



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: English

Class:X

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	F-1: A Letter to God	<p><b>Identify and explain</b> the central theme.</p> <p><b>Summarize</b> the main events and character actions.</p> <p><b>Understand</b> and use key vocabulary (e.g., "ox of a man," "downpour," "locusts").</p> <p><b>Analyze</b> the character of <b>Lencho</b>.</p> <p><b>Understand</b> the role of the postmaster &amp; other secondary characters.</p>	<p><b>Art Integration:</b> Draw or paint <b>Lencho's house on the hill, the storm, or the post office scene.</b></p> <p>*Write a diary entry from <b>Lencho's</b> point of view after he receives the letter.</p> <p>*Comprehension Quiz Vocabulary Match / Cloze Test</p>	<p><b>Think-Pair-Share Method:</b> Pose a question like "<i>Why do you think Lencho trusted God so deeply?</i>" <b>Strategy:</b> Students think individually, then discuss with a partner, and finally share with the class.</p>	
2	April	15	15	2	P-1: Dust of Snow	<p><b>Comprehend and interpret</b> the literal and symbolic meaning</p> <p><b>Identify and analyze</b> literary devices used (e.g., symbolism, imagery, rhyme)</p>	<p><b>Think-Pair-Share:</b> Students discuss the symbolic meaning of the crow and the hemlock tree.</p> <p><b>Quick Write:</b> "Describe a small moment that</p>	<p>*<b>Interactive Reading</b></p> <p>* <b>Discussion-Based Learning.</b></p> <p>*<b>Experiential Learning:</b> Nature walk (if possible), Ask students to observe how their mood shifts with surroundings.</p>	

						<p>scheme).  <b>Reflect on the theme</b> of how small incidents can have a big impact on our mood and perspective.  <b>Express personal responses</b> and connect with the poem's theme.</p>	<p>changed your day."  <b>Quiz:</b> Multiple-choice or short-answer questions on theme, tone, and literary devices.</p>		
3	April	15	1 5	2	P-2: Fire and Ice	<p><b>Interpret</b> the symbolic meaning of "fire" (desire) and "ice" (hatred).  <b>Understand</b> abstract ideas like human emotions, destruction, and consequences.  <b>Identify</b> and analyze literary devices.  <b>Develop</b> personal response to philosophical and moral themes.  <b>Foster</b> discussion on how emotions can lead to societal or personal downfall.</p>	<p><b>*Short answer questions</b> on theme and symbolism.  <b>*MCQ quiz</b> based on poetic devices and tone.  <b>*Class discussion:</b> Which is more dangerous—desire or hatred? Justify.  <b>*Reflective paragraph:</b> Relate the theme to a real-life incident or observation.</p>	<p><b>*Close reading</b> and line-by-line analysis  <b>*Think-Pair-Share:</b>  <b>*Debate format:</b> Fire vs Ice—Which causes more destruction?  <b>* Mind map creation:</b> Emotions linked with fire (desire) and ice (hatred).</p>	
4	April	15	1 5	4	G-1: Sub Verb Agreement	<p><b>Identify</b> and apply correct subject-verb agreement in sentences.  <b>Recognize</b> subject-verb agreement rules for singular/plural nouns and pronouns.  <b>Understand</b> special</p>	<p><b>Fill-in-the-blanks</b> exercises with appropriate verb forms.  <b>Sentence correction</b> tasks identifying and fixing subject-verb errors.  <b>Grammar quiz</b> on rules and</p>	<p><b>Rule chart creation</b> in class collaboratively (visual summary of rules). <b>Sentence sorting activity:</b> Students sort correct/incorrect sentences <b>Pair work drills:</b> Students complete worksheets in pairs and explain reasoning.</p>	

						cases (e.g., collective nouns, indefinite pronouns, either/or). <b>Use correct verb</b> forms in writing and speaking. <b>Edit</b> and correct grammatical errors.	exceptions. <b>Worksheet on tricky subject-verb pairings</b> (e.g., each/every, either/neither).		
5	April	15	1 5	4	<b>F-2: Nelson Mandela</b>	<b>Understand</b> the historical and political context of apartheid in South Africa. <b>Identify</b> autobiographical elements and appreciate the narrative voice. <b>Analyze</b> Mandela's values such as courage, freedom, and forgiveness. <b>Interpret</b> the tone, mood, and message of the text. <b>Develop</b> empathy and awareness of global human rights movements.	<b>Diary entry</b> as Nelson Mandela on the day of his inauguration. <b>Freedom Tree activity:</b> Students write what freedom means to them on leaves. <b>Character collage:</b> Create a visual board of Mandela's traits using quotes/images. <b>Speech writing:</b> Compose a short speech on "The Importance of Equality."	<b>Multimedia Integration:</b> Show clips from Mandela's speeches or documentaries. <b>Timeline creation:</b> Students plot Mandela's life and major events in South Africa. <b>Jigsaw strategy:</b> Groups study different aspects (e.g., Mandela's childhood, prison years, presidency) and share.	
6	June	24	2 4	3	<b>Wr-2: Formal Letter Writing</b>	<b>Understand</b> the format and structure of a formal letter <b>Learn</b> to express concerns, requests, or ideas in a formal, polite, and clear manner. <b>Practice</b> writing formal letters for various purposes <b>Develop</b> coherence	<b>Write a formal letter</b> on a given topic <b>Peer review:</b> <b>Role play:</b> Write a letter to a company <b>Format and grammar quiz:</b> <b>Letter editing:</b> Students receive a letter with errors to correct based on a checklist.	<b>Real-life application:</b> Use a scenario (e.g., writing to a company for an internship or scholarship) to make the lesson relatable. <b>Letter analysis:</b> Identify formal language and structure in letters from newspapers, official documents, or real-world examples.	<b>12 June 2026</b> <b>2<sup>nd</sup> WEEKLY TEST:</b> <b>F-1: A Letter to God</b> <b>P-1: Dust of Snow</b> <b>P-2: Fire &amp; Ice</b> <b>F-2 : Nelson Mandela</b> <b>Gr: Subject-Verb Agreement</b>

						in the organization of ideas <b>Apply</b> correct grammar, spelling, punctuation, and formatting.	<b>Rubric-based assessment:</b>	
7	June	24	2 4	4	<b>Gr-2: Tenses</b>	<b>Identify</b> the different types of tenses (present, past, future). <b>Differentiate</b> between simple, continuous, perfect, and perfect continuous tenses. <b>Form</b> correct sentences using appropriate tenses. <b>Apply</b> the correct tense in given contexts, both in written and spoken forms. <b>Correct</b> tense errors in given texts.	<b>Formative (during lessons)</b> - MCQs on tense usage - Fill-in-the-blanks - Sentence correction - Verb tense sorting activity <b>Summative (after unit)</b> Written test with mixed exercises Paragraph writing using various tense Oral presentation using target tenses <b>Tense Transformation Activity:</b> Give a sentence in one tense and ask students to rewrite it in another.	<b>Inductive Grammar Teaching Method:</b> Instead of directly teaching the rules, present several examples and guide students to <i>discover</i> the rules themselves. <b>Error Analysis Method:</b> Give students a passage filled with tense mistakes. Let them identify and correct the errors. <b>Direct method &amp; Grammar Translation Method</b>
8	June	24	2 4	3	<b>P-3: A Tiger in the Zoo</b>	<b>Comprehend and interpret</b> the poem's content and central theme. <b>Analyze the contrast</b> between the tiger in the wild and the tiger in the zoo. <b>Identify and appreciate</b> poetic devices. <b>Develop empathy</b> towards animals and understand the	Assignment: Animals in Captivity (For Zoo: Roles of Zoo-conservation, research, education and recreation/ Against Zoo. <b>Poster-making on Wildlife Conservation or Free the Wild.</b>	<b>Blended Learning:</b> Use an online tool (like Padlet or Jamboard) <b>Graphic Organizers:</b> Use T-charts or Venn diagrams. <b>Art Integration (Visual Learning)</b> Activity: Ask students to draw two halves of a tiger — one in the zoo and the other in the wild.

						importance of wildlife conservation.			
9	June	24	2 4	3	S-1: A Triumph of Surgery	<p>Comprehend the storyline, characters, and moral of the story. <b>Analyze</b> the character traits of Tricki, Mrs. Pumphrey, and Dr. Herriot. <b>Understand</b> the theme of responsible pet ownership and overindulgence. <b>Appreciate</b> the author’s humorous style and narrative techniques. <b>Identify</b> literary elements.</p>	<p><b>MCCs/Short Answer Questions</b> to check comprehension.  <b>True or False Statements</b> (e.g., Tricki was taken to the hospital for surgery – T/F?)  <b>Match the Character Trait</b> to the Character.  <b>Character Sketch:</b>  <b>Creative Writing:</b> diary entry  <b>Role Play</b></p>	<p><b>Storytelling Approach</b> Narrate the story with voice modulation, pausing to explain humorous and dramatic moments.  <b>Discussion Method</b> <b>Hold a discussion on:</b> “Was surgery actually performed?” “Is overfeeding a form of love or carelessness?”</p>	
10	June	24	2 4	3	S-2: The Thief’s Story	<p>Comprehend the storyline, setting, and character dynamics. <b>Analyze</b> the transformation of the narrator (the young thief).</p> <p><b>Interpret</b> the theme of trust, kindness, and the possibility of change.</p> <p>*<b>Identify</b> literary elements such as first-person narration, conflict, and irony.  *<b>Express</b> opinions</p>	<p><b>Short Answer Questions:</b> Based on plot and character traits.  <b>Vocabulary Matching:</b> Words like <i>flattery</i>, <i>modestly</i>, <i>temptation</i>.  *<b>Fill in the Blanks / True or False Statements</b> for comprehension check.  <b>Character Sketch:</b> Write a descriptive paragraph on Anil or the thief.  <b>Diary Entry:</b> From the thief’s point of view the night he</p>	<p><b>Narrative Retelling &amp; Story Mapping</b> Use a story map (beginning – middle – climax – resolution) to visually chart the sequence. <b>Think-Pair-Share Question:</b> “What would you do if you were in the thief’s position?”  <b>Blended Learning:</b> Use <b>multimedia</b> (short animations, Ruskin Bond interviews) to deepen context. Use <b>online tools</b> like Jamboard, Padlet, or Google Slides for group collaboration.</p>	

						on morality and the power of forgiveness. <b>*Enhance language skills</b> like vocabulary, sentence construction, and critical writing.	decided not to rob Anil.		
11	June	24	2 4	3	<b>S-3: The Midnight Visitor</b>	<b>Comprehend</b> the plot, setting, and characters in <i>The Midnight Visitor</i> . <b>Analyze</b> the traits and actions of the protagonist Ausable and compare him with Fowler. <b>Understand</b> the use of irony and surprise in the story. <b>Interpret</b> the theme of intelligence over physical strength.	<b>Comprehension Check (Formative):</b> Short-answer questions (e.g., Why was Fowler disappointed when he met Ausable?). True or False / Fill in the blanks. <b>Creative Writing:</b> Rewrite the story from Fowler's or Max's point of view.	<b>Storytelling &amp; Narration:</b> Teacher narrates the story with voice modulation and dramatic pauses. <b>Think-Pair-Share:</b> For students to reflect on why Ausable didn't match Fowler's expectations.	
12	June	24	2 4	3	<b>F-3(I): Two Stories about Flying (His first flight)</b>	<b>Understand and compare</b> the themes of courage, fear, and the unknown in both stories. <b>Analyze</b> the emotional journey and character development <b>Identify and interpret</b> literary devices <b>Draw parallels</b> between fictional scenarios and real-life	<b>Assignment:</b> Collect stories about through famous personalities <b>Timeline Activity:</b> Arrange events from each story in order. <b>Diary Entry:</b> From the perspective of the young seagull From the perspective of the narrator.	<b>Think-Pair-Share</b> "What was the biggest challenge faced by each character?" <b>Literary Device Hunt &amp; Value-Based Teaching</b> Discuss real-life situations of overcoming fear	

						experiences of fear and bravery.			
13	June	24	24	2	F-3(II) Black Aeroplane	<p><b>Summarize</b> the story and sequence key events.</p> <p><b>Identify</b> the main theme(s): mystery, decision-making, and courage.</p> <p><b>Interpret</b> the symbolic meaning of the "Black Aeroplane."</p> <p><b>Analyze</b> the protagonist's emotional journey and decisions.</p> <p><b>Explore</b> character development and the story's climax.</p>	<p><b>MCQs/Short Answer Questions:</b> Based on plot, characters, and vocabulary.</p> <p><b>Written Assignment:</b> Paragraph on the theme of mystery or an alternate ending. <b>Group quiz competitions</b> or crossword puzzles</p>	<p><b>Story Reconstruction:</b> Scramble events and let students re-order them logically.</p> <p><b>Collaborative Learning &amp; Jigsaw reading:</b> Different groups focus on different paragraphs and summarize to the class.</p>	
14	July	26	20	2	P-4-How to tell wild animals	<p><b>Identify and describe</b> various wild animals mentioned in the poem using clues from the text.</p> <p><b>Interpret literary devices</b> (like humor, rhyme, and personification) used in the poem.</p> <p><b>Analyze the theme</b> of the poem and the poet's use of irony and exaggeration.</p> <p><b>Develop vocabulary</b> related to animals and poetic language. <b>(Cross-Curricular Approach Science Link:</b></p>	<p><b>Oral Q&amp;A / Class Discussion:</b> Identify animals and justify the identification based on poem descriptions.</p> <p><b>Worksheet / Quiz:</b> Match animals to their descriptions.</p> <p><b>Multiple choice</b> questions on figures of speech, rhyme scheme, tone, etc.</p> <p><b>Group Presentation:</b> Students work in groups to research one animal from the poem and present interesting facts alongside the</p>	<p><b>Art Integration Drawing &amp; Illustration:</b> Ask students to draw the animals based on the humorous descriptions in the poem.</p> <p>Poster-Making: Create a "Wild Animals Warning Poster"</p> <p>Environmental Education: Briefly touch on wildlife conservation and why it's important to protect these animals.</p>	<p><b>Periodic Test 1: (7 July to 13 July 2026)</b></p> <p><b>Portion: F-1: A Letter to God</b></p> <p><b>F-2: Nelson Mandela</b></p> <p><b>F-3(I): Two Stories about Flying-The Black Aeroplane &amp; His first flight</b></p> <p><b>P-1: Dust of Snow</b></p> <p><b>P-2: Fire &amp; Ice</b></p> <p><b>P-3: A Tiger in the Zoo,</b></p> <p><b>Grammar:</b></p> <p><b>1. Subject Verb Agreement and</b></p> <p><b>2. Tenses</b></p>

						Discuss real-life facts about the animals after reading each stanza. <b>Geography Link:</b> Mark the native regions of each animal on a map.)	poet's humorous take.		
15	July	26	20	2	P-5: The Ball Poem	<p><b>Understand the theme</b> of loss, growing up, and accepting reality.</p> <p><b>Analyze poetic devices</b> such as imagery, symbolism, and tone. <b>Identify</b> the mood and emotional progression of the speaker.</p> <p><b>Relate</b> the poem's message to real-life experiences of loss and maturity.</p> <p><b>Interpret the symbolism</b> of the ball and how it represents deeper emotional ideas.</p>	<p><b>Short Answer Questions:</b></p> <p><b>Literary Device Hunt:</b> Find examples of imagery, metaphor, or personification in the poem.</p> <p><b>MCQ/Quiz:</b> Vocabulary and poetic devices from the poem.</p> <p><b>Creative Expression:</b> Create a drawing or poem that shows the theme of loss and acceptance.</p>	<p>1. Guided Reading &amp; Annotation 2. Role Play / Dramatic Monologue</p> <p><b>Think-Pair-Share</b> Think: What does losing a ball teach us about life? <b>Pair:</b> Discuss with a partner. <b>Share:</b> Share insights with the class.</p> <p><b>Multimedia Approach</b> Play a short video or animation depicts a child losing something meaningful.</p>	
16	July	26	20	4	F-4: From the Diary of Anne Frank	<p><b>Understand the historical and emotional context</b> of Anne Frank's life and her diary entries.</p> <p><b>Appreciate the power of personal writing</b> in expressing thoughts, emotions, and</p>	<p><b>Comprehension Questions</b></p> <p><b>Diary Entry Activity:</b></p> <p><b>Character Sketch:</b> Write a short paragraph about Anne Frank's personality based on the chapter.</p> <p><b>MCQ / Vocabulary Quiz</b></p>	<p><b>Multimedia Integration</b> Show a short documentary clip or animation about Anne Frank (age-appropriate). Show real images of the Anne Frank House in Amsterdam</p> <p><b>Inquiry-Based Learning (IBL)</b></p>	

						<p>experiences. <b>Identify key themes</b> such as war, fear, hope, loneliness, and the importance of friendship. <b>Analyze the tone and style</b> of Anne’s writing. <b>Reflect on the value of freedom, peace, and resilience</b> in difficult times.</p>	<p>Timeline Visualization detailed timeline of events from Anne’s life using visuals and quotes from her diary</p>		
17	July	26	20	3	S-4-A Question of Trust	<p>Understand the theme of <b>trust, deception, and intelligence</b>. Analyze characters (Horace Danby and the lady) and their motives. Identify elements of a <b>short story</b> (plot, twist, characterization). Develop <b>critical thinking and inferential skills</b>. Enhance <b>reading comprehension and vocabulary</b>. Express ideas through <b>discussion and creative writing</b>. Reflect on <b>moral values and decision-making</b>.</p>	<p>Short Answer Questions / Worksheet <b>Character Analysis Group Discussion / Debate</b> “Did Horace deserve to be caught?” “Was the lady thief worse than Horace?” Vocabulary Quiz</p>	<p><b>Story Mapping / Plot Diagram</b> Use a visual organizer to break the story into exposition, rising action, climax, falling action, and resolution. <b>Art Integration</b> Students illustrate a scene from the story.</p>	
18	July	26	20	3	Wr-4 Letter of complaint (official)	<p>Students will be able to: Understand the</p>	<p><b>Drafting Letter + Peer</b></p>	<p><b>Guided Writing</b> Write the first letter together as a class (model writing). Gradually give students</p>	

					<p><b>Letter of complaint (business)</b></p> <p>format and structure of formal complaint letters. Differentiate between official and business letters. Use appropriate formal tone and language. Organize ideas logically (introduction, problem, action requested). Develop effective written communication skills. Apply writing skills to real-life situations.</p>	<p><b>Assessment</b> Students write a complaint letter and exchange for feedback. <i>Assessment:</i> Format, tone, clarity</p> <p><b>Case-Based Writing Task</b> Write a letter based on a real-life situation (defective item/civic issue). <i>Assessment:</i> Application and problem-solving</p> <p><b>Error Correction Activity</b> Identify and correct mistakes in a poorly written letter. <i>Assessment:</i> Understanding of format and language</p>	<p>write independently</p> <p><b>Digital Integration</b> Use email templates to practice Teach netiquette (email tone, subject line, etc.).</p>	
19	July	26	20	2	<p><b>F-5-Glimpses Of India- i. A Baker from Goa</b></p> <p>Students will be able to: Understand the Goan baking tradition and Portuguese influence. Analyze the role of the baker in Goan</p>	<ul style="list-style-type: none"> <li><b>Descriptive Writing + Assessment</b> Describe a traditional occupation. <i>Assessment:</i> Content,</li> </ul>	<p><b>Reciprocal Teaching Method:</b> In this strategy, students take turns playing the role of the teacher. After reading a section of the text, one student summarises it, asks questions, and helps peers with clarifications. <b>Gamification / Quiz-Based Learning Method:</b></p>	

