

BGS INTERNATIONAL PUBLIC SCHOOL

SECTOR 5, DWARKA, NEW DELHI

CURRICULUM (CLASS-IX)

SUBJECT: ENGLISH Language and Literature (Code 184)

SESSION: (2024-25)

TEXT BOOK: Reader: BEEHIVE

SUPPLEMENTARY READER: MOMENTS

ENGLISH WORKBOOK- WORDS AND EXPRESSIONS (to be done in the form of assignments)

Subject teacher: ANJU BANDYOPADHYAY

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL-MAY	Literature: Prose from Beehive (1) Fun They Had (2) The Sound Of Music Poem (3) The Road Not Taken Prose from Moments (4) The Lost Child	Literature: <ul style="list-style-type: none">• Reading and appreciating the text.• Understanding the plot, the style of writing and the genre.• Word meanings- expanding the vocabulary with new words, usage of new words• To develop and integrate the use of four language skills i.e- listening, speaking, reading and writing. Writing: <ul style="list-style-type: none">• to develop interest in appreciation of literature• develop and enhance writing skills	Literature: <ul style="list-style-type: none">• give the background of the writer/poet and the lesson• individual and group reading• encourage students to raise questions and share their views• discuss the lesson• explain the meanings of difficult words and phrases• discuss the rhyme scheme and poetic	Literature: <ul style="list-style-type: none">• comprehend literature in the form of prose and poetry• understand and appreciate the poetic devices• understand and answer a variety of questions• determine the meanings of	Literature: Speech on Science and Technology Writing: Article topic or textual homework Grammar: Editing Omission Cloze gap filling

	<p>(5) Iswaran the Storyteller Writing: Descriptive Passages Grammar: <ul style="list-style-type: none"> • Tense • Modals • Subject- Verb concord </p>	<ul style="list-style-type: none"> • develop the confidence to express thoughts effortlessly and in an organised manner • develop the ability to write for a specific purpose <p>Grammar: The grammar portion includes the following areas: (a) Tenses (b) Modals (have to/ had to, must, should, need, ought to and their negative forms)</p>	<p>devices in the poem</p> <ul style="list-style-type: none"> • discuss the questions asked at the end of the lesson <p>Writing:</p> <ul style="list-style-type: none"> • Explain the format of an article • Kind of language to be used in an article • How it is different from descriptive passage, story <p>Grammar:</p> <ul style="list-style-type: none"> • review and build on previous learning • explain the topic with the help of examples • provide worksheets <p>Blackboard & Chalk, Reading-writing, Audio visuals, Activities, Class interactive discussions.</p>	<p>words and phrases as used in the text</p> <ul style="list-style-type: none"> • enhanced speaking and writing skills • enhanced vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • 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 • equip learners with essential language skills to question and to articulate their point of view 	
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<p>JULY</p>	<p>Literature: Prose from Beehive: (1) The Little Girl (2) A Truly Beautiful mind Poem: (3) Wind (4) Rain On The Rooftop Moments (1) The Adventures Of Toto Writing: Article Writing</p>	<p>Literature:</p> <ul style="list-style-type: none"> • develop and enhance listening, reading, speaking and writing skills • develop skills of general application like analysis, synthesis, drawing of inferences etc. • develop high order thinking skills and critical thinking ability • develop vocabulary <p>Writing: Essential components of writing article. Their applications in today's times . Formats of writing articles - content relevance,</p>	<p>Literature:</p> <ul style="list-style-type: none"> • give the background of the writer and the lesson • individual and group reading • encourage students to raise questions and share their views • discuss the lesson • explain the meanings of difficult words and phrases • discuss the questions asked at the end of the lesson 	<p>Literature:</p> <ul style="list-style-type: none"> • comprehend literature in the form of prose understand and answer a variety of questions • determine the meanings of words and phrases as used in the text 	<p>Literature: Narration of an incident Writing: Spin a Yarn Grammar: Grammar Quiz based on Types of Sentences.</p>
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	<p>Grammar: (1) Tenses (2) Modals</p>	<p>brevity, fluency, flow of ideas grammar, sentence structures, spellings</p> <ul style="list-style-type: none"> • develop the confidence to express thoughts effortlessly and in an organised manner <p>Grammar:</p> <ul style="list-style-type: none"> • use of passive voice in a sentence • how to change sentences from active to passive 	<p>Writing:</p> <ul style="list-style-type: none"> • Writing a detailed description of a particular event And place Use of vocabulary in such passages <p>Grammar:</p> <ul style="list-style-type: none"> • review and build on previous learning • explain the topic with the help of examples • provide worksheets <p>Blackboard & Chalk, Reading-writing, Audio visuals, Activities, Class interactive discussions.</p>	<ul style="list-style-type: none"> • enhanced speaking and writing skills • enhanced vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • Organise and structure meaningful sentences in a sequential manner • demonstrate the ability to use words and phrases to the appropriate level • able to write a well structured description using appropriate vocabulary and correct grammar <p>Grammar: Correctly use passive voice in a sentence</p>	
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<p>AUGUST</p>	<p>Literature: Prose from Beehive (1) My Childhood (2) Snake and the mirror Poem: (3) The Legend Of the Northland (3) Lake Isle Of Innisfree Prose from Moments (5)The Kingdom Of Fools (2)Happy Prince Grammar: Determiners</p>	<p>Literature:</p> <ul style="list-style-type: none"> • Reading Skills: • It is expected that a learner should have an excellence of vocabulary, conceptual understanding of the text at the end of the session. • They should have the sense of decoding, analyzing, inferring and interpreting the text through reading. Learners will be expected to develop the ability of critical and intellectual thinking. • The Assessment of Reading skills includes ten very short answer questions each carrying one mark and two long answer questions, to which students will have to respond in one hundred to one hundred twenty (100-120) words carrying five (5) marks each. 2) Creative Writing Skills and Grammar: • Writing skills include creative writing skills and grammar. The grammar portion includes the following points: • develop the confidence to express thoughts effortlessly and in an 	<p>Literature:</p> <ul style="list-style-type: none"> • give the background of the writer/poet and the lesson • individual and group reading • encourage students to raise questions and share their views • discuss the lesson • explain the meanings of difficult words and phrases • discuss the rhyme scheme and poetic devices in the poem • discuss the questions asked at the end of the lesson <p>Writing:</p> <ul style="list-style-type: none"> • explain the format of formal Letter • Their use and importance <p>Grammar:</p> <ul style="list-style-type: none"> • review and build on previous learning <p>Blackboard & Chalk, Reading-writing, Audiovisuals, Activities, Class interactive discussions.</p>	<p>Literature:</p> <ul style="list-style-type: none"> • comprehend literature in the form of prose and poetry • understand and appreciate the poetic devices • understand and answer a variety of questions • determine the meanings of words and phrases as used in the text • enhanced speaking and writing skills • enhanced vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • Organise and structure meaningful sentences in a sequential manner • demonstrate the ability to 	<p>Literature: Recitation Writing: Write an informal letter and message Grammar: Grammar Quiz based on Articles and Adjectives</p>
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		<p>organised manner</p> <ul style="list-style-type: none"> • develop the ability to write for a specific purpose 		<p>use words and phrases to the appropriate level</p> <p>Grammar:</p> <ul style="list-style-type: none"> • able to correctly frame sentences maintaining the correct subject-verb concord 	
SEPTEMBER	<p>Literature: Prose from Beehive (1) Packing (2) Reach For The Top (3) No Men Are Foreign Writing: (1) Story Writing (2) Diary Entry</p>	<p>Literature:</p> <ul style="list-style-type: none"> • develop and enhance listening, reading, speaking and writing skills • develop skills of general application like analysis, synthesis, drawing of inferences etc. • develop high order thinking skills and critical thinking ability • develop vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • develop and enhance writing skills • develop the confidence to express thoughts effortlessly and in an organised manner • develop the ability to write for a specific purpose 	<p>Literature:</p> <ul style="list-style-type: none"> • give the background of the writer/poet and the lesson • individual and group reading • encourage students to raise questions and share their views • discuss the lesson • explain the meanings of difficult words and phrases • discuss the rhyme scheme and poetic devices in the poem • discuss the questions asked at the end of the 	<p>Literature:</p> <ul style="list-style-type: none"> • comprehend literature in the form of prose and poetry • understand and appreciate the poetic devices • understand and answer a variety of questions • determine the meanings of words and 	<p>Literature: Picture Composition Writing: Write a Formal letter Grammar: Grammar Quiz</p>

