

CURRICULUM PLAN

SESSION 2023-2024

CLASS 9



**ENGLISH COMMUNICATIVE (101) CLASS IX
SESSION: 2023 - 2024**

The aim of education is not just to let learners obtain basic knowledge but to make them lifelong learners. It is to nurture future citizens who are mentally and physically robust, assertive, confident, empathetic and helpful to the community, intellectually inquisitive and reflective, tolerant and with creative vision and global perspective. Schools will accomplish such standards through the promotion of value- based learning activities which emphasize humanity, practicality, individuality, inclusiveness, and modernity. Such activities involve collaborations between oneself and others, individuals and the community, as well as humans and nature.

To achieve this, school will guide its learners to achieve the following curriculum goals

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

- ❖ To foster cultural learning and international understanding in an interdependent society
- ❖ To develop Critical thinking and Problem- solving abilities.

ADDRESSING CLASSROOM DIVERSITY

Due to various backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups.

For gifted students

- ❖ High order thinking questions to be done
- ❖ Encouragement for referring to other resources
- ❖ Providing students with the constructive and encouraging feedback on their performances.

For average Students

- ❖ Inculcating the habit of note taking in students
- ❖ Encouraging the strategies for learning
- ❖ Providing students with the constructive and encouraging feedback on their performances.

For below average students

- ❖ Knowledge based questions to be done
- ❖ Constant Motivation will be provided
- ❖ Help will be provided in dividing the available time in various slots for completing each topic.

HALF YEARLY SYLLABUS	POST HALF YEARLY SYLLABUS
<p>LITERATURE READER</p> <ul style="list-style-type: none"> → How I Taught My Grandmother To Read → A Dog Named Duke → The Man Who Knew Too Much → The Brook → The Road Not Taken → The Solitary Reaper → Villa For Sale <p>GRAMMAR TOPICS</p> <ul style="list-style-type: none"> → TENSES → MODALS → SUBJECT – VERB CONCORD <p>WRITING SKILLS</p> <ul style="list-style-type: none"> → Notice Writing (lost and Found, Travel) → Dialogue Writing → Informal Letter → Paragraph Writing (about Famous Personalities, Visits to different places) <p>MAIN COURSE BOOK (For Practice)</p> <ul style="list-style-type: none"> → People → Adventure → Environment 	<p>LITERATURE READER</p> <ul style="list-style-type: none"> → Keeping It From Harold → Best Seller → The Seven Ages → Oh, I wish I'd Looked After Me Teeth → Song Of The Rain → The Bishop's Candlesticks <p>GRAMMAR TOPICS</p> <ul style="list-style-type: none"> → REPORTING <p>Commands and Requests, Statements, Questions</p> <ul style="list-style-type: none"> → CLAUSES <p>Noun Clauses, Adverb Clauses, Relative Clauses</p> <ul style="list-style-type: none"> → DETERMINERS <p>WRITING SKILLS</p> <ul style="list-style-type: none"> → Notice Writing (Activities - School based, General Meetings of society) → Dialogue Writing (New Variety of questions) → Informal Letter (New Variety of questions) → Paragraph Writing (Social and Environmental Issues) <p>MAIN COURSE BOOK</p> <ul style="list-style-type: none"> → The class IX Radio and Video Show → Mystery → Children → Sports and Games <p>*Entire Syllabus (April to January) will be tested in Annual Examination</p>
<p>Note: Few extra topics can be covered in first term depending upon the flexibility of time but such topics would not be tested in Half Yearly Examinations.</p>	

APRIL (21 DAYS)			
THEME / SUB THEME	Learning Objectives <ul style="list-style-type: none"> ✚ Subject Specific (content based) ✚ Skill Specific (Application based) 	Activities & Resources	Transaction Methodology
Interact in English Prose How I Taught my Grandmother to Read by Sudha Murthy	<p>To enable the students to:</p> <ul style="list-style-type: none"> ✚ Read, Write speak and understand English Correctly ✚ Appreciate the story ✚ Understand the Literary Devices and the new words ✚ Realize the importance of Education in one's life ✚ Develop a better understanding about the text under consideration ✚ Enhance their thinking skills <p>Skills Developed</p> <ul style="list-style-type: none"> ✚ Eagerness to learn ✚ Collaborative Learning ✚ Creative and Critical Thinking ✚ Experiential Thinking ✚ Decision – making ✚ Determination ✚ Conflict Resolution ✚ To be Optimistic 	<p>Activity 1 Group discussion “ What Education gives you – Why it is important to gain knowledge”</p> <p>Activity 2 Diary Entry ‘Adult Literacy’ is always a compulsory assignment for you during your summer break. Pen down your experiences of teaching adults in your village in the form of diary entry.</p> <p>Activity 3 Poster Making Prepare a Poster on The Importance of ‘Adult Literacy’</p>	<ul style="list-style-type: none"> ✚ Interactive ✚ Line by Line explanation ✚ Joyful Learning Activities ✚ Comprehension Check ✚ Group Discussion ✚ Teacher will introduce the author, theme and message of the lesson
Interact in English Prose A Dog Named Duke by William D Ellis	<p>To enable the students to</p> <ul style="list-style-type: none"> ✚ understand the need and value of pets ✚ to enable the students to learn new words and vocabulary ✚ read with proper pronunciation, pause, intonation, reasonable speed and flow ✚ to understand the literary devices ✚ to develop sensitivity towards animals ✚ express themselves in grammatically correct language <p>Skills Developed</p> <ul style="list-style-type: none"> ✚ Interpretation ✚ Scientific-temperament ✚ Logical Reasoning ✚ Critical Thinking ✚ Problem Solving ✚ Empathy ✚ Perseverance, Courage and faith 	<p>Activity 1 Pair Work (Dialogue) Imagine you are Steve, Marcy's friend. You came to know that Charles has met with an accident. You visit Marcy to inquire about Charles and offer assistance. As Steve, Write and enact an imaginary dialogue between you and Marcy.</p> <p>Activity 2 Just A Minute Choose any of the topics mentioned below:</p> <ul style="list-style-type: none"> ✚ Dogs are the faithful animals ✚ Where there is a will, there is a way ✚ Patience and perseverance can overcome mountains 	<ul style="list-style-type: none"> ✚ The Characteristics of a dog would be discussed with class ✚ Loud reading by students ✚ Line by line Explanation ✚ Students would be asked to create a flow chart of Chuck's milestone journey ✚ Theme/ Message would be discussed.

MCB	UNIT 1	PEOPLE	
<p>Interact in English (Poetry) The Brook by Alfred Lord Tennyson</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> + Appreciate the beauty, rhyme and style of poem + Develop a taste for poetry reading and writing + To read the poem with correct rhyme and rhythm. + Enjoy recitation in individual and chorus + Develop their aesthetic sense + Capture the Central Idea of the poem + Develop the imagination <p>Skills Developed</p> <ul style="list-style-type: none"> + Collaborative learning + Active Learning + Creative Thinking + Assimilation + Critical Thinking + Imaginative inquiry + Environmental Concern 	<p>Activity 1 Crossword on Water Bodies Students will solve the given crossword individually and responses can be discussed in class.</p> <p>Activity 2 Autobiographical Note You are well aware that these days brooks and streams are extremely polluted. Imagine you are a contemporary brook that makes its journey through the city. Talk about your suffering and make an appeal to mankind to change their ways. Give it the title 'My Lost Glory'.</p>	<ul style="list-style-type: none"> + Reading of the poem with correct intonation and style + Paraphrasing + Interaction with students about Water Bodies + Discussion on Poetic Devices used in the poem + Theme, Message and Title would be discussed + Extract based exercises will be provided
<p>WRITING SKILLS NOTICE WRITING (Lost and Found Travel)</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> + Analyse any NOTICE shown to them on the basis of the knowledge imparted + Frame NOTICE about any event + Identify important information given in any given question + Use appropriate style and format to Write a NOTICE <p>Skills Developed</p> <ul style="list-style-type: none"> + Creative Thinking + Critical Thinking + Synthesising Information + Interpretation + Self – direction + Planning + Imagination 	<p>Post Reading Activity</p> <ul style="list-style-type: none"> + Practice Worksheets would be provided to students including following exercises + Lost & Found + Activities (School based + Tour (local, outstation) + General Meeting (Society, Institution) 	<ul style="list-style-type: none"> + The Standard Format of Notice Writing would be shown in class on white board + The teacher would discuss in detail what a notice should contain + Solved examples would be provided + Particulars relating to content (Body) would be made clear to students.
<p>READING SKILLS</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> + Learn the ability to comprehend, understand and judge + List and identify comprehension strategies + Apply comprehension strategies to text <p>Skills Developed</p> <ul style="list-style-type: none"> + Analytical skills + Understanding 	<p>Main Course Book Unit 1 People would be assigned for Practice</p>	<p>Teacher would discuss the exercise done by the students and take up their doubts in class.</p>

	<ul style="list-style-type: none"> ✚ Inference ✚ Critical thinking ✚ Creative thinking 		
MAY (15 DAYS)			
<p>Interact in English (Prose) The Man Who Knew Too Much</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> ✚ Understand, Appreciate and enjoy the fiction ✚ Comprehend and appreciate the text ✚ Extrapolate from the given text ✚ To get familiarized with military vocabulary ✚ Know the importance of humility and respect ✚ Learn that too much pride and arrogance can devalue the rewards of knowledge <p>Skills Developed</p> <ul style="list-style-type: none"> ✚ Humanitarianism ✚ Creative thinking ✚ Collaboration ✚ Logical – Thinking ✚ Eagerness to learn ✚ Synthesise Information ✚ Inquisitiveness 	<p>Activity 1 Debate Private Quelch got right treatment at the end</p> <p>Activity 2 Imagine you are Private Quelch and have been assigned the cookhouse duty. In keeping with your character, you inspect the kitchen before resuming the next day. You are horrified at the unhygienic condition of the kitchen and so you decide to bestow knowledge upon those around you and administer a lecture to the cooks and helpers before the work begins.</p>	<ul style="list-style-type: none"> ✚ The Teacher would start the class with the warm up session ✚ The title of the lesson would be opened to the class for interpretation ✚ Teacher – student Interaction ✚ Group Discussion ✚ Line by line explanation ✚ Joyful Learning Activities
<p>WRITING SKILLS DIALOGUE WRITING</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> ✚ Identify what master dialogue looks like ✚ Identify rules of convention of dialogue and guidelines to make it effective ✚ Strengthen their plot with added details write a dialogue for an interaction-directed scene or question <p>Skills Developed</p> <ul style="list-style-type: none"> ✚ Creative Thinking ✚ Critical Thinking ✚ Exploration ✚ Active Participation ✚ Constructivism ✚ Personal Experience ✚ Effective Thinking 	<p>Activity 1 Cumulative Group Dialogue Students would be seated in a Semi – Circle near the white board. Teacher would designate a Topic for the Dialogue. Students will speak the lines of dialogue one by one then write them on the board. Same strategy would be used for all the groups.</p> <p>Activity 2 Descriptive Dialogue Write a dialogue inspired by a picture.</p>	<ul style="list-style-type: none"> ✚ Student Teacher Interaction ✚ Teacher would brief them about the characteristics of a good dialogue writing ✚ Essential rules and tips would be given to students ✚ A practice question would be given and checked ✚ Teacher will then brief them about their common errors
<p>Interact in English (Prose) Keeping it from Harold</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> ✚ Understand, Appreciate and enjoy the fiction ✚ Comprehend and appreciate the text ✚ Extrapolate from the given text ✚ Understand Child – Parent 	<p>Activity 1 Match the expressions with their meanings The teacher will distribute the worksheets row wise. After completion students will exchange their worksheets and correct their partners' work. (The</p>	<ul style="list-style-type: none"> ✚ Discussion on role of a father in a child's life would be taken up as a Warm up Activity ✚ Turn wise loud reading of the lesson

<p>GRAMMAR</p>	<p>psychology</p> <ul style="list-style-type: none"> Analyse their own understanding of their parents <p>Skills Developed</p> <ul style="list-style-type: none"> Creative thinking Critical thinking Collaborative learning Emotional Intelligence Interpretation <p>WORK BOOK UNIT 1</p>	<p>activity could be used for grading as a part of portfolio)</p> <p>Activity 2 You are Samar/ Samritha. You had a bad day at school today as you were bullied/ teased by some of your classmates. You are not comfortable in sharing this incident with your parents. Write a diary entry on the feeling experienced by you on being bullied / teased at school.</p> <p>VERB FORMS</p>	<ul style="list-style-type: none"> Line by line explanation Vocabulary check Theme, message and title would be discussed. Students will share their unfortunate experiences of getting bullied or teased and would also tell how did they overcome that situation. Student-Teacher Interaction
<p>JULY (22 DAYS)</p>			
<p>Interact in English (Poetry) The Road Not Taken</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> Understand that the decision taken by people shape their lives Appreciate poetry and develop the ability of reading with proper stress and intonation Analyse, interpret and infer idea of the text Develop love for literature Negotiate their own learning goals and evaluate their own progress, edit, revise and review their own work. <p>Skills Developed</p> <ul style="list-style-type: none"> Decision – making Collaborative learning Determination Conflict Resolution To learn acceptance Problem-solving Optimism Facing hardships 	<p>Activity 1 - Speaking 'Life is all about making choices'. List the unconventional choices made by you, consequences and lessons learnt. Express your feelings using appropriate words.</p> <p>Activity 2 – Group Discussion (Collaboration) Critically analyse that the poem deals with the dilemmas that man faces in life. Discuss among your partners / groups the values learnt from the poem and share which positive values/ character traits you have inculcated from the poem.</p> <p>Activity 3 – Research – Know your poet (Portfolio Work) Read about Robert Frost and his most famous works. Also read his poem 'Stopping by the woods on a snowy Evening'. Compare and Contrast both the poems and write yours reviews on A4 size sheets</p>	<ul style="list-style-type: none"> Pre Reading activity would be the first step wherein students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme of the poem. The Poem would be read aloud by the students with proper intonation, rhyme and rhythm. The poem would be explained covering the phrases, sentences and discourse as well as structure, theme and message
<p>Interact In English The Solitary Reaper by William Words worth</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> Appreciate the beauty, rhyme and style of poem Develop a taste for poetry reading and writing To read the poem with correct rhyme and rhythm. 	<p>Activity - Word Attack – ' Solitary and Reaper' The title of the poem would be written on the board and students would be asked to respond to each word. The</p>	<ul style="list-style-type: none"> Student – Teacher Interaction The poem would be read aloud by students with proper intonation, rhyme and rhythm.

