

BGS INTERNATIONAL PUBLIC SCHOOL

SECTOR 5, DWARKA, NEW DELHI

CURRICULUM (CLASS-IX)

SUBJECT: ENGLISH COMMUNICATIVE (Code 101)

SESSION: (2025-26)

TEXT BOOK: LITERATURE READER

MAIN COURSE BOOK

ENGLISH WORKBOOK

Subject teacher: ANJU BANDYOPADHYAY

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL-MAY	Literature: Prose from Literature Reader 1.How I Taught My Grandmother To Read Poem 1. The Brook 2.The Road Not Taken MCB Unit 1. PEOPLE	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.• to develop interest in appreciation of literature	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 how you helped your grandparents to learn anything new about technology. Writing: Topic on Notice Writing Grammar: Integrated Grammar

	<p>Writing: Notice, Bio- sketch Diary Entry, Data Intrepetation, Article Writing</p> <p>Grammar: 1. Verb Forms IGP 1 2. Determiners IGP 2</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>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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JULY	<p>Literature: Prose from Literature Reader</p> <p>1. A Dog Named Duke</p> <p>Poem: 1. The Solitary Reaper.</p> <p>Drama 1. Villa For Sale</p> <p>MCB Unit 2 Adventure</p> <p>Writing: Dialogue Writing, Letter Writing, Story 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 a dialogue. Their applications in today's times. Technique of writing dialogues - 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: Discussion of different breed of dogs</p> <p>Writing: Spin a Yarn</p> <p>Grammar: Grammar Quiz based on Types of Sentences.</p>
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	<p>Grammar: 1. Future Time Reference IGP 3</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 tense in a sentence • how to change sentences to different forms of tense 	<p>Writing:</p> <ul style="list-style-type: none"> • Writing a dialogue 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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AUGUST	<p>Literature: Poem from Literature Reader Poem 1.Lord Ullin Daughter DRAMA 1.Villa For Sale MCB Unit 3 Environment GRAMMAR: Modals IGP 3 Writing Descriptive Para, Email Writing</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: Was Lord Ullin right to be against the matrimonial choice of his daughter? Writing: Dialogue Writing Grammar: Grammar Quiz based on Determiners</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: Literature Reader POEM 1.The Seven Ages MCB Unit 4 Radio/ Video Show</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: Revision Writing: Practice Grammar: Grammar Quiz</p>

	Grammar: REVISION Writing REVISION	Grammar: <ul style="list-style-type: none"> • Reporting sentences correctly • Use of commands, requests, statements etc. 	lesson Writing: <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 Writing: <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 informal letter using the correct format Grammar: <ul style="list-style-type: none"> • able to identify the clauses • use appropriate statements, requests in sentences 	
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OCTOBER	Literature: Prose from LITERATURE READER 1. The Man Who knew Too Much 2.Keeping it from Harold POEM 1.Oh I Wish I'd Looked After My Teeth MCB The Mystery Grammar: Connectors WRITING Speech and Debate Writing	Literature: <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 skillsand critical thinking ability 	Literature: <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>	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 words and phrases as used in the text • enhanced speaking and writing skills • enhanced vocabulary 	ASL

<p>NOVEMBER</p>	<p>Literature: Prose from LITERATURE READER 1.The Best seller Poems: 1.Song of the Rain DRAMA The Bishop's Candlesticks MCB Children Grammar 1.The Passive IGP 5 Writing Practice of Writing Skills</p>	<p>Literature: • 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 • 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</p> <p>• develop and enhance listening, reading, speaking and writing skills</p> <p>• develop skills of general application like analysis, synthesis, drawing of</p>	<p>Literature: • 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 Writing: • 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 • to develop sensitivity to, and appreciation of, other varieties of English, like Indian English, and the culture</p>	<p>Literature: • 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 Writing: • 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>	<p>Literature: Spelling contest Writing: Topic on any writing skill Grammar: Integrated Grammar</p>
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DECEMBER	Literature: MCB Sports and Games Grammar Reported Speech IGP 7 Writing Practice of Writing Skills	Literature: <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 Writing: <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 	Literature: <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 	Literature: <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 	Literature: Group Discussion Writing: Grammar: Grammar Quiz
JANUARY	Revision	Literature: <ul style="list-style-type: none"> • develop and enhance listening, reading, speaking and writing skills • develop skills of general application like analysis, synthesis, 	Literature: <ul style="list-style-type: none"> • give the background of the writer and the lesson • individual and group reading 	Literature: <ul style="list-style-type: none"> • comprehend literature in the form of prose and poetry 	Grammar: Integrated Grammar

	<p>Recapitulation of Writing Skills Grammar: Prepositions IGP 7</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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FEBRUARY	Revision	Writing: Recapitulation Grammar: <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 	Writing: <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 Grammar: <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 	Writing: <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 Grammar: <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 	
MARCH	Literature: Revision Writing: Revision	<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: 2025 - 2026

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

TEACHER'S NAME: निधि चौधरी, 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) एडुकाॅम 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 ङ. 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 वेंकेटरमन 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 ज्ञान 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

SUBJECT : संस्कृतम्

कक्षा – नवमी

SESSION:2025-26

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, क्, 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</p> <p>FOR MULTIPLE ASSESSMENT & PORTFOLIO</p>