	<p>Grammar: (1) Integrated Grammar (2) Reported Speech</p>	<p>Grammar:</p> <ul style="list-style-type: none"> • Reporting sentences correctly • Use of commands, requests, statements etc. 	<p>lesson Writing:</p> <ul style="list-style-type: none"> • explain the format of a formal letter • create situations for the students to write formal letters to write a complaint letter, an inquiry letter <p>Blackboard & Chalk, Reading-writing, Audiovisuals, Activities, Class interactive discussions.</p>	<p>phrases as used in the text</p> <ul style="list-style-type: none"> • enhanced speaking and writing skills • enhanced vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • organise and structure meaningful sentences in a sequential manner • demonstrate the ability to use words and phrases to the appropriate level • able to write a formal letter using the correct format <p>Grammar:</p> <ul style="list-style-type: none"> • able to identify the clauses • use appropriate statements, requests in sentences 	
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<p>OCTOBER</p>	<p>Literature: Prose from Beehive (1) The Bond Of Love Poem from Beehive (2) A Slumber Did My Spirit Seal Moments (1) The Last Leaf Grammar: (1) Subject Verb Concord (2) Determiners</p>	<p>Literature:</p> <ul style="list-style-type: none"> • develop and enhance listening, reading, speaking and writingskills • develop skills of general application like analysis, synthesis, drawing of inferences etc. • develop high order thinking skills and critical thinking ability 	<p>Literature:</p> <ul style="list-style-type: none"> • give the background of the poet and the poem • individual and group reading • encourage students to raise questions and share their views • discuss the lesson <p>Blackboard & Chalk, Reading-writing, Audiovisuals, Activities, Class interactive discussions.</p>	<p>Literature:</p> <ul style="list-style-type: none"> • comprehend literature in the form of prose and poetry • understand and appreciate the poetic devices • understand and answer a variety of questions • determine the meanings of words and phrases as used in the text • enhanced speaking and writing skills • enhanced vocabulary 	<p>ASL</p>
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<p>NOVEMBER</p>	<p>Literature: Prose from Beehive (1) If I Were You (2) Kathmandu Poems: (1) On Killing A Tree Moments; (1) House Is Not A Home Writing: Descriptive Passages Grammar: Editing Omission</p>	<p>Literature:</p> <ul style="list-style-type: none"> • to 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 • equip learners with essential language skills to question and to articulate their point of view • to build competence in the different registers of English <ul style="list-style-type: none"> • to develop sensitivity to, and appreciation of, other varieties of English, like Indian English, and the culture they reflect • to enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.) • to develop curiosity and creativity through extensive reading • to facilitate self-learning to enable them to become independent learners • to review, organise and edit their own work and work done by peers <ul style="list-style-type: none"> • develop and enhance listening, reading, speaking and writing skills • develop skills of general application like analysis, synthesis, drawing of inferences etc. • develop high order thinking skills and critical thinking ability • develop vocabulary 	<p>Literature:</p> <ul style="list-style-type: none"> • give the background of the writer and the lesson • individual and group reading • encourage students to raise questions and share their views • discuss the lesson • explain the meanings of difficult words and phrases • discuss the questions asked at the end of the lesson <p>Writing:</p> <ul style="list-style-type: none"> • to build greater confidence and proficiency in oral and written communication <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • equip learners with essential language skills to question and to articulate their point of view <ul style="list-style-type: none"> • to build competence in the different registers of English • to develop sensitivity to, and appreciation of, other varieties of English, like Indian English, and the culture 	<p>Literature:</p> <ul style="list-style-type: none"> • comprehend literature in the form of prose and poetry • understand and appreciate the poetic devices • understand and answer a variety of questions • determine the meanings of words and phrases as used in the text • enhanced speaking and writing skills • enhanced vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • Organise and structure meaningful sentences in a sequential manner • demonstrate the ability to use words and phrases to the appropriate level • able to write a notice using the correct 	<p>Literature: Description of an incident Writing: Grammar: Integrated Grammar</p>
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<p>DECEMBER</p>	<p>Literature: Moments; (1) The Beggar</p> <p>Writing; Recapitulation of the writing skills done</p> <p>Grammar: Integrated Grammar</p>	<p>Literature:</p> <ul style="list-style-type: none"> • develop and enhance listening, reading, speaking and writing skills • develop skills of general application like analysis, synthesis, drawing of inferences etc. • develop high order thinking skills and critical thinking ability • develop vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • develop and enhance writing skills • develop the confidence to express thoughts effortlessly and in an organised manner • develop the ability to write for a specific purpose • learn the correct format of an article 	<p>Literature:</p> <ul style="list-style-type: none"> • give the background of the writer and the lesson • individual and group reading • encourage students to raise questions and share their views • discuss the lesson • explain the meanings of difficult words and phrases • discuss the questions asked at the end of the lesson 	<p>Literature:</p> <ul style="list-style-type: none"> • comprehend literature in the form of prose • understand and answer a variety of questions • determine the meanings of words and phrases as used in the text • enhanced speaking and writing skills • enhanced vocabulary 	<p>Literature: Group Discussion</p> <p>Writing: Grammar: Grammar Quiz</p>
<p>JANUARY</p>	<p>Revision</p>	<p>Literature:</p> <ul style="list-style-type: none"> • develop and enhance listening, reading, speaking and writing skills • develop skills of general application like analysis, synthesis, 	<p>Literature:</p> <ul style="list-style-type: none"> • give the background of the writer and the lesson • individual and group reading 	<p>Literature:</p> <ul style="list-style-type: none"> • comprehend literature in the form of prose and poetry 	<p>Grammar: Integrated Grammar</p>

	<p>Recapitulation of Writing Skills Grammar: Integrated Grammar(Omission, Error correction, Close gap filling & Rearranging the Sentences</p>	<p>drawing of inferences etc.</p> <ul style="list-style-type: none"> • develop high order thinking skills and critical thinking ability • develop vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • revise writing skills learnt so far <p>Grammar:</p> <ul style="list-style-type: none"> • use basic grammar appropriately while speaking and writing • revise and recapitulate the topics learnt so far 	<ul style="list-style-type: none"> • encourage students to raise questions and share their views • discuss the lesson • explain the meanings of difficult words and phrases • discuss the questions asked at the end of the lesson <p>Writing:</p> <ul style="list-style-type: none"> • Revision tests <p>Grammar:</p> <ul style="list-style-type: none"> • review and build on previous learning • provide revision worksheets 	<ul style="list-style-type: none"> • understand and appreciate the poetic devices • understand and answer a variety of questions • determine the meanings of words and phrases as used in the text • enhanced speaking and writing skills • enhanced vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • Organise and structure meaningful sentences in a sequential manner • demonstrate the ability to use words and phrases to the appropriate level 	
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<p>FEBRUARY</p>	<p>Revision</p>	<p>Writing: Recapitulation Grammar:</p> <ul style="list-style-type: none"> • use basic grammar appropriately while speaking and writing • learn the basic conventions of English grammar • learn sentences in Active and Passive voice • learn the rules to change the voice • learn Direct and Indirect Speech • learn the rules to change speech from direct to indirect and vice versa 	<p>Writing:</p> <ul style="list-style-type: none"> • explain the format of an Email • create situations for the students to write emails to friends and family members <p>Grammar:</p> <ul style="list-style-type: none"> • review and build on previous learning • explain the topic with the help of examples • provide worksheets • do practice exercises from the Grammar book in the class 	<p>Writing:</p> <ul style="list-style-type: none"> • Organise and structure meaningful sentences in a sequential manner • demonstrate the ability to use words and phrases to the appropriate level • able to write an email using the correct format <p>Grammar:</p> <ul style="list-style-type: none"> • able to identify the voice and change it from active to passive and vice versa • able to change the speech from direct to indirect and vice versa 	
<p>MARCH</p>	<p>Literature: Revision Writing: Revision</p>	<ul style="list-style-type: none"> • review and revision of the topics learnt so far 	<ul style="list-style-type: none"> • worksheets and writing practice in class 	<ul style="list-style-type: none"> • comprehend literature in the form of 	

	Grammar: Revision			prose and poetry <ul style="list-style-type: none"> • understand and answer a variety of questions • enhanced speaking and writing skills • enhanced vocabulary • able to apply grammar rules in sentences 	Revision tests
	Term- End Exam	Term- End Exam	Term- End Exam	Term- End Exam	Term- End Exam

Note: Grammar Syllabus remains same for both the terms.

BGS INTERNATIONAL PUBLIC SCHOOL
SECTOR 5, DWARKA ,NEW DELHI
CURRICULUM

SUBJECT : हिंदी नौवीं - कक्षा

SESSION: 2024 - 2025

TEXT BOOK : स्मृति, भाग - 1, संचयन भाग -1, सार्थक हिंदी व्याकरण

TEACHER'S NAME: ऋचा बहुगुणा

प्रथम सत्र

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL	1. दुख का अधिकार (स्पर्श- गद्य खंड)	क) गरीब और अमीर के बीच दुख के अंतर को जान सकेंगे । ख) सामाजिक रूढ़िवादिता का ज्ञान ग) शोषित वर्ग के प्रति सहानुभूति	क) काठिन्य निवारण ग) विवेचनात्मक शैली ख) तत्सम और तद्भव शब्दों में अंतर स्पष्ट (व्याकरण)	क) धनी लोगों की अमानवीयता और गरीब लोगों की मजबूरियों को गहराई से समझेंगे । ख)सामाजिक अंध विश्वासों और ऊँच नीच वाली भेद भाव जैसी रूढ़िवादिता के खिलाफ आवाज बुलंद करना । ग) समानता के भाव जागृत	क) नाट्य प्रस्तुति (नुक्कड़ नाटक) शोषण के विरुद्ध आवाज अथवा सामाजिक कुरीतियों का बहिष्कार
	2. रैदास के पद	क. भक्तिकालीन कवियों की सामान्य जानकारी ख. सच्चे अर्थों में ईश्वर के प्रति भक्ति भाव की समझ	क) ब्रज भाषा और खड़ी बोली में अंतर ख) व्याख्यात्मक शैली ग) काठिन्य निवारण घ) प्रश्नोत्तर	क)) ईश्वर की दया गरीब और अमीर पर समान होती है की भावना से अवगत अर्थात् ईश्वरीय कृपा का ज्ञान ।	क) दोहों का स्मरण पूर्वक सस्वर गायन

	3. गिल्लू (संचयन)	क) पशु - पक्षियों के प्रति प्रेम और मानवीय संवेदना का संचार । ख) छायावाद के प्रमुख कवियों का सामान्य परिचय ।	क) काठिन्य निवारण ख) विवरणात्मक शैली घ) रेखाचित्र और संस्मरण में अंतर को जानना	क) छायावाद की सामान्य विशेषताओं से अवगत । ख) जीव - जंतुओं के प्रति स्नेह के भाव ।	महादेवी वर्मा के साहित्यिक विशेषताओं पर 200 शब्दों में लेख ।
	व्याकरण क. अनुस्वार/ अनुनासिक ख. उपसर्ग / प्रत्यय ग. अनुच्छेद लेखन घ. शब्द और पद	क. हिंदी भाषा के शुद्ध लेखन एवं शुद्ध उच्चारण पर विशेष बल देना। ख. अनुस्वार/ अनुनासिक का उच्चारण स्थान तथा उचित प्रयोग	क) श्याम पट्ट प्रयोग ख) एडुकाँम प्रयोग ग) एम. एस. टीम पर अभ्यास कार्य	भाषिक तत्व अवबोधन क. दैनिक शब्दों में उपसर्ग और प्रत्ययों की खोज और पहचान ख. शब्द और पद वाक्य भेद को जान सकेंगे ।	श्यामपट्ट परीक्षा और अभ्यास कार्य
MAY	4. एवरेस्ट : मेरी शिखर यात्रा 5. रहीम के दोहे	क) यात्रा वृत्तान्त को जानना। ख) पर्वतारोही की समस्याओं से अवगत । ग) साहस का परिचय और आत्म बल का उदय घ) भक्तिकालीन कवियों की सामान्य जानकारी	विवरणात्मक शैली क) ब्रज भाषा और खड़ी बोली में अंतर ख) व्याख्यात्मक शैली	क)साहस का परिचय और आत्म बल का उदय । ख) रोमांचकारी या चुनौतीपूर्ण कार्य में रुचि उत्पन्न । क) नीति परक दोहों का जीवन में उपयोग । ख) मनुष्य को जीवन मूल्य के	बचेन्द्री पाल के शौर्य को जानकर उसके जीवन चरित पर सचित्र पोस्टर निर्माण ।

		ख. ईश्वर के प्रति भक्ति भाव की समझ ग. ईश्वर की न्यायकारिता का ज्ञान	ग) काठिन्य - निवारण घ) प्रश्नोत्तर	प्रति सदैव समर्पण एवं ताज्य बातों का परित्याग ।	
	व्याकरण क. शब्द और पद ख. संवाद ग. अपठित गद्यांश घ. अनुच्छेद लेखन ड. चित्र - वर्णन	क. शब्द रचना और पद में भेद को जान सकेंगे। ख. कल्पना शक्ति से समसामयिक विषय पर रोचक वार्तालाप लेखन तथा अनुच्छेद लेखन । ग. रचना धर्मिता का उदय	क. श्याम पट्ट प्रयोग ख. एडुकाॅम प्रयोग	क. भाषिक तत्व अवबोधन ख. समसामयिकता का ज्ञान ग. लेखन कार्य के प्रति रुचि घ. चित्र को देख कर तथ्यों की समझ उत्पन्न	1.श्यामपट्ट परीक्षा और अभ्यास कार्य 2. चित्र वर्णन छात्र स्वयं करेंगे।
JULY	6. अतिथि तुम कब जाओगे। 7. गीत - अगीत	क) अतिथि सत्कार से परिचय ख) अतिथि सत्कार की सीमा और धैर्य का परिचय । क)राष्ट्रीय कवि रामधारी सिंह का सामान्य परिचय ख) प्रकृति प्रेम	क)प्रत्येक अनुच्छेद की व्याख्या ख) हास्य व्यंग्यात्मक शैली ग) काठिन्य - निवारण घ) प्रश्नोत्तर ख) व्याख्यात्मक शैली ग) काठिन्य - निवारण	क) 'अतिथि कब तक बने?' का ज्ञान ख) हास्य- व्यंग्य विधा का परिचय । ग. 'गीत और अगीत कौन सुंदर ' की समझ उत्पन्न होगी	हास्य व्यंग्य में नाट्य प्रस्तुति कविता का सस्वर पाठ