<p>MCB UNIT 2</p> <p>GRAMMAR</p> <p>WRITING SKILLS (Informal Letter Writing)</p>	<ul style="list-style-type: none"> ✚ Enjoy recitation in individual and chorus ✚ Develop their aesthetic sense ✚ Capture the Central Idea of the poem ✚ Develop the imagination <p>Skills Developed</p> <ul style="list-style-type: none"> ✚ Collaborative learning ✚ Active Learning ✚ Creative Thinking ✚ Assimilation ✚ Critical Thinking ✚ Imaginative inquiry ✚ Environmental Concern <p>Adventure</p> <p>WORK BOOK (UNIT 2)</p> <p>To Enable the students to</p> <p>Improve their social and formal language to be able to attempt effective creative writing</p> <p>Understand the correct usage of tense as per the requirement of the question</p> <p>Enhance their letter related vocabulary</p> <p>Write an informal letter to their friends or relatives</p>	<p>responses could be put on the black board in the form of Word-web. Students will pick those words and make at least one sentence each with those words. To persuade a reluctant customer to buy a given product</p> <p>DETERMINERS</p> <p>Activity</p> <p>Practice Question Worksheets would be provided to the students. They will write the letter against given question and read out their letters. This way student would get a chance to know different ways of writing the letter on the same topic.</p>	<ul style="list-style-type: none"> ✚ The poem would be explained covering the phrases, sentences and discourse as well as structuring, theme and message. ✚ The title of the poem would be opened to the class for interpretation. <p>Will be assigned as Home assignment and errors and doubts would be taken up by the teacher in class</p> <p>Will be assigned as Home assignment and errors and doubts would be taken up by the teacher in class</p> <ul style="list-style-type: none"> ✚ The Standard Format of Informal Letter Writing would be shown in class on white board ✚ The teacher would discuss in detail what an informal letter should contain ✚ Solved examples would be provided ✚ Particulars relating to content (Body) would be made clear to students. ✚ Home Assignments would be given for practice
<p>AUGUST (23 DAYS)</p>			
<p>Interact in English Drama – Villa for Sale by Sacha Guitry</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> ✚ Build greater confidence and proficiency in oral and written communication ✚ to develop the ability and 	<p>Activity 1</p> <p>Role Play</p> <p>Learners will play the role of a salesman who is trying to persuade a reluctant customer to</p>	<ul style="list-style-type: none"> ✚ Role play ✚ Simulating real-to-life situations ✚ Dramatising and miming

GRAMMAR	<p>knowledge required in order to engage in independent reflection and inquiry</p> <ul style="list-style-type: none"> + to use appropriate English to communicate in various social settings + to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.) + to develop curiosity and creativity through extensive reading <p>Skills Developed</p> <ul style="list-style-type: none"> + Oral Communication + Problem Solving + Initiative + Concentration + Collaboration + Self – Confidence + Emotional Outlet 	<p>buy a given product.</p> <p>Activity 2 Group Work Create a dialogue between Gaston, Jeanne and Juliette once they discover that Gaston has sold the villa to Mrs. Al Smith for 30,000 francs. Also suggest an alternative ending.</p>	<ul style="list-style-type: none"> + Characterization + Theme & Plot would be discussed + Word Attack + Discussion on different elements of a drama like Exposition-conflict-climax-falling action – resolution <p>Would be allotted as Home assignment. Errors and doubts would be taken up by the teacher in class</p>
WRITING SKILLS Paragraph Writing (Famous Personalities, visits to different places)	<p>To enable the students to</p> <ul style="list-style-type: none"> + Write a well-structured paragraph, effectively and creatively. + Identify different steps and important terms to remember in writing + Organize their collected thoughts or ideas into a well written paragraph + Use linking words and phrases to connect ideas within categories of information <p>Skills Developed</p> <ul style="list-style-type: none"> + Creative Thinking + Critical thinking + Imaginative Thinking + Planning 	<p>FUTURE TIME REFERENCE & MODALS</p> <p>Activity 1 Word Scramble Teacher would provide students a paragraph in a scrambled sequence. Students would be asked to arrange them in correct sequence</p> <p>Activity 2 Practice Questions for Paragraph Writing (about Famous Personalities, Visits to different places) would be provided</p>	<ul style="list-style-type: none"> + Teacher would discuss the parts of paragraph – Topic Sentence, Supporting Sentence and Concluding Sentence + Students would be acquainted with the knowledge of Coherence, Completeness and principles of organisation + Examples would be provided
SEPTEMBER (10 DAYS)	REVISION FOR HALF YEARLY	WORKSHEETS WOULD BE PROVIDED	
OCTOBER (19 DAYS)			
Interact in English (Poetry)	<p>To enable the students to</p> <ul style="list-style-type: none"> + Understand the different stages of human life 	<p>Activity 1 Dramatization of the poem</p>	<ul style="list-style-type: none"> + Reading of the poem with correct intonation and style

<p>The Seven Ages by William Shakespeare</p>	<ul style="list-style-type: none"> ✚ Identify the Figures of Speech (rhyme, alliteration, assonance, Consonance and Onomatopoeia) used in the poem. ✚ Appreciate the beauty, rhyme and style of poem ✚ Develop a taste for poetry reading and writing ✚ To read the poem with correct rhyme and rhythm. ✚ Enjoy recitation in individual and chorus ✚ Develop their aesthetic sense ✚ Capture the Central Idea of the poem develop the imagination <p>Skills Developed</p> <ul style="list-style-type: none"> ✚ Interpretation ✚ Critical thinking ✚ Problem – Solving ✚ Creative thinking ✚ Experiential Learning ✚ Collaborative learning 	<p>Class would be divided into groups of 6-7 students. Group leaders will assign roles to the other members. Each member of the group will write his/her dialogue. Group will present role play in turns.</p>	<ul style="list-style-type: none"> ✚ Paraphrasing ✚ Interaction with students about Stage artists and their role on the stage. ✚ Discussion on Poetic Devices used in the poem ✚ Theme, Message and Title would be discussed ✚ Extract based exercises will be provided
<p>GRAMMAR Transformation of Sentences (The Passives)</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> ✚ Differentiate active and passive voice ✚ Identify the voice of verb in each sentence ✚ Rewrite the sentence changing the voice from active to passive voice ✚ Use their learnings in creative writing <p>Skills Developed</p> <ul style="list-style-type: none"> ✚ Critical Thinking ✚ Problem Solving ✚ Scientific Temperament ✚ Inquisitiveness 	<p>Work Book Unit 6 ‘The Passives’ would be allotted for practice</p>	<ul style="list-style-type: none"> ✚ Student Teacher Interaction ✚ Instructions ✚ Constructivism ✚ Rules ✚ Examples ✚ Practice Exercise
<p>WRITING SKILLS NOTICE WRITING (School Activities & Meetings of Society)</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> ✚ Analyse any NOTICE shown to them on the basis of the knowledge imparted ✚ Frame NOTICE about any event ✚ Identify important information given in any given question ✚ Use appropriate style and format to Write a NOTICE 	<p>Post Reading Activity</p> <ul style="list-style-type: none"> ✚ Practice Worksheets would be provided to students including following exercises ✚ Lost & Found ✚ Activities (School based ✚ Tour (local, outstation) ✚ General Meeting (Society, Institution) 	<ul style="list-style-type: none"> ✚ The Standard Format of Notice Writing would be shown in class on white board ✚ The teacher would discuss in detail what a notice should contain ✚ Solved examples would be provided ✚ Particulars relating to

	<p>Skills Developed</p> <ul style="list-style-type: none"> + Creative Thinking + Critical Thinking + Synthesising Information + Interpretation + Self – direction + Planning + Imagination 		<p>content (Body) would be made clear to students.</p>
<p>NOVEMBER (19 DAYS)</p>	<p>To enable the students to</p>	<p>Activity 1</p>	
<p>Interact in English (Poetry) Oh, I wish I'd looked after me teeth by Pam Ayres</p>	<ul style="list-style-type: none"> + Understand the importance of personal hygiene + Appreciate the beauty, rhyme and style of poem + Develop a taste for poetry reading and writing + To read the poem with correct rhyme and rhythm. + Enjoy recitation in individual and chorus + Develop their aesthetic sense + Capture the Central Idea of the poem + Develop the imagination <p>Skills Developed</p> <ul style="list-style-type: none"> + Critical thinking + Health & Wellness + Experiential Learning + Problem Solving + Research Skills 	<p>Dumb Charades / Enact an Idiom A list of Idioms would be provided to the students. One student in each group could enact any one of the listed idioms. Students can use sounds but not words</p> <ol style="list-style-type: none"> 1. Beat around the bush 2. Bark up the wrong tree 3. Hit the nail on the head 4. Time is running out 5. Fish out of water 6. Break the ice 7. Blow one's own trumpet 8. A feather in one's cap 9. Rain cats and dogs 10. At snail's pace <p>Activity 2 Project Work (Portfolio)</p> <ul style="list-style-type: none"> + Types of teeth + At what age different teeth appear + Do's and don'ts for oral hygiene + Associated problems & diseases + Cosmetic dentistry 	<ul style="list-style-type: none"> + Pre Reading activity (Dumb Charades) would be the first step wherein students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme of the poem. + The Poem would be read aloud by the students with proper intonation, rhyme and rhythm. + The poem would be explained covering the phrases, sentences and discourse as well as structure, theme and message
<p>WRITING SKILLS Paragraph Writing (Social and Environmental Topics)</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> + Write a well-structured paragraph, effectively and creatively. + Identify different steps and important terms to remember in writing + Organize their collected thoughts or ideas into a well written paragraph + Use linking words and phrases to connect ideas within categories of information 	<p>Activity 1 Word Scramble Teacher would provide students a paragraph in a scrambled sequence. Students would be asked to arrange them in correct sequence</p> <p>Activity 2 Practice Questions for Paragraph Writing (about Social and Environmental Topics) would be provided</p>	<ul style="list-style-type: none"> + Teacher would discuss the parts of paragraph – Topic Sentence, Supporting Sentence and Concluding Sentence + Students would be acquainted with the knowledge of Coherence, Completeness and principles of organisation + Examples would be provided

<p>Reading & Writing Skills</p>	<p>Main Course Book Unit 3 & 4 Environment The Class IX Radio and Video Show</p>	<ul style="list-style-type: none"> ✚ Students would be asked to solve the Unit 4 in class in pair. They can ask their doubts from their teacher. ✚ Unit 3 will be assigned as home work. 	<ul style="list-style-type: none"> ✚ Teacher will monitor the students while they are solving their unit 4. ✚ Error correction would be done by the teacher
<p>DECEMBER (22 DAYS)</p>			
<p>Interact in English (Drama) The Bishop's Candlesticks by Norman McKinnell</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> ✚ Recognise the plot and structure of the play ✚ Appreciate the hidden meaning of the dialogues and play ✚ Build greater confidence and proficiency in oral and written communication ✚ to develop the ability and knowledge required in order to engage in independent reflection and inquiry ✚ to use appropriate English to communicate in various social settings ✚ to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.) ✚ to develop curiosity and creativity through extensive reading <p>Skills Developed</p> <ul style="list-style-type: none"> ✚ Eagerness to learn ✚ Digital Literacy ✚ Inquisitiveness ✚ Scientific Temperament ✚ Creative thinking ✚ Experiential Learning ✚ Ethical and Social Literacy 	<p>Activity 1 – Pair Work Graphic Organiser It is easy to interpret a story when you know the character. Use the Graphic Organizer to analyse the character of your choice. You can take help of the text book.</p> <p>Activity 2 – Group Work Imagine that you are convict. You have just stolen the candlesticks but you are already feeling guilty about it because the Bishop has been so kind to you. You make a confession in the confession box. You talk about:</p> <ul style="list-style-type: none"> ✚ The conflict you are facing right now ✚ The conflict you faced with society many years ago and how it turned you into a beast. 	<ul style="list-style-type: none"> ✚ Role play ✚ Simulating real-to-life situations ✚ Dramatising and miming ✚ Characterization ✚ Theme & Plot would be discussed ✚ Word Attack ✚ Discussion on different elements of a drama like Exposition-conflict-climax-falling action - resolution
<p>GRAMMAR Transformation of Sentences (DIRECT / INDIRECT)</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> ✚ Define direct speech and indirect speech ✚ Distinguish between direct and indirect speech ✚ List the rules for converting Direct Speech to Indirect speech and Indirect Speech 	<p>Work Book Unit 7 Reported Speech will be assigned for practice</p>	<ul style="list-style-type: none"> ✚ Student Teacher Interaction ✚ Instructions ✚ Constructivism ✚ Rules ✚ Examples ✚ Practice Exercise

<p>READING SKILLS</p>	<p>to Direct Speech</p> <p>Skills Developed</p> <ul style="list-style-type: none"> ✚ Critical Thinking ✚ Problem Solving ✚ Scientific Temperament ✚ Inquisitiveness <p>To enable the students to</p> <ul style="list-style-type: none"> ✚ Learn the ability to comprehend, understand and judge ✚ List and identify comprehension strategies ✚ Apply comprehension strategies to text <p>Skills Developed</p> <ul style="list-style-type: none"> ✚ Analytical skills ✚ Understanding ✚ Inference ✚ Critical thinking ✚ Creative thinking 	<p>Main Course Book Unit 5& 6</p> <p>'Mystery' and 'Children' would be assigned for practice.</p>	<p>Teacher would discuss the exercise done by the students and take up their doubts in class.</p>
<p>JANUARY 17 DAYS</p>			
<p>Interact in English (Poetry) Song of the Rain Kahlil Gibran</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> ✚ Understand new words and use them in their speech and writing ✚ Develop and interest in enjoying the beauty of nature ✚ Read the poem with proper stress, pitch and intonation ✚ Develop ideas about poetic devices and poetic elements like simile and metaphor ✚ Express ideas and feelings in a fine language ✚ To get sensitized with the ideas and emotions evoked by rain 	<p>Activity 1 (Portfolio)</p> <p>Dialogue Writing</p> <p>Write a brief imaginary dialogue between the rain and the earth. Also visualise them while talking and draw their picture.</p>	<ul style="list-style-type: none"> ✚ Pre Reading activity would be the first step wherein students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme of the poem. ✚ The Poem would be read aloud by the students with proper intonation, rhyme and rhythm. ✚ The poem would be explained covering the phrases, sentences and discourse as well as structure, theme and message
<p>Reading & Writing Skills</p> <p>Grammar</p>	<p>Main Course Book</p> <p>Work Book</p>	<p>Unit 7 (Sports & Games)</p> <p>Unit 8 (Prepositions)</p>	

January onwards Revision for Annual Examinations would start thoroughly. Following strategies would be used for the same.

Worksheets for Practice would be given to the students in class to

- ✚ Solve Reading Comprehensions
- ✚ Grammar Based Exercises
- ✚ Writing Skill Practice Questions
- ✚ Students would prepare notes on literature in the form of Flow Charts

Holiday Home Work for Summer Break:

1. Individual Activity: Review Writing

A list of books is recommended for you below. You must read ANY TWO stories and write its review in 120 – 150 words:

- Kabuliwala by Rabindranath Tagore
- Children’s Omnibus by Ruskin Bond
- Malgudi Days by R.K. Narayan
- The Adventures of Tom Sawyer by Mark Twain

2. Group Activity: Digital Newspaper Making

- Students will be divided in the groups of 5-6 students each.
- They are supposed to create a digital newspaper.
- They have to read an existing leading newspaper, locate the name of the newspaper and notice the concept of headlines and the structure of articles.
- After taking idea they have to select a theme of their choice.
- They may choose their own layout of the newspaper they create. They may select sections like Report, Article, Sports news, Advertisements, Notices etc.
- The newspaper must not be of more than five – six pages.