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

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
CURRICULUM

SUBJECT: FRENCH
 TEXT BOOK : ENTRE JEUNES (NCERT)
 WORKBOOK: SETRITE
 TEACHER'S NAME: MS. RITIKA GABA

SESSION: 2025-26
 CLASS : IX

MOIS	CONTENU	OBJECTIFS/ THEME	MÉTHODOLOGY (GRAMMAIRE+NOTION)	RESULTATS D'APPRENTISSAGE	ACTIVITÉS
AVRIL	Leçon 1 : La Famille	<ul style="list-style-type: none"> • La Famille • Les amis 	<ul style="list-style-type: none"> • Lecture forte et traduction du texte avec explication des mots difficiles • Explication et pratiques des concepts grammaticaux • Verbes en ER • Les nombres • Les articles 	<ul style="list-style-type: none"> • Saluer • Se présenter • Présenter quelqu'un • S'informer sur les liens familiaux • Préparez la fiche d'identité • Présentez une personne 	<ul style="list-style-type: none"> • La carte de la France • Préparez L'arbre de famille
	Leçon 2 : Au lycée-	<ul style="list-style-type: none"> • La salle de classe • A l'école 	<ul style="list-style-type: none"> • Lecture forte et traduction du texte avec explication des mots difficiles • Explication et pratiques des concepts grammaticaux • Verbes en IR • Les pays et les nationalités • Verbes être et s'appeler 	<ul style="list-style-type: none"> • Identifier quelqu'un/ quelque chose • Poser des questions • Donner/demander des informations (âge, nationalité, métier/ adresse) • Décrire une personne • Exprimer la possession • Situer dans l'espace • Remercier 	<ul style="list-style-type: none"> • Activités orale – décrivez une personne / votre école • ASL

			<ul style="list-style-type: none"> • Qui est-ce ? / Qu'est-ce que c'est ? • Les adjectifs possessifs et démonstratifs • Accord des adjectifs • Les prépositions 		
MAI et JUIN	Leçon 3 : Une journée de Pauline	<ul style="list-style-type: none"> • Les activités quotidiennes • L'heure • Les repas 	<ul style="list-style-type: none"> • Lecture forte et traduction du texte avec explication des mots difficiles • Explication et pratiques des concepts grammaticaux • Les articles contractés et partitifs • Les verbes pronominaux • Les verbes en RE • Les verbes aller/ avoir/ faire/ venir 	<ul style="list-style-type: none"> • Exprimer les préférences • Parler des habitudes • Exprimer l'ordre des événements (d'abord/ puis/ ensuite/ enfin) • Être à l'heure/ en avance/ en retard • Laisser un message : proposer / accepter/ refuser quelque chose • Dire l'heure 	<ul style="list-style-type: none"> • La journée typique • Préparez ton propre emploi du temps
JUILLET	Leçon 4 : Les saisons	<ul style="list-style-type: none"> • Le temps et les saisons 	<ul style="list-style-type: none"> • Lecture forte et traduction du texte avec explication des mots difficiles • Explication et pratiques des concepts grammaticaux • Le futur simple • Le futur proche • L'impératif • Les couleurs • Décrire le temps (il fait chaud/ froid/ beau/du vent) 	<ul style="list-style-type: none"> • Faire des projets • Parler de ses activités • Parler du temps • Parler de la météo • Donner des conseils • Décrivez les saisons 	<ul style="list-style-type: none"> • Quel temps fait-il ? – Décrire le temps

	Leçon 5 : Les voyages	<ul style="list-style-type: none"> • La rentrée • Les vacances • Les moyens de transport 	<ul style="list-style-type: none"> • Lecture forte et traduction du texte avec explication des mots difficiles • Explication et pratiques des concepts grammaticaux • Les prépositions • Le passé composé • être en train de • Expressions avec avoir/ être • Pourquoi/parce que • Comment inversion • La carte postale 	<ul style="list-style-type: none"> • Poser des questions • Raconter les vacances • écrire une carte postale • Demander l'information • Dire la date et exprimer la durée • Planifier un voyage et réserver une place dans le train 	<ul style="list-style-type: none"> • Poser les questions en utilisant les adverbs interrogatifs
AOÛT	Leçon 6 : Les loisirs et les sports	<ul style="list-style-type: none"> • Décrire et parler des loisirs • Décrire et parler des sports 	<ul style="list-style-type: none"> • Lecture forte et traduction du texte avec explication des mots difficiles • Explication et pratiques des concepts grammaticaux • Il faut / devoir + l'infinitif • Les verbes pronominaux (passé composé) • L'interrogation • Ne.....que/ seulement • L'imparfait 	<ul style="list-style-type: none"> • Parler du sport et des loisirs • Exprimer l'obligation • Décrire des habitudes au passé • Exprimer des restrictions • Exprimer la durée 	<ul style="list-style-type: none"> • Parler de vos loisirs
SEPTEMBRE	LES EXAMENS				

OCTOBRE	Leçon 7 : L'argent de poche	<ul style="list-style-type: none"> • L'argent • Un compte bancaire • L'autonomie financière 	<ul style="list-style-type: none"> • Lecture forte et traduction du texte avec explication des mots difficiles • Explication et pratiques des concepts grammaticaux • Les négations • Les pronoms personnels (sujets/ COD/COI) • Les adjectifs interrogatifs 	<ul style="list-style-type: none"> • Persuader • Comment gagner et dépenser son argent de poche • Exprimer son point de vue 	<ul style="list-style-type: none"> • Comment gagner l'argent de poche ?
NOVEMBRE	Leçon 8 : Faire des achats	<ul style="list-style-type: none"> • Savoir le vocabulaire des achats/ des magasins/ les centres commerciaux 	<ul style="list-style-type: none"> • Lecture forte, traduction du texte, explication des mots difficiles • Explication et pratiques des concepts grammaticaux • Le conditionnel de politesse • Le pronom partitif EN • Le conditionnel de politesse • Les expressions de quantité 	<ul style="list-style-type: none"> • Exprimer le désir et l'intention • Exprimer la quantité et la qualité • Faire un choix 	<ul style="list-style-type: none"> • Au super Marché – • Activité parole • ASL
DECEMBRE	LES EXAMENS				
JANVIER	RÉVISION				
FÉVRIER	RÉVISION				
MARS	LES EXAMENS				

BGS INTERNATIONAL PUBLIC SCHOOL

SECTOR 5, DWARKA, NEW DELHI

CURRICULUM

SUBJECT : MATHEMATICS

SESSION: 2025-2026

TEXT BOOK : NCERT

CLASS : IX

TEACHER'S NAME : MEENAKSHI DHAWAN

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL	*HERON'S 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	* NUMBER SYSTEM	*To explain the conversion of numbers into p/q and vice versa with their representation on number line by root spiral method		*Conversion of decimals in p/q form *They must be able to apply different rules of exponents.	Root Spiral Activity
	*COORDINATE GEOMETRY Chapt 3	*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.	*Black Board *Explanation *Discussion	*They should learn to plot points in the plane.	Activity to locate a place by using Cartesian Coordinates
JULY	* LINEAR EQUATIONS IN TWO VARIABLES Chapt. 4	*To introduce and define the linear equations in two variables to represent them on graph sheet *To solve Equations graphically	*Discussion *Black board *Problem solving	*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.	On graph sheet linear equations to be represented
JULY	*LINES & ANGLES Chapt. 6	*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.	*Black board *Explanation *Discussion	*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.	

