

**ARMY PUBLIC SCHOOL, AHMEDNAGAR**  
**YEARLY SPLIT UP (2024-25)**  
**CLASS IX (2024-25)**

<b>ENGLISH</b>			
<b>SUBJECT</b>	<b>TOPIC</b>	<b>ACTIVITY PLANNED</b>	<b>LEARNING OBJECTIVE</b>
APRIL 2024	Chap No.1 TheFun They Had	<p>Activity (To introduce the lesson): Imagine a time when all books will be on computers and there will be no books printed on paper. Would you like such books? Why/ Why not?</p> <p>Activity (To Support learning): Calculate how many years and months ahead from now Margie's diary entry is.</p> <p>Activity (To assess learning): Imagine the school in the story _The Fun They Had`. Compare it</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• identify a variety of genres for pleasure specifically science fiction</li> <li>• answer questions based on comprehension and inference.</li> <li>• use grammar items in context, like tenses</li> <li>• listen to and speak on verbal inputs –</li> </ul>

	<p>Poem No.1 The Road Not Taken</p>	<p>with your own school.</p> <p>Activity (To introduce the lesson): Video of Pankaj Tripathi will be shown to inspire the students. How he had struggled to fulfil his passion.</p>	<ul style="list-style-type: none"> <li>debates</li> <li>• critically examine the similarities and difference and discusses them</li> <li>• use correct grammatical structures in expression</li> <li>• participate in autobiographical writing in the form of a diary</li> <li>• write short answers / paragraphs, reports using appropriate vocabulary and grammar on a given theme.</li> <li>• answers questions based on comprehens</li> </ul>
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	Poem No. 2 Wind	<p>Activity (To Support learning): The path which we have chosen, decides our future, our destination. Discuss. PPT based on the poem will be shown.</p> <p>Activity (to assess learning): Identify the poetic devices from the poem. Which path would you like to prefer - <u>More well-travelled path</u> or the road <u>less travelled by</u> , when life will give you a chance to choose? Discussion of the poem with reference to <u>M.S.Dhoni, The Untold Story</u>; Dhoni was a TC and then chose the path to follow his passion.</p> <p>Activity (To introduce the lesson): Warm up Activity: Share</p>	<p>ion and inference.</p> <ul style="list-style-type: none"> <li>• recite poems with proper stress and intonation.</li> <li>• explains specific features of the poem for interpretation and literary appreciation .</li> <li>• writes short answers / paragraphs, and textual answers using appropriate vocabulary and grammar.</li> </ul>
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	<p>Chap No.1 The Lost Child</p>	<p>your experience about your visit to a place during summer holidays. How do you feel the presence of wind?</p> <p>Activity (To Support learning): Compose a poem based on natural elements in not less than three stanzas using at least four poetic devices.</p> <p>Activity (to assess learning): *What values do you inculcate from the poem ‘Wind’?</p> <p>Activity (To introduce the lesson): Warm Up activity: Describe the scene</p>	<ul style="list-style-type: none"> <li>• respond to the poem and identify the difference between a translation and an original work in English. discuss Subramania Bharati’s style of writing, the title, and its layers of meaning.</li> <li>• recite the poem with proper stress and intonation.</li> <li>• use the literary devices.</li> <li>• write short answers / paragraphs, and textual answers using appropriate</li> </ul>
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	<p>W.S. Story Writing with the help of Outline</p> <p>GR Tenses</p>	<p>of a fair you visited.</p> <p>Activity (To Support learning): Talk about it: How to ensure not to get lost.</p> <p>Activity (to assess learning): Textual questions/ Assignments/Character sketches/ Value based</p> <p>Pre activity - Students will be asked to tell an interesting story in class. Post activity - Write a story with a suitable title in 150-200 words that begins as follows - I was shocked to know</p>	<p>vocabulary and grammar.</p> <p>To enable the students:</p> <ul style="list-style-type: none"> <li>● To develop a love for literature in students.</li> <li>● To introduce the students with literary genius: Mulk Raj Anand (Life and works of the Author Mulk Raj Anand)</li> <li>● To introduce them with the idea of effective writings in simple language that convey deeper meanings.</li> <li>● To introduce new vocabulary.</li> <li>● To develop critical thinking by analysing the text.</li> </ul> <p>Learners will be able to develop their creative and imaginative skills.</p>
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		<p>that my friend .....</p> <p>Pre: Provide students with a list of sentences containing verbs in different tenses (present, past, future). Ask them to sort the sentences into corresponding categories based on the tense of the verbs.</p> <p>Post: Teacher assigns the workbook activity.</p>	<p>They will be able to improve their communicative skills.</p> <p>Learners will be able to make use of new vocabulary.</p> <p>They will be able to express themselves in a better manner.</p> <p>To demonstrate accurate use of verb tenses in both spoken and written communication.</p> <p>To include the appropriate conjugation of verbs and the use of correct tense markers.</p>
JUNE 2024	Chap No.2 The Sound of Music	<p>Activity (To introduce the lesson):</p> <p>Warm Activity</p> <p>Discussion:</p> <p>Activity based on</p>	<ul style="list-style-type: none"> <li>• read and respond to the textual elements plot, the style of writing</li> </ul>

	<p>Part-2: The Shehnai of Bismillah Khan</p> <p>Name the different instruments played in India. Name few famous instrumentalist in their respective fields. Workbook</p> <p>Unit-2 will be discussed and solved in the class.</p> <p>Activity (To Support learning): Share information about people/children who have overcome their physical barriers and have achieved success in their lives. The Sound of Music' is a biographical piece about Evelyn Glennie, a famous percussionist, who listened to sound without hearing it. Video of Evelyn Glennie will be shown. Video of SudhaChandran, a classical dancer, who</p>	<p>and the genre.</p> <ul style="list-style-type: none"> <li>• analyse the characterization and other elements of the story.</li> <li>• use proper grammatical structures, i.e. - tense, various mechanics of writing etc.</li> <li>• listen to and speak on verbal inputs - Debates, Speech, &amp;Declamation</li> <li>• critically examines the characters and compares.</li> <li>• learn to use correct grammatical structures in expression</li> </ul>
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	<p>Chap No. 2 The Adventures of Toto</p>	<p>lost her leg in an accident (Film NaacheMayuri)</p> <p>Activity (to assess learning): Class Work: 1. How does Evelyn hear music?</p> <p>PRE ACTIVITY: Write your views in the form of short paragraph on the topic: "Should all animals be considered to be kept as a pet?" If not, analyse and reason the experiences of those who keep wild animals like as pet and train them to be with human beings.</p> <p>POST ACTIVITY: Present the character sketch of 'Toto' and the 'Grandfather' in the form of a</p>	<ul style="list-style-type: none"> <li>• write an article and recapitulate the form of a diary entry.</li> <li>• write short answers / paragraphs, and textual answers using appropriate vocabulary and grammar.</li> <li>• - To enable the students to read, write, speak understand English correctly.</li> <li>• To enrich the vocabulary of the students to use the same correctly.</li> <li>• To enable the students</li> </ul>
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	<p>W.S. Unseen Passages</p>	<p>creative diagram.</p> <p>Pre: Teacher reads a text and ask students</p>	<p>to understand the difficult words and phrases in the lesson.</p> <ul style="list-style-type: none"><li>• To acquaint the students with the story.</li><li>• To enable the students to develop sensitivity towards animals.</li><li>• To know about the different forms of tenses.</li><li>• To know about the grammatical form of different tenses.</li><li>• To know about the use of different kind of sentences.</li><li>• Able to express</li></ul>
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	<p>GR. Modals</p>	<p>to summarize it and write in the notebook Post: Teacher gives a passage along with questions and ask to solve it in notebook and discuss the answers.</p> <p>Pre: Teacher writes some statements and ask to identify the modal verbs in it. Post: Teacher discusses about modals and its function and assigns the workbook activity.</p>	<p>themselves in grammatically correct language.</p> <p>to deepen their understanding of the text. To develop the ability to make inferences, draw conclusions, and predict outcomes based on the information presented in the passages.</p> <p>To enable the students to develop in the language skills. To enable them to express themselves in grammatically correct language. To enable the learners to extrapolate from the given text.</p>
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JULY 2024	Chap No. 3 The Little Girl	<p>PRE -ACTIVITY (Writing) How has your life been when you were a child? Has your perception about your parents changed now? Do you find any change in your parents ' behaviour or yours? Who has become more understanding? What steps would you like to take to build a relationship based on understanding? Write one or two paragraphs (150-200 words) discussing these issues from your own experience.</p> <p>POST ACTIVITY: Value Based Questions (About 80-100 words each) Question 1: Kezia in the story "The Little Girl" was afraid of her father because</p>	<ul style="list-style-type: none"> <li>• co -relate the ideas and thoughts of the protagonist with those of their parents.</li> <li>• evaluate the characteristics of the protagonist- a very emotional and sensitive girl affected by interpret the feelings of elders towards the children her father's behavior</li> <li>• analyse the impulsive step taken by Kezia and the punishment</li> </ul>

	Poem No. 3 Rain on the Roof	<p>he never communicated with her. Imagine you are parenting councillor, based on your reading of the story write a paragraph advising the parents to make communication with their children priority.</p> <p>Question 2` The relation between a parent and child should be distant and formal or should it be close and warm.</p>	<ul style="list-style-type: none"><li>received</li><li>• respond to the importance of trust towards parents and the impact of punishment s- lead to an emotional scar</li><li>• use reporting dialogues and grammatical structures accurately</li><li>• express through writing; ability to relate the experience in the lesson to real life situations</li><li>• answer both short and long questions using</li></ul>
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	<p>Chap No.3 Iswaran the Storyteller</p>	<p>Activity (To introduce the lesson): Warm up Activity: When the sky is covered with dark clouds and it starts raining, what thoughts flash through your mind? (Relational Outcome)</p> <p>Activity (To Support learning): Identify the figures of speech from the poem.</p> <p>Activity (to assess learning): Write a letter to your parents appreciating them for all the little things they do.</p>	<p>appropriate vocabulary and grammar.</p> <ul style="list-style-type: none"> <li>• respond to the poem.</li> <li>• admiring the bliss of nature in the form rain.</li> <li>• compare the rain with tears</li> <li>• respond to the concept of loss</li> <li>• recite poems with proper stress and intonation.</li> <li>• discuss the specific features of the poem for interpretatio</li> </ul>
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		<p>PRE -ACTIVITY (Drawing) Draw a picture of a haunted house as imagined by you.</p> <p>POST- ACTIVITY (WRITING) Is Ishwaran a fascinating storyteller? What are the qualities of a good storyteller.</p>	<p>n particularly euphemism.</p> <ul style="list-style-type: none"><li>• write short answers / paragraphs, and textual answers using appropriate vocabulary and grammar.</li><li>• To comprehend the gist of the story- Ishwaran the story Teller.</li><li>• To provide a platform to the students where they can differentiate between natural and unnatural world.</li><li>• To make the students able to</li></ul>
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	<p>W.S. Descriptive paragraph on a person or place.</p> <p>GR. Subject Verb Concord</p>	<p>Pre: Teacher shows few descriptive paragraph on the board and ask student various questions related to it and find a pattern in it.</p> <p>Post: Teacher gives a topic to write a</p>	<p>understand difficult words with help of simple sentence constructions.</p> <ul style="list-style-type: none"> <li>• To make the students able to answer all objective question and short notes on the base of the story.</li> <li>• To make the students able to imagine another ending of the story.</li> <li>• To improve the reading, listening, speaking and writing skills of the students with help of this story.</li> </ul>
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		<p>descriptive paragraph in the notebook.</p> <p>Pre: Teacher provides few sentences where the subject and verb do not agree and ask student whether it is correct or not.</p> <p>Post: Teacher divides the class into groups and organize a quiz activity Teacher assigns the workbook activity.</p>	<p>To enable student to explain what are the parts of paragraph</p> <p>To enable student to understand how to describe a person, place or a thing using tips of writing descriptive paragraph.</p> <p>To improve speaking and writing skills.</p> <p>To develop spoken English skills among student</p> <p>To make student realize rules of the language.</p>
AUGUST 2024	Chap No.4 A Truly Beautiful Mind	Activity (To introduce the lesson): - Warm up Activityi)	<ul style="list-style-type: none"> <li>• responds to and discusses a</li> </ul>



