

Sarla Chopra DAV Public School, Sector 56, Noida
ACADEMIC PLANNER (2026-2027)
ENGLISH CORE (101)
CLASS IX

✦ Vision of Education

The aim of education extends beyond the acquisition of knowledge; it is to nurture **lifelong learners** who are confident, empathetic, resilient, and socially responsible. It strives to develop individuals who are intellectually curious, reflective, tolerant, and equipped with a creative and global outlook.

🌀 Curriculum Goals

The school aims to enable learners to:

- Integrate spiritual, ethical, social, cognitive, and physical development
- Recognise and nurture their individual strengths and potential
- Develop a scientific temperament and adaptability for a dynamic world
- Build self-awareness and reflective thinking
- Enhance creativity and appreciation for arts and expression
- Strengthen decision-making, goal-setting, and lifelong learning skills
- Foster effective communication and interpersonal skills
- Practice empathy, respect, and social responsibility, including environmental awareness
- Promote cultural understanding and global citizenship
- Develop critical thinking and problem-solving abilities

Month/Days	Topic	Pedagogical Approach	Learning Outcomes (Competency-Based)
April 22 DAYS	Unit: People Main Course Book – Unit 1	<input type="checkbox"/> Learner-centred, interactive and discussion-based learning <input type="checkbox"/> Experiential and real-life application through role play and reflection	<input type="checkbox"/> Comprehend and interpret ideas from speeches, interviews, and biographical texts <input type="checkbox"/> Analyse and infer character traits, motivations, and real-life connections <input type="checkbox"/> Express ideas effectively in coherent written forms using appropriate structure <input type="checkbox"/> Apply critical thinking to relate learnings with personal experiences Experiential Learning

			<p>Activities Peer Interview Task: Role-play (journalist & speaker) to develop questioning, listening, and speaking skills</p>
	<p>Interact in English Prose How I Taught my Grandmother to Read by Sudha Murthy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Joyful and activity-based learning <input type="checkbox"/> Discussion and reflection-driven pedagogy <input type="checkbox"/> Integration of art-based and experiential tasks <input type="checkbox"/> Continuous formative assessment (peer discussion, comprehension checks) participation, and expression 	<ul style="list-style-type: none"> <input type="checkbox"/> Read, write, and communicate effectively with clarity and accuracy <input type="checkbox"/> Interpret and analyse themes, literary devices, and vocabulary in context <input type="checkbox"/> Reflect on values such as education, determination, and lifelong learning <input type="checkbox"/> Express personal experiences through structured writing (diary entry) <p>Experiential Learning Activities Diary Entry/Blog: Document observations/experiences related to adult literacy. <u>SDG 4 (QUALITY EDUCATION)</u></p>
	<p>Interact in English Prose: A Dog Named Duke by William D Ellis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Interactive and learner-centred discussions <input type="checkbox"/> Use of visual tools (flowcharts) for conceptual clarity <input type="checkbox"/> Formative assessment through reading, 	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehend and interpret the text and its underlying message <input type="checkbox"/> Build vocabulary and demonstrate fluent reading with proper expression <input type="checkbox"/> Analyse literary elements and character development <input type="checkbox"/> Develop empathy and sensitivity towards animals <input type="checkbox"/> Express ideas accurately in spoken and written forms <p>Experiential Learning Activities Visually map key events and character journey (Portfolio)</p>

	<p>WRITING SKILLS NOTICE WRITING (Lost and Found Travel)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Explicit instruction of format through modelling and examples <input type="checkbox"/> Application-based learning with real-world contexts <input type="checkbox"/> Collaborative feedback and reflection <input type="checkbox"/> Continuous formative assessment through practice exercises 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyse and interpret notices for purpose, audience, and key details <input type="checkbox"/> Draft well-structured notices using appropriate format, tone, and content <input type="checkbox"/> Apply writing conventions to real-life contexts (school, community events) <p><i>Experiential Learning Activities</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Practice Tasks: Draft notices on real-life scenarios (Lost & Found, school events, tours, meetings)</i> <input type="checkbox"/> <i>Application-Based Worksheets: Strengthen format, clarity, and relevance</i> <input type="checkbox"/> <i>Peer Review: Evaluate and refine notices collaboratively</i>
	<p>READING SKILLS</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Interactive and strategy-based reading <input type="checkbox"/> Contextual and application-oriented tasks 	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehend, interpret, and evaluate a variety of texts <input type="checkbox"/> Apply reading strategies such as skimming, scanning, and inference <input type="checkbox"/> Identify key information and draw meaningful conclusions <p><i>Experiential Learning Activities</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Context-based Exercises: Analyse situations and identify clues texts (e.g., messages, chats)</i> <input type="checkbox"/> <i>Visualisation Tasks: Convert text into diagrams/visual representations</i>
MAY	Interact in English	<input type="checkbox"/> Expressive reading and	<input type="checkbox"/> Appreciate poetic elements (rhyme, rhythm,

15 DAYS	(Poetry) The Brook by Alfred Lord Tennyson	recitation <input type="checkbox"/> Inquiry-based discussion on theme and literary devices <input type="checkbox"/> Art-integrated and reflective learning <input type="checkbox"/> Formative assessment through extracts and participation	imagery, style) <input type="checkbox"/> Interpret theme and message with textual evidence <input type="checkbox"/> Recite with expression and appropriate intonation <input type="checkbox"/> Develop creative expression and imagination through poetry <i>Experiential Learning Activities</i> <i>Imagine you are a contemporary brook that makes its journey through the city. Talk about your suffering and appeal to mankind to change their ways. Give it the title „My Lost Glory“. <u>SDG 14(LIFE BELOW WATER)</u></i>
	GRAMMAR (TENSES)	<input type="checkbox"/> Context-based grammar learning (learning by usage) <input type="checkbox"/> Practice-driven reinforcement <input type="checkbox"/> Continuous feedback and error correction	<input type="checkbox"/> Apply correct tense forms in spoken and written communication <input type="checkbox"/> Use language appropriately in formal and informal contexts <input type="checkbox"/> Enhance vocabulary for effective expression <input type="checkbox"/> Draft structured informal letters using correct grammar <i>Workbook Practice:</i> <i>Contextual exercises on tense usage</i>
	Main Course Book Unit 2	<input type="checkbox"/> Learner-centred and discussion-based approach <input type="checkbox"/> Use of visual tools for conceptual clarity <input type="checkbox"/> Integration of real-life connections <input type="checkbox"/> Ongoing formative assessment and feedback	<input type="checkbox"/> Develop comprehension skills across diverse texts <input type="checkbox"/> Express ideas effectively in oral and written forms <input type="checkbox"/> Summarise and analyse key ideas and themes <input type="checkbox"/> Build confidence in communication <input type="checkbox"/> <i>Practice Exercises:</i> <i>Application-based comprehension tasks</i> <input type="checkbox"/> <i>Mind Mapping:</i> <i>Organise and present key</i>

			<p><i>ideas visually</i></p> <p><input type="checkbox"/> <i>Collaborative Learning: Group discussions and sharing</i></p>
JULY 25 DAYS	Literature Reader: The Man Who Knew Too Much	<p><input type="checkbox"/> Discussion-driven and inquiry-based learning</p> <p><input type="checkbox"/> Experiential tasks to promote critical reflection</p> <p><input type="checkbox"/> Collaborative learning and peer interaction</p>	<p><input type="checkbox"/> Comprehend and interpret the text with focus on theme and message</p> <p><input type="checkbox"/> Analyse characters and situations with supporting evidence</p> <p><input type="checkbox"/> Apply contextual vocabulary (military context) in communication</p> <p><input type="checkbox"/> Reflect on values such as humility, respect, and the impact of arrogance</p> <p>Activity <i>Debate: Was the punishment given at the end justified for Private Quelch?</i></p>
	WRITING SKILLS (Informal Letter Writing)	<p><input type="checkbox"/> Model-based instruction (format demonstration)</p> <p><input type="checkbox"/> Practice-oriented and learner-centred approach</p> <p><input type="checkbox"/> Peer feedback and reflective improvement</p> <p><input type="checkbox"/> Formative assessment through writing tasks</p>	<p><input type="checkbox"/> Communicate ideas effectively in informal written formats</p> <p><input type="checkbox"/> Apply appropriate structure, tone, and language</p> <p><input type="checkbox"/> Express personal thoughts and experiences with clarity</p> <p>Activity: Guided Writing Practice: Draft letters based on real-life situations</p> <p><input type="checkbox"/> Peer Sharing: Read and reflect on each other's work</p> <p><input type="checkbox"/> Application Worksheets: Strengthen format and expression</p>
	Dialogue Writing		<ul style="list-style-type: none"> • to use appropriate English to communicate in various social settings • to access knowledge and information through reference

			<p>skills (consulting a dictionary/thesaurus, library, internet, etc.)</p> <ul style="list-style-type: none"> • to develop curiosity and creativity through extensive reading <p><i>Activity:</i> <i>Picture prompt</i> <i>Conversation → Incomplete dialogue</i></p>
	<p>Grammar</p> <p>Workbook Unit 2</p> <p>Main Course Book – Unit 3</p>	<p><input type="checkbox"/> Context-based grammar learning (learning by usage)</p> <p><input type="checkbox"/> Practice-driven reinforcement</p> <p><input type="checkbox"/> Continuous feedback and error correction</p>	<ul style="list-style-type: none"> • Improve their social and formal language to be able to attempt effective creative writing • Understand the correct usage of grammar as per the requirements of the question • Improve their sentence structure and fluency • Write relevant content
	<p>The Road Not Taken by Robert Frost</p>	<p>Discussion-driven and inquiry-based learning</p> <p><input type="checkbox"/> Experiential tasks to promote critical reflection</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Collaborative learning and peer interaction 	<ul style="list-style-type: none"> • Help students grasp the significance of choices and their impact on their own lives. • Learn literary techniques Reflect on their personal decisions and their consequences • Improve their ability to interpret poetry • Learn how choices shape their future and develop confidence and independent thinking <p><i>Experiential Learning Activities:</i></p>

			<p><i>Give students 2–3 real-life scenarios, e.g.:</i></p> <ul style="list-style-type: none"> • <i>Science vs Commerce</i> • <i>Friends vs Studies</i> • <i>Safe choice vs Risky passion</i> <p><i>Students must choose one option and justify why</i></p>
AUGUST 19 DAYS	The Solitary Reaper	<input type="checkbox"/> Expressive reading and recitation for aesthetic appreciation <input type="checkbox"/> Discussion-based exploration of theme and poetic devices <input type="checkbox"/> Art-integrated and experiential learning <input type="checkbox"/> Learner-centred interaction and reflection <input type="checkbox"/> Formative assessment through participation and interpretation	<input type="checkbox"/> Appreciate poetic beauty in simple, everyday experiences <input type="checkbox"/> Identify and analyse literary devices and poetic techniques <input type="checkbox"/> Interpret emotions and themes with deeper understanding <input type="checkbox"/> Relate poetry to personal experiences and emotional responses <p><i>Experiential Learning Activities:</i> <i>Create a storyboard based on the theme of ‘The Solitary Reaper’ (Portfolio) SDG 15(LIFE ON LAND)</i></p>
	<i>Keeping it from Harold</i>	<input type="checkbox"/> Discussion-based warm-up (real-life connections) <input type="checkbox"/> Interactive reading and analysis (line-by-line exploration) <input type="checkbox"/> Contextual vocabulary building <input type="checkbox"/> Formative assessment through participation and reflection	<input type="checkbox"/> Comprehend and interpret the text and its themes <input type="checkbox"/> Analyse characters and relationships with textual evidence <input type="checkbox"/> Understand social and emotional contexts (child–parent dynamics) <input type="checkbox"/> Reflect and express personal experiences effectively <p><i>Experiential Learning Activities:</i> <i>Reflective Writing: Write a diary entry on personal/social experiences</i></p>

			<i>(bullying, emotions)</i> SDG 16(PEACE, JUSTICE,STRONG INSTITUTIONS)
	Villa for Sale	<input type="checkbox"/> Experiential learning through drama and simulation <input type="checkbox"/> Collaborative and learner-centred approach <input type="checkbox"/> Discussion of plot elements (exposition, conflict, climax, resolution) <input type="checkbox"/> Continuous formative assessment through performance and participation	<input type="checkbox"/> Understand plot structure and dramatic elements <input type="checkbox"/> Interpret dialogues and underlying meanings <input type="checkbox"/> Communicate effectively in varied social contexts <input type="checkbox"/> Develop confidence in oral and written expression <i>Experiential Learning Activities:</i> <i>Role Play: Simulate real-life situations (sales interaction)</i> <u>SDG 17 (PARTNERSHIPS FOR GOALS)</u>
	<p>Writing Skills: Paragraph Writing (Famous Personalities, Visits to Places)</p> <p>Main Course Book – Unit 4</p>	<input type="checkbox"/> Activity-based introduction (sequencing task) <input type="checkbox"/> Scaffolded writing with teacher guidance <input type="checkbox"/> Collaborative learning through peer review <input type="checkbox"/> Focus on process-based writing (draft → feedback → improvement) <input type="checkbox"/> Continuous formative assessment through observation	<input type="checkbox"/> Construct a well-structured and coherent paragraph <input type="checkbox"/> Organize ideas logically with a clear beginning, middle, and end <input type="checkbox"/> Use appropriate linking words and phrases for cohesion <input type="checkbox"/> Apply the writing process (planning, drafting, revising, editing) <input type="checkbox"/> Express ideas creatively and effectively <i>Experiential Learning Activities:</i> <ul style="list-style-type: none"> • <i>Write paragraphs on given topics (famous personalities/places visited)</i> (PORTFOLIO) <p><i>Create a mind map before writing to organise thoughts</i></p>
HALF-YEARLY EXAMINATIONS		Practice-based revision strategy	<input type="checkbox"/> Demonstrate comprehension of unseen

<p>(SEPTEMBER) 11 DAYS</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Blended approach (oral + written tasks) <input type="checkbox"/> Continuous feedback and doubt-clearing sessions <input type="checkbox"/> Self and peer assessment techniques 	<p>passages</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply writing skills in structured responses <input type="checkbox"/> Analyse and respond to literature-based questions <input type="checkbox"/> Recall and apply key concepts effectively
<p>OCTOBER 20 DAYS</p>	<p>The Seven Ages (William Shakespeare)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Experiential learning through dramatization <input type="checkbox"/> Interactive reading and interpretation <input type="checkbox"/> Integration of performing arts in language learning <input type="checkbox"/> Discussion-based reflection and analysis <input type="checkbox"/> Formative assessment through performance and participation 	<ul style="list-style-type: none"> <input type="checkbox"/> Interpret the poem and its theme of human life stages <input type="checkbox"/> Identify poetic devices (rhyme, alliteration, assonance, consonance) <input type="checkbox"/> Express understanding through performance and discussion <input type="checkbox"/> Relate poetic ideas to real-life experiences <p><i>Experiential Learning Activities:</i></p> <ul style="list-style-type: none"> • <i>Recitation Practice: Focus on pronunciation, stress, and intonation</i> • <i>Create a timeline chart showing all seven ages</i> • <i>Think-Pair-Share</i> <p><i>(Discussion on the relevance of these stages)</i></p>
	<p>Grammar: Transformation of Sentences</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Concept introduction with examples <input type="checkbox"/> Guided practice with teacher support <input type="checkbox"/> Collaborative learning through peer activities <input type="checkbox"/> Practice-based reinforcement 	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiate between active and passive voice <input type="checkbox"/> Identify different types of sentence transformations <input type="checkbox"/> Apply rules to change sentences accurately <input type="checkbox"/> Use correct tense and structure while transforming sentences <input type="checkbox"/> Demonstrate understanding through written practice <p><i>Activity:</i></p>

