

ENGLISH COMMUNICATIVE (101)
CLASS IX
SESSION – 2025-26

The teachers will guide their learners to achieve the following curriculum goals

- ❖ To create a connect between learners’ spiritual, ethical, social, cognitive, mental and physical growth and development
- ❖ To nurture individuality and thus enhance one’s innate potentials
- ❖ To develop scientific temperament and transformative competences, in order to meet the demands of changing society.
- ❖ To enhance self-awareness and explore innate potential
- ❖ To develop creative thinking and the ability to appreciate art and showcase one’s own talents
- ❖ To promote capabilities related to goal setting, decision making and lifelong learning
- ❖ To nurture assertive communication and interpersonal skill.
- ❖ To learn to be empathetic towards others, display dignity and respect to the opposite gender, to contribute for the community, and focus on preserving environment
- ❖ To foster cultural learning and international understanding in an interdependent society
- ❖ To develop Critical thinking and Problem- solving abilities.

| Month and Number of Days | THEME / SUB THEME | Transaction Methodology | Learning Objectives ✚ Subject Specific (content based) |
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| APRIL 20 DAYS | Main Course Book Unit 1 People | <ul style="list-style-type: none"> ✚ Interactive Method: Pair work, discussion and peer feedback ✚ Experiential Learning : Role Plays and real -life applications ✚ Visual Learning : Mind maps, charts and infographics ✚ Quizzes <p style="text-align: center;">ACTIVITY</p> <p>Listening & Writing Listen to the speeches of Inspiring figures like Dr. Abdul Kalam, Malala Yousfzai, Nelson Mandela, Martin Luther king and</p> | <p>To enable the students to:</p> <ul style="list-style-type: none"> ✚ Develop comprehension and critical thinking skills ✚ Understand key ideas from speeches, interviews and biographies ✚ Analyze character traits, motivations, |

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| | | <p>Steve Jobs and identify the key details to write your experience.</p> <p>Interview Activity: Students pair up; one plays a journalist, the other an inspirational/ Motivational Speaker</p> <p>Mind Map and Infographic Create a mind map covering all the essential Information present in the unit</p> | <p>and real life connections</p> <ul style="list-style-type: none"> ✚ Enhance cohesion and coherence in writing using proper transitions and Structure. <p>Skills Developed</p> <ul style="list-style-type: none"> → Empathy and Compassion → Resilience and Perseverance → Leadership and Teamwork → Critical thinking and Problem Solving → Self Awareness and Emotional Intelligence |
| | <p>Interact in English Prose How I Taught my Grandmother to Read by Sudha Murthy</p> | <ul style="list-style-type: none"> ✚ Interactive ✚ Line by Line explanation ✚ Joyful Learning Activities ✚ Comprehension Check ✚ Group Discussion ✚ Teacher will introduce the author, theme and message of the lesson <p>ACTIVITY Activity 1 Group discussion “ What Education gives you – Why it is important to gain knowledge”</p> | <p>To enable the students to:</p> <ul style="list-style-type: none"> ✚ Read, Write speak and understand English Correctly ✚ Appreciate the story ✚ Understand the Literary Devices and the new words ✚ Realize the importance of Education in one’s life ✚ Develop a better understanding about the text |

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| | | <p>Activity 2 Diary Entry ‘Adult Literacy’ is always a compulsory assignment for you during your summer break. Pen down your experiences of teaching adults in your village in the form of diary entry.</p> <p>Activity 3 Poster Making Prepare a Poster on The Importance of ‘Adult Literacy’</p> | <p>under consideration</p> <ul style="list-style-type: none"> + Enhance their thinking skills Skills Developed + Eagerness to learn + Collaborative Learning + Creative and Critical Thinking + Experiential Thinking + Decision – making Determination + Conflict Resolution + To be Optimistic |
| | <p>Interact in English Prose A Dog Named Duke by William D Ellis</p> | <ul style="list-style-type: none"> + The Characteristics of a dog would be discussed with class + Loud reading by students + Line by line Explanation + Students would be asked to create a flow chart of Chuck’s milestone journey + Theme/ Message would be discussed. <p>Activity 1 Pair Work (Dialogue) Imagine you are Steve, Marcy’s friend. You came to know that Charles has met with an accident. You visit Marcy to inquire about Charles and offer assistance. As Steve, Write and enact an imaginary dialogue between you and Marcy.</p> <p>Activity 2 Just A Minute Choose any of the topics mentioned below:</p> <ul style="list-style-type: none"> + Dogs are the faithful animals | <p>To enable the students to</p> <ul style="list-style-type: none"> + understand the need and value of pets + to enable the students to learn new words and vocabulary + read with proper pronunciation, pause, intonation, reasonable speed and flow + to understand the literary devices + to develop sensitivity towards animals + express themselves in grammatically correct language <p>Skills Developed</p> <ul style="list-style-type: none"> + Interpretation + Scientific-temperament + Logical Reasoning + Critical Thinking + Problem Solving + Empathy |

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| | | <ul style="list-style-type: none"> + Where there is a will, there is a way + Patience and perseverance can overcome mountains | <ul style="list-style-type: none"> + Perseverance, Courage and faith |
| | <p style="text-align: center;">WRITING SKILLS NOTICE WRITING (Lost and Found Travel)</p> | <ul style="list-style-type: none"> + The Standard Format of Notice Writing would be shown in class on white board + The teacher would discuss in detail what a notice should contain + Solved examples would be provided + Particulars relating to content (Body) would be made clear to students. <p>Post Session Activity</p> <ul style="list-style-type: none"> + Practice Worksheets would be provided to students including following exercises + Lost & Found + Activities (School based) + Tour (local, outstation) + General Meeting | <p>To enable the students to</p> <ul style="list-style-type: none"> + Analyse any NOTICE shown to them on the basis of the knowledge imparted + Frame NOTICE about any event + Identify important information given in any given question + Use appropriate style and format to Write a NOTICE <p>Skills Developed</p> <ul style="list-style-type: none"> + Creative Thinking + Critical Thinking |

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| | <p>READING SKILLS</p> | <p>(Society, Institution)</p> <p>Teacher would discuss the exercise done by the students and take up their doubts in class.</p> <p>ACTIVITY</p> <ul style="list-style-type: none"> + Short fun reading exercises like + Analyzing Situation + Finding Context Clues + comprehending whatsapp chat + creating visuals through text | <ul style="list-style-type: none"> + Synthesising Information + Interpretation + Self – direction + Planning + Imagination <p>To enable the students to</p> <ul style="list-style-type: none"> + Learn the ability to comprehend, understand and judge + List and identify comprehension strategies + Apply comprehension strategies to text <p>Skills Developed</p> <ul style="list-style-type: none"> + Analytical skills + Understanding + Inference + Critical thinking + Creative thinking |
| <p>MAY 15 DAYS</p> | <p>Interact in English (Poetry) The Brook by Alfred Lord Tennyson</p> | <ul style="list-style-type: none"> + Reading of the poem with correct intonation and style + Paraphrasing + Interaction with students about Water Bodies + Discussion on Poetic Devices used in the poem + Theme, Message and Title would be discussed + Extract based exercises will be provided + Student-Teacher Interaction | <p>To enable the students to</p> <ul style="list-style-type: none"> + Appreciate the beauty, rhyme and style of poem + Develop a taste for poetry reading and writing + To read the poem with correct rhyme and rhythm. + Enjoy recitation in individual and chorus + Develop their aesthetic sense + Capture the |

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| | <p>WRITING SKILLS (Informal Letter Writing)</p> <p>Dialogue Writing</p> | <p>and pair work to help students express their interpretations and perspectives</p> <ul style="list-style-type: none"> + Line by Line explanation + Joyful Learning Activities + Comprehension Check + Group Discussion <p>Activity 1 Debate Private Quelch got right treatment at the end</p> <p>Activity 2 Imagine you are Private Quelch and have been assigned the cookhouse duty. In keeping with your character, you inspect the kitchen before resuming the next day. You are horrified at the unhygienic condition of the kitchen and so you decide to bestow knowledge upon those around you and administer a lecture to the cooks and helpers before the work begins.</p> <ul style="list-style-type: none"> + The Standard Format of Informal Letter Writing and Dialogue Writing would be shown in class on white board + The teacher would discuss in detail what an informal letter should contain and what type of dialogues must be written + Solved examples of | <p>vocabulary</p> <ul style="list-style-type: none"> + Know the importance of humility and respect + Learn that too much pride and arrogance can devalue the rewards of knowledge <p>Skills Developed</p> <ul style="list-style-type: none"> + Humanitarianism + Creative thinking + Collaboration <p>To enable the students to</p> <ul style="list-style-type: none"> + Build greater confidence and proficiency in oral and written communication + to develop the ability and knowledge required in order to engage in independent reflection and inquiry |
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| | <p style="text-align: center;">Grammar</p> | <p>both would be provided</p> <ul style="list-style-type: none"> + Particulars relating to content (Body) would be made clear to students. + Home Assignments would be given for practice <p>Activity LETTER - Practice Question Worksheets would be provided to the students. They will write the letter against given question and read out their letters. This way student would get a chance to know different ways of writing the letter on the same topic.</p> <p>DIALOGUE</p> <ul style="list-style-type: none"> + Picture prompt Conversation + Incomplete dialogue + Role Play Conversations <p>+ Work Book Unit 3</p> <p>+ Work Book taken up in class and errors and doubts would be taken up by the teacher .</p> | <ul style="list-style-type: none"> + to use appropriate English to communicate in various social settings + to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.) + to develop curiosity and creativity through extensive reading <p>Skills Developed</p> <ul style="list-style-type: none"> + Oral Communication + Problem Solving + Initiative + Concentration + Collaboration + Self – Confidence + Emotional Outlet <p>To Enable the students to</p> <ul style="list-style-type: none"> + Improve their social and formal language to be able to attempt |
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| | <p>The Road not Taken by Robert Frost</p> | <ul style="list-style-type: none"> + Peer assessment would be done to make the class more engaging and interactive + The teacher would + begin the session with s discussion on choices and their consequences + discuss whether the poet regrets his choice + encourage students to analyze the theme of individualism and choices + Activity based learning <p>ACTIVITY</p> <ul style="list-style-type: none"> + Debate – Should we follow the crowd or make our own path + Act out a situation where two roads represent different choices | <p>effective creative writing</p> <ul style="list-style-type: none"> + Understand the correct usage of grammar as per the requirement of the question + Improve their sentence structure and fluency + Write relevant content <p>To enable the students to</p> <ul style="list-style-type: none"> + Help students grasp the significance of choices and their impact on their own life + Learn literary techniques + Reflect on their personal decisions and their consequences + Improve their ability to interpret poetry + Learn how choices shape their future |
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| <p>AUGUST 21 DAYS</p> | <p>The Solitary Reaper by William Wordsworth</p> <p>.</p> | <ul style="list-style-type: none"> ✚ The teacher would ✚ Introduce William wordsworth as a romantic poet and discuss his love for nature ✚ Poem will be read aloud by the students ✚ Teacher would explain the poem line by line ✚ Literary devices would be discussed ✚ Students would be asked to share their own personal experiences of understanding someone's conversation without knowing the other person's language <p>Activity</p> <ul style="list-style-type: none"> ✚ Creative Designing Students would be asked to draw the scene described in the poem ✚ Dramatic Recitation Role Play with the roles assigned as Reaper, Poet and local folk | <p>and develop confidence and independent thinking</p> <p>To enable the students to</p> <ul style="list-style-type: none"> ✚ appreciate the beauty of simple everyday experiences ✚ Identify and explain literary techniques ✚ connect with poet's emotions ✚ Improve their ability to interpret the poetry and its deeper meaning ✚ Discuss moments when they were emotionally moved by a song or sound |
| | <p>Interact in</p> | <ul style="list-style-type: none"> ✚ Discussion on role of | <p>To enable the</p> |

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| | <p>English (Prose) Keeping it from Harold</p> | <p>a father in a child's life would be taken up as a Warm up Activity</p> <ul style="list-style-type: none"> ✚ Turn wise loud reading of the lesson ✚ Line by line explanation ✚ Vocabulary check ✚ Theme, message and title would be discussed. ✚ Students will share their unfortunate experiences of getting bullied or teased and would also tell how did they overcome that situation <p>Activity 1 Match the expressions with their meanings The teacher will distribute the worksheets row wise. After completion students will exchange their worksheets and correct their partners' work. (The activity could be used for grading as a part of portfolio)</p> <p>Activity 2 You are Samar/ Samritha. You had a bad day at school today as you were bullied/ teased by some of your classmates. You are not comfortable in sharing this incident with your parents. Write a diary entry on the feeling experienced by you on being bullied / teased at school.</p> <ul style="list-style-type: none"> ✚ Role play ✚ Simulating real-to- | <p>students to</p> <ul style="list-style-type: none"> ✚ Understand, Appreciate and enjoy the fiction ✚ Comprehend and appreciate the text ✚ Extrapolate from the given text ✚ Understand Child – Parent psychology ✚ Analyse their own understanding of their parents <p>Skills Developed</p> <ul style="list-style-type: none"> ✚ Creative thinking ✚ Critical thinking ✚ Collaborative learning I ✚ Interpretation ✚ Logical – Thinking ✚ Eagerness to learn ✚ Synthesise Information ✚ Inquisitiveness <p>To enable the students to</p> |
| | <p>Interact in</p> | | |