						<p>society. Identify themes of tradition, culture, and occupation. Develop reading comprehension and descriptive skills. Appreciate the importance of preserving cultural heritage.</p>	<p>clarity, expression</p> <ul style="list-style-type: none"> <li>• <b>Case-Based Question + Response</b> Analyze how traditions survive in modern times. <i>Assessment:</i> Application and reasoning</li> <li>• <b>Presentation + Evaluation</b> Short talk on Goan culture. <i>Assessment:</i> Understanding and communication</li> </ul>	<p><b>Use of Multimedia (Videos/Podcasts)</b></p>	
20	July	26	20	2	F-5-Glimpses Of India-ii. Coorg	<ul style="list-style-type: none"> <li>• Understand the <b>geographical and cultural features of Coorg.</b></li> <li>• Appreciate <b>natural beauty and biodiversity.</b></li> <li>• Identify themes of <b>nature, heritage, and bravery.</b></li> </ul> <p>Develop <b>descriptive and analytical skills.</b></p>	<ul style="list-style-type: none"> <li>• <b>Travel Description + Assessment</b> Describe Coorg as a tourist destination. <i>Assessment:</i> Expression and content</li> <li>• <b>Poster Making + Evaluation</b> Create a poster on Coorg's beauty. <i>Assessment:</i> Creativity and understanding</li> <li>• <b>Case-Based Response + Reasoning</b> Choose Coorg for a</li> </ul>	<p><b>Reciprocal Teaching Method:</b> In this strategy, students take turns playing the role of the teacher. After reading a section of the text, one student summarises it, asks questions, and helps peers with clarifications. <b>Gamification / Quiz-Based Learning Method:</b></p> <p><b>Use of Multimedia (Videos/Podcasts)</b></p>	

							trip and justify. <i>Assessment:</i> Application and logic		
21	July	26	20	2	F-5-Glimpses Of India- iii. Tea from Assam	<p><b>Understand</b> the cultural diversity and heritage of India</p> <p><b>Identify and describe</b> the main ideas, themes, and settings.</p> <p><b>Practice critical thinking</b> by analyzing the different perspectives of people from various parts of India.</p> <p><b>Appreciate the significance of unity in diversity</b> within India.</p> <p><b>Prepare</b> an Itinerary of your visit to a heritage site of India you visited as a part of Field Trip /Family Tour(Trip/Visit)</p>	<p><b>Comprehension</b> Questions Summary <b>Writing Task</b> <b>Debate / Discussion</b> <b>Topic:</b> "Unity in diversity is India's strength." <b>Assignment:</b> Collect information/ Pictures and write about any three unique and important monuments /tourist places/ festivals of India and one local monument/ tourist place /festival.</p>	<p><b>Reciprocal Teaching Method:</b> In this strategy, students take turns playing the role of the teacher. After reading a section of the text, one student summarises it, asks questions, and helps peers with clarifications. <b>Gamification / Quiz-Based Learning Method:</b> <b>Use of Multimedia (Videos/Podcasts)</b></p>	
	August	20	2	5	G-3-Reported speech, commands, requests, statements, questions	<p>Students will be able to:</p> <p>Understand the rules of <b>direct and indirect speech.</b> Convert <b>statements, questions, commands, and requests</b> accurately. Identify</p>	<p><b>Dialogue Conversion + Assessment</b> Convert a given conversation into reported speech. <i>Assessment:</i> Accuracy and understanding</p> <p><b>Role Play + Evaluation</b></p>	<p>Inductive Method (Learning by Discovery) Story Conversion Take a short story or a scene from a textbook (like <i>Mijbil the Otter</i>).</p> <p>News Report Activity <b>Turn students into "journalists."</b> Ask them to report on a school event, imaginary incident, or fairy tale <b>using reported speech.</b></p>	

					<p>changes in <b>tense, pronouns, and reporting verbs</b>. Use reported speech effectively in <b>real-life communication</b>. Develop <b>accuracy and clarity in written and spoken English</b>.</p>	<p>Students enact a situation and report each other's statements. <i>Assessment:</i> Fluency and correct usage</p> <p><b>Error Correction Task + Assessment</b> Identify and correct mistakes in reported speech sentences. <i>Assessment:</i> Concept clarity and application</p>		
<b>AUGUST</b>	<b>20</b>	<b>20</b>	<b>2</b>	<b>2</b>	<p><b>WR: Analytical paragraph</b></p> <p><b>Understand the concept of</b> analytical writing and how to present a clear argument supported by evidence. <b>Identify key components</b> of an analytical paragraph: topic sentence, evidence, analysis, and conclusion. <b>Construct a coherent analytical paragraph</b> by analyzing a specific topic, providing relevant evidence, and explaining its significance. <b>Use formal academic language</b></p>	<p><b>Paragraph Writing Exercise:</b> Students write an analytical paragraph on a given topic or text, demonstrating structure and reasoning. Assesses writing skills, coherence, and evidence-based analysis. <b>Multiple Choice Quiz on Writing Concepts:</b> A quiz testing understanding of analytical writing elements (e.g., topic sentence, evidence, interpretation). Assesses factual understanding of</p>	<p><b>Task-Based Learning (TBLT):</b> Students engage in tasks such as analyzing a text or argument, writing a paragraph based on their analysis, and revising their work. <b>Process Writing Approach:</b> Emphasize drafting, revising, and editing. <b>Explicit Instruction:</b> Provide direct instruction on the components of an analytical paragraph (e.g., topic sentence, evidence, analysis) before students begin writing. <b>Genre-Based Approach</b></p>	

					<p>appropriate for analytical writing, including linking words, cohesive devices, and subject-specific vocabulary.</p> <p><b>Analyze texts critically</b> and formulate an argument based on textual evidence, demonstrating a deeper understanding of the material.</p> <p><b>Revise and refine written work</b> by identifying and correcting errors</p>	<p>analytical writing structure.</p>		
<b>August</b>	<b>20</b>	<b>20</b>	<b>2</b>	<b>2</b>	<p><b>Gr-4: Modals</b></p> <p><b>Students will be able to:</b></p> <p><b>Understand</b> the use of modals (can, could, may, might, must, have to, should, etc.).</p> <p><b>Differentiate</b> between obligation, permission, possibility, ability, and advice.</p> <p><b>Use modals</b> appropriately in spoken and written communication.</p> <p><b>Identify errors and apply</b> correct modal usage in context.</p>	<p>Role Play + Assessment Situations like asking permission, giving advice.</p> <p>Assessment: Fluency and correct usage Error Correction Task + Evaluation Identify and correct wrong modal usage.</p> <p>Assessment: Accuracy and understanding Dialogue Writing + Assessment Write a short conversation using different modals.</p> <p>Assessment:</p>	<p><b>Focus on Form (FoF), Inductive Teaching: Contextualized Learning:</b> Introduce modal verbs through real-life contexts such as making requests, giving advice, or asking for permission.</p> <p><b>Direct Method</b></p>	

						Develop functional grammar skills for real-life situations.	Application and clarity		
21	August	20	20	2	F-6-Mijbil the Otter	<p>Explore the emotional connection between Gavin Maxwell and Mijbil.</p> <p><b>Identify the key themes</b> of the story</p> <p><b>Describe the character of Mijbil</b> and the narrator</p> <p><b>Discuss</b> the importance of empathy.</p> <p><b>Identify</b> how vivid descriptions bring characters and events to life.</p> <p><b>Reflect</b> on how both the author and the otter adapt to new environments and experiences.</p> <p><b>Recognize</b> the adventurous spirit in bringing and raising an exotic animal.</p>	<p><b>Descriptive Writing + Assessment</b> Describe Mijbil or any pet. <i>Assessment:</i> Expression, clarity, creativity</p> <p><b>Role Play + Evaluation</b> Enact interaction between narrator and Mijbil. <i>Assessment:</i> Understanding and expression</p> <p><b>Case-Based Response + Reasoning</b> Suggest how to care for a wild animal/pet. <i>Assessment:</i> Application and awareness</p>	<p><b>*Think-Pair-Share</b> reflect on the narrator’s feelings and Mijbil’s behavior.</p> <p><b>*Close Reading</b> students analyse specific sections.</p> <p><b>*Storytelling Approach</b> Cross-Curricular Connections</p> <p><b>*Science:</b> Talk about animal behavior, habitat, and species conservation</p> <p><b>*Geography:</b> Trace the journey from Iraq to London on a map.</p> <p><b>*Moral Science:</b> Discuss kindness to animals and responsibility as pet owners.</p>	
22	August	20	20	3	S-5: Footprints Without Feet	<p><b>Understand the plot</b> and sequence of events in the story of the invisible man.</p> <p><b>Analyze the character</b> of Griffin.</p> <p><b>Explore themes</b> such as misuse of science, invisibility, and consequences of immoral</p>	<p>Comprehension Questions</p> <p><b>Character Sketch</b> Task: Write a short character analysis of Griffin, citing evidence from the text.</p> <p><b>Story Map / Flowchart</b> Map the sequence of events in the</p>	<p><b>Bloom’s Taxonomy-Based Questioning</b> CLIL (Content and Language Integrated Learning) Integrate science concepts (e.g., invisibility, optics, or the ethics of experimentation) <b>RAFT Writing Strategy</b></p> <p><b>Role – Audience – Format – Topic</b>                      <b>Role:</b> Griffin</p> <p><b>Audience:</b> A group of young scientists    <b>Format:</b> Speech</p>	

						behavior. <b>Improve vocabulary</b> using new words from the text in context. <b>Express personal opinions</b> on ethical aspects of scientific discoveries.	story <b>Creative Writing</b> Write a diary entry from Griffin’s point of view OR a police report about the strange events in the town.	<b>Topic:</b> “Why I chose invisibility – My regrets and lessons learned.”	
	<b>AUGUST</b>	<b>20</b>	<b>20</b>	<b>6</b>	<b>REVISION FOR TERM 1 EXAMS</b>				<p><b>Term 1 Exams (1 September 2025- 11 September 2025) &amp; portions are First Flight (Chapter 1- 5 &amp; Poems 1-5) Footprint Without Feet (Ch 1-5)</b></p> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>1. Subject verb agreement</li> <li>2. Tenses</li> <li>3. Modals</li> <li>4. Reported Speech</li> <li>5. Wr: Letter to the Editor &amp; Complaint</li> <li>6. Wr: Analytical Paragraph Writing</li> </ol>
	<b>SEPTEMBER</b>	<b>22</b>	<b>13</b>		<b>TERM 2 Session Starts form Sep 14 2026</b>				
<b>23</b>	<b>SEPTEMBER</b>	<b>22</b>	<b>13</b>	<b>3</b>	<b>S-6-The Making of a Scientist</b>	<b>Grasp</b> the journey of Richard Ebright and the factors contributed to his	Mix of MCQs, short answers, and long-form questions Match-the-column,	<b>Interactive Reading, Real-Life Connection , Inquiry-Based Learning &amp; Inspiration Board:</b> Display a	

						<p>success.  <b>Identify</b> the role of curiosity, perseverance, and guidance in shaping a scientist.  <b>Reflect</b> on the importance of nurturing curiosity and dedication.  <b>Discuss</b> the role of mentorship and self-motivation</p>	<p>fill-in-the-blanks, and sentence formation using key words from the story.  Create a timeline of Richard Ebright’s journey from childhood to becoming a scientist.</p>	<p>board with quotes, images, and names of famous scientists and their traits.  (Create a poster on “Qualities of a Successful Scientist.”)</p>	
24	SEPTEMBER	22	1 3	2	P-6-Amanda	<p><b>Understand</b> the contrasting voices in the poem — the adult’s constant instructions and <b>Identify</b> the central theme of childhood freedom vs. parental control.  <b>Recognize and explain</b> poetic devices  <b>Reflect</b> on the emotional needs of children and how excessive control affects their mental state.  <b>Discuss</b> the balance between guidance and freedom in parenting.</p>	<p><b>Poetry: Comprehension Worksheet:</b> MCQs, reference-to-context questions, and short answer questions.  <b>Identify and label poetic devices</b>    <b>Interactive Poll:</b>A students: “Have you ever felt like Amanda? What did you do?” Use the results for reflection and class discussion.</p>	<p><b>Read-Aloud &amp; Dramatic Reading: Role Play / Skit:</b> Enact a short skit where Amanda expresses her thoughts vs. the adult's commands.  <b>Mind Mapping:</b> Create a visual map of Amanda’s thoughts and the adult’s instructions.  <b>Discussion Circles:</b> groups to discuss their own experiences with discipline.</p>	
26	SEPTEMBER	22	1 3	2	F-7-Madam rides the bus	<p>Students will be able to: Understand the theme of childhood curiosity, independence, and courage.  Analyze the character of Valli</p>	<p>Character Diary + Assessment  Write a diary entry as Valli after her journey.  Assessment: Understanding, creativity,</p>	<p><b>Storytelling Method Hot-Seating Activity:</b> A student plays Valli, while classmates ask her questions about her journey, emotions, and what she learned.  <b>Mind Mapping:</b> Create a mind map of Valli’s traits, motivations, challenges, and realizations.</p>	

						<p>and her decision-making skills. Identify elements of narrative writing and realistic fiction. Develop reading comprehension and inference skills. Reflect on values like confidence, responsibility, and awareness. Express ideas through analytical and creative responses.</p>	<p>expression Decision Analysis Task + Evaluation Analyze Valli's choices with reasons (right/wrong). Assessment: Critical thinking and reasoning Dialogue Writing + Assessment Create a conversation between Valli and her mother. Assessment: Application and language use</p>	<p><b>Think-Pair-Share:</b> reflect on a time they felt independent &amp; share with a partner, and then with the class. <b>Role Play method</b></p>	
	SEPTEMBER	22	1 3	2	P-7-Trees	<p><b>Understand</b> the central idea of the poem. <b>Identify</b> the speaker's tone and the contrast between the confined indoor space and the natural outdoor world. <b>Reflect</b> on the importance of trees <b>Understand</b> the metaphor of trees as a representation of freedom, resistance, and the power of nature.</p>	<p><b>Write</b> a paragraph or poem about the role of trees in one's life. Draft a letter to a local official urging tree preservation or urban green spaces. <b>MCQs and short-answer questions</b> <b>PosterMaking:</b> Theme: "Save Trees, Save Life"</p>	<p><b>Think-Pair-Share, Digital Integration (Padlet/Google Jamboard)</b> Create a virtual board where students post: "What does this line mean to me?" "How does this poem relate to modern environmental issues?"</p>	

29	September	22	1 3	3	S-7: The Necklace	<p>Understand the <b>plot, setting, and characters</b>, especially the transformation of Madame Loisel. <b>Identify</b> the <b>twist ending</b> and its irony. <b>Grasp</b> the <b>theme of vanity, pride, class disparity</b>, and the consequences of choices. <b>Reflect</b> on materialism vs. contentment. <b>Evaluate</b> the role of honesty, communication, and self-perception in real life.</p>	<p>Character Sketch + Assessment Write a detailed character sketch of Matilda. Assessment: Understanding, textual evidence Theme-Based Writing + Evaluation Explain the central idea of the story. Assessment: Interpretation and clarity Situation-Based Response + Assessment Suggest what Matilda should have done differently. Assessment: Application and reasoning</p>	<p><b>Art Integration:</b> Students draw Mme. Loisel before and after her transformation <b>Real-Life Connection: Fishbowl Discussion</b> Inner circle discusses: <i>“Was the necklace worth ten years of misery?”</i> Outer circle observes, takes notes, and then switches roles.</p>	
	September	22	1 3	1	P-8-Fog	<p><b>Understand</b> the central idea and theme of the poem. <b>Recognize</b> poetic devices like metaphor, imagery, and personification. <b>Identify</b> the structure and style of free verse poetry. <b>Appreciate</b> the poem’s subtlety, simplicity, and deeper</p>	<p><b>*Comprehension Questions</b> <b>*Poetic Device Identification</b> <b>Visual Interpretation</b> <b>*Draw or describe</b> what the “cat-like” fog might look like sitting on the city.</p>	<p><b>Experiential Learning</b> <b>Guided Discussion</b> Use open-ended questions like: Why do you think the poet compares fog to a cat? What mood does the poem create?</p>	

						meanings. <b>Interpret</b> the symbolic comparison of fog to a cat. <b>Analyze</b> how nature is depicted.			
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Sl No.	Month	W D	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	October	21	21	4	G-5: Determiners	<p>Students will be able to:</p> <p>Understand the concept and types of determiners (articles, demonstratives, possessives, quantifiers, etc.).</p> <p>Use determiners appropriately in sentences and real-life contexts.</p> <p>Differentiate between similar determiners (e.g., some/any, much/many, few/little).</p> <p>Identify and correct errors related to determiners.</p> <p>Develop accuracy and clarity in written and spoken English.</p>	<p>Gap Filling Exercise + Assessment</p> <p>Fill in suitable determiners.</p> <p>Assessment: Accuracy and understanding</p> <p>Error Correction Task + Evaluation</p> <p>Identify and correct wrong usage.</p> <p>Assessment: Concept clarity</p> <p>Sentence Construction + Assessment</p> <p>Frame sentences using given determiners.</p> <p>Assessment: Application and clarity</p>	<p><b>Real-Life Objects Activity</b> Use classroom items for demonstratives: <i>This pen, that bag, these books, those shoes.</i></p> <p><b>Context-Based Learning</b> Show pictures and ask students to describe them using determiners: <i>There are some apples on that table.</i></p>	<p><b>WEEKLY TEST 11 on 16/October/ 2026</b></p> <p><b>Portion:</b></p> <p><b>S-7: The Necklace</b></p> <p><b>P- Fog</b></p> <p><b>Gr: Reported Speech</b></p>
2	October	21	21	3	F-8-The Sermon at Benaras	<p><b>Recall the context</b> of Gautama Buddha's first sermon and its significance.</p> <p><b>Understand</b> the universal truth of death and suffering.</p>	<p>Short answer/MCQs to test.</p> <p>Reflective Paragraph Writing</p> <p><b>Role Play / Dramatization</b> Enact</p>	<p><b>*Storytelling / Narrative Methodology</b></p> <p><b>*Discussion-Based Learning</b></p> <p><b>*Think-Pair-Share</b></p> <p><b>*Visual Aids &amp;</b></p>	

						<p><b>Develop</b> empathy, resilience, and a philosophical outlook towards life.</p> <p><b>Analyze</b> Buddha's response to suffering and its relevance in today's world.</p> <p><b>Compare</b> the reactions of ordinary people to loss versus the spiritual perspective.</p> <p><b>Relate</b> Buddha's teachings to real-life situations involving grief and acceptance.</p>	<p>the dialogue between Buddha and Kisa Gotami to internalize themes.</p> <p><b>Poster-making</b> on the Four Noble Truths.</p> <p><b>diary entry</b> from Kisa Gotami's perspective.</p>	<p><b>*Multimedia Text Annotation</b> Highlighting key phrases and noting interpretations in margins.</p>	
3	October	21	21	3	S-8-Bholi	<p><b>Understand</b> the plot, characters, and setting of the story.</p> <p><b>Learn</b> about the social issues</p> <p><b>Analyze</b> the use of characterization, contrast, and narrative techniques.</p> <p><b>Recognize</b> the importance of education and self-respect.</p> <p><b>Appreciate</b> the transformation of Bholi's character.</p> <p><b>Reflect</b> on societal norms and injustices.</p> <p><b>Evaluate</b> the role of education in empowering the underprivileged.</p>	<p><b>Character Sketch</b> Write a detailed character sketch of Bholi, comparing her before and after her transformation.</p> <p><b>Role Play</b> Enact the scene where Bholi refuses to marry Bishamber.</p> <p><b>Diary Entry</b> Write a diary entry from Bholi's point of view after she rejects the proposal.</p>	<p><b>Storytelling &amp; Dramatic Narration</b> Narrate Bholi's life using expressive tone and pauses to highlight emotions and key moments.</p> <p><b>Audio-Visual Aids</b> Show a short film or animated version of the story to enhance understanding</p>	
4	October	21	21	4	P-9-The Tale of Custard the Dragon	<p><b>Comprehend</b> the poem and retell the narrative in their own words.</p> <p><b>Identify</b> the poetic devices used (e.g., rhyme, repetition, irony).</p> <p><b>Analyze</b> the characters and their behavior in the</p>	<p>Oral Q&amp;A based on stanzas</p> <ul style="list-style-type: none"> <li>- MCQs or short-answer worksheet</li> <li>- Fill-in-the-blanks with rhyming words</li> <li>- Identify poetic devices</li> </ul>	<p><b>Narrative Approach:</b> Use storytelling to break down the plot and help students visualize the sequence of events.</p> <p><b>Communicative Approach</b> <b>Task based Approach:</b></p>	