			<input type="checkbox"/> Pair Work Activity: <i>Students create sentences and exchange them for transformation</i> <input type="checkbox"/> Error Correction Task: <i>Identify and correct incorrect transformations</i> <ul style="list-style-type: none"> • Worksheet Practice: <i>Structured exercises for reinforcement</i>
NOVEMBER 18 DAYS	Poetry: <i>Oh, I Wish I'd Looked After Me Teeth</i> – Pam Ayres	<input type="checkbox"/> Activity-based learning <input type="checkbox"/> Integration of health awareness with literature <input type="checkbox"/> Interactive and participatory approach	<input type="checkbox"/> Understand the importance of personal hygiene <input type="checkbox"/> Appreciate the beauty, rhyme, and style of the poem <input type="checkbox"/> Develop a taste for reading and writing poetry <input type="checkbox"/> Read the poem with correct rhyme and rhythm <input type="checkbox"/> Enjoy recitation individually and in groups <input type="checkbox"/> Develop aesthetic sense <input type="checkbox"/> Identify and explain the central idea of the poem <input type="checkbox"/> Enhance imagination and creative thinking Experiential Learning Activities: <i>Poster Making (Portfolio)</i> <ul style="list-style-type: none"> • <i>Types of teeth</i> • <i>Age at which different teeth appear</i> • <i>Do's and don'ts for oral hygiene</i> • <i>Associated dental problems and preventive care</i>
	Writing Skills: Paragraph	<input type="checkbox"/> Guided and independent practice	<input type="checkbox"/> Write a well-structured paragraph effectively and





	<p>Writing (Social and Environmental Topics)</p> <p>Main Course Book – Unit 5</p>	<p>is encouraged</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continuous monitoring and feedback by the teacher <input type="checkbox"/> Error correction and improvement support provided 	<p>creatively</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify important steps and key elements of paragraph writing <input type="checkbox"/> Organize their thoughts and ideas into a coherent paragraph <input type="checkbox"/> Use linking words and phrases to connect ideas logically <input type="checkbox"/> Develop clarity and coherence in writing <p>Reading & Writing Skills: Environment (Main Course Book Units 3 & 4)</p> <p>Workbook Unit 6</p>
	<p>The Best Seller – O. Henry</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Contextual understanding of humour and irony <input type="checkbox"/> Collaborative learning through role play and discussion <input type="checkbox"/> Continuous comprehension checks and reflective questioning 	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehend and interpret the story and its underlying themes <input type="checkbox"/> Distinguish between fiction and reality in relationships <input type="checkbox"/> Identify humour, irony, satire, and contrast in the narrative <input type="checkbox"/> Analyse characters and their contradictory perspectives <input type="checkbox"/> Express opinions and evaluate multiple viewpoints with reasoning <input type="checkbox"/> Enhance vocabulary, comprehension, and writing skills <p><i>Experiential Learning Activities:</i></p> <p><i>Book Cover Design: Create a modern version of The Best Seller with a new title and visuals (Portfolio)</i></p>
<p>DECEMBER</p> <p>23 DAYS</p>	<p>Drama: The Bishop’s Candlesticks – Norman</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Interactive reading with dialogue-based exploration 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand and analyse the plot structure (exposition, conflict, climax, resolution)

	McKinnell	<ul style="list-style-type: none"> <input type="checkbox"/> Experiential learning through role play and simulation <input type="checkbox"/> Focus on dramatic elements (plot, conflict, climax, resolution) <p>Integration of collaborative and inquiry-based learning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Interpret the deeper meaning and moral values conveyed through the play <input type="checkbox"/> Analyse characters and their transformation (especially the convict and the Bishop) <input type="checkbox"/> Develop confidence in oral and written communication <input type="checkbox"/> Use appropriate language in different social contexts <input type="checkbox"/> Engage in independent thinking, reflection, and inquiry <p><i>Experiential Learning Activities:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Role Play:</i> Enact key scenes focusing on emotions and dialogue delivery <input type="checkbox"/> <i>Confession Box Activity (Group Work):</i> Students imagine being the convict and express guilt, inner conflict, and transformation
	Grammar: Transformation of Sentences (Direct & Indirect Speech)	<ul style="list-style-type: none"> <input type="checkbox"/> Interactive explanation of rules with examples <input type="checkbox"/> Constructivist approach (students derive rules from examples) <input type="checkbox"/> Student–teacher interaction and guided practice <input type="checkbox"/> Gradual progression from simple to complex sentences <input type="checkbox"/> Continuous practice through workbook exercises 	<ul style="list-style-type: none"> <input type="checkbox"/> Define and differentiate between direct and indirect speech <input type="checkbox"/> Apply rules for converting direct speech into indirect speech and vice versa <input type="checkbox"/> Identify changes in tense, pronouns, and time expressions <input type="checkbox"/> Use reported speech accurately in spoken and written contexts <input type="checkbox"/> Demonstrate understanding through contextual usage <p><i>Experiential Learning Activities:</i></p> <p>Dialogue Conversion Task: Convert real-life conversations into reported speech</p>

			<input type="checkbox"/> Pair Work: Practice transforming sentences collaboratively <input type="checkbox"/> Error Correction <i>Activity:</i> Identify and correct mistakes in the given sentences
	Reading Skills: Comprehension (Units: Mystery & Children)	<input type="checkbox"/> strategy-based reading instruction <input type="checkbox"/> Interactive discussion and doubt-clearing sessions <input type="checkbox"/> Practice-oriented learning using coursebook units	<input type="checkbox"/> Comprehend, interpret, and analyse unseen passages <input type="checkbox"/> Identify main ideas, supporting details, and themes <input type="checkbox"/> Apply reading strategies (skimming, scanning, inference) <input type="checkbox"/> Evaluate and respond critically to texts <input type="checkbox"/> Develop independent reading habits <i>Activity: Guided Reading: Practice comprehension using selected texts</i>
	Song of the Rain – Kahlil Gibran Main Course Book Unit 7 Workbook Unit 8	<input type="checkbox"/> Interactive reading with focus on expression and rhythm <input type="checkbox"/> Line-by-line explanation with contextual understanding <input type="checkbox"/> Integration of art and creative expression <input type="checkbox"/> Discussion on theme, structure, and poetic elements	<input type="checkbox"/> Comprehend and interpret the poem and its central theme <input type="checkbox"/> Appreciate the beauty of nature and its emotional connection with humans <input type="checkbox"/> Identify poetic devices such as simile, metaphor, and imagery <input type="checkbox"/> Read the poem with correct pronunciation, stress, rhythm, and intonation <input type="checkbox"/> Express thoughts and feelings creatively through spoken and written forms <input type="checkbox"/> Develop sensitivity towards nature and its elements <i>Experiential Learning Activities:</i> <i>Dialogue Writing (Portfolio): Create an</i>

			<i>imaginative dialogue between the rain and the earth</i>
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From January onwards, revision for Annual Examinations will start thoroughly.

 SUMMER HOLIDAY HOMEWORK (2026–27)	 Winter Holiday Homework
<p>READING (Experiential Task)</p> <p> “Read, Reflect, Relate”</p> <ul style="list-style-type: none"> • Read any one book/story of your choice (age-appropriate). • Prepare a Reading Journal including: <ol style="list-style-type: none"> 1. Title, author, and theme 2. Summary (in 120–150 words) 3. Your favourite character and why 4. One life lesson you learned 5. A creative illustration of any scene <p>PROJECT WORK (Art-Integrated Learning)</p> <p> Theme: “Voices Around Me”</p> <ul style="list-style-type: none"> • Interview 2 people (family/neighbours) about: “How communication has changed over time” • Present your findings in a creative format: <ul style="list-style-type: none"> ○ Poster / Scrapbook / PPT <p>Include:</p> <ol style="list-style-type: none"> 1. Questions asked 2. Key responses 3. Your analysis (what changed & why) 	<p>Grammar worksheets Main Course book-Unit 6&7 Revision-Literature</p>

4. Conclusion

✳️ **GRAMMAR ACTIVITY: “Language Lab Project – From Rules to Real Use”**

Students will take a **short paragraph (80–100 words)** from:

- Newspaper / online article
- 1. Edit and correct it
- 2. Attach:
 - Original paragraph
 - Edited version
 - Corrections with explanation

INTERNAL ASSESSMENT— Holiday Homework/Project and Assessment of Speaking and Listening Task(ASL) as per CBSE guidelines.



हिंदी

भाषा शिक्षण उद्देश्य-

- दैनिक जीवन में हिन्दी को समझने , बोलने के साथ-साथ लिखने की क्षमता का विकास।
- हिन्दी के किशोर-साहित्य, अखबार व पत्रिकाओं को पढ़कर समझ पाना और उसका आनंद उठाने की क्षमता का विकास ।
- औपचारिक विषयों और संदर्भों में बातचीत में भाग ले पाने की क्षमता का विकास।
- हिन्दी के जरिए अपने अनुभव संसार को लिख कर सहज अभिव्यक्ति कर पाने में सक्षम बनाना ।
- संचार के विभिन्न माध्यमों में प्रयुक्त हिन्दी के विभिन्न रूपों को समझने की योग्यता का विकास।
- कक्षा में बहुभाषिक , बहुसांस्कृतिक संदर्भों के प्रति संवेदनशील सकारात्मक सोच बनाना ।
- अपनी मातृभाषा और परिवेशगत भाषा को साथ रखकर हिन्दी की संरचनाओं की समझ बनाना ।
- सामाजिक मुद्दों पर समझ बनाना ।
- कविता ,कहानी तथा घटनाओं को रोचक ढंग से लिखना ।
- जाति , धर्म , रीति -रिवाज तथा लिंग के विषय को समझने की क्षमता का विकास।
- भाषा एवं साहित्य को समझने एवं आत्मसात करने की दक्षता का विकास ।
- भाषा के व्यावहारिक प्रयोग से शब्द भंडार में वृद्धि ।
- मौलिक लेखन एवं सजृनात्मक प्रवृत्ति का विकास।
- समसामयिक विषयों को तार्किक ढंग से संगठित कर अभिव्यक्त करना ।
- जीवन मूल्यों, नैतिक मूल्यों जैसे गुणों का विकास करना ।

पाठ्य पुस्तक - स्पर्श /संचयन

अप्रैल 22 दिवस

<u>क्रम संख्या</u>	<u>मास/कार्य दिवस</u>	<u>पाठ का नाम</u>	<u>शिक्षण युक्ति</u>	<u>क्तत अधिगम प्राप्ति</u>	<u>नई राष्ट्रीय नीति अनुसार/ क्रियात्मक गतिविधियाँ</u>
1.	अप्रैल 22 दिवस	दुख का अधिकार	-प्रवाह चित्र -व्याख्यात्मक विधि -प्रश्नोत्तर विधि -पी.पी.टी. -अभ्यास पत्र	-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।	- स र का र द्वा रा ग री बों के लि ए वर्तमान योजनाओं प र सं क्षि प्त कोलाज । एस.डी .जी गोल्स 1 गरीब का अंत  एस.डी .जी गोल्स 4 गुणवत्ता पूर्ण शिक्षा  गरीब व संभ्रांत महिला की विशेषताओं का मीन आरेख ।

2.		रैदास के पद	<p>-प्रवाह चित्र</p> <p>-व्याख्यात्मक विधि</p> <p>-व्याख्यात्मक विधि</p> <p>-दृष्टांत विधि</p> <p>-पी.पी.टी.</p> <p>-अभ्यास पत्र</p>	<p>-रैदास के व्यक्तित्व व कृतियों को जान पायेंगे।</p> <p>-रैदास के भक्तिपरक पदों से मिली शिक्षा को अपने जीवन में आत्मसात कर पाएँगे।</p> <p>-जीवन में करणीय एवं अकरणीय व्यवहार को जान पाएँगे।</p>	<p>-कक्षा-कक्ष में पद गायन के माध्यम से अभ्यास करवाना ।</p> <p>रैदास समकालीन संत कवियों के परिचय छात्रों द्वारा दिया जाएगा ।</p>
3.		संज्ञा व सर्वनाम	<p>-प्रवाह चित्र</p> <p>-प्रश्नोत्तर विधि</p> <p>-विवेचनात्मक विधि</p> <p>-उदाहरण विधि</p> <p>-पी.पी.टी.</p> <p>-अभ्यास पत्र</p>	<p>-संज्ञा और सर्वनाम की परिभाषा जान पायेंगे।</p> <p>- संज्ञा और सर्वनाम के अन्तर को समझ पायेंगे।</p>	<p>-संज्ञा और सर्वनाम के प्रकारों का एक प्रवाह चित्र बनाएँ ।</p>

मई 15 दिवस

<u>क्रम संख्या</u>	<u>मास/कार्य दिवस</u>	<u>पाठ का नाम</u>	<u>शिक्षण युक्ति</u>	<u>क्तत अधिगम प्राप्ति</u>	<u>नई राष्ट्रीय नीति अनुसार/ क्रियात्मक गतिविधियाँ</u>
1.	मई 15 दिवस	गिल्लू	-प्रवाह चित्र - प्रश्नोत्तर विधि -दृश्य/श्रव्य माध्यम अभ्यास पत्र	-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	-पर्यावरणीय असंतुलन संबंधी जागरूकता रूपी वीडियो/रील बनाना । एस.डी .जी . गोल्स 15 स्थलीय जीवों की सुरक्षा



2.		विशेषण व क्रिया	<ul style="list-style-type: none"> -प्रवाह चित्र निगमनात्मक विधि -प्रश्नोत्तर विधि -दृष्टांत विधि -अभ्यास पत्र 	<ul style="list-style-type: none"> -छात्र विशेषण व क्रिया का उचित प्रयोग सीख पाने में सक्षम । 	<ul style="list-style-type: none"> -कक्षा कक्ष में भूमिका निर्वाह के माध्यम से विशेषण व क्रिया को स्पष्ट करना ।
3.		रहीम के दोहे	<ul style="list-style-type: none"> -प्रवाह चित्र -व्याख्या विधि -उदाहरण विधि -प्रश्नोत्तर विधि -पी.पी.टी. -दृश्य/श्रव्य माध्यम -अभ्यास पत्र 	<ul style="list-style-type: none"> -छात्र रहीम के व्यक्तित्व से परिचित हो पायेंगे। -छात्र भक्ति के सही अर्थ को आत्मसात कर पायेंगे। -छात्र ईश्वर और भक्त के अटूट संबंध को समझ पायेंगे। और भक्ति भाव से परिचित हो पायेंगे। 	<ul style="list-style-type: none"> -छात्र रहीम व कबीर के दोहों से कार्ड बनायेंगे ।