3. Individual Activity: Comic Strips

Read the lesson ‘The Little Girl. On the basis of the reading of the story, create your very own comic strip.

- Read one sample Comic strip to notice how the dialogues are written, and how the action changes in each frame.
- You may use A-4 size sheets for the same.
- Only Original work shall be marked.

Holiday Home Work for Autumn Break

Art Integration Project – AIL Project will be assigned later as per the CBSE guidance.

Holiday Home Work for Winter Break

Keeping in mind the Final examinations activity based Practice Worksheets and learning work would be assigned.

पाठ्यक्रम-योजना
कक्षा- नौवीं(2023-24)
हिन्दी



पाठ्य पुस्तकें

- स्पर्श संचयन

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 अभिव्यक्त 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 सृजनात्मक प्रवृत्ति का विकास।
- समसामयिक विषयों को तार्किक ढंग से संगठित कर अभिव्यक्ति करना।
- जीवन मूल्यों, नैतिक मूल्यों जैसे गुणों का विकास करना।

अप्रैल 18 दिवस


पाठ का नाम	शिक्षण युक्ति	अधिगम प्राप्ति	नई राष्ट्रीय नीति के अनुसार/क्रियात्मक गातिविधियाँ
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।	-किसी एक विषय पर गरीब व्यक्ति का अमीर व्यक्ति से संवाद। एस.डी.जी गोल्स-1 गरीबी का अंत  एस.डी.जी गोल्स-4 गुणवत्ता पूर्ण शिक्षा  -पता कीजिए कि कौन-से साँप विषैले होते हैं? उनके चित्र एकत्र कीजिए और भित्ति पत्रिका में लगाइए।
रहीम के पद	-प्रवाह चित्र -व्याख्यात्मक विधि -प्रश्नोत्तर विधि -दृष्टांत विधि -पी.पी.टी. -अभ्यास पत्र	-रहीम के व्यक्तित्व व कृतियों को जान पायेंगे। -रहीम के नीतिपरक दोहों से मिली शिक्षा को अपने जीवन में आत्मसात कर पायेंगे। -जीवन में करणीय एवं अकरणीय व्यवहार को जान पायेंगे।	-कक्षा-कक्ष में दोहों को गान के माध्यम से अभ्यास करवाना।
शब्द और पद	-प्रवाह चित्र -प्रश्नोत्तर विधि -विवेचनात्मक विधि -उदरहण विधि	-शब्द और पद की परिभाषा जान पायेंगे।	-शब्दों के प्रकार का एक प्रवाह संचित्र बनाये।

	-पी.पी.टी. -अभ्यास पत्र	-शब्द और पद के अन्तर को समझ पायेंगे।	
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मई 15 दिवस

पाठ का नाम	शिक्षण युक्ति	अधिगम प्राप्ति	नई राष्ट्रीय नीति के अनुसार/क्रियात्मक गतिविधियाँ
एवरेस्ट की चुनौती	-प्रवाह चित्र - पी.पी.टी. -दृश्य/श्रव्य माध्यम -प्रश्नोत्तर विधि -कहानी कथ्य विधि -विवेचनात्मक विधि -अभ्यास पत्र	-छात्र बचेन्द्रीपाल के जीवन में आई कठिनाइयों से परिचित हो पायेंगे। -छात्र यात्रा-वृत्तांत विधा से परिचित हो पायेंगे।	-अपने जीवन से संबंधित किसी एक ऐसी यात्रा का वर्णन कीजिए जिसमें आपको अनेक कठिनाइयों का सामना करना पड़ा हो। एस.डी.जी गोल्स-5 लैंगिक समानता 
अनुस्वार व अनुनासिक	-प्रवाह चित्र -निगमनात्मक विधि -प्रश्नोत्तर विधि -दृष्टांत विधि -अभ्यास पत्र	-छात्र अनुस्वार व अनुनासिक शब्दों का उचित रूप में उच्चारण सीख पायेंगे।	-कक्षा कक्ष में खेल के माध्यम से शब्दों का उच्चारण अभ्यास।

जुलाई 29 दिवस

पाठ का नाम	शिक्षण युक्ति	अधिगम प्राप्ति	नई राष्ट्रीय नीति के अनुसार/क्रियात्मक गतिविधियाँ
गिल्लू	-प्रवाह चित्र -उदहरण विधि -प्रश्नोत्तर विधि -विवेचनात्मक विधि -पी.पी.टी.	-छात्र जीवों के प्रति दया-भाव को अपना पायेंगे। -छात्र जान पायेंगे कि-संसार में जैसे मनुष्यों को जीने का अधिकार है ठीक वैसे	-छात्र सड़कों पर घूम रहे लावारिस पशुओं की मदद के लिए सुझाव देंगे। एस.डी.जी. गोल्स-15 स्थलीय जीवों की सुरक्षा 


	-दृश्य/श्रव्य माध्यम -अभ्यास पत्र	ही अन्य जीव- जन्तुओं का भी है।	
रैदास के पद	-प्रवाह चित्र -व्याख्या विधि -उदहरण विधि -प्रश्नोत्तर विधि -पी.पी.टी. -दृश्य/श्रव्य माध्यम -अभ्यास पत्र	-छात्र रैदास 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 दास्य भाव की भावना से परिचित हो पायेंगे।	-छात्र निर्गुण शाखा के कवियों का एक प्रवाह संचित्र बना कर लायेंगे।
उपसर्ग व प्रत्यय	-प्रवाह चित्र -उदहरण विधि -प्रश्नोत्तर विधि -पी.पी.टी. -दृश्य/श्रव्य माध्यम -अभ्यास पत्र	-छात्र शब्दों में प्रयोग होने वाले उपसर्ग व प्रत्यय से परिचित हो पायें। -छात्र मूल शब्दों में उपसर्ग व प्रत्यय जोड़ कर नए शब्द का निर्माण करना सीख पायें।	-उपसर्ग और प्रत्यय की सहायता से शब्दों का नवनिर्माण करें।

अगस्त 23 दिवस

पाठ का नाम	शिक्षण युक्ति	अधिगम प्राप्ति	नई राष्ट्रीय नीति के अनुसार/क्रियात्मक गातिविधियाँ
तुम कब जाओगे अतिथि	-प्रवाह चित्र -उदहरण विधि -विवेचनात्मक विधि -पी.पी.टी -दृश्य-श्रव्य माध्यम	-छात्र अतिथि देवो भवः के सही भाव से परिचित हो पायेंगे। -छात्र अतिथि की क्या-क्या सीमा होती है उसे जान पायेंगे।	अतिथि देवों भवः से संबंधित स्वयं से एक सुन्दर/आकर्षक लोगो/नारा का निर्माण करें। एस.डी.जी. गोल्स-8 उत्कृष्ट कार्य और आर्थिक वृद्धि 

	-अभ्यास पत्र		
अर्थ की दृष्टि से वाक्य भेद	-प्रवाह चित्र -उदहरण विधि -विवेचनात्मक विधि -प्रश्नोत्तर विधि -पी.पी.टी -अभ्यास पत्र	-छात्र वाक्य की संरचना से परिचित हो पायेंगे। -छात्र वाक्यों के भेदों से परिचित हो पायेंगे।	-वाक्य के भेदों का प्रवाह संचित्र बनायें।
चित्र-वर्णन	-प्रवाह चित्र -उदहरण विधि -मस्तिष्क मंथन विधि -स्पष्टीकरण विधि -पी.पी.टी. -दृश्य/श्रव्य माध्यम -अभ्यास पत्र	-छात्र चित्रों को देखकर अपनी कल्पनाशक्ति का प्रयोग करना सीख पायेंगे। -चित्रों के सूक्ष्म विवरणों पर ध्यान दे पायेंगे।	-कक्षा-कक्ष के परिवेश को देखते हुए छात्र अपनी कल्पनाशक्ति का प्रयोग करते हुए चित्र वर्णन करेंगे।



सितंबर 22 दिवस (11 दिवस परीक्षा के)

पाठ का नाम	शिक्षण युक्ति	अधिगम प्राप्ति	नई राष्ट्रीय नीति के अनुसार/क्रियात्मक गतिविधियाँ
स्मृति	-प्रवाह चित्र -व्याख्यात्मक विधि -कहानी कथन विधि -प्रश्नोत्तर विधि -पी.पी.टी. -दृश्य/श्रव्य माध्यम -अभ्यास पत्र	-छात्र बचपन के दिनों से जुड़ पायेंगे। -बालपन के अदम्य साहस एवं जिम्मेदारी की भावना से परिचित हो पायेंगे।	-छात्र अपने बचपन की यादों का एक इंडियट बॉक्स बनायेंगे। एस.डी.जी. गोल्स-11 संवहनीय शहर और समुदाय 
वैज्ञानिक चेतना के वाहक	-प्रवाह चित्र -व्याख्यात्मक विधि	-छात्र चन्द्रशेखर वेंकट के त्याग को जान पायेंगे।	-पिछले बीस-पच्चीस वर्षों में हुए उन वैज्ञानिक खोजों, उपकरणों की सूची



चंद्रशेखर वेंकट रामन्	-विवेचनात्मक विधि -प्रश्नोत्तर विधि -पी.पी.टी -दृश्य/श्रव्य माध्यम -अभ्यास पत्र	-चन्द्रशेखर वेंकट द्वारा विज्ञान जगत में किये गये सराहनीय कार्य से अवगत हो पायेंगे। -छात्र स्वयं विज्ञान से जुड़ पायेंगे व खोजी प्रवृत्ति को अपने जीवन में आत्मसात कर पायेंगे।	बनाइए, जिसने मानव जीवन बदल दिया है। एस.डी.जी. गोल्स-9 उद्योग, नवाचार और बुनियादी सुविधाएं  एस.डी.जी गोल्स-13 जलवायु कार्यवाही 
पत्र	-प्रवाह चित्र -व्याख्यात्मक विधि -उदहरण विधि -दृश्य माध्यम -अभ्यास पत्र	-छात्र पत्र के अनौपचारिक स्वरूप को समझ पायेंगे। -छात्र पत्र लेखन करते समय किन सावधानियों को याद रखना है उन्हें याद रख पायेंगे।	-किन्हीं दो विषय पर अनौपचारिक पत्र लिखे।

अक्टूबर 19 दिवस

पाठ का नाम	शिक्षण युक्ति	अधिगम प्राप्ति	नई राष्ट्रीय नीति के अनुसार/क्रियात्मक गातिविधियाँ
गीत- अगीत	-प्रवाह चित्र -व्याख्यात्मक विधि -प्रश्नोत्तर विधि -उदरहण विधि -पी.पी.टी. -दृश्य माध्यम -अभ्यास पत्र	-छात्र गीत-अगीत के अंतर को जान पायेंगे। -छात्र निर्जीव वस्तुओं के भावों की अभिव्यक्ति को समझ पायेंगे। -कवि की कल्पना को समझ पायेंगे।	-गीत अगीत के माध्यम से बताये कि कैसे असमानताओं को कम किया जा सकता है जिससे सभी की अभिव्यक्ति पूर्ण रूप से निखर कर आ सके? एस.डी.जी गोल्स-10 असमानताओं में कमी 



अर्थ की दृष्टि से वाक्य भेद	-प्रवाह चित्र -उदहरण विधि -विवेचनात्मक विधि -प्रश्नोत्तर विधि -पी.पी.टी -अभ्यास पत्र	-छात्र वाक्य की संरचना से परिचित हो पायेंगे। -छात्र वाक्यों के भेदों से परिचित हो पायेंगे।	-वाक्य के भेदों का प्रवाह संचित्र बनायें।
शुक्रतारे के समान	-प्रवाह चित्र -विवेचनात्मक विधि -कहानी कथन विधि -व्याख्यात्मक विधि -प्रश्नोत्तर विधि -पी.पी.टी. -दृश्य/श्रव्य माध्यम -अभ्यास पत्र	-छात्र महात्मा गांधी/महादेव देसाई की देशभक्ति की भावना से प्रेरित हो पायेंगे। -छात्र महादेव देसाई की अनुशासनप्रियता से प्रेरणा लेते हुए जीवन में स्वयं भी अनुशासन प्रिय बन पायेंगे।	-सौर मंडल का चित्र बनाते हुए उसमें शुक्र तारे की दिशा व विशेषता को इंगित कीजिए। व महादेव देसाई की शुक्रतारे से समानता बताये। एस.डी.जी गोल्स-4 गुणवत्तापूर्ण शिक्षा  एस.डी.जी. गोल्स-16 शांति, न्याय और सशक्त संस्थाएँ 
संधि(स्वर संधि)	-प्रवाह चित्र -व्याख्यात्मक विधि/स्पष्टीकरण -उदहरण विधि -प्रश्नोत्तर विधि -पी.पी.टी -दृश्य माध्यम -अभ्यास पत्र	-छात्र वर्णों की व्याख्या को समझ पायेंगे। -छात्र संधि की परिभाषा को समझ पायेंगे। -छात्र संधि के भेद (स्वर संधि) उपभेद के नियमों को याद कर पायेंगे।	-स्वर संधि भेद के नियमों की तालिका बनायें ।







नवम्बर 19 दिवस

पाठ का नाम	शिक्षण युक्ति	अधिगम प्राप्ति	नई राष्ट्रीय नीति के अनुसार/क्रियात्मक गातिविधियाँ
कल्लू कुम्हार की उन्नाकोटी	<ul style="list-style-type: none"> -प्रवाह चित्र -कहानी कथन विधि -विवेचनात्मक विधि -मस्तिष्क मंथन विधि -प्रश्नोत्तर विधि -पी.पी.टी. -दृश्य/श्रव्य माध्यम -अभ्यास पत्र 	<ul style="list-style-type: none"> -छात्र लेखक के यात्रा-वृत्तांत के अनुभवों को गहराई से समझ पायेंगे। -पौराणिक कथा के प्रसंग से कैसे कल्लू कुम्हार का नाम उन्नाकोटी से जुड़ा उसे समझ पायेंगे। -छात्र त्रिपुरा की रोजमर्रा ज़िदगी से अवगत हो पायेंगे। 	<p>-अपने जीवन की किसी एक यात्रा को कलम बद्ध कीजिए।</p> <p>एस.डी.जी. गोल्स-12 संवहनीय उपभोग और उत्पादन</p> 
अग्नि पथ	<ul style="list-style-type: none"> -प्रवाह चित्र -व्याख्यात्मक विधि -उदहरण विधि -अभिनय विधि -पी.पी.टी. -दृश्य/श्रव्य माध्यम -अभ्यास पत्र 	<ul style="list-style-type: none"> -छात्र अभिनेता अमिताभ बच्चन के पिता हरिवंशराय बच्चन के व्यक्तित्व से परिचित हो पायेंगे। -छात्र कविता की भाषा की मार्मिकता को समझ पायेंगे। -छात्र जीवन में आने वाली 	<p>-कविता का कक्षा-कक्ष में पूरी भाव भंगिमा के साथ वाचन/अभिनय करना।</p> <p>एस.डी.जी गोल्स-3 उत्तम स्वास्थ्य और खुशहाली</p> 