AUGUST	*TRIANGLES Chapt. 7	*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.	*Black board *Explanation *Discussion	*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	Congruency criterias using cut outs.
SEPTEMBER	EUCLID'S GEOMETRY Chapt. 5 *POLYNOMIALS Chapt. 2	To introduce various Euclid's Axioms and postulates and to explain their use in solving problems. 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	*Discussion *Explanation *Discussion *Explanation	*Children must learn all Euclids axioms and postulates, including fifth postulate and its equivalent version. *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.	

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	CIRCLES CONTD. *REVISION FOR FINAL EXAMS				
MARCH	FINAL EXAMS	*To enhance their learning	*Worksheets		

SUBJECT TEACHER

BGS INTERNATIONAL PUBLIC SCHOOL**SECTOR 5, DWARKA ,NEW DELHI****CURRICULUM****SUBJECT : PHYSICS****SESSION: 2025-26****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	<u>MOTION</u> UNIFORM AND NON-UNIFORM MOTION DISTANCE AND DISPLACEMENT SPEED AND VELOCITY GRAPHICAL REPRESENTATION OF MOTION EQUATIONS OF MOTION	Student will be able to <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"	Interactive method Lecture cum note making method Demonstration method Problem solving method	After studying the topic students will able to: <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

	<p>CONSERVATION OF MOMENTUM</p>	<p>associated with any moving object.</p> <ul style="list-style-type: none"> • understand law of conservation of momentum for any two objects 		<p>State the law of conservation of momentum</p>	<p>conservation of momentum</p>
<p>JULY & AUGUST</p>	<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

AUGUST	<p><u>FLOATATION</u></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><u>FLOATATION</u></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	WORK ENERGY AND POWER WORK KINETIC AND POTENTIAL ENERGY LAW OF CONSERVATION OF ENERGY CONCEPT OF POWER	<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 	Interactive method Lecture cum note making method Demonstration method Problem solving method Use of multi media	<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

NOVEMBER	<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 propagates • 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
DECEMBER	<p>ECHO</p> <p>REVERBERATION</p> <p>MULTIPLE REFLECTION OF SOUND</p> <p>RANGE OF HEARING</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. • students will be able 	<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"> • 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 situations • Differentiate between the 	

	APPLICATIONS OF ULTRASOUND	to solve numerical based on echo, SONAR etc		infrasound and ultrasound <ul style="list-style-type: none"> • understand the concept of ultrasound • list the applications of ultrasound • Apprehend the hunting process of bats and communication process of dolphin • 	
JANUARY & FEBRUARY	REVISION				
FEBRUARY & MARCH	FINAL EXAMINATION				

SUBJECT TEACHER –DEVIKA GANDHI

B.G.S. INTERNATIONAL PUBLIC SCHOOL, SECTOR 5, DWARKA, NEW DELHI

CURRICULUM CLASS IX

SUBJECT: CHEMISTRY

SESSION:2025-26

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

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

BGS INTERNATIONAL PUBLIC SCHOOL, SECTOR-5, DWARKA, NEW DELHI
CURRICULUM (SESSION 2025-2026)
SUBJECT: BIOLOGY

TEXT BOOK: NCERT
TEACHER: SAMIKSHYA MOHAPATRA

CLASS:IX

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL-MAY	<u>THE FUNDAMENTAL UNIT OF LIFE</u> <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 	To enable students to- <ul style="list-style-type: none"> understand and appreciate the discovery of cell. understand the importance of different type of cells. explain division of labour in a cell. differentiate between osmosis and diffusion draw and label various parts of a cell. compare plant cell and animal cell. Explain the significance of mitosis and meiosis. 	Interactive method Demonstration method Problem solving method	Students will be able to- <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, cell wall and cell organelles. explain the exchange of various materials through osmosis or diffusion. Understand the significance of mitosis and meiosis. 	To study/identify parts of a compound microscope which is generally used to observe a plant/animal cell. To prepare a temporary slide of human cheek cells and onion peel and to record observations and draw their labeled diagrams.
JUNE-JULY	<u>TISSUE (PLANT TISSUE)</u> <ul style="list-style-type: none"> Meristematic Tissues Permanent tissue Types of permanent tissues Simple permanent tissue Complex permanent 	To enable students to- <ul style="list-style-type: none"> understand the structure and functions of meristematic and permanent tissues. classify permanent tissues as simple and 	Interactive method Lecture Demonstration Multimedia	Students would be able to - <ul style="list-style-type: none"> differentiate between meristematic and permanent tissues. locate different tissues in the plant body. compare the structure of 	Students to observe permanent slides of plant tissues like parenchyma, collenchyma, sclerenchyma