					<p>context of bravery and fear.</p> <p><b>Interpret</b> the theme and message (real vs. perceived bravery). <b>Appreciate</b> humorous poetry and narrative style.</p> <p><b>Develop empathy</b> and understand human emotions through the character of Custard.</p>	<p>-Written character sketch of Custard</p> <p>- Reference-to-context (RTC) based questions</p> <p>- Long-answer: What message does the poet convey through this humorous ballad?</p> <p><b>Create posters</b> of the characters with their descriptions (e.g., "Brave but boastful" vs. "Timid but true").</p>	<p>Group tasks like making a bravery chart, acting out scenes, or creative writing.</p> <p><b>Integrated Skills Approach:</b> Combine listening (recitation), reading (poem), speaking (role play), and diary entries).</p>	
5	October	21	21	4	<p><b>F-9-The Proposal</b></p> <p><b>Comprehend</b> the main plot, characters, and themes of the one-act play.</p> <p><b>Analyze</b> the use of satire, irony, and humor to critique societal norms (e.g., marriage for convenience).</p> <p><b>Identify and explain</b> character traits and development of Lomov, Natalya, and Chubukov.</p> <p><b>Compare and contrast</b> the characters' perspectives and motives regarding marriage and land disputes.</p> <p><b>Interpret</b> the social commentary embedded in the play—such as critique of materialism and ego in relationships.</p> <p><b>Distinguish</b> between different tones (sarcastic, irritated, desperate, etc.) and how they affect the scene's impact.</p>	<p><b>Role-Play &amp; Character Analysis:</b> Students enact key scenes to explore character traits, conflicts, and humor.</p> <p>Assessment: Peer evaluation and teacher observation rubric.</p> <p><b>Storyboard / Comic Strip Creation:</b> Students illustrate scenes showing misunderstandings and resolutions.</p> <p>Assessment: Creativity, clarity, and plot accuracy.</p> <p><b>Reflective Journal / Letter Writing:</b></p>	<p><b>Interactive Reading Methodology:</b> Read aloud in parts; pause for comprehension, tone interpretation, and discussion.</p> <p><b>Think- Pair &amp; Share:</b> Students reflect, discuss in pairs, and share insights on themes/characters.</p> <p><b>Jigsaw Reading Strategy:</b> Divide the play into sections. Small groups become "experts" on one section, then teach it to others.</p>	

							Students write a diary entry or a letter from Lomov's or Natalia's perspective. Assessment: Expression, insight, and alignment with character's voice.		
6	October	21	21	3	P-10-Anne Gregory	<p><b>Understand</b> the central theme of superficial vs. true love.</p> <p><b>Interpret</b> the speaker's message using textual evidence.</p> <p><b>Analyze</b> the use of contrast (physical beauty vs. inner qualities). <b>Identify poetic devices</b></p> <p><b>Explore</b> the context of the poem as a dialogue and reflect on gender roles.</p> <p><b>Express personal opinions</b> about how physical appearance affects relationships. <b>Relate</b> the poem's message to contemporary society or personal experiences.</p>	<ul style="list-style-type: none"> <li>• <b>Role-Play &amp; Dialogue Performance:</b> Students act out critical scenes emphasizing humor, irony, and character dynamics.</li> <li>• <b>Character Map &amp; Analysis Chart:</b> Map each character's traits, motives, and relationships</li> <li>• <b>Reflective Letter / Diary Entry:</b> Write from Anne's or her father's perspective, reflecting on events, social expectation, and personal feelings.</li> </ul>	<p><b>Think-Pair-Share:</b> Discuss the meaning of love presented in the poem, then share with class.</p> <p><b>Task-Based Language Teaching (TBLT)</b></p> <p><b>Lexical Approach:</b> Focus on chunks of language (e.g., "true love," "yellow hair," "only love me for myself") and how they work together.</p> <p><b>Dictogloss Method:</b> Read the poem aloud at normal speed; students reconstruct it in pairs using their memory and discussion.</p>	
7	November	19	18	4	S-9-The Book that	<b>Recall</b> the key characters (e.g., Think-Tank, Noodle,	<b>MCQ/Comprehension Quiz/questionnaire</b>	<b>Lexical Approach:</b> Focus on <b>vocabulary</b>	

					<p><b>saved the earth</b></p> <p>Captain Omega) and major events in the play. <b>Identify and explain</b> the use of irony and humor, especially in the Martians' misinterpretation of Earth's literature. <b>Describe</b> how the Martians' perception of Earth was shaped by a book of nursery rhymes. <b>Analyze</b> the satire in the play and how it criticizes assumptions, arrogance, and miscommunication. <b>Infer</b> the deeper message of the play regarding the power of knowledge, literature, and imagination. <b>Compare</b> the Martians' view of Earth with what Earth is actually like, highlighting misunderstandings.</p>	<p><b>Character Diary Entries:</b> students write diary entries from the perspective of a character Have <b>Martian Report Card:</b> students write a "report card" for Earth as if they were Martian scientists, summarizing what they misunderstood about Earth.</p>	<p>chunks and expressions from the play (e.g., "nursery rhymes," "misunderstanding," "satirical") and teach students to use these in their own writing or speaking. <b>Task-Based Learning with Communicative Language Teaching and Project-Based Learning.</b> For example, students can work in groups to create a book that might save Earth, develop characters, and role-play their scenario in front of the class.</p>	
8	November	19	18	4	<p><b>W-4-Letter of an order &amp; Complaint/ editor (various sample letter writings)</b></p> <p><b>Understand</b> the purpose and format of a <b>Letter of Order</b>. <b>Identify</b> the essential components of a formal letter, including salutation, subject, order details, and closing remarks. <b>Write</b> a clear and concise <b>Letter of Order</b> to place an order for goods or services, following the correct format and tone. <b>Apply</b> appropriate language and vocabulary in the context of a business order <b>Demonstrate</b> proper etiquette in formal letter</p>	<p><b>Formal Letter Writing Exercise:</b> Students write their own <b>Letter of Order</b> to place an order for a product or service. Assesses writing skills, language usage, and format. <b>Fill-in-the-Blanks Activity:</b> Provide a partially filled-out <b>Letter of Order</b>, where students complete missing parts (e.g., product details, delivery instructions). Assesses knowledge</p>	<p><b>Direct Method:</b> Focus on speaking and writing skills by avoiding translation. Students directly practice formal language through role-play and writing exercises. <b>Process Writing Approach:</b> Focus on drafting, revising, and editing the Letter of Order. Allow students to go through multiple stages of writing and refine their letters. <b>Inductive Teaching Method:</b> Present a sample letter of order</p>	

					<p>writing, including polite requests, gratitude, and professionalism.</p> <p><b>Critique and revise</b> a sample Letter of Order by identifying errors</p> <p><b>Explain</b> the importance of maintaining professional communication in business transactions.</p>	<p>of structure and vocabulary.</p> <p><b>Letter Analysis Worksheet:</b> Students analyze a sample <b>Letter of Order</b> and identify errors.</p>	<p>with missing parts and let students <b>deduce the structure</b> and language from the examples, rather than explicitly teaching it.</p>	
09	November	19	18	4	<p><b>W-5-Analytical paragraph</b></p> <p><b>Understand the concept</b> of analytical writing and how to present a clear argument supported by evidence.</p> <p><b>Identify key components</b> of an analytical paragraph: topic sentence, evidence, analysis, and conclusion.</p> <p><b>Construct a coherent analytical paragraph</b> by analyzing a specific topic, providing relevant evidence, and explaining its significance.</p> <p><b>Use formal academic language</b> appropriate for analytical writing, including linking words, cohesive devices, and subject-specific vocabulary.</p> <p><b>Analyze texts critically</b> and formulate an argument based on textual evidence, demonstrating a deeper understanding of the material.</p> <p><b>Revise and refine written work</b> by identifying and correcting errors</p>	<p><b>Paragraph Writing Exercise:</b> Students write an analytical paragraph on a given topic or text, demonstrating structure and reasoning. Assesses writing skills, coherence, and evidence-based analysis.</p> <p><b>Multiple Choice Quiz on Writing Concepts:</b> A quiz testing understanding of analytical writing elements (e.g., topic sentence, evidence, interpretation). Assesses factual understanding of analytical writing structure.</p>	<p><b>Task-Based Learning (TBLT):</b> Students engage in tasks such as analyzing a text or argument, writing a paragraph based on their analysis, and revising their work.</p> <p><b>Process Writing Approach:</b> Emphasize drafting, revising, and editing.</p> <p><b>Explicit Instruction:</b> Provide direct instruction on the components of an analytical paragraph (e.g., topic sentence, evidence, analysis) before students begin writing.</p> <p><b>Genre-Based Approach</b></p>	
10	November	19	18	5	<p><b>Tenses &amp; Subject</b></p> <p><b>Revision for Pre- Board &amp; Board Exams</b></p>			

					Verb Concord				
11	Decem ber	25	15	15	Revision	Revision for Board Exams & Pre- Board Exams			<p>Pre- Board 1- from Dec 7 2026- Dec 18 2026</p> <p>First Flight (Chapter 1-9 &amp; Poems 1-10)</p> <p>Footprint Without Feet (Ch 1-9)</p> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Subject verb agreement</li> <li>2. Tenses</li> <li>3. Modals</li> <li>4. Reported Speech</li> <li>5. Determiners</li> <li>6. Wr: Letter to the Editor, Letter of Complaint, Order etc</li> <li>7. Wr: Analytical Paragraph Writing</li> </ol>
12	January	20	14	14	Revision	Revision & Pre- Board Exams			<p>Pre Board 2 -from January 2 2027- January 13 2027</p> <p>portions are</p> <p>First Flight (Chapter 1-9 &amp; Poems 1-10)</p> <p>Footprint Without Feet (Ch 1-9)</p> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1. Subject verb agreement</li> <li>2. Tenses</li> <li>3. Modals</li> <li>4. Reported Speech</li> <li>5. Determiners</li> <li>6. Wr: Letter to the Editor, Letter of Complaint, order etc</li> </ol>





JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Kannada (II Lang )

Class: X

SI No	Monh	W D	ID	No.of Perios	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	4+3+4+4=13	<p>ಪಾಠ - ೧ ವ್ಯಾಘ್ರಗೀತೆ</p> <p>ಪದ್ಯ -೧.ಸಂಕಲ್ಪಗೀತೆ</p> <p>ಪೂರಕ ಪಾಠ-1. ವಸಂತ ಮುಖ ತೋರಲಿಲ್ಲ</p>	<p>ಲೇಖಕರಾದ ಎ ಎನ್ ಮೂರ್ತಿರಾವ್ ಅವರ ಬಗ್ಗೆ ಸಂಕ್ಷಿಪ್ತವಾಗಿ ತಿಳಿಸುವರು*ವ್ಯಾಘ್ರಗೀತೆ ಪಾಠದ ಸಾರಾಂಶದ ಅರಿವನ್ನು ನೀಡುವರು. * ಮದಲಿಂಗನ ಕಣಿವೆಯಲ್ಲಿ ಬರುವಾಗ ಶಾನುಭೋಗರು ಏನೆಂದು ಯೋಚನೆ ಮಾಡಿಸುವರು ಎಂಬುವುದರ ಬಗ್ಗೆ ಮನನ ಮಾಡಿಸುವುದು* ಹುಲಿಯು ಹಿಂದಿನಿಂದ ಹಾರಿ ಕೊಲ್ಲದಿರಲು ಕಾರಣಗಳೇನು ಎಂಬುದನ್ನು ಮಕ್ಕಳು ಶಿಕ್ಷಕರಿಂದ ಅರಿತುಕೊಳ್ಳಲು ಪ್ರಯತ್ನಿಸುವರು.* ಎಎನ್ ಮೂರ್ತಿರಾಯರ ದೃಷ್ಟಿಯಲ್ಲಿ ಹುಲಿಯೂ ಭೇಟಿಯಾದವರ ಬಗ್ಗೆ ತಿಳಿದುಕೊಳ್ಳಲು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ತಿಳಿಸುವುದು * ಶಾನುಭೋಗರನ್ನು ರಕ್ಷಣೆ ಮಾಡಿದ್ದು ಖರ್ಬಿ ಪುಸ್ತಕವೇ ? ಅಥವಾ ಹುಲಿಯ ಧರ್ಮವೇ ? ಎಂಬುದರ ಬಗ್ಗೆ ಸಂಕ್ಷಿಪ್ತವಾಗಿ ತಿಳಿಸುವರು.</p> <p>* ಕವಿಗಳಾದ ಜಿಎಸ್ ಶಿವರುದ್ರಪ್ಪ ಅವರ ಪರಿಚಯ ಮತ್ತು ಪದ್ಯ ಭಾಗದ ಸಾರಾಂಶವನ್ನು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ತಿಳಿಸುವರು.* ಜೀವನದಲ್ಲಿ ಧನಾತ್ಮಕ ಭಾವನೆಯನ್ನು ಹಾಗೂ ದೃಢಸಂಕಲ್ಪನ ಹೇಗೆ ಹೊಂದಿರಬೇಕು ಎಂಬುದನ್ನರಿಯಲು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ತಿಳಿಸುವರು.* ಜೀವನದಲ್ಲಿ ಯಾವುದೇ ರೀತಿಯ ಸವಾಲುಗಳು ಎದುರಾದಾಗ ಆತ್ಮವಿಶ್ವಾಸದಿಂದ ಹೇಗೆ ಎದುರಿಸಬೇಕು ಎಂಬುದನ್ನು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ತಿಳಿಸುವರು*.</p> <p>ಕವಿಗಳಾದ ಡಾ. ವಿಜಯಶ್ರೀ ಸಬರದ ಅವರ ಬಗ್ಗೆ ಸಂಕ್ಷಿಪ್ತವಾಗಿ ತಿಳಿಸುವರು*ಹುಟ್ಟಿ ಕೇಳುವ ಪ್ರಶ್ನೆಗಳ ಬಗ್ಗೆ ಹಾಗೂ ಯಾರಿಗೆ ವಸಂತ ಮುಖ ತೋರಲಿಲ್ಲ ಎಂಬುದರ ಬಗ್ಗೆ ಸಂಕ್ಷಿಪ್ತವಾಗಿ</p>	<p>*.ಕನ್ನಡದ ಪ್ರಸಿದ್ಧ ಲೇಖಕರಾದ ಎ.ಎನ್ ಮೂರ್ತಿರಾವ್ ಅವರ ಪರಿಚಯ ಮಾಡಿಸುವ ಚಟುವಟಿಕೆ.</p> <p>*.ವ್ಯಾಘ್ರಗೀತೆ ಪಾಠದಲ್ಲಿ ಬಂದಿರುವ ಕಥೆಯನ್ನಾಧರಿಸಿ ಚಿತ್ರಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ಚಿತ್ರಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಟಿಪ್ಪಣಿಯನ್ನು ಬರೆಯಿರಿ.(Art integration)</p> <p>*. ನಿಘಂಟನ್ನು ಬಳಸಿಕೊಂಡು ಹೊಸ ಪದಗಳಿಗೆ ಸಮಾನಾರ್ಥಕ ಪದಗಳನ್ನು ಹುಡುಕಿಸುವ ಚಟುವಟಿಕೆ</p> <p>*. ಹೊಸ ಪದಗಳನ್ನು ಬಳಸಿ ಸ್ವಂತ ವಾಕ್ಯವನ್ನು ಹೇಳುವ ಅಥವಾ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>*. ಪಠ್ಯ ಭಾಗದಲ್ಲಿ ಬಂದಿರುವ ಸರಳ ವ್ಯಾಕರಣ ಅಂಶಗಳನ್ನು ಗುರುತಿಸುವ ಚಟುವಟಿಕೆ.</p> <p>* .ಸಂಕಲ್ಪಗೀತೆ ಕವನದ ಸಾರಾಂಶವನ್ನು ಬರೆಯಿಸುವ ಚಟುವಟಿಕೆ</p> <p>ವಿಜಯಶ್ರೀ ಸಬರದ ಪರಿಚಯಿಸುವ ಹಾಗೂ ಪಾಠದ ಆಶಯವನ್ನು ತಿಳಿಸುವ ಚಟುವಟಿಕೆ</p>	<p>SEA-1 ಚಿತ್ರಕಥೆ:- ಪ್ರಣ್ಯಕೋಟಿ ಪದ್ಯದಲ್ಲಿ ಬಂದಿರುವ ಕಥೆಯನ್ನು ಆಧರಿಸಿ ಚಿತ್ರಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ಚಿತ್ರಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಕಥೆ ರಚನೆ(Art integrated method) ರಸಪ್ರಶ್ನೆ, ವಸ್ತುನಿಷ್ಠ, ಪ್ರಶ್ನೆಗಳು</p> <p>ಪುಬಂಧ ರಚನೆ (ಯೋಚನೆ ಮತ್ತು ಚರ್ಚೆ) ವಸಂತ ಮಾಸ ಋತುವಿನ ಬಗ್ಗೆ ಸಂಕ್ಷಿಪ್ತ ವಿವರಣೆ ಪುಬಂಧ ರಚನೆತ್ತು ಚ MA-1 ರಸಪ್ರಶ್ನೆ (ವಸ್ತುನಿಷ್ಠ, ಪ್ರಶ್ನೆಗಳು))</p>	