संस्कृतम् (सम्प्रेषणात्मकम्)

कोड सङ्ख्या - 119

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 परियोजना	लक्षिताधिगमः
अप्रैल, द्वाविंशतिः	अविवेकाः परमापदां पदम् शब्दरूपाणि पुल्लिङ्गशब्दाः > अजन्ताः अकारान्तः - बालकवत्, इकारान्तः - कविवत्, उकारान्तः - साधुवत् > हलन्ताः - भवत् उच्चारण स्थानानि	पाठे विद्यामानानां नैतिकमूल्यानां चर्चा विश्लेषणं च ।	अविवेकाः सर्वदा परमापदां आकृष्टं करोतीत्यस्यावबोधनं।

मई, पञ्चदश	पाथेयम् स्वरसन्धाः > दीर्घ , गुणः, वृद्धिः, यण्, अयादि	आरोह-अवरोहपूर्वकम् श्लोकानाम् शुद्धोच्चारणम् गायनम् च। भाषिक-कौशलानां विकासः विलोम पर्याय-शब्दैः शब्द- भंडारे अभिवृद्धिः ।	स्वर सन्धेः सम्यक् ज्ञानमवबोधनम्
जुलाई पञ्चविंशति	विजयतां स्वदेशाः विद्या भान्ति सदगुणाः स्त्रीलिङ्गशब्दाः > आकारान्तः - लतावत्, ईकारान्तः - नदीवत्, नपंसुकलिङ्गशब्दाः > अकारान्तः - फलवत् व्यञ्जनसन्धि > वर्गीयप्रथमवर्णस्य तृतीयवर्णं परिवर्तनम्, "म" स्थाने अनुस्वारः	कलाएकीकृत गतिविधिः- कक्षायाम् नाट्य प्रस्तुतीकरणम् । छात्रेभ्यः स्वाभिप्रायप्रकटनार्थम् अवसरप्रदानम् ।	सर्वदा स्वदेशः एव सर्वोपरि भवतीति ज्ञानम् विद्यया एव सर्वं लभते । कलाएकीकृत गतिविधिः- कक्षायाम् नाट्य प्रस्तुतीकरणम् ।
अगस्त नवदश	कर्मणा याति संसिद्धिम् विसर्गससन्धि > उत्त्वम् , शत्वम्, षत्वम्, सत्वम् सर्वनामशब्दाः > अस्मद्, युष्मद्, तत्, किम् (त्रिषु लिङ्गेषु) धातुरूपाणि परस्मैपदिनः > भू, नम्, गम्, अस, प्रच्छ, कृ, जा, क्षाल्, नी (पञ्चलकारेषु) संवादपूर्ति चित्र वर्णन	छात्रेभ्यः स्वाभिप्रायप्रकटनार्थम् अवसरप्रदानम् ।	शब्दरूपाणां धातुरूपाणां उचित प्रयोगे निपुणः ।
सितंबर एकादश	तत् त्वम् असि अव्ययानि पत्र, प्रत्ययाः	स्फोरकपत्रे शब्दैः सह प्रत्ययान् संयोज्य तालिका निर्माणम्।	प्रत्यय युक्त पदानां प्रयोगेन वाक्यनिर्माणे सक्षमाः स्युः

	> क्त्वा, तुमुन्, ल्यप्		
अक्टूबर विंशतिः	<p>तरवे नमोऽस्तु</p> <p>प्रत्ययाः-शतृ</p> <p>कारक-उपपद-विभक्तयाः</p> <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>प्राचीनार्वाचीनयोर्मध्ये समन्वयस्थापनद्वारा नूतनशिक्षणविधिभिश्च संस्कृतशिक्षणम्।</p>	<p>जगतः प्रत्येकजीवस्य सौहार्दपूर्ण व्यवहारस्य प्रेरणा वृक्षाणां माध्यमेन सामाजिक नम्रतायाः संदेशः। विलोम- पर्यायशब्दैः शब्द-भंडारे अभिवृद्धिः</p> <p>कारक-उपपद-विभक्तयाः</p> <p>नियमानां स्पष्टीकरणम् उचितप्रयोगः।</p>
नवंबर अष्टादश	<p>न धर्मवृद्धेषु वयः समीक्ष्यते</p> <p>सङ्ख्या - 1-100 (1-4 केवलं प्रथमा-विभक्तौ)</p> <p>कारकविभक्तिः विस्तारेण</p>	<p>समग्रपाठस्य अध्ययनपूर्वकं विमर्शनात्मकं लेखनम् ।</p>	<p>धर्मवृद्धेषु वयः समीक्ष्यते इत्यस्य संदेशः, विलोम- पर्यायशब्दैः शब्दभंडारे अभिवृद्धिः।</p>
दिसंबर त्रयोविंशतिः	<p>कवयामि वयामि यामि</p> <p>प्रसङ्गानुसारम् अर्थचयनम् (पाठान् आधृत्य बहुविकल्पात्मकाः प्रश्नः) उपपद-विभक्तयाः पुनः</p>	<p>सुभाषितानां सूक्तीनां तथा च विशिष्टप्रयोगाणां विषये चिन्तनं परिचर्चा च ।</p> <p>• स्वभावानुगुणं सर्गात्मकसंरचनायै छात्रेभ्यः अवसरः प्रदेयः ।</p>	<p>कथायाः माध्यमेन विद्यायाः सद्वृत्तेः मार्गस्य अनुसरणस्य संदेशः। विलोम- पर्यायशब्दैः शब्दभंडारे अभिवृद्धिः।</p>
जनवरी षोडश	पुनरावृत्ति	पुनरावृत्ति	

MATHEMATICS

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/ Activity	Learning Outcomes
APRIL (22 DAYS)	<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 triangle ● Exterior angle property of triangle 	<ol style="list-style-type: none"> 1. Rapid fire quiz through exploratory worksheets 2. Use diagrams and visual aids for clarity 3. Encourage active participation 4. Paper folding & matchstick activity for angle types 	<p>Students:</p> <ol style="list-style-type: none"> 1. Learn basic geometrical terms and definitions clearly 2. Identify and classify different types of angles 3. Understand relationships between pairs of angles 4. Apply properties of parallel lines and transversal 5. Visualize and solve problems related to angle relationships 6. Apply angle sum and exterior angle properties of triangles

	<p>Euclid's geometry</p> <ul style="list-style-type: none"> ● History of Geometry (Ancient civilizations & need of geometry) ● Contributions of Euclid ● Euclid's Definitions ● Axioms and Postulates ● Equivalent versions of Euclid's fifth postulate ● Theorems based on axioms (simple understanding) ● Differences between axioms and postulates 	<ol style="list-style-type: none"> 1. Story-based introduction on the origin of geometry (Egypt, land measurement, etc.) 2. Flashcards activity for definitions, axioms, and postulates 3. Group activity: Students classify statements into definitions, axioms, or postulates 4. Worksheet practice for reinforcement 5. Think–Pair–Share activity for conceptual clarity 	<p>7. Develop logical reasoning and problem-solving skills</p> <p>Students:</p> <ol style="list-style-type: none"> 1. Understand the historical development of geometry and Euclid's contribution 2. Learn and differentiate between definitions, axioms, and postulates 3. Apply logical reasoning to identify universally true statements 4. Develop the ability to justify mathematical statements 5. Build a strong foundation for formal geometry 6. Enhance critical thinking and reasoning skills
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<p>MAY (15 DAYS)</p>	<p>3. Mensuration(Surface areas and volumes)</p> <ul style="list-style-type: none"> ● Surface area of cube and cuboid ● Surface area of cylinder ● Volume of cube, cuboid, and cylinder ● Surface area and volume of sphere and hemisphere ● Conversion of units (cm³, m³, litres, etc.) ● Word problems based on real-life situations 	<ol style="list-style-type: none"> 1. Use of real-life objects (cans, boxes, balls) to explain 3D shapes 2. Demonstration using models of cube, cuboid, cylinder, and sphere 3. Activity: Measuring dimensions of objects and calculating volume 4. Chart preparation of formulas for surface areas and volumes 5. Group activity: Solve case-based and real-life problems 6. Visual aids and diagrams for better conceptual clarity 7. Practice worksheets and HOTS questions for reinforcement 	<p>Students:</p> <ol style="list-style-type: none"> 1. Understand concepts of surface area and volume of 3D objects 2. Apply appropriate formulas accurately in problem-solving 3. Differentiate between curved surface area, lateral surface area, and total surface area 4. Perform unit conversions confidently 5. Solve real-life problems involving capacity and volume 6. Develop spatial visualization and analytical thinking 7. Improve accuracy in mathematical calculations
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CURRICULUM PLANNER**CLASS IX SCIENCE****SESSION 2026-27****LEARNING OBJECTIVES**

- To develop scientific curiosity and inquiry-based thinking through experimental work. To connect Chemistry concepts with real-world applications in health, industry and environment.
- To build computational skill through systematic practice of mole-concept and atomic-number numericals.
- To appreciate the historical development of atomic models and the process of scientific discovery.
- To apply the principles of NEP 2020 — competency-based, learner-centred and innovative pedagogy.
- To integrate Indian Knowledge Systems (IKS) wherever relevant in the chemistry curriculum.

CHEMISTRY SYLLABUS OVERVIEW — UNIT I: MATTER (25 MARKS)

Sr.	Chapter / Content	Marks
Unit I	MATTER — ITS NATURE AND BEHAVIOUR	25
Ch-2	Is Matter Around Us Pure	
	Elements, compounds, mixtures; solutions, colloids, suspensions; separation of mixtures; physical & chemical changes	
Ch-3	Atoms and Molecules	
	Laws of chemical combination; Dalton's theory; symbols; molecular/atomic mass; mole concept; Avogadro's number	
Ch-4	Structure of the Atom	
	Thomson, Rutherford, Bohr models; atomic number, mass number; electronic configuration; valency; isotopes; isobars	
Note	Ch-1 (Matter in Our Surroundings) EXCLUDED as per new NCERT guidelines 2025-26	—

MONTH-WISE CURRICULAR PLANNER — CLASS IX CHEMISTRY | 2026-27

As per New NCERT Guidelines | Learner-Centred | Activity-Based | Innovative Pedagogy

Month & Working Days	Chapter	Topics / Sub-topics	Methodology & Activities	Learning Outcomes
APRIL 22 Working Days Unit I: Matter — Its Nature and Behaviour 25 Marks	Ch-2 Is Matter Around Us Pure	<ul style="list-style-type: none"> Pure substances vs mixtures — definitions and examples Homogeneous mixtures (solutions): solute, solvent, concentration Heterogeneous mixtures: colloids and suspensions Properties of colloids and suspensions (Tyndall effect, Brownian motion) Physical changes vs chemical changes Types of pure substances: elements and compounds Difference between mixtures and compounds 	<p>Hands-On Lab Activities</p> <ul style="list-style-type: none"> Prepare solutions of different concentrations; compare Demonstrate Tyndall effect using torch & colloidal starch / milk in water Test colloid vs solution vs suspension using filter paper Prepare a colloidal solution (starch in water) and suspension (chalk in water) <p>Observation Activity</p> <ul style="list-style-type: none"> Distinguish between physical and chemical changes using everyday examples Iron filings + sulphur mixture vs iron sulphide — spot the difference <p>Innovative & Learner-Centred Activities</p> <ul style="list-style-type: none"> MATTER DETECTIVES: Students classify 15 mystery substances (brought from home) as element, compound or mixture using given clues Concentration Challenge: Which group can make the most concentrated solution without it becoming saturated? — measure and compare Science Journal Entry: Describe 3 physical & 3 chemical changes observed at home; sketch and explain Concept Cartoon: Draw a before-and-after cartoon strip of a physical vs chemical change <p>Assessment Activity</p> <ul style="list-style-type: none"> Table completion: classify given substances in a 3-column chart (solution / colloid / suspension) Quick Quiz: Tyndall effect — why does it happen? (peer-marked) 	<ul style="list-style-type: none"> Distinguish between pure substances and mixtures with examples Identify and explain properties of solutions, colloids and suspensions Differentiate between physical and chemical changes Classify substances as elements, compounds or mixtures
MAY ~15 Working Days (Internal Assessment) Unit I: Matter — Its Nature and Behaviour 25 Marks	Ch-2 Is Matter Around Us Pure (contd.)	<ul style="list-style-type: none"> Separation of mixtures: evaporation, distillation, fractional distillation Chromatography — principle and application Crystallisation Separation using a separating funnel Obtaining coloured components 	<p>Lab Practicals</p> <ul style="list-style-type: none"> Separate the components of ink using chromatography Separate two immiscible liquids (oil & water) using separating funnel Obtain pure copper sulphate crystals by crystallisation Simple distillation of a salt solution — collect pure water 	<ul style="list-style-type: none"> Apply appropriate separation techniques for given mixtures Explain the principle behind chromatography and crystallisation Describe fractional distillation and its industrial application

		<p>from a mixture (ink / leaf pigments)</p> <ul style="list-style-type: none"> Water of crystallisation — concept and examples 	<p>Innovative & Learner-Centred Activities</p> <ul style="list-style-type: none"> Leaf Chromatography Art: separate pigments from different leaves; stick the chromatogram in science file with labelled interpretation Design-a-Separation: given a 3-component mixture, students design their own step-by-step separation flowchart (group task) Salt Crystal Garden: grow coloured crystals of CuSO_4 or alum over 5 days; photograph and record observations daily Real-World Connect: research how fractional distillation is used in a petroleum refinery; present as a labelled diagram <p>Internal Assessment Preparation</p> <ul style="list-style-type: none"> Revision of Ch-2 concepts with flash cards Previous year MCQ sprint (10 questions, peer-checked) 	<ul style="list-style-type: none"> Interpret a chromatogram and identify components
<p>JULY 25 Working Days Unit I: Matter — Its Nature and Behaviour 25 Marks</p>	<p>Ch-3 Atoms and Molecules</p>	<ul style="list-style-type: none"> Laws of Chemical Combination: Law of Conservation of Mass, Law of Definite Proportions Dalton's Atomic Theory What is an atom? Symbols of elements (IUPAC) Atomic mass and atomic mass unit (amu) What is a molecule? Molecules of elements and compounds Chemical formulae — writing and interpreting Molecular mass and formula unit mass Mole concept: Avogadro's number (6.022×10^{23}) Molar mass; relationship: mass, moles, number of particles Numericals: mole-mass-particle calculations 	<p>Hands-On Activities</p> <ul style="list-style-type: none"> Verify Law of Conservation of Mass: react $\text{Na}_2\text{SO}_4 + \text{BaCl}_2$ in a sealed flask; weigh before and after Build models of molecules (H_2O, CO_2, NH_3, CH_4) using modelling clay / marshmallows and toothpicks <p>Learner-Centred Activities</p> <ul style="list-style-type: none"> ELEMENT CARD GAME: Each student gets an element card (symbol, name, atomic mass); games — pair the symbol to name, arrange by atomic mass Mole Race: teams solve mole-mass-particle numericals in relay; fastest correct team wins Formula Writing Challenge: whiteboard activity — show a compound name; students race to write correct formula Dalton's Postulate Debate: 'Which Dalton postulate is now modified?' — students research and present <p>Innovative Activities</p> <ul style="list-style-type: none"> Mole Visualisation: if 1 mole of grains of rice were spread across Earth, how deep would it be? — calculate as a class project Science Comic Strip: '1 Mole Goes to School' — illustrate Avogadro's number creatively Molecular Model Exhibition: each group builds a 3D model of an assigned molecule; display with formula, mass and bond angles <p>Numericals Practice</p> <ul style="list-style-type: none"> Daily 5-minute numerical warm-up: molar mass, number of moles, particle count Step-by-step peer-tutoring: students who master a numerical explain it to a partner 	<ul style="list-style-type: none"> State and apply Laws of Conservation of Mass and Definite Proportions Write correct chemical formulae for elements and compounds Calculate molecular mass and formula unit mass Define mole and apply Avogadro's number in calculations Solve mole-mass-particle interconversion problems