	tissue-	<p>complex tissues.</p> <ul style="list-style-type: none"> • compare different simple tissues in plants. • explain the structure and function of xylem and phloem. 		<p>simple permanent tissues and dermal tissues.</p> <ul style="list-style-type: none"> • understand the significance of vascular tissues in plants. 	
AUGUST	<p><u>TISSUE (ANIMAL TISSUE)</u></p> <ul style="list-style-type: none"> • Animal tissues and its types • Epithelial Tissues • Connective tissue • Muscular tissue • Nervous tissue 	<p>To enable students to-</p> <ul style="list-style-type: none"> • explain the functioning of various animal tissues. • draw the labeled diagram of different animal tissues. • differentiate various epithelial tissues and connective tissues. • explain the working principle of nervous and muscular tissues. • compare smooth muscle, striated muscle and cardiac muscle. 	Lecture Demonstration Multimedia	<p>Students would be able to -</p> <ul style="list-style-type: none"> • locate various animal tissues in the living organisms. • correlate various animal tissues and their functions. • compare different type of muscular tissues. • explain how a nerve impulse travels in our body in response to a stimulus. 	<p>Students to observe permanent slides of animal tissues like smooth muscles, cardiac muscles, striated muscles and nervous tissues.</p>
SEPTEMBER	REVISION	<p>Self assessment and rectifying the mistakes.</p> <p>Practice towards perfection</p>	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.	Solving the worksheets.
OCTOBER	<p><u>IMPROVEMENT IN FOOD RESOURCES (AGRICULTURE)</u></p> <ul style="list-style-type: none"> • Climatic condition and crop production • Hybridization and GM 	<p>To enable the student to-</p> <ul style="list-style-type: none"> • differentiate between manure and fertilizers • explain ways for crop variety improvement 	Interactive method Lecture Demonstration Multimedia	<p>Students will be able to –</p> <ul style="list-style-type: none"> • apply the knowledge of manure and fertilizers in everyday life • prepare compost and green manure 	Power point presentation on Genetically modified crops.

	crops <ul style="list-style-type: none"> • Manure and fertilizers • Irrigation • Cropping patterns • Crop protection management • Controlling pests and weeds • Protection from microorganisms • Storage of grains 	<ul style="list-style-type: none"> • explain the cropping patterns • know weed and pest control methods. • understand bee keeping technique and use it as a means of income. • explain the importance of grain storage. 		<ul style="list-style-type: none"> • understand irrigation techniques and watershed management practices • interpret the cropping patterns in a field • understand importance of crop maintenance • explain organic farming • explain hybridization and its advantages 	
NOVEMBER	<u>IMPROVEMENT IN FOOD RESOURCES (ANIMAL HUSBANDRY)</u> <ul style="list-style-type: none"> • 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 students to- <ul style="list-style-type: none"> • 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 composite fish culture and capture fishing • explain the types of bees with specific quality • correlate pasturage and quality of honey. 	Interactive method Lecture Demonstration Multimedia	Students will be able to – <ul style="list-style-type: none"> • describe the measures for improving lactation in milch animals. • learn the specific features of indigenous and exotic species of cattle. • understand scientific management practices for disease control in cattle and poultry farming. • differentiate between capture fishery and culture fishery • interpret utility of honey and explore the ways by which quality and quantity of honey can be enhanced. 	
DECEMBER		Self assessment and	Discussion/	Understand and evaluate the	Solving worksheets

- JANUARY		rectifying the mistakes. Practice towards perfection	Oral test/Quiz/ Solving worksheets/ Assignments.	errors and mistakes made and would be able to improve upon the same through correction.	
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BGS INTERNATIONAL PUBLIC SCHOOL

SECTOR 5, DWARKA ,NEW DELHI

CURRICULUM

SUBJECT : SOCIAL SCIENCE

SESSION: 2025-26

TEXT BOOK: NCERT

CLASS- IX

TEACHERS NAME: Sona Singh, Abha Kumar, Sakshi Virmani, Asmita Sen

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL	HISTORY-CHAPTER 1- THE 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>	LECTURE METHOD QUESTION AND ANSWER METHOD DISCUSSION MULTI MEDIA	<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-JUNE	POL. SC.- WHAT IS DEMOCRACY? WHY DEMOCRACY?	Developing the sophisticated defence of democracy against common prejudices	Lecture method Question and answer method Discussion Multi media	<p>The learners would be able to differentiate between the democratic and non democratic features.</p> <p>To highlight the merits and demerits of democracy and how democracy is better.</p>	<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-JUNE	<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	<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>	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-JUNE	<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	History-Chapter 2- SOCIALISM IN EUROPE AND THE RUSSIAN REVOLUTION	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>PERIODIC TEST -I</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>Students will also be able to tell how the various physiographic divisions of India complement each other economically.</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	ECONOMICS				

	CHAPTER 1 AND 2 REVISION				
AUGUST	<u>GEOGRAPHY</u> Chapter-3 Drainage	To understand river system of the country and explain the role of rivers in Indian civilization. To understand the various types of lakes and their formation. To understand the economic benefits of lakes.	LECTURE METHOD QUESTION AND ANSWER METHOD DISCUSSION MULTI MEDIA	Students will learn about all the major Himalayan and Peninsular 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. CH-3-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	POL. SC CHAPTER-4 WORKING OF INSTITUTIONS	Providing of overview of central government structure, understanding	Lecture method Question and answer method	The learners would be able to know-	<ul style="list-style-type: none"> • List names of any FIVE Cabinet ministers, Minister of State, Minister of State

		of key role of parliament, judiciary	Discussion Multi media	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.	with Independent charges. <ul style="list-style-type: none"> To find out names of Election Commission of India, Chief Justice of India.
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 under colonial rule and understanding the measures adopted to cope up the situation.	Lecture method Question and answer method Discussion Multi media	Students will learn: Changes in the lives of peasant and farmers of India, the USA, England. Effects of new laws,new technology,new ideas of property on rural world. The Effect of capitalism and colonialism on rural lives	<ul style="list-style-type: none"> Map work as per CBSE. Imagine you are living in 1890s.You belong to a community of nomadic pastoralists and craftsmen.You learn that the Government has declared your community as a Criminal Tribe. <ul style="list-style-type: none"> ➤ 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			After completion of this unit, students will be able to-	Project on targeted anti poverty programs