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| | | <ul style="list-style-type: none"> ✚ Examples would be provided <p>Activity 1 Word Scramble Teacher would provide students a paragraph in a scrambled sequence. Students would be asked to arrange them in correct sequence</p> <p>Activity 2 Practice Questions for Paragraph Writing (about Famous Personalities, Visits to different places) would be provided</p> | <ul style="list-style-type: none"> ✚ Organize their collected thoughts or ideas into a well written paragraph ✚ Use linking words and phrases to connect ideas within categories of information <p>Skills Developed</p> <ul style="list-style-type: none"> ✚ Creative Thinking ✚ Critical thinking ✚ Imaginative Thinking ✚ Planning |
| <p>SEPTEMBER 11 DAYS</p> | <p>REVISION FOR HALF YEARLY EXAMINATIONS</p> | <ul style="list-style-type: none"> ✚ READING SKILLS THROUGH COMPREHENSION ASSIGNMENTS ✚ WRITING SKILLS THROUGH CREATIVE WRITING QUESTION BANK ✚ LITERATURE PRACTICE QUESTIONS WOULD BE PROVIDED | |
| <p>OCTOBER 17 DAYS</p> | <p>Interact in English (Poetry) The Seven Ages by William Shakespeare</p> | <ul style="list-style-type: none"> ✚ Reading of the poem with correct intonation and style ✚ Paraphrasing ✚ Interaction with | <p>To enable the students to</p> <ul style="list-style-type: none"> ✚ Understand the different stages of human life ✚ Identify the Figures of |

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| | <p>GRAMMAR Transformation of Sentences (The Passives)</p> | <p>students about Stage artists and their role on the stage.</p> <ul style="list-style-type: none"> + Discussion on Poetic Devices used in the poem + Theme, Message and Title would be discussed + Extract based exercises will be provided <p>Activity 1 Dramatization of the poem Class would be divided into groups of 6-7 students. Group leaders will assign roles to the other members. Each member of the group will write his/her dialogue. Group will present role play in turns.</p> <p>Work Book Unit 5 would be allotted for practice</p> | <p>Speech (rhyme, alliteration, assonance, Consonance and Onomatopoeia) used in the poem.</p> <ul style="list-style-type: none"> + Appreciate the beauty, rhyme and style of poem + Develop a taste for poetry reading and writing + To read the poem with correct rhyme and rhythm. + Enjoy recitation in individual and chorus + Develop their aesthetic sense + Capture the Central Idea of the poem develop the imagination <p>Skills Developed</p> <ul style="list-style-type: none"> + Interpretation + Critical thinking + Problem – Solving + Creative thinking + Experiential Learning + Collaborative learning <p>To enable the students to</p> <ul style="list-style-type: none"> + Differentiate active and passive voice + Identify the voice of verb in each |
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| | <p>WRITING SKILLS NOTICE WRITING (School Activities & Meetings of Society)</p> | <ul style="list-style-type: none"> + Student Teacher Interaction + Instructions + Constructivism + Rules + Examples + Practice Exercise <ul style="list-style-type: none"> + Notice Writing would be shown in class on white board + The teacher would discuss in detail what a notice should contain + Solved examples would be provided + Particulars relating to content (Body) would be made clear to students. + Practice Worksheets would be provided to students including following exercises + Lost & Found + Activities (School based + Tour (local, outstation) + General Meeting (Society, Institution) | <ul style="list-style-type: none"> + sentence + Rewrite the sentence changing the voice from active to passive voice + Use their learnings in creative writing <p>Skills Developed</p> <ul style="list-style-type: none"> + Critical Thinking + Problem Solving + Scientific Temperament + Inquisitiveness <p>To enable the students to</p> <ul style="list-style-type: none"> + Analyse any NOTICE shown to them on the basis of the knowledge imparted + Frame NOTICE about any event + Identify important information given in any given question + Use appropriate style and format to Write a NOTICE <p>Skills Developed</p> |
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| <p style="text-align: center;">NOVEMBER 22 DAYS</p> | <p>Interact in English (Poetry) Oh, I wish I'd looked after me teeth by Pam Ayres</p> | <ul style="list-style-type: none"> + Pre Reading activity (Dumb Charades) would be the first step wherein students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme of the poem. + The Poem would be read aloud by the students with proper intonation, rhyme and rhythm. + The poem would be explained covering the phrases, sentences and discourse as well as structure, theme and message <p>Activity 2 Project Work (Portfolio)</p> <ul style="list-style-type: none"> + Types of teeth + At what age different teeth appear | <ul style="list-style-type: none"> + Creative Thinking + Critical Thinking + Synthesising Information + Interpretation + Self – direction + Planning + Imagination <p>To enable the students to</p> <ul style="list-style-type: none"> + Understand the importance of personal hygiene + Appreciate the beauty, rhyme and style of poem + Develop a taste for poetry reading and writing + To read the poem with correct rhyme and rhythm. + Enjoy recitation in individual and chorus + Develop their aesthetic sense + Capture the Central Idea of the poem + Develop the imagination <p>Skills Developed</p> <ul style="list-style-type: none"> + Critical |
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| | <p>WRITING SKILLS Paragraph Writing (Social and Environmental Topics)</p> <p>Reading & Writing Skills Main Course</p> | <ul style="list-style-type: none"> + Do's and don'ts for oral hygiene + Associated problems & diseases + Cosmetic dentistry <p>+ Teacher would discuss the parts of paragraph – Topic Sentence, Supporting Sentence and Concluding Sentence</p> <ul style="list-style-type: none"> + Students would be acquainted with the knowledge of Coherence, Completeness and principles of organisation + Examples would be provided <p>Activity 1 Word Scramble Teacher would provide students a paragraph in a scrambled sequence. Students would be asked to arrange them in correct sequence</p> <p>Activity 2 Practice Questions for Paragraph Writing (about Social and Environmental Topics) would be provided</p> <ul style="list-style-type: none"> + Students would be asked to solve the Unit 4 in class in pair. They can | <p>thinking</p> <ul style="list-style-type: none"> + Health & Wellness + Experiential Learning + Problem Solving + Research Skills <p>To enable the students to</p> <ul style="list-style-type: none"> + Write a well-structured paragraph, effectively and creatively. + Identify different steps and important terms to remember in writing + Organize their collected thoughts or ideas into a well written paragraph + Use linking words and phrases to connect ideas within categories of information |
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| | <p>Book Unit 3 & 4 Environment The Class IX Radio and Video Show</p> <p>Work Book</p> <p>The Best Seller</p> | <p>ask their doubts from their teacher.</p> <ul style="list-style-type: none"> ✚ Unit 3 will be assigned as home work. ✚ Teacher will monitor the students while they are solving their unit 4. ✚ Error correction would be done by the teacher <p>Work Book Unit 7 Reported Speech will be assigned for practice</p> <p>Unit 6</p> <ul style="list-style-type: none"> ✚ Line by Line explanation ✚ Joyful Learning Activities ✚ Comprehension Check ✚ Group Discussion ✚ Teacher will introduce the author, theme and message of the lesson <p>Role Interview One student plays pescud while others ask him about his contradictory views</p> <p>Book Cover Design for Modern Best Seller Book</p> | <ul style="list-style-type: none"> ✚ To enable the students to ✚ Recognise the difference between fiction and reality in relationships ✚ Identify humour, irony and satire in O’ Henry’s storytelling ✚ Expand their vocabulary, comprehension and writing abilities ✚ Develop ability to express opinions and analyse multiple perspectives ✚ Identify elements like symbolism, |
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| <p>DECEMBER 17 DAYS</p> | <p>Interact in English (Drama) The Bishop's Candlesticks by Norman McKinnell</p> | <ul style="list-style-type: none"> + Role play + Simulating real-to-life situations + Dramatising and miming + Characterization + Theme & Plot would be discussed + Word Attack + Discussion on different elements of a drama like Exposition-conflict-climax-falling action – resolution <p>Activity 1 – Pair Work Graphic Organiser It is easy to interpret a story when you know the character. Use the Graphic Organizer to analyse the character of your choice. You can take help of the text book.</p> <p>Activity 2 – Group Work Imagine that you are convict. You have just stolen the candlesticks but you are already feeling guilty about it because the Bishop has been so kind to you. You make a confession in the confession box. You talk about:</p> <ul style="list-style-type: none"> + The conflict you are facing right now + The conflict you faced with society many years ago and how it turned you into a beast. | <p style="text-align: center;">Irony and Contrast</p> <p>To enable the students to</p> <ul style="list-style-type: none"> + Recognise the plot and structure of the play + Appreciate the hidden meaning of the dialogues and play + Build greater confidence and proficiency in oral and written communication + to develop the ability and knowledge required in order to engage in independent reflection and inquiry + to use appropriate English to communicate in various social settings + to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.) + to develop curiosity and creativity through |
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| | <p>GRAMMAR Transformation of Sentences (DIRECT / INDIRECT)</p> | <ul style="list-style-type: none"> + Student Teacher Interaction + Instructions + Constructivism + Rules + Examples + Practice Exercise <p>Teacher would discuss the exercise done by the students and take up their doubts in class.</p> | <p>extensive reading</p> <p>Skills Developed</p> <ul style="list-style-type: none"> +Eagerness to learn +Digital Literacy +Inquisitiveness +Scientific Temperament +Creative thinking +Experiential Learning +Ethical and Social Literacy <p>To enable the students to</p> <ul style="list-style-type: none"> + Define direct speech and indirect speech + Distinguish between direct and indirect speech + List the rules for converting Direct Speech to Indirect speech and Indirect Speech to Direct Speech <p>Skills Developed</p> <ul style="list-style-type: none"> + Critical Thinking + Problem Solving + Scientific Temperament + Inquisitiveness <p>To enable the students to</p> |
| | <p>READING</p> | | |

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| <p>JANUARY 17 DAYS</p> | <p>SKILLS</p> <p>Interact in English (Poetry) Song of the Rain Kahlil Gibran</p> | <ul style="list-style-type: none"> ✚ Pre Reading activity would be the first step wherein students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme of the poem. ✚ The Poem would be read aloud by the students with proper intonation, rhyme and rhythm. ✚ The poem would be explained covering the phrases, sentences and discourse as well as structure, theme and message | <ul style="list-style-type: none"> ✚ Learn the ability to comprehend, understand and judge ✚ List and identify comprehension strategies ✚ Apply comprehension strategies to text <p>Skills Developed</p> <ul style="list-style-type: none"> ✚ Analytical skills ✚ Understanding ✚ Inference ✚ Critical thinking ✚ Creative thinking <p>To enable the students to</p> <ul style="list-style-type: none"> ✚ Understand new words and use them in their speech and writing ✚ Develop and interest in enjoying the beauty of nature ✚ Read the poem with proper stress, pitch and intonation ✚ Develop ideas about poetic |
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| | <p>Reading & Writing Skills</p> <p>Grammar</p> | <p>Teacher would discuss the exercise done by the students and take up their doubts in class.</p> <p>ACTIVITY</p> <ul style="list-style-type: none"> ✚ Short fun reading exercises like ✚ Analyzing Situation ✚ Finding Context Clues ✚ comprehending whatsapp chat <p>creating visuals through text</p> | <p>devices and poetic elements like simile and metaphor</p> <ul style="list-style-type: none"> ✚ Express ideas and feelings in a fine language ✚ To get sensitized with the ideas and emotions evoked by rain <p>Main Course Book</p> <p>Work Book</p> |
| <p>February onwards Revision for Annual Exams would start</p> | | | |

पाठ्यक्रम योजना (सत्र 2025-26)

विषय – हिन्दी

कक्षा – नौवीं

भाषा शिक्षण उद्देश्य

- भाषा की अलग-अलग भूमिकाओं को जानना।
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना।
- भाषा के स्वरूप और व्यवस्था को समझना।
- स्कूल की भाषा, बच्चों की भाषा के बीच के संबंध को जानना।
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना।
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना।
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।
- भाषा और साहित्य के संबंध को जानना।
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना।
- भावों और विचारों की स्वतंत्रता अभिव्यक्त करना।
- भाषायी बारीकियों के प्रति संवेदनशील होना।
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना।
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के अवसर जुटाना।
- भाषा के मूल्यांकन की प्रक्रिया को जानना।
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की सराहना की समझ बनाना।
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना।

| मास / कार्य दिवस | पाठ का नाम | शिक्षण व्यक्ति | अधिगम संप्राप्ति |
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| अप्रैल (20 दिवस) | दुख का अधिकार | व्याख्यान विधि, पठन विधि गतिविधि- किसी एक विषय पर गरीब व्यक्ति का अमीर व्यक्ति से संवाद। | छात्रों में कमजोर वर्ग के प्रति सहानुभूति का भाव जाग्रत करना समाज में उपस्थित अंधविश्वास को उजागर करना। पोशाकों की विभिन्न श्रेणियों के अन्तर को जान पायेंगे। |
| | रैदास के पद अनुस्वार व अन्नासिक | चर्चा – परिचर्चा, पठन विधि प्रश्नोत्तर विधि गतिविधि- छात्र निर्गुण शाखा के कवियों का प्रवाह चित्र बनाएँगे | छात्र रैदास के व्यक्तित्व से परिचित हो पायेंगे। छात्र भक्ति के सही अर्थ को आत्मसात कर पायेंगे। |

| मास / कार्य दिवस | पाठ का नाम | शिक्षण व्यक्ति | अधिगम संप्राप्ति |
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| मई (15 दिवस) | गिल्लू | चर्चा – परिचर्चा, पठन विधा, प्रश्नोत्तर विधि गतिविधि - जीवों के संरक्षण हेतु नारा लेखन | -छात्र जीवों के प्रति दया-भाव को अपना पाएँगे -छात्र जान पाएँगे कि संसार में जैसे मनुष्यों को जीने का अधिकार है ठीक वैसे ही अन्य जीव - जंतुओं का भी है। |
| | शब्द व पद | विषय वस्तु, परिभाषा व अंतर अभ्यास | शब्द और पद की परिभाषा जान पायेंगे। |
| | रहीम के पद | चर्चा – परिचर्चा, पठन विधा, प्रश्नोत्तर विधि गतिविधि – कबीर व रहीम के दोहों को बुक कवर बनाकर लिखना। | जीवन में करणीय एवं अकरणीय व्यवहार को जान पाएँगे। |

| मास / कार्य दिवस | पाठ का नाम | शिक्षण व्यक्ति | अधिगम संप्राप्ति |
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| <u>जुलाई (24 दिवस)</u> | एवरेस्ट की चूनाती | पठन विधि , व्याख्यान विधि , प्रश्नोत्तर विधि गतिविधि - भारतीय महिला पर्वतारोही के चित्रों का कोलाज | बछेंद्री पाल के आदर्शों से प्रेरित होना |
| | अनौपचारिक पत्र | परिभाषा व प्रारूप, विषय -वस्तु | विषय – वस्तु व प्रारूप का चयन |
| | उपसर्ग व प्रत्यय | चर्चा – परिचर्चा , परिभाषा व उदाहरण गतिविधि – पाठ आधारित शब्दों का चयन | उपसर्ग व प्रत्यय की पहचान के पाने में सक्षम |

