#### HANSRAJ MODEL SCHOOL, PUNJABI BAGH, NEW DELHI CURRICULUM SESSION 2025-26 SUBJECT - ENGLISH CLASS IX

MONTH	TOPIC/ UNIT	LEARNING INTENTIONS	ACTIVITIES/ ASSIGNMENTS
APRIL	LITERATURE READER • How I Taught My Grandmother to Read	<ul> <li>To understand with comprehension</li> <li>To appreciate the story</li> <li>To understand the message/ theme</li> <li>To understand the literary devices and the new words.</li> </ul>	(Individual activity) Share one memorable experience that you had with your grandmother
	The Brook	<ul> <li>To read with proper pronunciation, pause, intonation, reasonable speed and flow.</li> <li>To understand the poetic devices and the new words.</li> <li>To understand the message of the poem.</li> <li>To be able to think critically and analytically.</li> </ul>	(Individual activity) Personify 'The Brook'. One child will enact as brook and others will interview her.
	<u>MCB</u> UNIT 1- People	<ul> <li>To understand the unit.</li> <li>To be able to use the information provided in the unit for the writing skills</li> </ul>	ACTIVITY: Story Writing (A8)
	WORK BOOK • Verb forms • Determiners • Future Time Reference	<ul> <li>To be able to learn new structures.</li> <li>To enable the students to write and speak grammatically correct sentences.</li> </ul>	
	WRITING SKILL • Paragraph Writing	<ul> <li>To understand the format .</li> <li>To enable the students to present relevant ideas and facts with accuracy and fine expression.</li> </ul>	Paragraph Writing- The role of Youth in realising the Dreams of Dr Kalam (A-11)
	<ul> <li>Notice Writing</li> </ul>	<ul> <li>To understand the format .</li> <li>To enable the students to present relevant ideas and facts with accuracy and fine expression.</li> </ul>	Sample and questions for practice

ΜΑΥ	LITERATURE READER • A Dog Named Duke	<ul> <li>To understand with comprehension.</li> <li>To appreciate the story.</li> <li>To understand the message/ theme.</li> <li>To understand the literary devices and the new words.</li> </ul>	(Group Activity) Discussion about different breeds of dogs and their traits.
	• The Road Not Taken	<ul> <li>To read with proper pronunciation ,pause, intonation, reasonable speed and flow.</li> <li>To understand the poetic devices and the new words.</li> <li>To understand the message of the poem.</li> <li>To understand the symbolism used in the poem.</li> </ul>	(Individual activity) You have to make a choice between two careers and you are unable to decide. Discuss
	MCB Unit 2 - Adventure	<ul> <li>To understand the unit.</li> <li>To be able to use the information provided in the unit for the writing skills.</li> </ul>	ACTIVITY- Brochure (B7)
	<u>WORKBOOK</u> Modals	<ul> <li>To learn the correct usage of the Modals.</li> <li>To be able to use the topic practically.</li> <li>To understand the rules of the usage of Modals.</li> <li>To understand the common errors in the usage of Modals.</li> </ul>	Practice exercises given in workbook
	WRITING SKILL Informal Letter	<ul> <li>To understand the format .</li> <li>To enable the students to present relevant ideas and facts with accuracy and fine expression.</li> </ul>	Informal Letter - A5

JULY	LITERATURE READER • The Man Who Knew Too Much	<ul> <li>To understand with comprehension.</li> <li>To appreciate the story.</li> <li>To understand the message/ theme.</li> <li>To understand the literary devices and the new words.</li> </ul>	(Group Activity) Spell-O-Check : Make a list of difficult words. Learn the spellings. Divide the class in teams. Organise a Spell-O-Check competition
	The Solitary Reaper	<ul> <li>To read with proper pronunciation ,pause, intonation, reasonable speed and flow.</li> <li>To understand the poetic devices and the new words.</li> <li>To understand the message and impact of music .</li> </ul>	While going to a village ,you heard and enjoyed a folk song by a group of children. You did not understand the language but it was melodious. Share your experience with the class.
	WORKBOOK Reported Speech	<ul> <li>To learn the correct usage of the Reported Speech.</li> <li>To understand the rules of the usage of Reported Speech.</li> <li>To understand the common errors in the usage of Reported Speech.</li> <li>To be able to write grammatically correct sentences in Direct and Indirect Speech.</li> <li>To enable the students to change the sentences from Direct to Indirect Speech and vice-versa.</li> </ul>	ACTIVITY- Reported speech board game Practice exercises given in workbook

AUGUST	LITERATURE READER • Villa For Sale	<ul> <li>To understand with comprehension.</li> <li>To appreciate the story.</li> <li>To understand the message/ theme.</li> <li>To understand the literary devices and the new words.</li> </ul>	Just a minute – pick out good or bad features of the villa as you wish, now speak before the class about your wish of buying or selling the villa.
	<u>MCB</u> Unit 3- Environment	<ul> <li>To enable the students to understand the unit.</li> <li>To be able to use the information provided in the unit for the writing skills.</li> </ul>	<b>ACTIVITY</b> - PPT (B8)
	WORKBOOK • Connectors	<ul> <li>To learn the correct usage of the topics.</li> <li>To enable the students to write and speak grammatically correct sentences.</li> <li>To be able to use connectors such as 'but', 'if', 'and', 'therefore', 'because' etc.</li> </ul>	Practice exercises given in workbook
	• The Passives	<ul> <li>To learn the correct usage of Active Passive Voice.</li> <li>To be able to use the topic practically.</li> <li>To understand the rules of the usage of Active Passive Voice.</li> <li>To understand the common errors in the usage of Active Passive Voice.</li> </ul>	Practice exercises given in workbook
	WRITING SKILL • Dialogue Writing	<ul> <li>Improving communication and expression</li> <li>Learning to write dialogue that is clear, concise, and expressive.</li> <li>Developing skills to convey emotions, thoughts, and intentions effectively through dialogue.</li> </ul>	Dialogue Writing (C5)