	(CHAPTER 3)	<p>Understanding of poverty as a challenge and sensitization of the learner.</p> <p>Appreciation of the government initiative to alleviate poverty</p>	<p>LECTURE METHOD</p> <p>QUESTION AND ANSWER METHOD</p> <p>DISCUSSION</p> <p>MULTI MEDIA</p>	<p>Who is poor (through two case studies: one rural, one urban);</p> <p>Indicators of Poverty; Absolute poverty and what does poverty line mean and how to determine poverty line</p> <p>Historical and Socio Economic and Cultural causes of Poverty in India</p> <p>Comparison between countries; steps taken by government for poverty alleviation</p>	Assignment sheets
OCTOBER	<p><u>GEOGRAPHY</u></p> <p>Chapter-4</p> <p>Climate</p>	<p>To identify various factors influencing climate of India and explain climatic variation of our country.</p> <p>To familiarise students with the different seasons of India and their characteristics.</p>	<p>LECTURE METHOD</p> <p>QUESTION AND ANSWER METHOD</p> <p>DISCUSSION</p> <p>MULTI MEDIA</p>	<p>Students will understand various seasons and climatic variation.</p> <p>They will be able to explain the various factors affecting the climate of India and the mechanism of Monsoon</p> <p>They will gain knowledge about role of monsoon in India.</p>	<p>Map list items as per CBSE.</p> <p>Weather report</p>
NOVEMBER	POL SC CH-5 DEMOCRATIC RIGHTS	<p>Development of awareness of citizen's rights, recognition of the ways in which the rights are exercised and denied in real life situation, understanding of judicial</p>	<p>Lecture method</p> <p>Question and answer method</p> <p>Discussion</p> <p>Multi media</p>	<p>The students would be able to learn</p> <p>The importance of rights.</p> <p>The different fundamental rights.</p>	<ul style="list-style-type: none"> • Discussion on different democratic rights. • Worksheet • Story board on any • one right-Activity

		system ,human rights commission		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 Role of cooperatives and NGO's in food security	List of various crops grown in India with regions FOOD security Act – Brief synopsis Assignment sheets

NOVEMBER	<u>GEOGRAPHY</u> Chapter-6 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	Comparative date representation on various characteristics of Population. 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)	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 foodgrains, overflowing of granaries and people without food, Public distribution system, Reasons for the failure of PDS Role of cooperatives and NGOs in food security	

DECEMBER	GEOGRAPHY Chapter-5 Natural Vegetation (INTER DISCIPLINARY PROJECT)	To find out the nature of diverse flora and fauna and their distribution. PERIODIC TEST -II	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	Power Point Presentation Poster designing on Save Environment
JANUARY					➤
JANUARY	GEOGRAPHY 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
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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 TEACHER

BGS INTERNATIONAL PUBLIC SCHOOL**SECTOR 5, DWARKA ,NEW DELHI****CURRICULUM****CLASS - IX****SUBJECT INFORMATION TECHNOLOGY****SESSION: 2025-26****TEXT BOOK: ESSENTIALS OF INFORMATION TECHNOLOGY****TEACHERS NAME: Mr. SATISH KUMAR SAINI**

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL	Digital Documentation ICT Skills	To make the concept of word processor and its uses clear to the Students. Understanding the role of ICT in day-to-day life and workplace.	<ul style="list-style-type: none">• Explanation• Demonstration• Practical	Ability to work on Office Tools such as Libre Writer. Identify components of basic computer system and their functions.	List the available word processing applications. List the areas in day-to-day life where ICT is being implemented.
MAY	Data Entry and Keyboarding skills Communication Skills -I	Familiarity with different types of keys in keyboard. Understanding the importance and different method of communication.	<ul style="list-style-type: none">• Explanation• Demonstration• Practical	Use keyboard and mouse for data entry. Understanding the communication cycle and the importance of feedback .	Identify the user interface of typing tutor. Identifying parts of a sentence
JULY	Electronic Spreadsheet Entrepreneurial Skills -I	Apply formula and functions in spreadsheet. Understanding the concept of business activities and exploring their diverse categories.	<ul style="list-style-type: none">• Explanation• Demonstration• Practical	Perform basic data Manipulation using Spreadsheets. Ability to identify various types of business activities	Identify the row number, column number, cell address. Create posters of business activities found in cities/villages

AUGUST	REVISION				
SEPTEMBER	MID TERM EXAMINATION				
OCTOBER	Digital Presentation Self-Management Skills -I	To make the concept of Impress and its uses clear to the Students. Understanding the concept of self-management	<ul style="list-style-type: none"> • Explanation • Demonstration • Practical 	Understand features of an effective presentation. Identify the factor that helps in building self-confidence.	Create a new presentation using wizard . Create a visual chart or diagram of your daily hygiene.
NOVEMBER	Introduction to IT-ITeS Industry Green skills - I	Appreciate the application of IT Understanding the concept of environment and learning about biotic and abiotic elements in the natural environment.	<ul style="list-style-type: none"> • Explanation • Demonstration • Practical 	Applications of IT in home computing, everyday life, library, workplace Students will be aware about importance of green skill and economy.	Identify and list the various IT-enabled services, observe the application of IT in various areas. Create a presentation on Ecosystem.
DECEMBER	REVISION				
JANUARY					
FEBRUARY					
MARCH	FINAL EXAM				

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

SUBJECT : General Studies
TEACHER NAME : Vashvinder Kaur

SESSION: 2025-26
CLASS: IX

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
April (18 days)	<ul style="list-style-type: none"> • General Awareness: Indian States, Capitals, CM, Language of the State. • Arithmetic Aptitude: Odd Man Out and Series • Arithmetic Aptitude: Calendar • General Awareness (First in India) 	<ul style="list-style-type: none"> • Able to understand political geography • Knowledge of governance and leadership • Cultural and linguistic awareness • German knowledge and civic awareness • Identify patterns in given set of numbers letters or words • Identify the missing term or incorrect term in the series • Identify patterns in recurring days leap years and century related calculation. 	<ul style="list-style-type: none"> • Maps in charts • Quizzes and games • Technology driven approaches 	<ul style="list-style-type: none"> • Recalls the capitals of each state and Union directories • Recognise the chief ministers of different states and their role in governance • List of the official languages of each state and understanding their significance • Recognise the element that does not fit within a logical sequence. • Develop problem solving strategy to solve odd men out questions quickly. • Solve problems related to days weeks and on even days efficiently. 	<ul style="list-style-type: none"> • Develop map reading skills by locating states and capitals. • Classroom treasure hunt activity. • Code breaking game. • Calendar puzzle game by using find the day of birth.