					<p>ತಿಳಿಸುವರು*. ವಸಂತ ಮುಖ ತೋರಲಿಲ್ಲ ಕವನದಲ್ಲಿ ಪ್ರಕೃತಿಯ ಸಂಭ್ರಮ ಹೇಗೆ ವ್ಯಕ್ತವಾಗಿದೆ ಎಂಬುದನ್ನು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ತಿಳಿಸುವರು*</p> <p>ವರ್ಣಮಾಲೆ ಮತ್ತು ಶಬ್ದಗಳು, ನಾಮಪದ, ಪತ್ರಲೇಖನ, ಪ್ರಬಂಧ</p> <p>ಅಕ್ಷರಗಳ ಕ್ರಮಬದ್ಧ ಜೋಡಣೆ ಮತ್ತು ಅದರ ವಿಧಗಳನ್ನು ಗುರುತಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವರು.* ಸರಳ ವಾಕ್ಯ ರಚನೆ ಮಾಡುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು... ದೇಶ್ಯ ಮತ್ತು ಅನ್ಯ ದೇಶ್ಯ ಪದಗಳನ್ನಾಗಿ ವಿಂಗಡಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು... * ಕೊಟ್ಟಿರುವ ಪದಗಳಿಗೆ ತತ್ಸಮ ತದ್ವಚ ರೂಪ ಬರೆಯುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು... *ಕಲವು ಪದಗಳು ಯಾವ ಭಾಷೆಯಿಂದ ಬಂದಿವೆ ಎಂಬುದನ್ನು ಗುರುತಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು.* ನಾಮಪದವನ್ನು ಗುರುತಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು... *ಪತ್ರ ಹಾಗೂ ಪ್ರಬಂಧ ಬರೆಯುವ ವಿಧಾನವನ್ನು ಬೆಳೆಸುವರು..</p>	<p>ವರ್ಣಮಾಲೆಯ ವರ್ಗೀಕರಣ ಚಟುವಟಿಕೆ. ನಾಮಪದ ಗಳಲ್ಲಿನ ಪ್ರಕಾರಗಳನ್ನು ಉದಾಹರಣೆಯೊಂದಿಗೆ ವಿಂಗಡಿಸುವ ಚಟುವಟಿಕೆ</p> <p>ದೇಶ ಮತ್ತು ಅನ್ಯ ದೇಶ ಶಬ್ದಗಳ ವಿಂಗಡಣೆ ಚಟುವಟಿಕೆ. ಪ್ರಬಂಧ ಮತ್ತು ಪತ್ರಲೇಖನ ಬರೆಯುವ ಹಂತಗಳ ಚಟುವಟಿಕೆ.</p>		
2	June	24	24	6+6+6+6=24	<p>ಪಾಠ - 3 ಭಾಗ್ಯಶಿಲ್ಪಿಗಳು</p> <p>*. ಲೇಖಕರಾದ ಡಿಎಸ್ ಜಯಪ್ರಗಾಡ ಅವರ ಬಗ್ಗೆ ಸಂಕ್ಷಿಪ್ತವಾಗಿ ತಿಳಿಸುವರು *. ನಾಲ್ವಡಿ ಕೃಷ್ಣರಾಜ ಒಡೆಯರು ಮತ್ತು ವಿಶ್ವೇಶ್ವರಯ್ಯ ಕುರಿತು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಮಾಹಿತಿಯನ್ನು ನೀಡುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು. ೩. ಪಾಠವನ್ನು ಶಿಕ್ಷಕರಂತೆ ಓದುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು. ೪.4ನಾಲ್ವಡಿ ಕೃಷ್ಣರಾಜ ಒಡೆಯರ ಕಾಲದಲ್ಲಿ ಯಾವ ಕ್ಷೇತ್ರಗಳು ಸ್ವಯಂ ಆಡಳಿತ ಕ್ಷೇತ್ರಗಳಾದವು ಎಂಬುದರ ಬಗ್ಗೆ ಮಕ್ಕಳು ಬರೆಯುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು. *. ವಿಶ್ವೇಶ್ವರಯ್ಯ ಅವರು ಮೈಸೂರು ದಿವಾನರಾಗಿ ಸಲ್ಲಿಸಿದ ಸೇವೆಯನ್ನು ಕುರಿತು ಅದರ ಬಗ್ಗೆ ಪಟ್ಟಿ ಮಾಡುವ. ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು.. *. ಶಿಕ್ಷಣ ಕ್ಷೇತ್ರಕ್ಕೆ ವಿಶ್ವೇಶ್ವರಯ್ಯ ಅವರು ಸಲ್ಲಿಸಿದ ಕೊಡುಗೆಯ ಬಗ್ಗೆ ಬರೆಯುವ ಕೌಶಲವನ್ನು ಬೆಳೆಸುವರು...</p> <p>ಪದ್ಯಪಾಠದ ಆಶಯವನ್ನು ವಿವರಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವರು. *. ಕುಮಾರವ್ಯಾಸಅವರ ಕುರಿತು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ವಿವರಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು... *. ಪದ್ಯ ಭಾಗವನ್ನು ಸಮರ್ಥವಾಗಿ ಓದುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು... *. ಕೌರವೇಂದ್ರನ ಕೊಂದೆ ನೀನು ಈ ವಾಕ್ಯದ ಕುರಿತು ತನ್ನ ಅಭಿಪ್ರಾಯವನ್ನು ಮಂಡಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವರು. *ಪದ್ಯಭಾಗದಲ್ಲಿ ಬಂದಿರುವ ವ್ಯಾಕರಣ ಅಂಶಗಳನ್ನು ಗುರುತಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು, ತಿಳಿಸುವರು</p> <p>* ಮಕ್ಕಳು ಮೊದಲಿಗೆ ಸಂಧಿ ನಿಯಮಗಳನ್ನು ಅವುಗಳ ಪ್ರಕಾರಗಳನ್ನು ಮಂಡಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು... * ಮಕ್ಕಳು ಗಾದೆ ಮಾತುಗಳು ಮತ್ತು ವಿರುದ್ಧ ಪದಗಳ ಬಗ್ಗೆ ಮಂಡಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು..</p> <p>*. ಕನ್ನಡ ವ್ಯಾಕರಣದಲ್ಲಿ ಬರುವ ನಾನಾರ್ಥಕಗಳನ್ನು ಬರೆಯುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು..</p>	<p>* ವಿಶ್ವೇಶ್ವರಯ್ಯನವರು ಕನ್ನಡ ನಾಡಿಗೆ ನೀಡಿದ ಕೊಡುಗೆಯ ಬಗ್ಗೆ ಒಂದು ನಿಬಂಧವನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ. * ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಪಠ್ಯ ಭಾಗವನ್ನು ಓದುವ ಚಟುವಟಿಕೆ. * 'ಭಾರತ ರತ್ನ' ಪ್ರಶಸ್ತಿಯನ್ನು ಪಡೆದ ಮಹನೀಯರುಗಳ ಪಟ್ಟಿಯನ್ನು ತಯಾರಿಸುವ ಚಟುವಟಿಕೆ *. ಪಾಠದಲ್ಲಿ ಬಂದಿರುವ ಮೌಲ್ಯಗಳನ್ನು ಗುರುತಿಸುವ ಚಟುವಟಿಕೆ.</p> <p>ಪದ್ಯದ ಸಾರಾಂಶ ಹೇಳಿಸುವುದು. ಪದ್ಯದಲ್ಲಿ ಬರುವ ಪಾತ್ರಧಾರಿಗಳ ವಿಚಾರಗಳನ್ನು ಕಿರುಪರಿಚಯ ಬರೆಯುವ ಚಟುವಟಿಕೆ. ರಾಘವಾಂಕ ಕವಿಯ ಕಿರು ಪರಿಚಯ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>ಸಂಧಿ ಪದಗಳನ್ನು ಬಿಡಿಸಿ ಸಂಧಿಗಳನ್ನು ಹರಿಸುವ ಚಟುವಟಿಕೆ ಹಾಗೂ ನಾನಾರ್ಥಕಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ. ವಿರುದ್ಧ ಪದಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ4. ಪಠ್ಯ</p>	<p>SEA-2 ಆಶುಭಾಶಲ ಚಟುವಟಿಕೆ(ಕರ್ನಾಟಕದ ಮಹಾನ್ ಸಮಾಜ ಸುಧಾರಕರ ಬಗ್ಗೆ.)</p> <p>MA-3 ಕೌರವೇಂದ್ರನ ಕೊಂದೆ ನೀನು ಪದ್ಯ ಭಾಗದ ಸಾರಾಂಶವನ್ನು ಸರಳ ಸಂಭಾಷಣೆಯ ರೂಪದಲ್ಲಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ, ಓಪನ್ ಬು</p> <p>ಘಟಕ ಪರಿಕ್ಷೆ.( ಸಂಧಿಗಳು, ನಾನಾರ್ಥಕಗಳು, ಹಾಗೂ ವಿರುದ್ಧ ಪದಗಳು)</p>	<p><b>Weekly test-3 (19.6.2026)</b> ವ್ಯಾಪ್ತಗೀತೆ, ಸಂಕಲ್ಪ ಗೀತೆ, ವಸಂತ ಮುಖ ತೋರಲಿಲ್ಲ, ವರ್ಣಮಾಲೆ, ಶಬ್ದಗಳು, ನಾಮಪದ, ಪತ್ರಲೇಖನ, ಪ್ರಬಂಧ</p>

					<p>ಲೇಖಕರಾದ ದೇವನೂರು ಮಹಾದೇವ ರವರ ಬಗ್ಗೆ ಸಂಕ್ಷಿಪ್ತವಾಗಿ ತಿಳಿದು ಬರೆಯುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು..</p> <p>* ದೇವನೂರು ಮಹಾದೇವರ ಪ್ರಕಾರ ಸಮಾಜದ ಸ್ವಸ್ಥ ಸ್ಥಿರಗೊಳ್ಳಬೇಕೆಂಬ ಇವರ ಆಶಯವನ್ನು ಬರೆಯುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು..</p> <p>. *ವಚನಕಾರರ ನಡನುಡಿಗಳ ಸಮನ್ವಯವೇ ಅರಿವು ಎಂಬುದನ್ನು ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು..</p> <p>. ಮಹನೀಯರ ತತ್ವಗಳ ನಮಗೆ ದಾರಿದೀಪ ಎಂಬುದನ್ನು ಕಾರುಣ್ಯ ಸಮತೆ ಪ್ರಜ್ಞೆಗಳೇ ದೇವರು . ಈ ಅಂಶಗಳು ಜಾಗೃತವಾಗಬೇಕೆಂಬುದನ್ನು ಲೇಖಕರ ಆಶಯವನ್ನು ತಿಳಿಸುವರು.</p> <p>*ಬುದ್ಧನಕಾರಣ್ಯ ಲೇಖಕರ ಮನದೊಳಗೆ ಊಟ ಒಂದು ಉದಾಹರಣೆಯನ್ನು ಸಂಕ್ಷಿಪ್ತವಾದ ಮಾಹಿತಿ ಹಾಗೂ ಕಥೆಯ ಆಶಯ ಭಾವವನ್ನು ಹೇಳಿಸುವ. ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವರು..</p>	<p>ಭಾಗದಲ್ಲಿ ಬಂದಿರುವ ಸರಳ ವ್ಯಾಕರಣ ಅಂಶಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ</p> <p>* ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಪಠ್ಯ ಭಾಗವನ್ನು ಓದಿಸುವ ಚಟುವಟಿಕೆ.</p> <p>* ಹೊಸ ಪದಗಳನ್ನು ಬಳಸಿ ಸ್ವಂತ ವಾಕ್ಯವನ್ನು ಹೇಳುವ ಚಟುವಟಿಕೆ.</p> <p>* ದೇವನೂರು ಮಹಾದೇವ ಅವರ ಸಂಕ್ಷಿಪ್ತವಾದ ಮಾಹಿತಿ ಹಾಗೂ ಕಥೆಯ ಆಶಯ ಭಾವವನ್ನು ಹೇಳಿಸುವ ಚಟುವಟಿಕೆ</p>	<p>ಪಾಠದಲ್ಲಿ ಬರುವ ಮಾನವೀಯ ಮೌಲ್ಯಗಳನ್ನು ಹುಡುಕಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ (ತೆರೆದ ಪುಸ್ತಕ ಪರಿಶೀಲನೆ)</p>	
3	July	26	20	5+5+5+5=20	<p>ಪದ್ಯ: ೫- ಹಸುರು</p> <p>*ಜ್ಞಾನಪೀಠ ಪ್ರಶಸ್ತಿ ಪಡೆದ ಕವಿಗಳ ಬಗ್ಗೆ ಕಿರುಪರಿಚಯ ತಿಳಿದುಕೊಳ್ಳುವರು. ರಾಷ್ಟ್ರಕವಿ ಕುವೆಂಪುರವರ ಬಗ್ಗೆ ಕಿರು ಪರಿಚಯವನ್ನು ಬರೆಯುವ ಕೌಶಲ್ಯವನ್ನು ಉತ್ತೇಜಿಸುವುದು</p> <p>. *ಕುವೆಂಪು ಅವರ ಕೆಲವು ಕವನ ಸಂಕಲನಗಳ ಬಗ್ಗೆ ಅರಿಯುವರು.*ಕವಿ ಮತ್ತು ಪ್ರಕೃತಿ ಸಮ್ಮಿಲನ ಗೊಳ್ಳುವ ಕುವೆಂಪುರವರ ಕಾವ್ಯದ ಅದ್ವೈತ ಸ್ಥಿತಿಯ ಸಮರ್ಥ ನಿದರ್ಶನಗಳ ಬಗ್ಗೆ ಬರೆಯುವ ಕೌಶಲ್ಯವನ್ನು ಉತ್ತೇಜಿಸುವುದು</p> <p>. *ಪ್ರಜ್ಞೆಗೆ ಪ್ರಕೃತಿಯ ಒಲವೆಯೇ ಮುಕ್ತಿ ಎಂಬುದನ್ನು ಮಕ್ಕಳು ತಿಳಿದುಕೊಳ್ಳುವರು. *ಅಶ್ವಯುಜ ಮಾಸದ ನವರಾತ್ರಿಯಲ್ಲಿ ಪ್ರಕೃತಿಯಲ್ಲಿ ಹೆಪ್ಪುಗಟ್ಟಿದ ಹಚ್ಚುಹಸುರನ್ನು ಕಂಡ ಕವಿ ತನ್ನ ಭಾವನೆಗಳನ್ನು ಯಾವ ರೀತಿ ಕವನದಲ್ಲಿ ಸೆರೆ ಹಿಡಿದಿದ್ದಾನೆ ಎಂಬುದನ್ನು ಈ ಹಸಿರು ಕವನದ ಭಾವಾರ್ಥದೊಂದಿಗೆ ಹೇಳಲು ಹಾಗೂ ಬರೆಯಲು ಉತ್ತೇಜಿಸುವುದು.</p> <p>ಭಾರತದ ಸ್ವಾತಂತ್ರ್ಯಕ್ಕಾಗಿ ಹೋರಾಡಿ ಮಡಿದವರ ಬಗ್ಗೆ ರಚಿಸುವ ಕೌಶಲ್ಯ ಬೆಳೆಸುವುದು. ವೀರಯೋಧಯೋಧ ಭಗತ್ ಸಿಂಗರ ಬಗ್ಗೆ ಕಿರು ಪರಿಚಯ ಹೇಳಲು ಹಾಗೂ ಬರೆಯುವ ಕೌಶಲ್ಯವನ್ನು ಉತ್ತೇಜಿಸುವುದು</p> <p>ಸಮಾಸದ ಅರ್ಥ ವಿಧಗಳು ಹಾಗೂ ಉದಾಹರಣೆ ಗಳನ್ನು ಹೇಳುವ ಹಾಗೂ ಬರೆಯುವ ಕೌಶಲ್ಯ ಬೆಳೆಸುವುದು.</p> <p>ವಿಭಕ್ತಿಯ ಅರ್ಥ ಹಳಗನ್ನಡ ಮತ್ತು ಹೊಸಗನ್ನಡ ವಿಭಕ್ತಿಗಳ ಪ್ರಕಾರಗಳ ಬಗ್ಗೆ ಉದಾಹರಣೆಗಳ ಮೂಲಕ ವಾಕ್ಯ ರಚಿಸುವ ರಚಿಸುವ ಕೌಶಲ್ಯ ಬೆಳೆಸುವುದು.</p> <p>*ಜೋಡುನುಡಿ, ದ್ವಿರುಕ್ತಿ ಈ ಪದಗಳ ಅರ್ಥ ಉದಾಹರಣೆಗಳೊಂದಿಗೆ ವಾಕ್ಯ ರಚಿಸುವ ಕೌಶಲ್ಯ ಬೆಳೆಸುವುದು.</p>	<p>*. ಕನ್ನಡದ ಪ್ರಸಿದ್ಧ ಭಾವಗೀತೆಗಳ ಪಟ್ಟಿ ಮಾಡಿಸುವ ಚಟುವಟಿಕೆ.</p> <p>*ಹಸಿರು ಪದ್ಯದ ಭಾವಾರ್ಥವನ್ನು ಕವಿಯ ಆಶಯದೊಂದಿಗೆ ವಿಷಯ ಸಂಗ್ರಹಿಸುವ ಚಟುವಟಿಕೆ.</p> <p>*ಕುವೆಂಪುರವರ ಸಾಧನೆಗಳ ಬಗ್ಗೆ ವಿಷಯ ಸಂಗ್ರಹಿಸುವ ಚಟುವಟಿಕೆ.</p> <p>*.</p> <p>ಭಾರತದ ಸ್ವಾತಂತ್ರ್ಯ ಹೋರಾಟಗಾರರ ಭಾವಚಿತ್ರಗಳನ್ನು ಸಂಗ್ರಹಿಸುವ ಚಟುವಟಿಕೆ * ಶ್ರೀ ಚಿದಾನಂದ ಮೂರ್ತಿ ಅವರ ಪರಿಚಯ ಮಾಡಿಸುವ ಚಟುವಟಿಕೆ.</p> <p>* ಕೊಟ್ಟಿರುವ ಸಮಾಸ ಪದಗಳನ್ನು ವಿಂಗಡಿಸಿ ಬರೆದು ಸಮಾಸದ ಹೆಸರು ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>*ಕೆಲವು ವಾಕ್ಯಗಳನ್ನು ನೀಡಿ ವಾಕ್ಯಗಳಲ್ಲಿರುವ ಗೆರೆ ಎಳೆದಿರುವ ಪದ ಗಳನ್ನು ಓದಿ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯದ ಹೆಸರನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ.</p> <p>*ಕೊಟ್ಟಿರುವ ಪದಗಳಲ್ಲಿದ್ದಿರುಕ್ತಿ ಮತ್ತು ಜೋಡಿ ಪದಗಳನ್ನು ವಿಂಗಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p>	<p>ರಾಷ್ಟ್ರಕವಿ ಕುವೆಂಪು ಅವರ ಕವಿಮನ (ಪಿಪಿಟಿ) ಯೋಜನಾ ಕಾರ್ಯ</p> <p>ಘಟಕ ಪರಿಶೀಲನೆ (ಸಮಾಸ, ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯ, ಜೋಡುನುಡಿ,</p>	<p>: PT:-I Portion ಪಾಠ -1 ವ್ಯಾಖ್ಯಾನಿತಿ, ಪಾಠ -2 ಭಾಗ್ಯಶಿಲ್ಪಿಗಳು ಪದ್ಯ -1 ಸಂಕಲ್ಪ ಗೀತೆ, ಪದ್ಯ 2 ಕೌರವೇಂದ್ರನ ಕೊಂದ ನೀನು, ಪಠ್ಯಪೂರಕ -1 ವಸಂತ ಮುಖತೋರಲಿಲ್ಲ, ವ್ಯಾಕರಣಾಂಶಗಳು ನಾಮಪದಗಳು, ಸಂಧಿಗಳು, ವಿರುದ್ಧ ಪದಗಳನಾನಾರ್ಥಗಳು , ಗಾದೆಗಳು ಪ್ರಬಂಧಗಳು ಪತ್ರಲೇಖನ ವರದಿ, ಪಠ್ಯ ಮತ್ತು ಪಠ್ಯೇತರ ಗದ್ಯಭಾಗಗಳು-I</p>