<p>AUGUST 18 Working Days Unit I (contd.) + Mid-Term Preparation</p> <p>September 11 working days</p>	<p>Ch-3 Atoms and Molecules (contd.) + Revision</p>	<ul style="list-style-type: none"> Consolidation: mole concept numericals — mixed types Percentage composition of a compound Empirical vs molecular formula Revision: Ch-2 (full) + Ch-3 (full) Mid-Term Examination (September) 	<p>Numerical Consolidation</p> <ul style="list-style-type: none"> Percentage composition problems: find % of each element in H₂O, CO₂, H₂SO₄, NH₃ Empirical vs molecular formula problems with worked examples Timed numerical challenges: 10 problems in 20 minutes <p>Revision Strategies</p> <ul style="list-style-type: none"> Chapter-wise concept maps (student-created) for Ch-2 and Ch-3 Formula Flash Cards: write formula on one side, name + molar mass on other Peer Teaching Pairs: each pair assigned one sub-topic; teach it to the class in 3 minutes Previous Paper Sprint: solve 5 CBSE past questions per chapter under timed conditions <p>Innovative Revision Activity</p> <ul style="list-style-type: none"> CHEMISTRY KAHOOT / Quizzing: live digital quiz on Ch-2 and Ch-3 concepts Error Correction Task: give students a worksheet with 10 deliberate mistakes in chemical formulae/numericals; they find and fix all errors Mind Map Marathon: students create a visual mind map connecting Ch-2 and Ch-3 themes 	<ul style="list-style-type: none"> Calculate percentage composition and empirical formula Consolidate all mole concept calculations Confidently revise and apply all Ch-2 and Ch-3 concepts
<p>OCTOBER 20 Working Days Unit I: Matter — Its Nature and Behaviour 25 Marks</p>	<p>Ch-4 Structure of the Atom</p>	<ul style="list-style-type: none"> Discovery of electron: Cathode ray experiment (J.J. Thomson) Discovery of proton: Canal ray experiment Thomson's Atomic Model (Plum Pudding Model) Rutherford's Alpha-particle scattering experiment Rutherford's Nuclear Model of the atom Drawbacks of Rutherford's model Bohr's Model of the atom — postulates and diagram Neutron: discovery by Chadwick 	<p>Historical Discovery Timeline</p> <ul style="list-style-type: none"> Students build a 'Scientists of the Atom' timeline wall display — one scientist per student/pair Role play: 'Rutherford's Gold Foil Experiment' — students act as alpha particles, gold foil, and detector <p>Model Making & Art Integration</p> <ul style="list-style-type: none"> Draw and compare Thomson's, Rutherford's and Bohr's atomic models side by side with annotations 3D Atom Model: build a given element's Bohr model using concentric rings, beads and cardboard <p>Innovative & Learner-Centred Activities</p> <ul style="list-style-type: none"> ATOMIC MODEL MUSEUM: each group presents one model (Thomson/Rutherford/Bohr) as a museum exhibit with display board, 3D model, and 'curator's explanation' Debate: 'Which atomic model is most useful for Class 9?' — students argue for their assigned model Analogy Activity: create your own analogy for the atom (e.g., solar system, stadium); explain what works and what doesn't Video Analysis: watch a simulation of Rutherford's experiment; 	<ul style="list-style-type: none"> Describe experiments that led to the discovery of electron, proton and neutron Compare Thomson's, Rutherford's and Bohr's atomic models Explain Rutherford's alpha-particle scattering experiment and its conclusions State postulates of Bohr's model and draw Bohr's atomic model

			<p>students annotate their observations and write a conclusion</p> <p>Assessment</p> <ul style="list-style-type: none"> Label-the-diagram: Thomson, Rutherford, Bohr models (individual) Short answer: drawbacks of each model (peer-marked) 	
<p>NOVEMBER</p> <p>19 Working Days</p> <p>Unit I: Matter — Its Nature and Behaviour</p> <p>25 Marks</p>	<p>Ch-4</p> <p>Structure of the Atom (contd.)</p>	<ul style="list-style-type: none"> Atomic number (Z) and Mass number (A) Electronic configuration — distribution of electrons in shells (2, 8, 8... rule) Valency — definition and determination from electronic configuration Isotopes — definition, examples (C-12/C-14, Cl-35/Cl-37), applications Isobars — definition and examples Difference between isotopes and isobars Numericals: atomic number, mass number, number of neutrons, valency Applications of isotopes: carbon dating, cancer treatment, fuel 	<p>Concept Building Activities</p> <ul style="list-style-type: none"> Electronic Configuration Board Game: students roll dice to fill shells; check with IUPAC rules Valency Matchmaking: given electronic configuration, students find matching valency and then 'bond' element cards <p>Learner-Centred Activities</p> <ul style="list-style-type: none"> Isotope Sorting Cards: sort a mixed set of element cards by atomic number; identify isotopes and isobars Numerical Relay: 4-step problems (Z, A, neutrons, valency) — one student does each step Case Study: How is C-14 used in carbon dating? Students read a 1-page extract and answer guided questions <p>Innovative Activities</p> <ul style="list-style-type: none"> ISOTOPE INFOGRAPHIC: create a visual infographic on 3 isotopes showing their applications in medicine, dating and energy Design-an-Atom Poster: given Z and A, students design an atom showing protons, neutrons and electron shells with full annotation Chemistry in the News: find a real-world news article using the word 'isotope'; present to the class with an explanation Valency Molecule Builder: using valency values, students build and draw as many compounds as possible in 10 minutes <p>Numericals Practice</p> <ul style="list-style-type: none"> 10-question numerical worksheet: find Z, A, n, valency, identify isotope pairs Error-spotting: correct 5 wrongly drawn electronic configurations 	<ul style="list-style-type: none"> Define and calculate atomic number, mass number and number of neutrons Write electronic configurations for elements up to calcium Determine valency from electronic configuration Define isotopes and isobars with examples Describe applications of isotopes in real life
<p>DECEMBER</p> <p>23 Working Days</p> <p>(Internal Assessment)</p> <p>Revision: Ch-2, Ch-3, Ch-4</p>	<p>Revision + Practicals</p> <p>Comprehensive Revision — Chemistry</p>	<ul style="list-style-type: none"> Full revision: Is Matter Around Us Pure (Ch-2) Full revision: Atoms and Molecules (Ch-3) Full revision: Structure of the Atom (Ch-4) CBSE-pattern paper practice (Chemistry section — 20 Marks) 	<p>Chapter-wise Revision</p> <ul style="list-style-type: none"> Mind map creation for each chapter (student-generated, displayed in class) Flash card exchange: students make 10 cards per chapter; swap with partner to quiz each other 3-2-1 Exit Ticket: 3 things learned, 2 doubts, 1 question to ask teacher 	<ul style="list-style-type: none"> Consolidate and apply concepts from all 3 Chemistry chapters Solve mixed CBSE-pattern questions accurately Complete practical record book for internal assessment Build exam confidence through timed practice

		<ul style="list-style-type: none"> Practical file completion and Internal Assessment 	<p>Exam Practice</p> <ul style="list-style-type: none"> Full CBSE-pattern Chemistry question paper (20 marks); timed 30-minute attempt Numerical Marathon: 20 mixed mole-concept and atomic number problems in pairs One-pager Summary: each student writes a 1-page summary of their weakest chapter <p>Innovative Consolidation</p> <ul style="list-style-type: none"> CHEMISTRY ESCAPE ROOM (classroom activity): solve 5 clue questions to 'escape'; clues span all 3 chapters Chemistry Fair Table: present one experiment from the year with results and conclusion Teach-Back: random draw — student explains an assigned concept to the class in under 2 minutes <p>Practical File & Lab</p> <ul style="list-style-type: none"> Complete and certify all practicals in lab record book Demonstration: repeat best practical from the year for internal assessment Viva preparation: common viva questions from all 3 chapters 	
<p>JANUARY 17 Working Days (Internal Assessment) Cross-Chapter Application</p>	<p>Enrichment Application-Based Learning & Project Work</p>	<ul style="list-style-type: none"> Real-life applications: mixtures and separation in industry Chemistry in medicine: isotopes in cancer treatment & diagnostics Nanoscience introduction: atoms as building blocks Indian Knowledge System connect: Rasashastra (ancient Indian chemistry) Environmental chemistry: pure water vs polluted water (colloidal nature) 	<p>Real-World Applications</p> <ul style="list-style-type: none"> Case Study: Water Purification Plant — which separation methods are used and why? Chemistry in Medicines: how are radioactive isotopes used in PET scans and cancer therapy? Industry Visit (virtual/real): fractional distillation at a petroleum refinery <p>Indian Knowledge System (IKS)</p> <ul style="list-style-type: none"> Research activity: Rasashastra — ancient Indian chemical knowledge about metals and purification Discuss: how ancient separation methods (distillation of perfumes, crystallisation of salts) connect to today's curriculum <p>Project Work & Innovation</p> <ul style="list-style-type: none"> PROJECT: 'Chemistry Saves Lives' — research 3 applications of Chemistry (covered in Class 9) in healthcare, environment and industry; present as an illustrated report STEM Challenge: design a simple water filter using available materials; test its effectiveness and record data Science Exhibition Preparation: prepare display board / working model based on any Ch-2/3/4 concept <p>Competency-Based Questions</p>	<ul style="list-style-type: none"> Connect Chemistry concepts to real-world problems in health, industry and environment Appreciate contributions of Indian scientists and ancient knowledge systems Apply separation and atomic concepts to novel situations Demonstrate scientific thinking through project work

			<ul style="list-style-type: none"> Case-based questions (CBSE 2026 pattern): read a passage; answer 4 questions on concepts from Ch-2, 3, 4 Source-based integrated question practice 	
FEBRUARY 22 working days Revision Full Chemistry Revision	Annual Examination Revision	<ul style="list-style-type: none"> Chapter-wise comprehensive revision (Ch-2, Ch-3, Ch-4) Previous year CBSE question practice Numerical problem sets (mixed) Diagram practice: Bohr's model, chromatography, distillation setup Doubt clearance sessions 	Revision Plan <ul style="list-style-type: none"> Chapter concept maps and one-page summaries 5 CBSE-style full questions per chapter under timed conditions Peer tutoring: strong students support weaker ones on numericals Oral viva rounds: teacher asks short questions; students answer standing Diagram redrawing practice with correct labels 	<ul style="list-style-type: none"> Consolidate all Chemistry concepts for Annual Examination Build exam speed and accuracy
MARCH Annual Examination	Annual Examination	Annual Examination	—	—

CURRICULUM PLANNER
CLASS IX PHYSICS
SESSION 2026-27

Learning Objectives

- To promote problem solving abilities and creative thinking in students.
- To develop conceptual competence in students.
- To strengthen the concepts developed to provide firm foundation in the subject.

Month - APRIL (working days : 22)

Chapter 8: Motion	Introduction Rest & motion – Definition with Examples Scalar and vector quantities Motion along a straight line Distance Displacement Uniform motion Non uniform motion Chapter 8: Speed	Learning Outcome The learners would be able to understand that rest and motion are relative to understand and evaluate the numerical value of different quantities and also associate it with their units. to correlate various physical quantities like distance, displacement, average speed, acceleration and retardation etc with day to day observations.
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	<p>Average speed Speed with direction Average velocity SI units Numericals Chapter 8: Acceleration and retardation Uniform acceleration and non uniform acceleration Numericals</p>	
Month- MAY	Working days - 15	Learning Outcome
Chapter 8: Motion	<p>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 Chapter 8: Equations of motion by graphical method- Equation for velocity time relation Equation for position time relation Equation for position velocity relation Periodic Test 1 Chapter 8: Numerical</p>	<p>The learners would be able to understand and evaluate speed, acceleration and distance from various graphs. evaluate speed in circular motion represent motion of given situation in graphical manner</p>

	problems based on equations of motion. Uniform circular motion	
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Month - JULY	Working days : 25	Learning Outcome
Chapter 9 : Force and Laws of Motion	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 numericals 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	Students will be able to 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 .

Month- August	Working days : 19	Learning Outcome
Earth as a System: Energy, Matter and Life	Earth as interconnected system Nature of solar energy: solar radiation, electromagnetic spectrum,	Students will be able to- Explain the interconnectedness between different spheres of the Earth

	<p>and speed of light</p> <p>Solar energy interaction with the Earth's Surface and differential heating of the Earth (the role of the atmosphere and the Earth's surface)</p> <p>Differential warming of the Earth causes winds</p> <p>Biogeochemical cycles (water cycle, carbon cycle, nitrogen cycle, oxygen cycle)</p> <p>Human impact on Earth's system</p>	<p>(biosphere, geosphere, hydrosphere, cryosphere and atmosphere)</p> <p>Explain the nature of solar radiation</p> <p>Explain that solar radiation is an electromagnetic waves having different frequencies</p> <p>Explain how heat from the Sun warms the Earth's surface differently based on the shape, latitude and tilt of the Earth</p> <p>Explain the interaction of solar radiation with the Earth's surface and relate the differential heating of the Earth's surface with the atmospheric phenomena, such as air movement, evaporation, etc., and describe phenomena like mountain, valley, sea and land breezes</p> <p>Describe how the latitude and tilt of the Earth, and absorption and reflection of solar radiation by different surfaces cause differential heating of the Earth's surface</p> <p>Identify various components of the Earth that interact with solar energy</p> <p>Explain the role of the atmosphere in influencing weather and climate on the Earth</p> <p>Identify the reflectivity of different materials through reliable scientific sources, such as the internet and books</p> <p>Describe how elements like carbon, nitrogen, oxygen and water are recycled between biotic and abiotic environments</p> <p>Explain biogeochemical cycles, and the roles of biogeochemical cycles in circulating matter and energy continuously between the non-living environment (abiotic) and living (biotic) organisms, making nutrients available, and maintaining environmental balance.</p> <p>Formulate hypotheses about scientific phenomena based on prior knowledge and understanding of differential heating of the Earth and biogeochemical cycle.</p> <p>Predict the results of an experiment or investigation based on their hypotheses.</p> <p>Communicate findings and conclusions effectively, such as those from experiments, activities or projects, both orally and in written form.</p>
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SEPTEMBER	Working days : 11	Learning Outcome
HALF YEARLY EXAMS	Revision of chapters	The learners would be able to Understand and evaluate the errors and mistakes done in the paper and would be able to improve upon the same through correction.