May (14 days)	Arithmetic Aptitude: Average Arithmetic Aptitude: Clock General Awareness: World Countries and their capitals. Continents, Oceans	<ul style="list-style-type: none"> • Able to apply averages in real life scenario such as calculating class marks expensive or temperature. • Understand the basic structure of a clock and its hour, minute and second hands. • Solve problems on angle between clock hands using the formula. 	<ul style="list-style-type: none"> • Using a physical clock model • Play clock games on smartboard. • Speed tricks for competitive exams. 	<ul style="list-style-type: none"> • Develop problem solving skills to find averages quickly in aptitude test. • Dwell strategies were quickly solving clock related aptitude questions. 	<ul style="list-style-type: none"> • Missing number mystery. • Real live data collection. • Human clock game.
JUNE (6 DAYS)	Logical Reasoning : Letter and Symbol Series General Awareness: Historical Monuments around the World	<ul style="list-style-type: none"> • Students will able to choose the word that is necessary part of the underlined word. 			
JULY- (23 days)	Non Verbal Reasoning : <ul style="list-style-type: none"> • Series • Mirror Image • Water Image • Paper Folding General Awareness : Young Newsmakers Current Affairs Logical Reasoning: Blood Relation	<ul style="list-style-type: none"> • Identify patterns in shapes figures and symbols. • Identify symmetry and reversal of letters numbers and shapes. • Differentiate between mirror image (left-right reflection) and water image (top-bottom reflection). • Predict the final shape after unfolding based on symmetry and pattern formation. • Identify young achievers in different fields such as sports science technology arts politics and activism. 	<ul style="list-style-type: none"> • Pattern recognition approach. • Visual mnemonics • Practice with games and worksheets. • Virtualization techniques. 	<ul style="list-style-type: none"> • Recognise transformation such as rotation reflection size change and position shift. • Aplay logical thinking to determine how an object or figure will look when pleased in front of mirror. • Develop spatial reasoning and visualisation skills for aptitude test. • Analyse how young newsmakers have influenced society politics or global issues. • Enhance cognitive skills to understand family structures. 	<ul style="list-style-type: none"> • Shape pattern puzzle. • Draw the next figure. • Mirror writing challenge. • Water reflection sorting game. • “Guess the Fold” game.

		<ul style="list-style-type: none"> • Recognise different family relations. • Apply logical thinking to identify relationship in coded statement. 		<ul style="list-style-type: none"> • Develop the ability to analyse statements and eliminate incorrect answers. 	
AUGUST (20 days)	Verbal Reasoning : :Syllogism General Awareness: Ranks of Different Armed Forces	<ul style="list-style-type: none"> • Recognise different types of statements (affirmative, negative, universal, particular) • Identified valid vs. invalid conclusion using logical reasoning. • Identify the hierarchy of ranks in the Armed Navy and Air Force. • Identify equivalent ranks across different branches of armed forces rample (Captain Army vs Lieutenant in Navy) 	<ul style="list-style-type: none"> • Venn diagram method (Best for visual learners) • Group discussions and debates. 	<ul style="list-style-type: none"> • Apply Venn diagrams and other techniques to solve syllogism problems efficiently. • Develop analytical thinking by solving complex logical puzzles. • Recognise the distinction between Officer Ranks and enlisted ranks 	<ul style="list-style-type: none"> • Syllogism card game • True or false challenge
SEPTEMBER (20 days)	Mid-Term Exam Recaptulation Logical Classification : Pattern Comparison	<ul style="list-style-type: none"> • Identify categories and groups based on shared characteristics. • Analyse sequential or symmetrical patterns to predict the next item. 	<ul style="list-style-type: none"> • Quizzes and interactive activities • Digital learning tools and puzzles 	<ul style="list-style-type: none"> • Identify repeating patterns in numbers words and figures. • Improve problem solving abilities by identifying logical rules. 	<ul style="list-style-type: none"> • Odd-one-out Challenge (Classification game) • Spot the difference (Pattern comparison with figures)

OCTOBER (15 days)	Amazing Facts BRAIN BOOSTER: <ul style="list-style-type: none"> • Business World: • Logos of Famous Brands Verbal Ability: <ul style="list-style-type: none"> • Ordering of words • Verbal Analogies 	<ul style="list-style-type: none"> • Understand how amazing fans connect to real world applications. • Identify major industries global cooperation and influential business leaders. • Identify the hidden meanings in symbolism in well-known brand logos. • Envelope the ability to identify patterns and similarities between word pairs. 	<ul style="list-style-type: none"> • Interactive quizzes and activities. • Direct instruction with examples. 	<ul style="list-style-type: none"> • Develop a habit of inquiry and research by exploring credible source of knowledge. • Recognise and recall logos of top global brands. • Enhance problem solving skills by recognising analogical relationship. 	<ul style="list-style-type: none"> • Amazing Facts quiz. • Brain booster puzzles and riddle challenge. • Ordering of words challenge (Timed Quiz) • Verbal analogy matching game.
NOVEMBER (19 days)	General Awareness: Sports Champions Aptitude: Time and Work Direction Sense	<ul style="list-style-type: none"> • Identify legendary and current champions from various disciplines (e.g., football cricket tennis athletes) • Analyze the impacts of sports champions as role model in society. • Understand the concept of work efficiency and how time is related to the amount of work done • Learn how to determine directions (North South East West and diagonals). 	<ul style="list-style-type: none"> • Visual and multimedia learning. • LCM method puzzle. 	<ul style="list-style-type: none"> • Recognise international sports events like Olympics FIFA World Cup Wimbledon and ICC Cricket World Cup. • Understand inverse proportionality between time and efficiency. • Develop skills to raise movements and find the final position after multiple directions changes. 	<ul style="list-style-type: none"> • Direction puzzle challenge. • Map reading activity.
DECEMBER (21 days)	Current Affairs Test <ul style="list-style-type: none"> • Seven Ancient Wonders of the World 	<ul style="list-style-type: none"> • Encourage students to research and present on a wonder of their choice. 	<ul style="list-style-type: none"> • Visual tools and videos • Compare and contrast activity 	<ul style="list-style-type: none"> • Improve critical thinking by discussing why certain wonders were chosen over there. 	<ul style="list-style-type: none"> • Interactive map activity