		<p>Who is a genius?  (ii) What are the attributes that make a person a genius?  The students know many facts about Albert Einstein's life. They will be encouraged to share.</p> <p>Activity (To Support learning):  Do you agree with the statement stated as —New technology is common, new thinking is rare?</p> <p>Activity (to assess learning):  Albert Einstein's brain was taken from his body during an autopsy hours after his death, going against his and his family's wishes. What do you think the reason</p>	<p>variety of genres for pleasure specifically science fiction.</p> <ul style="list-style-type: none"> <li>• answer questions based on comprehension and inference</li> <li>• use proper grammatical structure, i.e. - tense, various mechanics of writing etc.</li> <li>• listen to and speak on verbal inputs - debates, speech &amp; declamation</li> <li>• critically analyse the theme, and moral value imparted through the story.</li> </ul>
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	<p>Poem No.4 The lake Isle of I Innisfree</p>	<p>behind it? Did they get something unusual?</p> <p>Pre Activity: -Imagining &amp; expressing feelings on experiencing nature's scenic beauty. eg near the seashore. During the poem : Reading &amp; explanation of lines with</p>	<ul style="list-style-type: none"> <li>• critically analyse the theme, and moral value imparted through the story.</li> <li>• write an article and description of a person</li> <li>• Write short answers / paragraphs, and textual answers using appropriate vocabulary and grammar.</li> <li>• discuss the significance of adopting and observing peace and tranquility of nature in their lives</li> <li>• respond to the genre of</li> </ul>
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	<p>Chap No.4 In the Kingdom of Fools</p>	<p>discussion on the literary devices i.e. Rhyme Scheme, Figures of Speech, etc.</p> <p>Post Activity: -Group discussion on the need for visiting &amp; experiencing places of natural beauty.</p> <p><b>EXPERIMENTAL LEARNING</b> -Students' efforts to differentiate between today's busy world with the tranquility of the lake of Innisfree. -Watching a video clipping of a lake and experiencing</p>	<p>the poem and w b yeats's style of writing</p> <ul style="list-style-type: none"> <li>• recite poems with proper stress and intonation.</li> <li>• critically analyse the theme and employ various figures of speech,</li> <li>• write short answers / paragraphs, and textual answers using appropriate vocabulary and grammar.</li> </ul>
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	<p>Chap No. 5 The Snake and the Mirror</p>	<p>the soothing impact of the calm place.</p> <p>Activity: Pre Activity: Discussion : Is it important to seek a wise person's advice while taking any sensible decision? During the story: -Role Play Post Activity: Make graphical presentations to show the character sketches of various characters of the story. EXPERIENTIAL LEARNING: TAL Presentation and Discussion: - Knowing more about</p>	<ul style="list-style-type: none"> <li>• To learn about the characteristics difference between direct and indirect speech.</li> <li>• To learn about the change in pronoun</li> <li>• To learn about the change in time reference.</li> <li>• To enable them to change all kind of sentences</li> </ul>
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	<p>Poem No. 5 A Legend of the Northland</p>	<p>the author by examining a video of a short story from 'Malgudi Days'. - Group Discussion on – ' Prayers bring Miracles' – A myth or a Reality.</p> <p>Pre Activity: TAL Presentation: A video showing man's vanity. During the story: Discussion on 'How overestimation brings wrong behavior of human'. Post Activity: Writing answers to the questions (100-150 words)</p>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> <li>• Comprehend and narrate the text effectively and share their own views for the same.</li> <li>• Extract the humor involved in the story</li> <li>• Comprehend meaning of the text by providing appropriate answers to the questions asked.</li> <li>• Weave a story based</li> </ul>
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		<p>with the help of the points given.</p> <p>Experiential Learning :</p> <ul style="list-style-type: none"> <li>- Sharing experiences about students' encounter with snakes.(Speaking skill)</li> <li>( Previous knowledge)</li> <li>- Discussion on the poisonous and Nonpoisonous categories of snakes.</li> </ul> <p>Activity (To introduce the lesson): Students will be given chance to read the story —Unit 5.1.The Snake and the Mirror   turn</p>	<p>on the reading of the text and their imagination</p> <ul style="list-style-type: none"> <li>• Recapitulate and apply the rules of reported speech appropriately in sentences.</li> </ul> <p>discuss a variety of genres for pleasure specifically science fiction</p> <ul style="list-style-type: none"> <li>• list and interpret the incidents of the story</li> <li>• use proper grammatical structure, i.e. - tense, various mechanics of writing etc.</li> <li>• listen to and</li> </ul>
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		<p>by turn. After the completion of the reading of the chapter, they will be asked to rewrite the story without its humour, merely as a frightening incident. What parts of the story would you leave out?</p> <p>Activity (To Support learning): Students will be asked to go to the local library or talk to older persons in their locality and find legends in their own language. Discuss about the legends in the class.</p> <p>Activity (to assess learning): Do you think that the old lady would have been so ungenerous if she had known</p>	<p>speaking on verbal inputs -story</p> <ul style="list-style-type: none"><li>• critically examine the characters and sequence of incidents.</li><li>• use correct grammatical structures in expression</li><li>• write short answers / paragraphs, and textual answers using appropriate vocabulary and grammar</li><li>• discuss the culture, lifestyle, and belief of the people. understanding phoebe cary's style of writing.</li><li>• discuss the genre of a legend</li></ul>
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	Chap No. 5The Happy Prince	who Saint Peter really was? What would she have done then?	<ul style="list-style-type: none"><li>• relate to common symbols used in the poem</li><li>• recite poems with proper stress and intonation.</li><li>• classify the different poetic devices for interpretation and analysis</li><li>• write short answers / paragraphs, and textual answers using appropriate vocabulary and grammar.</li></ul>
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	Discursive Passage	<p>Activity (To introduce the lesson): Warm Up activity: Great achievements is usually born of great sacrifice and is never the result of selfishness. Discuss</p> <p>Activity (To Support learning):- Jackie Shroff's movie 'Teri Meherbaniyan' will be discussed where a dog takes the revenge of his</p>	<p>To enable the students:</p> <ul style="list-style-type: none"><li>• To develop a love for literature in students.</li><li>• To introduce the students with life and works of Oscar Wilde.</li><li>• To introduce new vocabulary.</li><li>• To develop listening skills through audio book of the lesson.</li></ul>
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	<p>Diary Entry</p> <p>Determiners</p>	<p>master to make them understand the idea of selfless service displayed by an animal. Similar will be asked from them.</p> <p>Activity (to assess learning): Class Work:</p> <ul style="list-style-type: none"> <li>• The little swallow says, —It is curious, but I feel quite warm now, although it is so cold. Have you ever had such a feeling? Share your experience with your friends.</li> </ul> <p>Pre Activity: TAL Presentation: A video showing man’s vanity. Post Activity:</p>	<p>To enable students to analyze the pros and cons To develop comprehension skills of the pupil’</p> <p>Learners will be able to understand</p>
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		<p>Writing answers to the questions (100-150 words)with the help of the points given.  Pre: Teacher gives a discursive paragraph and ask questions based on it. Does it introduce the topic and provide context? What are the main points presented for and against the topic?  Post: Teacher conducts a debate and ask students to write a discursive paragraph based on the debate.</p> <p>PRE- ACTIVITY  1.The session would start with a prewriting activity to create an interest towards</p>	<p>determiners clearly. They will be able to identify different types of determiners. Students will be able to use the correct determiners in the right places which will help them improve their sentence formation.</p> <p>i. To express ideas fluently and spontaneously without difficulty in expressions, grammar usage, format usage, relevant vocabulary.  ii. The students would develop an interest towards writing.  iii. Their planning and organizing techniques would be enhanced.</p>
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		<p>writing.</p> <p>2. Group Discussion: Read A DIARY OF A YOUNG GIRL and discuss the characters.</p> <p>POST-ACTIVITY: Write a diary entry for a week .</p> <p>Pre-activity Introduction of the topic will be done by showing the students some colourful pencils Ask a student to pick up the pencil. Student might ask "Which one?" Pick up a pencil. Pick up one pencil. Give me this pencil. Give her that pencil. Your red pencil. Her green pencil. You can take either pencil. We need a few</p>	<p>Learners will be able to understand determiners clearly.</p> <p>They will be able to identify different types of determiners.</p> <p>Students will be able to use the correct determiners in the right places which will help them improve their sentence formation.</p>
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		<p>pencils. Different kinds of determiners will be written on the board and students will be asked to frame a sentence with the help of those determiners individually.</p> <p>Post-activity An exercise will be given to underline the determiners and mention their kinds.</p>	
SEPTEMBER 2024	W.S. Case Based Passage	<p>Pre: Teacher shows a case based passage and ask students to summarize it in their own words.</p> <p>Post: Teacher provides a case based passage along with the questions and ask students to</p>	<p>To encourage reading among students To enhance student's comprehending skills. To improve student's understanding of</p>

		answer it in the notebook.	case based passage.
OCTOBER 2024	Chap No. 6 My Childhood	<p>Activity (To introduce the lesson): Warm Up Activity Efforts of selfless people who aimed to serve humanity during recent crises would be discussed</p> <p>Activity (To Support learning): *Indra Krishnamurthy Nooyi, an Indian American business executive, in her speech emphasized on three facts of life. Firstly to be a lifelong student, Second, whatever we do, throw ourselves into it, throw our head, heart and hands into it and The third and the most important one,</p>	<ul style="list-style-type: none"> <li>• discuss a variety of genres for pleasure specifically autobiography</li> <li>• answer questions based on understanding of the topic.</li> <li>• use proper grammatical structure, i.e. - tense, various mechanics of writing etc.</li> <li>• listen to and speak on verbal inputs – debates</li> <li>• critically analyse the theme, and</li> </ul>

	<p>Poem No. 6 No Men are Foreign</p>	<p>please help others rise. Do you agree with her views and what is your opinion about the same?        *Book Reading _The Wings of Fire` by APJ Abdul Kalam. *Video —Abdul Kalam, A lesson   and PPT related to birthplace of Kalam will be shown.</p> <p>Activity (to assess learning): Narrate two incidents from the chapter that show how differences can be created, and also how they can be resolved. How can people change their attitudes?</p> <p>Activity (To introduce the lesson):        Speaking Skills: In times of crisis like the recent pandemic</p>	<p>moral value imparted through the story.</p> <ul style="list-style-type: none"> <li>• use correct grammatical structures in expression</li> <li>• write an article and a paragraph on a given topic</li> <li>• answer reference to the context tasks and questions</li> </ul> <ul style="list-style-type: none"> <li>• explain the figurative language of the poem for interpretatio</li> </ul>
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	<p>W.S. Story Writing with the help of story starter.</p>	<p>'Corona crisis' has reduced the gaps of foreign differences between the people, irrespective of the differences existing between us. Do you think it is appreciable act?</p> <p>Activity (To Support learning): Referring to the story given on page no 91 of workbook, share your views on the importance of Unity. (Extended Abstract) (Workbook) Reading Skills: Recitation with proper innotation.</p> <p>Activity (to assess learning) What is the central theme of the poem?</p>	<p>n and literary appreciation .</p> <ul style="list-style-type: none"> <li>• draw the inferences, and appreciates the essence of the poem.</li> <li>• discuss the layers of meaning in the poem</li> <li>• identify the symbols in the poem</li> <li>• writes short answers / paragraphs, and textual answers using appropriate vocabulary and grammar.</li> </ul>
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	<p>GR. Reported Speech</p>	<p>Pre: Teacher shows a story and ask student to guess what will happen in the end. Teacher encourages students to interpret the story. Post: Teacher provides a starting incident and ask student to continue the story as per their imagination and creativity.</p> <p>Pre: Teacher ask one student to speak few lines about his favourite personality / sport and ask other student to summarize it. Post: Teacher provides few statement and ask students to apply the rules and frame it in reported speech. Teacher assigns the workbook activity to the students.</p>	<p>To trigger imagination of the student. To develop creative thinking among student.</p> <p>To make students aware of the different ways of stating the information. To enable student understand the importance of reported speech. To make student familiar with reported speech and its use.</p>
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<p>NOVEMBER 2024</p>	<p>Chap No. 7 The Last Leaf</p>	<p>Activity (To introduce the lesson): Share the stories of how did people remain hopeful in testing times?</p> <p>Activity (To Support learning): Speaking Skills: Students will share the support which they get from their dear ones in crucial situations.</p> <p>Activity (to assess learning) Recall and write about any situation of your life where you supported your friend or you were supported by your friend in the time of need</p>	<ul style="list-style-type: none"> <li>• To promote reading habits through story reading.</li> <li>• To provide variety of language inputs for spontaneous &amp; natural use of language.</li> <li>• To enable the students to appreciate/comprehend the text.</li> <li>• To enable them to express themselves in grammatically correct language.</li> <li>• To enable them to comprehend the text locally and globally.</li> <li>• To</li> </ul>
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			learn/enrich vocabulary and its usage within appropriate context. To develop confidence in speaking skills.
DECEMBER 2024	Poem No. 8 On Killing a Tree Chap No. 8 A House is not a Home	<p>Activity (To introduce the lesson): There are conflicts between Human and nature; and between humans. What do you understand by this?</p> <p>Activity (To Support learning): How can human save nature? What efforts can be done on small level?</p> <p>Activity (to assess learning): Discussion- What are</p>	<ul style="list-style-type: none"> <li>• draw the inferences, and appreciates the essence of the poem.</li> <li>• discuss the layers of meaning in the poem</li> <li>• identify the symbols in the poem and interpret them</li> <li>• recite poems with proper stress, pitch, and intonation.</li> <li>• explain the</li> </ul>