OCTOBE R	LITERATURE READER • The Seven Ages	<ul> <li>Students will demonstrate an understanding of Shakespeare's text by interpreting meaning through discussion, movement, and writing.</li> <li>Students will be able to understand that Shakespeare's words and ideas are still relevant and applicable today.</li> </ul>	Group activity STAGE THE AGE staging seven ages through any medium of art- music, poem, drawing, comic strip, dramatise etc
	• Bestseller	<ul> <li>To understand with comprehension.</li> <li>To appreciate the story.</li> <li>To understand the message.</li> <li>To understand the literary devices and the new words.</li> </ul>	(Pair Work) Pick out any three qualities of John. Form groups of four. Each group will choose a quality to talk about in the class for
	<u>MCB</u> Unit 4- The class IX radio and video show	<ul> <li>To enable the students to understand the unit.</li> <li>To be able to use the information provided in the unit for writing skills.</li> </ul>	about 1 min.
	WORKBOOK Prepositions	<ul> <li>To learn the correct usage of the Prepositions.</li> <li>To understand the common errors in the usage of Prepositions.</li> </ul>	GROUP ACTIVITY- A video to be submitted (B3)
	WRITING SKILL   Notice Writing		Practice questions

NOVEMB ER	LITERATURE READER • Keeping it from Harold	<ul> <li>To understand with comprehension.</li> <li>To appreciate the story.</li> <li>To understand the message/ theme.</li> <li>To understand the literary devices and the new words.</li> </ul>	Mind mapping
	• Oh,I Wish I'd Looked After Me Teeth	<ul> <li>To read with proper pronunciation, pause, intonation, reasonable speed and flow.</li> <li>To understand the poetic devices and the new words.</li> <li>To understand the message of the poem.</li> <li>To understand with comprehension.</li> </ul>	. (Individual Activity) Just a Minute: Do's and Don'ts for having healthy teeth.
	<u>MCB</u> Unit 5- Mystery	<ul> <li>To be able to understand the unit.</li> <li>To be able to use the information provided in the unit for writing skills.</li> </ul>	
DECEMB ER	LITERATURE READER • Song of the Rain	<ul> <li>To read with proper pronunciation, pause, intonation, reasonable speed and flow.</li> <li>To understand the poetic devices and the new words</li> <li>To understand the message of the poem.</li> </ul>	G. O
	<u>MCB</u> Unit 6- Children	<ul> <li>To be able to understand the unit.</li> <li>To be able to use the information provided in the unit for writing skills.</li> </ul>	
	WRITING SKILL Dialogue Writing	<ul> <li>Understanding the basics of dialogue writing.</li> <li>Learning the basic techniques and principles of writing effective dialogue, including punctuations, formatting, and structure.</li> </ul>	Dialogue Writing- D4,5,6,7

JANUARY	LITERATURE READER • The Bishop's Candlesticks	<ul> <li>To understand with comprehension.</li> <li>To appreciate the imagination involved in this story.</li> <li>To understand the message/ theme.</li> <li>To be able to learn new vocabulary.</li> </ul>	(Individual activity) What would you do if someone is caught while stealing a book from your bag?
	<u>MCB</u> Unit 7 - Sports and Games	<ul> <li>To be able to understand the unit.</li> <li>To be able to use the information provided in the unit for the writing skills</li> </ul>	
	<u>WRITING SKILL</u> Paragraph Writing		Practice questions
FEBRUAR Y	REVISION		

हंसराज मॉडल स्कूल पंजाबी बाग, नई दिल्ली पाठ्यक्रम - योजना सत्र: 2025-2026 विषय - हिंदी कक्षा - नौवीं

माह	पाठ	अधिगम उद्देश्य	सहगामी क्रिया
अप्रैल	पाठ्यक्रम –लेखन (सी.बी.एस. ई)		
	स्पर्श -दुख का अधिकार (SDG 1,2,10 )	उच्च मानवीय भावों जैसे करुणा ,दया ,संवेदना आदि से परिचित होना अंधविश्वासों के प्रति जागरूकता	शब्द चक्र प्रवाह मानचित्र कथा - वाचन
	रैदास के पद ( SDG – 4 )	भक्ति भाव को समझने का सामर्थ्य बढ़ेगा समस्याओं का समाधान खोजने में सक्षम	रैदास के पद सचित्र अभिव्यक्ति ( संकल्पना मानचित्र ) सस्वर –वाचन
	संचयन- गिल्लू ( SDG-1)	संस्मरण और रेखाचित्र विधा के प्रति छात्रों की रुचि	महादेवी वर्मा का चरित्र –चित्रण (GO) 'जीव-जंतु का संरक्षण' विषय पर पोस्टर निर्माण

	व्याकरण – अपठित गद्यांश , शब्द- पद , अनुच्छेद- लेखन , अनौपचारिक -पत्र	सहानुभूति , पशु –पक्षियों के प्रति संवेदनशीलता , निश्छल प्रेम , जागरूकता व्य वहारिक ज्ञान	गिल्लू की गतिविधियों पर आधारित जिओ ( GO) कार्यपत्रक ( CRAB)
मई	स्पर्श -एवरेस्ट मेरी शिखर यात्रा (SDG- 13, 5 )	माउंट एवरेस्ट से परिचित एकता एवं सहयोग की भावना का विकास लक्ष्य के प्रति समर्पण चिंतन- मनन कौशल का विकास रोमांचक अनुभव	घटना – शृंखला (पाठ का) बछेंद्री पाल की चारित्रिक –विशेषताएं (मीन आरेख )
	काव्य -रहीम के दोहे (SDG 4,6)	नीतिपरक विचारधारा का प्रवाह जीवन मूल्यों से प्रेरित निर्णय लेने की क्षमता का विकास	लोटस ग्रिड ( दोहों का संदेश) शब्दावली दोहा -गायन
	व्याकरण -अनुस्वार- अनुनासिक, अर्थ के आधार पर वाक्य भेद, अनुच्छेद- लेखन	व्य वहारिक ज्ञान	मैट्रिक्स (अनुस्वार अनुनासिक) कार्यपत्रक (CRAB) बर्गर टेक्निक (अनुच्छेद- लेखन)