	<ul style="list-style-type: none"> • Seven New wonders of World 	<ul style="list-style-type: none"> • Discuss how ancient wonders were built using limited technology vs modern wonders using advanced engineering. 			
JANUARY	General Awareness : Some Amazing Women and Road Safety Recapitulation	<ul style="list-style-type: none"> • Recognising the achievements of inspiring women in various field (e.g., science sports politics arts and social activism) • Encourage students to spread awareness about road safety in their communities. 	<ul style="list-style-type: none"> • Debate and discussion method • Interactive videos and real-life examples. 	<ul style="list-style-type: none"> • Appreciate the contribution of women to society and their role in shaping history. • Understand the importance of road safety rules to prevent accidents. • Learn trafficking science signals and pedestrian safety measures. 	<ul style="list-style-type: none"> • Road safety quiz and games
FEBRUARY-MARCH	Recapitulation FINAL TERM EXAM	<ul style="list-style-type: none"> • Improve recall and retention of key facts and general knowledge. 	<ul style="list-style-type: none"> • Brain booster activities 	<ul style="list-style-type: none"> • Strengthen analytical skills by connecting past and present events. 	<ul style="list-style-type: none"> • Rapid question answer quiz.

SUBJECT TEACHER

BGS INTERNATIONAL PUBLIC SCHOOL

SECTOR 5, DWARKA ,NEW DELHI

CURRICULUM

SUBJECT : ART EDUCATION

SESSION: 2025-26

TEACHERS NAME: GUNJAN SACHDEVA

CLASS- 9

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL- MAY	Mosaic painting with any medium	To teach them how to do mosaic painting with different mediums.	Art File	Students should able to make beautiful mosaic with mixing of diff. medium of colours.	
	Introduction of Paper mache	To teach them about the paper mache like from where it is , its tools , how to make pulp etc.	Activity method	Students should able to make pulp by there own nd beautiful paper mache objects.	
	Tools of Paper mache				
	Pulp for Paper mache				
	Pen holder/ bowl/ plate etc				

JULY	Poster making on Patenering state -Still Life. -Book mark - 2D objects.	To taught them how to go for poster making and still life . To teach them different type of book marks	Art file Activity method	Students should able to make creative posters on the topic and still life with different objects. Students should able to make some creative Book mark .	Book mark
AUGUST- SEPTEMBER	Pottery making Logo Designs Collage making MID TERM EXAM	To teach them how to make different type of pots on a potters wheel. To teach them how to make logo of different brands like dabur, food products, coca cola etc. To teach them how to make a beautiful collage with waste coloured papers, magazine paper, newspaper etc.	Activity method Art file Art file	They can able to make small different type pots, diyas on the wheel. They should able to make logo of different brands like food products, beverages etc. Thwy can able to create a beautiful art work by use of different type of papers.	Pottery making Collage making
OCTOBER	Doodle Art	To teach them how to do	Art File	They should able to create some	



BGS INTERNATIONAL PUBLIC SCHOOL

SECTOR 5, DWARKA, NEW DELHI - 75

CURRICULUM (SESSION: 2025-26)

CLASSES: IX - XII



SPORT: BASKETBALL

TEACHER NAME: NARENDER SINGH

S.No.	MONTH	OBJECTIVES	METHODOLOGY	ACTIVITIES
1	April	➤ To demonstrate an understanding of basic basketball rules such as scoring, fouls.	➤ Demonstration ➤ Explanation ➤ Imitation ➤ Repetition	➤ Introduction of game ➤ Warm up exercise ➤ Ball holding ➤ Dribbling
2	May	➤ To apply basic fundamental movement skills like running and jumping.	➤ Demonstration ➤ Explanation ➤ Imitation ➤ Repetition	➤ Jogging ➤ Warm up exercise ➤ Dribbling ➤ Passing
3	July	➤ To develop hand-eye coordination by dribbling, passing and shooting the ball.	➤ Demonstration ➤ Explanation ➤ Imitation ➤ Repetition	➤ Warm up exercise ➤ Dribbling ➤ Specific exercise ➤ Lay-Up Shot
4	August	➤ To practice dribbling and ball-handling techniques such as stationary dribbling and moving while dribbling.	➤ Demonstration ➤ Explanation ➤ Imitation ➤ Repetition	➤ Warm up exercise ➤ Specific exercise ➤ Cross dribbling ➤ Passing-two men pass ➤ Lay-Up shot
5	September	MID-TERM EXAM		

6	October	<ul style="list-style-type: none"> ➤ To learn proper shooting techniques and practice scoring from different spots on the court. 	<ul style="list-style-type: none"> ➤ Demonstration ➤ Explanation ➤ Imitation ➤ Repetition 	<ul style="list-style-type: none"> ➤ Warm up exercise ➤ Lay-up shot with dribble ➤ Specific exercise ➤ Defence (One Vs One)
7	November	<ul style="list-style-type: none"> ➤ To handle both winning and losing. ➤ To use experience of playing as opportunities for growth and improvement. 	<ul style="list-style-type: none"> ➤ Demonstration ➤ Explanation ➤ Imitation ➤ Repetition 	<ul style="list-style-type: none"> ➤ Warm up exercise ➤ Specific exercise ➤ Defence (Men to Men) ➤ Improve defence skill ➤ Practice matches
8	December	<ul style="list-style-type: none"> ➤ To develop confidence and self-esteem through participation in matches. 	<ul style="list-style-type: none"> ➤ Demonstration ➤ Explanation ➤ Imitation ➤ Repetition 	<ul style="list-style-type: none"> ➤ Specific exercise ➤ Matches ➤ Offence skills
9	January	<ul style="list-style-type: none"> ➤ To learn to respect the opponents, team mates and officials and to play fairly and safely. 	<ul style="list-style-type: none"> ➤ Demonstration ➤ Explanation ➤ Imitation ➤ Repetition 	<ul style="list-style-type: none"> ➤ Specific exercise ➤ Practise matches
10	February & March	REVISION		