	<p>Chap No. 8 Reach for the Top</p>	<p>the things we are getting from the Mother Earth? What are we returning?</p> <p>Activity (To introduce the lesson): Warm up Activity:</p> <p>*Pre Reading Activity: Do you have the passion to do something other than your studies like music, dance, sports etc., Who gives you support and encouragement to go ahead</p> <p>Activity (To Support learning): In January 2018, the President of India awarded 112</p>	<p>figurative language of the poem for interpretation and literary appreciation</p> <ul style="list-style-type: none"> <li>• write short answers / paragraphs, and textual answers using appropriate vocabulary and grammar</li> <li>• evaluate the trials and tribulations of a young girl from a backward community and the struggles to achieve her goals</li> <li>• infer the word meanings</li> </ul>
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		<p>amazing —First Ladies   for being first in their respective fields. Students will write few names of 'First Ladies' on black board.</p> <p>Activity (to assess learning) Santosh Yadav got into the record books both times she scaled Mt. Everest. What were the reasons for this?</p>	<p>from context and use them with the proper tense pattern</p> <ul style="list-style-type: none"><li>• introduce a person / interview a person by framing appropriate questions based on the person's background</li><li>• critically analyse the theme, and moral value imparted through the story</li><li>• use correct grammatical structures in expression</li><li>• write a description of a person.</li><li>• answer reference to the context tasks and</li></ul>
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			<p>questions</p> <ul style="list-style-type: none"><li>• evaluate the trials and tribulations of a young girl living away from her mother in a strange land to pursue her dreams</li><li>• infer the word meanings from context and use them with the proper tense pattern</li><li>• introduce a person / interview a person by framing appropriate questions based on the person's background</li><li>• critically analyse the theme, and</li></ul>
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			<p>moral value imparted through the story.</p> <ul style="list-style-type: none"> <li>• use correct grammatical structures in expression</li> <li>• write a description of a person.</li> <li>• answer reference to the context tasks and , questions</li> </ul>
JANUARY 2025	Chap 10. The Beggar	Activity (To introduce the lesson):	<ul style="list-style-type: none"> <li>• To comprehend</li> </ul>

		<p>Warm up activity Speaking Skills: Share your views on the approach of people who took initiative to help the needy during Corona Virus lockdown.</p> <p>Activity (To Support learning): Speaking Skills Debate- People who rise and help these people are no longer interested in helping them, because they know it's in vain. So, poor people can't be helped in INDIA because many of them like living that way.</p> <p>Activity (To assess learning) How can we help beggars/ abolish begging? Textual questions/ Extra questions/ Assignments/Character sketches/ Value based</p>	<p>the text. -To enable them to learn new words and phrases used in the lesson.</p> <ul style="list-style-type: none"> <li>• To identify the beggars and impress upon them the significance of dignified living and to persuade them to take up an alternative livelihood.</li> <li>• To be truthful irrespective of situations</li> <li>• To make them understand the relationship between self-awareness, violation of personal space and</li> </ul>
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	<p>Chap No.10 Kathmandu</p>	<p>Activity (To introduce the lesson): Warm up Activity: What do the surroundings of a holy place in your city look like? Speak about the shrines you have visited.</p> <p>Activity (To Support learning): • Textual questions/ Assignments/Character sketches/ Value based Students will share their stories, related to travelling.</p> <p>Activity (To assess learning): Write about the condition of Baghmati river described in the chapter.</p>	<p>helping behaviour.</p> <ul style="list-style-type: none"> <li>• identify a variety of genres for pleasure specifically comedy and humor.</li> <li>• respond to the descriptive style of writing and the images created in the story</li> <li>• use the word meanings by expanding the vocabulary with new words,</li> <li>• listen to descriptions of shrines presented by other</li> </ul>
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	Poem No.10 A slumber did my spirit seal	Pre Activity - Discussion on various poems written by William Wordsworth. Write the summary of your favourite poem written by Williams Wordsworth Post Activity -	students and presents a description <ul style="list-style-type: none"><li>• critically analyse the theme and is able to assimilate it in writing</li><li>• use correct grammatical structures in expression</li><li>• write description of a journey and places visited</li><li>• answer reference to the Context exercises, and Questions</li></ul> <ul style="list-style-type: none"><li>• draw the inferences, and appreciate</li></ul>
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	<p>Topic:UNIT 11 If I Were You</p>	<p>Write a paragraph on how you consoled or convinced a friend that nothing in this world lasts forever when he / she lost a dear one</p> <p>Activity (To introduce the lesson): Don't you think it is not safe to share information in today's digital age? Someone like the intruder in the play <u>'If I Were You'</u> might misuse your unique and personal identity details. This is called identity theft. The cases of</p>	<p>the essence of the poem.</p> <ul style="list-style-type: none"> <li>• analyse the layers of meaning in the poem</li> <li>• recite poems with proper stress, pitch, and intonation.</li> <li>• explain the figurative language of the poem for interpretation and literary appreciation .</li> <li>• Writ short answers / paragraphs, and textual answers using appropriate vocabulary and grammar.</li> <li>• respond to a</li> </ul>
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		<p>online identity thefts are increasing day by day. Collect information about cases of identity theft and share it in the class. Role Play will be conducted.</p> <p>Activity (To Support learning): Intelligence combine with alertness and smartness can save one's life. Discuss.</p> <p>Activity (to assess learning): Sometimes we think about what we are like and how each of us is different. We all are interesting people with our physical differences and attitudes to life. Write in about 100 words what you are like, your identity and what you enjoy doing and how do you envision yourself</p>	<p>variety of genres for pleasure, specifically drama and humor</p> <ul style="list-style-type: none"> <li>• analyse the plot, the style of writing whereby the author introduces a twist in the tale</li> <li>• interpret the word meanings by expanding the vocabulary with new words, usage of new words</li> <li>• discuss each of the characters and the roles in the</li> </ul>
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		<p>in future. (Workbook) The information about RAW: India's External Intelligence Agency will be shared with the students.</p>	<p>plot</p> <ul style="list-style-type: none"> <li>critically analyses the theme, and moral value imparted through the story.</li> <li>use correct grammatical structures in expression</li> <li>write a character sketch convert a play to a story</li> <li>respond to Reference to the Context, Questions and Answers</li> </ul>
FEBRUARY 2025	REVISION		

विषय – हिंदी (085)

MONTH महीना	BOOK/CHAPTER पाठ्यपुस्तक / पाठ	ACTIVITIES गतिविधियाँ	LEARNING OBJECTIVES शिक्षण के लक्ष्य
अप्रैल 2024	<p><b>स्पर्श पाठ्यपुस्तक ( गद्य )</b></p> <p><b>1.दुःख का अधिकार</b> - यशपाल</p>	<p>कहानी का नाट्य मंचन करवाना I</p> <p>जहरीले साँपों की जानकारी एकत्रित कर फाइल में लगाना।</p>	<p>सामाजिक विषमताओं से ऊपर उठकर मानवीय समानताओं से अवगत कराना I</p> <p><b>श्रवण कौशल का विकास</b> – समाज के निम्न वर्ग एवं मध्यम वर्ग में व्याप्त विसंगतियों पर विद्यार्थियों को पीपीटी/ऑडियो/विडियो के माध्यम से दिखाया जाएगा। छात्र उन अंतर को सुनकर और समझकर भावों को समझ सकेंगे।</p> <p><b>वाचन कौशल का विकास</b> – क्या मानवीय भावों की अभिव्यक्ति भी किसी विशेष वर्ग के लिए ही है?- इस प्रश्न को लेखक ने पाठ में किस तरह रखा है, इस विषय पर छात्र अपने विचार प्रस्तुत करेंगे और उदाहरण और तथ्यों के साथ उसका समर्थन कर सकेंगे।</p> <p><b>पठन कौशल का विकास</b> – लगभग 100-150 शब्दों के एक अंश को पढ़ते हुए सामान्य और शैक्षणिक सन्दर्भों शब्द प्रयोग में अंतर जान सकेंगे। इसमें प्रयुक्त 80 प्रतिशत से अधिक हिंदी शब्दों के अर्थ और वर्तनी को जान सकेंगे।</p> <p><b>लेखन कौशल का विकास</b> – सामाजिक विषमताओं पर लिखने से पहले अपने लेख की रूपरेखा तैयार कर पाएँगे I</p>

	<p><b>स्पर्श पाठ्यपुस्तक ( पद्य )</b></p> <p><b>1.रैदास के पद</b></p> <p><b>- रैदास</b></p>	<p><b>1.रैदास के पदों का सामूहिक गायन कक्षा में प्रस्तुत करेंगे I</b></p>	<p>पाठ के अंत में विद्यार्थी रैदास के पदों में निहित ईश्वर के प्रति समर्पण की भावना को समझने में सक्षम होंगे</p> <p><b>श्रवण कौशल का विकास</b> - तुलसी कृत राम चरित मानस के कुछ अंश छात्रों को ऑडियो द्वारा सुनाकर उन्हें ईश्वर और भक्ति को समझ सकेंगे ।</p> <p><b>वाचन कौशल का विकास</b> – उचित लय -ताल, सुर, यति-गति, और ओजस्विता पूर्ण आवाज में कविता का समूह में गायन कर सकेंगे I</p> <p><b>पठन कौशल का विकास</b> –</p> <p>हिंदी शब्दों के अर्थ और वर्तनी जान सकेंगे I भाषा के विविध प्रकारों की पहचान कर सकेंगे I</p> <p><b>लेखन कौशल का विकास</b> – पाठ में कवि ने भक्त और भगवान की तुलना किन- किन उदाहरणों के रूप में की है, छात्र इसका विस्तार से विश्लेषण (उदाहरण या उपाख्यानों के माध्यम से) करेंगे।</p>

	<p><b>व्याकरण</b></p> <p><b>1. शब्द व पद</b></p> <p><b>2. अनुस्वार और अनुनासिक</b></p>	<p>शब्द और पद को पढ़कर तालिका भरना I</p> <p>अनुस्वार और अनुनासिक की पहचान के संदर्भ में प्रपत्र तैयार करवाना I</p> <p>मिलान कीजिए</p>	<p>विभिन्न विषयों और उद्देश्यों के लिए लिखते समय उपयुक्त शब्दों, वाक्य संरचनाओं विशेषकर शब्द और पद व्याकरणिक इकाइयों जैसे - अनुस्वार और अनुनासिक आदि का बेहतर प्रयोग कर सकेंगे I</p> <p>लेखन कौशल का विकास –</p> <p>विभिन्न विषयों पर अनुच्छेद लेखन कर सकेंगे I</p>
	<p><b>रचनात्मक लेखन -</b></p> <p><b>1. अनुच्छेद लेखन</b></p>	<p>मेरा भारत महान विषय पर अनुच्छेद लेखन करवाना I</p>	
<p><b>जून 2024</b></p>	<p><b>संचयन -</b></p> <p><b>पाठ 1. गिल्लू</b></p>	<p>कहानी प्रस्तुतीकरण (लघुकथा )</p>	<p>पशु पक्षियों के प्रति दया भाव दिखाएँगे I</p> <p><b>श्रवण कौशल का विकास –</b> पशु पक्षियों पर आधारित विडियो सुनकर नोट्स बना पाएँगे I</p> <p><b>वाचन कौशल का विकास –</b> ओजस्विता पूर्ण पाठ का वाचन कर सकेंगे I</p> <p><b>पठन कौशल का विकास –</b> पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछते सकेंगे I</p> <p><b>लेखन कौशल का विकास –</b></p> <p>पाठ का सारांश अपने शब्दों में लिख सकेंगे I</p>



			विभिन्न विषयों और उद्देश्यों के लिए लिखते समय उपयुक्त
	<p><b>व्याकरण -</b></p> <p><b>3. उपसर्ग और प्रत्यय</b></p> <p><b>4. स्वर संधि</b></p> <p><b>5. विराम चिन्ह</b></p> <p><b>6. अर्थ की दृष्टि से वाक्य भेद</b></p>	<p>उपसर्ग और प्रत्यय से शब्द बनाओं I</p> <p>स्वर संधि पर एक चार्टर्ड तैयार कीजिए I</p> <p>विराम चिन्ह चक्र पर आधारित खेल गतिविधि I</p> <p>पहचानो वाक्य ( खेल खेल में )</p> <p>अर्थ की दृष्टि से वाक्य भेद</p> <p>व्हील पर खेलो और भेद पहचानो I</p>	<p>शब्दों, वाक्य संरचनाओं विशेषकर संधि एवं अन्य व्याकरणिक इकाइयों जैसे - उपसर्ग और प्रत्यय, विराम चिन्ह, अर्थ की दृष्टि से वाक्य भेद आदि का बेहतर प्रयोग कर सकेंगे I</p>
<p><b>जुलाई 2024</b></p>	<p><b>स्पर्श पाठ्यपुस्तक ( गद्य )</b></p> <p><b>2. एवरेस्ट : मेरी शिखर यात्रा</b></p>	<p>एवरेस्ट और विश्व के अन्य प्रसिद्ध पर्वत मालाओं को गूगल अर्थ के माध्यम से लाइव्ह देखना I (समूह कार्य )</p>	<p>पाठ के अंत में छात्र पर्वतारोहण के बारे में जानेंगे ।</p> <ul style="list-style-type: none"> <li>• विद्यार्थियों को कुछ मशहूर पर्वतारोहियों के जीवन के बारे में बताते हुए उन्हें भी साहसिक कार्यों की ओर प्रेरित करना।</li> </ul> <p><b>श्रवण कौशल का विकास</b> – कैलाश मानसरोवर तथा केदारनाथ की यात्रा के आधिकारिक विडियो को विद्यार्थियों के समक्ष प्रस्तुत करना ।</p>

			<p>5 से 8 मिनट तक बोले गए शैक्षणिक पाठ को सुनकर नोट्स बना पायेंगे।</p> <p><b>वाचन कौशल का विकास –</b> स्व-निर्मित प्रश्नों का उपयोग करके सहपाठियों का मौखिक साक्षात्कार कर पाने में सक्षम होंगे।</p> <p>विभिन्न विषयों पर अपना मत प्रकट कर सकेंगे और उदाहरण और तथ्यों के साथ उसका समर्थन कर सकेंगे।</p> <p><b>पठन कौशल का विकास –</b> लगभग 100-150 शब्दों के एक अंश को पढ़ते हुए सामान्य और शैक्षणिक सन्दर्भों शब्द प्रयोग में अंतर जान सकेंगे। इसमें प्रयुक्त 80 प्रतिशत से अधिक हिंदी शब्दों के अर्थ और वर्तनी को जान सकेंगे ।</p> <p><b>लेखन कौशल का विकास –</b> हिमालय का महत्व इस विषय पर लेख लिखेंगे I</p> <p>पाठ के अंत में छात्र दोहों के माध्यम से मानुष-प्रेम एवं मानव-मूल्यों के महत्व को समझ सकेंगे ।</p>