		कठिनाइयों को कैसे सामना करना है कविता के माध्यम से सीख पायेंगे।	
विराम-चिह्न	-प्रवाह चित्र -स्पष्टीकरण विधि -पी.पी.टी. -दृश्य/श्रव्य माध्यम -अभ्यास पत्र	-हिन्दी की गद्द/पद्द विधा में विराम चिहनों की महत्ता को समझ पायेंगे।	-साधारण वाक्य संरचना में विराम चिहनों का अभ्यास।

दिसंबर 22 दिवस

<u>पाठ का नाम</u>	<u>शिक्षण युक्ति</u>	<u>अधिगम प्राप्ति</u>	<u>नई राष्ट्रीय नीति के अनुसार/क्रियात्मक गातिविधियाँ</u>
मेरा छोटा-सा निजी पुस्तकालय	-प्रवाह चित्र -व्याख्यात्मक विधि -कहानी विधि -उदहरण विधि -विवेचनात्मक विधि -प्रश्नोत्तर विधि -पी.पी.टी. -दृश्य/श्रव्य माध्यम -अभ्यास पत्र	-छात्र लेखक का पुस्तकों के प्रति गहरे लगाव को जान पायेंगे। -छात्र लेखक की पुस्तकीय दुनिया व परिवार से अवगत हो पायेंगे। -छात्र पुस्तकों की महत्ता को लेखक के माध्यम से जान पायेंगे।	-अपने छोटे भाई/बहन को जीवन में पुस्तकों की महत्ता बताते हुए 100 शब्दों में एक अनौपचारिक पत्र लिखें। एस.डी.जी गोल्स-1 शून्य गरीबी 
नए इलाके में/खुशबू रचते हैं हाथ	-प्रवाह चित्र -व्याख्यात्मक विधि -विवेचनात्मक विधि -प्रश्नोत्तर विधि -पी.पी.टी.	-छात्र परिवर्तन ही समाज का नियम है के भाव को आत्मसात कर पायेंगे। -छात्र अपने परिचित लोग की याद में	-घर पर छात्र स्वयं अगरबत्ती का निर्माण करेंगे। व उसे अपने पोर्टफोलियों में लगायेंगे। एस.डी.जी गोल्स-1 शून्य गरीबी 

	<p>-दृश्य/श्रव्य माध्यम</p> <p>-अभ्यास पत्र</p>	<p>स्वयं की याद को बनाये रखने के लिए क्या करना है उसे समझ पायेंगे।</p> <p>-छात्र श्रमिक वर्गों की विवशता को जान पायेंगे।</p>	<p>एस.डी.जी.गोल्स-2 शून्य भूखमरी</p>  <p>एस.डी.जी गोल्स-6 स्वच्छ जल और स्वच्छता</p>  <p>एस.डी.जी. गोल्स-8 उत्कृष्ट कार्य और आर्थिक वृद्धि</p>  <p>एस.डी.जी.गोल्स-9 उद्योग,नवाचार और बुनियादी सुविधाएं</p>  <p>एस.डी.जी गोल्स 10 असमानताओं में कमी</p>  <p>एस.डी.जी गोल्स-11 संवहनीय शहर और समुदाय</p> 
<p>संवाद-लेखन</p>	<p>-प्रवाह चित्र</p> <p>-स्पष्टीकरण</p> <p>-प्रश्नोत्तर विधि</p> <p>-उदहरण विधि</p> <p>-पी.पी.टी.</p>	<p>-छात्र संवाद लेखन के प्रारूप से परिचित हो पायेंगे।</p>	<p>-किन्ही दो विषयों पर संवाद लेखन लिखिए।</p>

	-दृश्य/श्रव्य माध्यम -अभ्यास पत्र		
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जनवरी 17 दिवस

<u>पाठ का नाम</u>	<u>शिक्षण युक्ति</u>	<u>अधिगम प्राप्ति</u>
गद्द व पद्ध की पुनरावृत्ति	-पी.पी.टी. -दृश्य/श्रव्य सामाग्री -प्रश्नोत्तर विधि -मस्तिष्क मंथन विधि -सैम्पल पेपर	छात्र गद्द व पद्ध को विस्तृत रूप से आत्मसात कर पायेंगे। -प्रश्न/उत्तर करने में सक्षम बन पायेंगे।

फरवरी 17 दिवस

<u>पाठ का नाम</u>	<u>शिक्षण युक्ति</u>	<u>अधिगम प्राप्ति</u>
गद्द व पद्ध की पुनरावृत्ति	-पी.पी.टी. -दृश्य/श्रव्य सामाग्री -प्रश्नोत्तर विधि -मस्तिष्क मंथन विधि -सैम्पल पेपर	-छात्र रचनात्मक लेखन का कौशल विकसित कर पायेंगे।

ग्रीष्मावकाश (परियोजना-कार्य)

- मैं कौन हूँ?(स्लैम बुक)
- अपनी का यादों का इंडियट बॉक्स बनाये।
- शिवपुराण की प्रासंगिता को लिखिए।
- तिलक के प्रकार चित्र के माध्यम से बनाये।
- रहीम के व्यक्तित्व को अपने शब्दों में लिखिए।
- अपनी मन पसंदीदा किन्ही दो फिल्म के किसी एक घटना को संवाद रूप में लिखिए।
- अनौपचारिक पत्र के प्रारूप को लिखिए। व किन्ही दो विषय पर पत्र लिखिए।

विषय निर्देशः--

- लेखन कार्य स्वच्छ व आकर्षक हो।
- मूल्यांकन हेतु छात्र निम्न विषयों पर कार्य पत्रिका में कार्य करेंगे।

शरदावकाश (परियोजना कार्य)

- विज्ञान जगत के किन्ही 5 व्यक्तियों के व्यक्तित्व के बारे में लिखें।
- जोश से परिपूर्ण किसी एक कविता की रचना स्वयं करें।
- अपने आस पास के परिवेश को ध्यान से देखते हुए उसकी 10 वर्ष पूर्व(Before) और बाद(After) के परिवेश का चित्र चिपकाये। पहले और अब में क्या बदलाव आया उन्हें बिन्दुओं के आधार पर लिखे।
- घर पर स्वयं की मेहनत से अगरबत्ती का निर्माण करें।
- आपके पुस्तकालय की सबसे पसंदीदा पुस्तक की समीक्षा(Review) कीजिए।
- राजनीति परिवेश, पर्यावरण परिवेश, सामाजिक मुद्दा, व आपका विद्यालय इन विषयों पर अपनी कल्पनाशक्ति का प्रयोग करते हुए चित्र वर्णन कीजिए।(100 शब्दों में)

विषय निर्देशः--

- लेखन कार्य स्वच्छ व आकर्षक हो।
- मूल्यांकन हेतु छात्र निम्न विषयों पर कार्य पत्रिका में कार्य करेंगे।

**CURRICULUM PLAN
CLASS 9 (2023-2024)
MATHEMATICS**

Learning Objective

All the students are given an opportunity to get exposed to the diverse concepts of the 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 concept of mathematics in a fun filled way.

April (18 days)		
Chapter	Methodology	Learning Objectives
<p>1 Heron's formula Area of triangles –by herons formulae</p> <p>2 Number System</p> <ul style="list-style-type: none"> ● Review of rational numbers. ● Decimal expansion of fractions. ● Real numbers and operations on them 	<ul style="list-style-type: none"> ● Smart board ● inductive method. <p style="text-align: center;">Assignment – 1 to be given.</p> <ul style="list-style-type: none"> ● White board/Smart board ● Inductive method/Group discussion. ● Assignment – 2 to be given <ul style="list-style-type: none"> ● Activity 1 – Construct a Square Root Spiral <p>Activity 2 – Represent Some Irrational Numbers on the Number Line</p>	<ul style="list-style-type: none"> ● To understand Heron's formula & develop skills of finding areas of triangles & quadrilateral. ● To apply herons formula to real life selections /thinking skills ● Able to learn and explain whole numbers, integers, rational and irrational numbers. ● Able to understand rational and irrational numbers

<ul style="list-style-type: none"> • Laws of exponents. for real numbers. 		
May(15 days)		
<p>1. Co-ordinate Geometry</p> <p>Cartesian plane</p> <ul style="list-style-type: none"> • Terms related to co-ordinate plane • Plotting point in plane 	<ul style="list-style-type: none"> • Group discussion/smart board • Assignment -3 to be given • Lab activity : Mirror image • Activity based on SDG Goals 	<ul style="list-style-type: none"> • Able to explore the idea of placement /location of an object with frame of reference • Ability to think ,analyze & articulate logically
July (22days)		
<p>1. Lines and Angles</p> <ul style="list-style-type: none"> • Basic terms and definitions • Intersecting lines & pairs of angles <ul style="list-style-type: none"> • Parallel lines & transversal • Angle sum property of a triangle • Exterior angle property of a triangle 	<ul style="list-style-type: none"> • Rapid fire quiz through exploratory worksheets • Assignment -4 to be given • Activity 3 – Verify that if Two Lines Intersect each Other 	<ul style="list-style-type: none"> • Able to learn basic terms & definitions ,apply the knowledge of parallel lines & transversal. • Thinking skill, critical skill. Thinking and drawing skills, problem solving ability.

<p>2 Triangles</p> <ul style="list-style-type: none"> ● Basic concepts related to congruency and triangles ● Criteria of congruence of triangle ● Properties of triangle 	<ul style="list-style-type: none"> ● Smart board ● Class discussion & oral assessment ● Inductive-deductive method ● Lab activity - Activity 4 – Verify the Different Criteria for Congruency of Triangles <p>Assignment -5 to be given</p>	<ul style="list-style-type: none"> ● To understand basic terms related to congruency of triangles ● To understand basic different criteria of congruence RHS, SSS, SAS, ASA/critical thinking, reasoning skills to understand in equalities in triangle.
<p>AUGUST (23 DAYS)</p>		
<p>1. Linear Equations in two variables</p> <ul style="list-style-type: none"> ● Review of linear equations in one variable ● Introduction to equation in two variables. ● Solution of linear equation 	<ul style="list-style-type: none"> ● Deductive /white board /smart board ● Activity ● (forming linear equations) ● Assignment – 6 to be given. 	<p>To recognize linear equation.</p> <ul style="list-style-type: none"> ● To appreciate that a linear equation has many solution and written in ordered pair. ● To analyze graphs of linear equations. ● Mastery of algebraic skills
<p>2 Statistics</p> <ul style="list-style-type: none"> ● Introduction to statistics ● Collection of data ● Presentation of data. ● Graphical presentation. ● Measure of central 	<ul style="list-style-type: none"> ● Deductive Approach ● Assignment7 to be given 	<ul style="list-style-type: none"> ● To recall the meaning of terms statistics and need of collection of data. ● To develop skills of representing data graphically as bar graph, histogram and frequency polygon. ● To learn about mean, median mode and to apply knowledge in solving problem.

tendency.		
SEPTEMBER (10 DAYS)		
<p>1. Surface area and volume</p> <ul style="list-style-type: none"> ● Surface area of cube and cuboids. ● Surface area of right circular cone and cylinder. ● Surface area of sphere. ● Volume of cube cuboids. ● Volume of cylinder. ● Volume of right circular cone ● Volume of sphere. <ul style="list-style-type: none"> ● Problem solving involving converting one type of solid to other and other real life applications. 	<p style="text-align: center;">Inductive method</p> <p style="text-align: center;">Assignment 8 to be given Lab activity -Activity 5 – Form a Cone from a Sector of a Circle</p>	<ul style="list-style-type: none"> ● to find surface area of cube, cuboids, cone, cylinder and sphere. ● Differentiate the curved surface area from total surface area. <ul style="list-style-type: none"> ● Able to find volume of cube, cuboids, cone ,

October (19 days)		
<p>1. Polynomials</p> <ul style="list-style-type: none"> Polynomial in one variable Terms related to polynomials. Review of algebraic identities. Factorization of polynomials. Activity 3 – Verify the Algebraic Identity $(a+b)^2 = a^2 + 2ab+b^2$ Activity 4 – Verify the Algebraic Identity $(a-b)^2 = a^2 - 2ab+b^2$ 	<ul style="list-style-type: none"> White board/Smart board Inductive method/Group discussion. Assignment 9 to be given Lab activity – : algebraic identities proving Activity 6 – Verify the Algebraic Identity $(a+b)^2 = a^2 + 2ab+b^2$ Activity 7 – Verify the Algebraic Identity $(a-b)^2 = a^2 - 2ab+b^2$ 	<ul style="list-style-type: none"> To recognize polynomial , find zero of polynomial. Understand and apply theorem Able to remember formulae/social skills, arithmetic skills, cognitive skills.
November (19 days)		
<p>1. Quadrilaterals</p> <ul style="list-style-type: none"> Angle sum property Types of quadrilateral Properties of parallelogram Condition of quadrilateral solving a parallelogram 	<ul style="list-style-type: none"> Indo deductive method Smart board GeoGebra Lab activity - : Activity 8 – Verify that the Sum of the Angles of a Quadrilateral is 360° Assignment -10 to be given Audio / Visual aids 	<ul style="list-style-type: none"> Able to explore that sum of interior angles of quadrilateral is 360° Understand midpoint theorem and apply it to solve problems /critical thinking, drawing skills.