BGS INTERNATIONAL PUBLIC SCHOOL

SECTOR-5, DWARKA, NEW DELHI

CURRICULUM (2025-2026)

Teacher Incharge:Rajiv Dahiya

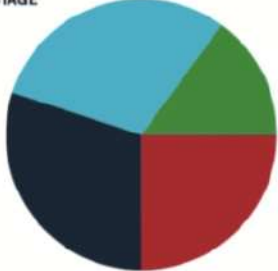
CLASS: IX

SUBJECT- Badminton

MONTH	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES
APRIL	Introduction to badminton, understanding rules and court dimensions.	Classroom theory sessions and practical court visit. Demonstrate court markings, explain rules, and conduct quizzes.	Demonstrate court markings, explain rules, and conduct quizzes.
MAY	Basic grip techniques and footwork drills.	Demonstrate different grips and footwork movements.	Shadow practice, ladder drills, cone drills.
JULY	Basic strokes - Forehand and Backhand. Serve techniques - High Serve, Low Serve, and Flick Serve.	Step-by-step stroke practice using shuttle throws. Explanation and practical demonstrations.	Wall hitting, partner rallies, slow-motion stroke practice. Serve practice in pairs, accuracy challenges.
AUGUST	Return of Serve and basic game strategies.	Explain positioning and movement.	Return drills, practice mini matches.
SEPTEMBER	Smash and Net Play Techniques.	Demonstrate smash and net lifts.	Smash target practice, net rally competitions.
OCTOBER	Doubles and Singles Game Tactics.	Strategy sessions and practical application.	Simulated matches, strategy discussions.
NOVEMBER	Fitness and Agility Training.	Circuit training and strength-building exercises.	Agility ladder, shuttle run, endurance drills.
DECEMBER	Review and Evaluation	Conduct friendly matches and assess skills.	Organize mini tournaments and provide feedback.

JANUARY	Advanced Techniques – Dropshots and Drives.	Explain placement strategies and court control.	Target-based drop shot practice, defensive drive drills.
FEBRUARY	Match Play and Tactical Understanding.	Match analysis and situational play practice.	Encourage students to analyze professional matches.
March	Exam Time	Exam Time	Exam Time

BGSIPS SPORTSCURRICULUM – U15 – SEASON PLAN (CLASS X - XII)

OBJECTIVES	ORGANIZATION		CONTENT DISTRIBUTION
SCRIMMAGE: Development of possession of the ball at speed and quick organisation of zonal defending TACTICAL: Application of attaching and defending principles in SSG TECHNICAL: Focus on speed of passing and receiving technique, ball controlling in small spaces PHYSICAL: Basic development of aerobic power, acyclic speed and explosive strength PSYCHOSOCIAL: Commitment to the team	Sessions per week 02 Players per team 16	Session time 35 Game time 35	ADVANCED STAGE  SCRIMMAGE 30% TACTICS 30% TECHNIQUE 15% PHYSICAL 25%
	SESSION STRUCTURE Warm-up Physical Technique Tactics Scrimmage Cool Down & Debrief	ASPECTS TO CONSIDER - Size of the practice - Time of the practice - Intensity of the practice - Rules - Number of players - Teammates, opposition and support players	
By the end of the season the player must be capable of: (OUTCOMES) 1. Playing short passes at speed in small spaces. 2. Coordination of tactical principles with teammates. 3. Show good fitness in mid/high demanding aerobic power practices	Comments ▶ Use small spaces to develop technique and big spaces to develop tactical concepts ▶ Match: 11v11 games. ▶ Formations: 4-3-3 & 4-4-2		

CONTENT

TACTICAL			TECHNICAL		PHYSICAL			PSYCHOSOCIAL	
APRIL	1. Attacking Principles	5	1. Passing and Receiving	5	STRENGTH	Strength Endurance	3	1. Motivation	5
MAY	2. Possession	5	2. Running With the Ball	1		Explosive Strength	4	2. Self confidence	3
JULY	3. Transition	5	3. Dribbling	2		Maximal Strength	1	3. Cooperation	5
AUGUST	4. Combination Play	5	4. Turning	4	ENDURANCE	Aerobic Capacity	4	4. Decision/Determination	4
SEPTEMBER	5. Switching Play	4	5. Shooting	5		Aerobic Power	5	5. Competitiveness	4
OCTOBER	6. Counter Attacking	4	6. Ball Control	3		Anaerobic Lactic	2	6. Concentration	3
NOVEMBER	7. Playing Out From the Back	4	7. Heading	4	SPEED	Anaerobic Alactic	2	7. Commitment	5
DECEMBER	8. Finishing in the Final Third	5	8. 1V1 Attacking	3		Reaction	4	8. Self Control	4
JANUARY	1. Defending Principles	5	9. Shielding the Ball	2		Acceleration	4	9. Communication	5
FEBRUARY	2. Zonal Defending	5	10. Receiving to Turn	5	SPEED	Maximal Speed	3	10. Respect & Discipline	5
MARCH	3. Pressing	4	11. Crossing and Finishing	4		Speed Endurance	2		
	4. Retreat & Recovery	5	12. 1V1 Defending	4		Acyclic Speed	5		
						4. Flexibility & Mobility	3		
						5. Coordination & Balance	2		
						6. Agility	4		
						7. Basic Motor Skills			
						8. Perception & Awareness	5		