| मास / कार्य दिवस | पाठ का नाम | शिक्षण व्यक्ति | अधिगम संप्राप्ति |
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| <u>अगस्त (21 दिवस)</u> | तुम कब जाओगे अतिथि | दृश्य – श्रव्य माध्यम, चर्चा -परिचर्चा, पठन विधि गतिविधि – अतिथि देवो भावः से संबंधित नारा लेखन | वर्तमान में अतिथि सी सीमा से परिचय |
| | अर्थ की दृष्टि से वाक्य भेद | प्रवाह चित्र ,ppt का प्रयोग गतिविधि - वाक्य के भेदों का प्रवाह चित्र | वाक्य भेद का प्रवाह चित्र |
| | चित्र वर्णन | विषय वस्तु पर चर्चा व अभ्यास | रचनात्मक कौशल का विकास |

| मास / कार्य दिवस | पाठ का नाम | शिक्षण व्यक्ति | अधिगम संप्राप्ति |
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| <u>सितंबर 22 दिवस (11 दिवस परीक्षा के 1)</u> | स्मृति | पठन विधि , आगमन – निगमन विधि, प्रश्नोत्तर विधि गतिविधि – यादों का इंडियट बॉक्स बनाना | निर्णय लेने की क्षमता का विकास |
| | वैज्ञानिक चेतन के वाहक चंद्रशेखर रामन | चर्चा – परिचर्चा, पठन विधि, प्रश्नोत्तर विधि गतिविधि – 5 भारतीय वैज्ञानिकी खोजों की सूची बनाएं | सी.वी.रामन से प्रेरित होना व जीवन में आत्मसात करना |
| | स्वर संधि | नियम व उदाहरण | शब्द भंडार में वृद्धि |

| मास / कार्य दिवस | पाठ का नाम | शिक्षण व्यक्ति | अधिगम संप्राप्ति |
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| <u>अक्टूबर (17 दिवस)</u> | गीत – अगीत | भूमिका – निर्वाह विधि , पठन विधि , प्रश्नोत्तर विधि <u>गतिविधि</u> - रामधारी सिंह दिनकर की अन्य कविताओं का वाचन | अभिव्यक्ति की स्वतंत्रता से परिचय |
| | संधि | नियम व उदाहरण अभ्यास | शब्द – भंडार में वृद्धि |

| मास / कार्य दिवस | पाठ का नाम | शिक्षण व्यक्ति | अधिगम संप्राप्ति |
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| <u>नवंबर (22 दिवस)</u> | कल्लू कम्हार की उनाकोटी | पठन विधि , प्रवाह चित्र प्रश्नोत्तर विधि <u>गतिविधि</u> – त्रिपुरा से संबंधित परियोजना कार्य | त्रिपुरा का विविध ज्ञान |
| | अग्निपथ | व्याख्यान विधि , पठन विधि , प्रश्नोत्तर विधि <u>गतिविधि</u> – हरिवंशराय बच्चन की अन्य कविता का वाचन | सदैव आशावान बने रहने के लिए प्रेरित होना |
| | विराम – चिह्न | पठन विधि , प्रवाह चित्र प्रश्नोत्तर विधि <u>गतिविधि</u> – अभ्यास पत्र | उचित विराम चिह्नों का प्रयोग |
| | श्रुतारे के समान | व्याख्यान विधि, पठन विधि, प्रश्नोत्तर विधि <u>गतिविधि</u> – महादेव देसाई के जीवन पर कोलाज | देसाई जी के जीवन से प्रेरित होना |

| मास / कार्य दिवस | पाठ का नाम | शिक्षण व्यक्ति | अधिगम संप्राप्ति |
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| <u>दिसंबर (22 दिवस)</u> | मेरा छोटा-सा निजी पुस्तकालय | दृश्य – श्रव्य मीडिया , पठन , ppt <u>गतिविधि</u> – हिन्दी साहित्य के किसी भी रचना का बुक कवर | पुस्तकों को पढ़ने में रुचि के लिए प्रेरित |
| | नए इलाके में/खुशबू रचते हैं हाथ | पठन विधि , प्रवाह चित्र प्रश्नोत्तर विधि <u>गतिविधि</u> – छात्र स्वयं अगरबत्ती का निर्माण करेंगे | सामाजिक विषमता से परिचय व समाज परिवर्तन के लिए प्रेरणा |

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| | संवाद लेखन | पठन विधि , प्रवाह चित्र प्रश्नोत्तर विधि <u>गतिविधि</u> – साक्षात्कार करना | वाचन कौशल का विकास |
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| मास / कार्य दिवस | पाठ का नाम | शिक्षण व्यक्ति | अधिगम संप्राप्ति |
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| <u>जनवरी (17 दिवस)</u> | पुनरावृत्ति | प्रश्न पत्र | लेखन कौशल का विकास |
| | व्याकरण अभ्यास | अभ्यास पत्र | आत्म – विश्वास में वृद्धि |

| मास / कार्य दिवस | पाठ का नाम | शिक्षण व्यक्ति | अधिगम संप्राप्ति |
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| <u>फरवरी (22 दिवस)</u> | पुनरावृत्ति | सैम्पल प्रश्न पत्र हल | आत्म – विश्वास में वृद्धि |

MATHEMATICS
CODE: 041

Learning Objective

All the students are given an opportunity to get exposed to the diverse concepts of mathematics helping them to be a global citizen and develop skills to understand, apply and evaluate. At this level, there is a need to enable students to have the skills to engage with mathematical processes that surround them and provide them with an understanding of the real life application of mathematics. The different hand-on activities expose the students to various concepts of mathematics in a fun filled way.

| Month / No of Days | Chapter Name/topic | Methodology | Learning Outcomes |
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| <p>April (20 days)</p> | <p>1.Number System</p> <ul style="list-style-type: none"> ● Review of rational numbers. ● Decimal expansion of fractions. ● Real numbers and operations on them ● Laws of exponents. for real numbers. | <ul style="list-style-type: none"> ● Smart board ● Inductive method. ● Assignment – 1 to be given. <ul style="list-style-type: none"> ● Activity 1 – Construct a Square Root Spiral ● Activity 2 – Represent Some Irrational Numbers on the Number Line | <ul style="list-style-type: none"> ● Able to learn and explain whole numbers, integers, rational and irrational numbers. ● Able to understand rational and irrational numbers |
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| | <p>2.Polynomials</p> <ul style="list-style-type: none"> ● Polynomial in one variable ● Terms related to polynomials. ● Review of algebraic identities. ● Factorization of polynomials. | <ul style="list-style-type: none"> ● White board/Smart board ● Inductive method/Group discussion. ● Assignment – 2 to be given <ul style="list-style-type: none"> ● Lab activity – : algebraic identities ● Activity 3 – Verify the Algebraic Identity $(a+b)^2 = a^2 + 2ab+b^2$ ● Activity 4 – Verify the Algebraic Identity $(a-b)^2 = a^2 - 2ab+b^2$ | <ul style="list-style-type: none"> ● To recognize a polynomial , find zeros of the polynomial. ● Understand and apply theorem ● Able to remember formulae/social skills, arithmetic skills, cognitive skills. |
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| <p>May (15 Days)</p> | <p>Polynomials</p> <ul style="list-style-type: none"> continued | <ul style="list-style-type: none"> Activity 5 – Verify the Algebraic Identity $(a+b)^2 = a^2 + 2ab+b^2$ Activity 6 – Verify the Algebraic | |
| <p>July (24 days)</p> | <p>1. Coordinate Geometry Cartesian plane Terms related to coordinate plane Plotting point in plane</p> | <ul style="list-style-type: none"> Group discussion/s mart board Assignment -3 to be given Lab activity : Mirror image Activity based on SDG Goals | <ul style="list-style-type: none"> Able to explore the idea of placement /location of an object with frame of reference Ability to think ,analyze & articulate logically |

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| | <p>2.Linear Equations in two variables</p> <ul style="list-style-type: none"> ● Review of linear equations in one variable ● Introduction to equation in two variables. ● Solution of linear equation | <ul style="list-style-type: none"> ● Deductive /white board /smart board ● Activity (forming linear equation) ● Assignment – 4 to be given. | <p>To recognize linear equations.</p> <ul style="list-style-type: none"> ● To appreciate that a linear equation has many solutions and is written in ordered pairs. ● To analyze graphs of linear equations. ● Mastery Of algebraic skills |
| | <p>3.Euclid geometry</p> <ul style="list-style-type: none"> ● Euclid’s axioms and postulates ● Different forms of fifth postulates ● Application of axioms and postulates applications in different geometrical concepts | <ul style="list-style-type: none"> ● Deductive /inductive approach ● white board /smart board | <ul style="list-style-type: none"> ● List Euclid's five postulates related to the field of geometry. ● Apply concepts in various geometrical theorems. |

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| <p>AUGUST (21 days)</p> | <p>1. Lines and Angles</p> <ul style="list-style-type: none"> ● Basic terms and definitions ● Intersecting lines & pairs of angles ● Parallel lines & transversal ● Angle sum property of a triangle ● Exterior angle property of a triangle | <ul style="list-style-type: none"> ● Rapid fire quiz through exploratory worksheets ● Assignment -5 to be given ● Activity 7 – Verify that if Two Lines Intersect each Other | <ul style="list-style-type: none"> ● Able to learn basic terms & definitions ,apply the knowledge of parallel lines & transversal. ● Thinking skill, critical skill. Thinking and drawing skills, problem solving ability. |
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| | <p>2 Triangles</p> <ul style="list-style-type: none"> ● Basic concepts related to congruence and triangles ● Criteria of congruence of triangle ● Properties of triangle | <ul style="list-style-type: none"> ● Smart board ● Class discussion & oral assessment ● Inductive-deductive method ● Lab activity - Activity 8 – Verify the Different Criteria for Congruence of Triangles <p>Assignment -6 to be given</p> | <ul style="list-style-type: none"> ● To understand basic terms related to congruence of triangles ● To understand basic different criteria of congruence RHS, SSS, SAS, ASA/critical thinking, reasoning skills to understand inequalities in triangle. |
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| <p>September (11 days)</p> | <p>1. Surface area and volume</p> <ul style="list-style-type: none"> ● Surface area of right circular cone . ● Surface area of sphere and hemisphere.. ● Volume of right circular cone ● Volume of sphere. ● Problem solving involves converting one type of solid to other and other real life applications. | <ul style="list-style-type: none"> ● Inductive method ● Assignment 7 to be given ● Lab activities - Activity 9 – Form a Cone from a Sector of a Circle | <ul style="list-style-type: none"> ● To find the surface area of the cone, sphere, hemisphere. ● Differentiate the curved surface area from total surface area. ● Able to find volume of hemisphere, sphere, cone |
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| <p>October (17 days)</p> | <p>1. Quadrilaterals</p> <ul style="list-style-type: none"> ● Angle sum property ● Types of quadrilateral ● Properties of parallelogram ● Condition of quadrilateral solving a parallelogram ● Midpoint theorem & its converse | <ul style="list-style-type: none"> ● Indo deductive method ● Smart board ● GeoGebra ● Lab activity - : Activity 10 – Verify that the Sum of the Angles of a Quadrilateral is 360° ● Assignment -8 to be given ● Audio / Visual aids | <ul style="list-style-type: none"> ● Indo deductive method ● Smart board ● GeoGebra |
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| <p>November (22 days)</p> | <p>1. Circles</p> <ul style="list-style-type: none"> ● Circles and its related terms – A review. ● Angle subtended by equal chords at centre. ● Perpendicular from the centre to the chord bisects the chord. ● Equal chords and their distance from the centre. ● Angle subtended by an arc of a circle. ● Angles in the same segment of circles are equal. ● Cyclic quadrilateral and its property. Constructions | <ul style="list-style-type: none"> ● Task – figure speak worksheet ● Theorems to be proved ● Classroom discussion ● Lab activity_ ● ACTIVITY-11 Verify that the Angle Subtended by an Arc of a Circle ● Activity 12 – Verify that the Angles in the Same Segment of a Circle are Equal ● Activity 13 – Verify that the Opposite Angles ● Assignment 9 to be given | <ul style="list-style-type: none"> ● Understand the basic terms related to circles, communication skills. ● Understand and appreciate the theorems on circles. ● Thinking skills and problem solving ability to be developed. ● Applying knowledge gained on the topic. |
| <p>December (22 days)</p> | <p>1. Statistics</p> <ul style="list-style-type: none"> ● Introduction to statistics ● Collection of data ● Presentation of data. ● Graphical presentation. ● Measure of central tendency. | <ul style="list-style-type: none"> ● Deductive Approach ● Assignment 10 to be given | <ul style="list-style-type: none"> ● To recall the meaning of terms statistics and the need for collection of data. ● To develop skills of representing data graphically as bar graph, histogram and frequency polygon. |

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| | <p align="center">2. Heron's formula</p> <p align="center">Area of triangles –by heron's formula</p> | <ul style="list-style-type: none"> ● Inductive method. ● Problem solving method <p align="center">Assignment – 11 to be given.</p> | <ul style="list-style-type: none"> ● To understand Heron's formula & develop skills of finding areas of triangles & quadrilaterals. ● To apply heron's formula to real life selections /thinking skills. |
| January(17 days) | Revision for final exam | | |
| February | Revision for final exam | | |

HOLIDAY HOMEWORK

1. Summer vacation

- a) Art integrated project from the following topics:
 - i) Number system
 - ii) polynomials
- b) Mind maps of the following chapters:
 - i) Number system
 - ii) polynomials
- c) worksheets

2. Winter vacation

- a) Art integrated project from the following topics:
 - i) Surface area and volume
 - ii) Statistics
 - iii) Circles
- b) Mind maps of the following chapters:
 - i) Surface area and volume
 - ii) Statistics
 - iii) Circles
- c) Worksheets

SCIENCE
CODE: 086

Learning Objectives:

- To develop independent thinking and experimental skills.
- To understand the principles and processes related to simple scientific and technological activities.
- To develop experimental skills and sharpen their sense of inquiry.
- In inculcate science and technology related values.

