಾರ್ಥಕ ಪದ, p- ಆಡೋಣ ಬಾರ* ಏಕವಚನ *ಬಹುವಚನ ಪದ್ಯ- ಮುಳುಗದ ಸೂರ್ಯ: _ಸಮಾನಾರ್ಥಕ ಪದಗಳು ಗುಂಪಿಗೆ ಸೇರದ ಪದಗಳು
Subject Teacher					Subject Incharge
					VP
					Principal



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: IT

Class: VII

Term: I

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term
1	April	13	4	4	Bridge Course :MS PowerPoint , MS Excel	Distinguish between Transitions (movement between slides) and Animations (movement of objects on a slide).Integrate and trim Video Clips to enhance visual storytelling without overwhelming the audience.	make a presentation Confidently select individual cells, ranges, rows, and columns.	Discussion in class	

2	June	20	6	3+3	Ch1.Function Junction in Excel & Ch.2 Graphical Excellence in Excel	Identify different chart types (Bar, Column, Pie, Line). Choose the right chart for specific data types.	Create and format charts from a dataset. Modify Chart Titles, Legends, and Data Labels.	worksheet	
3	July	20	8	4+4	Ch 3: The Language of Bot Ch 4: Circuit Drawing Using Tinkercad	Understand Python as a High-Level Language. Identify the difference between Interactive and Script Mode. Identify the components of a simple circuit (Power source, Conductor, Load, Switch).	"Human Robot" game—One student gives "coded" instructions to another to draw a shape on the board. The Flashlight Project"—Build a circuit where a Slide Switch turns an LED on and off.	In lab activity test	

4	Aug.	20	6	3+3	Ch 5 : Layers in Krita Ch 6: Krita Motion Magic	layers in krita and add objects using layers. will learn how to switch to animation work space and use animation box control in krita.		class test	WT:8 On 7/08/26 Ch.2 Graphical Excellence in Excel Ch 3: The Language of Bot
5	Sep.	20	6		Revision	Revision			
						Term-1 Chapter 1—5			



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2025-26

Subject: IT

Class: VII

Term: II

Sl No	Month	W D	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term
1	Oct.	19	6	3+3	Ch 7: Control Flow in Python	Understand Boolean logic (True/False) and Comparison Operators (>, <, ==).	Write a "Pseudo-code" for a grading system (e.g., If marks > 90, grade is A).	Ask for project work in lab in group	
					Ch 8: Digital Defender	Learn about Firewalls, Antivirus software, and the power of Strong Passwords.	Create a "Password Strength" chart using uppercase, symbols, and numbers.		
2	Nov.	22	6	6	Ch 9: HTML Trio: Lists, Tables, Images & Ch: 10 Introduction to App Development	Understand table structure using <table>, <tr>, <th>, and <td>. Internet and its uses, Define mobile apps; distinguish between Web, Native, and Hybrid apps.	Build a "Class Timetable" for one day with subjects and timings. Categorize a list of icons (Chrome, WhatsApp, Calculator) into their app types.	worksheet	

3	Dec.	26	8			Revision			
	Jan.	22	6		Revision				WT:17 on 8/01/27 Ch 9: HTML Trio: Lists,Tables,Images & Ch: 10 Introduction to App Development
	Feb	22	8			Term-2 Chapter 4,6,7,8,9,			

Subject Teacher

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Vice Principal

Principal



JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Art

Class: VII

Term: I

SI No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	4	Introduction Elements of Art	and define the seven elements of art: line, shape, form, color, value, texture, and space.	and define the seven elements of art: line, shape, form, color, value, texture, and space.	A quick "exit ticket" where students must sketch a geometric vs. organic shape and label them correctly.	
					• Drawing materials (equipment)	common technical and artistic drawing tools (e.g., T-squares, compasses, varied graphite grades).	Students rotate through stations to test different pencil grades through and charcoal to observe differences in texture and value.	A short visual test where students match a drawing requirement (e.g., "drawing a 90-degree angle") to the correct piece of equipment.	HW
					• Drawing terms	technical proficiency by applying three different shading techniques (e.g., hatching, stippling, and blending).	Students examine a famous painting (e.g., Van Gogh's <i>Starry Night</i>) and label where specific elements like "implied line" or "organic shape" are present.	A "Think-Pair-Share" session where students explain a specific term to a partner using an example from the classroom.	
					• Kaushal both activity • Plant nursery	Student will learn how to grow the plants	Event will use the seeds to grow the small plants	Student will understand the different type of the	HW