	<p>8. स्मृति</p> <p>क. संवाद</p> <p>ख. अपठित गद्यांश</p> <p>ग. अनुच्छेद लेखन</p> <p>घ. चित्र - वर्णन</p>	<p>क) संस्मरण लेखन की समझ ।</p> <p>ख) भ्रातृप्रेम से अवगत</p> <p>ग) चुनौतियों का सामना करने का साहस</p>	<p>क) वाचन - प्रत्येक छात्र द्वारा 1 अनुच्छेद पढ़ा जाएगा ख) काठिन्य-निवारण ग) प्रत्येक अनुच्छेद की व्याख्या घ) विवेचनात्मक शैली और प्रश्नोत्तर</p>	<p>क)मानवीय मूल्यों की समझ</p> <p>ख) आशावादी चेतना का विकास</p> <p>ग) प्रेम , साहस , ईमानदारी की समझ उत्पन्न होना</p>	<p>संस्मरण लेखन का अभ्यास ।</p>
AUGUST	<p>9. वैज्ञानिक चेतना के वाहक</p> <p>10. अग्नि पथ</p>	<p>क) सर चंद्रशेखर वेंकेट रमन का सामान्य परिचय</p> <p>ख) वैज्ञानिक चेतना का विकास होगा।</p> <p>क)निडरता, निरन्तरता और साहस का परिचय</p>	<p>क) विवेचनात्मक शैली</p> <p>ख) काठिन्य निवारण</p> <p>क) सस्वर वाचन</p> <p>ख) कविता का अर्थ - भावार्थ ग) व्याख्या शैली</p> <p>घ) काठिन्य निवारण एवं अर्थ ग्रहण संबंधी प्रश्न</p>	<p>क) छात्रों में शोध की वृत्ति का उदय</p> <p>ख) नॉबेलपुरस्कार प्राप्त भारतीय वैज्ञानिक के योगदान को जान सकेंगे।</p>	<p>वैज्ञानिक सोच से निर्मित कोई भी एक वस्तु का निर्माण</p> <p>साहस और निरन्तरता से ओतप्रोत कविता निर्माण</p>

	व्याकरण क. स्वर संधि (दीर्घ, वृद्धि, गुण, यण अयादि संधि)	संधि युक्त शब्दों का प्रयोग	श्याम - पट्ट प्रयोग	वर्णों में संधि की समझ उत्पन्न	पाठों में आए संधि युक्त शब्दों को छाँट कर लिखेंगे।
SEPTEMBER			पुनरावृत्ति		
OCTOBER	11. शुक्र तारे के समान 12. नए इलाके में, खुशबू रचते हैं हाथ व्याकरण ख. विराम चिह्न, ग. चित्र वर्णन	क. महादेव की लेखन शैली का ज्ञान क) मजदूर वर्ग की समस्याओं का ज्ञान । ख) परिवर्तन और विकास से परिचय	क) काठिन्य निवारण ख) व्याख्यात्मक शैली ग) अलंकारों की पहचान घ) तुकांत / अतुकांत शब्दावली की पहचान ।	क. देश प्रेम की भावना ख. स्वतंत्रता संग्राम की समझ उत्पन्न । क) स्वार्थभावना से ऊपर उठने की प्रवृत्ति का जागृत होना । ख) शोषित वर्ग के प्रति सहानुभूति तथा उसके प्रति आवाज उठाने की वृत्ति जागृत होना । ग) खुशबू रचने वाले वाले हाथों की परिस्थितियों का ज्ञान	सरदार बल्लभ पटेल का सामान्य जीवन परिचय लिखेंगे। अपने क्षेत्र आसपास जाकर मजदूर वर्ग की समस्याओं को जान सचित्र 100 शब्दों में अनुच्छेद ।
NOVEMBER	13. कल्लू कुम्हार की उना कोटि	क) दंत- से परिचित ख) लेखक की त्रिपुरा की यात्रा से अवगत	क) वाचन - प्रत्येक छात्र द्वारा 1 अनुच्छेद पढ़ा जाएगा ख) काठिन्य निवारण ग) प्रत्येक अनुच्छेद की व्याख्या घ) वर्णनात्मक	क) पौराणिक दंतकथाओं का ज्ञान ख) त्रिपुरा राज्य की समझ उत्पन्न	क. 'पूर्वोत्तर किसी भी यात्रा का वर्णन' पर अनुच्छेद लेखन

			शैली का प्रयोग और प्रश्नोत्तर		
	व्याकरण क. अर्थ की दृष्टि से वाक्य भेद ख) अनुच्छेद	वाक्य प्रकार तथा उनके प्रयोग	क) श्याम पट्ट प्रयोग ख) एडुकाॅम प्रयोग ग) अर्थबोध संबंधी प्रश्न	भाषिक तत्व अवबोधन की उचित जानकारी	श्यामपट्ट परीक्षा और अभ्यास कार्य करेंगे ।
DECEMBER	14. मेरा छोटा सा निजी पुस्तकालय	क) पुस्तकों के प्रति रुचि जाग्रत ख) पुस्तक संग्रह की वृत्ति का उदय	क) काठिन्य निवारण ख) विवेचनात्मक विधि ग) गवेषणात्मक शैली	क) स्वतः पढ़ने की रुचि जाग्रत होगी। ख) छात्र निजी पुस्तकालय बना सकेंगे।	पुस्तकालय का महत्त्व पर अनुच्छेद लेखन
	व्याकरण ख) संवाद लेखन	क) कल्पना शक्ति से समसामयिक विषय पर रोचक वार्तालाप लेखन । ख. रचना धर्मिता का उदय	रचनात्मक संवाद लेखन	स्वयं संवाद लेखन की प्रवृत्ति का उदय ।	
JANUARY- FEBRUARY			पुनरावृत्ति कार्य		

MARCH	वार्षिक परीक्षा	अ. वस्तु-परक प्रश्न ब. विषय परक प्रश्न	40 अंक 40 अंक *आंतरिक मूल्यांकन 20 अंक = 80+20=100		
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SUBJECT TEACHER - RICHA BAHUGUNA

CURRICULUM

SUBJECT : संस्कृतम्

कक्षा – नवमी

SESSION:2024 -25

TEXT BOOK: मणिका प्रथमो भागः, मणिका अभ्यास पुस्तकम्

TEACHERS NAME: ओम्प्रकाशः

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL	<p>प्रथम पाठः अविवेकः परमापदां द्वितीय पाठः-पाथेयम्</p> <p>व्याकरण स्वर संधि (गुण, अयादि, दीर्घ) धातुरूपाणि- अस्, कृ, सेव्</p>	<p>पठितगद्यांश, कर्तृपरिचयम् क्रियापरिचयम्, प्रश्नोत्तरम्, शब्दार्थम्, विलोमपदाः, पर्यायपदाः, घटनाक्रमः</p>	<p>व्यासविधिः प्रश्नोत्तर विधि</p>	<p>छात्राः 'लोभम् परित्यजेत्'इति ज्ञानं प्राप्स्यन्ति। कर्त्रनुसारं क्रियापदानां प्रयोगे सक्षमाः भवन्ति।</p>	<p>मौखिकभ्यासेन छात्राः विभिन्नधातुरूपाणां उच्चारणं करिष्यन्ति।</p>
MAY	<p>तृतीय पाठः विजयतां स्वदेशः</p> <p>चित्रवर्णनम्/अनुवादम् पत्राणि, अपठित गद्यांश कारकाः- षष्ठी, सप्तमी</p>	<p>पठितगद्यांश, पद्यांश, कर्तृपरिचयम्, क्रियापरिचयम्, प्रश्नोत्तरम्, शब्दार्थम्, विलोमपदाः, पर्यायपदाः,</p>	<p>व्यासविधिः अनुवाद विधिः</p>	<p>नाट्यांशावबोधनम् भविष्यति।</p>	<p>सचित्रं नाटिकाप्रदर्शनम् अन्तर्देशीयपत्रं लिखित्वा स्वमित्रं प्रति प्रेषणम् FOR MULTIPLE ASSESSMENT & PORTFOLIO</p>

JULY	चतुर्थ पाठः विद्यया भान्ति सदगुणाः रचनात्मककार्याणि उपपदविभक्तिः व्यंजन संधि - उच्चारणस्थानानि	पठितगद्यांश, कर्तृपरिचयम् क्रियापरिचयम्, प्रश्नोत्तरम्, शब्दार्थम्, विलोमपदाः, पर्यायपदाः, उपपदविभक्तिः- पंचमी विभक्तिपर्यन्तम्, जशत्व, म्- अनुस्वारः	व्यासविधिः प्रश्नोत्तर विधि	छात्राः वाक्यप्रयोगेशु सक्षमाः भविष्यन्ति । लकाराधृत-वाक्यपदानां प्रयोगे सक्षमाः स्युः छात्राः ।	पाठाधारितम् PORTFOLIO
AUGUST	पंचमः पाठः कर्मणा याति संसिद्धिम् षष्ठमः पाठः तत् त्वम् असि कारकाः- से सप्तमी	प्रश्ननिर्माणम् क्त्वा, तुमुन्, ल्यप्, शतृ संख्यावाचकाः 1 तः 100 पर्यन्तम्	व्यासविधिः उदाहरणविधिः	छात्राः उपसर्गसंयोगेन पदानि निर्मातुम् समर्थाः भविष्यन्ति ।	छात्राः परस्परे संवादं कृत्वा वाक्यानि लेखिष्यन्ति ।
SEPTEMBER	सप्तमः पाठः तरवे नमः अस्तु चित्रवर्णनम्/अनुवादम्	पठितगद्यांश, पद्यांश, अन्वयानि, प्रश्नोत्तरम्, शब्दार्थम्, प्रश्नोत्तरम्, शब्दार्थम्, विलोमपदाः, पर्यायपदाः,	व्याख्यात्मकम्	परिश्रमस्य विषये सविस्तारं ज्ञानं प्राप्स्यन्ति ।	छात्राः भारतस्य वीरान् प्रति अनुच्छेदं लेखिष्यन्ति
OCTOBER	अष्टमः पाठः न धर्मवृद्धेषु वयः दशमः पाठः- भारत	पठितगद्यांश, पद्यांश, अन्वयानि, प्रश्नोत्तरम्, शब्दार्थम्, विलोमपदाः, पर्यायपदाः, संधयः	व्याख्यात्मकम् उदाहरण विधि,	क्षत्रिय धर्मस्य विशये ज्ञानं प्राप्स्यन्ति ।	छात्राः भारतस्य वीरान् प्रति अनुच्छेदं लेखिष्यन्ति, उच्चारणपूर्वकम् अर्थबोधः करिष्यन्ति ।