- To recognize relationship among science, technology and society.
- To imbibe love for nature and respect for life to develop understanding of patterns of life.
- To develop scientific temper and rational thinking.

| Chapter | Content and Methodology | Leaning outcomes |
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| Month: April Working days: 20 Chemistry Lesson –1: Matter in our surroundings. | <ul style="list-style-type: none"> ➤ Experimental demonstration to explain the different properties of matter ➤ Art integration activity to understand the different features of states of matter | <p><i>The students will be able:</i></p> <ol style="list-style-type: none"> 1. <i>to clear about the characteristics of matter</i> 2. <i>to distinguish between three states of matter</i> 3. <i>to understand that three states of matter are interconnected</i> |
| Physics Chapter 8: Motion | Introduction <ul style="list-style-type: none"> • Rest & motion – Definition with • Examples • Scalar and vector quantities • Motion along a straight line • Distance • Displacement • Uniform motion • Non uniform motion • Speed • Average speed • Speed with direction • Average velocity • Acceleration and retardation • Uniform acceleration and non uniform acceleration • Numericals | <p><i>The learners would be able to-</i></p> <ol style="list-style-type: none"> 1. <i>understand that rest and motion are relative</i> 2. <i>to understand and evaluate the numerical value of different quantities and also associate it with their units.</i> 3. <i>to correlate various physical quantities like distance, displacement, average speed, acceleration and retardation etc with day to day observations.</i> |
| Biology Chapter-5 The fundamental unit of life | Introduction Mind maps Cell – Definition with Examples Types of cell Prokaryotic Eukaryotic Plant cell | <ol style="list-style-type: none"> 4. <i>1. to clear about types of cell</i> 5. <i>to distinguish between Prokaryotic and eukaryotic, plant and animal cell</i> 6. <i>to understand functions</i> |

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| | Animal cell Difference between Plant and Animal cell Cell organelles: | <i>of all cell organelles.</i> |
| Month: May Working days: 15 Lesson –1: Matter in our surroundings | <ul style="list-style-type: none"> ➤ Draw a web chart to show inter conversion of states of matter ➤ Identify the process of condensation and sublimation from their surroundings ➤ Experimental demonstration to show latent heat concept ➤ Enlist the various factors affecting rate of evaporation from daily life | <p><i>The students will be able:</i></p> <ol style="list-style-type: none"> 1. <i>to define the term condensation, liquefaction, evaporation, sublimation, boiling, melting and latent heat</i> 2. <i>to calculate different scales of temperature</i> |
| Chapter 8: Motion | <ul style="list-style-type: none"> • Graph : concept and importance • Graphical representation of motion by d- t • graph • Calculation of speed from d-t graph. Graphical representation of motion by v - t • graph • Calculation of acceleration and distance from v-t graph • Numericals based on graphs • Equations of motion by graphical method- • Equation for velocity time relation • Equation for position time relation • Equation for position velocity relation • Numerical problems based on equations of motion Uniform motion | <p>The learners would be able to-</p> <ol style="list-style-type: none"> 1. understand and evaluate speed, acceleration and distance from various graphs. 2. evaluate speed in circular motion 3. represent motion of given situation in graphical manner |
| Chapter-5 cell | <p>Cell membrane, mitochondria, nucleus, plastid, lysosome, E.R, Chromosome, vacuoles, Cytoplasm, cell wall. Location and function of cell organelles Plasmolysis, osmosis</p> <ul style="list-style-type: none"> • Equation for velocity time relation • Equation for position time relation • Equation for position velocity relation | <ol style="list-style-type: none"> 1. <i>Activity to show structure of plant and animal cell,</i> 2. <i>Understanding of plasmolysis with dried seeds.</i> 3. <i>To define the term hypertonic, isotonic and hypotonic.</i> |

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| | <ul style="list-style-type: none"> Numerical problems based on equations of motion Uniform motion | |
| <p>Month: July Working days: 24</p> <p>Lesson –2: Is Matter Around Us Pure</p> <p>Chapter 9 : Force and Laws of Motion</p> | <ul style="list-style-type: none"> ➤ Introduction to the concept of Mixture ➤ Demonstration of some real mixtures ➤ Introduction and elaboration of the concept of Solution ➤ Demonstration of some solutions from daily life. <ul style="list-style-type: none"> Force – Definition , effects Types of force Balanced and unbalanced forces. Newton’s first law of motion Definition of inertia Reasoning questions based on first law. Newton’s second law of motion. Derive $F=ma$ Momentum, impulse –definition and unit Reasoning questions and numerical based on second law. Newton’s third law of motion. Reasoning Questions based on third law .Conservation of momentum. Numerical problems based on conservation of momentum <ul style="list-style-type: none"> ➤ Experimental demonstration to explain the tissue. ➤ Flow chart to show hierarchy of plant and animal tissue. ➤ Difference between complex and simple plant tissue. ➤ Classify the changes take place during growth in plant tissue. | <p><i>The students will be able:</i></p> <ol style="list-style-type: none"> <i>To understand the difference between pure and impure substance</i> <i>To distinguish between elements, compounds, and mixtures</i> <p>Students will be able to -</p> <ol style="list-style-type: none"> Understand force and its effects understand meaning of balanced and unbalanced forces understand newton’s laws and their applications in daily life. Explain the terms like inertia, impulse and momentum. Calculate force acting on an object, the momentum associated with any moving object. Expected Learning Outcome The learners would be able to differentiate between balanced and unbalanced forces Evaluate the numerical value of force and momentum. Explain the laws of motion in various situations. <p><i>The students will be able-</i></p> <ol style="list-style-type: none"> <i>To differentiate between plant and animal tissue, their location and function</i> <i>Anatomical structure of parenchyma,</i> |
| <p>Chapter-6 Tissue</p> | | |

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| | | <p><i>collenchyma</i></p> <p>3. <i>Sclerenchyma</i></p> |
| <p>Month: August Working days: 21 Lesson –2: Is Matter Around Us Pure</p> | <ul style="list-style-type: none"> ➤ Comparison of the properties of solution, suspension and colloid. ➤ Experimental demonstration to show different colloids ➤ Numerical based on concentration of solution. ➤ Classify physical and chemical changes from the surroundings. ➤ Distinguish between mixture and compound by taking an example of iron filings and Sulphur powder | <p><i>The students will be able-</i></p> <ol style="list-style-type: none"> 4. <i>To differentiate between true solution, colloids & suspension, saturated & unsaturated solution.</i> 5. <i>To differentiate between mixture and compound.</i> 6. <i>To classify physical and chemical changes</i> |
| <p>Chapter 10: Gravitation</p> | <ul style="list-style-type: none"> • Introduction • Newton’s Law of gravitation • Importance .Numericals • Free fall, Difference between ‘g’ and ‘G’. • Derive formula of ‘g’ • Value of ‘g’ on earth. • Factors on which ‘g’ depends. Equations of motion during free fall. Numericals based on free fall .Differences • between mass and weight. Weight of an object on moon. • Phloem, xylem and their components • Functions of complex permanent tissue. • Diagrammatic presentation of epithelial and connective tissue. • Difference between areolar and adipose tissue • Types of blood cells • Structure and function of nerve tissue. • Art integration to show parts of nerve cell. | <p><i>Students will be able to-</i></p> <ol style="list-style-type: none"> 1. <i>Understand the concept of conservation of momentum</i> 2. <i>Understand the importance of newton’s law of gravitation.</i> 3. <i>Differentiate between g and G; mass and weight.</i> 4. <i>Calculate quantities using equations of motion during a free fall.</i> 5. <i>Expected Learning Outcome The learners would be able to</i> 6. <i>calculate change in momentum in different situations</i> 7. <i>Evaluate the numerical value of g at different places like earth and moon.</i> 8. <i>Calculate the weight of given object on moon and earth.</i> 9. <i>Slid observation of plant and animal tissue</i> |
| <p>Chapter-6 Tissue</p> | | |
| <p>Month: September</p> | <p>Mid -term Examination Worksheets, Question bank</p> | |

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| <p>Month: October Working days: 17 Lesson –3 Atoms and Molecules</p> | <ul style="list-style-type: none"> • Basic concept of atoms and Molecules • Laws of chemical combination (Law of conservation of mass and Law of constant proportion)- Developing hypothesis by Brainstorming, Lecture , Discussion demonstration • Atomic mass, molecular mass , formula unit mass and molar mass of different compound.- calculation of molar mass by forming a chart of different compounds • Molecule of a element and molecule of a compound. • Writing chemical formula by using crossover valency method- chalk and board work and discussion | <p>The students will be able:</p> <ol style="list-style-type: none"> 1. To understand the Laws of Chemical Combination and relate the Laws with Dalton’s Atomic Theory 2. to conceptualize the terms atom, their symbols, relative atomic mass unit and molecules 3. differentiate between atom and ion, cation and anion 4. to write valency and Chemical formula |
| <p>Chapter 11: Work and Energy</p> | <ul style="list-style-type: none"> • Introduction Work done by constant force .Positive and negative work. Numericals. • Energy and its forms .Kinetic energy • Derive the expression for KE. • Numericals on KE • Potential energy • Derive the expression for PE. • Numericals on PE • Transformation of energy. • Law of conservation of energy. • Conversion of PE to KE during a free fall. • Power • Commercial unit of electrical energy. • Relation between SI unit and commercial unit energy • Numericals | <ol style="list-style-type: none"> 1. Students will be able to 2. Identify and list different types of energy. 3. understand the phenomenon of transformation of energy 4. understand the relation between commercial and SI unit of energy. 5. The learners would be able to 6. comprehend various examples showing transformation of energy. 7. derive expression of KE and PE 8. understand different types of energy. |
| <p>Chapter-12 Improvement of food resources</p> | <ul style="list-style-type: none"> • Introduction • Improvement in crop yields • Different crops and their required climatic condition, temperature and photoperiods | <p><i>Compared various example to explain revolution in crop improvement.</i> <i>Comparative analysis between</i></p> |

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| | <ul style="list-style-type: none"> • Crop variety improvement • Hybridization • Genetic manipulation • Biotic and abiotic components • Manure, fertilizer and modes of irrigation. | <p><i>micro and macro nutrients of plants.</i></p> <p><i>Activity to show different cropping patterns.</i></p> |
| <p>Month: November Working days: 22 Lesson –4 Structure of Atoms</p> <p>Chapter-12</p> <p>Chapter 11 : Sound</p> | <ul style="list-style-type: none"> ➤ Introduction, Discoveries of sub atomic particles, cathode rays anode rays- web-chart followed by discussion and explanation. ➤ Atomic models, Thomson’s Atomic model, ➤ Rutherford’s Atomic model- demonstration through smart board followed by discussion ➤ Bohr Model of Atom, Atomic number, Mass number- Discussion <ul style="list-style-type: none"> • Crop production management • Crop protection management • Storage and fumigation • Animal husbandry • Introduction • Cattle farming, poultry farming • Difference between broilers and layers • Marine fisheries and inland fisheries. <ul style="list-style-type: none"> • Introduction • Production of sound. • Sound needs a • medium to travel • Types of waves – | <p>The students will be able-</p> <ol style="list-style-type: none"> 1. <i>Discuss about discoveries made by different scientists</i> 2. <i>To learn about their struggle, methods and strategies that lead to greatest discoveries</i> 3. <i>Design Thomson and Rutherford’s atomic model</i> 4. <i>understand the phenomena of Hybridization and genetic manipulation of plants and animals.</i> 5. <i>Diagrammatic presentation for GM</i> 6. <i>Design art integration or toon depicts to show Composite fishing.</i> <p><i>Students will be able to-</i></p> <ol style="list-style-type: none"> 7. <i>understand the phenomena of</i> |

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| | <ul style="list-style-type: none"> • Longitudinal and transverse wave. • Characteristics of wave – Wavelength , speed , amplitude and frequency, pitch, quality, loudness, intensity • Numericals • Speed of sound in different media. • Reflection of sound .Echo • Numericals based on echo. • Reverberation • Range of hearing in humans • Applications of ultrasound • SONAR • Human ear | <p><i>production as well as the propagation of sound</i></p> <p>8. <i>list various characteristics of a wave</i></p> <p>9. <i>differentiate between different types of waves.</i></p> <p>10. <i>understand the phenomenon of reflection of sound</i></p> |
| <p>Month: December Working days: 22 Lesson –4 Structure of Atoms</p> | <ul style="list-style-type: none"> ➤ Explanation , student will prepare a skit / advertise on applications of isotopes ➤ Electronic Configuration , Bohr’s structure of atom of different elements- Demonstration followed by chalk board work ➤ Valence shell, valence electrons, valency- Discussion, questioning, showing the chart ➤ Isotopes and their applications, Isobars- Demonstration followed by chalk board work, Showing the chart and asking the questions | <p><i>The students will be able to-</i></p> <ol style="list-style-type: none"> 1. <i>Learn the concept of atomic number and mass number</i> 2. <i>Write electronic configuration</i> 3. <i>Identify isotopes, isobars</i> 4. <i>to apply their knowledge to solve numerical problems</i> |
| <p>Physics</p> <p>Chapter-12</p> | <p>Revision for post mid term exams</p> <p>Aqua culture and bee keeping Varieties of bee used for commercial honey. Value of pasturage. Breeding programme in poultry. Prevention and cure in rearing of cattle, poultry, fish and bees.</p> | |
| <p>Month: January Working days: 17</p> | <p>Chapter 3 and chapter 4 revision Chapter 5 and 6 revision Competency Based Questions Prepare Question Bank Assertion Reason Questions</p> | |

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| | Assignments and worksheets | |
| Month: February | Chapter 1 and chapter 2 revision Chapter 12 revision. Competency Based Questions Prepare Question Bank Assertion Reason Questions Assignments and worksheets | |

SUMMER HOLIDAYS HOMEWORK

Chemistry

1. Write a note on Plasma and Bose- Einstein condensate.
2. Write the applications of evaporation from daily life.
3. Draw a chart for inter-conversion of states of matter.