								seeds	
2	June	18	18	6	Techniquesp Study of Different Patterns	precision in using various mediums (fineliners, ink, or pencils) to maintain pattern consistency.	Students observe their immediate environment or reference images to sketch three distinct patterns found in nature (e.g., leaf veins, honeycombs).	Evaluate the variety and complexity of the patterns created in the grid activity.	
					Flower Bunch Study	Analyze the anatomical structure of different flowers (petals, stems, leaves) within a bunch.	Students observe a real flower bunch and gesture-draw the basic shapes to establish proportions.	Evaluating the accuracy of proportions and the smoothness of tonal transitions in shading.	HW
					Still Life (Pencil Shading)	Students will learn to arrange objects using the Rule of Thirds and identify "positive" versus "negative" space.	Use a single lamp to illuminate a group of geometric objects (cones, spheres, cubes). Students sketch the highlights, mid-tones, and core shadows.	Evaluate drawings based on the range of values, accuracy of proportions, and neatness of shading.	
					Object Drawing	Identify basic geometric shapes (cylinders, spheres, cubes) within complex everyday objects.	Students start by lightly drawing the basic "skeleton" shapes of a still-life arrangement (e.g., a bottle and an apple) to ensure correct proportions before adding detail.	Evaluate the initial layout based on the accuracy of the "eye-to-hand" coordination and proportions.	
					Kaushal both activity School habitat garden	Went will learn the important and how to make the garden	Student will grow this small plants around the school garden	Understanding the plants will be help to human for food	HW
3	July	22	22	6	Still Life Still Life (Water Colour)	Arrange objects using the "Rule of Thirds" to create a balanced focal point.	Students create three quick miniature sketches of a physical still life setup to	Evaluation of preliminary sketches and color mixing charts.	

4							determine the best vantage point and composition.		
					• Still Life (Pencil Shading)	Identify and apply at least four different shading techniques (hatching, cross-hatching, stippling, and blending).	Students create a 5-to-7 step "Value Scale" box, transitioning from absolute white to the darkest black their pencil can produce.	A "Gallery Walk" halfway through the activity where peers provide one "star" (strength) and one "wish" (area for improvement) regarding tonal range.	HW
					• 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-step or 7-step value scale ranging from the lightest gray to the deepest black using different pencil grades (e.g., 2B, 4B, 6B).	"Gallery Walk" where students provide peer feedback using specific vocabulary (e.g., "The cast shadow needs to be darker near the base").	
	August	16	16	4	• Still Life (Pastel Colour)	Students will accurately translate the shapes, proportions, and placement of 3D objects onto a 2D surface.	Arrange a group of 3–4 objects (e.g., a vase, fruit, and a cloth) under a single light source to create distinct shadows.	Grade students on their use of tonal range (contrast) and the neatness of their pastel blending.	
					• Tree with Monochrome Colours	Students will explain how a monochromatic scheme uses tints and shades of a single hue.	Students select one color and create a 5-step gradient scale ranging from the darkest shade to the lightest tint.	A "Gallery Walk" halfway through where peers provide feedback on whether the tree branches look organic or too symmetrical.	
					• Kaushal both activity • Work with machines and materials •	Student will understand different of the electric machines	Print will going to repair the machine	When will understand the objects of the machine	
					• Tree (Ink-pen)	Students will master stippling, hatching, and	A 10-minute practice session on a "value	Peer feedback focusing on the	