जुलाई	स्पर्श -तुम कब जाओगे अतिथि ( SDG – 1)	' अतिथि देवो भव ' की भावना का विकास	सामूहिक चर्चा (अतिथि देवो भव) संवाद –लेखन
	संचयन - स्मृति (SDG – 4, 15, 17) व्याकरण - शब्द और पद उपसर्ग- प्रत्यय स्वर संधि चित्र वर्णन संवाद- लेखन अनौपचारिक –पत्र	आत्मविश्वास के साथ ऊँचे निर्णय क्षमता का विकास व्य वहारिक ज्ञान	'मेरी स्मृतियों का संसार ' ( चित्रात्मक अभिव्यक्ति ) (कला समेकित गतिविधि ) कार्यपत्रक ( CRAB ) आरेख –निर्माण वर्ग पहेली (उपसर्ग –प्रत्यय)
अगस्त	व्याकरण – अपठित गद्यांश अनुस्वार- अनुनासिक उपसर्ग- प्रत्यय शब्द- पद स्वर संधि अर्थ के आधार पर वाक्य भेद विराम चिह्न अनौपचारिक -पत्र अनुच्छेद -लेखन चित्र वर्णन संवाद -लेखन	व्य वहारिक ज्ञान रचनात्मक - लेखन	कार्यपत्रक ( CRAB )

सितंबर	संपूर्ण पठित पाठ्यक्रम की पुनरावृत्ति अर्धवार्षिक परीक्षा	अर्धवार्षिक परीक्षा	अर्धवार्षिक परीक्षा
अक्टूबर	स्पर्श -वैज्ञानिक चेतना के वाहक ,चंद्रशेखर वेंकट रामन ( SDG – 4, 5 )	वैज्ञानिक दृष्टिकोण का विकास जिज्ञासु प्रवृत्ति का विकास	भारतीय नोबेल पुरस्कार प्राप्त विजेताओं की चित्रात्मक अभिव्यक्ति ( पोर्टफोलियो) नवीन शब्द चक्र चारित्रिक विशेषताओं पर फिश टेल घटना चक्र
	संचयन- कल्लू कुमार की उनाकोटी ( 5, 6, 9 )	यात्रा वृत्तांत से परिचित आत्मविश्वास एवं आत्मनिर्भरता का विकास देश की एकता के महत्त्व को समझेंगे	अनुच्छेद –लेखन (लिंकर्स चार्ट) साक्षात्कार कार्यपत्रक ( CRAB )
	काव्य -गीत- अगीत (SDG – 6, 13, 14 ) व्याकरण- शब्द और पद उपसर्ग- प्रत्यय स्वर संधि अनुच्छेद- लेखन	गीत विधा से परिचित मानव एवं जीव -जंतुओं के प्रति प्रेम व सहानुभूति उत्पन्न होना कविता में छिपे शेड्स तक पहुँचेंगे व्यक्त- अव्यक्त प्रेम, प्रकृति जीव -जंतुओं के प्रति संवेदनाओं एवं गीत -अगीत की अवधारणा व्य वहारिक ज्ञान	नवीन शब्दावली चक्र प्रवाह – आरेख ( कविता में वर्णित घटना – चक्र का ) गीत –अगीत का तुलनात्मक अध्ययन (आरेख) कार्यपत्रक ( CRAB )

नवंबर	स्पर्श- शुक्रतारे के समान ( SDG – 3,4,10 )	' रेखाचित्र ' के माध्यम से महादेव भाई दसाई का जीवन परिचय आत्मनिर्भरता की भावना का विकास देशभक्ति की भावनाओं को आत्मसात गाँधी जी के आदर्शों को समझेंगे	प्रवाह आरेख (व्यक्तित्व महादेवभाई देसाई) स्वाभावगत विशेषताओं पर फिश टेल वेन- आरेख (गांधीजी और महादेव भाई)
	काव्य -अग्निपथ ( SDG – 17 )	संघर्षशीलता , स्वावलंबी , आत्मनिर्भरता , दृढ़ निश्चय आदि भावों का विकास सतत विकास लक्ष्य से प्रेरित होकर वैश्विक कल्याण के दृष्टिकोण का विकास	कविता का संक्षिप्त वर्णन (कमल- आरेख) ' संघर्ष ही जीवन है ' विषय पर संवाद-लेखन
	व्याकरण –		
	अनुस्वार- अनुनासिक अर्थ के आधार पर वाक्य भेद विराम चिह्न अनौपचारिक- पत्र चित्र वर्णन	व्यावहारिक ज्ञान	
दिसंबर	संचयन -मेरा छोटा -सा निजी पुस्तकालय ( SDG – 1, 4)	आत्मकथा को कहानी विधा में परिवर्तित करके कहानी का प्लॉट निर्माण करने में सक्षम पुस्तक प्रेम तथा पुस्तक संकलन की प्रेरणा कठिन परिस्थितियों को सहज रूप में स्वीकारने की प्रेरणा	कहानी का प्लॉट निर्माण निकास पत्र ( प्रश्नोत्तरी ) टी –चार्ट के माध्यम से लेखक के जीवन की अनुकूल व प्रतिकूल परिस्थितियों का चित्रण

		गानकें गरने की शारन का विकास	
	स्पर्श -नए इलाके में ( SDG – 15 )	पुस्तक पढ़न का आदत का विकास पर्यावरण और जीवन परिवर्तन के प्रति जागरूकता संसार की परिवर्तनशीलता के दौर में जीवन की तीव्रता को समझ पाना पर्यावरण के प्रति जागरूकता	माइंड मैप (नए इलाके में) 'परिवर्तन जीवन का नियम है '- विषय पर चर्चा –परिचर्चा टी–चार्ट (गाँव और शहर)
	व्याकरण – अपठित गद्यांश संवाद -लेखन अनुच्छेद -लेखन अनौपचारिक –पत्र चित्र वर्णन	रचनात्मक - लेखन	अनुच्छेद –लेखन (लिंकर्स चार्ट)
जनवरी	स्पर्श -खुशबू रचते हैं हाथ	सामाजिक विषमता से परिचित	शब्दावली चक्र
	SDG – 15 )	उपेक्षित वर्गों के प्रति संवेदना जागृत असमानता को दूर करने हेतु प्रेरित लघु कुटीर उद्योग के माध्यम से स्वयं को एवं देश को आर्थिक आत्मनिर्भरता की ओर अग्रसर करने में सक्षम	कहानी- वाचन लघु उद्योग अवशिष्ट वस्तुओं द्वारा (पोर्टफोलियो) कार्यपत्रक (CRAB)