BE THE BUDDING SCIENTISTS!

Design your own experiment and feel like a scientist.

Instructions: - Choose any topic from Chemistry and design an experiment using simple things around you to explain any law, principle or phenomena around us.

Prepare a working model/an activity/ chart related to it.

Write the activity in your file, under the section: Activity name, Principle, Procedure, Observations, Safety measures and Inference.

Support your activity with diagrams and pictures. Submit the work in Class notebook in project section.

Physics

1) Draw all the graphs taught to you in class on A-4 size sheets. Write what the slope of the graph indicates.

2) Draw science toons on three laws of motion.

FIRST LAW ROLL NO. 1-12

SECOND LAW ROLL NO 13-24

THIRD LAW ROLL NO 25-Till last roll no.

3) Solve worksheets of ch -8 Motion and ch -9 Force and laws of motion attached here on A 4 size sheets.

*Do all the above work (1,2,3) on A4 size sheets and file them in your portfolio

Biology

Prepare a model of plant or animal cell.

Make a science toon depicting the function of any one cell organelles.

WINTER HOLIDAYS HOMEWORK

- Prepare a project report on various samples of (a) a mixture, (b) a compound, (c) an element [metal and non-metal], (3 of each category) highlighting the main characteristics features of elements, compounds & mixtures.
- Solve worksheets

Physics

Solve the miscellaneous worksheet of 1, 2 and 3 marker Questions.

Biology

Using art integration depict the location of various meristematic tissue in plant.

Complete practice worksheet.

Design a crossword puzzle from key terms of chapter tissue (plant or animal).

SOCIAL SCIENCES
CODE: 087

Learning Objectives:

- To develop an understanding of the process of change and development-both in terms of time and space, through which human societies have evolved.
- To help learners to understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
- To help pupils to acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community.
- To develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms-cooperating with others, taking initiatives and providing leadership in solving other's problems.

| Month/ No. of Days | Chapter Name | Methodology | Learning Objectives |
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| APRIL (20 Days) | India: The Size and Location {GEOGRAPHY-1} | <ul style="list-style-type: none"> • Description with the help of political and physical maps of India. • Map work • Passage based questions • Picture based questions | <p>To enable students to :</p> <ul style="list-style-type: none"> • Develop Map skill. • Understand the longitudinal and latitudinal extent of India. • Making a comparative study of importance of land route as well as India's maritime contacts since ancient ages. |
| | The Story of Village Palampur {ECONOMICS-1} | <ul style="list-style-type: none"> • Discussion of factors of production. • Explanation of terms like yield, surplus, farming and non-farming activities. • Explanation of <ul style="list-style-type: none"> a) Fixed & Working capital b) Economic and non-economic activities c) Preparation of tables(Pg.4&11) • Study of pie chart(Pg.7) | <ul style="list-style-type: none"> • Develop conceptual skills. • Classify main occupations in a village into farming and non-farm activities. • Understand the disparity in the existing distribution of agricultural land; co-related diary- farming; transport services & the non-farm activities. |
| MAY | The French | <ul style="list-style-type: none"> • Map Work | <ul style="list-style-type: none"> • Comprehend the causes and |

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| (15 Days) | Revolution {HISTORY-1} | <ul style="list-style-type: none"> • Passage –based questions. • MCQs • PPT | <p>the consequences of the French Revolution.</p> <ul style="list-style-type: none"> • Understand the concepts of liberty, equality, fraternity etc. |
| | <p>What is democracy? Why democracy? {DEMOCRATIC POLITICS-1}</p> <p>Natural Vegetation {GEOGRAPHY- 5} (To be done as a Project Work)</p> | <ul style="list-style-type: none"> • Explanation of the lesson. • Preparing flow charts. • Group discussion. • Passage based-questions. • MCQs <ul style="list-style-type: none"> • Map Work | <ul style="list-style-type: none"> • Learn the location Understand the definition of democracy. • Differentiate between democratic and non-democratic Govts. • Analyse the broader concept of democracy and applications. • Learn the location of different forests, wildlife sanctuaries, bird sanctuaries and bio-reserves of India. |
| JUNE | <p><u>SUMMER HOLIDAY HOMEWORK</u></p> <p>To prepare a project report on causes, mitigation strategies and after effects of the following disasters:-</p> <p>Natural Disasters and Man-made disasters</p> | <ul style="list-style-type: none"> • Use ‘scrap file’ for preparing the Project Report. • Maximum Number of pages for the Report will be 8-10 pages including that of ‘Introduction’ | <ul style="list-style-type: none"> • Understand the terms like natural disasters and man-made disasters • Learn the reasons responsible for earthquakes, floods , cyclones and droughts and their mitigation strategies. <ul style="list-style-type: none"> • Understand the Apartheid |

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| <p>JULY (24 Days)</p> | <p>Constitutional Design {DEMOCRATIC POLITICS-2}</p> | <ul style="list-style-type: none"> • Explanation of the circumstances for the making of South African Constitution. • Explanation of various features of Constitution of India. • Picture/Passage - based questions. • Fill in the blanks <p>ACTIVITY: PREPARING A CLASS CONSTITUTION</p> | <p>system existed in Africa.</p> <ul style="list-style-type: none"> • Analyze the circumstances under which the new constitution of South Africa was formulated. • Examine the need and path of making the Indian Constitution. • Comprehend the importance of Constituent Assembly for making Constitution of India and the basic features of it. |
| | <p>People As a Resource {ECONOMICS-2}</p> | <ul style="list-style-type: none"> • Preparing flowcharts. • Case studies • Graphical studies • Passage –based questions • Picture–based questions | <ul style="list-style-type: none"> • Understand the importance of human capital formation. • Comprehend the importance of education, health etc. in the formation of human capital. |
| | <p>Lesson- 02 Physical Features of India {GEOGRAPHY-2}</p> | <ul style="list-style-type: none"> • Identifying physical features with the help of maps of India and explaining characteristics of such divisions. • Map Work • Passage based questions • Picture based questions. | <ul style="list-style-type: none"> • Understand and locate different physical features on map. • Compare various ranges of Himalayas. • Understand the characteristic features of each of the physical divisions and how they are complementary to each other. |
| <p>AUGUST (21 Days)</p> | <p>Electoral Politics {DEMOCRATIC POLITICS-3}</p> | <ul style="list-style-type: none"> • Explaining the need of elections, types of elections, electoral constituencies. • Flow chart showing the process of election in India. | <ul style="list-style-type: none"> • Understand the importance/ need of elections especially in a vast country like India. • Comprehend the meaning of the terms like Reserved |

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| | | <ul style="list-style-type: none"> • Clarifying the importance/role of Chief Election Commissioner of India. • Match the column. <p>ACTIVITY : ELECTION OF CLASS-REPRESENTATIVE</p> | <p>Constituencies, By & General Elections, electoral constituencies, etc.</p> <ul style="list-style-type: none"> • Analyse the role of Election Commission of India. • Critically examine the challenges to free and fair elections. |
| | <p>Socialism in Europe and Russian Revolution {HISTORY-2}</p> | <ul style="list-style-type: none"> • Explanation of events which led to 1905 Revolution and 1917 Revolution. • Explanation of different incidents which resulted in the Examining and tracing the history of socialism in Russia rise of socialism in Europe and led to Russian Revolution. • Map work | <ul style="list-style-type: none"> • Understand the entire happenings which resulted in socialism not only in Russia but in whole Europe. • Tracing the values developed by adopting the path of socialism. • Understand the causes and consequences of Russian Revolution. |
| <p>SEPTEMBER (11 Days)</p> | <p>Drainage {GEOGRAPHY-3}</p> <p><u>REVISION</u></p> | <ul style="list-style-type: none"> • Explanation of drainage systems in India • Comparative study of Himalayan and Peninsular rivers. • Discussion on contribution of lakes • Role played by rivers in Indian economy; Causes of river pollution • Role Play on different rivers in India | <ul style="list-style-type: none"> • Appreciate the contribution of rivers and lakes towards Indian Economy. • Know about the causes of river pollution and strategies adopted under 'National River Conservation Plan' so as to clean other rivers |

| | <u>FOR TERM-1 EXAMS</u> | | |
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| OCTOBER (17DAYS) | Nazism and the rise of Hitler {HISTORY-3} | <ul style="list-style-type: none"> • Video clippings showing Adolf Hitler. • Flowcharts • Map Work • Rewriting the sentences correctly. • Very Short Answer Type Questions. | <ul style="list-style-type: none"> • Understand the charming personality of Hitler and the reason for his popularity. • Critically examining his policy of discriminating the non- Germans. |
| | Poverty As Challenge {ECONOMICS-3} | <ul style="list-style-type: none"> • Identifying the socially and economically vulnerable groups in India. • Identifying the states which face poverty as a challenge and those states have shown a significant decline in India. • Mind map based on various reasons responsible for poverty in India. • Tabular representation of anti-povertymeasures in India. | <ul style="list-style-type: none"> • Understand various causes responsible for poverty in India. • Realizing the importance of anti- poverty measures to eliminate poverty in India. • Identify the states where poverty remained the same and the states where it has declined in India. |
| November (22 Days) | Working of Institutions {DEMOCRATIC POLITICS-4} | <ul style="list-style-type: none"> • Demonstrating the important issues related to the need of institutions(Political &Permanent); need of Parliament; comparison between two houses of Parliament; Powers of Prime Minister, President and Judiciary through Mind-Maps. • Explaining the differences between Political and Permanent Executives. | <ul style="list-style-type: none"> • Understand the stages of passing an Office Memorandum and Mandal Commission for reserving seats in Govt. jobs for SCs, STs & OBCs. • Learn the functions and need of three Institutions: Legislature, Executive and Judiciary. |
| | Climate {GEOGRAPHY-4} | <ul style="list-style-type: none"> • Explanation of various factors influencing the climate of a place • Group discussion on different seasons of India and Monsoon as a unifying bond. • Map Work | <ul style="list-style-type: none"> • Learn about factors that influence the climate of a place. • Define the terms like Mango showers, Kalbaisakhi, Loo,etc. |
| DECEMBER (22 Days) | Population {GEOGRAPHY-6} | <ul style="list-style-type: none"> • Analyse the uneven nature of population distribution and show concern about the large size of ourpopulation | <ul style="list-style-type: none"> • Understand the importance of population control • Know about NPP 2000 • Learn about population |

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| | | | growth and processes of population change |
| | Food Security {ECONOMICS-4} | <ul style="list-style-type: none"> Explanation of the lesson with the help of Defining new terms such as food security, availability, accessibility & affordability of food, Rationing System, Public Distribution system, etc | <ul style="list-style-type: none"> Realize the concept of food Security. Understand the sufferings of the people who are food insecure. Analyse the importance of Rationing and Public Distribution System |
| | Forest Society {HISTORY -4}: (To be done as a Project Work) | <ul style="list-style-type: none"> Explanation of the topics with the help of PPT Description of the causes of various forest rebellions Explanation of the transformation of forest communities in Java | <ul style="list-style-type: none"> Discuss the social and cultural world of forest communities through the study of specific revolts. Understand how oral traditions can be used to explore the tribal communities. |
| | Democratic Rights {DEMOCRATIC POLITICS-5} | <ul style="list-style-type: none"> Explanation of the rights of the citizens in a democratic country like India with the help of PPT, Flow Chart and describing the importance of Democratic Rights | <ul style="list-style-type: none"> Learn various democratic rights mentioned in the Constitution of India. Critically examine the relevance of Right to Freedom |
| | <u>WINTER HOLIDAY HOMEWORK</u> | <ul style="list-style-type: none"> Map Activity: On outline political map of India show the following: <ul style="list-style-type: none"> a) Earth quake prone areas & Flood prone areas. b) Drought prone areas & Cyclone prone areas. <u>ART-INTEGRATED LEARNING ACTIVITY: POSTER-MAKING/SKETCHING</u> | |
| JANUARY (17 Days) | Pastoralists in the modern | <ul style="list-style-type: none"> Locating the various pastoral communities on an outline | <ul style="list-style-type: none"> Examine the situations that have created nomadic |

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| | world {HISTORY-5} | map of India <ul style="list-style-type: none"> Explaining the cyclical movements of the pastoral communities according to the climatic conditions ACTIVITY: Showing documentary film on Pastoralists | societies. <ul style="list-style-type: none"> Analyse varying patterns of developments within pastoral societies in different parts of the world. Comprehend the impact of colonialism on Pastoralists of India and Africa. |
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FEBRUARY: Revision for Annual Examination

LIST OF MAPS (To be done in the entire session)

GEOGRPAHY

ON AN OUTLINE POLITICAL MAP OF INDIA

Chapter-1: India–Size and Location (Locating, Labeling/Identify)

- India– States with capitals, Tropic ofCancer,StandardMeridian.

Chapter-2:PhysicalFeatures of India

- Mountain Ranges: The Karakoram, The Zaskar, The Shiwalik, The Aravali, The Western and Eastern Ghats.
- Mountain Peaks: K2, KanchanJunga, AnaiMudi.
- Plateaus: Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau.
- Coastal Plains: Konkan, Malabar, Coromandal& Northern Circar. (Location &Labeling.)

Chapter–3: Drainage

- Rivers:(identification only)
 - The Himalayan River systems: The Indus, The Ganges and The Satluj.
 - The Peninsular Rivers: The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi.
- Lakes: Wular, Pulicat, Sambhar, Chilika.
- No. of maps to be used: 2or 4
Paste the maps in the scrap file used for doing project of Disaster Management.

Chapter–4: Climate

- For Identification:
Areas receiving rainfall less than 20 cm and over 400 cm.