	<p><b>स्पर्श पाठ्यपुस्तक ( पद्य )</b></p> <p><b>2.रहीम के दोहे</b></p>	<p>दोहों का सामूहिक गायन करवाना I</p>	<p>रहीमदास जी ने अपने दोहों के माध्यम से परोपकार तथा कभी भी बड़ों की तुलना में छोटों की उपेक्षा नहीं करनी चाहिए के संदेश का प्रतिपादन किया है ।</p> <p><b>श्रवण कौशल का विकास –</b> पाठ विस्तार में सहायक- पी.पी.टी, रहीम के चित्र और उनके दोहों को कक्षा में ओजस्वी ढंग से शिक्षक द्वारा पढ़कर विद्यार्थियों में श्रवण कौशल का विकास कराना ।</p> <p><b>वाचन कौशल का विकास –</b> सस्वर दोहों का गायन करेंगे I</p> <p><b>पठन कौशल का विकास –</b> दोहों के संदर्भ से शब्दावली अर्थ का अनुमान लगाने के लिए रणनीतियों के संयोजन का उपयोग कर सकेंगे। भाषा के विविध प्रकारों की पहचान कर पाएँगे I</p> <p><b>लेखन कौशल का विकास –</b> भावार्थ अपने शब्दों में लिखेंगे I</p> <p><b>लेखन कौशल का विकास –</b> मित्र और रिश्तेदारों को विभिन्न विषयों पर पत्र लिखने में सक्षम होंगे I</p>
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	<p><b>रचनात्मक लेखन -</b>  <b>पत्रलेखन (अनौपचारिक )</b>  <b>पुनरावृत्ति कार्य</b>  <b>(आवधिक परीक्षा 1)</b></p>	<p>मित्र को पत्र लिखकर डाक के माध्यम से भेजना I</p>	
<p><b>अगस्त 2024</b></p>	<p><b>पाठ 3 तुम कब जाओगे अतिथि</b>  <b>श्रवण कौशल परीक्षा 1</b>  <b>वाचन परीक्षा 1</b></p>	<p>विद्यार्थी अपने घर आए अतिथियों के सत्कार का अनुभव कक्षा में सुनाएँगे I</p>	<p>अतिथि की मर्यादा का ज्ञान कराना I  आज के इस उपभोक्तावादी संस्कृति में अतिथि देवों भव : के महत्त्व को समझ सकेंगे I  <b>श्रवण कौशल का विकास</b> – अतिथि देवों भव : पर आधारित विडियो सुनकर नोट्स बना पाएँगे I  <b>वाचन कौशल का विकास</b> – ओजस्विता पूर्ण पाठ का वाचन कर सकेंगे I  <b>पठन कौशल का विकास</b> – पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछते सकेंगे I  <b>लेखन कौशल का विकास</b> – अतिथि देवों भव: विषय पर अनुच्छेद लिखेंगे I</p>
	<p><b>पाठ 2. स्मृति</b></p>	<p>विद्यार्थी अपने बचपन के किस्से कक्षा में सुनाएँगे I</p>	<p>अपनी पिछली घटनाओं से को याद करना और शिक्षा लेना I</p>

			<p>प्राणी मात्र के प्रति – करुणा, सहानुभूति, प्रेम आदि की भावनाएँ जागृत करना I</p> <p>ग्रामीण परिवेश एवं व्यवहार की जानकारी देना I</p> <p><b>श्रवण कौशल का विकास</b> – बचपन के खेलों पर आधारित विडियो सुनकर नोट्स बना पाएँगे I</p> <p><b>वाचन कौशल का विकास</b> – ओजस्विता पूर्ण पाठ का वाचन कर सकेंगे I</p> <p><b>पठन कौशल का विकास</b> – पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछते सकेंगे I</p> <p><b>लेखन कौशल का विकास</b> – मेरा बचपन विषय पर अनुच्छेद लिखेंगे I</p>
	<b>3. संवाद लेखन</b>	संवाद लेखन कराना	<p>दैनिक जीवन में हिंदी में संवाद करने की क्षमता का विकास करना I</p> <p>लेखन क्षमता का विकास करना I</p>
<b>सितंबर 2024</b>	<b>पद्य 5 गीत – अगीत</b>	स्वरचित कविताओं का वाचन	<p>प्राकृतिक सौंदर्य तथा जीव – जंतुओं के ममत्व, मानवीय राग तथा प्रेमभाव से परिचित कराना I</p> <p>मानव एवं जीव – जंतुओं के प्रति प्रेम एवं सहानुभूति की भावना जागृत करना I</p> <p><b>श्रवण कौशल का विकास</b> –</p>

			<p>पाठ विस्तार में सहायक- पी.पी.टी, प्रकृति एवं जीव – जंतुओं के प्रति कक्षा में ओजस्वी ढंग से शिक्षक द्वारा पढ़कर विद्यार्थियों में श्रवण कौशल का विकास कराना ।</p> <p><b>वाचन कौशल का विकास –</b> सस्वर कविता का गायन करेंगे I</p> <p><b>पठन कौशल का विकास –</b> कविता के संदर्भ से शब्दावली अर्थ का अनुमान लगाने के लिए रणनीतियों के संयोजन का उपयोग कर सकेंगे। भाषा के विविध प्रकारों की पहचान कर पाएँगे I</p> <p><b>लेखन कौशल का विकास –</b> भावार्थ अपने शब्दों में लिखेंगे I</p>
	<p><b>4.चित्र वर्णन</b> <b>पुनरावृत्ति कार्य</b> <b>अर्ध वार्षिक परीक्षा</b> <b>2024</b></p>	चित्र वर्णन कराना	<p>विद्यार्थियों को दिए गए चित्रों में विवरणों का वर्णन करने और उनका अवलोकन करने के लिए प्रोत्साहित करना I</p>
<p><b>अक्टूबर</b> <b>2024</b></p>	<p>गद्य – 4.वैज्ञानिक चेतना के वाहक चंद्रशेखर वेकंट रामन – धीरंजन मालवे</p>	प्रिज़म तैयार करवाना	<p><b>वैज्ञानिक दृष्टिकोण विकसित करना I</b> <b>मनुष्य मात्र के स्वभाव एवं व्यवहार की जानकारी देना I</b> <b>श्रवण कौशल –</b></p>

			<p>पाठ विस्तार में सहायक – पी.पी.टी, चित्र द्वारा और कक्षा में ओजस्वी ढंग से शिक्षक द्वारा पढ़कर विद्यार्थियों में श्रवण कौशल का विकास कराना I</p> <p><b>वाचन कौशल -</b> कक्षा में छात्र क्रमा नुसार पाठ का एक एक परिच्छेद का वाचन करेंगे I छात्रों की वाचन कौशलता बढ़ेगी I</p> <p><b>पठन कौशल –</b> समूह में बैठे विद्यार्थी निर्धारित अंश का पठन करेंगे I</p> <p><b>लेखन कौशल –</b> विज्ञान के चमत्कार इस विषय पर – 50 – 60 शब्दों में मंतव्य लिखकर लेखन कौशल का विकास करना</p>
	<b>3.कल्लू कुम्हार की उनाकोटी</b>	गूगल अर्थ के माध्यम से त्रिपुरा और उनाकोटी की भौगोलिक, ऐतिहासिक जानकारी कराना I पौराणिक कथा का मंचन	
	<b>गद्य 6.शुक्रतारे के समान</b>	महात्मा गांधी जी को पत्र लिखवाना I	<p>महादेव भाई देसाई के जीवन से प्रेरणा प्राप्त करने में सक्षम होंगे।</p> <p>जीवन में आने वाले उतार चढ़ाव का सामना करना सीखेंगे।</p>

		<p>सहायक के रूप में समर्पण की प्राथमिकता को सीखने में सक्षम होंगे ।</p> <p><b>श्रवण कौशल का विकास –</b></p> <p>दृश्य – गांधी जी को प्रस्तुत करती हुई सामग्री विज्ञापन देखकर और सुनकर स्वतंत्रता आंदोलन को जानेंगे I</p> <p><b>वाचन कौशल का विकास –</b></p> <p>छात्र स्वतंत्रता आंदोलन से संबंधित नारों का वाचन करेंगे जैसे – 'वंदे मातरम', तुम मुझे खून दो 'मैं तुम्हें आज़ादी दूँगा' आदि I</p> <p>उचित आरोह – अवरोह से वाचन करेंगे I</p> <p><b>पठन कौशल का विकास -</b></p> <p>गांधी जी की आत्मकथा 'सत्य के प्रयोग' को पुस्तकालय से लेकर पढ़ा जाएगा I</p> <p>समूह में बैठे विद्यार्थी निर्धारित अंश का पठन करेंगे I</p> <p><b>लेखन कौशल का विकास –</b></p> <p>अहिंसा और महात्मा गांधी जी इस विषय पर <b>100</b> शब्दों में अनुच्छेद लिख सकेंगे I</p>
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	<p><b>पद्य 6. अग्नि पथ</b></p>	<p>हरिवंश राय बच्चन जी की अन्य कविताओं का वाचना करवाना I</p>	<p>प्रतिभा को निखारने के लिए संघर्ष आवश्यक है I कविता के अंत में छात्र कठिन परिस्थिति का सामना करने की क्षमता विकसित करने में सक्षम होंगे I</p> <p><b>श्रवण कौशल का विकास –</b></p> <p>पाठ विस्तार में सहायक- पी.पी.टी, अग्निपथ कविता के प्रति कक्षा में ओजस्वी ढंग से शिक्षक द्वारा पढ़कर विद्यार्थियों में श्रवण कौशल का विकास कराना ।</p> <p><b>वाचन कौशल का विकास –</b></p> <p>सस्वर कविता का गायन करेंगे I</p> <p><b>पठन कौशल का विकास –</b></p> <p>कविता के संदर्भ से शब्दावली अर्थ का अनुमान लगाने के लिए रणनीतियों के संयोजन का उपयोग कर सकेंगे।</p> <p>भाषा के विविध प्रकारों की पहचान कर पाएँगे I</p> <p><b>लेखन कौशल का विकास –</b></p> <p>भावार्थ अपने शब्दों में लिखेंगे I</p>
<p><b>नवंबर 2024</b></p>	<p><b>4.मेरा छोटा – सा निजी पुस्तकालय पुनरावृत्ति कार्य</b></p>	<p>अस्वस्थता के कारण कई दिनों से अनुपस्थित मित्र का मनोबल</p>	<p>पुस्तकों के प्रति प्रेम एवं लगाव बनाए रखना I</p> <p>पुस्तकें पढ़ने की आदत विकसित करना I</p>

	<b>आवधिक परीक्षा - 2</b>	बढ़ाने हुए एक कार्ड तैयार कीजिए I	<p><b>श्रवण कौशल का विकास</b> – पुस्तकालय पर आधारित विडियो सुनकर नोट्स बना पाएँगे I</p> <p><b>वाचन कौशल का विकास</b> – ओजस्विता पूर्ण पाठ का वाचन कर सकेंगे I</p> <p><b>पठन कौशल का विकास</b> – पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछते सकेंगे I</p> <p><b>लेखन कौशल का विकास</b> – 'मेरी प्रिय पुस्तक' विषय पर अनुच्छेद लिखेंगे I</p>
<b>दिसंबर 2024</b>	<b>पद्य 6 नए इलाके में खुशबू रचते हैं हाथ पुनरावृत्ति कार्य श्रवण कौशल परीक्षा 2 वाचन परीक्षा 2</b>	<p>नक्शा निर्माण - अपने (विद्यालय से निवास स्थान तक )</p> <p>बालश्रम पर नुक्कड़ नाटक</p>	<p>जीवन की यथार्थता और परिवर्तनशीलता से परिचित होंगे I</p> <p>दैनिक जीवन से संबंधित आंतरिक भावों को समझने का प्रयास करना I</p> <p>बाल मजदूरी करने के पीछे के कारण और देश और समाज के कर्तव्य पर विद्यार्थियों में एक सोच विकसित की जाएगी I</p> <p>कविता के अंत में विद्यार्थी शिक्षा के महत्व को समझेंगे I</p> <p><b>श्रवण कौशल का विकास</b> –</p> <p>1.विद्यार्थियों को कविता विस्तार में सहायक पी. पी. टी. बाल मजदूरी की कुछ तस्वीरें एवं ऑडियो / विडियो दिखाकर शहरों का बदलता रूप और बाल मजदूरी की समस्या का वैश्विक</p>