NOVEMBER	नवमः पाठः कवयामि वयामि यामि एकादशः पाठः भारतेन अस्ति मे जीवनम् उपपद विभक्ति	पठितगद्यांश, कर्तृपरिचयम् क्रियापरिचयम्, प्रश्नोत्तरम्, शब्दार्थम्, विलोमपदाः, पर्यायपदाः, घटनाक्रमः	व्यासविधिः उदाहरण विधिः	सूक्ष्म-शरीर विषये परिचर्चा	शारीरिक मानचित्रम्
DECEMBER	एकादशः पाठः पर्यावरणम्	उपपदविभक्तिः—षष्ठी, सप्तमी	व्यासविधिः	सचित्रं पर्यावरणस्य विशये वाक्यरचना	लघुनाटिका—प्रकृतेः शोभा FOR MULTIPLE ASSESSMENT
JANUARY	पुनरावृत्ति				
FEBRUARY	रचनात्मक पुनरावृत्तिकार्याणि परीक्षा				
MARCH	वार्षिक परीक्षा				

BGS INTERNATIONAL PUBLIC SCHOOL
SECTOR 5, DWARKA ,NEW DELHI
CURRICULLUM-IX

SUBJECT : FRENCH

SESSION:2024-25

TEXT BOOK: ENTRE JEUNES TEACHERS

NAME : ADITI KHANNA

MOIS	CONTENU	OBJECTIFS/ THEME	MÉTHODOLOGY (GRAMMAIRE+NOTION)	RESULTATS D'APPRENTISSAGE	ACTIVITÉS
AVRIL	Lecon 1 La Famille-	*La Famille *Les amis	Lecture forte et traduction du texte avec explication des mots difficiles *Explication et pratiques des concepts grammaticaux * verbes en ER *les nombres Les articles	*Saluer *se presenter *presenter quelqu'un *S'informer sur les liens familiaux	Presentez votre voisinLa carte de la France L'arbre de famille
	Lecon 2 Au lycee-	*La salle de classe *A l'ecole	Lecture forte et traduction du texte avec explication des mots difficiles *Explication et pratiques des concepts grammaticaux *verbes etre,s'appeler *Qui est-ce?/Qu'est –ce que c'est? *les adjectifs possessifs et demonstratifs	*identifier quelqu'un/ quelque chose *poser des questions *donner/demander des informations(age, nationalite, metier/ adresse) *decire une personne *exprimer la possession *Situer dans l'espace *remercier	

			<ul style="list-style-type: none"> *accord des adjectifs *les prepositions 		
MAI	Lecon 3 Une journée de Pauline	<ul style="list-style-type: none"> *les activites quotidiennes *l'heure *les repas 	<p>Lecture forte et traduction du texte avec explication des mots difficiles</p> <ul style="list-style-type: none"> *Explication et pratiques des concepts grammaticaux *les articles contractes et partitifs *les verbes pronominaux *les verbes en RE 	<ul style="list-style-type: none"> *Exprimer les preferences *parler des habitudes *Exprimer l'ordre des evenements(d'abord/ puis/ ensuite/ enfin) *etre a l'heure/ en avance/ en retard *proposer / accepter/ refuser quelque chose *dire l'heure 	la journée typique
JUIN	VACANCE D'ÉTÉ				
JUILLET	Lecon 4 Les saisons	<ul style="list-style-type: none"> *le temps et les saisons 	<p>Lecture forte et traduction du texte avec explication des mots difficiles</p> <ul style="list-style-type: none"> *Explication et pratiquesdes concepts grammaticaux *le future simple *le future proche *L'imperatif <p>*Les couleurs</p> <ul style="list-style-type: none"> *decrire le temps (il fait chaud/ froid/ beau/du vent) <p>Lecture forte et traduction du texte avec explication des mots difficile</p>	<ul style="list-style-type: none"> *Faire des projets *parler de ses activites *parler du temps *parler de la meteo <li style="padding-left: 40px;">*donner des conseils 	Quel temps fait-il? – Décrire le temps
	Lecon 5 Les voyages	<ul style="list-style-type: none"> *la rentree *les vacances *les moyens de 		<ul style="list-style-type: none"> *poser des questions *raconter les vacances *ecrire une carte postal 	Poser les questions en utilisant les adverbs interrogatifs

		transport	s *Explication et pratiques des concepts grammaticaux *le passé composé *etre en train de *expressions avec avoir/etre *pourquoi/parceque *comment+inversion *carte postale	*demander l'information *Dire la date et exprimer la duree *planifier un voyage et reserver une place dans letrain	Raconter les vacances
AOUT	Lecon 6 Les loisirs etles sports	*Decrire et parler des loisirs *Decrire et parlerdes sports	Lecture forte et traduction du texte avec explication des mots difficiles *Explication et pratiques des concepts grammaticaux *il faut / devoir +l'infinif *les verbes pronominaux(passé compose) *l'interrogation *ne..... que/ seulement L'imparfait	*parler du sport et des loisirs *exprimer l'obligation *decrire des habitudes au passé *exprimer des restrictions *exprimer la duree	Parler de vos loisirs
	Lecon 7 L'argent de poche	*L'argent *un compte bancaire *l'autonomie financiere	Lecture forte et traduction du texte avec explication des mots difficiles Explication et pratiques des concepts	*Persuader *comment gagner et depenser son argent de poche *exprimer son point de	Comment gagner l'argent de poche?

			*les negations *Les pronoms personnels(sujets/ COD/COI) *les adjectifs interrogatifs	vue	
SEPTEMBRE	LES EXAMENS				
OCTOBRE	Lecon 8 Faire des achats	*savoir le vocabulaire des achats/ des magasins/ centres commerciaux	Lecture forte , traduction du texte ,explication des mots difficiles pratiques des concepts grammaticaux *le conditionnel de politesse *le pronom partitif EN *le conditionnel de politesse *le pronom partitif EN *les expressions de quantité	*Exprimer le desir et l'intention *exprimer la quantite et la qualite *faire un choix	Au supermarche – Activite parole
NOMVEMBRE	ASL RÉVISION				
DECEMBRE	LES EXAMENS				
JANVIER	REVISION				
FÉVRIER	LES EXAMENS				

BGS INTERNATIONAL PUBLIC SCHOOL

SECTOR 5, DWARKA, NEW DELHI

CURRICULUM

SUBJECT : MATHEMATICS

SESSION: 2024-2025

TEXT BOOK : NCERT

CLASS : IX

TEACHER'S NAME : MEENAKSHI DHAWAN

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL	*HERONS FORMULA Chapt. 10	*To explain heron's formula for finding area of a triangle if its three sides are given *To find area of a quadrilateral, using heron's formula	* Discussion *Black board *Explanation	*Children must learn the application of Heron's formula. *They should be able to use this formula to find the area of different figures.	Aeroplane activity to find the area of various geometrical figures
	*NUMBER SYSTEM Chapt. 1	*To explain classification of numbers, their decimal representation & representation on number line.	*Black board *Explanation *Discussion	*Children must acquire the ability to solve problems using algebraic methods. *Children should know different kind of numbers, they learn representation of irrational numbers on number line,	Representation of Irrational Nos. on the No. line

MAY	<p>* NUMBER SYSTEM</p> <p>*COORDINATE GEOMETRY Chapt 3</p>	<p>*To explain the conversion of numbers into p/q and vice versa with their representation on number line by root spiral method</p> <p>*To understand Cartesian Plane *To explain Cartesian Coordinates of a point *To learn plotting of a point in the plane *To understand the location of different coordinates in different quadrants.</p>	<p>*Black Board *Explanation *Discussion</p>	<p>*Conversion of decimals in p/q form *They must be able to apply different rules of exponents.</p> <p>*They should learn to plot points in the plane.</p>	<p>Root Spiral Activity</p> <p>Activity to locate a place by using Cartesian Coordinates</p>
JULY	<p>* LINEAR EQUATIONS IN TWO VARIABLES Chapt. 4</p>	<p>*To introduce and define the linear equations in two variables to represent them on graph sheet *To solve Equations graphically</p>	<p>*Discussion *Black board *Problem solving</p>	<p>*Children must understand a linear equations in two variables, its geometrical representation as a straight line. *They should know equations of x-axis, y-axis, lines parallel to x and y-axis.</p>	<p>On graph sheet linear equations to be represented</p>
JULY	<p>*LINES & ANGLES Chapt. 6</p>	<p>*To introduce linear pair, vertically opposite angles, parallel lines and their properties in detail. *To explain and prove the angle sum property and exterior angle property of a triangle.</p>	<p>*Black board *Explanation *Discussion</p>	<p>*Children must know various types of angles ---corresponding, v.o.a , and linear pair etc *They must understand various theorems and axioms, with their proof, including angle sum and exterior angle property.</p>	

AUGUST	<p>*TRIANGLES Chapt. 7</p>	<p>*To define congruent figures, congruent triangles and to explain SAS , ASA , SSS and RHS congruency criterias. *To explain various properties of isosceles triangles and inequality in triangles.</p>	<p>*Black board *Explanation *Discussion</p>	<p>*Children must know congruent figures, triangles and various criterias SAS, ASA, RHS and SSS. *They should be able to solve problems based on given congruence rule</p>	<p>Congruency criterias using cut outs.</p>
SEPTEMBER	<p>EUCLID'S GEOMETRY Chapt. 5</p> <p>*POLYNOMIALS Chapt. 2</p>	<p>To introduce various Euclid's Axioms and postulates and to explain their use in solving problems.</p> <p>To define factors, multiples, zeroes of a polynomial *To learn remainder theorem & factor theorem to find factors and remainders without actual division * To learn Algebraic identities and expressions to factorise a polynomial</p>	<p>*Discussion *Explanation</p> <p>*Discussion *Explanation</p>	<p>*Children must learn all Euclid's axioms and postulates, including fifth postulate and its equivalent version.</p> <p>*Children should know different kinds of polynomials, zero of a polynomial, degree of a polynomial. *They should learn remainder theorem and factor theorem. *They must learn all the identities and should be able to apply them to factorise quadratic and cubic polynomials.</p>	