Chapter–5: Natural Vegetation and Wildlife

- For Identification
Vegetation Type: Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove.
- For Locating and Labeling
National Parks– Corbett, Kaziranga, Ranthambhor, Shivpuri, Kanha, Simlipal, Manas.
Bird Sanctuaries– Bharatpur, Ranganathitto.
Wild-life Sanctuaries– Sariska, Mudumalai, Rajali, Dachigam.

Chapter-6 Population

- Density of Population (State-wise)

HISTORY

Chapter-1: The French Revolution

Outline Map of France (Locating and Labeling, Identifying)

- Bordeaux
- Nantes
- Paris
- Marsailles

Chapter- 2: Socialism in Europe and Russian Revolution

Outline Map of World (Locating, Labeling/Identifying)

- Major countries of First World War
- Central Powers i.e. Germany, Austria, Hungary, Turkey (Ottoman Empire)
- Allied Powers: France, England, Russia and America.

Chapter –3: Nazism and the Rise of Hitler

Political outline map of World (Locating & Labeling)

- Major countries of Second World War.
 - Axis Powers–Germany, Italy, Japan.
 - Allied Powers–U.K, France, Former U.S.S.R., U.S.A.
- Territories under German expansion (Nazi Power)

Austria, Poland, Czechoslovakia (only Slovakia shown in the map), Denmark, Lithuania

कक्षा - नवमी
संस्कृतम् (सम्प्रेषणात्मकम्)
कोड सङ्ख्या - 119
पाठ्यक्रमः (2025-26)

शिक्षणोद्देश्यानि-

- * वसुधैवकुटुम्बकम् इति भावनाविकासाः
- * भारतीयभाषाणां संरक्षणम्।
- * संस्कृतभाषया सम्प्रेषणकौशलविकासः।
- * परस्परं संस्कृतसम्भाषणेन भावविनिमयाः।
- * मानसिकविकासानन्दानुभूतिः रसानुभूतिश्च।
- * भारतीयसंस्कृतेः संरक्षणं ज्ञानवर्धनञ्च।
- * आत्मानुशासनसंस्थापनम्।
- * भाषाशिक्षणकौशलानि वर्धनाय नैपुण्यप्राप्तिः

पाठ्यपुस्तके-

1. 'मणिका - प्रथमो भागः
2. मणिका अभ्यासपुस्तकम् - प्रथमो भागः

| मासाः दिवसः च | पाठस्य नामानि | व्याकरण, गतिविध्याः | लक्षिताधिगमः |
|-----------------|------------------------|--|---|
| अप्रैल, विंशतिः | अविवेकाः परमापदां पदम् | शब्दरूपाणि पुँल्लिङ्गशब्दाः > अजंताः अकारान्तः - बालकवत्, इकारान्तः - कविवत्, उकारान्तः - साधुवत् > हलन्ताः - भवत् उच्चारण स्थानानि | अविवेकाः सर्वदा परमापदां आकृष्टं करोतीत्यस्यावबोधनं |

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| मई, पञ्चदश | पाथेयम् | स्वरसन्धाः > दीर्घ , गुणः, वृद्धिः, यण्, अयादि | स्वर सन्धेः सम्यक् ज्ञानमवबोधनम् |
| जुलाई चतुर्विंशतिः | विजयतां स्वदेशाः विद्या भान्ति सद्गुणाः | स्त्रीलिङ्गशब्दाः > आकारान्तः - लतावत्, ईकारान्तः - नदीवत्, नपंसुकलिङ्गशब्दाः > अकारान्तः - फलवत् व्यञ्जनसन्धि > वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम्, "म" स्थाने अनुस्वारः | सर्वदा स्वदेशः एव सर्वोपरि भवतीति ज्ञानम् विद्यया एव सर्वं लभते । कलाएकीकृत गतिविधिः- कक्षायाम् नाट्य प्रस्तुतीकरणम् । |
| अगस्त एकविंशतिः | कर्मणा याति संसिद्धिम् | विसर्गसन्धि > उत्त्वम् , शत्वम्, षत्वम्, सत्वम् सर्वनामशब्दाः > अस्मद्, युष्मद्, तत्, किम् (त्रिषु लिङ्गेषु) धातुरूपाणि परस्मैपदिनः > भू, नम्, गम्, अस्, प्रच्छ, कृ, जा, क्षाल, नी (पञ्चलकारेषु) संवादपूर्ति चित्र वर्णन | शब्दरूपाणां धातुरूपाणां उचित प्रयोगे निपुणः । |
| सितंबर एकादश | तत् त्वम् असि | अव्ययानि पत्र, प्रत्ययाः > क्त्वा, तुमुन्, ल्यप् प्राचीनार्वाचीनयोर्मध्ये समन्वयस्थापनद्वारा नूतनशिक्षणविधिभिश्च संस्कृतशिक्षणम्। | प्रत्यय युक्त पदानां प्रयोगेन वाक्यनिर्माणे सक्षमाः स्युः स्फोरकपत्रे शब्दैः सह प्रत्ययान् संयोज्य तालिका निर्माणम्। |
| अक्टूबर सप्तदश | तरवे नमोऽस्तु | प्रत्ययाः शतृ कारक-उपपद-विभक्तयाः | जगतः प्रत्येकजीवस्य सौहार्दपूर्ण व्यवहारस्य |

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| | | <p>> द्वितीया - समया/निकषा, प्रति, विना, परितः, उभयतः</p> <p>> तृतीया - सह/ समम्/ सार्धम्, विना, अलम्, हीन</p> <p>> चतुर्थी - रुच्, दा (यच्छ), नम , कुप्, अलम् (सामर्थ्ये)</p> <p>> पञ्चमी - विना, बहिः , भी , रक्ष</p> <p>> षष्ठी - उपरि, अधः , पुरतः , पृष्ठतः , वामतः, दक्षिणतः</p> <p>> सप्तमि - स्निह्, विश्वस्, निपुण, कुशल</p> | <p>प्रेरणा वृक्षाणां माध्यमेन सामाजिक नम्रतायाः संदेशः। विलोम- पर्यायशब्दैः शब्द-भंडारे अभिवृद्धिः</p> <p>कारक-उपपद-विभक्तयाः नियमानां स्पष्टीकरणम् उचितप्रयोगः।</p> |
| नवंबर द्वाविंशतिः | न धर्मवृद्धेषु वयः समीक्ष्यते | सङ्ख्या - 1-100 (1-4 केवलं प्रथमा-विभक्तौ) कारकविभक्तिः विस्तारेण | धर्मवृद्धेषु वयः समीक्ष्यते इत्यस्य संदेशः, विलोम-पर्यायशब्दैः शब्दभंडारे अभिवृद्धिः। |
| दिसंबर द्वाविंशतिः | कवयामि वयामि यामि | प्रसङ्गानुसारम् अर्थचयनम् (पाठान् आधृत्य बहुविकल्पात्मकाः प्रश्नः) उपपद-विभक्तयाः पुनः | कथायाः माध्यमेन विद्यायाः सद्वृत्तेः मार्गस्य अनुसरणस्य संदेशः। विलोम- पर्यायशब्दैः शब्दभंडारे अभिवृद्धिः। |
| जनवरी सप्तदश | | पुनरावृत्ति | |

INFORMATION TECHNOLOGY
CODE: 402

Learning Objective

The objective of Information Technology is to develop

1. Sustainable and futuristic approach for using Technology in the effective way
2. Developmental of Application based skills integrated with ICT Knowledge
3. Entrepreneurship skills by using Information Technology Enabled Services
4. To develop Employability Skills

| <u>Month/No. of days</u> | <u>Chapter & Sub Topics</u> | <u>Methodology</u> | <u>Learning Outcome</u> |
|--------------------------|---|--|---|
| <u>APRIL(20)</u> | <p><u>Chapter-IT and ITES</u></p> <ul style="list-style-type: none"> • Introduction to IT and ITeS, BP services, • BPM industry in India, • Structure of the IT-BPM industry • Applications of IT in home computing, everyday life, library, workplace, education, entertainment, communication, business, science and engineering, banking, insurance, marketing, health care, IT in the government and public service etc. | Discussion of The IT industry and about its application in various sectors | Students should be aware of the use of IT and their applications in their daily life for solving problems as well as for providing solution to various industries |

| <u>Practical Activities</u> | | | |
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| <ol style="list-style-type: none"> 1. Explore and write any 5 areas in Hospitals using ICT Enabled services.. 2. Explore make presentation for Uses of ICT in 1) Education 2) Business 3) Office 4)BPO 3. Make a presentation for various ICT integrated medical instruments with their function | | | |

| <u>Month/No. of Days</u> | <u>Chapter & Sub Topics</u> | <u>Methodology</u> | <u>Learning Outcome</u> |
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| <u>May(15)</u> | <p><u>Chapter- Data Entry and Keyboard Skills</u></p> <p>Keyboarding Skills, Types of keys on keyboard, Numeric keypad, Home keys, Guide keys,</p> | <p>Illustration and Demonstration of Keyboard and different keys.</p> <p>Identification of different keyboard</p> <p>Discussion about the need and advantages of typing .</p> <p>Practice using typing tutor</p> | <ol style="list-style-type: none"> 1. Students should be able to use keyboard for data entry 2. Students should be able to learn and practice by using |

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| | <p>Typing and deleting text, Typing ergonomics, Positioning of fingers on the keyboard, Allocation of keys to fingers on four different rows, Pointing device – Mouse, Mouse operations. Introduction to Rapid Typing Tutor, Touch typing technique, User interface of Typing Tutor.</p> | <p><u>Practical Activities</u> 1. Page 25, 26, 27 , 42 of NCERT Book 2. Explore different keys of Keyboards . .</p> | <p>typing software</p> |
| | | | |
| <u>June</u> | <p>Holiday Homework</p> <p>Summer Break:</p> <ol style="list-style-type: none"> Using Mail Merge feature prepare Invitation letter for Annual Function for 500 Parents Using word processing software prepare Menu card for any restaurant. Prepare a 3 page report on the Topic ” Need of Hour- Entrepreneurship Skills “ Prepare any digital product / Real life product using organic material and share with your family friends. Receive feedback and share your experience through any digital tool/video etc | | <p>Summer Holiday</p> |
| <u>Month/No.of Days</u> | <u>Chapter & Sub Topics</u> | <u>Methodology</u> | <u>Learning Outcome</u> |
| <u>JULY(24)</u> | <p>Digital Documentation</p> <p>Introduction to word processing, Word processing applications, Introduction to Word Processing tool Creating a document, Parts of a Word Processor Window, Cursor and mouse pointer. Text editing – Undo and Redo,</p> | <p>Interactive discussion on the need and benefits of a Word Processor</p> <p>Use of smart board to demonstrate the steps to be followed to use the different options available to create and format a document followed by hands on experience</p> | <p>Students will be able to apply the formatting features, create tables and print their formatted data .</p> <p>Students will be able do the editing of document and will</p> |

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| | Moving and copying text, Copy and Paste, Selecting text, Selection criteria, Selecting non-consecutive text items, Selecting a vertical block of text, Find and replace option, Jumping to the page number, Non-printing characters, Checking spelling and Grammar ,synonyms, Mail merge | <u>Practical Activities</u> 1. Page 49, 55, 76, 87, 88, 89, 90 from NCERT book 2. Using word processing software prepare your Resume 3. Prepare 2 page Report on “Sports Day ” using word processing software. 4. Create book cover of Science Book/Any book of your choice | be able to check grammar, spelling, thesaurus etc. |
| | | | |
| <u>Month/No.of Days</u> | <u>Chapter & Sub Topics</u> | <u>Methodology</u> | <u>Learning Outcome</u> |
| <u>AUG(21)</u> | Digital documentation Continued.... | Digital Documentation Continue.. Thesaurus. Page style dialog, • Formatting text – Removing Creating table in Word Processor, <u>Practical Activities</u> • Make a Menu card of Restaurant using Table feature and format it. • <u>Make a Maths worksheet for fractions /algebra/geometry chapter</u> | Demonstration on smart board Exercise based practice on computer |
| | Chapter- Electronic Spreadsheet Different types of data, Entering data – Label, Values, Formula • Formula, how to enter formula, Mathematical operators used in formulae, | Explanation with the help of demonstration on spreadsheet software Calc. Demonstration of various steps required to format the cells and provide calculations followed by hands on experience <u>Activites</u> Construct and solve any 5 Algebraic and 5 exponent equations | Students will be able to make formulas, and apply various formulas for calculation purposes • They will be able to do formatting. They will be able to apply referencing and create charts |

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| | <p>Simple calculations using values and operators,</p> <p>Formulae with cell addresses and operators,</p> <p>Commonly used basic functions in a spreadsheet – SUM, AVERAGE, MAX, MIN, Count</p> | <p>Page 104, 106, 113, 117, 123, 130 from NCERT book.</p> <p>Prepare Half yearly Result sheet of your class using formulas.</p> <p>Write name of any 10 Dishes/Snacks and sort them alphabetically</p> | <p>as well as able to do analysis using charts, formatting of spreadsheets etc.</p> |
| <u>Month/No.of Days</u> | <u>Chapter & Sub Topics</u> | <u>Methodology</u> | <u>Learning Outcome</u> |
| Septembet(11) | <p><u>ICT SKILLS</u></p> <p><u>Peripheral Devices</u></p> <p><u>Computer operations</u></p> <p><u>Internet</u></p> <p><u>Working of computer</u></p> <p><u>RAM/ROM</u></p> <p><u>Types of memory deices and their units</u></p> | <p>Demonstration of videos with explanation,</p> <p>Example based discussions.</p> <p>Discussion of case studies, real life computer lab setups, uses, application of computer.</p> <p>Practical Activities</p> <ol style="list-style-type: none"> 1. Identify Any 10 machines in your surrounding working on the IPO Principle and explore their working mechanism. 2.Make a comparative report of any five ISP in your locality. Highlight their services, price , plans etc. | <p>Students will be able to understand fundamental ICT , their devices and real life uses in daily life</p> <p>Students will improve ICT knowledge and skills through various exploration</p> |
| | | | |
| <u>Month/No.of Days</u> | <u>Chapter & Sub Topics</u> | <u>Methodology</u> | <u>Learning Outcome</u> |
| October (17) | <p>Chapter - ICT Skills continue</p> <p>Email Address</p> <p>Communication and networking</p> <p><u>Chapter - Digital Presentation</u></p> | <p>Interactive discussion to introduce the concept of digital Presentation and its terms.</p> <p>--Demonstration of steps on computer for inserting Images, Shapes , Themes etc. followed by hands on experience</p> | <p>They will be able to create and present impressive Presentation</p> <p><u>Students will be able to give animation</u></p> |