	व्याकरण –	व्यावहारिक ज्ञान	
	अपठित गद्यांश		
	अनुस्वार –अनुनासिक		
	उपसर्ग –प्रत्यय		
	शब्द -पद		
	स्वर संधि		
	अर्थ के आधार पर वाक्य भेद	रचनात्मक - लेखन	
	विराम चिह्न		
	अनौपचारिक -पत्र		अनुच्छेद लेखन
	अनुच्छेद- लेखन		
	चित्र वर्णन		
	संवाद- लेखन		
फरवरी	संपूर्ण पठित पाठ्यक्रम की पुनरावृत्ति		

#### HANSRAJ MODEL SCHOOLPUNJABI BAGH, NEW DELHI ACADEMIC PLAN SESSION: 2025-26 SUBJECT:MATHEMATICS CLASS: IX

MONTH	TOPIC/SUB TOPIC	LEARNING INTENTIONS	ACTIVITIES / ASSIGNMENTS
APRIL	<ul> <li>NUMBER SYSTEM</li> <li>Introduction</li> <li>Real numbers and their decimal expansion</li> <li>Representing real numbers on the number line.</li> <li>Operation on real numbers and rationalisation,</li> <li>Definition of nth root of a real number.</li> <li>Laws of Exponents for real numbers.</li> </ul>	Students will be able to understand different types of numbers i.e. Rational numbers and Irrational numbers. Rationalisation of irrational numbers. Representation of real numbers on number line. Laws of exponents for real number.	CONTENT RELATED <ul> <li>Bridging the Gap Assignment</li> <li>To construct a square root spiral representing the square root of a given spiral number.</li> </ul> ART INTEGRATION WORK <ul> <li>To find square root spiral in nature (wheel of Theodorus) and create any art work containing square root spiral.</li> </ul> Special assignment

MAY	POLYNOMIALS	Students will be able to :	CONTENT RELATED
	Introduction	Define Polynomial in one	
		variable.	<b>Bridging The Gan Assignment</b>
	<ul> <li>Polynomials in one</li> </ul>	Degree of a polynomial.	
	variable	State and motivate remainder	To make foldables /
	variable	theorem with examples	hoolymorize depicting all the
		State and prove Eactor theorem	bookmarks depicting an the
	• Zeroes of a	State and prove Tractor theorem.	concepts of polynomials.
	polynomial	Factorise quadratic and cubic	
		polynomials.	Special assignment
	• Remainder Theorem,	Recall algebraic expressions and	
	factor theorem	identities.	
		Verify Algebraic	
	• Factorization of	identities.	
	nolynomials		
	porynomials		
	• Algebraic Identities		σοντεντ dei λτερ λοτινιτν
			CONTENT RELATED ACTIVITY
	CO-ORDINATE GEOMETRY	Students will be able to	
	Cartesian System	understand:	Bridging The Gap Assignment
	• Co-ordinates of a point.	The Cartesian plane, coordinates	
	• Plotting points in the	of a point, names and terms	• Draw image of
	plane.	associated with the coordinate	Monument/Cartoon/Birds/Animals
	r ·	plane. Notations.	etc taking x-axis and y axis as line of
		<b>F</b>	symmetry.
			Special assignment

JULY	<u>LINEAR EQUATIONS IN TWO</u> VARIABLES		
	<ul> <li>Introduction</li> <li>Linear Equations</li> <li>Solutions of Linear Equation in two variables</li> <li>Graphs of linear equations in two variables</li> </ul>	<ul><li>Students will be able to :</li><li>Understand that a linear equation in two variables has infinitely many solutions.</li><li>Find algebraic solution of the linear equation in two variables.</li><li>Solve problems from real life, including problems on Ratio and proportion and with algebraic and graphical solutions being done.</li></ul>	<ul> <li><b>PI DAY ACTIVITY</b></li> <li>Activity : Stained Glass Window.</li> <li>Special assignment</li> </ul>
	INTRODUCTION TO EUCLID'S GEOMETRY Axioms The five postulates of Euclid Showing the relationship between axioms and theorems.	History – Geometry in India and Euclid's geometry. Euclid's method of formalizing observed phenomenon	<ul> <li>Activity: Student will draw a sketch of Euclid or Any Other Mathematician.</li> <li>Formation of Assertion – reason questions</li> <li>Special Assignment (MCQ)</li> </ul>

AUGUST	<ul> <li>LINES AND ANGLES</li> <li>Basic terms and Definitions</li> <li>Intersecting lines and non- intersecting lines</li> <li>Parallel lines and a transversal</li> <li>(Prove) The sum of angles of a triangle is 180°.</li> <li>(State without proof)If a side of a triangle is produced , the exterior angle so formed is equal to the sum of exterior opposite angles.</li> </ul>	Students will be able to understand: Intersecting lines and non - intersecting lines, Pairs of angles, linear pair axiom, corresponding angles axiom, properties of parallel lines	<ul> <li>(CONTENT RELATED)</li> <li>Activity :Solve thePuzzle</li> <li>Special assignment</li> <li>To verify that the sum of three angles of a triangle is 180° by paper cutting and pasting.</li> </ul>
	<ul> <li>Congruence of Triangles</li> <li>Criteria congruence of triangles</li> <li>Some properties of triangle</li> <li>Some more criteria for congruence of triangle</li> <li>(State without proof) Triangle inequalities</li> </ul>	Students will be able _ to understand : Criteria for congruency of triangle, SAS congruency axiom. ASA congruency rule(with proof). Motivate SSS and RHS congruency rule.	<ul> <li>CONTENT RELATED</li> <li>To verify Pythagoras Theorem</li> <li>To decorate cover page of their maths register on the theme of independence using warli art.</li> <li>Special assignment</li> </ul>

and relation between

'angle and facing side' inequalities in triangles. <u>HERON'S FORMULA</u>		
Area of triangle	Students will be able to : Find area of a triangle using Heron's formula (without proof Apply heron's formula in finding the area of quadrilateral.	<ul> <li>Formation of case study questions.</li> <li>Special assignment</li> </ul>