SEPTEMBER	*Revision for MID TERM	*Revision will enhance their learning	*Worksheets		
OCTOBER	*POLYNOMIALS CONTD. *STATISTICS Chapt. 12	*To explain data and its graphical representation in terms of bar graphs, histograms and frequency polygons. *To explain measures of central tendency- mean, median and mode of given data		*Children should know the terms like data, primary data, secondary data. Conversion of raw data in tabular form and its graphical representation. *They will learn methods to find – mean, median and mode of given data.	
NOVEMBER	*QUADRILATERALS Chapt. 8	*To introduce and define various types of quadrilaterals and to explain their properties in detail. *To explain and prove mid point theorem and its converse	*Discussion *Explanation	*Children should know various types of quadrilaterals their properties and application of mid point theorem and its converse	
NOVEMBER	*SURFACE AREA AND VOLUMES Chapt. 11	To learn various formulas to find lateral surface area, total surface area and volume of a cube, cuboid, cylinder, cone, sphere and hemisphere.	*Discussion *Explanation *Problem solving	*Children will learn the difference between TSA, CSA and volume of various three dimensional objects	To show by converting a rectangle into cylinder by rolling and find its area and volume

DECEMBER	*CIRCLES Chapt. 9	To explain congruent arc, equal chords, angle subtended by an arc at the centre & at any other point on the circle *To prove various theorems based on angles in the same segment *To prove Cyclic quadrilateral & their properties	*Discussion *Explanation	*Children must know Central Angle Theorem & the properties *They should know properties of a cyclic quadrilateral	
JANUARY & FEBRUARY MARCH	*REVISION FOR FINAL EXAMS FINAL EXAMS	*To enhance their learning	*Worksheets		

SUBJECT TEACHER

BGS INTERNATIONAL PUBLIC SCHOOL

SECTOR 5, DWARKA ,NEW DELHI

CURRICULUM

SUBJECT : PHYSICS

SESSION: 2024-25

TEXT BOOK: A Textbook of Science class IX (NCERT)

CLASS-IX

TEACHER'S NAME: DEVIKA GANDHI

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL & MAY	<p><u>MOTION</u></p> <p>UNIFORM AND NON-UNIFORM MOTION</p> <p>DISTANCE AND DISPLACEMENT</p> <p>SPEED AND VELOCITY</p> <p>GRAPHICAL REPRESENTATION OF MOTION</p> <p>EQUATIONS OF MOTION</p>	<p>Student will be able to</p> <ul style="list-style-type: none"> • Understand about the path followed by the uniform and non-uniform motion • Understand distance, displacement, speed, velocity and acceleration • Cite the examples of accelerated motion and non-accelerated motion • Understand the concept of slope of a graph • Improve their problem solving skills" 	<p>Interactive method</p> <p>Lecture cum note making method</p> <p>Demonstration method</p> <p>Problem solving method</p>	<p>After studying the topic students will able to:</p> <ul style="list-style-type: none"> • Comprehend the concept of uniform and non-uniform motion • Comprehend and define distance, displacement, speed, velocity and acceleration • Interpret the graphical representation of different types of motion • Draw the graph of different motion • understand and evaluate speed, acceleration and distance from various graphs. • Understand the three equations of motion 	<ul style="list-style-type: none"> • To draw the graph, to show the path followed by the uniform motion and non-uniform motion • Measuring the distance and displacement in a straight and circular motion and explain the concept of distance and displacement • Drawing the distance-time and velocity-time graph from the given information

	UNIFORM CIRCULAR MOTION	Understand the concept of circular motion and why it is known as accelerated motion		<ul style="list-style-type: none"> • Understand the concept of uniform circular motion • evaluate speed in circular motion • represent motion of given situation in graphical manner • Solve the problem based on the three equations of motion 	
MAY	FORCE AND LAWS OF MOTION BALANCED AND UNBALANCED FORCES FIRST LAW OF MOTION INERTIA AND MASS	<ul style="list-style-type: none"> • understand force and its effects • understand meaning of balanced and unbalanced forces • understand newton's first law and its applications in daily life. • explain the term inertia. 	Interactive method Lecture cum note making method Demonstration method Use of multi media	<ul style="list-style-type: none"> • Comprehend the concept of force and its effect • Define balanced and unbalanced force • differentiate between two • Give examples of balanced and unbalanced force • State newton's first law of motion • explain the first law of motion in various situations in their daily life • define inertia 	<ul style="list-style-type: none"> • To show the balanced and unbalanced force by doing the activity of pushing of wall • To show that large force is needed to push the heavy object as compared to the lighter • To show the flicking of card and coin to explain inertia
JULY	SECOND LAW OF MOTION AND ITS MATHEMATICAL FORMULATION CONCEPT OF MOMENTUM THIRD LAW OF MOTION	<ul style="list-style-type: none"> • understand newton's second and third laws and their applications in daily life. • explain the terms like impulse and momentum. • calculate force acting on an object, the momentum 	Interactive method Lecture cum note making method Demonstration method Problem solving method Use of multi media	<ul style="list-style-type: none"> • Derive the mathematical expression of force • evaluate the numerical value of force and momentum. • Understand the Newton's second and third law of motion • State the statement of second and third law's of motion • Understand the application of three law's of motion 	<ul style="list-style-type: none"> • To check the third law of motion and first law of motion with the activity • To show the motion of fully inflate balloon and to understand the concept of

	CONSERVATION OF MOMENTUM	<p>associated with any moving object.</p> <ul style="list-style-type: none"> understand law of conservation of momentum for any two objects 		State the law of conservation of momentum	conservation of momentum
JULY & AUGUST	<p>GRAVITATION</p> <p>UNIVERSAL LAW OF GRAVITATION</p> <p>FREE FALL</p> <p>ACCELERATION DUE TO GRAVITY</p> <p>MASS AND WEIGHT</p> <p>WEIGHT OF AN OBJECT ON MOON</p> <p>PT1 EXAMS</p>	<ul style="list-style-type: none"> State universal law of gravitation and derive it mathematically understand the importance of newton's law of gravitation. Understand the importance of the gravity Appreciate the work done by Newton in understanding the force of gravity Calculate value of g and compare it with other planets differentiate between g and G; mass and weight. calculate quantities using equations of motion during a free fall Understand the cause of the motion of the planets Improve their problem solving skills 	<p>Interactive method</p> <p>Lecture cum note making method</p> <p>Demonstration method</p> <p>Problem solving method</p> <p>Use of multi media</p>	<ul style="list-style-type: none"> Understand the concept of gravity and universal law of gravitation Derive the mathematical expression of universal law of gravitation Understand the concept of acceleration due to gravity Understand the concept of freefall Calculate the gravitational force and g Understand the concept of acceleration due to gravity Understand the variation of g with altitude Differentiate between mass and weight Understand the application of gravity evaluate the numerical value of g at different places like earth and moon. calculate the weight of given object on moon and earth 	<ul style="list-style-type: none"> Worksheet on numericals will be given

<p>AUGUST</p>	<p>FLOATATION</p> <p>THRUST AND PRESSURE</p> <p>BUOYANCY</p> <p>FLOATING AND SINKING OF OBJECT IN WATER</p> <p>ARCHIMEDES' PRINCIPLE</p> <p>RELATIVE DENSITY</p>	<ul style="list-style-type: none"> • Understand the concept of thrust, pressure, • Understand the concept of pressure exerted by fluids and buoyancy • Understand why some objects float or sink? • State the Archimedes' principle • Apply the concept of Archimedes' principle • Understand the concept of density and relative densities 	<p>Interactive method</p> <p>Lecture cum note making method</p> <p>Demonstration method</p> <p>Problem solving method</p> <p>Use of multi media</p>	<p>FLOATATION</p> <ul style="list-style-type: none"> • Define thrust and pressure and give their SI units • explain the applications of thrust and pressure. • Understand the relation between area and force • Understand the how buoyant force depends on density of liquid and weight of the object • understand the concept of flotation. • Solve numerical problems based on thrust and pressure. • calculate the density of a given solid. • understand if object will float or sink on the basis of relative density. • Understand the application of Archimedes's principle • relate Archimedes' principle with floating objects. • Calculate the density and relative density of an object 	<ul style="list-style-type: none"> • To show that the weight of an object decreases when immerse in the water (buoyant force) • To observe the buoyant when a ball is push into water • To determine density of solid (denser than water) by using a spring balance and a measuring cylinder
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SEPTEMBER		know and correct the mistakes done in the tests taken in class	Discussion method	Understand and evaluate the errors and mistakes done in the paper and would be able to improve upon the same through correction.	Practice papers will be given
PT II EXAMS					
OCTOBER & NOVEMBER	<p><u>WORK ENERGY AND POWER</u></p> <p>WORK</p> <p>KINETIC AND POTENTIAL ENERGY</p> <p>LAW OF CONSERVATION OF ENERGY</p> <p>CONCEPT OF POWER</p>	<ul style="list-style-type: none"> • scientific concept of work positive, negative and zero work done • Define work done according to science • List conditions necessary for work to be done • Define positive negative and zero work done • Identify and list different types of energy. • Define and derive kinetic and potential energy • understand the phenomenon of transformation of energy • state the law of conservation of energy • define power and understand the relation between units of energy 	<p>Interactive method</p> <p>Lecture cum note making method</p> <p>Demonstration method</p> <p>Problem solving method</p> <p>Use of multi media</p>	<ul style="list-style-type: none"> • Understand the concept of work done • Differentiate between negative and the positive work done • Define positive,negative and zero work done with examples • Infer work done in given situations • Understand the concept of kinetic energy and the potential energy • derive expression of KE and PE • Give example of situations in which object possess kinetic and potential energy • State the law of the conservation of energy • Understand the concept of power • Define 1 watt • comprehend various examples showing transformation of energy. 	<ul style="list-style-type: none"> • To show the work done by kinetic energy and the potential energy • Showing some videos relating to this chapter to promote their understanding level

<p>JANUARY</p>	<p><u>SOUND</u></p> <p>PRODUCTION AND PROPAGATION OF SOUND</p> <p>LONGITUDINAL AND TRANSVERSE WAVES</p> <p>CHARACTERISTICS OF SOUND WAVE</p> <p>SPEED OF SOUND IN DIFFERENT MEDIA</p>	<ul style="list-style-type: none"> • understand the phenomena of production as well as the propagation of sound • Understand the types of wave • Understand the relationship between the frequency, speed and wavelength of a sound • list various characteristics of a wave • understand concept of compression and rarefaction • Understand that sound needs a medium to travel • Understand about the dependence of sound on temperature and medium 	<p>Interactive method</p> <p>Lecture cum note making method</p> <p>Demonstration method</p> <p>Problem solving method</p> <p>Use of multi media</p>	<ul style="list-style-type: none"> • explain how the sound is produced and propogates • comprehend different types of waves and their characteristics • define longitudinal and transverse wave • Differentiate between the longitudinal and transverse waves • Understand the different characteristics of sound: frequency, time period, amplitude, wavelength and speed of sound • Differentiate between rarefaction and compression • Understand the speed of sound in different media • Explain why speed of sound is different in different media • Discover the variation of speed of sound with temperature 	<ul style="list-style-type: none"> • To show that sound need a media to travel • To determine velocity of a pulse propagated through a stretched string/slinky • To verify laws of reflection of sound • To observe sound produce by the tuning fork • To check the transverse and longitudinal wave form by slinky
	<p>ECHO</p> <p>REVERBERATION</p> <p>MULTIPLE REFLECTION OF SOUND</p>	<ul style="list-style-type: none"> • understand the meaning of echo and reverberation • understand the concept of multiple reflection • comprehend the concept of ultrasound and its applications. 	<p>Interactive method</p> <p>Lecture cum note making method</p> <p>Demonstration method</p> <p>Problem solving method</p> <p>Use of multi</p>	<ul style="list-style-type: none"> • Define echo and reverberation • know about condition that is required for echo to take place • Get the idea of how to minimise the reverberation • apply concept of multiple reflection of sound in real life 	