OCTOBER	Working days : 20	Learning Outcome
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Chapter 11: Work and Energy	<p>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</p>	<p>Students will be able to Identify and list different types of energy. understand the phenomenon of transformation of energy understand the relation between commercial and SI unit of energy. The learners would be able to comprehend various examples showing transformation of energy. derive expression of KE and PE understand different types of energy.</p>
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NOVEMBER	Working days : 18	Learning outcomes
Chapter 12 : Sound	<p>Introduction Production of sound. Sound needs a medium to travel Types of waves – 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>	<p>Students will be able to understand the phenomena of production as well as the propagation of sound list various characteristics of a wave differentiate between different types of waves. understand the phenomenon of reflection of sound.</p>

DECEMBER	Working days : 23	
	Revision for post mid term exams	

JANUARY	Working days : 16	
	Revision for annual exams	
FEBRUARY	Working days :	
	Solving previous year papers and Exemplar	

HOLIDAY HOMEWORK

SUMMER VACATIONS	<p>PHYSICS CLASS IX</p> <p>1) Draw all the graphs taught to you in class on A-4 size sheets. Write what the slope of the graph indicates.</p> <p>2) Draw science toons on three laws of motion.</p> <p>FIRST LAW ROLL NO. 1-12</p> <p>SECOND LAW ROLL NO 13-24</p> <p>THIRD LAW ROLL NO 25-Till last roll no.</p> <p>3) Solve worksheets of ch -8 Motion and ch -9 Force and laws of motion attached here on A 4 size sheets.</p> <p>*Do all the above work (1,2,3) on A4 size sheets and file them in your portfolio</p>
WINTER VACATION	<p>1) Prepare for your PREBOARDS</p> <p>2) Solve the miscellaneous worksheet of 1, 2 and 3 marker Questions.</p>

CURRICULUM PLANNER
CLASS IX BIOLOGY
SESSION 2026-27

Month- April	Working days : 22	Learning Outcome
Cell	<ul style="list-style-type: none"> ● Discovery of cell ● Plant and animal cells ● Prokaryotic and eukaryotic cells ● Cell as a structural and functional unit of life; structure and function of key organelles (nucleus, mitochondria, chloroplast, endoplasmic reticulum, vacuoles, plasma membrane, cell wall) 	<ul style="list-style-type: none"> ● Differentiate between plant and animal cell, prokaryote and eukaryote. ● Describe the structural and functional features of cells. ● Explain the role of cells in the structure and functions of organisms. ● Explain activities inside the cell and its interactions with the environment. ● Demonstrate osmosis in cells. ● Prepare slides to observe cell structure. ● Differentiate between diffusion and osmosis. ● Explain the role of cell division mitosis and meiosis in creating similarities and variations.

<p>Practical:</p>	<ul style="list-style-type: none"> ● To prepare stained temporary mounts of: ● (a) onion peel and (b) human cheek cells and to record observations and draw their labeled diagrams 	<ul style="list-style-type: none"> ● Identify and describe the role of biomolecules in the structure and function of cell. ● Cite case study related to the use of science in human life, for example, Leigh Syndrome and mitochondrial dysfunction. ● Apply learning of a structure and function of muscles cells or joints in dance form and/or sports. ● Discuss significant contributions of India, for example, Professor Arun Kumar Sharma for his work on chromosomes and methods for its studies.
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Month- May	Working days : 15	Learning Outcome
<p>Cell</p>	<ul style="list-style-type: none"> ● Cell as a structural and functional unit of life; structure and function of key organelles (nucleus, mitochondria, chloroplast, endoplasmic reticulum, vacuoles, plasma membrane, cell wall) ● Permeability of cell membranes ● Cellular division and cancer ● Recent advancement in cell biology 	<ul style="list-style-type: none"> ● Recognise that the cell is a structural unit of life and functional unit of life processes ● Pose questions, such as — Can we create artificial cell which behaves exactly like a natural living cell? ● Exhibit creativity and design models using low cost or no-cost eco-friendly material to study structure and functions of cell and cell organelles. ● Carry out an experiment to understand the osmosis ● Analyse results and present findings using scientific terms

Month- July	Working days : 25	Learning Outcome
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Month- Sept	Working days : 11	Learning Outcome
Revision	Revision Half Yearly Examination	
Month- October	Working days : 20	Learning Outcome
Reproduction: Asexual, Sexual Reproduction in flowering Plant.	<ul style="list-style-type: none"> ● Introduction to different forms of reproduction — sexual and asexual ● Types of asexual reproduction with examples ● Sexual reproduction in flowering plants (flower and its parts, pollination, fertilization, seed dispersal) 	<ul style="list-style-type: none"> ● Analyse the interactions between members of different groups of organisms, such as plants and pollinators. ● Compare asexual and sexual reproduction ● Describe male and female reproductive organs in plants and animals. ● Differentiate between ovule and seed; ovary and fruit. ● Explain pollination and fertilisation ● Explain how variations are introduced by sexual reproduction. ● Identify and explain the role of biotic and abiotic agents in seed dispersal and pollination. ● Illustrate the structure of male and female reproductive units or systems in plants.
Practical	<ul style="list-style-type: none"> ● To show the reproductive structures through the permanent slides ● Di section of Flowers to explain the reproductive structure of flowering plants. 	

Month- November	Working days : 18	Learning Outcome
Reproduction: Sexual Reproduction in Humans	<ul style="list-style-type: none"> ● Sexual reproduction in humans: male and female reproductive systems (structure and function, formation of gametes, sperm and egg, fertilisation, pregnancy and development of embryo, menstrual cycle) ● Reproductive health and hygiene ● Introduction to birth control methods and importance 	<ul style="list-style-type: none"> ● Illustrate the structure of male and female reproductive units or systems in animals ● Recognise the significance of contraceptive devices for population control and health including reproductive health. ● Describe the contribution of India to the understanding of human anatom. ● Discuss significant contributions of India, for example, Professor Panchanan Maheshwari for laying the foundation of plant cell and tissue culture research in Indi. ● Recognise the importance of improvements in medical field for assisted reproductive technologies. ● Pose questions, such as — How do heavy metals harm reproductive organs? Can extreme heat affect fertility?

Revision of Annual Examinations

- Worksheets

SUMMER HOLIDAY HOMEWORK:

- Design a crossword puzzle based on the chapter: cell as the fundamental unit of life(A4 sheets- for portfolio)
- Make a diagram of different types of meristematic tissues/any One type of permanent tissue on the basis of their location using art integration technique(A4 sheets, for portfolio)- wool, clay modelling or any other metho.
- Make a flowchart to depict the different types of plant tissues. Use stickers to write the names of tissues.
- Chapter: The Fundamental Unit of Life.(Roll No. 01 to 15)
Task: Create a 3D cell model (plant or animal) using waste materials.
Thinking Part: Explain how each organelle is like a part of a school (e.g., nucleus = principal).
- Chapter: Tissues.(Roll No. 16 to Last)
Task: Make a comparison chart of plant and animal tissues with diagrams.
Thinking Part: Why do plants need different tissues than animals?
- Design 10-10 MCQs based on the chapter tissues- Plant tissues & Animal tissues

WINTER HOLIDAY HOMEWORK

- Chapter: Diversity in Living Organisms(Roll No. 01 to 15)
Task: Design a “Tree of Life” chart showing classification into five kingdoms.
Thinking Part: Why is classification necessary for scientists?
- Chapter: Reproduction in Organisms (Roll No. 16 to Last)
Task: Create a comic strip/storyboard showing asexual reproduction.
Thinking Part: Why is reproduction essential for survival of species?
- Prepare & Revise all chapters for annual examination
- Solve worksheets

SOCIALSCIENCES

CODE: 087

LEARNING OBJECTIVES:

1. UNDERSTANDING SOCIETY :

To help students comprehend how societies function through historical, geographical, political, economical and cultural perspectives.

2. DEVELOPING CAPACITIES FOR INQUIRY :

To foster and develop critical thinking, analysis and problem-solving attitude through disciplinary and inter-disciplinary approaches

3. NURTURING RESPONSIBLE CITIZENSHIP :

To cultivate the values of compassion, justice, equality and sustainability so that learners become engaged citizens contributing to an equitable and plural society.

Month/No. of Days	Chapter Name	Methodology	Learning Outcomes
APRIL (22DAYS)	1. Understanding Social Science (CH-1)	<ul style="list-style-type: none">Explaining the importance of SDGsACTIVITY: Poster Making	After the completion of the chapter, the students will be able to : <ul style="list-style-type: none">Explain the relevance of studying Social Science to understand society, environment, economy and governance in our lives.Explain the meaning and scope of Geography, History, Political Science, and Economics as disciplines and recognise their inter-connections.Appreciate diversity, inclusivity, sustainability and equity as guiding values when studying

	<p>2.The Stone Age: The Earliest People (CH-4)</p> <p>3.Democracy (CH-6)</p>	<ul style="list-style-type: none"> • Description with the help of tools used by the Palaeolithic, Mesolithic and Neolithic men • Map work • Passage based questions • Picture based questions <ul style="list-style-type: none"> • Explain the meaning features and types of democracy. • Describe the roots of democracy in India • Explain the challenges to democracy in India • Examine the democratic systems in the world <p>ACTIVITY: Map Work showing the democratic systems available in different countries</p>	<p>society and making decisions.</p> <p>After the completion of the chapter, the students will be able to :</p> <ul style="list-style-type: none"> • Explain the terms like Palaeolithic, Mesolithic and Neolithic men. • Locate the important archaeological sites of Palaeolithic, Mesolithic and Neolithic periods. <p>After the completion of the chapter, the students will be able to :</p> <ul style="list-style-type: none"> • Understand the features of democracy. • Appreciate early democratic traditions in India and how they influenced modern democracy. • Differentiate between parliamentary and presidential systems. • Identify examples of both systems across countries, such as India, USA, France, Russia and Canada.
MAY (15DAYS)	Democracy (CH- 6) {Contd...}	<p>ACTIVITY</p> <ul style="list-style-type: none"> • Pictorial presentation of challenges faced by Indian Democracy. 	<ul style="list-style-type: none"> • Explain the various challenges faced by Indian Democracy so far.

	<p>4. Building Blocks in Economics(CH-8)</p>	<ul style="list-style-type: none"> • Describe the scarcity of resources, opportunity cost and the need for making choice. • What do economists do? • What to produce, how to produce and for whom to produce? • Difference between market, centrally planned, and mixed economic systems. • Welfare economy <p>ACTIVITY</p> <ul style="list-style-type: none"> • Passage based questions and Picture based questions 	<p>After the completion of the chapter, the students will be able to :</p> <ul style="list-style-type: none"> • Explain the meaning of scarcity, choice and opportunity cost in everyday life, and economic decision-making. • Describe what economists do and how they study production, distribution and consumption of goods and services. • Recognise how economic analysis helps in policy-making and solving real-world issues. • Describe the three central problems of economy — what to produce, how to produce and for whom to produce. • Identify and differentiate the characteristics of planned, free market, and mixed economic systems. • Explain the concept of a welfare economy and the importance of social safety nets.
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CURRICULUM PLAN 2026-2027

MARKETING AND SALES (SUBJECT CODE-412)

CLASS IX

LEARNING OBJECTIVES

- To develop a basic understanding of marketing and its importance in everyday life.
- To understand different types of markets and how buying and selling activities take place.
- To understand the need for both product and service markets.
- To understand the importance of acquiring selling skills
- To have an elementary knowledge of marketing mix, consumer behavior, and other preliminary concepts and roles of marketing in society
- To understand various tasks and activities related to sales

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. Studying marketing helps students understand customer needs, how businesses operate, and how products and services reach people. It develops practical skills like communication, creativity, and decision-making, and introduces modern tools like technology and social media. Marketing knowledge also opens up career opportunities and helps students understand the economy and society.

Month/ No of Days	Chapter Name/Topic	Methodology / Activity	Learning Objectives
APRIL: 22 DAYS	<p>Unit I: Introduction to Marketing and Sales</p> <p>SESSION- 1:</p> <p>DEFINITION OF MARKETING</p> <p>1. Definition and the Meaning of term Marketing</p> <p>2. Concepts associated with Marketing Management</p>	<p>Interactive lecture</p> <p>Class Discussion:</p> <p>Discuss how marketing is more than just selling</p>	<p>Students will be able to</p> <p>-state the definition & meaning of Marketing.</p> <p>-understand the concepts of marketing management</p>
	<p>SESSION 2:</p> <p>IMPORTANCE OF MARKETING IN BUSINESS</p> <p>How is marketing important in business?</p>	<p>Interactive lecture</p> <p>Ask students to design a simple marketing strategy for the product to show how it can reach customers.</p>	<p>The learner would be able to explain the importance of marketing in business.</p> <p>The learner would be able to analyse the importance of marketing in business with relation to consumers / society and organisation</p>

	<p>SESSION 3:</p> <p>SALES AS A FUNCTION</p>	<p>Activity:</p> <p>Selling Skills Demonstration</p> <ul style="list-style-type: none"> - Give each student a small product (e.g., pen, notebook, handmade item). -Ask them to prepare a 1-minute pitch highlighting the product's benefits. -Present to the class or in groups. 	<p>Students would be able to list in the issues of the selling activities and explain the concept of the function of sales in business</p>
	<p>SESSION 4:</p> <p>IMPORTANCE OF SELLING FUNCTION</p> <p>Understand how is selling important</p>	<p>Interactive lecture</p> <p>Activity</p> <p>Interview a Shopkeeper</p> <p>Students interview a small shop owner or local vendor with questions like:</p> <ul style="list-style-type: none"> -How do you sell your products? -How do you attract customers? -What happens if customers don't buy? - Present key insights in class. 	<p>The learner would be able to analyse the importance of various roles and functions of selling in business</p>

<p>MAY :15 DAYS</p>	<p>UNIT II: CONCEPT OF MARKET</p> <p>Define the Meaning of concept market.</p> <p>Understand the Importance of exchange.</p> <p>Need to segment the market.</p> <p>Understand segmenting of market.</p>	<p>Interactive Lectures.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Provide a product (e.g., sports shoes, chocolate, or mobile app). • Ask students to list different types of customers for this product (age groups, gender, preferences, location). • Discuss: Why a single marketing strategy may not work for everyone and why segmentation is necessary. 	<p>Students will be able to understand the</p> <p>- Importance of concept of exchange in market.</p> <p>Importance of segment</p>
	<p><u>Competitions</u></p> <p>Importance of competition in marketing and selling</p> <p>Describe the needs of innovation and importance of research in a competitive market</p>	<p>Interacting lecture sessions</p>	<p>Understand need of competition.</p> <p>Understand about the emerging needs of the customer in the market place.</p>