SEPTEMB ER	Revision For Half- Yearly Examination		
OCTOBER	SURFACE AREAS AND         VOLUMES         Surface areas and volumes of         cubes, cuboids and right circular         cylinders.         • Surface area of a         right circular Cone         • Surface area of         • Volume of a         right circular         Cone         • Volume of a         sphere and         hemisphere	Students will be able to find : Surface areas and volumes of spheres (including hemispheres) and right circular cones.	<ul> <li>ART INTEGRATION</li> <li>Students will be making Diwali festoons using concept of platonic solids.</li> <li>Special assignment</li> <li>Quiz</li> </ul>

NOVEMBER	• Introduction to statistics, collection of data, presentation of data – tabular form , ungrouped/grouped data.	Bar graphs, Histogram (with varying base length)and Frequency Polygons	<ul> <li>(CONTENT RELATED</li> <li>Framing Case Based and Assertion Reason Questions on the Topic by students.</li> <li>Special assignment</li> <li>Statistics Tree</li> </ul>
	<ul> <li><u>Mean , median and</u> <u>mode of ungrouped</u> <u>data.</u></li> <li>Graphical representation of Data</li> <li>AREAS OF</li> <li>PARALLELOGRAMS</li> </ul>		
	AND TRIANGLES		
	<ul> <li>Review concept of area , recall area of a rectangle.</li> <li>(Prove) Parallelograms on the same base and between the same parallels have equal areas.</li> <li>(State without proof ) Triangles on the same base(or equal bases) and between the same parallels are equal in area.</li> </ul>	Students will be able to find: Areas of all types of triangles by using appropriate formulae and apply them in real life situations.	Framing of case based questions.

DECEMBER	<ul> <li>QUADRILATERALS</li> <li>Types of Quadrilaterals</li> <li>Properties of a Parallelogra m</li> <li>Another Condition for a Quadrilateral to be a parallelogram</li> <li>Mid-point theorem(without proof)</li> <li>CONSTRUCTIONS</li> </ul>	Students will be able to understand that : Diagonal of a parallelogram divides it into two congruent triangles(with proof), Other Properties of parallelogram(without proof) ,midpoint theorem and its converse(without proof)	<ul> <li>Students will make Mind maps / Flow charts for different type of quadrilaterals depicting their properties.</li> <li>Special assignment</li> <li>MATHS EXHIBITION TO CELEBRATE RAMANUJAN DAY</li> </ul>
	• Constructions of bisectors of line segments and angles of measure $45^{\circ}$ , $60^{\circ}$ and $90^{\circ}$ etc, equilateral triangles	Construction of a triangle given its base, sum/difference of the other two sides and one base angle	

	CIRCLES		CONTENT RELATED
	• Circles and its	Students will be able to	To verify degree
	related terms	understand :	measure theorem
	Angle Subtended		by paper cutting
	by a chord at a	Circles and terms related to	pasting.
	point	it such as chord, arc, segment,	
		sector etc. Equal chords of a	
	• Perpendicular	circle subtend equal angles at	• To verify that angles
	from the centre	the centre (proof) and	in the same segment
	to the chord.	(motivate) its converse.	of a circle are equal
		(State without proof) There	by paper cutting
		is one and only one circle	pasting.
		passing through three given	
		non-collinear points.	
		1	• Special assignment
JANUARY	CIRCLES (CID.)	<b>D</b> roparties of equal shorts	
	their distances	angles made	• Activity: Rangoli making using
	from the centre	by arcs	Mandala Art.
		The angle subtended	
	• Angle subtended	by an arc at the centre	
	By an arc of a circle	is double the angle	
		subtended by it at any	
	• Cyclic quadrilaterals	point on the remaining	
		part of the circle.	
	PROBABILITY		
	• History, Repeated	Students will be able	MCO Assignment
	observed frequency	to :	
	approach to	Apply concepts from	
	probability.	probability to solve	
		problems on everyday	

	events.	

## HANSRAJ MODEL SCHOOL, PUNJABI BAGH, NEW DELHI GEOGRAPHY- ACADEMIC PLAN SESSION:2025-26 CLASS: IX

MONTH	<b>TOPIC /SUB TOPIC</b>	LEARNING	ACTIVITY	ASSIGNMENT
		INTENTIONS		
APRIL	<b>Chapter-1: India-size and location</b> -India's location on the globe -Size of India	-To understand how India's location on the globe impacts its	Atlas Reading GAME	CRAB worksheet Mapwork (CR) 1 Locating - 28 states along
	-India and the world	climate and time with reference to	<b>INTEGRATION:</b> 1. Using the initials of	with their capitals 2 8 union territories and their capitals.
	-India's neighbouring	longitudes and latitudes.	their name, students will come up with a	<b>3</b> Latitudinal and longitudinal extent of India
	-Standard meridian and it's implication - Tropic of cancer and its implication	-To explore and analyze India's	one important landmark of that	Arabian sea, Bay of Bengal, Indian Ocean -Standard meridian
	-Latitudinal and longitudinal extent of India	neighbouring countries & their	place. 2. Birthday coordinates	-Tropic of cancer Southern most point of Indian mainland
	-Significance of India's location in the world	-To understand the implication of Tropic	Use the month for latitude and day for longitude and plot it on a map for at least two people.	-Palk Strait, Gulf of Mannar
		climate.	Eg: birthday is Nov 22 then plot it as	

		<ul> <li>Examine how location of India enables its position as a strategic partner in the sub- continent.</li> <li>To understand the implication of Standard Meridian</li> </ul>	11°N,22'E (N,S,E,W- direction is choice) ART INTEGRATION: Showcasing latitudes and longitudes using wool on the globe.	
MAY	Chapter-2: Physical features of India - Major physiographic divisions of India and their formation. - Himalayan mountains - It's importance - Division –a) North-South b) East -West - Important peaks& ranges Northern plains - Formation of plains: - Punjab plain - Ganga plain - Brahmaputra plain - Peninsular plateau - its formation - its features	<ul> <li>Justify why India is a sub-continent.</li> <li>To understand nature of various relief types.</li> <li>To understand how all physical features are complementary to each other</li> <li>Analyze the geological process that played an important</li> </ul>	MODEL MAKING: Different Physiographic Divisions of India. GAME INTEGRATION: To understand theory of Plate tectonics.	<ul> <li>CRAB worksheet will be done</li> <li>Crossword will be done</li> <li>Map Work (CR)</li> <li>Locating important peaks and ranges of Himalayas.</li> <li>1- Showing physical divisions of India.</li> <li>2- Western Ghats, Eastern Ghats, Coastal plains, Northern Circar, Coromandel coast, Konkan</li> </ul>