<ul style="list-style-type: none"> ● Midpoint theorem & its converse 		
December (22 days)		
<p>1. Circles</p> <ul style="list-style-type: none"> ● Circles and its related terms – A review. ● Angle subtended by equal chords at centre. ● Perpendicular from the centre to the chord bisects the chord. ● Equal chords and their distance from centre. ● Angle subtended by an arc of a circle. ● Angles in the same segment of circles are equal. ● Cyclic quadrilateral and its property. Constructions 	<ul style="list-style-type: none"> ● Task – figure speak worksheet ● Theorems to be proved ● Class room discussion ● Lab activityActivity 23 – Verify that the Angle Subtended by an Arc of a Circle ● Activity 9 – Verify that the Angles in the Same Segment of a Circle are Equal ● Activity 10 – Verify that the Opposite Angles of a Cyclic Quadrilateral ● –Assignment 11 to be given ● White board/Smart board 	<ul style="list-style-type: none"> ● Understand the basic terms related to circles, communication skills. ● Understand and appreciate the theorems on circles. ● Thinking skills and problem solving ability to be developed. ● Applying knowledge gained on the topic.
January & February Revision for final examination		

SUMMER HOLIDAY HOMEWORK

- a) **Art** integrated project from the following topics:
 - i) Number system
 - ii) Heron's formula
 - iii) Coordinate geometry
- b) Mind maps of the following chapters:
 - i) Number system
 - ii) Heron's formula
 - iii) Coordinate geometry
- c) Worksheets

WINTER HOLIDAY HOMEWORK

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

CURRICULUM PLAN
Class 9 (2023-24)
SCIENCE

Learning Objectives

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

April
(18 days)

Chapter	Methodology	Learning outcome
Chapter-8 Motion	<p>Introduction</p> <p>Rest & motion – Definition with Examples</p> <p>Scalar and vector quantities</p> <p>Motion along a straight line Distance, Displacement, Uniform motion, Non uniform motion</p> <p>Chapter 8: Speed, Average speed, Speed with direction, Average velocity, SI units,</p> <p>Numericals, Acceleration and Retardation, Uniform acceleration, and non uniform acceleration</p> <p>Numericals</p>	<p>The learners would be able to understand that rest and motion are relative</p> <p>To understand and evaluate the numerical value of different quantities and also associate it with their units.</p> <p>To correlate various physical quantities like distance, displacement, average speed, acceleration and retardation etc with day to day observations.</p>
Chapter-1: Matter in our surroundings.	<p>Experimental demonstration to explain the different properties of matter.</p> <p>Art integration activity to understand the different features of states of matter.</p>	<p>To clear about the characteristics of matter</p> <p>To distinguish between three states of matter</p>

<p>Chapter 5 : Cell as the fundamental unit of life</p>	<p>Diagrammatic comparison between prokaryotic/eukaryotic and plant/animal cells Video/diagrams of various organelles Kitchen lab activities for osmosis/diffusion Videos/PPT/Mind maps</p>	<p>To understand that three states of matter are interconnected.</p> <p>understand the discovery of cells understand the meaning of division</p> <p>of labour in a body Explain the functioning of cell organelles differentiate between osmosis and diffusion draw various parts of a cell compare between plant cell and animal cell</p>
<p>May (15 days)</p>		
<p>Chapter 8: Motion (contd...)</p>	<p>Graph : concept and importance, Graphical representation of motion by d-t graph</p> <p>Calculation of speed from d-t graph.</p> <p>Graphical representation of motion by v - t graph</p> <p>Calculation of acceleration and distance from v-t graph</p> <p>Numericals based on graphs</p> <p>Equations of motion by graphical method - Equation for velocity time relation, Equation for</p>	<p>The learners would be able to understand and evaluate speed, acceleration and distance from various graphs.</p> <p>Evaluate speed in circular motion and represent motion of given situation in graphical manner.</p>

<p>Lesson -2 Is Matter Around Us Pure</p>	<p>Reasoning questions based on first law.</p> <p>Newton's second law of motion.</p> <p>Derive $F=ma$ Momentum, impulse –</p> <p>Definition and unit Reasoning questions and numerical based on second law.</p> <p>Newton's third law of motion. Reasoning Questions based on third law.</p> <p>Conservation of momentum.</p> <p>Numerical problems based on conservation of momentum</p> <p>Introduction to the concept of Mixture</p> <p>Demonstration of some real mixtures.</p> <p>Introduction and elaboration of the concept of Solution- Demonstration of some solutions from daily life</p>	<p>Understand Newton's laws and their applications in daily life.</p> <p>Explain the terms like inertia, impulse and momentum.</p> <p>Calculate force acting on an object, the momentum associated with any moving object.</p> <p>The learners would be able to differentiate between balanced and unbalanced forces</p> <p>Evaluate the numerical value of force and momentum.</p> <p>Explain the laws of motion in various situations.</p> <p>To understand the difference between pure and impure substance</p> <p>To distinguish between elements, compounds, and mixtures</p>
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**OCTOBER
(19 days)**

Chapter 11: Work and Energy	Introduction Work done by constant force .Positive and negative work.	<p>Students will be able to :</p> <p>Identify and list different types of energy.</p> <p>Understand the phenomenon of transformation of energy Understand the relation between commercial and SI unit of energy.</p> <p>The learners would be able to comprehend various examples showing transformation of energy.</p> <p>Derive expression of KE and PE</p> <p>Understand different types of energy</p> <p>To understand the Laws of Chemical Combination and relate the Laws</p>
	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.	
Lesson -3 Atoms and Molecules	Power	
	Commercial unit of electrical energy.	
	Relation between SI unit and commercial unit energy	
	Numericals Basic concept of atoms and Molecules Laws of chemical combination (Law of	

<p>Chapter: 15</p> <p>Improvement in food resources</p>	<p>conservation of mass and Law of constant proportion)- Developing hypothesis by Brainstorming, Lecture , Discussion demonstration Atomic mass, molecular mass , formula unit mass and molar mass of different compound.- calculation of molar mass by forming a chart of different compounds Molecule of a element and molecule of a compound. Writing chemical formula by using crossover valency method- chalk and board work and discussion</p> <p>Smart class modules Web charts and mind maps</p>	<p>with Dalton's Atomic Theory To conceptualize the terms atom, their symbols, relative atomic mass unit and molecules Differentiate between atom and ion, cation and anion</p> <p>To write valency and Chemical formula.</p> <p>Interpret the cropping patterns in the field Explain the importance of animal farming</p>
<p>NOVEMBER (19 days)</p>		
<p>Chapter 12 : Sound</p>	<p>Introduction Production of sound.</p> <p>Sound needs a medium to travel</p> <p>Types of waves – Longitudinal and transverse wave.</p> <p>Characteristics of wave – Wavelength , speed , amplitude and frequency, pitch, quality, loudness, intensity</p>	<p>Students will be able to : Understand the phenomena of production as well as the propagation of sound</p> <p>List various characteristics of a wave</p> <p>Differentiate between different types of waves.</p>

	<p>Numericals</p> <p>Speed of sound in different media.</p> <p>Reflection of sound .Echo</p> <p>Numericals based on echo. Reverberation</p> <p>Range of hearing in humans</p> <p>Applications of ultrasound</p> <p>SONAR</p> <p>Human ear</p>	<p>Understand the phenomenon of reflection of sound.</p>
<p>Chapter -3 continued</p>	<p>Mole concept</p> <p>Textbook related to the topic.- explanation by solving numerical</p>	<p>To solve numerical on mole concept</p>
<p>Chapter: 4 Structure of atom</p>	<p>Introduction, Discoveries of sub atomic particles, cathode rays anode rays- web-chart followed by discussion and explanation. Atomic models, Thomson's Atomic model, Rutherford's Atomic model- demonstration through smart board followed by discussion</p> <p>Bohr Model of Atom, Atomic number, Mass number- Discussion, Explanation , student will prepare a skit /</p>	<p>To understand the properties of subatomic particles.</p> <p>To explain Thomson and Rutherford's model</p>

<p>Chapter :13</p> <p>Why do we fall ill</p> <p>-Infectious and non infectious diseases</p> <p>-Principles of treatment and prevention</p>	<p>advertise on applications of isotopes</p> <p>Web chart on different types of diseases</p> <p>Venn diagram to compare chronic and acute disease</p> <p>Tabulation of agents and diseases caused by them</p> <p>Art integration/experiential learning on vaccination</p> <p>Videos/PPT/Mind maps</p>	<p>understand meaning of health diseases with their symptoms and signs</p> <p>differentiate between acute and</p> <p>chronic disease</p> <p>classify various diseases into infectious and non-infectious diseases</p> <p>explain the principle of immunization</p>
<p>DECEMBER (22 days)</p>		
<p>Lesson-4 continued</p>	<p>Electronic Configuration , Bohr's structure of atom of different elements- Demonstration followed by chalk board work</p> <p>Valence shell, valence electrons, valency- Discussion, questioning, showing the chart</p> <p>Isotopes and their applications, Isobars- Demonstration followed by chalk board work, Showing the chart and asking the questions</p>	<p>concept of atomic number and mass number</p> <p>Electron configuration</p> <p>isotopes, isobars</p> <p>and apply their knowledge to solve numerical problems</p>

Chapter:14 Natural Resources	Mobile lab activity to demonstrate convection currents Art integrated activity Flow diagrams for explanation of mineral cycles Videos/smart class modules/ mind maps Revision for post midterm exams	Explain biogeochemical cycles and their roles Explain the stability of oxygen in comparison to ozone
JANUARY (17 days)		
	Revision for annual exams	
FEBRUARY		
	Annual Exam	

SUMMER HOLIDAY HOMEWORK

PHYSICS (PORTFOLIO ACTIVITY)

- 1) Draw all the graphs taught to you in class on A-4 size sheets in a creative way. Write what the slope of the graph indicates.
- 2) Solve worksheets of chapter 8 Motion

Chemistry: (PORTFOLIO ACTIVITY)

Explore the elements, compounds and mixture used in our daily life. (collect the samples and display in 3- D form)

Biology: (PORTFOLIO ACTIVITY)

Design a cross word puzzle based on the chapter: cell as the fundamental unit of life.

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.(using wool, clay modelling or any other method)

Make a flow chart to depict the different types of plant tissues.

Use stickers to write the name of tissues. Design 10 MCQ based on the chapter tissue- plant tissues.

WINTER HOLIDAY HOMEWORK

PHYSICS: (PORTFOLIO ACTIVITY)

- 1) Worksheet on chapter 11

2) Collage of different energy transformations (group activity)

3) Model of human ear

Chemistry:(PORTFOLIO ACTIVITY)

Make a flash card of any five elements with their detail information . (symbol, number of electrons, protons, neutrons, mass number, atomic number, electronic configuration, ion form and Bohr's model assignments of chapter 3 and chapter 4

Biology:

PPT on natural resources

Revise all chapters for annual examination.

CURRICULUM PLAN
Class 9 (2023-24)
SOCIAL SCIENCE

Learning Objectives :

The Social Science curriculum draws its content mainly from History, Geography, Political.

Science and Economics. Some elements of sociology and Commerce are also included. Together they provide a comprehensive view of society over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners to understand society from different angles and from holistic view.

The main objectives of this syllabus are :

- Develop an understanding of the process of change and development- both in terms of time and space, through which human societies have evolved.
 - Help learners understand and cherish the values enshrined in the Indian constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
 - Help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress- free life as well as participating effectively in the community.
 - Develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms- cooperating with others, taking initiatives and providing leadership in solving other's problems.
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COURSE STRUCTURE CLASS 9

Theory Paper

CBSE Class 9 Social Science Unit-Wise Weightage

Units	Unit Name	Marks	
I	India and the Contemporary World - I	20	
II	Contemporary India - I	20	
III	Democratic Politics - I	20	
IV	Economics	20	
Total		80	

APRIL: 18 DAYS

Unit- II : Contemporary India-I

Unit-IV: Economics

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
Geography Lesson – 01 INDIA: SIZE AND LOCATION	<ul style="list-style-type: none"> • Description with the help of political and physical maps of India. • Map work • Passage based questions • Picture based questions. 	To enable students to : <ul style="list-style-type: none"> • Develop Map skill. • Understand the longitudinal and latitudinal extent of India. • Making a comparative of importance of land route as well as India's maritime contacts since ancient ages.
ECONOMICS Lesson – 01 THE STORY OF VILLAGE PALAMPUR	<ul style="list-style-type: none"> • Discussion of factors of production. • Explanation of terms like yield, surplus, farming and non-farming activities. • Explanation of <ol style="list-style-type: none"> a) Fixed & Working capital b) Economic and non-economic activities c) Preparation of tables(Pg. 4 & 11) • Study of pie chart (Pg.7) • Passage based questions • Picture – based questions 	<ul style="list-style-type: none"> • Develop conceptual skills. • Classify main occupations in a village into farming and non- farm activities. • Understand the disparity in the existing distribution of agricultural land; correlated diary- farming; transport services to the non-farm activities.
GEOGRAPHY Lesson- 02 PHYSICAL FEATURES OF INDIA	<ul style="list-style-type: none"> • Identifying physical features with the help of maps of India and explaining characteristics of each of the divisions. • Map Work • Passage based questions • Picture – based questions. 	To enable students to: <ul style="list-style-type: none"> • Understand and locate different physical features on map. • Compare various ranges of Himalayas. • Understand the characteristic features of each of the physical divisions and how they are complementary to each other.

MAY (15 DAYS)

Unit I : India and Contemporary World- I

Unit III : Democratic Politics- I

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
HISTORY Lesson -01 THE FRENCH REVOLUTION	<ul style="list-style-type: none">• Presentation through PPT.• Map Work• Passage –based questions.• MCQs.	To enable student to : <ul style="list-style-type: none">• Comprehend the causes and consequences of the French Revolution.• Understand the concepts of liberty, equality, fraternity etc.• Critically examine the 'French Estate System'.
DEMOCRATIC POLITICS Lesson-01 WHAT IS DEMOCRACY ? WHY DEMOCRACY?	<ul style="list-style-type: none">• Explanation of the lesson.• Preparing flow charts.• Group discussion.• Passage based-questions.• MCQs	To enable students to: <ul style="list-style-type: none">• Understand the definition of democracy.• Differentiate between democratic and non-democratic govts.• Analyse the broader concept of democracy and applications.

JULY (22 DAYS)

Unit III- Democratic politics.

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
DEMOCRATIC POLITICS Lesson -02 CONSTITUTIONAL DESIGN	<ul style="list-style-type: none">• Explanation of the circumstances for the making of South African Constitution.• Explanation of various features of Constitution of India.• Picture/ Passage –based questions.• Fill in the blanks	To enable students to : . <ul style="list-style-type: none">• Understand the Apartheid system prevailed in South Africa.• Analyze the circumstances under which the new constitution of South Africa was formulated.• Examine the need and path of making the Indian Constitution.• Comprehend the importance of Constituent Assembly formaking Constitution of India and basic features of it.

<p>DEMOCRATIC POLITICS Lesson – 03 ELECTORAL POLITICS</p>	<ul style="list-style-type: none"> • Explaining the importance of elections, types of elections, electoral constituencies. • Flow chart showing the process of elections in India. • Clarifying the importance/ • role of Chief Election Commissioner of India. • Match the column. • Paragraph/ Extract based question/ Answers. 	<p>To enable student to :</p> <ul style="list-style-type: none"> • Understand the importance/ need of elections especially in a vast country like India. • Comprehend the meaning of the terms like Reserved Constituencies, By & General Elections, electoral constituencies etc. • Analyse the role of Election Commission of India. • Critically examine the challenges to free and fair elections.
<p>ECONOMICS Lesson – 02 PEOPLE AS RESOURCES</p>	<ul style="list-style-type: none"> • Preparing flow charts. • Case studies • Graphical studies • Passage – based questions • Picture – based questions 	<p>To enable students to :</p> <ul style="list-style-type: none"> • Understand the importance of human capital formation. • Comprehend the importance of education, health etc. in the formation of human capital.

AUGUST (23 DAYS)

Unit- I : India and Contemporary World –I

Unit – II :Contemporary India-I

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
<p>HISTORY Lesson -02 SOCIALISM IN EUROPE AND RUSSIAN REVOLUTION</p>	<ul style="list-style-type: none"> • Examining and tracing the history of socialism in Russia and events in 1905 Revolution and 1917 Revolution. • Explanation of different incidents which resulted in the rise of socialism in Europe and led to Russian Revolution. • Map work • Picture/Passage – based questions. • MCQs 	<p>To enable students to :</p> <ul style="list-style-type: none"> • Understand the entire happenings which resulted in socialism not only in Russia but in whole Europe. • Tracing the values developed by adopting the path of socialism. • Understand the causes, contributions and consequences of Russian Revolution.