					<p>ಪಾಠ: ೫ - ಯುದ್ಧ</p>	<p>ಸಣ್ಣ ಕಥೆಗಳ ಅರ್ಥ ಹಾಗೂ ಸಣ್ಣ ಕಥೆಗಳ ಜನಕನ ಬಗ್ಗೆ ತಿಳಿಯುವುದು.  *ಯುದ್ಧಗಳ ಹೆಸರುಗಳನ್ನು ತಿಳಿಯುವುದು*. ಯುದ್ಧಗಳು ಆಗಲಿಕ್ಕೆ ಕಾರಣ ಮತ್ತು ಪರಿಣಾಮಗಳನ್ನು ಅರಿವರು. *ಸಾರಾ ಅಬೂಬಕರ್ ಅವರ ಬಗ್ಗೆ ಕಿರುಪರಿಚಯ ಬರೆಯುವ ಕೌಶಲ್ಯ ಬಳಸುವುದು.* ಯುದ್ಧದಿಂದ ಆಗುವ ಅನಾಹುತಗಳ ಬಗ್ಗೆ ಲಿಖಿತವಾಗಿ ಬರೆಯುವ ಕೌಶಲ್ಯ ಬೆಳೆಸುವುದು</p>	<p>ಭಾರತದ ಮಹಾನ್ ಚಿಂತಕರ ಚಿತ್ರ ಹಾಗೂ ಅವರ ನುಡಿಮುತ್ತುಗಳ ಸಂಗ್ರಹ ಮಾಡುವ ಚಟುವಟಿಕೆ.  *ಗಾಂಧೀಜಿ ಸ್ವಾಮಿ ವಿವೇಕಾನಂದ ಮತ್ತು ಅಂಬೇಡ್ಕರ್ ರವರ ಸಾಧನೆಯ ಬಗ್ಗೆ ವಿಚಾರ ಸಂಗ್ರಹ ಚಟುವಟಿಕೆ</p>	<p>ದ್ವಿರುಕ್ತಿ  ,ಅನುಕರಣಾ  ವ್ಯಯ)</p> <p>ದೇಶಕ್ಕೆ  ಯುದ್ಧದಿಂದಾ  ಗುವ  ಅನಾಹುತಗಳು  (ಚರ್ಚಾ ಕೂಟ</p>	
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4	Aug	20	20	4+6+6+4 =20	<p>ಪರೈಪೂರಕ: ೩ - ಉದಾತ್ತ ಚಿಂತನಗಳು</p> <p>ಪದ್ಯ:೬ - ಹಲಗಲಿ ಬೇಡರು</p> <p>ವ್ಯಾಕರಣ ಭಾಗ :- ೧೬.ಕರ್ತರಿ - ಕರ್ಮಣಿ ೧೭.ಕಾಲಗಳು ೧೮.ನಾನಾರ್ಥಗಳು</p> <p>ವಾರ:೫ - ಶಬರಿ</p>	<p>*ಭಾರತದ ಮಹಾನ್ ಚಿಂತಕರ ಹೆಸರುಗಳನ್ನು ಹಾಗೂ ಸಾಧನಗಳ ಬಗ್ಗೆ ಜ್ಞಾನ ಬೆಳೆಸುವುದು*. ಅಂಬೇಡ್ಕರ್ ಗಾಂಧೀಜಿ ಹಾಗೂ ಸ್ವಾಮಿ ವಿವೇಕಾನಂದರ ಚಿಂತನಗಳ ಬಗ್ಗೆ ಮನವರಿಕೆ ಮಾಡಿಸುವುದು*. ಕ್ರಿಯಾ ಸ್ವಾತಂತ್ರ್ಯ ರಾಜಕೀಯ ಸ್ವಾತಂತ್ರ್ಯದ ಬಗ್ಗೆ ಮೌಖಿಕವಾಗಿ ಹೇಳುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.</p> <p>ಜನಪದ ಸಾಹಿತ್ಯದ ಪ್ರಕಾರಗಳ ಬಗ್ಗೆ ತಿಳಿಸುವುದು. ಲಾವಣಿ ಸಾಹಿತ್ಯದ ಸ್ವರೂಪವನ್ನು ತಿಳಿಸುವುದು*. ಸಿಪಾಯಿ ದಂಗೆ ಮತ್ತು ನಿಶ್ಚಿಂತಿಕರಣದ ಕಾಯಿದೆಯ ಬಗ್ಗೆ ತಿಳಿಸುವುದು*. ಹಲಗಲಿ ಬೇಡರ ಸ್ವಾತಂತ್ರ್ಯ ಪ್ರೇಮವನ್ನು ಪರಿಚಯಿಸುವುದು*. ವೀರಕಲಿಗಳ ವೀರ ಸಾಹಸ ಉಜ್ವಲ ಜೀವನವನ್ನು ಲಾವಣಿಗಳ ಮೂಲಕ ವರ್ಣಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಮಕ್ಕಳಲ್ಲಿ ಬೆಳೆಸುವುದು*. ಹಲಗಲಿ ಬೇಡರ ಮೂಲದ ಬಗ್ಗೆ ಹಾಗೂ ಅವರ ವೀರತ್ವದ ಬಗ್ಗೆ ಜೀವನದಲ್ಲಿ ಅಳವಡಿಸಿಕೊಳ್ಳಲು ಉತ್ತೇಜಿಸುವರು</p> <p>ಕರ್ತರಿ ಮತ್ತು ಕರ್ಮಣಿ ಪ್ರಯೋಗದ ಅರ್ಥ ಮತ್ತು ಉದಾಹರಣೆಗಳನ್ನು ತಿಳಿಸುವುದು. *ಭೂತಕಾಲ ಭವಿಷ್ಯತ್ಕಾಲ ಮತ್ತು ವರ್ತಮಾನ ಕಾಲದ ಪ್ರತ್ಯಗಗಳ ಬಗ್ಗೆ ವಾಕ್ಯ ರಚಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವುದು.* ಪದಗಳ ನಾನಾರ್ಥ ಬರೆಯುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವುದು.</p> <p>*</p> <p>ಗೀತ ನಾಟಕದ ಅರ್ಥ ಹಾಗೂ ಗೀತ ನಾಟಕಗಳ ಹೆಸರುಗಳನ್ನು ತಿಳಿಯುವರು. *ಹಿಂದೂ ಮಹಾನ್ ಗ್ರಂಥಗಳಾದ ರಾಮಾಯಣ ಮಹಾಭಾರತದ ಬಗ್ಗೆ ಓದಲು ಉತ್ತೇಜಿಸುವರು. ಶಬರಿಯ ಮುಗ್ಧತೆ ಶ್ರೀ ರಾಮನ ಸರಳ ಜೀವನ ಸಜ್ಜನಿಕೆ ಹಿತಮ್ ಮಿತ ಮೃದು ವಚನ ಲಕ್ಷಣನ ವಿನಯ ಈ ವಿಚಾರಗಳ ಬಗ್ಗೆ ತಿಳಿದುಕೊಳ್ಳುವ ಮನೋಭಾವನೆಯನ್ನು ಬೆಳೆಸುವರು.* ಶಬರಿಯ ಚಿಂತೆಯ ಬಗ್ಗೆ</p>	<p>* ಪದ್ಯದಲ್ಲಿ ಬಂದಿರುವ ಅನ್ಯದೇಶೀಯ ಪದಗಳನ್ನು ಪಟ್ಟಿಮಾಡಿಸುವ ಚಟುವಟಿಕೆ.</p> <p>*ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಪರೈ ಭಾಗವನ್ನು ಓದುವ ಚಟುವಟಿಕೆ. * ಪದ್ಯವನ್ನು ಹಾಡುವ/ ಕಂಠಪಾಠ ಮಾಡಿ ಹೇಳುವ ಚಟುವಟಿಕೆ</p> <p>ಕರ್ತರಿ ಪ್ರಯೋಗದ ವಾಕ್ಯಗಳನ್ನು ಕೊಟ್ಟು ಕರ್ಮಣಿ ಪ್ರಯೋಗದ ವಾಕ್ಯಗಳನ್ನಾಗಿ ಮಾಡುವ ಚಟುವಟಿಕೆ. *ಕರ್ಮಣಿ ಪ್ರಯೋಗದ ವಾಕ್ಯಗಳನ್ನು ಕೊಟ್ಟು ಕರ್ತರಿ ಪ್ರಯೋಗ ಮಾಡುವ ಚಟುವಟಿಕೆ</p> <p>*</p> <p>ಮಕ್ಕಳು ಕಥಾ ನಿರೂಪಣೆ ಮಾಡುವ ಚಟುವಟಿಕೆ. *ಶಬರಿಯ ಗೀತನಾಟಕ</p>	<p>SEA-3 ಸಂದರ್ಶನ :- ನಿಮ್ಮ ಊರಿನ ಸುತ್ತಮುತ್ತಲಿನ ಸ್ವಾತಂತ್ರ್ಯ ಹೋರಾಟಗಾರ /ಸೈನಿಕರ/ಸಾಹಿತಿಗಳ ಜೊತೆಗೆ ಸಂದರ್ಶನ</p> <p>(MA-4) ಶಿವಶರಣರ ಪ್ರಮುಖ ವಚನಗಳ ಸಂಗ್ರಹ (ಯೋಜನಾ ಕಾರ್ಯ)</p> <p>ವ್ಯಾಕರಣಾಂಶಗಳು ಘಟಕ ಪರೀಕ್ಷೆ</p> <p>(Art integrated)ಗೀತ ನಾಟಕ:- ಶಬರಿ/ಪುಣ್ಯ ಕೋಟಿ (ಇವುಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಭಾವಚಿತ್ರಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ</p>
5	Sept	22	13	5+5+3= 13				

6	Oct	21	21	10+6+5=21	<p>ತಿಳಿದುಕೊಳ್ಳುವರು.* ಶಬರಿಯ ಸಡಗರ ಸಂತೋಷದ ಮೇಳವನ್ನು ಅರಿಯುವರು*. ಪಾರದಲ್ಲಿ ಬರುವ ಪಾತ್ರಧಾರಿಗಳ ಹೆಸರುಗಳು ಹಾಗೂ ಸಂಭಾಷಣೆಯ ಬಗ್ಗೆ ಹೇಳುವ ಕೌಶಲ್ಯ ವನ್ನು ಬೆಳೆಸುವುದು</p> <p>ಪರೈಪೂರಕ: ಉ - ವಚನಗಳು</p> <p>ವ್ಯಾಕರಣ ಭಾಗ :- ೧೯. ಅರ್ಥ - ವ್ಯತ್ಯಾಸ ೨೦. ಸಮನಾರ್ಥಕ ಪದಗಳು</p> <p>ಪದ್ಯ : ೭ - ವೀರಲವ</p>	<p>*ಕನ್ನಡ ನಾಡಿನ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಮಹತ್ವದ ಬಗ್ಗೆ ತಿಳಿಯುವರು*. ಶಿವಶರಣರ ಧ್ಯೇಯ ಉದ್ದೇಶಗಳನ್ನು ಸಮಾಜದ ಸುಧಾರಣೆಗಳ ಬಗ್ಗೆ ಅವರ ನಿಲುವುಗಳನ್ನು ಮಕ್ಕಳಿಗೆ ಅಳವಡಿಸಿಕೊಳ್ಳಲು ಉತ್ತೇಜಿಸುವರು. *ಪ್ರಮುಖ ಶಿವಶರಣರ ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ ಹೇಳುವ ಕೌಶಲ್ಯ ಬೆಳೆಸುವರು.</p> <p>*ಪದಗಳ ನಡುವೆ ಇರುವ ಅರ್ಥ ವ್ಯತ್ಯಾಸದ ಬಗ್ಗೆ ತಿಳಿಯುವರು *ಪದದ ಅರ್ಥ ವ್ಯತ್ಯಾಸಗಳಿಗೆ ಉದಾಹರಣೆಗಳನ್ನು ಬರೆಯುವ ಕೌಶಲ್ಯ ಬೆಳೆಸುವರು.</p> <p>ನಡುಗನ್ನಡ ಸಾಹಿತ್ಯದ ಕವಿಗಳ ಬಗ್ಗೆ ತಿಳಿಯುವರು. *ಲಕ್ಷ್ಮೀಶ ಕವಿಯ ಕಿರುಪರಿಚಯವನ್ನು ಅರಿಯುವರು*. ರಾಮಾಯಣದಲ್ಲಿ ಲವಕುಶರ ಜನನ ಋಷ್ಯಾಶ್ರಮದಲ್ಲಿ ಸಹಜ, ಸಾಹಸ ಗುಣ ಗಳ ಬಗ್ಗೆ ಅರಿಯುವ ಮನೋಭಾವನೆಯನ್ನು ಬೆಳೆಸುವರು.* ರಾಮ ಮತ್ತು ಲವಕುಶರ ನಡುವಿನ ಸಂಬಂಧ, ಅರಿತು ಸಂಘರ್ಷಕ್ಕೆ ಮುಂದಾಗುವ ಪ್ರಸಂಗಗಳ ಬಗ್ಗೆ ಮನಕೆ ಮನವರಿಕೆ ಮಾಡಿಸುವುದು</p>	<p>ಸಂಬಂಧಿಸಿದಂತೆ ಭಾವ ಚಿತ್ರಗಳನ್ನು ಸಂಗ್ರಹಿಸುವ ಮೂಲಕ ಟಿಪ್ಪಣಿ ಬರೆಯಿಸುವ ಚಟುವಟಿಕೆ ( Art integration)</p> <p>*</p> <p>. ದೇಶಭಕ್ತಿ ಗೀತೆಗಳನ್ನು ಸಂಗ್ರಹಿಸುವ ಚಟುವಟಿಕೆ 5* ಕನ್ನಡ ನಾಡಿಗೆ ಕೊಡುಗೆಯನ್ನು ನೀಡಿದ ಶಿವಶರಣರ ಭಾವಚಿತ್ರಗಳನ್ನು ಸಂಗ್ರಹಿಸುವುಸುವ ಚಟುವಟಿಕೆ</p> <p>ಪದಗಳ ಅರ್ಥ ವ್ಯತ್ಯಾಸವನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.</p> <p>ವೀರಲವ ಕವನದಲ್ಲಿ ಬರುವ ಪಾತ್ರಗಳ ಸಂಭಾಷಣೆಗಳನ್ನು ಮಕ್ಕಳಿಂದ ಹೇಳಿಸುವ ಚಟುವಟಿಕೆ. * ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಪಠ್ಯ ಭಾಗವನ್ನು ಪದ ವಿಂಗಡಣೆ ಮಾಡಿ ಓದುವ ಚಟುವಟಿಕೆ.</p>	<p>ಪದ್ಯ /ಪಾರರಚನೆ (  ರಸಪುಶ್ಪೆ ವಸ್ತುನಿಷ್ಠ ಪ್ರಶ್ನೆಗಳು ಬರವಣಿಗೆಯ ಕೌಶಲ್ಯ</p> <p>ರಸಪುಶ್ಪೆ ವಸ್ತುನಿಷ್ಠ ಪ್ರಶ್ನೆಗಳು ಬರವಣಿಗೆಯ ಕೌಶಲ್ಯ</p> <p>ವೀರಲವ *ಪಾರದಲ್ಲಿ ಎಂಟು ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳ ಎರಡೆರಡು ಪದಗಳನ್ನು ಹುಡುಕಿ ಬರೆಯುವ ಪರೀಕ್ಷೆ.)</p>	<p><b>Weekly Test-12 (23.10.2026)</b></p>
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9	Jan	20	14				
10	Feb	23	11				
11	Mar	ch				<b>Annual Examination</b>	<p><b>Portion for Annual Exam</b> ಪಠ್ಯ ಮತ್ತು ಪಠ್ಯೇತರ ಗದ್ಯ, ಪದ್ಯ:- ಭಾಗಗಳು-I</p> <p>ಪಾಠ-1,2,3,4,5 ಪದ್ಯ:-1,2,3,4,5 ಪಠ್ಯಪೂರಕ:-1,2,3,4 ವ್ಯಾಕರಣಾಂಶಗಳು ನಾಮಪದಗಳು, ಸರ್ವನಾಮಗಳು, ಪತ್ರಲೇಖನ, ವರದಿ, ಪ್ರಬಂಧ, ಸಂದೀಪ ಗಾದೆಗಳು ವಿರುದ್ಧ ಪದಗಳು ನಾನಾರ್ಥಗಳು ಸಮಾಸ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು ದ್ವಿರುಕ್ತಿ ಜೋಡಿಪದ ಅನುಕರಣಾವ್ಯಯ ಕರ್ತೃ ಕರ್ಮಣಿ ಪ್ರಯೋಗ, ಕಾಲಗಳು, ನಾನಾರ್ಥಗಳು, ಪದ ಅರ್ಥ ವ್ಯತ್ಯಾಸ, ಸಮಾನಾರ್ಥಕ ಪದಗಳು, ಗ್ರಾಮ್ಯ-ಗ್ರಾಂಥಿಕ ಪದಗಳು ,ನುಡಿಗಟ್ಟುಗಳು</p>
				Signature of the Sub Tr.	Subject I/C	Vice Principal	Principal

JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP									
Syllabus Bifurcation: 2026-27									
Subject : Hindi (II Lang)								Class : X	
Sl.No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April : 2026	15	15	7	सर्व पढा: साक्षी	भाषा साहित्य की बारीकियाँ जैसे कबीर के दोहों में निहित यत्न भाव, उनकी भाषा शैली पर चर्चा कर अपने विचार अभिव्यक्त कर पाने में सक्षम हों। कबीर के दोहों में निहित संदेश या सीख को अन्य कवियों द्वारा रचितदोहों से तुलना कर अपने विचार अभिव्यक्त करने में सक्षम हों।	•कवि परिवार - कविता का संरचन अपने चरमों में लिखे - कविता का संरचन वाचन, मनन नकशा बनाना - कार्य पत्रिका • गुरुकार्य हेतु कार्यपत्र (लिखित अभिव्यक्ति) रचित के दोहों में निहित संदेश को कबीर के दोहों में निहित सीख या संदेश से तुलना करते हुए अपने विचार में अभिव्यक्त करना।	अभ्यास कार्य।	
				2	रचनात्मक कौशल - 2 अनुच्छेद लेखन	विद्यार्थी अपनी कल्पना सज्जित से दिए गए विषय पर संकेत बिंदु के आधार पर अनुच्छेद लिखने में सक्षम हों। अपठित गद्यांश गद्यांश का मूल भाव समझना भाषा पर अधिकार बढ़ाने तथा प्रश्नों के उत्तर देने में सटीक शब्दों का प्रयोग करने में अधिक सक्षम बनाना।	•MA 1 कबीर के द्वारा बरवाई गई गीती गायिका का मूल भाव है इस विषय पर अपने जीवन के अनुभवों के आधार पर एक सुन्दर लेख लिखें।	अभ्यास हेतु कार्य पत्रिका, गुरुकार्य हेतु कार्यपत्र	
				3	रचनात्मक कौशल - 2 विज्ञान लेखन	आज कल की दुनिया में विज्ञान की आवश्यकता पर चर्चा करने में सक्षम हों।	सूचनात्मकता, विज्ञान की आवश्यकता व विज्ञान के प्रकार पर चर्चा कर, दिए गए विषय पर एक सुंदर विज्ञान लेखन करना।	अभ्यास हेतु कार्य पत्रिका, गुरुकार्य हेतु कार्यपत्र	
2	June : 2026	24	24	7	सर्व पढा : 6 बड़े भाई साहब	विद्यार्थी समाजिक मुद्दों पर या अपने आसपास की समस्याओं पर अपने विचार व्यक्त करने में सक्षम हों। विद्यार्थी समाजिक साहित्यिक विषयों को पढ़ते हुए आकस्मिक संरचना पर चर्चा कर पाएँ।	छात्र 1. भाषा सीखने की प्रतीक, शिक्षा एक सच बात है नहीं शिक्षा पाई और खेद-खेद साथ-साथ चल सकते हैं। किसी एक विषय पर अपना भाषण प्रस्तुत करें। श्रवण कौशल की परीक्षा (श्रवण कौशल की परीक्षा) 1. शीघ्र कार्य, दिल के साहसीकरण के बारे में टूट-टूट से जानकारी देना करना, बड़े भाई से मिली शिक्षा को अनुभवों द्वारा सिखाना। 2. रचनात्मक कार्य, और और शिक्षा में सम्मिलित विषय पर कक्षा में चर्चा करते हुए, अपने विचारों के प्रकटन करने के नमन रूप लिखना।	अभ्यास हेतु कार्य पत्रिका, गुरुकार्य हेतु कार्यपत्र	Weekly Test : 3 (19.06.2026) 1) साक्षी, 2) विज्ञान लेखन, 3) मुहावरें, 4) अपठित गद्यांश
				5	सर्व पढा : 2 मीरा के पद	1. भाषा साहित्य की बारीकियाँ जैसे मीरा के पदों में निहित यत्न भाव, उनकी भाषा शैली पर चर्चा कर अपने विचार अभिव्यक्त कर पाने में सक्षम हों। विद्यार्थी कविता के अर्थ को बारीकी से समझकर, अपने परिवेशगत अनुभवों पर अपनी स्वतंत्र विचार अभिव्यक्त करने में सक्षम हों।	1. परिचय - मीरा के पदों को संक्षेप कर, उनका कक्षा में संरचना करना। कविता साहित्य में निहित भावों को पहचान कर परिचय करना। 2. लिखित अभिव्यक्ति, पदों में निहित यत्न भाव, वहाँ का अर्थ, अर्थ, भाषण व कविता, मूल भाव की अनुभूति आदि से परिपूर्ण कविता के संरचना को लिखित अभिव्यक्त करना।	कक्षा परीक्षा।	
				7	संघनन - 1 हरिहर काका	साहित्यिक व समाजिक समस्याओं पर चर्चा कर अपने विचार व्यक्त कर पाने में सक्षम हों। अनपठ व सामग्री सौभाग्य के जीवन की स्थिति पर चर्चा करते हैं।	1. (सिद्धि लेखन) अपने आसपास के दोहों की बरवाई को अपने के लिए अपने बरवाई करें, अपने बड़े-बड़ों से चर्चा कर, एक रिपोर्ट तैयार करना।	अभ्यास कार्य।	
3	July : 2026	26	20	5	सर्व पढा : 3 अक्षर	संस्कृत अर्थोत्तर के दौरान जब सामान्य में मौखिक दृष्टिकोण की प्रवृत्त भावना को दर्शाते हैं।	संसार व प्रकृत यत्न भाव को बूझ में समास के योगदान पर चर्चा करते हुए, उस विषय पर आधारित एक गतिविधि का आयोजन करें।	अभ्यास हेतु कार्य पत्रिका, गुरुकार्य हेतु कार्यपत्र	
				3	सर्व पढा : 3 मनुष्यता	परोपकार विषय संबंधित उदाहरणों की भावना को मनुष्यता के लिए सर्वाधिक महत्वपूर्ण समझना।	1. विषय साहित्यिक विषयों में से एक 'दयावी लेखन पर चर्चा करें। लेखक की दृष्टिकोण भावना से अपने अनुभव को लिखना करें। 2. 'परत' भाव व स्वतंत्र भाव में अंतर विषय पर एक लेख प्रस्तुत करें।	कक्षा परीक्षा।	Periodic Test - 1 साक्षी, 2) बड़े भाई साहब, 3) हरिहर काका, 4) विज्ञान लेखन, 5) मुहावरें, 6) अपठित गद्यांश, 7) संसार, 8) सूचना लेखन आदि।
				3	आवृत्त, 2 पद्यबंध	वर्षा व पद बंदी को पहचानना सीखें।	आवृत्त, पद व पद्यबंध में अंतर को अभिव्यक्त करते हुए, 'छंद' भाव की बूझ में पद्यबंध के योगदान पर चर्चा करते हुए, उस विषय पर आधारित एक गतिविधि का आयोजन करें।	अभ्यास कार्य।	
4	Aug : 2026	20	20	2	रचनात्मक कौशल - 3 औपचारिक या लेखन	लिखित प्रकार के पत्रों को लिखना सीखना अपने विचारों को सही तरीके से व्यक्त करने में सक्षम हों।	पत्र के प्रकार, औपचारिक पत्र का आवश्यकता व उसके प्राप्य पर चर्चा कर तथा दिए गए उदाहरण का प्रारूप के अनुसार प्रस्तुत करना।	अभ्यास हेतु कार्य पत्रिका, गुरुकार्य हेतु कार्यपत्र	
				2	रचनात्मक कौशल - 3 सूचना लेखन	किसी भी प्रकार की सूचना देने के तरीके को सीखना।	आज के समय में सूचना लेखन की आवश्यकता व उसके प्राप्य पर चर्चा कर तथा दिए गए उदाहरण का प्रारूप के अनुसार प्रस्तुत करना।	अभ्यास हेतु कार्य पत्रिका, गुरुकार्य हेतु कार्यपत्र	
				3	सर्व पढा : 10 तीसरी कथा	दुख को उलटने, प्रेम-आसक्ति को बढ़ाने का सीखना देना। लोककथा के माध्यम से यह सीखें कि 'प्यार को जहाँ रुचेंगे वहाँ को ले जाने के लिए कसौटी की तलाश में सक्षम हों।	1. देव विरह की लोककथा का संक्षेप लिखना, उन पर कक्षा में परिचय देना, उसमें निहित संदेश या संदेशों को अभिव्यक्त करने हेतु अंतर्गत कथा को पढ़ना। 2. संक्षेपित कथा लेखन हेतु 7 पद पर चर्चा करते हुए इससे समाज पर क्या प्रभाव पड़ता है - विषय पर वादविवाद के रूप में प्रस्तुत करना।	अभ्यास कार्य।	Weekly Test : 10 (07.08.2026) 1) बड़े भाई साहब, 2) संसार, 3) सूचना लेखन 4) अनुच्छेद लेखन आदि।
5	Sep:2025	22	13	3	सर्व पढा : 5 तीसरी कथा	संस्कृत श्लोक के अर्थों को समझना और शिक्षा के बारे में जानकारी हासिल करने में सक्षम हों।	पत्र के प्रकार, औपचारिक पत्र का आवश्यकता व उसके प्राप्य पर चर्चा कर तथा दिए गए उदाहरण का प्रारूप के अनुसार प्रस्तुत करना।	अभ्यास हेतु कार्य पत्रिका, गुरुकार्य हेतु कार्यपत्र	
				3	सर्व पढा : 11 तीसरी कथा के शिल्पकार शैली	समाचार पत्रों में कविता की संरचना के बारे में तथा समाज की स्थिति के बारे में जानने में सक्षम हों। विज्ञान का निर्माण अपनी सज्जित के लिए की जाती है इस विषय पर संक्षेप लेख लिखें जो कि अपने जीवन में सक्षम हों।	1. पत्र का पठन - बुद्धिपूर्वक - प्रश्नोत्तर लिखें-MA 2 समाचार पत्रों में कविता की संरचना की शैली को समझना और शिक्षा के लिए उस विषय पर आधारित एक गतिविधि का आयोजन करें।	अभ्यास कार्य।	
				3	रचनात्मक कौशल - 4 औपचारिक ई मेल लेखन	सोपान, लिखित प्रकार के ईमेलों को लिखना सिखना-अपने विचारों को सही तरीके से व्यक्त करने में सक्षम हों।	आज के युग में सूचनात्मकता की आवश्यकता व महत्त्व पर चर्चा कर, अपने विचारों को सही तरीके से व्यक्त करने में सक्षम बनाना।	अभ्यास हेतु कार्य पत्रिका, गुरुकार्य हेतु कार्यपत्र	
6	Oct: 2026	21	21	5	सर्व पढा : 12 पहाड़ में दूरी पहिचान	आदर्श एवं अवधारणा के बारे में अपने अनुभव को कक्षा में बताने में सक्षम हों तथा परिचय में भाग ले सकें।	1. कविता के अर्थों को समझना और शिक्षा के लिए उस विषय पर आधारित एक गतिविधि का आयोजन करें।	अभ्यास कार्य।	Weekly Test : 12 (23.10.2026) 1) तीसरी कथा, 2) तीसरी कथा के शिल्पकार शैली, 3) मुहावरें, 4) अपठित गद्यांश, आक्षरण आदि।
				5	सर्व पढा : 13 अब कहीं दुखरे के दुख से दुखी होने लगी	मनुष्य द्वारा कबीर भाव के प्रति प्रेम तथा सहानुभूति उदाहरण आदि को पहचानना और अपने विचारों को सही तरीके से व्यक्त करने में सक्षम बनाना।	1. आब के युग में प्रकृति को देखा पर अपने विचार को लिखित अभिव्यक्त करें। 2. प्रकृति सौभाग्य का भाव की आवश्यकता पर अपने विचार व्यक्त करने हेतु एक लेख लिखें।	अभ्यास कार्य।	
				6	सर्व पढा : 14 राक्षस	भारत के इतिहास के संबंधों से छात्रों का परिचित होना। मनुष्य के शक्ति को बढ़ाएँ और वेस निरंतर एवं विचारित बनने की प्रेरणा देना।	1. साक्षी लेखन और साक्षी लेखन के बारे में उदाहरणों के आधार पर अपने विचार व्यक्त करने हेतु एक लेख लिखें। 2. स्वतंत्रता श्लोक के अर्थ को समझना और शिक्षा के लिए उस विषय पर आधारित एक गतिविधि का आयोजन करें।	अभ्यास हेतु कार्य पत्रिका, गुरुकार्य हेतु कार्यपत्र	
7	Nov : 2026	18	18	5	सर्व पढा : 6 आक्षरण	साक्षर के साथ आने वाली कठिनाइयों का सामना करने की प्रेरणा देना।	1. साक्षर लेखन और साक्षर लेखन के बारे में उदाहरणों के आधार पर अपने विचार व्यक्त करने हेतु एक लेख लिखें। 2. स्वतंत्रता श्लोक के अर्थ को समझना और शिक्षा के लिए उस विषय पर आधारित एक गतिविधि का आयोजन करें।	अभ्यास कार्य।	
				5	सर्व पढा : 7 कर बसे हम फिदा	देश की सीमा की रक्षा करने वाले सैनिकों की दृष्टि अर्थव्यवस्था को समझना कि देश के सम्मान को बनाए रखने के लिए अपने प्राणों का उत्तर देने के लिए देशवासियों को तैयार रहना आवश्यक है।	1. दुखरे के लिए अपने स्वतंत्र नौकर करने वाले सैनिकों का जीवन परिचय पर चर्चा करना। 2. देशप्रेम पर आधारित एक कविताओं का अभिव्यक्त करने तथा उन्हें कक्षा में प्रस्तुत करें। 3. देश की रक्षा में सैनिकों का योगदान पर एक लेख प्रस्तुत करें।	अभ्यास कार्य।	
				5	संघनन - 3 टीवी बुद्धि	देशी तथा विदेशी को दोहों के अर्थों से समझने में सांस्कृतिक सीखें बढ़ाने पर जोर देते हुए समझना।	पुनरावलोकन	अभ्यास हेतु कार्य पत्रिका, पत्रिका की पूर्ण तैयारी हेतु कार्यपत्र	
8	Dec : 2026	25	15	5	सर्व पढा : 8 आक्षरण	साक्षर के साथ आने वाली कठिनाइयों का सामना करने की प्रेरणा देना।	पुनरावलोकन	अभ्यास हेतु कार्य पत्रिका, पत्रिका की पूर्ण तैयारी हेतु कार्यपत्र	
				10	सर्व पढा : 9 आक्षरण	साक्षर के साथ आने वाली कठिनाइयों का सामना करने की प्रेरणा देना।	पुनरावलोकन	अभ्यास हेतु कार्य पत्रिका, पत्रिका की पूर्ण तैयारी हेतु कार्यपत्र	
				10	सर्व पढा : 10 आक्षरण	साक्षर के साथ आने वाली कठिनाइयों का सामना करने की प्रेरणा देना।	पुनरावलोकन	अभ्यास हेतु कार्य पत्रिका, पत्रिका की पूर्ण तैयारी हेतु कार्यपत्र	
9	Jan : 2027	20	14	14	सर्व पढा : 11 आक्षरण	साक्षर के साथ आने वाली कठिनाइयों का सामना करने की प्रेरणा देना।	पुनरावलोकन	अभ्यास हेतु कार्य पत्रिका, पत्रिका की पूर्ण तैयारी हेतु कार्यपत्र	
				14	सर्व पढा : 12 आक्षरण	साक्षर के साथ आने वाली कठिनाइयों का सामना करने की प्रेरणा देना।	पुनरावलोकन	अभ्यास हेतु कार्य पत्रिका, पत्रिका की पूर्ण तैयारी हेतु कार्यपत्र	
				14	सर्व पढा : 13 आक्षरण	साक्षर के साथ आने वाली कठिनाइयों का सामना करने की प्रेरणा देना।	पुनरावलोकन	अभ्यास हेतु कार्य पत्रिका, पत्रिका की पूर्ण तैयारी हेतु कार्यपत्र	
10	Feb : 2027	23	11	11	सर्व पढा : 14 आक्षरण	साक्षर के साथ आने वाली कठिनाइयों का सामना करने की प्रेरणा देना।	पुनरावलोकन	अभ्यास हेतु कार्य पत्रिका, पत्रिका की पूर्ण तैयारी हेतु कार्यपत्र	
				11	सर्व पढा : 15 आक्षरण	साक्षर के साथ आने वाली कठिनाइयों का सामना करने की प्रेरणा देना।	पुनरावलोकन	अभ्यास हेतु कार्य पत्रिका, पत्रिका की पूर्ण तैयारी हेतु कार्यपत्र	
				11	सर्व पढा : 16 आक्षरण	साक्षर के साथ आने वाली कठिनाइयों का सामना करने की प्रेरणा देना।	पुनरावलोकन	अभ्यास हेतु कार्य पत्रिका, पत्रिका की पूर्ण तैयारी हेतु कार्यपत्र	
11	Mar : 2027			11	सर्व पढा : 17 आक्षरण	साक्षर के साथ आने वाली कठिनाइयों का सामना करने की प्रेरणा देना।	पुनरावलोकन	अभ्यास हेतु कार्य पत्रिका, पत्रिका की पूर्ण तैयारी हेतु कार्यपत्र	
				11	सर्व पढा : 18 आक्षरण	साक्षर के साथ आने वाली कठिनाइयों का सामना करने की प्रेरणा देना।	पुनरावलोकन	अभ्यास हेतु कार्य पत्रिका, पत्रिका की पूर्ण तैयारी हेतु कार्यपत्र	
				11	सर्व पढा : 19 आक्षरण	साक्षर के साथ आने वाली कठिनाइयों का सामना करने की प्रेरणा देना।	पुनरावलोकन	अभ्यास हेतु कार्य पत्रिका, पत्रिका की पूर्ण तैयारी हेतु कार्यपत्र	



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

Subject: Biology

Class: X

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	March	1	1	1	Bridge course				
					Ch 5 - Life Process (Introduction)	Define life process and list examples of vital life processes in living organisms		Oral test	
2	April	15	15	6	Ch 5 - Life Process (Nutrition in plants and animals)	<ul style="list-style-type: none"> <li>Describe the process of nutrition in plants (autotrophic) and animals (heterotrophic), including human digestive steps</li> </ul>	Lab Activity - Preparing a temporary mount of a leaf peel to show stomata	Oral test/quiz, Class test (pen paper test)	
3	June	24	24	5	Ch 5- Life Process (Respiration, excretion, transportation in animals and plants)	<ul style="list-style-type: none"> <li>Describe the Heterotrophic mode of nutrition</li> <li>Differentiate between aerobic and anaerobic respiration with example</li> <li>Compare circulatory system in humans and other organisms</li> <li>Illustrate the structure of Human heart</li> <li>Analyse how different organisms carry out life process based on their body structure</li> </ul>	(SEA 1) - Observation of chloroplast, stomata and changes during photosynthesis in plants and diagrammatically representing it with detailed explanation on a chart paper.	Oral test/quiz, Class test (pen paper test)	
							Lab Activity - Experimentally demonstration to show that carbon dioxide is given out during respiration.		
				5	Ch 6 Control and Co-Ordination	<ul style="list-style-type: none"> <li>Contrast the Need for Control and Coordination:</li> <li>Recognize why living organisms need control systems to respond to stimuli and maintain internal balance.</li> <li>Explore the Human Nervous System:</li> <li>Analyze Coordination in Plants:</li> <li>Identify plant hormones (auxins, gibberellins, cytokinins, abscisic acid, ethylene) and their functions.</li> <li>Explore Chemical Coordination in Animals:</li> <li>Analyze how different systems in the body work together for proper functioning.</li> <li>Discuss the consequences of imbalances or malfunctions in coordination systems</li> </ul>	Reflex Action Demonstration  To observe Tropism movement in Plants	Oral test/quiz, Class test (pen paper test)	
4	July	26	20	10	Ch 7- How do organisms reproduce.	<ul style="list-style-type: none"> <li>Interpret the importance of reproduction in living organisms.</li> <li>Differentiate between asexual and sexual reproduction.</li> <li>Illustrate how plants and simple organisms reproduce (e.g., budding, fission, spore formation).</li> </ul>	Lab Activity - Studying binary fission in Amoeba and Budding in yeast and Hydra with the help of prepared slides.	Oral test/quiz, Class test (pen paper test)	<b>T1-Weekly test -5 (Ch 5) (17.07.26)</b>  <b>PT- I (Ch 5,6) 06.07.2026 to 13.07.26</b>

						<ul style="list-style-type: none"> <li>• Discuss the reproduction in humans – structure and function of male and female reproductive systems.</li> <li>• Contrast about fertilization, pregnancy, and birth.</li> <li>• Awareness of puberty, reproductive health, and methods of contraception.</li> </ul>			
5	August	20	20	6	Ch 8 - Hereditary.	<ul style="list-style-type: none"> <li>• Define heredity and genes with relevant examples.</li> <li>• Identify Mendel's laws of inheritance using simple cross experiments.</li> <li>• Explain the terms dominant, recessive, genotype, phenotype, and allele.</li> <li>• Predict outcomes of monohybrid crosses using Punnett squares.</li> <li>• Differentiate inherited traits from acquired traits.</li> <li>• Interpret basic family traits and heredity patterns.</li> <li>• Describe how sex is determined in humans.</li> </ul>	Lab activity - Identification of different parts of an embryo of a dicot seed (Pea , gram or red kidney bean)	Oral test/quiz , Class test (pen paper test)	Weekly Test-9 14.08.26 Ch-7
6	Sep	22	13	6	Term I Exam			Oral test/quiz , Class test (pen paper test)	Term I (Ch 5 , 6 , ) 01.09.26 to11.09.26
7	Oct	21	21	6	Ch 13 - Our Environment	<ul style="list-style-type: none"> <li>• Define ecosystem, food chain, and food web.</li> <li>• Identify the components of an ecosystem (biotic and abiotic).</li> <li>• Classify organisms as producers, consumers, and decomposers.</li> <li>• Trace the flow of energy through a food chain using 10% law.</li> <li>• Differentiate between biodegradable and non-biodegradable substances.</li> <li>• Describe the harmful effects of non-biodegradable waste (e.g., plastic).</li> <li>• Explain the impact of human activities on the environment (e.g., ozone layer depletion, pollution).</li> <li>• Suggest methods to reduce environmental pollution and promote sustainability.</li> </ul>	SEA 2 - Preparing a ppt on flow of energy in eco system	Oral test/quiz , Class test (pen paper test)	
8	Nov	19	18	7	Revision for Board examination			Oral test/quiz , Class test (pen paper test)	T2-Weekly test 14 (Ch 7) 13.11.26 Pre-board -1 (Ch 5, 6, 7, 8, 13)
9	Dec	25	15	9	Revision for Board examination			Oral test/quiz , Class test (pen paper test)	
10	Jan	20	14	6	Revision for Board examination			Oral test/quiz , Class test (pen paper test)	Pre-board -2 (Ch 5, 6, 7, 8, 13)/PT – 2 (Ch 8, 13 )

11	Feb	23	11	7	Revision for Board examination			Oral test/quiz , Class test (pen paper test)	
12	March				Grade 10 Board Examination			Oral test/quiz , Class test (pen paper test)	Board Examination (Ch 5, 6, 7, 8, 13)

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

**Subject: Chemistry**

**Class: X**

**Term: I**

Sl. No.	Month	WD	ID	No. of Periods	Chapter/Unit	Learning Objectives	Activities (SEA)	Assessment Methods	Portion for PT/Term/AE
	April	15	15	2	Bridge Course	Recall the Symbol, formula, Valency and formulas of some compounds		Oral Test, Dictation Test	
1	April	15	15	4	Ch-1 Chemical Reactions and Equations	<ul style="list-style-type: none"> <li>Identify evidence of chemical reactions</li> <li>Write word and skeletal equations</li> <li>Balance chemical equations.</li> <li>Classify reactions (combination, decomposition, displacement, double displacement)</li> </ul>	Perform simple reactions such as burning magnesium ribbon and reaction of vinegar with baking soda; record observations; write balanced equations and identify reaction types.	Worksheet, observation record, oral questioning, short quiz	
2	June	24	24	5	Ch-1 Chemical Reactions and Equations	<ul style="list-style-type: none"> <li>Differentiate exothermic and endothermic reactions</li> <li>Explain oxidation and reduction</li> <li>Relate corrosion and rancidity to redox reactions.</li> </ul>			
	June	24	24	5	Ch-2 Acids, Bases and Salts	<ul style="list-style-type: none"> <li>Define acids, bases and salts</li> <li>Explain their chemical properties</li> <li>Differentiate strong and weak acids/bases</li> </ul>			
3	July	26	20	8	Ch-2 Acids, Bases and Salts	<ul style="list-style-type: none"> <li>interpret pH scale</li> <li>Describe neutralization reactions</li> <li>Explain preparation and uses of important salts</li> <li>Relate importance of pH in everyday life.</li> </ul>	Test pH of household substances (lemon juice, vinegar, soap solution, baking soda, toothpaste) using pH paper or natural indicators and classify them as acidic/basic/neutral.	Lab record, worksheet, class discussion, MCQ test	<b>Weekly Test-5 (17.07.26)</b> <b>Portion: Ch-1</b> <b>Periodic Test-I Portion (Ch-1 to Ch-2 (till Neutralization) 06.07.26 to 13.07.26)</b>
4	August	20	20	8	Ch-3 Metals and non-metals	<ul style="list-style-type: none"> <li>Differentiate metals and non-metals based on physical properties</li> <li>Explain chemical properties of metals and non-metals</li> <li>Describe reactivity series</li> <li>Predict displacement reactions</li> <li>Explain ionic compounds</li> <li>Outline extraction of metals</li> <li>Explain corrosion and its prevention</li> </ul>	Place an iron nail in copper sulphate solution; observe colour change and deposition; write balanced equation and identify displacement reaction.	Experiment observation, worksheet, viva questions	<b>Weekly Test-9</b> <b>14.8.26</b> <b>Chapter 2</b> <b>(Acids, Bases and Salts)</b>
5	September	22	13	5		Term-1 Revision			<b>Term I Exam (Ch 1 and Ch 2)</b> <b>01.09.26 to 11.09.26</b>