<ul> <li>-division:</li> <li>a) Central highlands</li> <li>b) Deccan plateau</li> <li>-Difference between Western Ghats and Eastern Ghats.</li> <li>-The Indian desert and it's features</li> <li>-The coastal plains</li> <li>-eastern coast</li> <li>-western coast</li> <li>The island groups of India</li> <li>- Lakshadweep islands as coral islands</li> <li>-Andaman and Nicobar Islands</li> </ul>	<ul> <li>-Role in the formation of diverse physical features.</li> <li>-Analyze the conditions and relationship of the people living in different physiographic areas.</li> </ul>		coast Deccan plateau, Chotta Nagpur plateau, Malwa plateau and important ranges and hills
CHAPTER-3: Drainage -Drainage systems in India:- - Himalayan river system -Peninsular river system -Himalayan river system Indus river system: it's length, origin, beneficiary states and it's tributaries Ganga river system: - -Confluence of Bhagirathi and Alakhnanda at Devprayag -It's length, tributaries and beneficiary states.	<ul> <li>To understand the river systems of the country.</li> <li>To explain the role of rivers in the evolution of human society.</li> <li>Examine the information about different lakes and infer on their contribution to</li> </ul>	ART INTEGRATION (AI) Poster on Water Conservation RESEARCH WORK: on latest developments in GAP and YAP Projects, Narmada Andolan MODEL MAKING: Features formed by a river	CRAB worksheet will be done

	Brahmaputra river system	Indian ecology.		
	-Peninsular river system			
	-Godavari,Tapi, Krishna,	-Distinguish		
	Kaveri,Narmada,Mahanadi	between the rivers		
	-Its length, origin, beneficiary states &	of North and South		
	tributaries	India.		
	Lakes :-Artificial & Natural			
	-Roles of rivers in the economy	-Analyse the flow of		
	-River pollution and measures to control	different rivers of		
	them	India to infer on their		
		impact on livelihood		
SEPTEMBER	HALF YEARLY EXA	M- REVISION ASSIC	NMENTS WILL BE D	ISCUSSED
OCTOBER	CHAPTER 4: CLIMATE	-To identify the	NIE ACTIVITY AND	CRAB worksheet will be
0010DER	-Definition and difference bet.	various factors	DATA	done
	weather & climate	influencing the	INTERPRETATION:	done
		climate	-Collecting weather	Map activity
	-Factors affecting climate of India –		forecast from	-Distribution of rainfall in
	altitude, latitude, distance from the sea,	-To explain the	newspaper for a	India.
	winds and pressure.	climatic variations	week and to analyze	- Regions of High Rainfall
	-	of our country and	daily & weekly	- Direction of winds
	-Cycle of seasons-hot weather, cold	its impact.	changes.	- Direction of whilds
	weather		<u>8</u>	
	, advancing monsoon & retreating	-To explain the		
	monsoon	importance and		
		unifying role of		
	-Monsoon: Its characteristics	Monsoon.	ANALYSIS OF	
	-Branches of Monsoon: Advancing		CLIMATIC	

	monsoon & Retreating monsoon		DIAGRAMS AND	
	-	-Discuss the	DATA	
	-Monsoon as unifying bond	mechanism of		
	-Distribution of rainfall in India	monsoon in Indian		
		sub-continent.		
	-Important meteorological stations of			
	India	-Analyze and infer		
	-Analysis of weather conditions:	the reasons behind		
	Diurnal & Annual	the wide difference		
	-Climatic Diagrams	between day and		
	: Rainfall & Temperature of the station	night		
	-India & its Monsoon type of climate	temperatures at		
	- Distribution of rainfall in	different		
	India	geographical		
		locations.		
NOVEMBER				
	CHAPTER 5: NATURAL	-To find out the	PROJECT BASED	
	VEGETATION &	nature of diverse	LEARNING: Based	
	WILDLIFE	flora and fauna as	on CBSE guidelines.	
		well as their		
	T , 1 1	distribution.		
	Inter disciplinary project work			
		-To develop concern		
		about the need to		
		protect the Bio		
		diversity of our		
		country.		

DECEMBER	<ul> <li>CHAPTER 6: POPULATION</li> <li>-Significance of studying population</li> <li>-Positive &amp; negative impact of large population</li> <li>-Population Growth &amp; its components</li> <li>-Uneven distribution of population in India</li> </ul>	-To analyze the uneven nature of population distribution and show concern about the large size of our population	Map activity (CR) 1-Distribution of Density of population in India showing areas of High, Moderate, and Low density in India. Research based learning/art integration strategy and infer the reasons behind uneven population with special reference to U.P, Rajasthan, Mizoram, and Karnataka	CRAB worksheet will be done
JANUARY	Revision for Annual exams			Revision assignments will be discussed

### HANSRAJ MODEL SCHOOL, PUNJABI BAGH, NEW DELHI HISTORY AND POLITICAL SCIENCE- ACADEMIC PLAN SESSION:2025-26 CLASS: IX

MONTH	TOPIC/SUB-TOPIC	LEARNING INTENTIONS	ACTIVITIES	ASSIGNMENTS
APRIL	<ul> <li>Iteric/sob-roric</li> <li>L1: HISTORY- FRENCH REVOLUTION.</li> <li>French Society During the Late Eighteenth Century</li> <li>The Outbreak of the Revolution</li> <li>France Abolishes Monarchy and Becomes a Republic</li> <li>Did Women have a Revolution?</li> <li>The Abolition of Slavery</li> <li>Revolution and everyday life.</li> </ul>	<ul> <li>The students will be able to –</li> <li>Analyze the situation giving rise to various factors of revolution</li> <li>Understand the main events of French Revolution (1789-99) &amp; its significance</li> <li>Evaluate political, social, cultural legacies of the revolutionary &amp; Napoleonic periods</li> <li>Appreciate the ideas of French Revolution – Liberty, Equality, Fraternity.</li> </ul>	<ul> <li>PICTORIAL TIMELINE on major events of French Revolution</li> <li>ART INTEGRATION ACTIVITIES:</li> <li>POLITICAL SYMBOLS</li> <li>CONSTITUTIONAL MONARCHY</li> </ul>	<ul> <li>CRAB Worksheet will be done.</li> <li>GRAPHIC ORGANIZER:</li> <li>Causes of the French Revolution</li> <li>Mapwork: Locate &amp; label the following on the physical map of France –</li> <li>Bordeaux</li> <li>Nantes</li> <li>Marseilles</li> <li>Paris</li> </ul>