<p>GEOGRAPHY Lesson -04 CLIMATE</p>	<ul style="list-style-type: none"> • Illustrating the topics with the help of diagrams, maps, and graphs. • Explaining the difference between weather and climate, Advancing and Recreating Monsoon, Hot- weather and cold weather season. • Map Work 	<p>To enable student to :</p> <ul style="list-style-type: none"> • Define terms like Monsoon Loo, Mango showers, EL Nino, Western Disturbances, Southern Oscillation, Kal Baisakhi etc. • Appreciate 'Monsoon' as a unifying bond.
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SEPTEMBER (10 DAYS)

Unit II : Contemporary India-I

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
<p>GEOGRAPHY Lesson – 05 NATURAL VEGETATION</p>	<ul style="list-style-type: none"> • Differentiating among various forests found in India. • Explaining importance of wildlife. • Analysing various steps taken by Govt. of India to protect India's rich flora & fauna. • Describing various factors responsible for varied natural vegetation in India. • Map Work • Paragraph/ Extract based Questions / Answers. 	<p>To enable students to :</p> <ul style="list-style-type: none"> • Learn factors responsible for having natural vegetation in India. • Differentiate among different forests. • Understand the importance of wild life and steps taken by GOI to protect country's flora & fauna.

OCTOBER (19 DAYS)

Unit I – India and Contemporary World - I

Unit IV- Economics

<p>HISTORY Lesson – 03 NAZISM AND THE RISE OF HITLER</p>	<ul style="list-style-type: none"> • Video clippings showing Adolf Hitler. • Flow charts • Map Work • Rewriting the sentences correctly. • Very short Answer Type Questions. 	<p>To enable students to :</p> <ul style="list-style-type: none"> • Understanding the charming personality of Hitler and the reason for his popularity. • Critically examining his policy of discriminating the non- Germans.
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<p>ECONOMICS Lesson – 03 POVERTY AS CHALLENGE</p>	<ul style="list-style-type: none"> • Case studies Interpretation of ‘Poverty of Line’ an estimation of poverty. • Identifying the socially and economically vulnerable groups in India. • Identifying the states facing poverty as challenge and those states which shown a significant decline in India. • Mind map based on various reasons responsible for poverty in India. • Tabular representation of anti-poverty measures in India. 	<p>To enables students to:</p> <p>Understand various causes responsible for poverty in India.</p> <ul style="list-style-type: none"> • Realizing the importance of anti- poverty measures to eliminate poverty in India. • Identify the states where poverty remained the same and the states where it has declined in India.
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NOVEMBER (19 DAYS)

Unit III-Democratic politics.

Unit- I : India and Contemporary

World –I

<p>DEMOCRATIC POLITICS Lesson – 05 Working of Constitutio ns</p>	<ul style="list-style-type: none"> • Demonstrating the important issues related to the need of institutions (Political & Permanent) ; need of Parliament; comparison between two houses of Parliament ; Powers of Prime Ministers, President and Judiciary through PPT. • Explaining the differences between Political and Permanent Executives. 	<p>To enable students to :</p> <ul style="list-style-type: none"> • Understand the stages of passing an Office Memorandum and Mandal Commission for reserving seats in Govt. jobs for SCs, STs & OBCs. • Learn the functions and need of three Institutions :Legislature, Executive and Judiciary.
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Lesson-4 Forest Society & Colonialism	<ul style="list-style-type: none"> • Explanation of the topics with the help of PPT • Description of the causes of various forest rebellions • Explanation of the transformation of forest communities in Java 	<ul style="list-style-type: none"> • Discuss the social and cultural world of forest communities through the study of specific revolts. • Understand how oral traditions can be used to explore tribal revolts.
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DECEMBER (22 Days)

Unit II : Contemporary India-I

Unit IV- Economics

Unit III- Democratic politics.

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
GEOGRAPHY Lesson-06 Population	<ul style="list-style-type: none"> • Analyse the uneven nature of population distribution and show concern about the large size of our population 	To enable the students to : <ul style="list-style-type: none"> • Understand the importance of population control • Know about NPP 2000 • Learn about population growth and processes of population change
ECONOMICS Lesson -04 Food Security	<ul style="list-style-type: none"> • Explanation of the lesson with the help of Defining new terms such as food security, 	To enable the students to: <ul style="list-style-type: none"> • Realize the concept of food Security. • Understand the sufferings of the people who are food insecure. • Analyse the importance of Rationing
	availability, accessibility & affordability of food, Rationing System, Public Distribution system ,etc.	System Or Public Distribution System
DEMOCRATIC POLITICS Lesson- 06 Democratic Rights	<ul style="list-style-type: none"> • Explanation of the rights of the citizens in a democratic country like India with the help of PPT, Flow Chart and describing the importance of Democratic Rights 	To enable the student to: <ul style="list-style-type: none"> • Learn various democratic rights mentioned in the Constitution of India. • Critically examine the relevance of Right to Freedom

<p>GEOGRAPHY Lesson- 03 Drainage</p>	<ul style="list-style-type: none"> • Explanation of drainage systems in India • Comparative study of Himalayan rivers and Peninsular rivers. • Discussion on contribution of lakes: Role played by rivers in Indian economy; Causes of river pollution • Role Play on different rivers in India 	<p>To enable the students to:</p> <ul style="list-style-type: none"> • Appreciate the contribution of rivers and lakes towards Indian economy. • Know about the causes of river pollution and strategies adopted under 'National River Conservation Plan' so as to clean other rivers
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JANUARY (17 Days)

<p><u>REVISION OF ALL LESSONS DONE IN THE WHOLE ACADEMIC SESSION</u></p>	<ul style="list-style-type: none"> • Revision work (Sample Papers, Worksheets) • Revision of maps • Class Tests (Oral/Written)
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SUMMER HOLIDAY HOMEWORK

To prepare a project report on causes, mitigation strategies and after effects of the following disasters:-

Earthquakes; Floods; Droughts ; Cyclones ; Nuclear ; Biological and chemical disasters.

IMPORTANT NOTE:

- Use 'scrap' file for preparing the Project Report.
- Maximum No. of pages for the Report will be 8-10 pages including that 'introduction' page.
- Furnish your project report with pictures, preferably 'coloured pictures'.

WINTER HOLIDAY HOMEWORK

- Map Activity : on outline political map of India show the following :
 - a) Earthquake prone areas & Flood prone areas.
 - b) Drought prone areas & Cyclone prone areas.

LIST OF MAPS

(To be done in the entire session)

(GEOGRPAHY)– OUTLINE POLITICAL MAP OF INDIA

Chapter- 1 : India – size and location (Location & Labelling)

- India – States with capitals, Tropic of Cancer, Standard Meridian.

Chapter - 2 : Physical Features of India

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

Chapter – 3: Drainage

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

Chapter – 4: Climate

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

Chapter – 5: Natural Vegetation and Wildlife

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

HISTORY

Chapter - 1 : The French Revolution

- Outline Map of France (Locating and Labeling , Identifying)
 - a) Bordeaux
 - b) Nantes
 - c) Paris
 - d) Marsailles

Chapter - 2: Socialism in Europe and Russian Revolution

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

Chapter – 3 : Nazism and the Rise of Hitler

Political outline map of World (Locating, Labeling/)

- Major countries of Second World War.
- Axis Powers – Germany, Italy, Japan.
- Allied Powers – U.K., France, Former U.S.S.R., U.S.A.

Territories under German expansion (Nazi Power) Austria, Poland, Czechoslovakia(only Slovakia shown in the map), Denmark, Lithuania, France, Belgium.

CURRICULUM PLAN
Class 9 (2023-24)
FRENCH

The Objectives of teaching French in Class IX is to develop the language skills of the students. It is an analytical language that structures thoughts and develops critical thinking which is a valuable skill for discussions and negotiations.

Month - April (6 Days)

Unit	Methodology	Learning Outcomes
La famille (Chapter -1)	Interactive, Group Discussion	Presenter quelqu'un, la famille, la carte de la france

Month - May (3 Days)

Au lycee (Chapter-2)	Interactive, Group Discussion	Decrire une personne, emploi du temps, poser des questions
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Month - July (8 Days)

Une journee de pauline (Chapter-3)	Interactive, Group Discussion	Parler des habitudes, accepter ou refuser
Les saisons (Chapter-4)	Interactive, Group Discussion	Le passé composé, parler de ses activites

Month - August (6 Days)

Les voyages (Chapter -5)	Interactive, Group Discussion	Reserver une place, itenaire
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Month - September (6 Days)

Revision

Month - October (8 Days)

Les loisirs et les sports (Chapter -6)	Interactive, Group Discussion	Les pronoms personnels, les adjectifs interrogatifs, depenser son argent de poche
L'argent de poche (chapter-7)		

Month - November (8 days)

Faire Des Achats (Chapter-8)	Interactive, Group Discussion	Conditionnel, De Politesse, Le Pronom En
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Month- December and January

REVISION FOR FINAL EXAM

SUMMER HOLIDAYS HOMEWORK

Powerpoint presentation on (au lycr'e)

WINTER HOLIDAYS HOMEWORK

Powerpoint presentation on

(l'argent de poche)

CURRICULUM PLAN
Class 9 (2023-24)
GERMAN

Month - April (18 Days)

Unit	Methodology	Learning Outcomes	Structure
LESSON – 1 Celebration	Interactive, Group Discussion	The students will be able <ul style="list-style-type: none"> • To talk about future plans • To allocate responsibilities • To give a suggestion 	<ul style="list-style-type: none"> • Genitive •Trennbare Verben •Relativ Pronomen

Month - May (15 Days)

Unit	Methodology	Learning Outcomes	Structure
LESSON – 1 Celebration	Interactive, Group Discussion	The students will be able <ul style="list-style-type: none"> • To accept and decline a proposal 	<ul style="list-style-type: none"> •Konnektoren •Fixed Prepositions

Month - July (22Days)

Unit	Methodology	Learning Outcomes	Structure
Lesson – 2 Shopping and consumption	Interactive, Group Discussion	The students will be able <ul style="list-style-type: none"> •To follow a timeline and describe an event 	<ul style="list-style-type: none"> •E-mail writing •Dialogue writing

Month - August (23 Days)

Unit	Methodology	Learning Outcomes	Structure
Lesson – 2 Shopping and consumption	Interactive, Group Discussion	The students will be able <ul style="list-style-type: none"> • To give reasons for one's actions and decisions 	Subordinate clause "um...zu" <ul style="list-style-type: none"> • Subordinate clause "damit"

Month - September (10 Days)
 REVISION FOR MID TERM EXAM

Month - October (19 Days)

Unit	Methodology	Learning Outcomes	Structure
Lesson – 3 Feelings and relationships	Interactive, Group Discussion	The students will be able <ul style="list-style-type: none"> • To ask for someone’s opinion and give one’s own opinion • To agree or disagree • To talk about what one would do in a particular situation 	Question word “Wo(r)”+ Preposition <ul style="list-style-type: none"> • Pronouns “da(r)”+ Preposition • Subjunctive II: “würde”+Infinitive (NOT TO BE TESTED IN THE GRAMMAR) • Articles and Nouns in Genitive

Month – November (19Days)

Unit	Methodology	Learning Outcomes	Structure
Lesson – 4 Hamburg: A city tour	Interactive, Group Discussion	The students will be able <ul style="list-style-type: none"> • To give a suggestion • To give chronological sequence of events • To talk about activities happening simultaneously 	<ul style="list-style-type: none"> • Subjunctive II: “sollen” • Subordinate clauses of time <ul style="list-style-type: none"> ▪ “während” & “bevor”

Month - December and January
 REVISION FOR FINAL EXAM

**CURRICULUM
CLASS 9 (2023-2024)
INFORMATION TECHNOLOGY (402)**

Learning Objective

The objective of Information Technology is to develop Futuristic Vocational ICT skills among students so that they can use their ICT knowledge and Skills and can integrate with entrepreneurship skills for developing digital products and real life applications.

<u>APRIL(18 DAYS)</u>		
<u>Chapter & Sub Topics</u>	<u>Methodology</u>	<u>Learning Outcome</u>
Digital Documentation Introduction to word processing, Word processing applications, Introduction to Word Processing tool Creating a document, Parts of a Word Processor Window, Cursor and mouse pointer. Text editing – Undo and Redo, Moving and copying text, Copy and Paste, Selecting text, Selection criteria, Selecting non-consecutive text items, Selecting a vertical block of text, Find and replace option, Jumping to the page number, Non-printing characters, Checking spelling and Grammar ,synonyms, Mail merge	Interactive discussion on the need and benefits of a Word Processor Use of smart board to demonstrate the steps to be followed to use the different options available to create and format a document followed by hands on experience	Students will be able to apply the formatting features, create tables and print their formatted data . Students will be able do the editing of document and will be able to check grammar, spelling, thesaurus etc.
<u>Practical Activities</u> <ol style="list-style-type: none"> 1. Page 49, 55, 76, 87, 88, 89, 90 from NCERT book 2. Using word processing software prepare your Resume 3. Prepare 2 page Report on “Sports Day ” using word processing software. 4. Create book cover of Science Book/Any book of your choice 		

MAY (15 DAYS)

<u>Chapter & Sub Topics</u>	<u>Methodology</u>	<u>Learning Outcome</u>
Digital Documentation Continue. Thesaurus. Page style dialog, • Formatting text – Removing Creating table in Word Processor, Printing options in Word etc.	Demonstration on smart board Exercise based practice on computer	Students will be able do the editing of document and will be able to check grammar, spelling, thesaurus etc.

JULY(22 DAYS)

<u>Chapter & Sub Topics</u>	<u>Methodology</u>	<u>Learning Outcome</u>
Unit 1- Communication skills Communication, types of communications, 7C's of communication , 3P's , Verbal, Non verbal, Types of greetings.	Role plays of Communication methods Role play of non verbal communication Discussion of real life examples, case studies,	Children will be able understand about the verbal and non verbal, visual communications techniques. They will be able to sense the meaning of gestures and non verbal expressions, facial expressions etc.

Practical Activities

1. Make a comic strip using speech bubbles and discuss about the preparation of "Independence Day Function"
2. Role play of non- verbal communication techniques.

<u>Chapter & Sub Topics</u>	<u>Methodology</u>	<u>Learning Outcome</u>
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<p>Unit 2: Self Management Skills – I</p> <ul style="list-style-type: none"> - Self management skills, - strength and weakness, - Positive Thinking, - Self confidence , <p>Personal Hygiene, Grooming</p>	<p>Discussion of real life examples, case studies, Role model, Discussion,</p> <p>Demonstration on smartboard</p>	<p>Children will be able understand about different components of self management and will do activities to identify self weakness and strengths in order to imbibe self-management qualities among themselves.</p>
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Practical Activities

- Make a presentation showing conversation between student and counsellor on “ Ang Management”. Use appropriate speech bubbles and dialogues .