		<p>स्वरूप दिखाया जाएगा जिससे वे इस समस्या की व्यापकता जानेंगे I</p> <p>2.आलंकारिक भाषा को पहचानने में सक्षम हो सकेंगे I</p> <p>3.कविता में कवि के विचारों की पहचान कर कविता का औपचारिक सारांश बता सकेंगे I</p> <p><b>वाचन कौशल का विकास –</b></p> <p>विद्यार्थियों को कविता के ओजस्विता पूर्ण वाचन के माध्यम से जोड़ा जाएगा I</p> <p>कक्षा में क्रमानुसार कविता का एक एक पद सस्वर वाचन करवाया जाएगा I</p> <p><b>पठन कौशल का विकास –</b></p> <p>विद्यार्थियों से समाज में व्याप्त गरीबी और उसका बच्चों पर क्या असर होता है विषय पर बातचीत कर उनमें एक स्वयं की सोच विकसित कराना ।</p> <p>कविता के अंत में विद्यार्थी शुद्ध उच्चारण करते हुए सुर, लय एवं ताल के साथ कविता को धाराप्रवाह में पढ़ने में सक्षम होंगे I</p>
जनवरी 2025	पुनरावृत्ति कार्य प्रतिदर्श प्रश्न पत्र	विद्यार्थियों को पुनरावृत्ति कार्य करने के लिए प्रोत्साहित करना I

फरवरी 2025	पुनरावृत्ति कार्य वार्षिक परीक्षा 2025		विद्यार्थियों को पुनरावृत्ति कार्य करने के लिए प्रोत्साहित करना I
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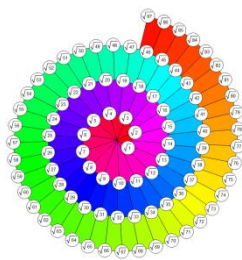
**MATHEMATICS(2024-25)**

MON TH	BOOK/C HAPTER	ACTIVITIES	LEARNING OBJECTIVES
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CHAP 1:  
NUMBER  
SYSTEM

**LAB ACTIVIIES:**



**Activity 1 – Construct a Square Root Spiral**

<https://www.cbsetuts.com/ncert-class-9-maths-lab-manual-construct-square-root-spiral/>

**Activity 2 – Represent Some Irrational Numbers on the Number Line.**

<https://www.cbsetuts.com/ncert-class-9-maths-lab-manual-represent-irrational-numbers-number-line/>

The students will be able to

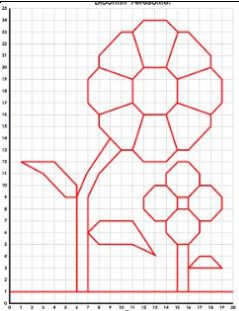
1. represent the number in the form of  $\frac{p}{q}$ .

2. Calculate and find rational numbers between any 2 rational numbers in order to prove that there are infinite rational numbers between any 2 given rational numbers.

3. Rationalize the denominator of a given expression with a square root term in the denominator in order to convert it to an equivalent expression whose denominator is a rational number.

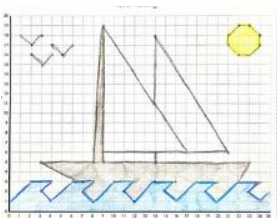
4. Extend the law of exponents in order to simplify a given expression.

	<b>CHAP 3: COORDI NATE GEOMET RY</b>	<b><u>LAB ACTIVIIES:</u></b>  <b><u>ACTIVITY 1:</u></b> <b>Find the values of Abscissa.</b>  <a href="https://www.cbsetuts.com/ncert-class-9-maths-lab-manual-find-values-abscissae/">https://www.cbsetuts.com/ncert-class-9-maths-lab-manual-find-values-abscissae/</a>	<b>The students will be able to</b> <b>1.</b> Determine the x & y co-ordinate of a point from a graph and write the co-ordinates of the point as an ordered pair <b>2.</b> Plot a point on the Cartesian plane and determine QUADRANT of the point.



**ACTIVITY 2:  
FIND THE HIDDEN PICTURE BY PLOTTING.**

<https://www.cbsetuts.com/ncert-class-9-maths-lab-manual-find-hidden-picture-plotting/>

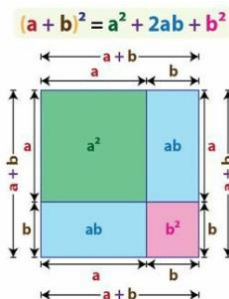


**JUNE**  
**CHAP 2:  
POLYNOMIALS**

**LAB ACTIVITIES:**

**1. ACTIVITY 1  
VERIFY THE ALGEBRAIC IDENTITY:**

$$(a + b)^2 = a^2 + b^2 + 2ab.$$



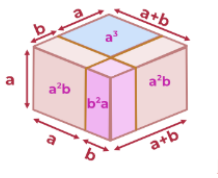
**The students will be able to**

1. Recognize variables and their degree in a given algebraic expression and differentiate whether given expression is a polynomial in one variable or not.
2. Express real life situations into a polynomial
3. Identify the degree of a given polynomial and classify an expression as zero, linear, quadratic and cubic polynomial
4. Substitute the value of 'a' in a given expression  $p(x)$  and find the value of polynomial at 'a' i.e.  $p(a)$
5. Use given values for the variable 'x' in a polynomial  $p(x)$  and identify if the given value is a zero of the polynomial

<https://www.cbsetuts.com/ncert-class-9-maths-lab-manual-verify-algebraic-identity-ab2/>

**2. ACTIVITY 2**  
**VERIFY THE ALGEBRAIC IDENTITY:**

$$(a + b)^3 = a^3 + b^3 + 3a^2b + 3ab^2.$$



<https://www.cbsetuts.com/ncert-class-9-maths-lab-manual-verify-algebraic-identity-ab3/>

6. Using Remainder Theorem, calculate division of  $p(x)$  by a linear polynomial ' $x - a$ ' and find that the remainder is  $p(a)$  and verify using long division method.
7. Apply factor theorem and determine if a linear polynomial ' $x-a$ ' is a factor of the given polynomial  $P(x)$ .
8. Apply factor theorem and determine the value of an unknown constant ' $k$ ' in Polynomial  $P(x)$  when a linear polynomial ' $x-a$ ' is a known factor of  $P(x)$
9. Apply factor theorem and factories a given polynomial
10. Factories a given polynomial using splitting middle-term method and factor theorem and compare the results of the two.

**CHAP 5:  
INTROD  
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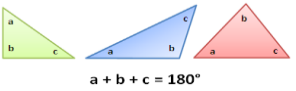
**LAB ACTIVITIES:**

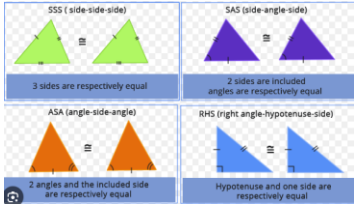
**NONE**


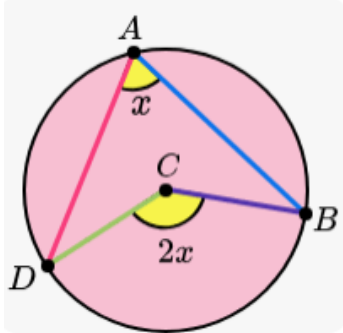
**The students will be able to**

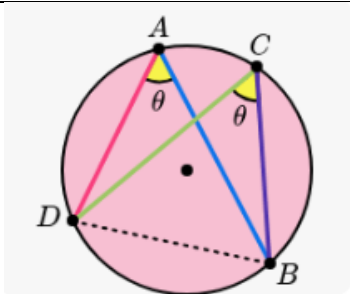
1. Give examples of theorems, postulates and axioms and differentiate between them with examples
2. Reproduce Euclid's axioms in your own words and give examples for each
3. List Euclid's five postulates and visualize and illustrate them through a diagram
4. Analyze given statements /postulates and determine if they are extensions of Euclid's postulates
5. Apply Euclid's postulates and prove basic geometrical concepts about lines, points, planes, shapes, etc.



			6. Illustrate the equivalent of Euclid's fifth postulate through a diagram and list conditions for two lines to be parallel.
<b>JULY</b>	<b>CHAP 4: LINEAR EQUATI ON IN TWO VARIABL ES</b>	<b>LAB ACTIVITIES:</b>  <b>NONE</b>	<b>The students will be able to</b> <b>1.</b> Recall concepts of coefficients and variables and construct a linear equation from a given statement <b>2.</b> Compare a given linear equation to the standard form $ax + by + c + 0$ and deduce the values of $a$ , $b$ and $c$ <b>3.</b> Plot the points on a graph and represent a linear equation in two variables <b>4.</b> Solve an equation and represent it on a number line and a Cartesian plane <b>5.</b> Using principles of linear equations, formulate and solve variety of problems in real life situations.
	<b>CHAP 6: LINES AND ANGLES</b>	<b>LAB ACTIVITIES:</b>  <b>ACTIVITY 1: VERIFY THAT SUM OF THE ANGLES OF THE TRIANGLE IS <math>180^\circ</math>.</b>    <a href="https://www.cbsetuts.com/ncert-class-9-maths-lab-manual-verify-sum-angles-triangle-180/">https://www.cbsetuts.com/ncert-class-9-maths-lab-manual-verify-sum-angles-triangle-180/</a>	<b>The students will be able to</b> <b>1.</b> Label angles created by two intersecting lines and identify vertically opposite pairs, adjacent angles, linear pairs, complementary /supplementary pairs of angles <b>2.</b> Apply the concepts of linear pairs of angles and vertically opposite angles and establish relationships between the angles in a given figure and solve for missing values <b>3.</b> Find out the unknown angles created by a transversal in a given figure and infer if the lines are parallel or not <b>4.</b> Define relationship between angles formed when a triangle is placed between two parallel lines and prove that exterior angle of a triangle is the sum of the two opposite interior angles.
<b>AUGU ST</b>	<b>CHAP 10:</b>	<b>LAB ACTIVITIES:</b>	<b>The students will be able to</b>

	<b>HERON'S FORMULA</b>	<b>NONE</b>	<ol style="list-style-type: none"> <li>1. Calculate area of a given triangle to state the limitation of the Standard formula (Area of Triangle = <math>\frac{1}{2} b.h</math>)</li> <li>2. Apply Heron's formula and calculate the area of a Triangle</li> </ol>
	<b>CHAP 7: TRIANGLES</b>	<p><b>LAB ACTIVITIES:</b></p> <p><b>ACTIVITY 1:</b> Verify different criteria for congruency of triangles.</p> <p><a href="https://www.cbsetuts.com/ncert-class-9-maths-lab-manual-verify-different-criteria-congruency-triangles/">https://www.cbsetuts.com/ncert-class-9-maths-lab-manual-verify-different-criteria-congruency-triangles/</a></p> 	<p><b>The students will be able to</b></p> <ol style="list-style-type: none"> <li>1. Observe the angles and sides of the given figures and find out whether they are congruent or not congruent</li> <li>2. Illustrate the criteria of congruencies of triangles through diagrams (ASA, SAS, SSS, RHS) and prove relationships between given angles, sides and triangles of a given figure</li> <li>3. Apply criteria for congruence in a triangle with two congruent sides and prove that the angle opposite to the sides are equal and apply it in a given figure to solve for the measure of an angle</li> <li>4. Examine given triangles that satisfy AAA or SSA criteria and comment whether they are congruent.</li> </ol>
<b>SEPTEMBER</b>	<b>REVISION + EXAM</b>	<b>REVISION + EXAM</b>	<b>REVISION + EXAM</b>
<b>OCTOBER</b>	<b>CHAP 8: QUADRILATERALS</b>	<p><b>LAB ACTIVITIES:</b></p> <p><b>ACTIVITY 1:</b> To verify experimentally that the sum of the angles of a quadrilateral is <math>360^\circ</math>.</p> <p><a href="https://www.cbsetuts.com/ncert-class-9-maths-lab-manual-verify-sum-angles-quadrilateral-360/">https://www.cbsetuts.com/ncert-class-9-maths-lab-manual-verify-sum-angles-quadrilateral-360/</a></p>	<p><b>The students will be able to</b></p> <ol style="list-style-type: none"> <li>1. Apply angle sum property of quadrilateral and find the value of the unknown angle</li> <li>2. List the properties of quadrilaterals and classify real life objects into different types of Quadrilaterals</li> <li>3. List the properties of parallelogram and identify if a given quadrilateral is a parallelogram</li> <li>4. Apply properties of parallelogram and find a) an unknown angle b) an unknown side</li> </ol>

		<p>ACTIVITY:- THE SUM OF ANGLES OF A QUADRILATERAL IS <math>360^\circ</math></p> 	<p>5. Prove the midpoint theorem of triangles using concepts of congruency and transversal angles and extend the application to quadrilaterals</p>
<p><b>CHAP 9: CIRCLES</b></p>	<p><b>LAB ACTIVITIES:</b></p> <p><b>ACTIVITY 1:</b>  <b>Verify that the angle subtended by an arc of a circle at the centre is double the angle subtended by it at an point on the remaining part of the circle.</b></p>  <p><a href="https://www.cbsetuts.com/ncert-class-9-maths-lab-manual-verify-angle-subtended-arc-circle/">https://www.cbsetuts.com/ncert-class-9-maths-lab-manual-verify-angle-subtended-arc-circle/</a></p>	<p><b>The students will be able to</b></p> <p><b>1. Recall the concepts of circle.</b></p>	
<p><b>NOVEMBER</b></p>	<p><b>CHAP 9: CIRCLES (CONTINUE)</b></p> <p><b>LAB ACTIVITIES:</b></p> <p><b>ACTIVITY 2:</b>  <b>To verify that the angles in the same segment of a circle are equal</b></p>	<p><b>The students will be able to</b></p> <p><b>1.</b> Define radius, chord, diameter, segment (major and minor), arc (major and minor), interior or exterior of a circle and illustrate and label them on a given circle</p> <p><b>2.</b> Apply theorems regarding angle subtended by a chord in a circle and find the measure of an angle in the given figure</p>	<p><b>The students will be able to</b></p> <p><b>1.</b> Define radius, chord, diameter, segment (major and minor), arc (major and minor), interior or exterior of a circle and illustrate and label them on a given circle</p> <p><b>2.</b> Apply theorems regarding angle subtended by a chord in a circle and find the measure of an angle in the given figure</p>



<https://www.cbsetuts.com/ncert-class-9-maths-lab-manual-verify-angles-segment-circle-equal/>

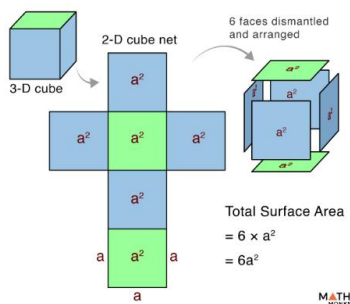
3. Apply the property of perpendicular from the center to the chord and solve for the missing values (lengths and angles) in a given figure
4. Construct circle passing through 1, 2 & 3 non-collinear points and comment on how many circles can be constructed passing through them
5. Interpret and apply theorems on the angles subtended by arcs of a circle and solve for unknown values in given examples.