	RANGE OF HEARING APPLICATIONS OF ULTRASOUND	<ul style="list-style-type: none"> students will be able to solve numerical based on echo, SONAR etc 	media	situations <ul style="list-style-type: none"> Differentiate between the infrasound and ultrasound understand the concept of ultrasound list the applications of ultrasound Apprehend the hunting process of bats and communication process of dolphin 	
FEBRUARY	REVISION				
FEBRUARY & MARCH	FINAL EXAMINATION				

SUBJECT TEACHER –DEVIKA GANDHI

CURRICULUM CLASS IX

SUBJECT: CHEMISTRY

SESSION:2024-25

TEXT BOOK: NCERT

TEACHER'S NAME: Dr. ARKAJA KUMAR YADAV

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL	MATTER IN OUR SURROUNDINGS (1) The properties of matter (2) States of matter	To ensure that students (1) Understand the meaning of Matter (2) To be able to correlate matter with their surroundings (3) True solution, Colloid, Suspension	Demonstration Discussion Lecture Black board Notes Worksheet	It is expected that the students will be able to (1) Understand the four characteristics of matter. (2) Differences between solid, liquid and gas	Activities:1.1-1.4(NCERT) Practicals: Preparation of a true solution, colloid and suspension and their distinction based on their filtration criterion, transparency and stability.
MAY	MATTER IN OUR SURROUNDINGS (1) Evaporation (2) Latent Heat	To ensure that students (1) Understand the factors affecting evaporation (2) Meaning of latent heat.	Discussion Lecture Module Notes Worksheet	It is expected that the students will be able to Understand the factors affecting evaporation.	Activities: 1.5-1.6(NCERT)

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
MAY	IS MATTER AROUND US PURE (1) True solution (2) Colloid (3) Suspension	To enable students to: (1) Understand the concepts of various solutions and mixtures.	Demonstration Discussion Lecture Modules Notes Worksheet	It is expected that the students will be able to: (1) Differentiate between pure and impure substances. (2) Understand the terms concentration and solubility	Practicals: Reaction of (1) Zinc with HCl (2) Iron with copper sulphate Activities: 1.7 (NCERT)
JULY	IS MATTER AROUND US PURE (1) True solution (2) Colloid (3) Suspension Contd.	To enable students to: (1) Understand the concepts of various solutions and mixtures.	Demonstration Discussion Lecture Modules Notes Worksheet	It is expected that the students will be able to: Understand the concepts of various kinds of mixtures.	Practicals: Reaction of (1) Zinc with HCl (2) Iron with copper sulphate Activities: 2.3.1-2.3.6 (NCERT)

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
AUGUST	IS MATTER AROUND US PURE Revision of both the chapters.	To help students revise all concepts	Worksheets Discussion Black board	Should be able to solve all kinds of questions in NCERT Exemplar and text book	Practicals: (1) Burning of Mg ribbon in air (2) Heating of copper sulphate crystals
SEPTEMBER	ATOMS AND MOLECULES (1) Laws of chemical combination, Atom and Molecule concept (2) Atomicity, Atomic Mass unit (3) Valency	To enable students to understand: (1) What are atoms, molecules and ions. (2) Atomicity (3) Atomic mass and atomic number	Demonstration Discussion Lecture Modules Notes Worksheet	It is expected that the students will be able to (1) Differentiate between atoms, molecules and ions. (2) Calculate the valency of different elements.	Practicals: To verify Law of Conservation of Mass

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
OCTOBER	<p>ATOMS AND MOLECULES</p> <p>(1) Valency contd.</p> <p>(2) Formulae</p>	<p>To enable students to:</p> <p>(1) Valency</p> <p>(2) Writing formulae of various compounds</p>	<p>Discussion</p> <p>Lecture</p> <p>Modules</p> <p>Notes</p> <p>Worksheet</p>	<p>It is expected that the students will be able to</p> <p>(1) How to calculate the valency of different elements.</p> <p>(2) How to write the various formulae.</p>	
NOVEMBER	<p>ATOMS AND MOLECULES AND STRUCTURE OF ATOM</p> <p>(1) Rutherford's atom</p> <p>(2) Thomson's Model of an atom</p>	<p>To enable students understand the models of various scientists and their limitations.</p>	<p>Discussion</p> <p>Lecture</p> <p>Worksheet</p> <p>Board</p>	<p>It is expected that the students will understand</p> <p>Structure of atoms.</p> <p>Thomson's model</p> <p>Rutherford's model of an atom and the drawbacks</p>	

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
DECEMBER	<p>STRUCTURE OF ATOM</p> <p>(3) Bohr's Model of an atom</p> <p>(4) Periodic Table</p> <p>(5) Isotopes and Isobars</p> <p>REVISION OF KEY CONCEPTS AND TERMS FROM THE FIRST TWO CHAPTERS</p>	<p>To enable students to understand</p> <p>(1) To help students revise</p> <p>(2) To clarify their doubts</p>	<p>Discussion</p> <p>Lecture</p> <p>Black board</p> <p>Notes</p> <p>Worksheet</p>	<p>It is expected that students will understand:</p> <p>The Structure of Bohr's atom</p> <p>Isotopes and isobars and know their examples.</p> <p>(1) Students should be able to answer all NCERT and NCERT Exemplar questions</p> <p>(2) Solve the sample papers</p>	
JANUARY	<p>ATOMS AND MOLECULES-Revision</p>	<p>(1) To help students revise</p> <p>(2) To clarify their doubts</p>	<p>Discussion</p> <p>Modules</p> <p>Worksheet</p>	<p>Students should be able to:</p> <p>(1) Answer all NCERT and NCERT Exemplar questions and the sample question papers.</p>	
FEBRUARY	<p>STRUCTURE OF ATOM-Revision</p>	<p>(1) To help students Revise and clarify doubts</p>	<p>Discussion</p> <p>Modules</p>	<p>Students should be able to answer all NCERT and Exemplar questions</p>	

**BGS INTERNATIONAL PUBLIC SCHOOL, SECTOR-5, DWARKA, NEW DELHI
CURRICULUM**

SUBJECT: BIOLOGY
TEXT BOOK: NCERT
TEACHER: SAMIKSHYA MOHAPATRA

SESSION: (2024-2025)
CLASS:IX

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL-MAY	<p><u>THE FUNDAMENTAL UNIT OF LIFE</u></p> <ul style="list-style-type: none"> Discovery of cell Unicellular and multicellular structure of organisms Cell theory Division of labour in a cell Diffusion and osmosis Structure and function of cell organelles Cell division by Mitosis and Meiosis 	<p>To enable students to-</p> <ul style="list-style-type: none"> understand and appreciate the discovery of cell understand the importance of type of cells understand the meaning of division of labour in a cell differentiate between osmosis and diffusion draw various parts of a cell compare between plant cell and animal cell significance of cell division 	<p>Interactive method Demonstration method Problem solving method</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> analyse the history behind the discovery of cell interpret the meaning of division of labour with respect to cell differentiate between prokaryotic and eukaryotic cell explain the structure and function of plasma membrane and cell wall by comparing the both explain the exchange of various materials through osmosis or diffusion. Differentiate osmosis and diffusion with daily based examples. Compare mitosis and meiosis. 	<p>To study/identify parts of a compound microscope which is generally used to observe a plant/animal cell.</p> <p>To prepare a temporary slide of human cheek cells and onion peel and to record observations and draw their labeled diagrams.</p>
JULY-AUGUST	<p><u>TISSUE</u></p> <ul style="list-style-type: none"> Meristematic Tissues Permanent tissue Types of permanent tissues Simple permanent tissue Complex permanent tissue- Animal tissues and its types 	<p>To enable students to-</p> <ul style="list-style-type: none"> Understand the structure and functions of meristematic and permanent tissues Classify permanent tissues as simple and complex tissues 	<p>Interactive method Lecture Demonstration Multimedia</p>	<p>Students would be able to -</p> <ul style="list-style-type: none"> differentiate between meristematic and permanent tissues locate different tissues in the plant body locate various animal tissues in the living organisms 	<p>students to observe permanent slides of plant tissues like parenchyma, collenchyma, sclerenchyma and animal tissues like smooth muscles,</p>

	<ul style="list-style-type: none"> • Epithelial Tissues • Connective tissue • Muscular tissue • Nervous tissue 	<ul style="list-style-type: none"> • Explain the functioning of various animal tissues • Draw the labeled diagram of various tissues • Differentiate between various epithelial tissues and connective tissues • Explain importance of nervous and muscular tissues 		<ul style="list-style-type: none"> • correlate various animal tissues and their functions 	cardiac muscles, striated muscles and nervous tissues.
SEPTEMBER - OCTOBER	REVISION	Self assessment and rectifying the mistakes. Practice towards perfection	Discussion/ Oral test/Quiz/ Solving worksheets/ Assignments.	Understand and evaluate the errors and mistakes made and would be able to improve upon the same through correction.	
NOVEMBER- DECEMBER	<u>IMPROVEMENT IN FOOD RESOURCES</u> <ul style="list-style-type: none"> • Manure and fertilizers • Irrigation • Cropping patterns • Crop protection • pests and weeds • Storage of grains • Animal husbandry • Cattle farming • Cross breeding indigenous variety and exotic variety • Poultry farming • Egg and broiler production • Poultry feed and management • Fish production • Inland fisheries • Bee keeping 	To enable the student to- <ul style="list-style-type: none"> • differentiate between manure and fertilizers • explain ways for crop variety improvement • explain the cropping patterns • explain the importance of grain storage • know the meaning of animal husbandry • differentiate between indigenous and exotic variety of animals • differentiate between roughage and concentrate • understand the concept of poultry farming • explain specific food requirement of poultry birds. • understand the concept of 	Interactive method Lecture Demonstration Multimedia	Students will be able to – <ul style="list-style-type: none"> • apply the knowledge of manure and fertilizers in everyday life • differentiate between irrigation and watering • interpret the cropping patterns in a field • understand importance of crop maintenance • explain organic farming • explain hybridization and its advantages • differentiate between capture fishery and culture fishery • interpret utility of honey 	Power point presentation on Genetically modified crops.

		composite fish culture and capture fishing <ul style="list-style-type: none"> • explain the types of bees with specific quality • correlate pasturage and quality of honey 			
JANUARY-FEBRUARY	REVISION	Self assessment and rectifying the mistakes. Practice towards perfection	Discussion/ Oral test/Quiz/ Solving worksheets/ Assignments.	Understand and evaluate the errors and mistakes made and would be able to improve upon the same through correction.	