						cross-hatching techniques to create depth and texture.	scale" using only dots (stippling) and lines (hatching).	effective use of contrast (dark vs. light areas).	
					• Tree (Pencil Shading)	Demonstrate texturing techniques (scumbling, hatching, or stippling) to mimic bark and foliage.	Students draw a 5-step gradient box to practice pressure control with 2B, 4B, and 6B pencils.	"Gallery Walk" mid-session where students give one "star" (strength) and one "wish" (improvement) to a peer.	HW
					• Tree (Sketch Pen Single Colour)	Students will learn to create varied textures (bark, foliage) using only one color by manipulating line weight and density.	A 10-minute exercise practicing hatching (parallel lines) and stippling (dots) to create a gradient from dark to light using a single sketch pen.	Evaluating the effective use of a single color to represent at least three distinct tonal values (light, medium, dark).	
					Tree (Pen-line)	Students will learn to use varying line weights and types (hatching, cross-hatching, stippling) to create texture and depth.	Begin with a light pencil outline focusing on the "V" junctions of branches and the tapering of the trunk.	Evaluate the effective use of at least three distinct pen-line techniques (e.g., contour lines, scumbling).	
5	September	17	17	2	Term I Examination				

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JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Art

Class: VII

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	• Flower (Pencil Shading)	Identify and apply at least three distinct tonal values (light, mid-tone, and dark).	Students create a 5-step value scale from white to solid black to practice pressure control.	A "Gallery Walk" halfway through the session where students provide one "star" (strength) and one "wish" (improvement) to a peer.	
					• Flower (Wash Technique)	Students will demonstrate the ability to create flat, graded, and variegated washes.	Students dampen the paper first and drop pigment in to see how colors bleed and blend naturally, mimicking petal textures.	Assessing the "cleanness" of the wash (absence of unwanted backruns or "blooms").	HW
					• Flower (Water Colour)	Students will demonstrate the "wet-on-wet" and "wet-on-dry" techniques to	Practice creating a value scale using a single pigment by varying the water-to-	Evaluation of the preliminary color mixing charts and sketches.	

7	November	18	18	4		create soft gradients and sharp details.	paint ratio.		
					Bird (Graphite Pencil)	Identify and apply different graphite grades (e.g., 2H, HB, 4B) to create a full value scale .	Students practice shading a five-step value scale from lightest grey to deepest black to understand pencil versatility.	A final rubric-based grade focusing on contrast (range of values), texture (softness of feathers vs. sharpness of the beak), and proportional accuracy .	HW
					Bird (Pen and Ink)	Students will master pen and ink techniques, specifically hatching, cross-hatching, and stippling, to create texture and depth.	Practice creating a value scale using only dots (stippling) and lines (hatching) to understand tonal graduation.	Evaluation of practice sheets showing the progression of ink control.	
					Bird (Brush with Ink)	Students will demonstrate the ability to use varying pressure to create "thick and thin" lines using a brush and ink.	A "warm-up" session where students practice basic ink strokes—flicks, dots, and long tapered lines—on newsprint to understand ink flow.	Evaluating the student's control over the brush and their willingness to experiment with ink transparency (washes).	
					- Kaushal both activity - Tie and Dye	How to make the colour for the clothes	Strength will try his own colour to mixing there White cloth	Using of the vegetables and the fruits making the clothless	
					Bird (Black Brush-pen)	Students will demonstrate how to control pressure to create varying line thicknesses (tapering) using a brush-pen.	Practice basic brush strokes—thin "hairlines" for details and thick "downward strokes" for shadows—on a scrap sheet.	Evaluate the student's ability to vary line weight and avoid "bleeding" or over-saturation of ink.	
					Bird (Step by Step)	Students will learn to break down complex organic forms into basic geometric shapes (circles, ovals, triangles).	Draw a large oval for the body and a smaller circle for the head to establish the bird's posture.	Evaluation of the initial geometric "skeleton" to ensure proper scaling before detailing.	HW
					Animal Study (Brush-pen)	Students will learn to control pressure on a brush pen to create	A warm-up exercise where students draw continuous wavy lines, transitioning from hair-	Evaluating the student's ability to demonstrate at least three distinct line weights within a single	