**CHAP 11: SURFACE AREA AND VOLUME**

**LAB ACTIVITIES:**

**ACTIVITY 1:**

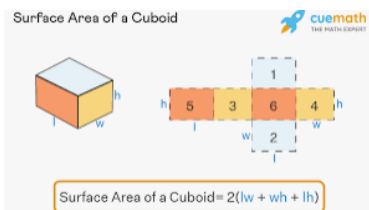
**Find the formula for SA of cube.**



<https://www.cbsetuts.com/ncert-class-9-maths-lab-manual-form-cube-find-formula-surface/>

**ACTIVITY 2:**

**Find the formula for SA of cuboid.**



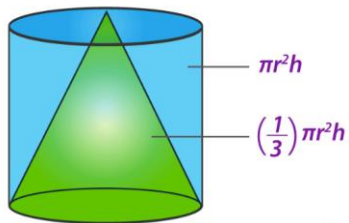
**The students will be able to**

1. Visualize a cube and cuboid in its 2-D form and calculate the surface area
2. Calculate the surface area (lateral and total) of the cube or cuboid and determine the cost of painting /covering the given surface
3. Visualize a cylinder in its 2-D form and calculate the curved surface area and total surface area
4. Calculate the surface area (curved and total) of a cylinder to determine the cost of painting /covering the given surface
- Visualize a right circular cone in 2-D and calculate the surface area (curved and total)
5. Calculate the surface area (curved and total) of a cone to determine the cost of painting /covering the given surface
6. Calculate the surface area of a sphere /hemisphere to determine the cost of painting /covering the given surface of a sphere /hemisphere
7. Calculate the volume of a given cube, cuboid, cylinder, cone, sphere, hemisphere and infer the quantity of any substance these can hold.

<https://www.cbsetuts.com/ncert-class-9-maths-lab-manual-form-cuboid-find-formula-surface-area/>

**ACTIVITY 3:**

To verify the relation between volume of cone and volume of cylinder experimentally.

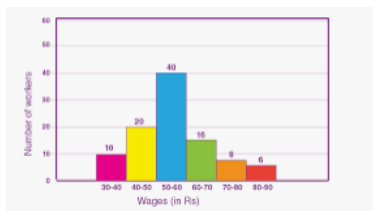


DECEMBER STATISTICS

**LAB ACTIVITIES:**

**ACTIVITY 1:**

**DRAW HISTOGRAM FOR CLASS INTERVALS OF EQUAL WIDTH AND VARYING WIDTH.**



<https://www.cbsetuts.com/ncert-class-9-maths-lab-manual-draw-histograms-classes-equal-widths-varying-widths/>

**The students will be able to**

1. Record and label a given data set and create a frequency table
2. Identify an appropriate scale and labels and represent given data through a bar graph
3. Read a given bar graph and infer a variety of information from it
4. Read the given data and create a histogram for continuous and discontinuous data sets
5. Read a given histogram and infer a variety of information from it
6. Read the given data and create a frequency polygon for given data sets
7. Read a given frequency polygon and infer a variety of information from it
8. Differentiate between mean, median and mode with examples and understand most effective measure of central tendency in various cases

			<p>9. Apply appropriate formula and calculate the mean and median of even and odd number of data points</p> <p>10. Recall and use the formula for mean in order find the value of a missing observation.</p>
<b>JANUARY</b>	<b>REVISION + SAMPLE PAPER + MOCK TEST</b>	<b>REVISION + SAMPLE PAPER + MOCK TEST</b>	<b>REVISION + SAMPLE PAPER + MOCK TEST</b>
<b>FEBRUARY</b>	<b>REVISION + EXAM</b>	<b>REVISION + EXAM</b>	<b>REVISION + EXAM</b>

**SUBJECT-PHYSICS**

<b>MONTH</b>	<b>NAME OF CHAPTER</b>	<b>ACTIVITIES</b>	<b>LEARNING OBJECTIVES</b>
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**APRIL, MAY**  
**(23 + 3 = 25**  
**DAYS)**  
**TERM - I**

**CH.7 MOTION**

**Distance-Time Graph**

**Construction:**

Have students measure the distance covered at regular intervals and plot a distance-time graph.

Discuss the concept of speed by interpreting the slope of the graph.

**Velocity-Time Graph**

**Experiment:**

Conduct an experiment where students record velocity at different time intervals.

Ask them to create a velocity-time graph and interpret the acceleration or deceleration based on the graph.

**Marble Run Challenge**

**(STEM):**

In groups, have students design and build a simple

**Relative Motion:** Introduce the concept of relative motion and understand how it is applied in different scenarios.

Solve problems involving relative motion.

**Understanding the Concept of Motion:** Define motion and differentiate between rest and motion. Recognize and describe different types of motion, such as linear, circular, and periodic motion.

**Measuring Motion:** Introduce and comprehend basic terms related to motion, such as distance, displacement, speed, and velocity.

Learn the units of

**JUNE  
(22 DAYS)  
TERM - I**

**CH. 7 MOTION**

marble run with slopes and curves.

Measure the time it takes for the marble to complete the course and calculate its average speed.

**Concept Mapping and Mind Mapping:**

Encourage students to create concept maps or mind maps to visually represent the interconnectedness of motion concepts.

This can help students organize their thoughts and understand the relationships between different elements of motion.

measurement for distance and speed (e.g., meters, kilometres, meters per second).

**Uniform and Non-Uniform Motion:** Differentiate between uniform and non-uniform motion.

Understand the concept of acceleration in the context of non-uniform motion.

**Graphical Representation of Motion:**

Interpret and draw distance-time graphs and velocity-time graphs.

Understand the slope of these graphs in terms of speed and acceleration. **Equations of Motion:**

Explore the equations of motion for uniformly accelerated rectilinear motion.

Understand and apply the three equations of motion.

**Applications of Motion Concepts:**

Relate motion concepts to



			<p>real-world scenarios and applications.          Explore the practical implications of understanding motion in various fields."</p>
<p><b>JULY          (24 DAYS)          TERM - I</b></p>	<p><b>CH. 8 FORCE          AND LAWS OF          MOTION</b></p>	<p><b>Newton's Laws of          Motion:          Balloon Rocket:</b></p>	<p><b>Define Force:</b>          Students should be able to define force as a push or</p>

**PERIODIC  
TEST - I**

Materials: Balloons, string, straws, and lightweight paper or plastic cups.

Procedure: Have students attach a balloon to a straw and thread it through a string. Tape the string horizontally across a room. Inflate the balloon and then release it. Discuss how the expelled air propels the balloon forward, demonstrating Newton's third law.

**Egg Drop Experiment:**

Materials: Eggs, various materials for padding (cotton, bubble wrap, etc.), and containers.

Procedure: Challenge students to design a protective casing for an egg and drop it from a height.

This activity demonstrates the concept of inertia and Newton's first law.

**Force and Acceleration:**

Materials: Toy cars of different masses, ramps, and measuring tools.

Procedure: Have students

pull that can change the state of motion of an object.

**Identify Types of Forces:**

Recognize and differentiate between different types of forces, such as gravitational, frictional, tension, and normal force. **State Newton's Laws of Motion:** Articulate Newton's three laws of motion, including their applications and implications.

**Understand Inertia:** Explain the concept of inertia and its relationship to mass, emphasizing Newton's first law.

**Relate Force to Acceleration:** Understand and apply Newton's second law ( $F=ma$ ), relating force, mass, and acceleration.

**Apply Newton's Laws to Real-world Scenarios:**

Use Newton's laws to explain and predict the

		<p>roll toy cars down ramps of varying inclinations. Measure the distance travelled and calculate the acceleration. Discuss how force affects acceleration, illustrating Newton's second law. <b>Conservation of momentum:</b> Design and create a model of Newton's cradle. challenge students to design and conduct additional experiments, exploring how different factors like surface friction or the angle of collision affect momentum conservation. Have them create a simple report or presentation summarizing their findings</p>	<p>motion of objects in various real-world situations, such as car crashes, sports, and space exploration.  <b>Design and Analyze Experiments:</b>  Design simple experiments to investigate the effects of forces on motion and analyse the results.</p>
<p><b>AUGUST (23 DAYS) TERM - I SYLLABUS COMPLETE</b></p>	<p><b>CH. 9 GRAVITATION (ONLY TILL FREE FALL)</b></p>	<p><b>Research and Present Gravity in Space:</b>  Assign students different celestial bodies (planets, moons, asteroids) and have them research and present on how gravity operates on those bodies, including any unique characteristics.  <b>Centripetal Force and</b></p>	<p><b>Define Gravity:</b>  Understand and define gravity as the force of attraction between two masses.   <b>Identify Key Terms:</b>  Recognize and use key terms associated with gravitation, such as mass, weight, gravitational force,</p>

**Orbits:**

Explore centripetal force and its role in keeping celestial bodies in orbit. Use a spinning object, such as a ball on a string, to demonstrate the balance between gravitational force and centripetal force.

**Tidal Forces Experiment:**

Investigate tidal forces by simulating the gravitational pull of the Moon on Earth's oceans. Use a model to demonstrate the concept of high and low tides.

**Calculating Gravitational**

**Force:** Have students calculate the gravitational force between two objects using the formula  $F = G * (m_1 * m_2) / r^2$ . Provide masses and distances, and have them work through the calculations.

**Gravitational Force****Simulation:**

Use an interactive simulation or app that demonstrates how

and gravitational field. **Describe the Law of**

**Universal Gravitation:** State Newton's Law of Universal Gravitation and explain its components, including the role of mass and distance in gravitational force.

**Calculate Gravitational Force:**

Solve simple problems involving the calculation of gravitational force using the formula  $F = G * (m_1 * m_2) / r^2$ , where F is the force, G is the gravitational constant,  $m_1$  and  $m_2$  are the masses of two objects, and r is the distance between their centers.

		<p>gravitational force changes with mass and distance. Students can manipulate variables to observe the impact of gravitational attraction.</p> <p><b>Gravity and Free Fall Experiment:</b> Drop objects of different masses from the same height and observe their acceleration due to gravity. Discuss how all objects experience the same acceleration despite differences in mass.</p>	
<p><b>SEPTEMBER (14 DAYS) HALF YEARLY TERM- II STARTS</b></p>	<p><b>REVISION FOR HALF YEARLY</b></p>		
<p><b>OCTOBER (18 DAYS) TERM - II</b></p>	<p><b>CH. 9 GRAVITATION (FLOTATION)</b></p>	<p><b>Weight vs. Mass Demonstration:</b> Conduct a simple experiment to distinguish between weight and mass. Use a balance scale to measure mass and a spring scale to measure weight. Discuss the difference and relate it to the force of</p>	<p><b>Differentiate Mass and Weight:</b> Understand the distinction between mass (a measure of the amount of matter in an object) and weight (the force of gravity acting on an object's mass). <b>Explain Weightlessness:</b></p>

gravity. **Weight on Different Planets:** Explore the concept of weight on different celestial bodies. Calculate how much an object would weigh on other planets or moons using their respective gravitational accelerations. **FIELD TRIP TO AN OBSERVATORY.**

Describe the concept of weightlessness and understand that it occurs when there is a free fall or when gravitational forces are balanced.  
**Recognize Gravity as a Constant Force:** Realize that gravity is a constant force on Earth and that it affects all objects, regardless of their mass.  
**Understand Acceleration due to Gravity:** Explain that all objects near the surface of the Earth experience the same acceleration due to gravity, approximately  $9.8 \text{ m/s}^2$ .  
**Relate Gravitation to Orbits:** Understand how gravitational forces govern the motion of planets, moons, and satellites in orbit around celestial bodies.  
**Apply Knowledge to Real-World Examples:**

			Apply the understanding of gravitational concepts to real-world examples, such as the tides, falling objects, and the motion of celestial bodies.
<b>NOVEMBER (20 DAYS) TERM - II PERIODIC TEST - II</b>	<b>CH 10. WORK, ENERGY AND POWER</b>	An interesting and engaging activity on work done involves a " <b>Work Done Carnival.</b> " This activity combines creativity, teamwork, and practical applications of the concept of work	<b>Apply Work Concepts to Everyday Situations:</b> Apply the concept of work to analyze and solve problems related to everyday activities, such as lifting objects, pushing, and pulling. <b>Calculate Work in Various Scenarios:</b> Apply the formula for work to calculate the amount of work done in different scenarios, including cases where the angle between force and displacement is not straightforward.
<b>DECEMBER (17 DAYS) TERM - II</b>	<b>CH. 10 WORK, ENERGY AND POWER</b>	<b>Kinetic and Potential Energy Roller Coaster Energy Transformations in a Pendulum Energy Skate Park Simulation</b>	Calculate Kinetic and Potential Energy: Analyze Energy Conservation in Systems: Relate Conservation of Energy to Everyday Applications: Understand the Relationship Between