BGS INTERNATIONAL PUBLIC SCHOOL

SECTOR 5, DWARKA ,NEW DELHI

CURRICULUM

SUBJECT : SOCIAL SCIENCE

SESSION: 2024-25

TEXT BOOK: NCERT

CLASS- IX

TEACHERS NAME: *Sona Singh, Abha Kumar, Sakshi Virmani*

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL	HISTORY-CHAPTER 1- FRENCH REVOLUTION- French society during the late 18th century, the outbreak of revolution, France abolishes monarchy and becomes republic, condition of women, the abolition of slavery, the revolution and everyday life.	Familiarising with the political declarations, names of people involved different ideas inspiring revolution	<i>Textbook, Map, Explanation, Multimedia</i>	After completion of this unit, students will be able to- <ul style="list-style-type: none">• Extract important ideas from a reading.• Recall basic information regarding the French Revolution.• Understand and describe debt, supply and demand, and taxation and use these ideas outside of the classroom.• Recognize why France was in the economic state that it was in prior to the French Revolution and why it was a contributing factor to the causes of the Revolution.	<ul style="list-style-type: none">• To draw the symbols used during the Revolution.• worksheet• Map work

				<ul style="list-style-type: none"> • Compare and Contrast the post- revolutionary governments of France with one another as well as with other post- revolutionary governments previously studied. 	
APRIL	<u>ECONOMICS</u> THE STORY OF VILLAGE PALAMPUR: (Chapter 1)	<p>Familiarising the children with some basic economic concepts through an imaginary story of a village. To familiarise students with the various Factors of Production required for the production activities.</p> <p>Introducing students to various non farming activities practised in villages.</p> <p>Economic transactions of Palampur and its interaction with the rest of the world through which the concept of production (including three factors of</p>	<p>LECTURE METHOD</p> <p>QUESTION AND ANSWER METHOD</p> <p>DISCUSSION</p> <p>MULTI MEDIA</p>	<p>After completion of this unit, students will be able to-</p> <p>Explain the economic transactions of Palampur and its interaction with the rest of the world.</p> <p>Explain the various Factors of Production.</p> <p>How the productivity of Land can be increased.</p> <p>The features of Modern Methods of Farming</p> <p>Types of Capital requirement by the farmers and the sources of capital for them</p>	<p>Work Sheets</p> <p>Pictorial representation of rural area showing various activities</p>

		production (land, labour and capital) can be introduced.		Students should also be able to briefly explain the non farming activities practised in rural areas.	
APRIL	<u>GEOGRAPHY</u> Chapter-1 India Size and Location.	To understand the location and size of India and the strategic importance of its location.	LECTURE METHOD QUESTION AND ANSWER METHOD DISCUSSION MULTI MEDIA	Students will understand the location, size and importance of latitudinal & longitudinal extent of India	<ul style="list-style-type: none"> • States & Capitals • Union territories. • Latitudes & longitudes. • Assignments & worksheets Map list items as per CBSE.
MAY	<u>POL. SC.-</u> WHAT IS DEMOCRACY? WHY DEMOCRACY?	Developing the sophisticated defence of democracy against common prejudices	Lecture method Question and answer method Discussion Multi media	The learners would be able to differentiate between the democratic and non democratic features. To highlight the merits and demerits of democracy and how democracy is better.	<ul style="list-style-type: none"> • To find out the present political conditions in the countries studied in chap- Pakistan, Zimbabwe, Mexico, Myanmar etc
MAY	<u>ECONOMICS</u> PEOPLE AS RESOURCE (CHAPTER 2)	Familiarisation of a few population related concepts and sensitization of child that people as asset can participate and contribute in nation building.	LECTURE METHOD QUESTION AND ANSWER METHOD DISCUSSION MULTI MEDIA	After completion of this unit, students will be able to- Explain of how people become resource / asset; Economic activities done by men and women; Unpaid work done by women;	Assignment Sheets

				<p>Quality of human resource;</p> <p>Role of health and education in human capital formation</p> <p>Unemployment as a form of non utilisation of human resource;</p> <p>Socio Political implication of unemployment .</p>	
MAY	<p><u>GEOGRAPHY</u></p> <p>Chapter-2</p> <p>India Physical feature</p>	To understand the major landform features of India and geological structure.	<p>LECTURE METHOD</p> <p>QUESTION AND ANSWER METHOD</p> <p>DISCUSSION</p> <p>MULTI MEDIA</p>	<p>Students will understand the physiographic divisions of India and learn in detail about them.</p> <p>How these features have been formed, their feature,</p> <p>How the different physiographic divisions are complementary to each other</p>	<p>MIND MAP</p> <p>Map list items as per CBSE.</p> <p>ASSIGNMENTS</p>
JULY	<p>History-Chapter 2-</p> <p>SOCIALISM IN EUROPE AND THE RUSSIAN REVOLUTION</p>	Understanding of concept of socialism, causes of rev., Stalinism and Collectivisation	<p>Lecture method</p> <p>Question and answer method</p> <p>Discussion</p> <p>Multi media</p>	<p>The students will be able to learn-</p> <p>The beliefs of radicals, liberals, conservatives.</p> <p>Develop the understanding of development of feeling for socialism by Russians.</p> <p>The background for the Russian revolution,</p>	<ul style="list-style-type: none"> • Worksheet • To Watch any documentary on Russian Revolution • Activity-Comparative study of Liberals, Radicals and Conservatives • Map Work as per CBSE.

				<p>Understanding of Stalin's collectivisation programme,</p> <p>Change in the feeling of the way socialism was working by the end of 20th century.</p>	
JULY	POL SC. L-CONSTITUTIONAL DESIGN	Introduction to the process of constitution making, development of appreciation for constitutional values.	<p>Lecture method</p> <p>Question and answer method</p> <p>Discussion</p> <p>Multi media</p>	<p>The students would be able to</p> <p>Tell the process of constitution making.</p> <p>The difficulties in the path of constitution making .</p> <p>Develop the respect for constitutional values.</p>	<p>Worksheet</p> <p>To watch documentaries on India's freedom struggle.</p>
JULY	PEOPLE AS RESOURCE (CHAPTER 2) CONTINUED	Familiarisation of a few population related concepts and sensitization of child that people as asset can participate and contribute in nation building.	<p>LECTURE METHOD</p> <p>QUESTION AND ANSWER METHOD</p> <p>DISCUSSION</p> <p>MULTI MEDIA</p>	<p>After completion of this unit, students will be able to-</p> <p>Explain of how people become resource / asset;</p> <p>Economic activities done by men and women;</p> <p>Unpaid work done by women;</p> <p>Quality of human resource;</p> <p>Role of health and education in human capital formation</p>	

				<p>Unemployment as a form of non utilisation of human resource;</p> <p>Socio Political implication of unemployment .</p>	
JULY	<p>Chapter-2</p> <p>India Physical feature</p> <p>Same (Cont.)</p>	<p>To understand the major landform features and geological structure.</p>	<p>LECTURE METHOD</p> <p>QUESTION AND ANSWER METHOD</p> <p>DISCUSSION</p> <p>MULTI MEDIA</p>	<p>Students will understand the physiographic divisions of India and learn in detail about them.</p>	<p>Map list items as per CBSE.</p>
AUGUST	<p>History</p> <p>Chapter 3</p> <p>NAZISM AND THE RISE OF HITLER</p>	<p>Discussing the critical significance of Nazism in shaping the politics of modern world</p>	<p>Lecture method</p> <p>Question and answer method</p> <p>Discussion</p> <p>Multi media</p>	<p>Upon completion of this lesson,</p> <p>The students will be able to:</p> <p>Distinguish between communism and socialism.</p> <p>Define nazism,</p> <p>Analyse Nazi propaganda,</p> <p>Outline key political and social events that contributed to Hitler's rise to power</p>	<ul style="list-style-type: none"> • To watch the documentaries on Hitler. • Germany during FWW. • Worksheet • Map work as per CBSE
AUGUST	<p>ECONOMICS</p> <p>CHAPTER 1 AND 2 REVISION</p>				

AUGUST	<u>GEOGRAPHY</u> Chapter-3 Drainage	To understand river system of the country and explain the role of rivers in Indian civilization.	LECTURE METHOD QUESTION AND ANSWER METHOD DISCUSSION MULTI MEDIA	Students will learn about all the rivers of India and how these rivers influence our economy. Their source of origin, tributaries ,drainage basins etc	PROJECT ON GAP Poster on Water pollution and conservation Map list items as per CBSE.
SEPTEMBER	REVISION AND MID TERM EXAM				
OCTOBER	POL SC. L-ELECTORAL POLITICS	Familiarising with electoral system, development of appreciation for increased participation of citizens, recognising the significance of election commission	Lecture method Question and answer method Discussion Multi media	The students would be able to know The reasons for elections. Features which makes elections democratic. The Indian election process and the features which make it democratic.	<ul style="list-style-type: none"> • To observe the election process of State happening during that time. • Worksheet. • To paste symbols of some of the political parties.
OCTOBER	HISTORY L-PASTORALISTS IN THE MODERN WORLD(To Be Assessed In Periodic Assessment)	Familiarisation with the different pastoral groups of India and Africa. Analysing their lifestyle . Understanding of the impact on their lives	Lecture method Question and answer method Discussion	Students will learn: Changes in the lives of peasant and farmers of India, the USA, England.	<ul style="list-style-type: none"> • Map work as per CBSE. • Imagine you are living in 1890s.You belong to a community of

		under colonial rule and understanding the measures adopted to cope up the situation.	Multi media	Effects of new laws,new technology,new ideas of property on rural world. The Effect of capitalism and colonialism on rural lives	nomadic pastoralists and craftsmen.You learn that the Government has declared your community as a Criminal Tribe. ➤ Describe your feelings and your action. Write a petition to the local collector explaining why this Act is unjust and how it will affect your life.
OCTOBER	ECONOMICS Poverty as a Challenge (CHAPTER 3)	Understanding of poverty as a challenge and sensitization of the learner. Appreciation of the government initiative to alleviate poverty	LECTURE METHOD QUESTION AND ANSWER METHOD DISCUSSION MULTI MEDIA	After completion of this unit, students will be able to- Who is poor (through two case studies: one rural, one urban); Indicators of Poverty; Absolute poverty and what does poverty line mean and how to determine poverty line Historical and Socio Economic and Cultural causes of Poverty in India Comparison between countries; steps taken by government for poverty alleviation	Project on targeted anti poverty programs Assignment sheets