	<p><u>Product Market</u> (1) Definition and meaning of product market. (2) Understanding difference in product market and service market.</p>	<p>Interactive Lecture Session. Visit a market place like vegetable mandi Role play in class.</p>	<p>Students will be able to Understand Impact of indirect and direct competition in the market.</p>
	<p><u>Service Market</u> Definition and meaning of service market Understand the features of service market</p>	<p>Interaction Lecture sessions Power-Point Presentation</p>	<p>Students will be able to Distinguish between tangible services and intangible services</p>

<p>JULY: 25 DAYS</p>	<p>UNIT III Basic Concept of Sales and Selling 1. Describe the concept of Selling -Describe the importance of selling in marketing</p>	<p>Interactive Lecture: Introduction to Selling Activity: Discuss how selling is a key link in marketing, showing the connection between product creation, promotion, and customer satisfaction. Highlight points: <ul style="list-style-type: none"> Generates revenue/profit </p>	<p>Students will be able to -Identify a selling -Find out the requirements of an effective selling</p>
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	<p>- Explain how selling is important part of marketing</p> <p>2. Identify the characteristics of selling</p> <p>-Explain the various features of selling -Understand broader scope of selling</p>	<ul style="list-style-type: none"> • Moves products from producer to customer • Builds customer relationships • Supports business growth <p>Discussion</p> <p>Activity:</p> <p>Pick up a product of your choice and identify how the product is being sold in the market</p>	<p>Students will be able to apply the various features of selling</p>
	<p>Session 2</p> <p>Types of Selling</p>	<p>Interactive Lecture:</p> <p>Introduction to types of Selling</p>	<p>Students will be able to</p>

	<p>1. Comprehend the difference in the various selling tasks</p> <p>Understand that different types of selling techniques used by marketer</p>	<p>Activity:</p> <p>Make a presentation on the importance of selling types</p> <p>Interactive Lecture:</p> <p>Selling types</p> <p>Activity:</p> <p>Identify each type of selling.</p> <p>Examples:</p> <p>Personal selling → Local shopkeeper</p> <p>Online selling → Flipkart, Amazon</p> <p>Direct selling → Amway, Tupperware</p> <p>B2B → Supplier selling to a restaurant</p>	<p>Understand application of different selling types</p> <p>Analyse how a product can be sold using different selling types</p> <p>Classify the various types of selling</p> <p>Differentiate between the different types of selling</p>
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	<p>Session 4</p> <p>Intermediaries of Selling</p> <p>Explain the role of selling intermediaries</p>	<p>Interactive Lecture: Introduction to Intermediaries</p> <p>Activity:</p> <p>Group Formation: Divide the class into 4 groups representing:</p> <p>Manufacturer/Producer, Wholesaler, Retailer, Customer</p> <p>After the simulation, ask students to list what each intermediary did. Examples:</p> <ul style="list-style-type: none"> • Wholesaler → Bought in bulk, stored products, distributed to retailers • Retailer → Sold directly to customers, provided convenience • Manufacturer → Focused on production, relied on intermediaries for distribution 	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. Understand how intermediaries make selling possible 2. Analyse how a intermediaries work
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	<p>Explain the various types of selling intermediaries</p> <p>Understand that different types of intermediaries and how they interact with each other</p>	<p>Interactive Lecture:</p> <p>Types of selling intermediaries</p> <p>Activity:</p> <p>Choose a product or service of your choice and identify what kind of intermediaries are selling the product in the market</p>	<p>1. Classify the various intermediaries</p> <p>2. Differentiate between different intermediaries according to their functions</p>
<p>AUGUST : 19 days</p>	<p>UNIT IV:</p> <p>Understanding customer and consumer</p> <p>WHAT IS A 'CUSTOMER OR KNOW YOU CUSTOMER '</p> <p>Differences between business v/s individual buyers</p> <p>TYPES OF CUSTOMERS</p>	<p>Interactive Lecture</p> <p>Provide examples of buyers: Example: Buying stationery → School (Business Buyer) or Student (Individual Buyer)</p> <p>Group Task: Divide students into small groups. List 5 products and identify: Who buys it as a business? Who buys it as an individual?</p>	<p>learner would be able to:</p> <p>1. Know the meaning of customer and the consumer</p> <p>2. Distinguish between customer and consumer and inter relationship.</p> <p>3. List the types of customer and consumers and understand the key differences between these two.</p> <p>4. Discuss the meaning and understand the</p>

<p>September: 11 days</p>	<p>UNIT V: ACTIVITIES IN SALES AND MARKETING</p> <p>SESSION I: SALES TASKS</p> <p>1. Methodical classification of various sales tasks- -Order getting and order taking - Order processing -Order delivery -Support Personnel activities</p>	<p>Discussion</p> <p>Interactive Lecture</p> <p>Explain jobs associated with order taking and order processing</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 in direct sale or an on-line order</p> <p>Activity: Enlist support personnel activities at a Shopping Mall</p>	<p>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>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>(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</p>
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<p>October: 20 days</p>	<p>SESSION II:</p> <p>MONEY COLLECTION AND SALES REPORTING</p> <p>Money Collection in different types of sales i.e. -Over the counter sales -Business to Business sales -Online sales Sales Report Preparation</p> <p>SESSION III: ROLE OF MARKETER</p> <p>1. Define marketing and Marketer.</p> <p>2. Explain role played by Marketer in marketing of goods and services.</p> <p>3. Marketing Professional helpful to company, customers and</p>	<p>Interactive Lecture:</p> <p>1.Acquaint with different ways of making payment by buyers in sales</p> <p>2.Give a brief overview of the concept of sales report preparation and its implication.</p> <p>Activity: Collect few specimens (Xerox copy) of invoices and payment instruments used by buyers in selling</p> <p>Interactive Lecture:</p> <p>Discussion of Customer satisfaction approach adopted by Marketer keeping in view role of Marketer</p>	<p>marketers and the role of sales professional</p> <p>(h) Explain the meaning of certain keywords used in sales</p> <p>Students will be able to</p> <p>1. Identify the tools used for payment collection in sales and their justification.</p> <p>2. Classify the main heads involved in the preparation of sales Report</p> <p>Students will be able to Substantiate the role of Marketers in the marketing of goods and services</p>
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	society	Activity: Ask students: <ul style="list-style-type: none"> • What would happen if marketers were not involved? • How does a marketer make it easier for customers to buy products/services? • How does marketing affect the success of a business? 	
November: 18 days	<p>SESSION IV:</p> <p>ROLE OF SALESMAN</p> <p>Meaning and role of salespersons in selling process</p> <p>Sales Professional helpful to company and customers</p>	<p>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>	Students will be able to Assess the significance of salespersons
December : 23 days	<p>Employability Skills</p> <p>Communication skills</p> <p>Self Management Skills</p> <p>ICT Skills</p> <p>Entrepreneurship Skills</p>	<p>Discuss strategies to avoid procrastination and stay disciplined.</p> <p>Discuss strategies to avoid procrastination</p>	Students will be able to -Understand the importance of effective verbal and non-verbal communication.

	Green Skills	and stay disciplined.	<ul style="list-style-type: none"> - Learn to manage time, set goals, and prioritize tasks effectively. - Gain basic proficiency in using computers, digital tools, and the internet. - Understand the concept of entrepreneurship and its role in economic development. - Understand the importance of sustainable practices in personal and professional life.
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REVISION

January: 16 days

HOLIDAY HOMEWORK

SUMMER BREAK

Project work to be allotted

WINTER BREAK

Practical file/ Power Point Presentation

INFORMATION TECHNOLOGY (402)

Class IX

2026-27

Specific Objectives

- To promote a sustainable and forward-looking approach to the effective use of technology
- Foster the development of application-based skills integrated with ICT knowledge
- Encourage entrepreneurship through Information Technology Enabled Services (ITeS)
- Enhance employability skills.

Month/ No. of Days	Chapter Name	Methodology	Learning Objectives
April 22 days	Introduction to IT and ITeS <ul style="list-style-type: none"> • BPO services, BPM industry in India, structure of the IT-BPM industry • Applications of IT in <ul style="list-style-type: none"> ○ Home Computing, ○ Everyday Life, ○ Libraries, ○ Workplaces, ○ Education, ○ Entertainment, ○ Communication, ○ Business, Science And Engineering, ○ Banking, ○ Insurance ○ Marketing ○ Healthcare ○ Government ○ Public Services. 	concept & example approach Activity: students must prepare a case study based on the use of ITeS in the industry/sector allotted to them	learners will be able to understand the concepts of Information Technology (IT), ITeS, Structure of BPO, and the BPM industry in India, Develop awareness of the role of IT in improving efficiency, communication, and public services. Values: Accountability-Being answerable for digital actions Digital Literacy-Ability to use various digital devices
	Communication Skills Methods of communication, Communication cycle , Meaning, importance , Types of feedback Measures to overcome barriers in effective communication. 7 Cs of effective communication	Role Play Activity based on situations (sender–receiver, barriers, feedback) Followed by Feedback & Reflection	Students will be able to demonstrate knowledge of various methods of communication Provide descriptive and specific feedback Apply principles of communication Apply measures to overcome barriers in communication Values- Empathy Interpersonal Skills

<p>May 15 days</p>	<p>Keyboarding Skills,</p> <ul style="list-style-type: none"> • Types of keys on keyboard, Numeric keypad, • Home keys, Guide keys • 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. 	<p>Observation and Correction- Teacher corrects posture, finger placement and mistakes</p> <p>Activity- Speed Typing Competition Conduct a class typing test Compare speed and accuracy</p>	<p>Identify and demonstrate the use of various keyboard keys and its</p> <p>Practice the correct typing ergonomics Practice to place fingers on correct key in four different row of keyboard</p> <p>Identify various mouse operations</p> <p>Values- Accuracy -Avoiding mistakes while typing Perseverance - Continuous improvement</p>
<p>July 25 days</p>	<p>Digital Documentation</p> <p>Introduction to word processing</p> <ul style="list-style-type: none"> • Word processing applications • Introduction to Word Processing tool • Creating a document • Parts of a Word Processor Window • Text editing – Undo and Redo • 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 • Using Synonyms and Thesaurus 	<p>Demonstration Guided Practice Hands on Practice</p>	<p>Students will be able to Apply Editing features Apply formatting features Create and work with tables Use Print Options Understand and apply mail merge</p> <p>Values- accuracy and Discipline</p>
<p>August 19 days</p>	<p>Self Management Skills</p> <ul style="list-style-type: none"> • Meaning and importance of stress management • Stress management techniques 	<p>Class discussion about the importance of the new concepts.</p> <p>Activity: time-table making based on individual's daily routine</p>	<p>Students will be able to Apply stress management techniques Demonstrate the ability to work independently</p>

	<ul style="list-style-type: none"> ability to work independently types of self awareness self-motivation and self regulation <p>Entrepreneurial Skills- Entrepreneurship and society, Qualities functions Role and Importance of an entrepreneur. Myths about entrepreneurship</p>	<p>Draw chart on- habits and behavior-scope for improvement</p> <p>Class Discussion about Success stories of first generation and local entrepreneurs</p> <p>Activities to Collect Information, Listing the entrepreneurial Qualities, analysis of strength and Weaknesses. Planning to setup a business</p>	<p>Students will be able to- List the characteristics of successful entrepreneur Work towards the benefit of the society This would help to the develop economic and financial literacy.</p>
Sept. 11 days	Revision		
October 20 days	<p>Electronic Spreadsheet</p> <ul style="list-style-type: none"> Introduction to spreadsheet application Spreadsheet-Starting,parts-editing Worksheet – Rows and Columns, Cell and Cell Address, Range of cells Different types of data Mathematical operators used in formulae Formulae with cell addresses and operators, Functions-SUM, AVERAGE, MAX, MIN, Count <p>Green Skills-II Definition of sustainable development Importance of sustainable development Problems related to sustainable development</p>	<p>Introduction & Explanation followed by Activity-based Learning-creating mark sheet , Shopping list, timetable</p> <p>Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environmental values Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage</p>	<p>Students will be able to create documents and Apply formula and functions in spreadsheet Understand and apply Referencing Create and insert different types of charts in a spreadsheet Values-Logical Thinking Analytical Skills</p> <p>Students will be able to- Demonstrate the knowledge of importance, problems and solutions related to sustainable development</p>
Nov. 18 days	<p>Digital Presentation Concept of presentation- Characteristics of an effective presentation</p>	<p>Demonstration and Guided Practice Peer Review</p>	<p>Students will be able to explain and follow the features of effective presentation-</p>

	<p>Formatting Toolbar Table- Insert, edit, borders background Image- Inserting, formatting Drawing Tools, Grouping Ungrouping Slide masters, • Creating the slide masters, • Applying the slide masters to all slide, • Adding transitions.</p>		<p>Work with slides Insert and edit Table Images Animations</p>
<p>Dec 23 days</p>	<p>ICT Skills Classes of operating systems Menu, icons and task bar on the desktop File concept, file operations, file organization, directory structures, and file-system structures Creating and managing files and folders Importance and need of care and maintenance of computer Protecting computer against viruses - Scanning and cleaning viruses and removing SPAM files, temporary files and folders Cleaning computer components - Preparing maintenance schedule</p>	<p>Think–Pair–Share Quiz / Rapid Fire</p>	<p>Students will be able to Distinguish between different operating systems Apply basic skills for care and maintenance of computer</p>
<p>Jan & Feb</p>	<p>Revision</p>		

GERMAN

Learning Objectives

By the end of class IX students should be able to

- Listen and understand the main points and some details from an extended dialogue or a short spoken text and respond.
- Listen to a short audio text and respond by asking for more details.
- Read personal messages such as E-Mails, SMS etc. and respond to them.
- Write a short dialogue.
- Writing a semi-official or informal E-mails with complete sentence constructions.
- Learn to use subordinate clauses of time, place and purpose to qualify the main clause.
- Learn the use of grammatical structure e.g., tenses, verbs with prepositions to express oneself

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
April (23 Days)	Lesson – 1 Celebration	<ul style="list-style-type: none"> • Genitiv •Trennbare Verben • Prapositionen – Akkusativ und Dativ Interactive, Group Discussion Worksheets on relevant topics.	The students will be able <ul style="list-style-type: none"> • To differentiate Nominative, Akkusative, Dative and Genitiv 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"> • Prapositionen – Akkusativ und Dativ •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 (25 Days)	Lesson – 2 Shopping and consumption	Subordinate clauses (um...zu, während, bevor, damit, wenn, weil, dass, ob, wie, denn, als) 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 Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
August (19 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.	The students will be able <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	Interactive, Group Discussion Revision of all Topics (Test Papers)	The students will be able <ul style="list-style-type: none"> • To resolve their doubts

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
October (20 Days)	Lesson – 4 Hamburg: A city tour	<ul style="list-style-type: none"> • Prapositionen – Wechseln + verben • 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.	The students will be able <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 (18 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
CLASS 9

Learning Objectives

By the end of Class IX, students should be able to:

- **Develop basic listening, speaking, reading, and writing skills in French**
- **Build vocabulary for everyday communication**
- **Use grammar structures in simple contexts**
- **Participate in conversations, role-plays, and activities**
- **Gain awareness of French culture and lifestyle**
- **Express ideas confidently in written and oral forms**

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
April (23 Days)	Lesson -1 La famille	1.Introduction to family vocabulary 2.Speaking activity: describe your family 3.Reading comprehension 4.Grammar: être, avoir, subject pronouns 5.Writing: “Ma famille”	• Students can introduce family members •Improved use of basic verbs •Ability to form simple sentences

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
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May (15 Days)	Lesson- 2 Au lycée	<p>1.Vocabulary: school life</p> <p>2.Dialogue practice (classroom conversation)</p> <p>3.Grammar: regular - ER verbs</p> <p>4.Listening activity</p> <p>5.Writing: “Ma journée à l’école”</p>	<ul style="list-style-type: none"> • Ability to talk about school routine •Better verb conjugation skills •Improved speaking confidence
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Summer Holiday Homework

Make a small video in french include (Name, age , family, hobbies)

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
July (25 Days)	Lesson -3 une journée de pauline	<p>1.Reading and comprehension</p> <p>2.Vocabulary: daily routine</p> <p>3.Grammar: reflexive verbs (introduction)</p> <p>4.Speaking: describe daily routine</p>	<ul style="list-style-type: none"> • Students can describe daily activities • Use of reflexive verbs • Better sentence formation

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
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August (19 Days)	Lesson – 4 Les Saisons	1.Introduction to seasons and weather vocabulary 2.Speaking activity: “Ma saison préférée” 3. Grammar: adjectives (agreement – masculine/feminine) 4.Writing task: describe a season	•Students can identify and describe seasons •Correct use of adjectives with gender agreement •Ability to express preferences • Improved vocabulary related to weather
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Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
September (11 Days)	Revision of Lesson-1 Lesson-2 Lesson -3 Lesson-4	Interactive, Group Discussion Revision of all Topics (Test Papers)	The students will be able • To resolve their doubts

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
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<p>October (20 Days)</p>	<p>Lesson – 5 Les voyages Lesson-6 Les loisirs et les sports</p>	<p>1.Vocabulary: travel, transport, places 2.Reading comprehension of the lesson 3. Speaking activity: likes and dislikes (j'aime / je n'aime pas / je préfère) 4.Grammar: aller (to go) + prepositions (à, en, au, aux) 5.Speaking: describe a journey 6.Writing task: "Mon voyage préféré" 7. Introduction to vocabulary: hobbies and sports 8. Discussion: "Qu'est-ce que tu fais pendant ton temps libre ?" 9.Writing task: "Mes loisirs préférés"</p>	<ul style="list-style-type: none"> • Students can talk about travel and destinations •Proper use of aller and place prepositions •Improved communication skills •Ability to describe experiences in simple French
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Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
<p>November (18 Days)</p>	<p>Lesson -7 L'argent de poche</p>	<p>1.Introduction to vocabulary: money, expenses, savings 2.Discussion: "Comment utilises-tu ton argent de poche ?" 3.Reading comprehension of the lesson</p>	<ul style="list-style-type: none"> •Students can talk about money and daily expenses •Better understanding of irregular verbs •Ability to express needs, choices, and opinions • Improved communication skills in real-life situations

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
December	Lesson -8 Les achats	1.Vocabulary: shopping, items, prices 2.Dialogue practice: conversation in a shop 3.Role play: buyer and shopkeeper 4.Grammar: vouloir and polite expressions (je voudrais)	•Students can communicate in shopping situations •Proper use of polite expressions •Ability to ask and tell prices •Improved speaking fluency and confidence • Practical use of vocabulary in daily life

Month - January

REVISION FOR FINAL EXAM

Winter Holiday Homework

Make a Greeting card on New year in French including the following greetings points:

- 1) Bonne année 2) Joyeux Noël

SPORTS

SARLA CHOPRA DAV PUBLIC SCHOOL, NOIDA SPORTS & GAMES CURRICULUM

S.NO.	CLASS	MONTHS				
		APRIL & MAY	JULY & AUGUST	SEPTEMBER & OCTOBER	NOVEMBER & DECEMBER	JANUARY & FEBRUARY
1	VI	FOOTBALL	INDOOR	FOOTBALL	YOGA	VOLLEYBALL
2	VII	BASKETBALL	FOOTBALL	INDOOR	FOOTBALL	YOGA
3	VIII	VOLLEYBALL	BASKETBALL	FOOTBALL	INDOOR	FOOTBALL
4	IX	YOGA	VOLLEYBALL	BASKETBALL	FOOTBALL	INDOOR
5	X	FOOTBALL	YOGA	VOLLEYBALL	BASKETBALL	FOOTBALL
6	XI	INDOOR	FOOTBALL	YOGA	VOLLEYBALL	BASKETBALL

SARLA CHOPRA DAV PUBLIC SCHOOL, NOIDA
SPORTS & GAMES CURRICULUM

CLASS:

TENTATIVE MONTH:

GAME: FOOTBALL

- 6 Weeks
- 2 Periods per Week
- 1 Period = Physical Fitness (Warm-up + Fitness Training + Cool Down)
- 1 Period = Skill Based (Skills Taught + Drills)
- All major basketball fundamentals covered within FIRST MONTH (Week 1-4)
- Week 5-6 = Reinforcement + Game Application + Assessment

S.NO.	WEEK	PERIODS	PERIODS
1	WEEK - 1	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Develop basic endurance, coordination and prepare body for basketball movements.</p> <p>Warm-Up</p> <ul style="list-style-type: none"> •Light Jog – 2 rounds •Dynamic Stretching (arms, hips, ankles) •High Knees – 30 sec •Butt Kicks – 30 sec <p>Fitness Training</p> <ul style="list-style-type: none"> •Jumping Jacks – 2 × 25 •Bodyweight Squats – 2 × 15 •Plank – 20 sec × 3 •Short Sprint – 20 m × 4 <p>Cool Down</p> <ul style="list-style-type: none"> •Slow Walk •Hamstring + Calf Stretch •Deep Breathing 	<p>Objective: Introduce ball control and basic dribbling</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Ball familiarization •Basic dribbling •Ball stopping (First touch) <p>Drills</p> <ul style="list-style-type: none"> •Straight Cone Dribbling •Inside Foot Ball Control •Sole Stop Practice •Dribble and Stop on Signal •Ball Tap Control Drill
2	WEEK - 2	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Improve speed, agility and balance</p> <p>Warm Up</p> <ul style="list-style-type: none"> •Jog + Direction Change Running •Dynamic Lunges <p>Fitness Training</p> <ul style="list-style-type: none"> •Zig-Zag Cone Run – 5 Rounds •Skipping – 2 × 1 min •Push Ups – 3 × 10 •Side Plank – 2 × 20 sec <p>Cool Down</p> <ul style="list-style-type: none"> •Walking + Stretching 	<p>Objective: Develop passing accuracy and receiving control</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Short Passing (Inside Foot) •Receiving Ball •Basic Long Pass Introduction <p>Drills</p> <ul style="list-style-type: none"> •Partner Passing (Short Distance) •Triangle Passing Drill •Pass and Follow Drill •Wall Pass Practice •First Touch Direction Drill
3	WEEK - 3	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Build strength and endurance</p> <p>Warm Up</p> <ul style="list-style-type: none"> •Jog + Mobility Drills •Side Shuffle Run <p>Fitness Training</p> <ul style="list-style-type: none"> •Interval Running – 6 Rounds •Walking Lunges – 2 × 20 Steps •Mountain Climbers – 3 × 25 sec •Line Jumps – 3 × 15 <p>Cool Down</p> <ul style="list-style-type: none"> •Static Stretching 	<p>Objective: Develop shooting technique and attacking basics</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Shooting with Laces •Dribble and Shoot •Basic Attacking Movement <p>Drills</p> <ul style="list-style-type: none"> •Stationary Shooting Practice •Pass and Shoot Drill •Dribble and Shoot Drill •Small Goal Finishing •Target Shooting Corners
4	WEEK - 4	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL

		<p>Objective: Improve reaction speed and match fitness</p> <p>Warm Up</p> <ul style="list-style-type: none"> •Jog + Reaction Run <p>Fitness Training</p> <ul style="list-style-type: none"> •Relay Sprint Race – 6 Rounds •Agility T Drill – 4 Rounds •Burpees – 3 × 12 •Core Circuit (Plank + Sit Ups) <p>Cool Down</p> <ul style="list-style-type: none"> •Walking + Stretching 	<p>Objective: Introduce basic defending and game play</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Basic Tackling •Shielding Ball •Basic Position Awareness <p>Drills</p> <ul style="list-style-type: none"> •1 vs 1 Defending •Shield and Turn Drill •Passing Under Pressure •4 vs 4 Small Game
5	WEEK - 5	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Improve football match endurance</p> <ul style="list-style-type: none"> •Continuous Run – 5–6 min •Agility Shuttle Run •Jump Squats – 2 × 12 •Core Plank Hold 	<p>Objective: Combine multiple football skills</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Dribble + Pass Combination •Passing in Movement •Attack Build Up Basics <p>Drills</p> <ul style="list-style-type: none"> •3 Player Passing Movement Drill •Overlap Running Drill •Through Pass Practice •Possession Game (Keep Ball)
6	WEEK - 6	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Maintain fitness and improve flexibility</p> <ul style="list-style-type: none"> •Interval Running •Mobility Exercises •Light Plyometric Jumps 	<p>Objective: Apply skills in real match situations</p> <p>Activities</p> <ul style="list-style-type: none"> •5 vs 5 Match •Position Rotation Play •Limited Touch Game •Match Situation Decision Making

SARLA CHOPRA DAV PUBLIC SCHOOL, NOIDA
SPORTS & GAMES CURRICULUM

CLASS:

TENTATIVE MONTH:

GAME: BASKETBALL

- 6 Weeks
- 2 Periods per Week
- 1 Period = Physical Fitness (Warm-up + Fitness Training + Cool Down)
- 1 Period = Skill Based (Skills Taught + Drills)
- All major basketball fundamentals covered within FIRST MONTH (Week 1-4)
- Week 5-6 = Reinforcement + Game Application + Assessment

S.NO.	WEEK	PERIODS	PERIODS
1	WEEK - 1	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Develop basic stamina, coordination and mobility</p> <p>Warm Up</p> <ul style="list-style-type: none"> •Light Jog – 2 Rounds •Dynamic Stretching (Ankle, Knee, Hip) •High Knees – 2 × 20 m •Butt Kicks – 2 × 20 m <p>Fitness Training</p> <ul style="list-style-type: none"> •Shuttle Run – 5 Rounds •Bodyweight Squats – 2 × 15 •Plank Hold – 3 × 25 sec •Short Sprint – 4 × 20 m <p>Cool Down</p> <ul style="list-style-type: none"> •Walking •Hamstring + Calf Stretch •Deep Breathing 	<p>Objective: Ball familiarity & basic control</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Basic rules •Ready stance •Stationary dribbling <p>Drills</p> <ul style="list-style-type: none"> •Ball Tapping Drill •Stationary Right / Left Dribble •Walking Dribble •Figure 8 Dribble (No Bounce) •Around Waist / Around Legs Ball Rotation •Knee Level Low Control Dribble •Mirror Dribble (Partner Copy Movement)
2	WEEK - 2	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Improve speed, agility and lower body strength.</p> <p>Warm-Up</p> <p>Jog + Dynamic Stretch</p> <p>Fitness Training</p> <ul style="list-style-type: none"> •Shuttle Runs – 5 × 20 m •Side Shuffles – 3 × 20 sec •Skipping – 1 min × 2 •Standing Long Jump – 6 reps <p>Cool Down</p> <p>Stretching + Breathing</p>	<p>Objective: Dribbling while moving & direction change</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Low dribble •Speed dribble •Direction change <p>Drills</p> <ul style="list-style-type: none"> •Cone Zig-Zag Dribble •Stop & Go Dribble •Relay Dribble Race •Basic Crossover Dribble •Speed Dribble Full Court •Dribble & Pivot Drill •Box Dribble Drill (4 Cones Square Movement)
3	WEEK - 3	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Build core strength, balance and explosive movement.</p> <p>Warm-Up</p> <p>Jog + Mobility Drills</p> <p>Fitness Training</p> <ul style="list-style-type: none"> •Lunges – 2 × 12 •Push-ups – 8-10 •Plank Shoulder Tap – 20 reps •Sprint Start – 5 reps <p>Cool Down</p> <p>Static Stretching</p>	<p>Objective: Passing accuracy & teamwork</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Chest pass •Bounce pass •Overhead pass <p>Drills</p> <ul style="list-style-type: none"> •Partner Passing •Triangle Passing •Pass & Move Drill •Pass & Follow Your Pass Drill •Moving Chest Pass Drill •Wall Passing Target Drill •Keep Away Passing Game (3 vs 1)

4	WEEK - 4	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Improve jumping power, coordination and basketball-specific fitness.</p> <p>Warm-Up Dynamic Running Drills</p> <p>Fitness Training</p> <ul style="list-style-type: none"> •Vertical Jumps – 10 reps •Skater Jumps – 12 reps •Cone Footwork Drills •Core Crunches – 20 reps <p>Cool Down Stretch + Breathing</p>	<p>Objective: Shooting technique & finishing</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Shooting Concept •Set Shot •Lay-up <p>Drills</p> <ul style="list-style-type: none"> •Form Shooting Close Range •Wall Shooting Practice •Lay-up Line Drill •Mikan Drill (Lay-up Control) •Spot Shooting (5 Spots Close Range) •Catch & Shoot Drill •1 Dribble Lay-up Drill
5	WEEK - 5	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Improve match endurance and recovery ability.</p> <ul style="list-style-type: none"> •Continuous Run – 5 min •Agility Shuttle •Jump Squats – 2 x 12 •Plank Hold 	<p>Objective: Combine skills + introduce defense</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Skill combination •Basic defense stance <p>Drills</p> <ul style="list-style-type: none"> •1 vs 1 Attack & Defend •Fast Break Basic Drill •Dribble → Pass → Cut → Receive Drill •Close Out Defense Drill •Shadow Defense Movement Drill •3 Player Weave (Basic Fast Break)
6	WEEK - 6	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Maintain fitness level and improve flexibility & recovery.</p> <ul style="list-style-type: none"> •Interval Running •Mobility & Flexibility •Light Plyometric Jumps 	<p>Objective: Game application & decision making</p> <p>Drills / Activities</p> <ul style="list-style-type: none"> •3 vs 3 Game •5 vs 5 Game •Position Rotation Play •No Dribble Game (Passing Only) •Limited Dribble Game (2 Dribble Max) •Last Minute Pressure Game Situation

SARLA CHOPRA DAV PUBLIC SCHOOL, NOIDA
SPORTS & GAMES CURRICULUM

CLASS:

TENTATIVE MONTH:

GAME: VOLLEYBALL

- 6 Weeks
- 2 Periods per Week
- 1 Period = Physical Fitness (Warm-up + Fitness Training + Cool Down)
- 1 Period = Skill Based (Skills Taught + Drills)
- All major basketball fundamentals covered within FIRST MONTH (Week 1-4)
- Week 5-6 = Reinforcement + Game Application + Assessment

S.NO.	WEEK	PERIODS	PERIODS
1	WEEK - 1	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Develop basic stamina, coordination and lower body strength</p> <p>Warm Up</p> <ul style="list-style-type: none"> •Light Jog – 2 Rounds •Arm Rotation + Shoulder Mobility •High Knees – 2 × 20 m •Side Shuffle – 2 × 20 m <p>Fitness Training</p> <ul style="list-style-type: none"> •Jumping Jacks – 2 × 25 •Bodyweight Squats – 2 × 15 •Plank Hold – 3 × 25 sec •Short Sprint – 4 × 20 m <p>Cool Down</p> <ul style="list-style-type: none"> •Walking •Shoulder + Hamstring Stretch •Deep Breathing 	<p>Objective: Introduce basic volleyball skills and ball control</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Ready position •Ball familiarization •Basic underhand pass (Forearm pass) <p>Drills</p> <ul style="list-style-type: none"> •Self toss and catch •Forearm pass wall practice •Partner underhand pass •Ball control tap drill •Ready position movement drill
2	WEEK - 2	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Improve agility, balance and reaction speed</p> <p>Warm Up</p> <ul style="list-style-type: none"> •Jog + Direction Change Run •Dynamic Lunges <p>Fitness Training</p> <ul style="list-style-type: none"> •Zig-Zag Cone Run – 5 Rounds •Skipping – 2 × 1 min •Push Ups – 3 × 10 •Side Plank – 2 × 20 sec <p>Cool Down</p> <ul style="list-style-type: none"> •Walking + Stretching 	<p>Objective: Develop setting technique and ball control</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Basic overhead set •Ball positioning •Footwork for setting <p>Drills</p> <ul style="list-style-type: none"> •Self set practice •Wall set drill •Partner set drill •Set and move drill •Continuous set circle drill
3	WEEK - 3	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Build strength and jumping ability</p> <p>Warm Up</p> <ul style="list-style-type: none"> •Jog + Mobility Drills •Skipping <p>Fitness Training</p> <ul style="list-style-type: none"> •Walking Lunges – 2 × 20 Steps •Vertical Jumps – 3 × 10 •Mountain Climbers – 3 × 25 sec •Line Jumps – 3 × 15 <p>Cool Down</p> <ul style="list-style-type: none"> •Static Stretching 	<p>Objective: Introduce serving fundamentals</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Underarm serve •Basic overarm serve introduction <p>Drills</p> <ul style="list-style-type: none"> •Serve to target zones •Wall serving practice •Partner serve receive practice •Serve and collect drill •Accuracy serving challenge
4	WEEK - 4	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL

		<p>Objective: Improve match fitness and explosive movement</p> <p>Warm Up</p> <ul style="list-style-type: none"> •Jog + Reaction Movement <p>Fitness Training</p> <ul style="list-style-type: none"> •Relay Sprint – 6 Rounds •Agility T Drill – 4 Rounds •Burpees – 3 × 12 •Core Circuit (Plank + Sit Ups) <p>Cool Down</p> <ul style="list-style-type: none"> •Walking + Stretching 	<p>Objective: Introduce attack and basic blocking movement</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Spike approach steps (without jump first) •Basic blocking footwork •Attack timing introduction <p>Drills</p> <ul style="list-style-type: none"> •Approach step practice •Toss and hit (soft spike) •Block jump at net simulation •Hit and recover drill •3 touch rally drill
5	WEEK - 5	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Improve match endurance</p> <ul style="list-style-type: none"> •Continuous Run – 5–6 min •Agility Shuttle Run •Jump Squats – 2 × 12 •Core Plank Hold 	<p>Objective: Combine multiple volleyball skills</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Pass → Set → Hit sequence •Court communication basics •Rotation introduction <p>Drills</p> <ul style="list-style-type: none"> •3 Player Pass Set Hit Drill •Free Ball Attack Drill •Rotation Movement Practice •Mini Rally Practice
6	WEEK - 6	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Maintain fitness and flexibility</p> <ul style="list-style-type: none"> •Interval Running •Mobility Exercises •Light Plyometric Jumps 	<p>Objective: Apply skills in game situations</p> <p>Activities</p> <ul style="list-style-type: none"> •4 vs 4 Mini Match •6 vs 6 Basic Match •Rotation Practice Game •Serve Receive Game

SARLA CHOPRA DAV PUBLIC SCHOOL, NOIDA
SPORTS & GAMES CURRICULUM

CLASS:

GAME: YOGA

TENTATIVE MONTH:

- 6 Weeks
- 2 Periods per Week
- 1 Period = Physical Fitness (Warm-up + Fitness Training + Cool Down)
- 1 Period = Skill Based (Skills Taught + Drills)

S.NO.	WEEK	PERIODS	PERIODS
1	WEEK - 1	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Develop basic body flexibility and mobility</p> <p>Warm Up</p> <ul style="list-style-type: none"> •Spot jogging – 2 min •Neck rotation •Shoulder rotation •Hip rotation •Ankle rotation <p>Fitness Training</p> <ul style="list-style-type: none"> •Dynamic stretching •Core activation (Plank hold) •Balance drills – Single leg stand •Basic breathing awareness <p>Cool Down</p> <ul style="list-style-type: none"> •Deep breathing •Light stretching 	<p>Objective: Develop basic yoga foundation and posture awareness</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Tadasana •Vrikshasana •Padmasana •Vajrasana <p>Drills</p> <ul style="list-style-type: none"> •Balance hold challenge •Breathing with posture hold •Mirror posture correction practice
2	WEEK - 2	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Improve flexibility and core strength</p> <p>Warm Up</p> <ul style="list-style-type: none"> •Light jogging •Dynamic stretching <p>Fitness Training</p> <ul style="list-style-type: none"> •Surya Namaskar (slow learning phase) •Core strengthening (Leg raises, plank variations) <p>Cool Down</p> <ul style="list-style-type: none"> •Guided breathing 	<p>Objective: Learn standing asanas</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Trikonasana •Ardha Chakrasana •Hastapadasana <p>Drills</p> <ul style="list-style-type: none"> •Alignment correction drill •Partner observation drill •Hold timing challenge
3	WEEK - 3	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Improve stamina and flexibility</p> <p>Warm Up</p> <ul style="list-style-type: none"> •Surya Namaskar – 4 rounds <p>Fitness Training</p> <ul style="list-style-type: none"> •Core circuit training •Balance and coordination drills <p>Cool Down</p> <ul style="list-style-type: none"> •Basic Anulom Vilom practice 	<p>Objective: Learn sitting and forward bending asanas</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Paschimottanasana •Baddha Konasana •Janu Shirshasana <p>Drills</p> <ul style="list-style-type: none"> •Gradual stretch hold •Breath synchronization practice
4	WEEK - 4	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL

		<p>Objective: Improve body control and breathing coordination</p> <p>Warm Up</p> <ul style="list-style-type: none"> •Dynamic mobility exercises <p>Fitness Training</p> <ul style="list-style-type: none"> •Surya Namaskar – 6 rounds •Static core holds <p>Cool Down</p> <ul style="list-style-type: none"> •Deep relaxation breathing 	<p>Objective: Learn prone position asanas</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Bhujangasana •Shalabhasana •Dhanurasana <p>Drills</p> <ul style="list-style-type: none"> •Progressive lift practice •Partner feedback drill
5	WEEK - 5	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Improve endurance and posture stability</p> <p>Warm Up</p> <ul style="list-style-type: none"> •Surya Namaskar – 6–8 rounds <p>Fitness Training</p> <ul style="list-style-type: none"> •Full body stretching flow •Balance endurance holds <p>Cool Down</p> <ul style="list-style-type: none"> •Guided meditation basics 	<p>Objective: Learn supine position asanas</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Pavanmuktasana •Setu Bandhasana •Uttanpadasana <p>Drills</p> <ul style="list-style-type: none"> •Controlled movement drill •Breathing coordination drill
6	WEEK - 6	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Objective: Integrate overall fitness and yoga flow</p> <p>Warm Up</p> <ul style="list-style-type: none"> •Mobility + Surya Namaskar <p>Fitness Training</p> <ul style="list-style-type: none"> •Yoga flow sequence •Core and balance combination <p>Cool Down</p> <ul style="list-style-type: none"> •Deep relaxation (Shavasana) 	<p>Objective: Perform yoga sequence and learn relaxation control</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Full Surya Namaskar sequence •Shavasana •Basic Pranayama (Anulom Vilom, Bhramari – Introduction) <p>Drills</p> <ul style="list-style-type: none"> •Sequence performance practice •Group synchronization drill •Relaxation timing control

SARLA CHOPRA DAV PUBLIC SCHOOL, NOIDA
SPORTS & GAMES CURRICULUM

CLASS:

TENTATIVE MONTH:

GAME: INDOOR GAMES (CHESS / CARROM / TABLE TENNIS)

- 6 Weeks
- 2 Periods per Week
- Periods will rotate between Chess, Carrom, and Table Tennis
- Focus on Rules + Skills + Practice + Fun Competition

S.NO.	WEEK	PERIODS	PERIODS
1	WEEK - 1	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Period 1 – Chess</p> <p>Objective: Understand board setup and piece movement</p> <p>Skills Taught</p> <ul style="list-style-type: none"> • Board setup • Names of pieces • Movement of each piece • Basic rules <p>Activities / Drills</p> <ul style="list-style-type: none"> • Piece movement practice • Mini board quiz • Pawn race game 	<p>Period 2 – Table Tennis</p> <p>Objective: Learn basic grip and ready position</p> <p>Skills Taught</p> <ul style="list-style-type: none"> • Shakehand grip • Ready stance • Ball bounce control <p>Drills</p> <ul style="list-style-type: none"> • Ball bouncing on racket • Partner soft rally • Wall practice
2	WEEK - 2	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Period 1 – Carrom</p> <p>Objective: Learn striker control and basic rules</p> <p>Skills Taught</p> <ul style="list-style-type: none"> • Striker holding • Straight shot • Basic rules (foul, queen cover) <p>Drills</p> <ul style="list-style-type: none"> • Coin targeting drill • Straight pocket practice 	<p>Period 2 – Chess</p> <p>Objective: Learn basic game start and simple tactics</p> <p>Skills Taught</p> <ul style="list-style-type: none"> • Opening principles • Check and Checkmate concept <p>Drills</p> <ul style="list-style-type: none"> • Mate in one puzzles • Mini chess matches
3	WEEK - 3	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Period 1 – Table Tennis</p> <p>Objective: Improve ball control and rally consistency</p> <p>Skills Taught</p> <ul style="list-style-type: none"> • Forehand push • Backhand push <p>Drills</p> <ul style="list-style-type: none"> • Push rally practice • Target zone hitting 	<p>Period 2 – Carrom</p> <p>Objective: Improve pocketing accuracy</p> <p>Skills Taught</p> <ul style="list-style-type: none"> • Angle shots basic • Queen covering concept <p>Drills</p> <ul style="list-style-type: none"> • Corner pocket practice • Controlled striker power drill
4	WEEK - 4	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL

		<p>Period 1 – Chess</p> <p>Objective: Improve decision making</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Basic strategy (Control center, piece safety) <p>Drills</p> <ul style="list-style-type: none"> •Puzzle solving •Timed mini games 	<p>Period 2 – Table Tennis</p> <p>Objective: Learn serve basics</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Basic forehand serve •Legal serve rules <p>Drills</p> <ul style="list-style-type: none"> •Serve target practice •Serve + return drill
5	WEEK - 5	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Period 1 – Carrom</p> <p>Objective: Apply skills in match play</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Match rules •Scoring system <p>Drills</p> <ul style="list-style-type: none"> •Practice matches •Doubles practice 	<p>Period 2 – Chess</p> <p>Objective: Play full game with rules</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Touch move rule •Basic endgame idea <p>Drills</p> <ul style="list-style-type: none"> •Full game practice •Peer analysis discussion
6	WEEK - 6	1st PERIOD: PHYSICAL FITNESS / SPORTS	2nd PERIOD: GAME SKILL
		<p>Period 1 – Table Tennis</p> <p>Objective: Apply skills in match format</p> <p>Skills Taught</p> <ul style="list-style-type: none"> •Match scoring •Game etiquette <p>Drills</p> <ul style="list-style-type: none"> •Mini tournament •Knockout matches 	<p>Period 2 – Mixed Indoor Competition</p> <p>Objective: Improve confidence and participation</p> <p>Activities</p> <ul style="list-style-type: none"> •Chess mini tournament •Carrom knockout •Table Tennis short matches

MUSIC (VOCAL)

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

Month/No.of days	Activity Name	Methodology	Learning Outcomes
<u>April 22 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 25 Days</u>	<ul style="list-style-type: none"> • Patriotic song • Thaata system 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 19 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

	<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 20 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 18 Days</u></p> <p><u>DEC 23 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 16 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

CURRICULUM PLANNER 2026-27

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 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 .	22
MAY 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 .	15
July 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	25

August 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	19
September 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	11
October 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 .	20
November 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 .	18
December 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 .	23

January 1. Patriotic Dance 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	16

Fine art [painting]

CLASS 9

<u>Month</u>	<u>Topic to be covered</u>	<u>Methodology</u>	<u>Learning Objectives</u>
APRIL	Introduction to Fundamental art	students involves developing their creativity, fine motor skills, and understanding of various art techniques. The methodology for an art class at this level should aim to engage students in both the process and the product of creating art. Here's a structured approach:	Technical Skills: 1 creative thinking 3. Understanding Colour Theory.

MAY	Landscape Drawing	<p>Practical Skills Development:</p> <p>students develop creativity, and students will understand the concept of foreground, background and middle ground.</p>	<p>Technical Skills:</p> <p>Fine motor skill,</p> <p>creativity</p>
JULY- AUGUST	Still life drawing	<p>The methodology should focus on developing students observation skills, understanding of form, and use of basic art materials.</p>	<p>Technical skill:</p> <p>Shading technique</p>
SEP- OCT	Festival art	<p>Practical Skills Development:</p>	<p>Technical skill:</p>

		<p>The methodology should focus on celebrating various culture traditions, incorporating festive themes into art, and allowing students to express their understanding of these events visually.</p>	<p>Traditional based creativity</p>
<p>NOV-DEC</p>	<p>Portrait study</p>	<p>Media and Techniques:</p> <p>Experimentation with different media and techniques is encouraged, allowing students to discover their strengths and preferences.</p> <p>Composition:</p> <p>Understanding the principles of composition, including elements like line, shape, colour, and form, is crucial.</p>	<p>Technical skill:</p> <p>Proportion, expression</p>
<p>Jan-feb</p>	<p>Abstract art</p>	<p>Practical Skills Development:</p> <p>Abstract art ,unlike realistic art ,focuses on shapes, colours, lines,</p>	<p>Technical Skills:</p>

		and forms rather than representing the real world.	Imagination,
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