	<ul> <li>L1: POLITICAL SCIENCE-WHAT IS DEMOCRACY? WHY DEMOCRACY?</li> <li>What is democracy?</li> <li>Features of democracy.</li> <li>Broader meaning of democracy</li> </ul>	<ul> <li>Understand the key features of Democracy.</li> <li>Appreciate the success of democratic institutions in India</li> <li>Sensitize the students with the problems faced by non-democratic countries.</li> <li>Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country.</li> <li>Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy</li> <li>Value democracy as a form of government.</li> </ul>	<ul> <li>RESEARCH WORK: Comparative Analysis of India and North Korea</li> <li>OPEN HOUSE: Why Democracy?</li> <li>GAME INTEGRATION: World Map to identify Democratic and Non- Democratic Countries</li> </ul>	<ul> <li>CRAB WORKSHEET</li> <li>Cartoon Interpretation</li> </ul>
MAY	L5: POLITICAL SCIENCE: DEMOCRATIC RIGHTS. • Life without Rights. • Rights in a	<ul> <li>The students will be able to-</li> <li>Understand the importance of rights in a democratic system</li> <li>Appreciate the positive impact of Fundamental Rights.</li> <li>Gains interest in knowing about fundamental rights enjoyed by</li> </ul>	• <b>ART INTEGRATION</b> – <b>Poster Making:</b> Topic- Right against Exploitation.	<ul> <li>CRAB worksheet</li> <li>Crossword puzzle will be done.</li> </ul>

	Democracy. <ul> <li>Rights</li> </ul>	<ul> <li>other countries.</li> <li>Analyze the need of rights for all round development of an individual.</li> <li>Summarize the importance of fundamental rights and duties in the light of the nation's glory.</li> <li>Recognize the role of a responsible citizen while performing their prescribed duties versus claiming rights.</li> </ul>	• RESEARCH WORK using NIE: Case Studies from India where Rights are being denied.	
JULY	<ul> <li>L2: POLITICAL SCIENCE: CONSTITUTIONAL DESIGN.</li> <li>Democratic Constitution in South Africa.</li> <li>Why do we need a constitution?</li> <li>Making of the Indian Constitution.</li> <li>Guiding values of the Indian Constitution.</li> </ul>	<ul> <li>Understand how the constitution of South-Africa was drafted</li> <li>Appreciate the role of Nelson Mandela in struggle against Apartheid.</li> <li>Enumerate the essential features that need to be kept in mind while drafting any constitution.</li> <li>Examine the guiding values that created the Indian constitution</li> <li>Comprehend the roles and responsibilities as citizens of India.</li> <li>Recognize the values enshrined in our Constitution.</li> <li>Understand Constitution is a living document and undergoes changes.</li> </ul>	<ul> <li>Create a Classroom Constitution: Students to create a classroom constitution for the year after brainstorming rules they will need to maintain order &amp; fairness in the class.</li> <li>Creative depiction of Preamble of India</li> </ul>	<ul> <li>CRAB worksheet.</li> <li>Cartoon Interpretation.</li> </ul>

AUGUST	<ul> <li>L2: HISTORY- Socialism in Europe and the Russian Revolution.</li> <li>The Age of Social Change</li> <li>The Russian Revolution</li> <li>The February Revolution in Petrograd</li> <li>What Changed after October?</li> <li>The Global Influence of the Russian Revolution and the USSR</li> </ul>	<ul> <li>To compare the situations that led to the rise of Russian and French Revolutions</li> <li>Compare &amp; contrast the ideology of liberals, radicals and conservatives.</li> <li>To explore the history of socialism through study of Russian Revolution.</li> <li>Assess the global influence of Russian Revolution</li> <li>Compare the causes, events and consequences of February and October Revolution.</li> <li>Examine the situations that led to the establishment of Lenin's communism and Stalin's collectivization.</li> </ul>	<ul> <li>RESEARCH WORK: Karl Marx's Model of Communist Society</li> <li>World café' strategy to evaluate the situations that enabled Lenin's Communism.</li> <li>Story of Cooperative Society: Success of AMUL</li> <li>CHRONOLOGICAL CHART: Depicting significant events that led to the collapse of Tsarist Regime and the formation of USSR</li> </ul>	<ul> <li>CRAB WORKSHEET</li> <li>MAPWORK: On Allied and Central powers of WWI.</li> </ul>

SEPTEMBER F OCTOBER I S F	HALF- YEARLY EXAMS. L3: POLITICAL SCIENCE: ELECTORAL POLITICS • Why Elections? • What is our system of Elections? • What makes Elections in India Democratic? • Challenges to free and fair elections.	<ul> <li>Critically analyze the election procedure in India.</li> <li>Understand the need of elections in a democracy.</li> <li>Analyse the implications of power of vote and power of recall.</li> <li>Summarize the essential features of the Indian Electoral system.</li> <li>Examine the rationale for adopting the present Indian Electoral System.</li> <li>Recognize the significance of Election Commission.</li> <li>Be sensitive to existing malpractices in our electoral system.</li> </ul>	<ul> <li>CONCEPT MAP: Elections at different levels of the government</li> <li>Mock Election Campaigning: Imagine you are</li> <li>contesting elections. Design an election manifesto for your imaginary Political Party, name it and provide a party symbol.</li> <li>RESEARCH WORK: On Assembly and Parliamentary Constituencies in Delhi</li> <li>RAP AND JINGLE: Significance of Right to Vote</li> </ul>	<ul> <li>CRAB worksheet</li> <li>DATA INTERPRETATI ON: Voter's Turnout ratio in India and it's comparison with 2024 voting trends.</li> </ul>
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L5: HISTORY-	Students will be able to-	ART INTEGRATION-	
L5: HISTORY- PASTORALISTS IN THE MODERN WORLD. • Pastoral Nomads and their Movements • Colonial Rule and Pastoral Life • Pastoralism in Africa	<ul> <li>Students will be able to-</li> <li>Understand the varying patterns of development within pastoral societies in different places.</li> <li>Analyze the impact of colonialism on forest societies.</li> <li>Conclude how modern world forced changes in the lives of Pastoral communities in India and East Africa.</li> </ul>	<ul> <li><u>ART INTEGRATION</u>-</li> <li><u>GRAPHIC</u> <u>ORGANIZER:</u> On Pastoral Communities in India.</li> <li><u>RESEARCH WORK:</u> Maasai Community in India</li> </ul>	<ul> <li>CRAB Worksheet</li> <li>MAPWORK on Indian Pastoral Communities</li> </ul>