			Power and Energy: Interpret Energy Bills: Evaluate and Implement Energy-saving Strategies:
<b>JANUARY (25 DAYS) TERM – II</b>	<b>CH. 11 SOUND</b>	<b>Making a Sound Wave Model Pitch and Frequency Exploration using TUNING FORKS Speed of Sound Measurement Sound Waves Visualization with Cymatics</b>	<b>Demonstrate the Production of Sound:</b> Generate sound using various objects or instruments to demonstrate an understanding of the production of sound waves. <b>Measure Sound Properties:</b> Use appropriate tools (e.g., tuning forks, and frequency counters) to measure and quantify properties of sound, such as frequency and amplitude. <b>Apply Sound Principles in Technological Devices:</b> Explore and understand how sound principles are applied in various technological devices, such as microphones, speakers, and musical instruments.
<b>FEBRUAR Y (12 DAYS) ANNUAL EXAM</b>	<b>REVISION FOR ANNUAL EXAM</b>		



**ARMY PUBLIC SCHOOL, AHMEDNAGAR**  
**YEARLY SPLIT UP (2024-25)**  
**CHEMISTRY- GRADE IX**

<b>MONTH</b>	<b>TOPIC</b>	<b>ACTIVITY PLANNED</b>	<b>LEARNING OBJECTIVES</b>
<b>APRIL, MAY (23 + 3 = 25 DAYS) + June (3<sup>rd</sup> to 6<sup>th</sup> - Revision) TERM - I</b>	<b>Chapter 1. Matter in our surroundings</b>	<ol style="list-style-type: none"><li>1. <b>Activity</b> based on matter is made up of small particles</li><li>2. <b>Activity</b> based on Dilution of potassium permanganate.</li><li>3. Experiencing the process of sublimation, students will take camphor and heat it and observe the conversion of solid to gas.</li><li>4. To study the effect of change temperature on heating ice to water and future to gas.</li></ol>	<ol style="list-style-type: none"><li>1. <b>Remember</b> the basic concepts related to the states of matter, Describe the physical properties of solids and illustrate their molecular arrangements.</li><li>2. <b>Understand</b> the various processes during change of substances from one physical state to another and classify substances on this basis.</li><li>3. <b>Apply</b> the knowledge of Differentiate between the three states of matter (solid, liquid, and gas).</li><li>4. <b>Analyse</b> the characteristics and arrangement of particles in each state.</li><li>5. <b>Evaluate</b> the Postulate the reason for constancy of temperature during the change in states of matter.</li></ol>

		5. <b>Practical:</b> To determine the melting point of ice and boiling point of water.	6. <b>Create</b> the concept map of various physical properties of matter.
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<b>MONTH</b>	<b>TOPIC</b>	<b>ACTIVITY PLANNED</b>	<b>LEARNING OBJECTIVES</b>
<b>JUNE – JULY- TERM ONE</b>	<b>CHAPTER 2.</b>	<b>Activity:</b> To study about homogeneous	1. <b>Remember</b> the differences between the types of mixtures with examples.

<p><b>AUGUST- TERM ONE SYLLABUS COMPLETION</b></p>	<p><b>IS MATTER AROUND US PURE?</b></p>	<p>and heterogeneous mixtures.</p> <p>2. <b>Practical:</b> to study the properties of mixtures (iron filings and sulphur powder) and compound (iron sulphide) on the basis of their behaviour towards magnet, carbon disulphide, effect of heat and dil. HCl.</p> <p>3. <b>Practical:</b> To prepare a true solution, suspension and colloid and differentiate them on the basis of transparency, stability and filtration criteria.</p>	<p>2. <b>Understand</b> the concept of homogenous and heterogeneous mixtures to everyday experiences.</p> <p>3. <b>Apply</b> the Characteristics of mixtures its examples of each, and comprehend.</p> <p>4. <b>Analyse</b> the characteristics, examples, and significance of both homogeneous and heterogeneous mixtures in the study of matter through practical activities.</p> <p>5. <b>Evaluate</b> the different types of mixtures.</p> <p>6. <b>Create</b> a flow chart of elements and compounds to classify different materials based on their physical and chemical properties.</p>
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<b>MONTH</b>	<b>CHAPTER</b>	
<b>SEPTEMBER (14 DAYS) HALF YEARLY</b>	REVISION FOR HALF YEARLY	<p><b>Revision Schedule:</b> Plan a revision schedule that covers all relevant topics, allowing enough time for thorough practice. Dividing the sessions into specific study sessions to each major topic, ensuring comprehensive coverage.</p> <p><b>Problem solving:</b> Use a variety of active learning techniques, such as concept maps, and practice problems, test and papers.</p> <p><b>Conceptual Understanding:</b> Focus on understanding the underlying concepts, ensure you can explain key principles and theories</p>

		<p><b>Revision session:</b> with a summary of key take aways and important concepts. Reinforce the main points to enhance retention</p>
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MONTH	TOPIC	ACTIVITY PLANNED	LEARNING OBJECTIVES
OCTOBER TO NOVEMBER	CHAPTER 3. ATOMS AND MOLECULES	<p><b>1. Practical:</b> to verify the law of conservation of mass. Where total mass of reactant is equal to total mass of product.</p> <p><b>2. Activity:</b> To draw the symbols given by Dalton, Writing the chemical formula.</p>	<p>The learner will</p> <ol style="list-style-type: none"> <li><b>Remember</b> the concept of elements and compounds with respect to atoms.</li> <li><b>Understand</b> the Law of Conservation of Mass to determine the mass of elements in a mixture.</li> <li><b>Apply</b> to Calculate the mass ratio of atoms in a molecule to validate law of constant proportions</li> <li><b>Analyse</b> by categorizing the significance of chemical formulae using symbols &amp; valences, use of different elements in day today life,</li> <li><b>Evaluate</b> by defining the concepts like unified mass, relative atomic masses, List atomic symbols of commonly known elements as per IUPAC</li> <li><b>Create</b> by preparing a table of each element with its proton, electron neutron and atomic number, to</li> </ol>

			reinforce the idea of different atomic mass for different elements.
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<b>MONTH</b>	<b>TOPIC</b>	<b>ACTIVITY PLANNED</b>	<b>LEARNING OBJECTIVES</b>
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**Subject : Biology**

<b>MONTH</b>	<b>CHAPTER</b>	<b>ACTIVITIES</b>	<b>LEARNING OBJECTIVES</b>
<b>APRIL TO JUNE</b>	<b>FUNDAMENTAL UNIT OF LIFE</b>	<ol style="list-style-type: none"> <li>1. <b>Virtual cell tour</b></li> <li>2. <b>Cell membrane permeability</b></li> </ol>	<p><b>STUDENTS WILL BE ABLE TO</b></p> <ul style="list-style-type: none"> <li>● Compare a Prokaryotic and an Eukaryotic cell</li> <li>● Demonstrate the difference between animal and plant cells with appropriate experiments.</li> <li>● Compare a Prokaryotic and an Eukaryotic cell</li> <li>● Differentiate between types of endoplasmic reticulum and identify their functions.</li> </ul>

		<p><b>Experiment</b></p> <p>Activities - Soaking raisins in hyper and hypotonic solutions</p> <p>Preparation of potato osmometer by students</p> <p>3. <b>Experiment</b> Students will prepare slides, stain samples.</p> <p>a. Onion peel cell</p>	<ul style="list-style-type: none"> <li>• Name the cell organelle responsible for storage, modification and packaging of products in a cell Explain the functioning of Mitochondria in a cell.</li> <li>• Relate the functions of Lysosomes in a cell</li> <li>• Locate the cell organelle that helps cells prepare their food Elaborate the role of chromosomes during cell division.</li> <li>• Relate the role of vacuoles in a cell</li> </ul>
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		<p>b. Human Cheek cell)</p> <p>4. Quizzes, 5. Games</p> <p><b>Puzzles, Riddles</b></p> <p><b>REVISION</b></p>	
<p><b>JULY TO SEPTEMBER</b></p>	<p><b>TISSUES</b></p>	<p><b>1. Tissue identification lab</b></p> <p>Students will go to given lab stations and identify the type of muscles</p> <p>2. Drawing and</p>	<ol style="list-style-type: none"> <li>1. Classify the meristematic tissue based on their location in the plant body</li> <li>2. Classify different animal tissues based on their functions in the body</li> <li>3. Describe the locations and function of meristematic tissue</li> <li>4. Identify the type of simple permanent tissues and their functions in a plant. Identify the type of complex permanent and their role in a plant.</li> <li>5. Correlate the structure of epithelial tissues to their functions in an organism.</li> <li>6. Describe different types of connective tissues and relate their structure to specific functions. Compare the structure of different types of muscular tissues and relate it to their functions.</li> <li>7. Describe the structure of a neuron and explain the functioning of nervous tissue.</li> <li>8. Correlate the structure of epithelial tissues to their functions in an organism.</li> </ol>

		<p>labelling the diagrams</p> <p>3. Concept maps Concept maps will be prepared by students</p> <p>4. Tissue Identification</p> <p>5. Interactive digital resources</p> <p><b>TERM -</b></p> <p><b>1</b></p> <p><b>REVISION</b></p>	<p>9. Describe different types of connective tissues and relate their structure to specific functions.</p> <p>10. Compare the structure of different types of muscular tissues and relate it to their functions. Describe the structure of a neuron .</p>
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<b>OCTOBER TO DECEMBER</b>	<b>IMPROVE MENT IN FOOD RESOURC ES</b>	<ol style="list-style-type: none"> <li>1. <b>Group projects</b> : Students will present their findings GMO, aquaculture or food distribution</li> <li>2. <b>Documentary screening</b></li> <li>3. <b>Create a food resource handbook</b> Students will compile</li> </ol>	<ol style="list-style-type: none"> <li>1. Discover ways of breeding a better variety of seeds, in order to improve quality of crops follows intercropping and crop rotation, takes preventive measures to control disease causing agents, etc.</li> <li>2. Enlist various ways of enriching the soil in order to increase crop yield</li> <li>3. List down ways of irrigating a piece of land, in order to provide adequate water to all crops</li> <li>4. List down some characteristics local and Foreign breeds of cattle, in order to develop cattle with desired qualities Outline food requirements, in order to protect them better Analyse desirable traits in poultry in order to maximize egg production and chicken meat Identify housing, nutritional &amp; environmental requirements of poultry in order to prevent and control diseases</li> <li>5. Analyse the process of catching fish from seawater and fresh water, in order to maximize yield Name different varieties of bees and examine their traits, in order to maximize output</li> <li>6. List down some characteristics local and Foreign breeds of</li> <li>7. cattle, in order to develop cattle with desired qualities</li> <li>8. Outline food requirements and common diseases of cattle, in order to protect them better</li> <li>9. Analyse desirable traits in poultry in order to maximize egg production and chicken meat</li> </ol>

		<p>the local food resource availability</p> <p>, Nutritional value</p> <p><b>TERM-2</b></p> <p><b>REVISION</b></p>	<p><b>10.</b> Analyse the process of catching fish from seawater and fresh water, in order to maximize yield Name different varieties of bees and examine their traits, in order to maximize output</p>

कक्षा- नवमी विषय:- संस्कृतम् (122)

MONTH	BOOK/CHAPTER	ACTIVITIES	LEARNING OBJECTIVES
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<p>अप्रैल / मई</p>	<p>शेमुषी संस्कृतपाठ्यपुस्तकम् प्रथमः पाठः - भारतीयसन्तगीतिः, द्वितीयः पाठः - स्वर्णकाकः,</p>	<p>* आरोह-अवरोहपूर्वकं श्लोकानां शुद्धोच्चारणं गायनं च   * पञ्च वाद्ययन्त्राणां चित्राणि रचयित्वा तेषां संस्कृतनामानि लिखत। * पाठेभ्यः चयनं कृत्वा स्वरव्यञ्जनविसर्गसन्धीनां उदाहरणानि लिखत।</p>	<p>* वसन्तस्य महत्त्वम् । * त्यागस्य लाभः एवं लोभस्य दुष्प्रभावः। * शुद्धाशुद्ध-शब्दानां ज्ञानं तेषां चिह्निकरणं संशोधनं च ज्ञात्वा भाषायां प्राविण्यं प्राप्तुं प्रयासं कारणम् । * स्वराणां विभिन्नरूपाणि ज्ञास्यन्ते तथा वाक्ये तेषां मेलनं कृत्वा भाषायाः सम्यक्तया उच्चारणं लेखनं च करिष्यन्ति ।</p>
<p>जुलाई</p>	<p>तृतीयः पाठः - गोदोहनम्, पंचमः पाठः - सूक्तिमौक्तिकम्</p>	<p>* कक्षायां नाट्यप्रस्तुतीकरणम् । * श्लोकोच्चारणम् * चित्राणि दृष्ट्वा वाक्यानां निर्माणम् । * पत्रलेखनम् ।</p>	<p>* समयस्य महत्त्वम् । * पत्रप्रारूपस्य ज्ञानम् पत्रपूर्तिः च । * छात्राणां सर्वतोमुखी विकासं प्रदातुं। * बालस्य नैतिकं चरित्रं च विकसितुं। * बालस्य संज्ञानात्मकक्षमता विकसितुं। * सभ्यतां संस्कृतिं च स्थानान्तरयितुं विकासं च कर्तुं। * बालस्य भविष्यस्य जीवनस्य सज्जीकरणार्थम्। * धार्मिक सांस्कृतिक सौहार्दं विकसितुं।</p>
<p>अगस्त</p>	<p>नवमः पाठः - भ्रान्तो बालः,</p>	<p>* परिश्रमस्य महत्त्वम् इति विषये पञ्च संस्कृतवाक्यानि लिखत। * "काक चेष्टा बको ध्यानं, श्वान निद्रा तथैव च। अल्पहारी गृह त्यागी, विद्यार्थी पंच लक्षणं ॥" अस्य श्लोकस्य विषये कक्षायां चर्चा</p>	<p>* विद्यार्थीजीवने परिश्रमस्य गुणानां च महत्त्वं व्याख्यातव्यम्। * छात्राणां बौद्धिकः विकासः भवेत् । * निरीक्षणक्षमतायाः विकास ।</p>