AUGUST(23 Days)

<u>Chapter & Sub Topics</u>	<u>Methodology</u>	<u>Learning Outcome</u>
<p>Chapter- Electronic Spreadsheet</p> <p>Different types of data,</p> <p>Entering data – Label, Values, Formula</p> <ul style="list-style-type: none"> • Formula, how to enter formula, <p>Mathematical operators used in formulae,</p> <p>Simple calculations using values and operators,</p> <p>Formulae with cell addresses and operators,</p> <p>Commonly used basic functions in a spreadsheet – SUM, AVERAGE, MAX, MIN, Count</p> <ul style="list-style-type: none"> • Use of functions to do calculations. <p>Relative, Absolute and referencing, Formatting Range of</p>	<p>Explanation with the help of demonstration on spreadsheet software Calc.</p> <p>Demonstration of various steps required to format the cells and provide calculations followed by hands on experience</p>	<p>Students will be able to make formulas, and apply various formulas for calculation purposes .</p> <p>They will be able to do formatting.</p> <p>They will be able to apply referencing and create charts as well as able to do analysis using charts, formatting of spreadsheets etc.</p>

Fill handle , Thumb rule of refere Types of charts and their uses.		
<u>Activites</u>		
<ul style="list-style-type: none"> Construct and solve any 5 Algebraic and 5 exponent equations Page 104, 106, 113, 117, 123, 130 from NCERT book. Prepare Half yearly Result sheet of your class using formulas. Write name of any 10 Dishes/Snacks and sort them alphabetically 		
<u>September(10 Days)</u>		
<u>Chapter & Sub Topics</u>	<u>Methodology</u>	<u>Learning Outcome</u>
<u>ICT SKILLS</u> <u>Peripheral Devices</u> <u>Computer operations</u> <u>Internet</u> <u>Working of computer</u> <u>RAM/ROM</u> <u>Types of memory deices and the</u> <u>units</u>	Demonstration of videos with explanation, Example based discussions. Discussion of case studies, real life computer lab setups, uses, application of computer. Research based assignments	Students will be able to understand fundamentals of ICT , their devices and their real life uses in daily life. Students will improve their ICT knowledge and skills through various explorations
Practical Activities		
1. Identify Any 10 machines in your surrounding working on the IPO Principle and explore their working mechanism. 2. Make a comparative report of any five ISP in your locality. Highlight their services, price , plans etc.		
<u>October (19 DAYS)</u>		
<u>Chapter & Sub Topics</u>	<u>Methodology</u>	<u>Learning Outcome</u>
Chapter - ICT Skills continue Email Address Communication and networking	Interactive discussion to introduce the concept of digital Presentation and its terms.	They will be able to create and present impressive Presentation <u>Students will be able to give animation and transition to the</u>

<p><u>Chapter - Digital Presentation</u></p> <p>Libra Office Impress software, Introduction to A Digital Presentation Create , Save And Copy Presentation, Components of presentation , Text-Font Size, Style And Colour Text In A Presentation, Insert Images And Shapes, Presentation Themes Change Design Of A Presentation Arrange ,Delete And Add Slides, A Presentation, types of workbooks views, controlling size of view, zoom view, types of layouts, formatting slides, working with tables</p>	<p>--Demonstration of steps on computer for inserting Images, Shapes , Themes etc. followed by hands on experience</p>	<p><u>presentation.</u></p>
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Practical Activities

1. Page 172, 173 from NCERT book
2. Make a presentation on “ TRIANGLE” By using Grouping feature, scaling, rotation for combining and formatting of images.
3. Make a presentation on “ Reproduction in Plants” .Draw and label all parts and add suitable notes.

November(19 Days)

<u>Chapter & Sub Topics</u>	<u>Methodology</u>	<u>Learning Outcome</u>
<p><u>Chapter-Digital Presentation</u> <u>Continue</u></p> <p>Formatting images, Grouping, ungrouping, slide master, transitions, animations</p> <p><u>Chapter-IT and ITES</u></p> <ul style="list-style-type: none"> • Introduction to IT and ITeS, BPO services, • BPM industry in India, • Structure of the IT-BPM industry • Applications of IT in home computing, everyday life, library, workplace, education, 	<p>Discussion of The IT industry and about its application in various sectors</p>	<p>Students should be aware of the use of IT and their applications in their daily life for solving problems as well as for providing solution to various industries</p>

entertainment, communication, business, science and engineering, banking, insurance, marketing, health care, IT in the government and public service etc.		
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Practical Activities

1. Explore and write any 5 areas in Hospitals using ICT Enabled services..
2. Explore make presentation for Uses of ICT in 1) Education 2) Business 3) Office 4)BP
3. Make a presentation for various ICT integrated medical instruments with their function

Chapter- Data Entry and Keyboard Skills Keyboarding Skills, 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. Introduction to Rapid Typing Tutor, Touch typing technique, User interface of Typing Tutor.	Illustration and Demonstration of Keyboard and different keys. Identification of different keyboard Discussion about the need and advantages of typing . Practice using typing tutor	1. Students should be able to use keyboard for data entry 2. Students should be able to learn and practice by using typing software
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Practical Activities

1. Page 25, 26, 27 , 42 of NCERT Book
2. Explore different keys of Keyboards . Draw and Label function keys, numeric key pad, Guide keys, Home keys etc.
3. Type your Science Question paper/worksheet by following Typing Ergonomics tips .

December (22 Days)

<u>Chapter & Sub Topics</u>	<u>Methodology</u>	<u>Learning Outcome</u>
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<p><u>Green Skills</u> Society and Environment, sustainable development, natural resources,</p>	<p>Discussion about green skills and its benefits for the environment.</p> <p>Demonstration / Illustrations of different energy sources (Renewable and Non renewable)</p>	<p>Students will be able to connect with the environment for sustaining and preservation</p> <p>Students will imbibe qualities for saving natural resources.</p>
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Practical Activities

1. Make a presentation on Renewable source of energy.
2. Conduct a **Tree plantation and Environment Saving** drive for 15 days by performing various environment saving activities in school and at home along with your class mates and family friends. Record your daily work and give presentation after 15 days.

<p>Chapter- Entrepreneurship Skills</p> <p>What is Entrepreneurship, Role of Entrepreneur, Qualities of Entrepreneur, Types of Business, Product, Hybrid Business etc.</p>	<p>Demonstration of videos with explanation,</p> <p>Example based discussions.</p> <p>Discussion of case studies on Business and Entrepreneurs</p>	<p>Students will understand the importance of entrepreneurship, their benefits and challenges.</p> <p>Students will develop vision for becoming entrepreneur .</p>
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Practical Activities

1. Explore any 2-3 successful entrepreneur and discuss their Roles, action plans which benefit society.
2. Role plays on wage employment versus entrepreneur.
3. Make an entrepreneurship project of Online Store and digital products using Ecw software.

January(17 Days)

<u>Chapter & Sub Topics</u>	<u>Methodology</u>	<u>Learning Outcome</u>
Integrated Project Work Students will make Different types of digital products/ educational tutorial presentations/ Quizzes/ Story Pdf etc. and will showcase them on their Online store .	<u>Exploring,</u> <u>Innovating</u> <u>Integrating</u> <u>experimentation of</u> <u>different skills of</u> <u>ICT and integrate</u> <u>them together to</u> <u>make one project.</u>	<u>Students will be</u> <u>able to make real</u> <u>life applications</u> <u>and useful digital</u> <u>products by using</u> <u>ICT skills</u>

February

<u>Chapter & Sub Topics</u>	<u>Methodology</u>	<u>Learning Outcome</u>
Revision Application based Q/A Discussion <u>Worksheet discussion</u> <u>Oral Test/ Revision Question</u> <u>Discussion</u> <u>Practical Exams</u> Case studies	<u>Discussion , Quiz</u> <u>Questioning</u> <u>answering ,small</u> <u>Test</u>	<u>Students will be</u> <u>able to revise all</u> <u>learnt lessons and</u> <u>their applications</u> <u>In daily life</u>

CURRICULUM PLAN
Class 9 (2023-24)
MARKETING AND SALES

LEARNING OBJECTIVES

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

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

APRIL: 18 DAYS

Unit I: Introduction to Marketing and Sales

Classroom or Company's premises	Location:			
	DURATION:			
	SESSION- 1: DEFINITION OF MARKETING			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching And Training Method
	1. Definition and the Meaning of term Marketing . 2. Concepts associated with Marketing Management	1. The learner would be able to state the definition & meaning of Marketing. 2. The learner would be able to understand the concepts of marketing management.	The learner would be able to analyse importance of the different concepts of marketing management	Interactive lecture Power point presentation
	SESSION 2: IMPORTANCE OF MARKETING IN BUSINESS			
	How is marketing important in business?	The learner would be able to explain the importance of marketing in business.	The learner would be able to analyse the importance of marketing in business with relation to consumers / society and organisation	Interactive lecture Power point presentation
SESSION 3: SALES AS A FUNCTION				
Sales as a function	The learner	The learner	Interactive	

		would be able to explain the functions to sell a product/ service.	would be able to list in the issues of the selling activities and explain the concept of the function of sales in business	lecture Power point presentation
SESSION 4: IMPORTANCE OF SELLING FUNCTION				
Understand how is selling important		The learner would be able to describe the importance of selling function in closing a sale.	The learner would be able to analyse the importance of various roles and functions of selling in business	Interactive lecture Power point presentation

MAY :15 DAYS

UNIT II: CONCEPT OF MARKET

Location	Duration:			
Class Room	<u>SESSIONS</u>			
	Concept of Market			
	Learning outcome	Knowledge Evaluations	Performance Evaluation	Teaching and Tracing method
	<p>Define the meaning of concept market.</p> <p>Understand the importance of exchange.</p> <p>Need to segment the market.</p>	<p>Learner will be able to state the meaning and definition of market.</p> <p>Understand the need of market place.</p> <p>Understand segmenting of market.</p>	<p>- importance of concept of exchange in market.</p> <p>- importance of segment.</p>	<p>Interactive Lectures.</p> <p>Power-point presentation.</p>
	<u>Competitions</u>			
	<p>(1) Definition of competition.</p> <p>(2) Need for a competition market in a market place.</p>	<p>(1) Importance of competition in marketing and selling</p> <p>(2) Describe the needs of innovation and importance of research in a</p>	<p>(1) Understand need of competition.</p> <p>(2) Understand about the emerging needs of the customer in the market place.</p>	<p>Interacting lecture sessions</p>

		competitive market.		
	<u>Product Market</u>			
	(1) Definition and meaning of product market. (2) Understanding difference in product market and service market	Understand Impact of indirect and direct competition in the market.	Understand effects of rivalry of product market.	interactive Lecture Session. Visit a market place like vegetable mandl Role play in class.
	<u>Service Market</u>			
	(1) Definition and meaning of service market (2) Understand the features of service market.		Distinguish between tangible services and intangible services (1) Explain service users - individuals or institutions.	Interaction Lecture sessions Power-Point Presentation

JULY: 22 DAYS

UNIT III Basic Concept of Sales and SELLING

Learning Objectives

- (a) Describe the concept of Selling
- (b) Understand the importance of acquiring selling skills
- (c) Explain the various types of Selling
- (d) Identify the various types of Selling tasks
- (e) Appreciate the role and importance of Selling intermediaries

Location: Classroom, retail store or Mall or local vendor or online websites	Session 3	Selling Tasks		
	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	<p>1. Describe the concept of Selling tasks</p> <p>2. State the various selling tasks</p>	<p>1. Explain the importance of selling tasks</p> <p>1. Comprehend the difference in the various selling tasks</p> <p>2. Understand that different types of selling tasks used to sell products in the market</p>	<p>1. Understand how to use selling tasks</p> <p>2. Analyse how a product can be sold in the market through different selling tasks</p> <p>1. Classify the various selling tasks</p> <p>2. Differentiate between the different selling tasks</p>	<p>Interactive Lecture:</p> <p>Introduction to Selling tasks</p> <p>Activity:</p> <p>Make a presentation on the importance of selling tasks in selling</p> <p>Interactive Lecture:</p> <p>Selling Tasks</p> <p>Activity:</p> <p>Identify a product or service from the market and different selling tasks used to sell the product or service in the market</p>

Location:	Session 4	Intermediaries of Selling		
Classroom, retail store or Mall or local vendor or online websites	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	<p>1.Explain the concept of intermediaries</p> <p>2.State the various types of selling intermediaries</p>	<p>1. Describe the importance intermediaries in selling</p> <p>2.Explain the role of selling intermediaries</p> <p>1. Explain the various types of selling intermediaries</p> <p>2. Understand that different types of intermediaries and how they interact with each other</p>	<p>1.Understand how intermediaries make selling possible</p> <p>2. Analysing how a intermediaries work</p> <p>1. Classify the various intermediaries</p> <p>2. Differentiate between different intermediaries according to their functions</p>	<p>Interactive Lecture:</p> <p>Introduction to Intermediaries</p> <p>Activity:</p> <p>Make a presentation on the concept of intermediaries</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>

AUGUST : 23 days

UNIT IV: understanding customer and consumer

After this unit a learner would be able to:

1. Know the meaning of customer and the consumer
2. Distinguish between customer and consumer and inter relationship.
3. List the types of customer and consumers and understand the key differences between these two.
4. Discuss the meaning and understand the importance of buyer's behavior
5. Understand consumer's motivation to buying behavior. 6. Describe the various factors that influence buyer's behavior.