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| | Libra Office Impress software, | <u>Practical Activities</u> 1. Page 172, 173 from NCERT book 2. Make a presentation on “TRIANGLE” By using Grouping feature, scaling, rotation for combining and formatting of images. 3. Make a presentation on “Reproduction in Plants” .Draw and label all parts and add suitable notes. | <u>and transition to the presentation.</u> |
| | | | |
| <u>Month/No.of Days</u> | <u>Chapter & Sub Topics</u> | <u>Methodology</u> | <u>Learning Outcome</u> |
| <u>November(22)</u> | Unit 1- Communication skills Communication, types of communications, 7C’s of communication , 3P’s ,Verbal, Non verbal, Types of greetings. | Role plays of Communication methods Role play of non verbal communication Discussion of real life examples, case studies, <u>Practical Activities</u> 1. Make a comic strip using speech bubbles and discuss about the preparation of “Independence Day Function” 2. Role play of non- verbal communication techniques. | Children will be able understand about the verbal and non verbal, visual communications techniques. They will be able to sense the meaning of gestures and non verbal expressions, facial expressions etc. |
| <u>Month/No.of Days</u> | <u>Chapter & Sub Topics</u> | <u>Methodology</u> | <u>Learning Outcome</u> |
| | Unit 2: Self Management Skills – I - Self management skills, - strength and weakness, - Positive Thinking, | Discussion of real life examples, case studies, Role model, Discussion, Demonstration on smart board | Children will be able understand about different components of self management and will do activities to identify self weakness and strengths in order to |

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| | - Self confidence , Personal Hygiene, Grooming | | imbibe self-management qualities among themselves. |
| | | Discussion of The IT industry and about its application in various sectors | Students should be aware of the use of IT and their applications in their daily life for solving problems as well as for providing solution to various industries |
| | | | |
| <u>Month/No.of Days</u> | <u>Chapter & Sub Topics</u> | <u>Methodology</u> | <u>Learning Outcome</u> |
| <u>December (22)</u> | <u>Green Skills</u> Society and Environment, sustainable development, natural resources, | Discussion about green skills and its benefits for the environment. Demonstration / Illustrations of different energy sources (Renewable and Non renewable) ACTIVITY Presentation on Renewable source of energy | Students will be able to connect with the environment for sustaining and preservation Students will imbibe qualities for saving natural resources. |
| | Chapter- Entrepreneurship Skills What is Entrepreneurship, Role of Entrepreneur, Qualities of Entrepreneur, Types of Business, Product, Hybrid Business etc. | Demonstration of videos with explanation, Example based discussions. Discussion of case studies on Business and Entrepreneurs | Students will understand the importance of entrepreneurship, their benefits and challenges. Students will develop vision for becoming entrepreneur . |
| | <u>Practical Activities</u> 1. Explore any 2-3 successful entrepreneur and discuss their Roles, action plans which benefit society. 2. Role plays on wage employment versus Entrepreneur. Winter Break : | | |

- a) Prepare one Budget Planner for your family using Spreadsheet . Use different categories of family expenses.
- b) Create one educational Quiz / Interactive game using presentation software

| <u>Month/No.of Days</u> | <u>Chapter & Sub Topics</u> | <u>Methodology</u> | <u>Learning Outcome</u> |
|-------------------------|---|--|--|
| <u>January(17)</u> | Integrated Project Work Students will make Different types of digital products/ educational tutorial presentations/ Quizzes/ Story Pdf etc. and will showcase them on their Online store . | Research and experimentation of different skills of ICT and integrate them together to make one project. | Students will be able to make real life applications and useful digital products by using ICT skills |
| <u>Month Name</u> | <u>Chapter & Sub Topics</u> | <u>Methodology</u> | <u>Learning Outcome</u> |
| <u>February</u> | Revision Application based Q/A Discussion Worksheet discussion Oral Test/ Revision Question Discussion Practical Exams Case studies | Discussion , Quiz Questioning answering Revision Test | Students will be able to revise all learnt lessons and their applications In daily life |

**GERMAN
CODE: 020**

| Month/No.of Days | Topic/Chapter Name | Structure & Methodology | Learning Outcomes |
|--------------------|---------------------------|---|--|
| April (20 Days) | Lesson – 1 Celebration | <ul style="list-style-type: none"> • Genitive •Trennbare Verben Interactive, Group Discussion Worksheets on relevant topics. | The students will be able <ul style="list-style-type: none"> • To differentiate Nominative,Akkusative and Dativ sentences • To use seperable verbs in the sentences. • To talk about future plans |

| Month/No.of Days | Topic/Chapter Name | Structure & Methodology | Learning Outcomes |
|------------------|--|---|---|
| May (15 Days) | Lesson – 1 Celebration Lesson 2 Shopping and consumption | <ul style="list-style-type: none"> •Fixed Prepositions Interactive, Group Discussion Worksheets on relevant topics. | The students will be able <ul style="list-style-type: none"> • To use prepositions in their sentences. |

Summer Holiday Homework

Make a project on Schooling system of Germany.Also compare it with the Indian Schooling System.

| Month/No.of Days | Topic/Chapter Name | Structure & Methodology | Learning Outcomes |
|-------------------|--|--|--|
| July (24 Days) | Lesson – 2 Shopping and consumption | Subordinate clauses (um...zu, während, bevor, damit, wenn) Interactive, Group Discussion Worksheets on relevant topics. | <ul style="list-style-type: none"> • To connect the sentences with connectors. •To follow a timeline and describe an event |
| Month/No.of | Topic/Chapter | Structure & | Learning Outcomes |

| Days | Name | Methodology | |
|---------------------|--|---|---|
| August (21 Days) | Lesson – 3 Feelings and relationships | <ul style="list-style-type: none"> •E-mail writing •Dialogue writing •Leseverstehen (Reading Comprehension) Interactive, Group Discussion Worksheets on relevant topics. | <p>The students will be able</p> <ul style="list-style-type: none"> •To write E-Mails in German. •Form simple dialogue on general day to day topics. • To read and understand the text and answer the questions related to it in German. |

| Month/No.of Days | Topic/Chapter Name | Structure & Methodology | Learning Outcomes |
|------------------------|---|--|--|
| September (11 Days) | Lesson 1 Celebration Lesson 2 Shopping and consumption Lesson – 3 Feelings and relationships | <p>Interactive, Group Discussion</p> <p>Revision of all Topics (Test Papers)</p> | <p>The students will be able</p> <ul style="list-style-type: none"> • To resolve their doubts |

| Month/No.of Days | Topic/Chapter Name | Structure & Methodology | Learning Outcomes |
|----------------------|------------------------------------|--|--|
| October (17 Days) | Lesson – 4 Hamburg: A city tour | <ul style="list-style-type: none"> • Subjunctive II: “sollen” • Subordinate clauses of time ▪ “während” ▪ “bevor” Relative clause: relative pronouns in Nominative, Accusative and Dative Interactive, Group Discussion Worksheets on relevant topics. | <p>The students will be able</p> <ul style="list-style-type: none"> • To connect the sentences with connectors. • To give a suggestion • To give chronological sequence of events |

| Month/No.of Days | Topic/Chapter Name | Structure & Methodology | Learning Outcomes |
|-----------------------|---|--|---|
| November (22 Days) | Lesson 5 Relationships and conflicts | . Subjunctive (Konjunktiv II) "würde" + Infinitive Causal preposition "wegen"+ Genitive • Double barrel conjunction: "zwar...aber" Interactive, Group Discussion Worksheets on relevant topics. Worksheets on relevant topics. | The students will be able <ul style="list-style-type: none"> • To give reasons • To express likes and dislikes. • To lay down restrictions. |

Month - December and January

REVISION FOR FINAL EXAM

Winter Holiday Homework

Make a PPT on any one German State and include the following points:

- 1)Tradition
- 2)Food and Festivals
- 3)Clothing

FRENCH
CODE: 018

| Months/ No of Days | Unit | Methodology | Learning Outcomes |
|---------------------------|--------------------------|--|--|
| April (20 Days) | La famille (Chapter -1) | Interactive, Group Discussion, worksheets on relevant topics | Presenter quelqu'un, la famille, la carte de la france |

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| May (15 Days) | Au lycee (Chapter-2) | Interactive, Group Discussion, worksheets on relevant topics | Decrireunepersonne, emploi du temps, poser des questions |
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| July (24 Days) | Unejournee de pauline (Chapter -3) | Interactive, Group Discussion , worksheets on relevant topics | Parler des habitudes, accepter ourefuser |
| | Les saisons (Chapter-4) | Interactive, Group Discussion, worksheets on relevant topics | Le passé compose, parler de sesactivites |

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| August (21 Days) | Les voyages (Chapter -5) | Interactive, Group Discussion , worksheets on relevant topics | Reserverune place ,itenaire |
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| September (11 days) | | Worksheets | Revision of all topics covered till August |
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| October (17days) | Les loisirs et les sports (chapter -6) L'argent de poche (chapter-7) | Interactive, Group Discussion , worksheets on relevant topics | Les pronomspersonnels, les adjectifs interrogatifs, depenser son argent de poche |
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| November (22 days) | Faire Des Achats (Chapter-8) | Interactive, Group Discussion | Conditionnel,Le Pronom En |
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HOLIDAYS HOMEWORK

SUMMER VACATION

Powerpoint presentation on (au lycée'e)

WINTER VACATION

Powerpoint presentation on

(l'argent de poche)

ACADEMIC PLAN(2025-2026)

SUBJECT:-SPORTS

CLASS:- 9th

Learning objective:-

- To provide sports opportunity to every student.
- To Build Competitive abilities.
- To provide Recreation and fun
- To practice mental hygiene
- To attain higher level of consciousness
- To improve the physical, social, mental and wellbeing of students

| MONTH/ No. of Days | ACTIVITIES | METHODOLOGY | LEARNING OUTCOME |
|-----------------------------------|---------------------------------|----------------------------------|--|
| April (21 Days) | Fitness Exercises And SPORTS | Demonstration and explanation | Students will learn how to improve physical health through exercises. |

| MONTH/ No. of Days | ACTIVITIES | METHODOLOGY | LEARNING OUTCOME |
|-----------------------------------|--------------------|----------------------------------|---|
| May (16 Days) | Yoga And SPORTS | Demonstration and explanation | Students will learn how to increase their dynamic flexibility. |

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| MONTH/ No. of Days | ACTIVITIES | METHODOLOGY | LEARNING OUTCOME |
|-----------------------------------|---|--------------------|---|
| July (25 Days) | How to Prevent from Lifestyle diseases Through Yoga. | Discussion | Students will learn how they can develop their body posture and Lifestyle to develop fitness level. |

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| MONTH/ No. of Days | ACTIVITIES | METHODOLOGY | LEARNING OUTCOME |
|-----------------------------------|--------------------------------------|-------------------------------------|--|
| August (22 Days) | Breathing exercises And SPORTS | Demonstration and explanation | Students will learn to perform proper breathing techniques. |

| MONTH/ No. of Days | CHAPTER NAME | METHODOLOGY | LEARNING OUTCOME |
|-----------------------------------|-----------------------------|----------------------------------|--|
| September (22 Days) | Balanced Diet And SPORTS | Discussion and explanation | Students will learn about the components of diet and value of balanced and nutritional diet. |

| MONTH/ No. of Days | ACTIVITIES | METHODOLOGY | LEARNING OUTCOME |
|-----------------------------------|--------------------------|----------------------------------|--|
| October (17 Days) | Meditation And SPORTS | Demonstration and explanation | Students will learn to improve their concentration power. |

| MONTH/ No. of Days | ACTIVITIES | METHODOLOGY | LEARNING OUTCOME |
|-----------------------------------|---------------------------------|----------------------------------|---|
| November (23 Days) | Aerobic exercises And SPORTS | Demonstration and explanation | Students will understand how cardiovascular health can be improved using aerobic exercises. |

| MONTH/ No. of Days | ACTIVITIES | METHODOLOGY | LEARNING OUTCOME |
|-----------------------------------|--------------------|----------------------------------|--|
| December (23 Days) | Yoga And SPORTS | Demonstration and explanation | Students will perform difficult poses to the greater extent of their ability. |

| MONTH/ No. of Days | ACTIVITIES | METHODOLOGY | LEARNING OUTCOME |
|-----------------------------------|----------------------------------|----------------------------------|---|
| January (17 Days) | Physical exercises And SPORTS | Demonstration and explanation | Students will learn how physical health can be improved. |

| MONTH/ No. of Days | ACTIVITIES | METHODOLOGY | LEARNING OUTCOME |
|-----------------------------------|--|--------------------|---|
| February (22 Days) | Sitting, Standing Posture And SPORTS | Discussion | Students will understand why it is important to sit in a proper posture to improve muscle health. |

CURRICULUM PLANNER 2025-26

SUBJECT : DANCE

CLASS: IX

LEARNING OBJECTIVES :-

1. Knowledge of the rich cultural heritage of India .
2. Knowledge of different dance forms and gharanas .
3. To develop the dancing skill, creativity , imagination / innovation .

| Month/No.of days | Activity | Methodology | Learning Outcomes |
|-----------------------------|---|--|--|
| April (20 days) | 1. Bhoomi Pranam 2. Dance on Mantras and Vedas | 1. Various Types of movements with facial expression 2. Students will practice and perform different steps and movements along with the teacher | 1. To develop Dance related skills . |
| MAY (15 days) | 1. Classical Dance and Different Mudras | 1. Teaching with the use of different mudras and movements of Dance . Using only hands and fingers along with the Tabla | 1. Developing the expressions and emphasis on beautiful Mudras . |
| July (24 days) | 1. Patriotic Dance of Advance level | 1. Preparing dance students for various programs 2. Practice with various dances with CD Player and suitable / Tri-colour props . | 1. Feeling of patriotism |
| August (21 days) | 1. Patriotic Dance | 1. Preparing dance steps and movements for any program . 2. Teaching AID - Prepare dance Students for any program with the help of CD Player and Tri-colour props . | 1. Feeling of patriotism |