						varying line weights (thick and thin).	thin to maximum thickness to understand tool flexibility.	drawing.	
					Tiger (Pen and Ink)	Identify and apply pen and ink techniques, including hatching, cross-hatching, and stippling.	Using a light pencil under-drawing to map out the tiger's facial symmetry and bone structure.	A "blind contour" or "texture swatch" check-in to ensure students can differentiate between rough and soft textures using only ink.	HW
8	December	21	21	6	Insect (Water Colour)	Students will identify and render the three main body parts of an insect (head, thorax, abdomen) using correct proportions.	Students select an insect (e.g., dragonfly, beetle) and create a light pencil contour drawing, focusing on symmetry and delicate wing structures.	Evaluating the controlled use of water (avoiding puddling) and the clarity of the anatomical sections.	
					- Kaushal both activity - Ai assistant	When will learn about the AI software	Twinkle understand artificial intelligence it will help to learn	Asking some questions to ai and conclusion for the answer	
					Tiger (Pen and Ink)	Master pen and ink strokes (hatching, cross-hatching, and stippling) to mimic the texture of tiger fur.	Students practice basic ink techniques on a small scale, creating "fur swatches" ranging from soft underbelly hair to coarse facial whiskers.	Evaluation of the final piece based on a rubric focusing on line variety , contrast , and anatomical accuracy .	HW
					Animal Study (Transparent Water Colour)	Understand the basic physical structure and proportions of a chosen animal.	Lightly draw the animal's contour using a hard pencil (2H), focusing on gesture and basic shapes.	Evaluate the student's ability to maintain transparency (avoiding "muddy" or opaque colors).	
					Sea Animal	Understand the basic physical structure and proportions of a chosen animal.	Lightly draw the animal's contour using a hard pencil (2H), focusing on gesture and basic shapes.	Evaluate the student's ability to maintain transparency (avoiding "muddy" or opaque colors).	
					- Kaushal both activity - Story telling	Don't be learn the how to make the puppets with the related for	When will make the trip writing and opened doll making	Using of opet dolls show the pictures of students	HW

					with puppets	story			
9	January	20	20	6	Parts of Face (Lips)	Identify the key anatomical parts of the lips, including the Cupid's bow, vermilion border, and philtrum.	Students begin by sketching the basic geometric "planes" of the lips—breaking them down into five fleshy cushions (two on top, three on the bottom).	A "blind contour" warm-up sketch to check for observational accuracy versus drawing from memory.	
					• Feet Study	Identify basic geometric volumes (wedges, cylinders, and spheres) that make up the structure of the human foot.	Students begin by drawing a basic "wedge" or slipper shape to establish the overall volume before adding toes.	Did the student include the five primary joints of the toes and the curve of the arch?	
					• Hands Study	Students will identify and sketch the basic proportions of the hand using geometric shapes (cylinders and boxes).	Students begin by drawing the palm as a soft pentagon and the fingers grouped together like a mitten to establish correct scale before adding detail.	Evaluation based on three criteria: proportion (do the fingers match the palm length?), tonal range (are there distinct highlights and shadows?), and line quality.	HW
					• Human Figure	Identify and apply the "8-heads tall" rule for realistic human proportions.	Students draw a vertical line divided into eight equal segments to map out where the chin, chest, hips, and knees fall.	Check-ins during gesture drawing to ensure students are focusing on "the flow" rather than erasing perfection.	
					Kaushal both activity Family health handbook	Student will able to learn about the health taking the initiative part in home	First aid treatment	When will prepared home medicine	
10	February	19	19	4	• Face Study (Pencil Shading)	Identify and map the standard proportions of the human face (e.g., eyes on the midline).	Students follow a step-by-step guide to draw an egg-shaped head and divide it using horizontal and vertical guidelines for feature	A "Gallery Walk" at the halfway point for peer feedback on proportion accuracy.	HW

							placement.		
					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.	
					Portrait (Transparency 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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 JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP Syllabus Bifurcation: 2026-27 Subject: Art 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	4	Elements of Art	Identify and define all seven	Create a mini-accordion book where each page is	"Exit Tickets" where students must identify	HW