September: 10 days

UNIT V: ACTIVITIES IN SALES AND MARKETING

Learning Objectives:

- (a) To understand various tasks and activities related to sales
- (b) To comprehend order getting and order taking
- (c) To learn about step-wise progress of order processing
- (d) differentiate between selling activities and non-selling activities in sales and marketing
- (e) Know about various cash collection methods
- (f) learn to prepare daily sales report
- (g) Differentiate between the role of marketers and the role of sales professional
- (h) Explain the meaning of certain keywords used in sales

Unit Code: Classroom , retail store or Mall or local vendor or Online websites	UNIT TITLE: ACTIVITIES IN SALES AND MARKETING			
	SESSION I: SALES TASKS			
Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method	
1. Methodical classification of various sales tasks- -Order getting and order taking -Order processing	1.Difference in Order getting and order taking 2. Activities related with order getting, order taking and order processing	1.Distinguish and validate activities of order getter and order taker in selling 2.Step-wise progress of order processing	Interactive Lecture: Explain jobs associated with order taking and order processing Activity: Distinguish the order processing activities in direct sale or an on-line order	
-Order delivery -Support Personnel activities	1.Acknowledge different modes of order delivery 2.Enumerate support personnel activities in selling	1. Explicate various methods of order delivery in selling 2.Substantiate the role of support personnel activities in selling	Interactive Lecture: Clarification on importance of timely and proper order delivery and different methods of order delivery Activity: Enlistsupport personnel activities at a Shopping Mall	

October: 19 days

SESSION II: MONEY COLLECTION AND SALES REPORTING				
	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
2.	<p>Money Collection in different types of sales i.e.</p> <ul style="list-style-type: none"> -Over the counter sales -Business to Business sales -Online sales <p>Sales Report Preparation</p>	<p>1.Enumerate different methods of money collection in different types of sales</p> <p>2.Explain the purpose of daily sales report and its interpretation</p> <p>3. Major components of a Sales Report</p>	<p>1.Identify the tools used for payment collection in sales and their justification.</p> <p>1. Classify the main heads involved in the preparation of sales Report</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 preparationand its implication.</p> <p>Activity: Collect few specimens (Xerox copy) of invoices and payment instruments used by buyers in selling</p>

SESSION III: ROLE OF MARKETER				
	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
3.	Conceptual understanding of Marketer and his role in Marketing	<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 society</p>	Substantiate the role of Marketers in the marketing of goods and services	<p>Interactive Lecture: Discussion of 'Customer satisfaction approach' adopted by Marketer keeping in view role of Marketer</p> <p>Activity: Prepare production plan of a product of your choice keeping in view role of Marketer</p>

November: 19 days

SESSION IV: ROLE OF SALESMAN

4.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	Conceptual understanding of Sales Professional and his role in Marketing	Meaning and role of salespersons in selling process Sales Professional helpful to company and customers	Assess the significance of salespersons	Interactive Lecture: Discussion of 'Product Focus approach' adopted by Sales man keeping in view role of Salesman Activity: Prepare 'Product Promotion Plan' of a product of your choice keeping in view role of salesman

EMPLOYABILITY SKILLS

December : 22 days

REVISION

January: 17 days

REVISION

SUBJECT :- DANCE
CLASS :- IX(2023 – 2024)

Learning Objective :-

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

Month	Chapter / Topic	Methodology	Learning Objectives	Days
April	1. Bhoomi Pranam 2. Mantra Dance	1. Various types of movements with facial expression . 2. Students will practice and perform different steps / movements along with the teacher .	1. To develop Dance related skills .	18 Days
May	1. Classical Dance & different Mudras	1. Teaching using different mudras and movements of Dance. Using only hands & fingers along with – Tabla .	1. Developing the expressions and emphasis on beautiful mudras Mudra.	15 Days
July	1. Patriotic Dance of Advance level	1. Preparing dance for various programs . 2. Practice the various dances with CD Player and suitable / Tri-color props .	1. Feeling of patriotism.	22 Days
August	1. Patriotic Dance	1. Preparing dance steps & movements for any program . 2. Teaching Aid – Prepare dance any program with CD Player and Tri-colour props .	1. Feeling of Patriotism	23 Days

September	<ol style="list-style-type: none"> 1. Rajasthani folk Dance 2. Knowledge of state Dances . 	<ol style="list-style-type: none"> 1. Each Steps will be taught individually and in group with props like Matki , ghungroo , Manjira etc . 	<ol style="list-style-type: none"> 1. Developing skills of Stage Presentation 	10 Days
October	<ol style="list-style-type: none"> 1. Lavani Folk Dance 2. Knowledge of State Dances . 	<ol style="list-style-type: none"> 1. One by one steps taught individually and in group . 2. Teaching Aid – CD Player and props . 	<ol style="list-style-type: none"> 1. Developing skills of stage presentation . 	19 Days
November	<ol style="list-style-type: none"> 1. All different type of folk Dance 	<ol style="list-style-type: none"> 1. Preparing advance level folk dances for various functions and competitions. 2. Students will practice with appropriate props , Tabla , Dholak , Naal , Ghungroo etc 	<ol style="list-style-type: none"> 1. Will improves awareness towards Dance . 	19 Days
December	<ol style="list-style-type: none"> 1. Classical fusion Dance 	<ol style="list-style-type: none"> 1. Preparing graceful movements and steps for any Grand level Function . 2. Teaching Aid – CD Player . 	<ol style="list-style-type: none"> 1. Develop of Rhythm sense & Expression . 	22 Days
January	<ol style="list-style-type: none"> 1. Patriotic Dance 2. Knowledge of famous freedom fighters . 	<ol style="list-style-type: none"> 1. Using body , hands and fingers in dance . 2. Students will try , learn and practice to perform individually as well as in group CD Player , Props . 	<ol style="list-style-type: none"> 1. Feeling of Patriotism . 	17 Days
February	<ol style="list-style-type: none"> 1. Collect pictures of Indian classical dancers and makes charts . 	<ol style="list-style-type: none"> 1. Discussion on different aspects / nuances of kathak form of classical dance . 	<ol style="list-style-type: none"> 1. Developing creativity , imagination , innovation and dancing skills . 	

MUSIC VOCAL
CLASS-9th
(2023-2024)

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

Theme/content	Methodology/Activity	Learning outcome	Days
April <ul style="list-style-type: none"> Vandematram 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. The teacher will discuss about the facts written in the books. 	<ul style="list-style-type: none"> They will come to know about the great musicians and the hard work they did. Will improve the awareness towards the music. 	18 Days 15 Days
May <ul style="list-style-type: none"> Discussion on Books written on music e.g. Raag VISHARAD etc. 	<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. 	22 Days
July <ul style="list-style-type: none"> Patriotic song Tbaat system 	<ul style="list-style-type: none"> Discussions on different gharana in different region. Hand movements on harmonium. National anthem and prayer on harmonium. Discussions on different folk songs of different region. 	<ul style="list-style-type: none"> Will improve the awareness towards gharana in music. They will learn how to play harmonium. 	23 Days (August) 10 Days (September)
August <ul style="list-style-type: none"> Knowledge about gharana Patriotic song Community singing. Knowledge about Harmonium and table Independence day 	<ul style="list-style-type: none"> They will made to listen the music and discussion on instruments. 	Awareness towards the rich culture heritage of India	
SEPTEMBER <ul style="list-style-type: none"> Folk song singers Folk instruments and the dress of folk singers 	<ul style="list-style-type: none"> They will learn specific. 	<ul style="list-style-type: none"> Awareness towards the subject, they will know about the different instruments. 	19 Days
OCTOBER <ul style="list-style-type: none"> Instruments (rare instruments like Rabab, Dhruba, Veena etc.) 	<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 , imagination, innovation. Develop interest to participate in school functions. 	19 Days (November) 22 Days (December)
NOV-DEC <ul style="list-style-type: none"> Songs various functions, competitions, Annual day, sports day. 		<ul style="list-style-type: none"> Develop creativity. Develop interpersonal relation, learn to work group 	17 Days (January)
JAN-FEB <ul style="list-style-type: none"> Chart papers based on famous playback singers 			

HEALTH AND PHYSICAL EDUCATION (503)

SPORTS CLASS -IX (2023-2024)

General Objectives :

- To develop awareness regarding the importance of Physical Fitness in individual and social life including life skill.
- To develop interest in Exercise, Sports and Games for self satisfaction and make it a part of life.
- To inculcate values and skills in children in order to promote self control, concentration, peace and relaxation to avoid the ill effect of stress, strain and fatigue of routine every day life.
- To develop more positive attitude towards challenges, winning and losing, thus preparing students for like and fun the work place.

APRIL

WORKING DAYS - 19

Contents	Test	Methodology / Activity	Learning Outcome
<u>STRAND I</u> Introduction of Game	Any one Game	Explanation Method Introduction of specific Game. Demonstration Method : Learning of basic skill of the game.	Students will come to know the basic skill of the game.
<u>STRAND II</u> Yoga	Any Two Meditation Asanas	Demonstration and Explanation Method. Every student will do Sukhasana and Padma Asanas.	Improve concentration power/ability.
<u>STRAND IV</u> Body Composition	BMI for specific Age and Gender	BMI is calculated from body mass (M) and height Equipment scales and stadiometer as for weight and height.	Know about their BMI level.

WORKING DAYS - 16

MAY

Contents	Test	Methodology / Activity	Learning Outcome
<u>STRAND I</u> Game and Sports		Demonstration and Explanation Method. Learning of 5 basic skills of your games.	Learning of Basic skills of the game.
<u>STRAND II</u> Yoga Any 5 Cultural Asanas		Tadasana, Trikonasana, Vajar Asana, Gomukh asanas, Akarandhanur Asana.	Come to know about Meditation Asanas and same. Cultural Asanas.
<u>STRAND IV</u> Muscular Strength Partial Curl up (Core)		The curl up test measures abdominal muscular strength and endurance.	Records the maximum number of sit ups in 30 sec.
Flexed/Bent Arms Hang (up per Body)		Muscular endurance/functional strength equipment: stopwatch, and elevated horizontal Bar	The total time in second is recorded.

WORKING DAYS - 22

JULY

Contents	Test	Methodology / Activity	Learning Outcome
<u>STRAND I</u> Games and Sports		Demonstration and Explanation Method. Practice of Basic skills and perform in match.	Students will play match for short period.
<u>STRAND II</u> Cultural Asanas		Starts with Meditation Asanas and do 5 Cultural Asanas	Improve Concentration and Flexibility, Strength and Endurance.
<u>STRAND IV</u> <u>Flexibility</u> Measurements of flexibility of lower back and hamstring muscles	Sit and Reach Test	Demonstration and Explanation Method. This test is conduct with set and reach box and score is recorded to the nearest centimeter as the distance reached by the hand. Equipment : Sit and Reach Box	Flexibility of lower back and upper leg muscle will improve.

WORKING DAYS - 24

AUGUST

Contents	Test	Methodology / Activity	Learning Outcome
<u>STRAND I</u> Games and Sports	Specific Game	Explanation and Demonstration Method. Practice of General and Specific Fitness Exercise and Skill.	Improve the performance of your game.
<u>STRAND II</u> Yoga	Cultural Asanas	Sarwang asanas, Pawanmuktasana, Bhujang asanas, Salabh asanas, Dhanura asana.	Increase the flexibility and accuracy.
<u>STRAND IV</u> Endurance Cardiovascular Fitness	600 yard mt. Race	600 yard Run/walk in fastest possible pace. Objectives to cover 600 yard distance.	Time taken for completion.
Co-ordination speed limbs movement	50 mt. Dash	50 mt. dash (sprint) run with minimum time recorded.	Time taken for completion

WORKING DAYS - 22

SEPTEMBER

Contents	Test	Methodology / Activity	Learning Outcome
<u>STRAND I</u> Games and Sports	Match of specific game	Demonstration and Explanation Method. Organise match of specific game in your relative class.	Find out the strengthen a weak skill of student.
<u>STRAND II</u> Yoga	Parnayam	Practice of Pranayam Purak, Rachek and Kumbak	Improve the efficiency Respiratory system and lung capacity.
<u>STRAND IV</u> Balance (Optional) (Flamingo) Balance Test)	Static Balance Flamingo Balance Test	Ability to balance successfully on a single leg on the beam/line.	Total time till the student los balance.
Plate Tapping (Optional)	Co-Ordination	Test speed and co-ordination of limb movement by tapping on the adjustable height table on two discs with non preferred hand as quickly as possible (25 full cycle 50 taps)	Time taken to complete 25 cyc is recorded.

WORKING DAYS - 20

OCTOBER

Contents	Test	Methodology / Activity	Learning Outcome
<u>STRAND I</u> Introduction of Game	Any one Game	Explanation Method Introduction of specific Game. Demonstration Method : Learning of basic skill of the game.	Students will come to know th basic skill of the game.
<u>STRAND II</u> Yoga	Any Two Meditation Asanas	Demonstration and Explanation Method. Every student will do Sukhasana and Padma Asanas.	Improve concentration power ability.
<u>STRAND IV</u> Body Composition	BMI for specific Age and Gender	BMI is calculated from body mass (M) and height Equipment scales and stadiometer as for weight and height.	Know about their BMI level.

WORKING DAYS - 20

NOVEMBER

Contents	Test	Methodology / Activity	Learning Outcome
<u>STRAND I</u> Game and Sports		Demonstration and Explanation Method. Learning of 5 basic skills of your games.	Learning of Basic skills of the game.
<u>STRAND II</u> Yoga Any 5 Cultural Asanas		Tadasana, Trikonasana, Vajar Asana, Gomukh asanas, Akarandhanur Asana.	Time to know about Meditation Asanas and same. Cultural Asanas.
<u>STRAND IV</u> Muscular Strength Partial Curl up (Core)		The curl up test measures abdominal muscular strength and endurance.	Records the maximum number of sit ups in 30 sec.
Flexed/Bent Arms Hang (up per Body)		Muscular endurance/functional strength <u>equipment:</u> stopwatch, and elevated horizontal Bar	The total time in second is recorded.

WORKING DAYS - 23

DECEMBER

Contents	Test	Methodology / Activity	Learning Outcome
<u>STRAND I</u> Games and Sports		Demonstration and Explanation Method. Practice of Basic skills and perform in match.	Students will match for short period.
<u>STRAND II</u> Cultural Asanas		Starts with Meditation Asanas and do 5 Cultural Asanas	Improve Concentration and Flexibility and Strength Endurance.
<u>STRAND IV</u> Flexibility Measurements of flexibility of lower back and hamstring muscles	Sit and Reach Test	Demonstration and Explanation Method. This test is conduct with set and reach box and score is recorded to the nearest centimeter as the distance reached by the hand.	Flexibility of lower back and upper leg muscle will improve.

WORKING DAYS - 17

JANUARY

Contents	Test	Methodology / Activity	Learning Outcome
<u>STRAND I</u> Games and Sports	Specific Game	Explanation and Demonstration Method. Practice of General and Specific Fitness Exercise and Skill.	Improve the performance of your game.
<u>STRAND II</u> Yoga	Cultural Asanas	Sawang asanas, Pawanmuktasana, Bhujang asanas, Salabh asanas, Dhanuras asana.	Increase the flexibility and accuracy.
<u>STRAND IV</u> Endurance Cardiovascular Fitness	600 yard mt. Race	600 yard Run/walk in fastest possible pace. Objectives to cover 600 yard distance.	Time taken for completion
Co-ordination speed limbs movement	50 mt. Dash	50 mt. dash (sprint) run with minimum time recorded.	Time taken for completion

WORKING DAYS - 23

FEBRUARY

Contents	Test	Methodology / Activity	Learning Outcome
<u>STRAND I</u> Games and Sports	Match of specific game	Demonstration and Explanation Method. Organise match of specific game in your relative class.	Find out the strengthen and weak skill of student.
<u>STRAND II</u> Yoga	Parnayam	Practice of Pranayam Purak, Rachek and Kumbak	Improve the efficiency of Respiratory system and lungs capacity.
<u>STRAND IV</u> Balance (Optional) (Flamingo Balance Test)	Static Balance Flamingo Balance Test	Ability to balance successfully on a single leg on the beam/line.	Total time till the student loses balance.
Plate Tapping	Co-Ordination	Test speed and co-ordination of limb movement by tapping on the adjustable height table on two discs with non preferred hand as quickly as possible (25 full cycle 50 taps)	Time taken to complete 25 cycle is recorded.

CURRICULUM PLAN
Class 9 (2023-24)
ART

April - May 2023

- Colour Wheel (Primary & secondary colours)
- Poster making on the pandemic - Covid-19

June - July 2023

- Still Life / Object Drawing
- Portrait (anatomy & structure)

August 2023

- Poster making on Independence Day

September 2023

- Caricature & Cartooning
- Character designing

October 2023

- Dusshera & Diwali Celebrations
- Greeting card making on Diwali

November 2023

- Doodle Art
- Folk Art / Traditional Painting

December 2023

- Illustrations & Comic strip designing
- Book cover designing

January - February 2024

- Project on Indian & International Art History