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| September (22 days) | 1. Rajasthani Folk Dance 2. Knowledge of state Dances . | 1. Each steps will be taught individually and in groups also, with props like Matki , Ghungroo , Manjira etc... | 1. Developing skills of Stage Presentation |
| October (17 days) | 1. Lavani Folk Dance 2. Knowledge of State Dances . | 1. One by one steps taught individually and in group . 2. Teaching AID - CD Player and props . | 1. Developing skills of stage presentation . |
| November (22 Days) | 1. All different type of Folk Dance | 1. Preparing advance level Folk dances for various functions and competitions . 2. Students will practice with appropriate props , Tabla , Dholak , Naal , Ghungroo etc.... | 1. Will try to aware students towards Dance . |
| December (22 Days) | 1. Classical Fusion Dance | 1. Preparing graceful movements and steps for any Grand level Function . 2. Teaching AID - CD Player . | 1. Develop of Rhythm sense and expression . |
| January (17 Days) | 1. Patriotic Dance 2. Knowledge of Famous Freedom Fighters . | 1 . Using body , hands and fingers in Dance . 2. Students will try , learn and practice to perform individually as well as in group with the help of CD Player , Props | 1. Feeling of Patriotism |

CURRICULUM PLAN 2025-26

SUBJECT : MUSIC VOCAL

CLASS: IX

(2025-2026)

- Every class will begin with the chanting of (OM), 'Gayatri Mantra'

| Month/No.of days | Activity Name | Methodology | Learning Outcomes |
|-----------------------|---|--|--|
| <u>April 20 Days</u> | <ul style="list-style-type: none">• Vandema tram• Discussions on great musicians e.g. Haridas, Tansen. | <ul style="list-style-type: none">• Learn and memorize the mantra.• Children will be told about the works of different musicians. | <ul style="list-style-type: none">• They will come to know about the great musicians and the hard work they did. |
| <u>May 15 Days</u> | <ul style="list-style-type: none">• Discussion on Books written on music e.g. Raag VISHARAD etc. | <ul style="list-style-type: none">• The teacher will discuss about the facts written in the books. | <ul style="list-style-type: none">• Will improve the awareness towards the music. |
| <u>July 24 Days</u> | <ul style="list-style-type: none">• Patriotic song• Thaatsystem Alankar. | <ul style="list-style-type: none">• They will learn different patriotic songs.• Each child will sing differently | <ul style="list-style-type: none">• Will develop patriotic feeling.• Develop singing skills |
| <u>August 21 Days</u> | <ul style="list-style-type: none">• Knowledge about gharana | <ul style="list-style-type: none">• Discussions on different gharana in different | <ul style="list-style-type: none">• Will improve the awareness towards gharana in music.• They will learn how to play |

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| | <ul style="list-style-type: none"> ● Patriotic song ● Community singing. ● Knowledge about Harmonium and table ● Independence day | <p>region.</p> <ul style="list-style-type: none"> ● Hand movements on harmonium. ● National anthem and prayer on harmonium. | <p>harmonium.</p> |
| <p><u>SEPT 11 Days</u></p> | <ul style="list-style-type: none"> ● Folk song singers ● Folk instruments and the dress of folk singers | <ul style="list-style-type: none"> ● Discussions on different folk songs of different region. | <ul style="list-style-type: none"> ● Awareness towards the rich culture heritage of India |
| <p><u>OCT 17 Days</u></p> | <p>Instruments (rare instruments like Rabab, Dilruba, Veena etc.)</p> | <ul style="list-style-type: none"> ● They will made to listen the music and discusiion on instruments. | <ul style="list-style-type: none"> ● Awareness towards the subject, they will know about the different instruments. |
| <p><u>NOV 22 Days</u></p> <p><u>DEC 22 Days</u></p> | <ul style="list-style-type: none"> ● Songs various functions, competitions, Annual day, sports day. | <ul style="list-style-type: none"> ● They will learn specific. | <ul style="list-style-type: none"> ● Develop creativity, imagination, innovation. ● Develop interest to participate in school functions. |
| <p><u>JAN 17 Days</u></p> <p><u>FEB- revision for annual examination</u></p> | <ul style="list-style-type: none"> ● Chart papers based on famous playback singers. | <ul style="list-style-type: none"> ● Children will bring pictures of different artists. They will paste the pictures on chart papers. | <ul style="list-style-type: none"> ● Develop creativity. ● Develop interpersonal relation, learn to work group |

MARKETING AND SALES

CODE: 412

LEARNING OBJECTIVES

- To understand the classical marketing perspectives and contrasts these with newer views from relational and service-based schools of marketing.
- To understand the dynamics of various environmental factors on marketing so as that students can think about a feasible marketing plan (process)
- To understand the utility of STP of marketing (i.e. Segmentation, Targeting, Positioning).
- To have an elementary knowledge of marketing mix, consumer behavior, and other preliminary concepts and roles of marketing in society.

This course will empower the students to gain insights into what marketing practitioners actually do and the decisions they have to make in day to day marketing. This course is an effort to taught marketing in more creative and visual way with the coverage of advances in new technology and the social web and how to take advantage of these in marketing context. This course will also recognize the need to go further than the traditional 4P's approach and reflect on newer perspective, covering both the classical and modern theories of marketing

| Month/ No of Days | Chapter Name/Topic | Methodology | Learning Outcomes |
|-------------------------|--|---|--|
| APRIL:20DAYS | SESSION-1: DEFINITION OF MARKETING 1. Definition and the Meaning of term Marketing 2. Concepts associated with Marketing Management | -Interactive Lecture -Power Point Presentation | Students will be able to -state the definition& meaning of Marketing. -understand the concepts of marketing management |
| | SESSION2: IMPORTANCE OF MARKETING IN BUSINESS How is marketing important in business? | -Interactive Lecture -Power Point Presentation | The learner would be able to explain the importance of marketing in business. The learner would be able to analyze the importance of marketing in business with relation to consumers /society and organization |
| | SESSION3: SALES AS A FUNCTION | | Students would be able to list in the issues of the selling activities and explain the concept of the function of sales in business |
| | SESSION4: | -Interactive lecture | The learner would be able to analyze the importance of various |

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| | <p>IMPORTANCE OF SELLING FUNCTION</p> <p>-Understand how is selling important</p> <p>.</p> | -Power Point Presentation | roles and functions of selling in business |
| MAY:15DAYS | <p>UNIT II: CONCEPT OF MARKET</p> <p>-Define meaning</p> <p>-Understand importance</p> <p>-Need to segment the market.</p> <p>-Understand segmenting of market.</p> | <p>-Interactive Lectures.</p> <p>-Power-point presentation</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ Understand the importance of concept of exchange in market. ➤ Importance of segment |
| | <u>Competitions</u> | -Interacting Lecture sessions | Understand need of competition |
| | <p>Importance of competition in marketing and selling</p> <p>Describe the needs of innovation and importance of research in a competitive market</p> | | Understand about the emerging needs of the customer in the market place. |
| | <p><u>Product Market</u></p> <p>(1)Definition</p> <p>(2)Understanding difference in product market and service market.</p> | <p>-Interactive Lecture Session</p> <p>-Visit a market place like vegetable mandi</p> <p>-Role play in class</p> | <p>Students will be able to</p> <p>-understand the impact of indirect and direct competition in the market.</p> |

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| | <u>Service Market</u> | | Students will be able to: |
| | Definition and meaning of service market | -Interaction Lecture sessions | Distinguish between tangible services and intangible services |
| | Understand the features of service market | -Power-Point Presentation | |
| JULY:24DAYS | UNITIII Basic Concept of Sales and SELLING 1. Describe the concept of Selling 2. Describe the importance of selling in marketing | Interactive Lecture: Introduction to Selling Activity: | Students will be able to -Identify a selling -Find out the requirement for effective selling |
| | -Explain how selling is important part of marketing | Make a PowerPoint presentation on selling of production market | |
| | 2. Identify the characteristics of selling -Explain the various | Interactive Lecture: Activity: | Students will be able to -Apply the various features of selling |

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| | <p>features of selling</p> <p>-Understand broader scope of selling</p> | <p>Pick up a product of your choice and identify how the product is being sold in the market</p> | |
| | <p>Session 2</p> <p>Types of Selling</p> <p>Comprehend the difference in the various selling tasks</p> | <p>Interactive Lecture:</p> <p>Introduction to types of Selling</p> <p>Activity:</p> <p>Make a presentation on the importance of selling types</p> | <p>Students will be able to</p> <p>-Understand application of different selling types</p> <p>-Analyze how a product can be sold using different selling types</p> |
| | <p>2.Understand the different types of selling techniques used by marketer</p> | <p>-Interactive Lecture:</p> <p>Selling Types</p> <p>Activity:</p> <p>Give a list of products to the students and ask them to identify different selling types use de-selling the products</p> | <p>Classify the various types of selling</p> <p>Differentiate between the different types of selling</p> |
| | <p>Session 3</p> <p>Selling Tasks</p> | <p>-Interactive Lecture:</p> <p>-Introduction to Selling tasks</p> <p>Activity:</p> <p>Make a presentation on the importance of selling tasks in selling</p> | <p>Students will be able to</p> <p>1.Understand how to use selling tasks</p> <p>Analyze how a product can be sold in the market through different selling tasks</p> |
| | <p>1.Describethethe concept of Selling tasks</p> | <p>Interactive Lecture:</p> | <p>Classify the various selling tasks</p> |
| | <p>2.State the various selling tasks</p> | <p>Selling Tasks</p> <p>Activity:</p> <p>Identify a product or service</p> | <p>3. Differentiate between the different selling tasks</p> |

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| | | from the market and different selling tasks used to sell the product or service in the market | |
| | Session 4 Intermediaries of Selling | Interactive Lecture: Introduction to Intermediaries | Students will be able to 1. Understand how intermediaries make selling possible |
| | Explain the role of selling intermediaries | Activity: Make a presentation on the concept of intermediaries | 2. Analyze how a intermediaries work |
| | Explain the various types of selling intermediaries | Interactive Lecture: | 1. Classify the various intermediaries |
| AUGUST:21days | Understand the different types of intermediaries and how they interact with each other UNIT IV: Understanding customer and consumer | Types of selling intermediaries Activity: Choose a product or service of your choice and identify what kind of intermediaries are selling the product in the market Interactive Lecture Discussion | Differentiate between different intermediaries according to their functions Learner would be able to: 1. Know the meaning of customer and the consumer |
| | WHAT IS A 'CUSTOMER OR KNOW YOU CUSTOMER ' Differences between business v/s | | Distinguish between customer and consumer and interrelationship. 3. List the types of customer and consumers and understand the key differences between these two. |

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| | <p>individual buyers</p> <p>TYPES OF CUSTOMERS</p> | | <p>4. Discuss the meaning and understand the importance of buyer's behavior</p> <p>5. Understand consumer's motivation to buying behavior.</p> <p>6. Describe the various factors that influence buyer's behavior.</p> |
| <p>September:11days</p> | <p>UNIT V: ACTIVITIES IN SALES AND MARKETING</p> <p>SESSION I: SALESTASKS</p> | <p>Interactive Lecture</p> <p>Explain jobs associated with order taking and order processing</p> | <p>Students will be able to</p> <p>(a) To understand various tasks and activities related to sales</p> <p>(b)To comprehend order getting and order taking</p> |
| | <p>1. Methodical classification of various sales tasks- - Order getting and order taking -Order processing -Order delivery – Support Personnel activities</p> | <p>Clarification on importance of timely and proper order delivery and different methods of order delivery</p> <p>Activity: Distinguish the order processing activities indirect sale or an on-line order</p> <p>Activity :</p> <p>Enlist support personnel activities at a Shopping Mall</p> <p>Interactive Lecture:</p> <p>Acquaint with different ways of making payment by buyers in sales</p> <p>Give a brief overview of the concept of sales report preparation and its implication.</p> | <p>(c)To learn about step-wise progress of order processing</p> <p>(d) differentiate between selling activities and non-selling activities in sales and marketing</p> <p>(e) Know about various cash collection methods</p> <p>(f) learn to prepare daily sales report</p> <p>(g) Differentiate between the role of marketers and the role of sales professional</p> |

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| | | | (h) Explain the meaning of certain keywords used in sales |
| | Report Preparation | Activity: Collect few specimens (Xerox copy)of invoices and payment instruments used by buyers in selling | Students will be able to 1. Identify the tools used for payment collection in sales and their justification. 2. Classify the main heads involved in the preparation of Sales Report |
| | SESSIONIII: ROLE OF MARKETER 1. Define marketing and Marketer. | Interactive Lecture: Discussion of Customer satisfaction approach adopted by Marketer keeping in view role of Marketer | Students will be able to Substantiate the role of Marketers in the marketing of goods and services |

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| <p>November: 22days</p> | <p>2. Explain role played by Marketer in marketing of goods and services.</p> <p>3. Marketing Professional helpful to company, customers and society</p> <p>SESSION IV: ROLE OF SALESMAN</p> <p>Meaning and role of sales persons in selling process</p> <p>Sales Professional helpful to company and customers</p> | <p>Activity: Prepare production plan of a product of your choice keeping in view role of</p> <p>Market Interactive Lecture:</p> <p>Discussion of Product Focus approach' adopted by Sales Man keeping in view role of Salesman</p> <p>Activity: Prepare Product Promotion Plan' of a product of your choice keeping in view role of salesman</p> | <p>Students will be able to: Assess the significance of sales persons</p> |
| <p>December 22 Days</p> | <p>Revision</p> | | |
| <p>January 17 Days</p> | <p>Revision</p> | | |

Holiday Homework
Summer Break
Project Work to be allotted
Winter Break
Practical File/Power Point Presentation