OCTOBER	<u>GEOGRAPHY</u> Chapter-4 Climate	To identify various factors influencing climate of India and explain climatic variation of our country.	LECTURE METHOD QUESTION AND ANSWER METHOD DISCUSSION MULTI MEDIA	Students will understand various seasons and climatic variation. They will be able to explain the various factors affecting the climate of India and the mechanism of Monsoon They will gain knowledge about role of monsoon in India.	Map list items as per CBSE. Weather report
NOVEMBER	POL. SC CHAPTER-5 WORKING OF INSTITUTIONS	Providing of overview of central government structure, understanding of key role of parliament, judiciary	Lecture method Question and answer method Discussion Multi media	The learners would be able to know- The powers of President n Prime ministers. The ways of appointment of PM and Council of ministers. The difference between political and permanent executive. The relation between the three institutions for checks and balances.	<ul style="list-style-type: none"> List names of any FIVE Cabinet ministers, Minister of State, Minister of State with Independent charges. To find out names of Election Commission of India, Chief Justice of India.
NOVEMBER	POL SC DEMOCRATIC RIGHTS	Development of awareness of citizen's rights, recognition of the ways in which the rights are exercised and denied in real life situation,	Lecture method Question and answer method Discussion	The students would be able to learn The importance of rights.	<ul style="list-style-type: none"> Discussion on different democratic rights. Worksheet Story board on any one right-Activity

		understanding of judicial system ,human rights commission	Multi media	The different fundamental rights. The expanding scope of rights with the passage of time.	
NOVEMBER	ECONOMICS Food Security in India (CHAPTER 4)	Exposing the students to an economic issue which is a basic necessity of life. Appreciate and critically look at the role of government in ensuring food supply.	LECTURE METHOD QUESTION AND ANSWER METHOD DISCUSSION MULTI MEDIA	After completion of this unit, students will be able to- Explain the meaning of Food Security and it's dimensions Tell who are food insecure in rural and urban areas Explain sources of foodgrains and variety across the nation, Explain how any calamity or disaster can affect food security Famines in the past, The need for self sufficiency in food production Role of government in food security, procurement of food grains, overflowing of granaries and people without food, Public distribution system, Reasons for the failure of PDS	List of various crops grown in India with regions FOOD security Act – Brief synopsis Assignment sheets

				Role of cooperatives and NGO's in food security	
NOVEMBER	<u>GEOGRAPHY</u> Chapter-5 Natural Vegetation (INTER DISCIPLINARY PROJECT)	To find out the nature of diverse flora and fauna and their distribution.	LECTURE METHOD QUESTION AND ANSWER METHOD DISCUSSION MULTI MEDIA	The students will learn about type of vegetation in India. They will develop concern about the need to protect biodiversity of India	POSTER ON SAVE WILDLIFE PPT Map list items as per CBSE.
DECEMBER	HISTORY L-FOREST SOCIETY AND COLONIALISM(INTER DISCIPLINARY PROJECT)	Understanding of impact of colonialism on forest societies and the implication of scientific forestry, discussion of various revolts	Lecture method Question and answer method Discussion Multi media	The students will be able to learn- Causes of deforestation during colonial period, Affects of the Forest Act on shifting cultivators and on the people of forest and the different employment taken up by them, The reasons of Bastar rebellion and its positive impact, The Dutch scientific forestry in Java and how it brought changes in the lives of people and their ways of revolt.	

DECEMBER	ECONOMICS Food Security in India (CHAPTER 4)	<p>Exposing the students to an economic issue which is a basic necessity of life.</p> <p>Appreciate and critically look at the role of government in ensuring food supply.</p>	LECTURE METHOD QUESTION AND ANSWER METHOD DISCUSSION MULTI MEDIA	<p>After completion of this unit, students will be able to-</p> <p>Explain the meaning of Food Security and it's dimensions</p> <p>Tell who are food insecure in rural and urban areas</p> <p>Explain sources of foodgrains and variety across the nation,</p> <p>Explain how any calamity or disaster can affect food security</p> <p>Famines in the past,</p> <p>The need for self-sufficiency in food production</p> <p>Role of government in food security, procurement of foodgrains, overflowing of granaries and people without food,</p> <p>Public distribution system,</p> <p>Reasons for the failure of PDS</p> <p>Role of cooperatives and NGOs in food security</p>	
DECEMBER	<u>GEOGRAPHY</u> Chapter-6	<p>To analyses uneven nature of population distribution. To</p>	LECTURE METHOD	<p>Students will gain knowledge about the size of our population</p>	<p>Map list items as per CBSE.</p>

	Population	understand various occupations of people and various factors of population change.	QUESTION AND ANSWER METHOD DISCUSSION MULTI MEDIA	and the factors of population change. Analyse the uneven nature of population distribution and show concern about the large size of our population. Identify the different occupations• of people and explain various factors of population change. Explain various dimensions of• National Population Policy and understand the needs of adolescents as underserved group	
JANUARY					➤
JANUARY	<u>GEOGRAPHY</u> Chapter-6 (CONTINUED) Population	To analyses uneven nature of population distribution. To understand various occupations of people and various factors of population change.	LECTURE METHOD QUESTION AND ANSWER METHOD DISCUSSION MULTI MEDIA	Students will gain knowledge about the size of our population and the factors of population change. Analyse the uneven nature of population distribution and show concern about the large size of our population. Identify the different occupations• of people and explain various factors of population change. Explain various dimensions of• National Population Policy and understand the needs of adolescents as underserved group	Map list items as per CBSE.

FEBRUARY	REVISION
MARCH	FINAL TERM EXAMINATION

DISASTER MANAGEMENT-THE STUDENTS HAVE TO DO PROJECT OF 5 MARKS AS PER THE CBSE GUIDELINES WHICH WILL BE GIVEN IN SUMMER VACATION FOR EVALUATION.

SUBJECT TEACH

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BGS INTERNATIONAL PUBLIC SCHOOL**SECTOR 5, DWARKA ,NEW DELHI****CURRICULUM****CLASS - IX****SUBJECT : COMPUTER APPLICATIONS****SESSION: 2024-25****TEXT BOOK: BLUEPRINT EDUCATION****TEACHERS NAME: Mr. SATISH KUMAR SAINI**

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL	MS word 2010: A Word Processing Tool More on MS Word 2010	To make the concept of word processor and its uses clear to the Students.	<ul style="list-style-type: none">• Explanation• Demonstration• Practical	Ability to work on Office Tools such as MS Word.	Draft different letters, Posters, advertisements And Reports. Design your class Timetable.
MAY	Fundamental of computer system Input ,Output and Storage Devices	Familiarity with basics of computers, characteristics of a Computer.	<ul style="list-style-type: none">• Explanation• Demonstration• Practical	Ability to work on Secondary memory devices. Ability to use different forms Of technologies.	Worksheets for practice. Preparation of a presentation on different Computer parts.
JULY	Operating system Python	To understand Operating system, it types. To make students understand the concept of programming.	<ul style="list-style-type: none">• Explanation• Demonstration• Practical	Student will be able to identify Need for an Operating System. Understanding of programs, And codes.	Worksheets for practice. Write a program to print sum of two numbers.
AUGUST	REVISION				
SEPTEMBER	MID TERM EXAMINATION				

OCTOBER	MS Excel 2010 :A Spreadsheet Tool	To make the concept of MS Excel and its uses clear to the Students.	<ul style="list-style-type: none"> • Explanation • Demonstration • Practical 	Perform basic data Manipulation using Spreadsheets.	<ul style="list-style-type: none"> • Design your class timetable. • Prepare format to calculate sum of your marks and percentage
NOVEMBER	Communication and content Technology Cyber - Safety	To make students understand the concept of Network To browse the web and use social networks safely .	<ul style="list-style-type: none"> • Explanation • Demonstration • Practical 	Students will be aware about advantage of computer network . Students will be aware about online risks.	Preparation of a Presentation on computer Network Preparation of a Presentation on Cyber stalking .
DECEMBER	REVISION				
JANUARY					
FEBRUARY					
MARCH	FINAL EXAM				

BGS INTERNATIONAL PUBLIC SCHOOL

SECTOR 5, DWARKA ,NEW DELHI

CURRICULUM

SUBJECT : ART EDUCATION

SESSION: 2024-25

TEACHERS NAME: GUNJAN SACHDEVA

CLASS- 9

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL- MAY	-Name Logo with colouring	To teach them how to make logo of their initials.	Art File, Outdoor sketching .	Students should be able to use different calligraphy fonts to make logo of their initials.	Wall hanging with waste materials
	Colour Wheel – primary colours , secondary colours and tertiary colours				
	Wall Hanging with waste materials	To teach them some creative work	Activity method Group activity	They should be able to create Beautiful wall hangings	
	Mosaic painting with any medium	To teach them how to do mosaic with different mediums.	Art file	Students should be able to make mosaic with mixing of different medium of colours.	
	Poster making	To teach them how to make posters on different topics	Art file	They should be able to make posters with their own creativity	

JULY	<p>-Man made objects & Natural objects.</p> <p>-Still Life.</p> <p>-Book mark - 2D objects.</p>	<p>musical instruments.</p> <p>To teach them different type of book marks</p>	<p>Art File</p> <p>Activity method</p>	<p>Book mark</p>	<p>Book mark</p>
AUGUST- SEPTEMBER	<p>Composition with human figures., animals , birds etc.</p> <p>Landscape with pencil shading</p> <p>Logo Designs</p> <p>PERIODIC TEST -2</p>	<p>To teach them compositions from day to day life scenes.</p> <p>To teach them landscape with light and dark shades.</p> <p>To teach them how to make logo of different brands like dabur, food products, coca cola etc.</p>	<p>Art File</p>	<p>Students should able to draw diff. compositions.</p> <p>Students should able to draw beautiful landscapes with light and dark shades effect.</p> <p>To teach them how to make logo of different brands like dabur, food products, coca cola etc.</p>	

OCTOBER	<p>Doodle Art</p> <p>Websites of NCERT, CCRT. Early architectural monuments of India .</p>	<p>To teach them how to do doodling in the name.</p> <p>Note down the similarities & differences , features, different styles etc.</p>	<p>Art File</p> <p>Activity method</p>	<p>They should be able to create some different art ie Doodle Art.</p> <p>They should be able to know about the features of monuments of INDIA.</p>	
NOVEMBER	<p>Diya Decoration</p> <p>Rangoli Making</p> <p>Poster Making</p>	<p>To tell them how to do diya decoration with decorative materials.</p> <p>Rangoli Making with flower petals , rangoli colours, rice , burada etc.</p> <p>Poster Making on SAFE DIWALI.</p>	Activity Method	<p>Students should be able to create beautiful diyas with decorative things.</p> <p>They should be able to create beautiful rangoli designs with different materials.</p> <p>Poster making on Safe Diwali.</p>	<p>Diya Decoration (individual activity)</p> <p>Rangoli Making (group activity)</p>
DECEMBER JANUARY- FEBRUARY	<p>Outdoor Sketching</p> <p>Advertisement of any brand.</p> <p>Landscape/Flowers with one colour medium.</p>	<p>To teach them how to draw outdoor sketching from our surroundings.</p> <p>To teach them how to create advertisements on different brands.</p> <p>Advertisement of any brand.</p> <p>To teach them monochromatic work</p>	<p>Art File</p> <p>Art file</p> <p>Art file</p>	<p>Students should be able to do outdoor sketching.</p> <p>Students should be able to create some beautiful advertisements</p> <p>Students should be able to do some different work</p>	