		<ul style="list-style-type: none"> <li>* स्फोरकपत्रे शब्दैः सह प्रत्ययं संयोज्य तालिका निर्माणम् ।</li> </ul>	<ul style="list-style-type: none"> <li>* धातुभिः सह प्रत्यायानां प्रयोगो भूत्वा कथं क्रिया, क्रियाविशेषणं विशेषणं च भवन्ति । एतस्य अपि ज्ञानं भवेत् ।</li> </ul>
सितम्बर	नवमः पाठः - सिकतासेतुः ,	<ul style="list-style-type: none"> <li>* स्वभाषायां कथायाः सारांशं कथनम् ।</li> <li>* धातु रूप लेखनम् ।</li> <li>* नाट्यप्रस्तुतीकरणम् ।</li> <li>* साक्षात्कारं ।</li> </ul>	<ul style="list-style-type: none"> <li>* संसारे विद्याहीनाः जनाः सदैव दुःखिनः भवन्ति इति अवबोधनम् ।</li> <li>* संस्कृत-पठन-पाठन, लेखन-श्रवण-वचन इत्यादीनां योग्यता भवेत् ।</li> <li>* लकार-पुरुष-वचन-उपपदविभक्ति- विशेषण-विशेष्यानाम् अशुद्धि-संशोधनं कर्तुं सक्षमाः स्युः ।</li> </ul>
अक्तूबर	दशमः पाठः - जटायोः शौर्यम् ,	<ul style="list-style-type: none"> <li>* स्फोरकपत्रे अव्ययपदानां प्रस्तुतीकरणम् ।</li> <li>* आरोह-अवरोहपूर्वकं श्लोकानां शुद्धोच्चरणम् ।</li> <li>* श्लोकपाठः, श्लोकानां अनुवाद एवं व्याख्या ।</li> <li>* श्लोकेषु ज्ञातं भावर्थं स्वशब्देषु लिखत ।</li> </ul>	<ul style="list-style-type: none"> <li>* श्लोकानाम् अन्वयज्ञानम्, विशेषण-विशेष्यस्य नियमानाम् स्पष्टीकरणम् उचितप्रयोगः च ।</li> <li>* श्लोके अन्तर्हितम् अर्थं प्रति छात्रेभ्यः प्रेरनादानम् ।</li> </ul>
नवम्बर	एकादशः पाठः - पर्यावरणम् ,	<ul style="list-style-type: none"> <li>* समूहविवरणम् ।</li> <li>* संवाद लेखन ।</li> <li>* संस्कृत नारा लेखन ।</li> <li>* अनुच्छेद लेखन ।</li> <li>* कथा लेखन ।</li> </ul>	<ul style="list-style-type: none"> <li>* शरीरस्य स्वास्थ्यं ध्यात्वा अवश्यकान् नियमान् पालयेत् ।</li> <li>* पर्यावरणस्य रक्षणम् भवेत् ।</li> <li>* जीवानां रक्षणम् ।</li> </ul>
दिसम्बर	द्वादशः पाठः - वाङ्मनः प्राणस्वरूपम् ,	<ul style="list-style-type: none"> <li>* अभिनय विधि ।</li> <li>* संवाद विधिः ।</li> <li>* चित्रं दृष्ट्वा संस्कृते वाक्यानि रचयत ।</li> </ul>	<ul style="list-style-type: none"> <li>* सच्चरित्रनिर्माणम् ।</li> <li>* मानव जीवनस्योद्देशम् ।</li> <li>* परोपकारिणः पुरुषस्य स्वभावः ।</li> <li>* उत्तमपुरुषस्य सम्पर्केण जायमानायाः शोभयाः प्रशंसा ।</li> </ul>



			* सत्संगते: महिमा
जनवरी	पुनरावृत्ति कार्यम्	परीक्षार्थ सज्जा / पुनरावृत्ति कार्यम्	पुनरावृत्ति
फरवरी	वार्षिक परीक्षा		
मार्च			

<b>SOCIAL SCIENCE</b>			
<b>SUBJECT</b>	<b>TOPIC</b>	<b>ACTIVITY PLANNED</b>	<b>LEARNING OBJECTIVE</b>
APRIL 2024	1. India – Size and location	<p>Find the exact location and size of your capital city.</p> <p>Find the neighboring cities of your district and state.</p>	<p>Students will be able to gain knowledge and understand how can we find the position of any place on this earth with the knowledge of latitude and longitude.</p> <p>Students will also differentiate and know about the size, location of India ,from north to south and east to west, distances of India.</p>

			Students will identify the neighbouring countries of India
	2. Physical Features of India	<p>Map practice</p> <p>2. Puzzles on highest peaks.</p> <p>4. Physical map making activity.</p>	<p>Will be able to differentiate between rivers that flow from Himalayas and through Deccan plateau.</p> <p>Students will understand the importance of Himalayan mountains.</p> <p>The student will understand and appreciate India's varied culture and history according to physical divisions.</p> <p>To learn and appreciate various forms of diversity in their environment</p> <p>To develop a sensitivity towards Nature.</p> <p>Students will be proud of their motherland.</p>

	<p>3. Electoral Politics</p>	<p>Activity based on forming a party and campaigning for their party. Find out the differences between lok sabha and rajya sabha. Express your view about free and fair election. Draw a cartoon election commission.</p>	<p>Will be able to state importance of code of conduct. Students will evaluate election outcomes. Student will safeguard and promote national unity. Student will able to form a popular slogans for different parties.</p>
	<p>1. The story of village palampur</p>	<p>Research Activity: Students who can visit farm will visit the farm and write about soil colour, crops which farmer grow in a year.</p> <p>*Group Activity Students will collect information on Non-Farming activities and prepare PPT.</p>	<p>Will be able to apply techniques of modern farming in own farm/garden.</p> <p>*Eg: Drip Irrigation, Sprinkler</p> <p>*Eg: Modern tools like tractors, threshers.</p> <p>*Student will be able to understand the value of modern methods and techniques of farming and will try to introduce in farming.</p>

<p>JUNE 2024</p>	<p>1. The French Revolution</p>	<p>Group Activity Students will collect information about different revolutions which helped different countries to gain independence and will prepare a PPT.</p> <p>*Students will share the information about the revolt of 1857 in the class.</p>	<p>*Will be able to understand the social divisions in French society.</p> <p>*Student will be able to understand the Importance of revolution.</p> <p>*Students will understand the role of women in French society.</p> <p>* Students will be able to identify the philosophers of the French revolution</p>
	<p>2. What is Democracy? Why Democracy?</p>	<p>*Teacher will start the chapter by giving the features of democracy. * Develop a case study on the evolution of democratic set up in any one country. * Debate on the topic- Is non democratic regime responsible</p>	<p>1. Students will be able to familiarize with democratic government.</p> <p>2. Will be able to know the difference between democracy and dictatorship.</p> <p>3. Students will evaluate the reasons behind success of democracy in India.</p> <p>4. Student will safeguard and promote national unity. Mutual trust.</p>

		<p>for the present situation of north Korea and give the feasible ideas to improve the condition of north Korea.</p> <p>*Group discussion on the topic- Real democracy is not possible without universal adult franchise.</p>	
	<p>3. Drainage</p>	<p>Project work –On any river. The length of the course of the river, states through which it flows, economical use, pollution etc. Students will share their knowledge about importance of water and effects of water pollution. Students will share the information about the drainage patterns found in their native places.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to familiarize with democratic government.</li> <li>2. Will be able to know the difference between democracy and dictatorship.</li> <li>3. Students will evaluate the reasons behind success of democracy in India.</li> <li>4. Student will safeguard and promote national unity. Mutual trust.</li> </ol>

<p>JULY 2024</p>	<p>1. Russian Revolution</p>	<p><b>Timeline Collage:</b> Provide students with a timeline of key events leading up to and during the Russian Revolution. Ask them to create a visual timeline collage using images, illustrations, and captions to represent significant events, individuals, and ideas. This activity encourages students to synthesize information and visually represent the sequence of events, helping them grasp the chronology and significance of the revolution.</p>	<p>Get familiarized with various personalities involved in Russia revolution. Comprehend the importance of democracy and individual rights. Will be able to understand the influence of Russian revolution on the world.</p>
	<p>2. People as a Resource</p>	<p><b>DATA COLLECTION:</b> Student will visit the nearby Hospital and collect the following details. Number of Beds, doctors, nurses.</p>	<p>Will be able to know the investment in the form of education, training and medical care. Students will understand the role of education and health in development of country</p>

		*Teacher will ask the students to collect the information about Japan as how they invested in people to become a developed country.	* Students will be able to understand the factors of unemployment in rural and urban areas.
	3. Constitutional Design	<p>Constitution making Activity.</p> <p>Class will be divided into 4 groups</p> <p>Each group will be given different conditions. (e.g-for school, for local area or society, for sports club etc)</p>	<p>Students will be able to familiarize with constitution of India and South Africa.</p> <p>Will be able to know the meaning and concept of preamble.</p> <p>Students will able to know the views of different leaders regarding constitution.</p>
AUGUST 2024	1. Climate	Project Work- Collect photographs of typical rural houses and clothing of people from	<p>1 Students able to understand the importance of South west monsoon in India .</p> <p>2 To Understand and explain</p>

		<p>different regions of India. Examine whether they reflect any relationship with the climatic condition and relief of the area.</p> <p>Students will share their collected data of Houses clothes etc.</p> <p>Students will share the experience.</p>	<p>the physical nature of climatic change in India.(low pressure area formed in ocean).</p> <p>3 To Evaluate the social and economic externalities of climate change in India.</p>
	2. Working of Institutions	<p>ROLE PLAY:          Depiction of Lok Sabha Session          Ruling party          Opposition Party          Speaker          Deputy Speaker          Zero Hour          Question Hour</p>	<p>Students will be able to familiarize with the actual working of Parliament.</p> <p>2. Will be able to know the difference between Lok Sabha and Rajya Sabha.</p> <p>3. Students will evaluate the reasons behind success of Judiciary in India.</p>
SEPTEMBER 2024	1. Natural vegetation and wildlife	<p>Chart work –          Chart on types of vegetation.          Celebrate van mahotsav in our</p>	<p>Will be able to understand types of natural vegetation.          Will be able to know importance of conservation of plants and animals.</p>



		school and plant saplings and Notice their growth.	Will be able to classify forest based on the trees found.
OCTOBER 2024	1. Nazism and rise of Hitler	Student will make a timeline of German History and will correlate with First World War, and changes in Indian history.	Comprehend the factor responsible for the growth of Nazism. The student will be able to understand the drawbacks of Dictatorship They will become familiar with the life of Hitler ,his style of functioning. They will be able to Compare Democratic form of government with Non Democratic form of government
NOVEMBER 2024	1. Poverty as a challenge	Students are to study the case study and analysis the difference in the situation of poor in rural and urban areas. They are to relate with some poor people around them and to find out from them the reasons of their poverty.	Familiarized with basic concepts like poverty, vulnerable groups affected by it, understanding the causes behind it. Understand the importance of health and education eradicating poverty Understanding of poverty as a challenge and sensitization of the learner. Appreciation of government initiative to alleviate poverty.

DECEMBER 2024	1. Food security in India	<p>Survey – Student will collect the information about PDS in their local area. Also they will collect the information on ration card.</p> <p>Newspaper cuttings on MSP.</p> <p>Government's schemes to remove poverty.</p>	<p>Familiarise with basic concepts like food security, FCI, buffer stock and PDS To expose the child to an economic issue which is basic necessities of life. To appreciate and critically look at the role of government in ensuring food supply. To understand the concepts of food security.</p>
	2. Population	<p>Map work- distribution of population. Bar graph- density of population. Survey of school or each class.(total strength, girls, boys)</p>	<p>Will be able to understand how the population as a resources important for the development of the nation. Will be able to know importance of census and study of population.</p>
JANUARY 2025	1. Democratic Rights	<p>DEBATE: Class will be divided into 2 groups and they will have discussion on the</p>	<p>Students able to Understand the importance of rights Empathise with the victims when humanity suffered in the absence of rights.</p>

		topic given along with the picture.	Relate a content to the present Law and order in the country. Gets familiarize with various laws made to protect the rights of citizens.
FEBRUARY 2025			