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

Subject: Chemistry

Class: X

Term: II

Sl. No.	Month	WD	ID	No. of Periods	Chapter/Unit	Learning Objectives	Activities (SEA)	Assessment Methods	Portion for PT/Term/AE
5	Sept	22	13	3	Ch-4 Carbon and Its Compounds	<ul style="list-style-type: none"><li>• Explain catenation and tetravalency of carbon</li><li>• Differentiate saturated and unsaturated compounds</li></ul>			
6	Oct	21	21	09	Ch-4 Carbon and Its Compounds	<ul style="list-style-type: none"><li>• Write structural formulas of simple carbon compounds</li><li>• Explain homologous series</li><li>• Describe combustion, oxidation, addition and substitution reactions</li><li>• Differentiate ethanol and ethanoic acid</li><li>• Explain cleaning action of soaps and detergents.</li></ul>	Prepare 3D models of methane, ethane, ethene and ethanol using beads/clay; label atoms and bonds and present differences between single and double bonds.	Model evaluation with rubrics worksheet, oral presentation	
7	Nov	19	18	07		Revision for Preboard			Weekly Test- 14 (13.11.26) Portion- Ch-3
8	Dec	25	15	06		Pre Board-I Exam			Pre Board-1 Portion (Ch-1 to 4) 7.12.26 to 18.12.26
9	Jan	20	14	06		Pre Board-II Exam		Oral test/quiz, Class test (pen paper test)	Pre Board-II 02.01.27 to 13.01.27 (All Chapters)
10	Feb	23	11	07		Revision & Board Examination		Oral test/quiz, Class test (pen paper test)	
11	March					Board I Examination		Oral test/quiz, Class test (pen paper test)	

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JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Science (Physics)

Term: I

Class: X

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	Bridge Course	<ul style="list-style-type: none"> <li>Recall basic concepts of measurement and SI units.</li> <li>Explain need for standard units.</li> <li>Develop accuracy in measuring physical quantities.</li> </ul>		Oral questions,	
				5	Ch-9 Light Reflection and Refraction	<ul style="list-style-type: none"> <li>Explain laws of reflection of light.</li> <li>Explain image formation by plane mirrors.</li> <li>Identify characteristics of images formed by spherical mirrors.</li> <li>Apply ray diagrams to predict image formation.</li> </ul>	Demonstration using mirror and candle to observe image formation. Ray diagram practice using mirror apparatus.	Oral questions, Quiz Class test	
2	June	24	24	6	Ch-9 Light Reflection and Refraction	Explain spherical lens and their types. <ul style="list-style-type: none"> <li>Describe image formation by concave and convex lens.</li> <li>Explain mirror and lens formula and magnification.</li> <li>Solve numerical problems based on mirror and lens formula.</li> </ul>		SEA: Drawing all the ray diagram for both spherical mirror and lens	
				6	Ch_10: Human eye and Colorful world	<ul style="list-style-type: none"> <li>Describe the structure and function of the human eye.</li> <li>Describe defects of vision and their correction.</li> <li>Explain dispersion, scattering and atmospheric refraction.</li> </ul>	Demonstration using prism to show dispersion of light.	Worksheet	
3	July	26	20	4	Ch-10 Human eye and Colorful world	<ul style="list-style-type: none"> <li>Relate these concepts to phenomena like rainbow and blue colour of the sky.</li> </ul>			
3	July	26	20	8	Ch-11 Electricity	<ul style="list-style-type: none"> <li>Describe electric current and potential difference.</li> <li>Apply Ohm's law to calculate resistance.</li> <li>Explain factors affecting resistance.</li> <li>Interpret V-I graphs.</li> </ul>	Simple circuit construction using battery, bulb and wires.	worksheet	Periodic Test-I Portion (Ch-9) 06.07.26 to 13.07.26 Weekly Test-5 17/7/26 - Ch 10
4	August	20	20	6	Ch-11 Electricity	<ul style="list-style-type: none"> <li>Calculate equivalent resistance in series and parallel circuits.</li> <li>Explain heating effect of electric current.</li> <li>Apply electric power formula in daily life problems.</li> </ul>	Activity demonstrating heating effects using a filament bulb.	Worksheet SEA: Survey of electrical appliances at home and calculation of power consumption.	Weekly Test-9 14.08.26 Ch-11
5						Term-1 Revision			

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JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Science (Physics)

Term: II

Class: X

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
5	Sept	22	13	5	Term I Exam				Term I Exam (Ch 9 and Ch 10) 01.09.26 to 11.09.26
5	Sept	22	13	5	Ch-12 Magnetic Effects of Electric Current	<ul style="list-style-type: none"><li>• Explain magnetic field &amp; field lines</li><li>• Describe magnetic field due to current carrying conductor</li></ul>			
6	Oct	21	21	11	Ch-12 Magnetic Effects of Electric Current	<ul style="list-style-type: none"><li>• Apply right hand thumb rule</li><li>• Explain working principle of electric motor</li><li>• Understand electromagnetic induction</li><li>• Describe working of electric generator</li></ul>	Demonstration using compass & current carrying wire.	SEA: Magnetic field mapping using iron filings & bar magnet.	
7	Nov	19	18	10	Ch-12 Magnetic Effects of Electric Current	<ul style="list-style-type: none"><li>• Strengthen understanding of light, Atmospheric refraction, scattering, electricity and magnetism concepts thoroughly.</li><li>• Solve application-based questions and numerical problem</li></ul>		Worksheet Quiz, Class test (pen/paper test)	Weekly Test- 14 (13.11.26) Portion- Ch-11
8	Dec	25	15	11		<ul style="list-style-type: none"><li>• Reinforce conceptual understanding through discussions and problems solving.</li></ul>	Mock tests. Pre Board		Pre Board-1 Portion (Ch-11 and 12) 7.12.26 to 18.12.26
9	Jan	20	14	5	Revision for Term II	<ul style="list-style-type: none"><li>• Reinforce conceptual understanding through discussions and problem solving</li></ul>	Practical assessment	Pre Board-II 02.01.27 to 13.01.27 ( Ch 9 to Ch 12)	
10	Feb	23	11		Revision	<ul style="list-style-type: none"><li>• Strengthen concepts before final exam.</li></ul>			
11	March					Board Examination			

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JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026 - 27

Subject: MATHEMATICS

Term: I

Class: X

Sl No.	Month	W D	ID	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/A E
1	April	15	15	6	9	1. REAL NUMERS	<ul style="list-style-type: none"> <li>*Describe the Fundamental Theorem of Arithmetic.</li> <li>*Express a number as a product of it's prime factors to calculate the HCF and LCM of numbers.</li> <li>*Recall the properties of irrational numbers.</li> <li>*Prove that if P is prime and P divides <math>a^2</math>, then P divides a, where a is a positive integer.</li> <li>*Proves that <math>\sqrt{2}</math>, <math>\sqrt{3}</math>, <math>\sqrt{5}</math> are irrational numbers using contradiction method.</li> </ul>	<ul style="list-style-type: none"> <li>*Factor tree of a composite number</li> <li>*Word problems and real-life scenarios involving the application of LCM and HCF.</li> <li>* Analysis of case study questions.</li> <li>*Group activity to prove the irrationality of a given number (e.g., <math>\sqrt{2}</math>) using the method of contradiction.</li> </ul>	<ul style="list-style-type: none"> <li>* Written Test</li> <li>* Peer group test</li> <li>* Worksheet</li> </ul>	
				6	9	2. POLYNOMIALS	<ul style="list-style-type: none"> <li>* recall the previous knowledge like to define a polynomial and identify its degree, coefficients, and terms.</li> <li>* Understand the geometric meaning of the zeros of a polynomial.</li> <li>* To find the number of zeros from the graph</li> <li>* Establish the relationship between the zeros and coefficients of a polynomial. Apply the division algorithm for polynomials.</li> </ul>	<ul style="list-style-type: none"> <li>* Graphing linear and quadratic polynomials and relating the zeros to the x-intercepts. Activity to verify the relationship between zeros and coefficients using different polynomials.</li> <li>Lab Activity - 01</li> </ul>	<ul style="list-style-type: none"> <li>*Worksheet</li> <li>* Group Project: Assessing students' ability to interpret and analyze graphs of polynomials.</li> <li>*Peer Assessment: Students evaluate each other's solutions to polynomial problems.</li> </ul>	<p><b>WT – 01</b> 17 - 04 -26</p> <p><b>Ch – 01(upto 1.1)</b> <b>Ch - 02</b></p>

				3	4	3. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES (up to 3.1)	<ul style="list-style-type: none"> <li>* Formulate a pair of linear equations in two variables from given word problems.</li> <li>* Solve a pair of linear equations using the graphical method.</li> <li>* Interpret the graphical representation of nature of pair of equations and different types of solutions (Consistency, inconsistency, unique, infinitely many, no solution).</li> </ul>	<ul style="list-style-type: none"> <li>* Solving pairs of equations graphically using graph paper or software.</li> </ul> <p>Lab Activity - 02</p>	<ul style="list-style-type: none"> <li>*Daily Practice Problem</li> <li>*MCQ - Test</li> <li>*Peer Assessment</li> </ul>	
03	June	24	24	8	11	3. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES.	<ul style="list-style-type: none"> <li>*Solve a pair of linear equations using algebraic methods (substitution, elimination, and cross-multiplication).</li> <li>* Apply the concepts of linear equations to solve real-world problems.</li> </ul>	<ul style="list-style-type: none"> <li>* Teams solve a series of word problems involving linear equations in a relay format.</li> </ul>	<ul style="list-style-type: none"> <li>*Case Studies</li> <li>*Worksheet</li> </ul>	
				8	11	4. QUADRATIC EQUATIONS	<ul style="list-style-type: none"> <li>* Define a quadratic equation and write it in standard form.</li> <li>* Give the examples of real-life situations which leads Quadratic equations (quadratic functions) verify the given equation is quadratic or not.</li> <li>* Solve quadratic equations by factorization.</li> <li>* Solve quadratic equations by completing the square.</li> <li>* Solve quadratic equations using the quadratic formula.</li> <li>* Determine the nature of the roots of a quadratic equation.</li> <li>*Finding discriminant and find the nature of roots</li> <li>*Apply the concept of quadratic equations In Situational problems based on quadratic equations related to day-to-day activities</li> </ul>	<p><b>Equation Formation:</b> Students form quadratic equations from given situations (e.g., area problems, product of consecutive numbers). <b>Completing the Square:</b> Step-by-step practice of the method of completing the square geometrically.</p> <p><b>Quadratic Formula Derivation:</b> Activity to derive the quadratic formula.</p> <p><b>Nature of Roots Exploration:</b> Students analyze different quadratic equations to determine the nature of their roots (real, equal, imaginary).</p>	<ul style="list-style-type: none"> <li>*Written Test</li> <li>*Self-Assessment test</li> </ul>	

				8	11	5. ARITHMETIC PROGRESSION	<ul style="list-style-type: none"> <li>*Define an arithmetic progression (AP) and identify the first term and common difference.</li> <li>*Find the nth term of an AP.</li> <li>*Calculate the sum of the first n terms of an AP.</li> <li>* Solve problems related to sum of n – terms arithmetic progressions.</li> <li>*Apply the concepts of AP to solve real-life problems. * Solve problems related to sum of n – terms arithmetic progressions.</li> <li>*Apply the concepts of AP to solve real-life problems.</li> </ul>	<p>Lab Activity - 03</p> <p><b>Peer discussion on AP Identification:</b> Students identify whether a given sequence of numbers is an AP or not.</p> <ul style="list-style-type: none"> <li>* Produce pattern in order to observe that succeeding terms are obtained by adding a fixed number to preceeding term.</li> <li>* Produce pattern in order to observe that succeeding terms are obtained by adding a fixed number to preceeding term (using match sticks).</li> </ul> <p>Lab Activity – 4,5,6 and 7</p>	<ul style="list-style-type: none"> <li>*Pattern Recognition</li> <li>* Peer – PPT</li> <li>* Finding the missing terms in the pattern.</li> <li>* Case study</li> <li>*AP Puzzles</li> <li>*Worksheet</li> </ul>	<p><b>WT – 04</b> 27 - 06 -26</p> <p>Ch – 3 Ch – 4</p>
4	July	26	20	12	17	6. TRIANGLES	<ul style="list-style-type: none"> <li>*Define and differentiate between congruent and similar triangles.</li> <li>*State and prove the Basic Proportionality Theorem (Thales' Theorem) and its converse.</li> <li>*State and prove the criteria for similarity of triangles (AA, SAS, SSS).</li> <li>*Apply the properties of similar triangles to solve problems related to finding unknown sides and areas.</li> <li>*State and apply the Pythagoras Theorem and its converse to solve right-angled triangle problems.</li> </ul>	<ul style="list-style-type: none"> <li>*Shadow Activity</li> <li>*Basic Proportionality Theorem Verification By peer activity</li> <li>*PPT – seminar</li> <li>*To draw the system of Similar triangles using Y shaped strips with nails Hence verify Thales theorem</li> </ul> <p>Lab Activity – 11,12 and 13.</p>	<ul style="list-style-type: none"> <li>* Written Test</li> <li>*Projects</li> <li>*Case Studies</li> <li>*Worksheet</li> </ul>	<p><b>PT – I</b></p> <p>Ch – 01 Ch – 02 Ch – 03 Ch – 04 Ch – 05(Ex; 5.1)</p>
				6	9	7. Co-ordinate Geometry	<ul style="list-style-type: none"> <li>*Understand the Cartesian coordinate system and plot points on a plane.</li> <li>*Calculate the distance between two points using the distance formula.</li> <li>*Find the coordinates of a point that divides a line segment in a given ratio (section formula).</li> </ul>	<ul style="list-style-type: none"> <li>*Point Plotting Game</li> <li>*Distance Formula Scavenger Hunt</li> <li>* Midpoint Magic</li> </ul> <p>Coordinate Geometry Treasure Map</p>	<ul style="list-style-type: none"> <li>Written Test</li> <li>Error Analysis</li> <li>Group Project</li> <li>*Worksheet</li> </ul>	

							<ul style="list-style-type: none"> <li>*Determine the midpoint of a line segment.</li> <li>*Derive and apply the formula for the area of a triangle given its vertices.</li> <li>*Apply the distance formula to determine the type of triangle or quadrilateral.</li> <li>*Use the section formula to solve problems related to trisection and bisection of a line segment.</li> <li>*Understand the concept of collinearity of points and apply it to solve problems.</li> <li>*Find the centroid of a triangle.</li> </ul> <p>Apply coordinate geometry concepts to solve real-world problems.</p>	Lab Activity – 09 and 10		
				2	2	8. Introduction to Trigonometry (upto:8.1)	<ul style="list-style-type: none"> <li>*Define and understand trigonometric ratios (sine, cosine, tangent, cosecant, secant, and cotangent) in a right-angled triangle.</li> <li>*Determine the values of trigonometric ratios for standard angles (<math>0^\circ</math>, <math>30^\circ</math>, <math>45^\circ</math>, <math>60^\circ</math>, and <math>90^\circ</math>).</li> </ul>	Creation Trigonometric Values Table	Trigonometry Crossword or Puzzle	
5	August	20	20	7	9	8. Introduction to Trigonometry (8.2 And 8.3)	<ul style="list-style-type: none"> <li>*Establish the relationships between different trigonometric ratios.</li> <li>*Understand and apply trigonometric identities.</li> <li>*Apply trigonometry to solve simple problems related to heights and distances.</li> </ul>	Verification of Trigonometric Identity	<p>Oral test</p> <p>concept mapping</p> <p>*Worksheet</p>	
				6	8	9. Applications of Trigonometry	<ul style="list-style-type: none"> <li>*Understand the concepts of angle of elevation and angle of depression w.r.t line of sight.</li> <li>*Determines all trigonometric ratios w.r.t acute angles and uses them in solving problems in daily life contexts like heights of different structures.</li> <li>*Develops strategies to apply the concept of Angle of Depression to daily life situations.</li> </ul>	<p>Case Studies among the peer group</p> <p>Project</p> <p>Lab Activity - 14</p>	<ul style="list-style-type: none"> <li>*Worksheet</li> <li>*Group Project</li> <li>*Written Test</li> </ul>	

				7	9	Revision	Recalling all the concepts related to ch – 1 to ch - 8	Peer group studies, quiz,. Etc,.	Unit test	
6	September	19	13	4	4	9. Applications of Trigonometry	*Apply trigonometric ratios in solving HOTS and Case Studies	Peer group discussion	Quick test	<b>Term - 1</b>
				9	12	10. Circles	*Define a circle and related terms such as radius, diameter, chord, arc, secant, and tangent. *Prove and apply theorems related to tangents to a circle, including the theorem that the tangent at any point of a circle is perpendicular to the radius through the point of contact. *Prove and apply the theorem that the lengths of tangents drawn from an external point to a circle are equal.	Construction of Tangent  Preparing working models  Lab Activity – 15,16 and 17	Written Test	<b>Ch – 1 to Ch – 7</b>
<b>TERM – I EXAMINATION</b>										
<b>TERM – II</b>										
7	October	19	19	6	9	11. Area related to circles	*Calculate the area and perimeter of a circle. Find the area of a sector and a segment of a circle. *Calculate the length of an arc of a circle. *Solve problems involving combinations of plane figures involving circles. *Apply the concepts of areas related to circles in real-life situations.	Circular Cut-Outs : Hands on activity Peer discussion on Combined Shapes  Case study  Lab Activity – 18,19 and 20	Written Test Practical Measurement and Calculation in daily life situation Case study Problem- Solving relay	<b>WT – 10</b>  <b>Ch – 8</b> <b>Ch – 9</b>  <b>And</b> <b>WT – 13</b>  <b>Ch – 10</b> <b>Ch – 11</b>
				6	9	12. Surface area and volumes	*Calculate the surface areas and volumes of cubes, cuboids, spheres, hemispheres, and right circular cylinders/cones. *Solve problems involving finding the surface area and volume of combinations of solids. *Apply the concepts of surface areas and volumes to solve real-world problems.	Frustum Creation and Analysis  3D Shape Construction and group discussion  Lab Activity – 21 to 28	Oral test Written Test      Model	

						<ul style="list-style-type: none"> <li>*Calculate the volume and surface area of a frustum of a cone.</li> <li>*Visualize 3D shapes and their components.</li> </ul>		Making and measurement	
				8	11	13. Statistics <ul style="list-style-type: none"> <li>*Calculate the mean of grouped data using different methods (direct method, assumed mean method, step deviation method).</li> <li>*Determine the median of grouped data.</li> </ul>	Peer – share – care: To find central tendency	Group relay  Project  Oral test	
8	November	19	18	3	3	13. Statistics <ul style="list-style-type: none"> <li>*Find the mode of grouped data.</li> <li>*Construct and interpret cumulative frequency distribution (less than and more than type) and draw ogives.</li> <li>*Analyze and interpret data using measures of central tendency (mean, median, mode) and cumulative frequency curves.</li> </ul>	Group Activity to find Mean, Mode and Median Height of the class.	Survey	
				5	6	14. Probability <ul style="list-style-type: none"> <li>*Understand the basic concepts of probability, including sample space, events, and outcomes.</li> <li>*Understand the concept of equally likely events.</li> <li>*Calculate the probability of an event using the formula: <math>P(E) = \frac{\text{Number of favorable outcomes}}{\text{Total number of possible outcomes}}</math>.</li> <li>*Determine the probability of complementary events.</li> <li>*Solve problems based on probability related to real-life situations.</li> </ul>	Coin Toss Experiment  Dice Roll Activity  Card Deck Exploration  Probability in Games  Group Discussions  Lab Activity – 29 and 30	Quiz  Problem-Solving Tasks  Written Test	
				10	13	Revision & Pre Board Exam(1)	Recall all the concepts and clarification of doubts. Method of writing answers in smart way	Class test and review	

9	December	25	15	15	19	Revision & Pre Board Exam(1)	<b>Pre Board Exam(1)</b>	Evaluation and feedback
10	January	20	14	14	18	QUESTION PAPER DISCUSSION for <b>Pre Board Exam(2)</b> And <b>BOARD EXAM</b>		<b>Ch – 1 to Ch – 14</b>
11	February	23	11			<b>BOARD EXAM</b>		
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**JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP**  
**SYLLABUS BIFURCATION: 2026-27**

**SUBJECT: SOCIAL SCIENCE**

**CLASS: X**

**TERM: 1 & 2**

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	APRIL	15	15	3	DP-Ch. 1 – Power Sharing	<ul style="list-style-type: none"> <li>➤ Enumerate the need for power sharing in democracy.</li> <li>➤ Analyse the challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing.</li> <li>➤ Compare and contrast the power sharing of India with Sri Lanka and Belgium.</li> <li>➤ Summarise the purpose of power sharing in preserving the unity and stability of a country</li> </ul>	Activity- 1 Project: Do you think ethnic diversity is a challenge in a democracy? How? Activity- 2 Chart of comparison between power sharing's in Belgium and Sri Lanka	Worksheet-1 and classroom Quiz	
				3	DP-Ch. 2 – Federalism	<ul style="list-style-type: none"> <li>➤ Infer how federalism is being practised in India.</li> <li>➤ Analyse the policies and politics that has strengthened federalism in practice</li> </ul>	Activity- 1 Prepare the chart showing the three lists. Activity- 2 Chart on Central State Relationship.	Worksheet-2 CT-1	
					Eco-Ch. 5 – Consumer Rights (project)			(project)	
				8	His-Ch. 1 – The Rise of Nationalism in Europe	<ul style="list-style-type: none"> <li>➤ Infer how French Revolution had an impact on the European countries in the making of a nation state.</li> <li>➤ Comprehend the nature of the diverse social movements of the time.</li> <li>➤ Analyse and infer the evolution of the idea of nationalism which led to the formation of nation states in Europe and elsewhere.</li> <li>➤ Evaluate the reasons which led to the First World War.</li> </ul>	Activity- 1 Discussion: Discuss the feeling of Nationalist ideas of liberty, equality. Activity- 2 Prepare which feelings of Human beings expresses through Romanticism.	Worksheet-3 CT/ Quiz	

2	JUNE	24	24	6	Geo-Ch 1 – Resource and Development	<ul style="list-style-type: none"> <li>➤ The students will be able to Enumerates how the resources are interdependent, justify how planning is essential in judicious utilisation of resources and the need to develop them in India.</li> <li>➤ Infer the rationale for development of resources.</li> <li>➤ Analyse and evaluate data and information related to non-optimal land, utilization in India</li> <li>➤ Suggest remedial measures for optimal utilization of underutilized resources</li> </ul>	<p>Activity- 1 (Classroom discussion): Discuss the video “Why Natural Resources matter?”.</p> <p>Activity- 2 Debate: Has development taken place in India in British India? Discuss</p>	Worksheet-4 CT -/Pen paper Test	WT-6 : Hist: CH1, DP: CH1&2,Econ : CH-1,Geo- CH-1,
				4	Geo-Ch 2 – Forest and Wildlife Resources	<ul style="list-style-type: none"> <li>➤ Examine the importance of conserving forests and wildlife and their interdependency in maintaining the ecology for the sustainable development of India.</li> <li>➤ Analyse the role of grazing and wood cutting in the development and degradation</li> <li>➤ Summarise the reasons for conservation of biodiversity under sustainable development.</li> </ul>	<p>Activity- 1 Collect more information on wildlife sanctuaries and National parks of India and site their locations on a map of India.</p> <p>Activity- 2 Environmental Movements in India. Chipko Movement Bishnoi Movement Appiko Movement Jungle Bachao Andolan</p>	Worksheet-5 Quiz	
				8	Eco-Ch 1 – Development	<ul style="list-style-type: none"> <li>➤ Enumerate and examine the different processes involved in setting developmental Goals.</li> <li>➤ Analyse and infer how the per capita income depicts the economic condition of the nation.</li> <li>➤ Evaluate the development goals with reference to their efficacy, implemental strategies, relevance to current requirements of the nation.</li> </ul>	<p>Activity- 1 Developmental goals of different categories of persons.</p> <p>Activity- 2 (Data Analysis and interpretation): Teacher conducts an activity on the Table given in the text book regarding Average Income.</p>	Worksheet-6 CT-1/ MA-1	
							Activity- 1	Worksheet-7	

				6	Eco-Ch 2 – Sectors of Indian Economy	<ul style="list-style-type: none"> <li>➤ Analyse and infer how the economic activities in different sectors contribute to the overall growth and development of the Indian economy.</li> <li>➤ Summarise how the organised and unorganised sectors are providing employment</li> <li>➤ Enumerate and infer the essential role of the Public and Private sectors</li> </ul>	<p>Collect pictures related to the three sectors from newspapers and magazines and prepare a chart.</p> <p>Activity- 2 Collect pictures from any sources related to organized sector and unorganised sector and prepare a chart.</p>	CT/Pen-paper test	
3	JULY	26	20	12	His-Ch 2 – Nationalism in India	<ul style="list-style-type: none"> <li>➤ Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging.</li> <li>➤ Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the movements organised by him.</li> <li>➤ Summarise the effects of the First World War that triggered the two defining movements (Khilafat &amp; Non-Cooperation Movement) in India</li> </ul>	<p>Activity- 1 Role Play: Assign students' different roles, such as British officials, Indian civilians, General Dyer, or international observers.</p> <p>Activity- 2 Prepare a chart on Non-Cooperation Movement was different from Civil Disobedience Movement.</p>	Worksheet-8 CT and SEA-1	PT-1: Geo-CH,1,2 3, Hist: 1&2, DP: CH-1,2&3, Econ: CH:1 &2
				5	DP-Ch 3 – Gender Religion and Caste	<ul style="list-style-type: none"> <li>➤ Examine the role and differences of Gender, religion and Caste in practicing Democracy.</li> <li>➤ Analyse that different expressions based on the differences, are healthy or not in a democracy</li> </ul>	<p>Activity- 1 Debate: Debate conducted on the Gender discrimination in the society</p> <p>Activity- 2 Discuss the Women's reservation bill-2024</p>	Worksheet-9, MA-2	
				3	Geo-Ch 3 – Water Resources	<ul style="list-style-type: none"> <li>➤ Examine the reasons for conservation of water resource in India.</li> </ul>	Activity- 1 Discussion: Water problems	Worksheet-10	WT-9: Hist: CH2, DP: CH3&4,Econ

										: CH-2,Geo-CH-2,
	P T – 2 Revision									
4	AUGUST	20	20	3	Geo-Ch 3 – Water Resources	<ul style="list-style-type: none"> <li>➤ Analyse and infer how the multipurpose projects are supporting the requirement of water.</li> </ul>	Activity- 2 Case study Make a list of Inter-state water disputes.			
				6	Eco-Ch 3 – Money and Credit	<ul style="list-style-type: none"> <li>➤ Enumerate how money plays as a medium exchange in all transactions of goods and services from ancient times to the present times.</li> <li>➤ Analyse and infer various sources of Credit.</li> <li>➤ Summarise the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.</li> </ul>	Activity- 1 Share their real life experiences of purchasing commodities at vegetable market / fruits market. Activity- 2 Role play: Conducting banking activities/ Survey	Worksheet-11 CT, SEA-2		
				4	His-Ch 3 – The Making of Global World	<ul style="list-style-type: none"> <li>➤ Summarise the changes that transformed the world in different areas.</li> <li>➤ Depict the global interconnectedness from the Pre-modern to the present day.</li> <li>➤ Enumerate the destructive impact of colonialism on the livelihoods of colonised people</li> </ul>	Activity- 1 Analyse the destructive impact of colonialism. Activity- 2 Prepare a consolidation of Bretton wood conference and its impact on world economy.	Worksheet-12- Inter Disciplinary project		
				4	Geo-Ch 4 – Agriculture	<p>Examine the crucial role played by agriculture in our economy and society.</p> <ul style="list-style-type: none"> <li>➤ Analyse the challenges faced by the farming community in India.</li> <li>➤ Identifies various aspects of agriculture, including crop production, types of farming etc</li> </ul>	Activity- 1 Differentiate Intensive Subsistence Farming and Commercial Farming. Activity- 2 Prepare a chart showing major food crops in South India and North India.	Worksheet-14 presentation CT, SEA-3		
Term-1 Exam Revision										
				5	DP-Ch 4 – Political Parties	<ul style="list-style-type: none"> <li>➤ Understand the process of parties getting elected.</li> </ul>	Activity- 1 Prepare chart on National & regional	Worksheet-13		

5	SEPTEMBER	13	13			<ul style="list-style-type: none"> <li>➤ Know the significance of the right to vote and exercise the duties as citizens of a nation.</li> <li>➤ Examine the role, purpose and no. of Political Parties in Democracy.</li> </ul>	<p>political parties. Activity-2</p> <p>Prepare a chart on What are the challenges faced by political parties?</p>		
				4	Eco-Ch 4 – Globalisation and the Indian Economy	<ul style="list-style-type: none"> <li>➤ Enumerate the concept of globalisation and its definition, evolution, and impact on the global economy.</li> <li>➤ Evaluate the key role of the key major drivers of globalisation and their role in shaping the global economic landscape in various countries.</li> <li>➤ Comprehend the significance of role of G20 and its significance in the light of India's role.</li> </ul>	<p>Activity- 1</p> <p>Prepare the chart on positive &amp; negative impact of globalization on people around the world?</p> <p>Activity- 2</p> <p>Debate on Small producers: Compete or perish.</p>	Worksheet-15, MA-3	Term-1, Hist: Ch-1,2,3 &4/5, Geo: Ch-1,2,3,4, DP:- Ch-1,2,3,4,5, Econ: Ch-1,2,3,
				5	His-Ch 4 – The Age of Industrialisation	<ul style="list-style-type: none"> <li>➤ Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India.</li> <li>➤ Compare and contrast the old tradition of handwritten manuscripts versus print technology.</li> <li>➤ Summarise the role of Print revolution and its impact</li> </ul>	<p>Activity- 1</p> <p>Comparison of modern and older industries:</p> <p>Activity- 2</p> <p>Interpreting the thematic map of location of large-scale industries.</p>	Worksheet-16	
				6	DP-Ch 5 – Outcomes of Democracy	<ul style="list-style-type: none"> <li>➤ Enumerates how the success of democracy depends on quality of government, economic well- being, inequality, social differences, conflict, freedom and dignity.</li> <li>➤ Enumerates how the success of democracy depends on quality of government, economic well- being, inequality, social differences, conflict, freedom and dignity.</li> </ul>	<p>Activity- 1</p> <p>Debate on the nature of Democracy</p> <p>To explore the pros and cons of Democracy and engage in critical thinking about its strengths and limitations.</p> <p>Activity- 2</p> <p>Group discussion on expectation from democracy a government that is attentive to the needs</p>	Worksheet-17	

							and demands of the people and is largely free of corruption		
6	OCTOBER		21	Term -1					
				Revision					
				5	Geo-Ch 5 – Minerals and Energy Resources	<ul style="list-style-type: none"> <li>➤ Identifies various aspects of ag Differentiates between the conventional and nonconventional sources of energy.</li> <li>➤ Identifies various aspects of ag Analyses the importance of minerals and natural resources for economic development of the country. Suggests strategies for sustainable use of natural resources</li> </ul>	Activity- 1 Prepare a chart of Minerals and ores their uses. Activity- 2 Locate the Minerals and Energy resources in outline map of India.	Worksheet-19 CT	
				5	His-Ch 5 – Print Culture and the Modern World	<ul style="list-style-type: none"> <li>➤ Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India.</li> <li>➤ Compare and contrast the old tradition of handwritten manuscripts versus print technology.</li> <li>➤ Summarise the role of Print revolution and its impact</li> </ul>	Activity- 1 Picture Reading: Evaluation of printing machine with the help of picture Activity- 2 Analyse the reasons why press was censored the British in India.	Worksheet-20	
				5	Geo-Ch 6 – Manufacturing Industries	<ul style="list-style-type: none"> <li>➤ Enumerate the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector.</li> <li>➤ Differentiate between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy.</li> <li>➤ Analyse the relation between the availability of raw material and location of the industry</li> </ul>	Activity- 1 Prepare a chart of Major Industries and their raw material. Activity- 2 Discuss the merits and demerits of industrialization	Worksheet-21	
			2	Geo-Ch 7 – Lifelines of National Economy(map)	Recognizes and describes the different means of transport.  Classify the different types of National Highways	Activity- 1 List of areas to be located/ labelled/ identified on the map	Work sheet-22 Map Marking on the		

							Major Sea Ports Activity- 2 List of areas to be located/ labeled/ identified on the map International Airports	outline map of India	
7	NOVEMBER	18	18		Revision	PRE-BOARD EXAMINATION			WT-4 Eco-Ch 4 Geo-Ch 5 His-Ch 5
8	DECEMBER	15	15		Revision	PRE-BOARD EXAMINATION			
9	JANUARY	14	14		Revision	PRE-BOARD EXAMINATION			PT-2: Hist: 2,3,4/5, Econ: Ch-1,2,3, Dp-4,5, Geo-Ch-5,6,7
10	FEBRUARY	11	11		Revision	BOARD EXAMINATION		ANNUAL EXAMINATION Portion His-Ch 1,2,3,5 Geo-Ch 1,2,3,4,5,6 DP-Ch 1,2,3,4,5 Eco-Ch 1,2,3,4	
11	MARCH								



**Jindal Vidya Mandir, JSW Hill SideTownship**  
**Syllabus Bifurcation 2026-27**

**Subject: Information Technology**

**Class :X**

**Subject Teacher: G Kalpana**

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities /Practicals	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	9	3	<b>Part A- Employability Skills</b> Unit 1: Communication Skills-II	Demonstrate effective verbal and non-verbal communication in various contexts. Practice effective public speaking and presentation skills. Participate in group discussions and collaborative activities confidently.	Seminars ,Group Discussions	Worksheet	
				3	Unit 2: Self-Management Skills-II	Identify personal strengths and weaknesses and set realistic goals. Develop time management strategies to meet deadlines efficiently. Understand basic computer operations and file management.	Analyse SWOT	Presentation	
				3	Unit 3: ICT Skills-II	Apply ICT tools for research, communication, and collaborative learning.	* PPT presentation on Employability skills Seminars on ICT skills		
2	June	24	16	3	Unit4: Entrepreneurial Skills-II	Understand the concept of entrepreneurship and its importance in the economy. Identify the qualities and competencies of successful entrepreneurs. Develop critical thinking and innovative skills to solve real-world problems.			



3	July	26	16	16	2.Electronic Spreadsheet	<p>Use conditional formatting to highlight trends, patterns, and exceptions in data.</p> <p>Understand the concept of linking data across multiple sheets or files.</p> <p>Demonstrate how linked data updates dynamically when source data changes.</p> <p>Track changes made to a spreadsheet and accept or reject those changes.</p> <p>Record simple macros using the macro recorder in LibreOffice Calc.</p> <p>Assign macros to buttons or menu options for ease of use.</p> <p>Understand basic macro security and safe usage practices.</p>	<p>*Create a Simple Macro: Develop a basic macro to perform a specific function.</p> <p>*Use a Macro: Execute an existing macro to automate tasks in a document.</p> <p>Write Macros as Built-in Functions: Create macros that function similarly to built-in functions for enhanced functionality.</p> <p>*Access Cells Directly: Write macros to directly manipulate cell data in spreadsheets.</p> <p>Sort Columns Using a Macro: Develop and use a macro to sort columns in a spreadsheet</p>	Quiz & Lab Test	<p><b>Weekly test-7 on 31-07-26 portion :Digital Documentation</b></p>
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4	August	20	14	14	3.Database Management System	<p>Define the concept of a database and explain its importance in real-life applications.</p> <p>Identify different components of a DBMS (tables, queries, forms, reports).</p> <p>Understand terms like field, record, primary key, and data types.</p> <p>Understand the purpose of tables in a database for data storage.</p> <p>Create a table in a DBMS using design view and wizard.</p> <p>Define appropriate field names and assign correct data types.</p> <p>Create simple and complex queries using design view.</p> <p>Use different types of queries: select, update, delete, and append.</p> <p>Create forms using Form Wizard and Design View.</p>	<p>Prepare a Sample Table: Create a sample table with standard fields to illustrate database structure.</p> <p>Enter Data in the Fields: Input data into the fields of your table.</p> <p>Delete Records from Table: Remove records from the table as needed.</p> <p>*To create student table with the student id, class, section, gender, name, dob, and marks as attributes where the student id is the primary key.</p> <p>To insert the details of at least 10 students in the above table.</p> <p>To display Rno, Name and Marks of those students who are scoring marks more than 50.</p> <p>Prepare a Query for Given Criteria: Create a query based on specified criteria.</p> <p>Create a Query Using Wizard and Design View: Demonstrate how to generate a query using both the wizard and design view.</p> <p>.Apply Various Criteria in a Query: Demonstrate applying different criteria in a query, including single field, multiple fields, and wildcard searches.</p> <p>*Create a Form Using Form Wizard: Generate a form by following the steps in the Form</p> <p>*Insert and Delete Records Using Form View: Add new records or remove existing ones through the Form View.</p> <p>Create a Report Using Report Wizard: Illustrate the steps to generate a report using the Report Wizard</p>	Lab Test Worksheet	
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5	September	22	10	10	Revision	<p>Recall and reinforce key concepts covered in previous lessons through interactive discussion and questioning.</p> <p>Identify and clarify doubts or misconceptions to strengthen conceptual understanding.</p> <p>Apply learned knowledge through practice exercises, quizzes, or games. Improve confidence and readiness for assessments through focused revision strategies.</p>		Worksheets	<b>Term I Portion-Part A Employability Skills &amp; Part B Subject Specific Skills upto unit-II</b>
6	October	21	13	13	4.Maintain Health, Safety, and Secure working Environment	<p>Understand the importance of maintaining health, safety, and security at the workplace.</p> <p>Identify common hazards and risks in a workplace environment.</p> <p>Learn basic safety signs and their meanings.</p> <p>Understand the concept of workplace security and the importance of access control.</p> <p>Respond appropriately to health and safety instructions or emergencies.</p> <p>Understand the importance of ergonomic practices while using computers. Identify common computer-related health issues (e.g., eye strain, back pain, RSI).</p> <p>Understand the importance of clean and organized workspaces.</p>	Design a PPT on Health Safety and Security at work place, Quality measures , Fire Hazards and prevent accidents and emergencies	presentation& Quiz	
7	November	16	13	13	Revision				

8	December	25	18	18	Revision			Pre board Exam I Part A Practical Exam	Periodic Test-2 Portion :Unit III Database Management System Unit IV-Maintain Health,Safety, and Secureworking Environment
9	January	20	12	12	Revision			Preboard Exam II	
10	February	23	14	14	Revision			Preboard Exam III	
11	March	26	26	26					AE Portion: Part A & Part B all chapters

**Subject Teacher**

**Subject I/C**

**Vice Principal**

**Principal**