NOVEMBER	L3: HISTORY-NAZISM	• Critically analyze the effects of		
	AND RISE OF HITLER.	World War I on Germany	• VIDEO	CRAB Worksheet
	• Birth of the Weimar	• Understand the peculiar features of	INTERPRETATIO	• MAPWORK: On
	Republic	Nazi Ideology.	N: World War I and	Allied and Axis powers
		• Outline key political and social	World War II. Shift	of WWI.
	• Hitler's Rise to	events that contributed to Hitler's	from Central to Axis	
	Power	rise of power.	Powers	
		<ul> <li>Analyze examples of Nazi</li> </ul>		
	The Nazi	propaganda.	• MOVIE	
			<b>REFERENCE:</b> The	
			Boy in Striped	
			Pajamas and	
			Schindler's List	
			followed by Movie	
			Review in class.	
			• DIARY ENTRY:	
			Expressing the vie	
			point of a school	
			student studying in a	
			Nazı School	
			• STORYBOARD:	
			Chronological	
			depiction of	
			significant events that	
			led to rise of Nazism.	

	<ul> <li>Worldview</li> <li>Ordinary People and the Crimes Against Humanity.</li> </ul>		<ul> <li>Image interpretation</li> <li>Read passages from "Dairy of Anne frank "and other related literature and discuss the impact of Nazism</li> </ul>	
DECEMBER	<ul> <li>L4: POLITICAL SCIENCE- WORKING OF INSTITUTIONS <ul> <li>How is a major policy decision taken?</li> <li>Parliament</li> </ul> </li> </ul>	<ul> <li>Student will be able to-</li> <li>Examine the roles, responsibilities, and interdependency of all the 3 organs of the Government.</li> <li>Understand the way major decisions are taken and implemented in our country.</li> <li>Assess the need of political institutions and their functions</li> <li>Appreciate the parliamentary system of executive's accountability to the legislature.</li> <li>Summarize and evaluate the rule of law in India.</li> </ul>	<ul> <li>GRAPHIC ORGANIZER: Three Institutions of the government</li> <li>ART INTEGRATION- A day in the life of LOK SABHA- Students enact the proceedings of Lok Sabha to understand the powers of Parliament, role of speaker and role of opposition.</li> </ul>	<ul> <li>CROSSWORD PUZZLE</li> <li>CRAB worksheet</li> </ul>
JANUARY	POL.SC WORKING OF INSTITUTIONS	• Analyze the powers and functions of various functionaries like the President, Prime minister, Council of ministers and Civil Servants	• Mock Parliament session to convert a bill into law	

<ul> <li>Political Executive.</li> <li>The Judiciary</li> </ul>	• Familiarize the students on the role of independent judiciary in India.	RESEARCH     WORK: Important     functionaries of the     government and any     real-life example of     PIL	
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#### HANSRAJ MODEL SCHOOL, PUNJABI BAGH, NEW DELHI ACADEMIC PLAN 2025-2026 CLASS IX: ECONOMICS

MONTH	TOPIC /SUB TOPIC	LEARNING INTENTIONS	ACTIVITY	ASSIGNMENT
APRIL/ MAY	Chapter – 1 <u>The Economic story of</u> <u>Palampur</u> - Aim of Production -Organization of Production; land, labour, capital and Human capital Farming in Palampur a) Land is fixed b) Growing more on same land c) Sustainability of land d) Distribution of land e) Capital Needed f) Sale of farm products Modern farming methods - Green Revolution	<ul> <li>Analyse and infer how the prevailing farming conditions impact economic development of different states</li> <li>Enlist the requirements of production and summarize the interdependence of these requirements.</li> <li>Understand the concept of green revolution.</li> <li>Analyze non- farm activities and depict the link with economic growth.</li> </ul>	<ul> <li>RESEARCH WORK- Dr. M S</li> <li>Swaminathan - "Father of the Green Revolution in India."</li> <li>DEBATE: Positive and Negative implications of Green Revolution.</li> <li>CASE STUDIES: Discussion and Interpretation</li> <li>BUDDING</li> <li>ENTREPRENEURS: Present a business plan for setting up a non-farm activity in a village. Students can choose from dairy farming, shopkeeping, vocational training, coaching institute, transportation, and small-scale manufacturing.</li> <li>It should include details about- Land Requirements, Source of Labour/ workers, Source of</li> </ul>	<ul> <li>CRAB WORKSHEET</li> <li>CONCEPT CHART- Requirements of production.</li> <li>GRAPHICAL INTERPRETATION- Graph 1.1: Distribution of Cultivated Area and Farmers</li> <li>CROSSWORD</li> </ul>

	<ul> <li>3. Non-Farm Activities <ul> <li>a) Dairy</li> <li>b) Small-scale</li> <li>manufacturing</li> <li>c) Shop keeping</li> <li>d) Transport</li> <li>Ways to expand non-farm activities in rural region</li> </ul> </li> </ul>	- Considire	Capital, Target Customers, Creating market for goods and services	
JULY	Chapter – 2 <u>People As Resource</u> Definition of Human resource 1. Economic Activities by Men and women; Division of labour 2. Quality of population a) Education b) Health c) Significance of education and health as a positive asset Measures adopted to increase the Life expectancy Unemployment 1) Types - Disguised	<ul> <li>Sensitize students that people as asset can participate and contribute in nation building.</li> <li>Understand the concept of economic and non- economic and non- economic activities</li> <li>Analyse and infer the reasons that contribute to the quality of population</li> <li>Enumerate the different schemes</li> </ul>	<ul> <li>GAME INTEGRATION: Nature of Economic activities</li> <li>RESEARCH WORK: Collect information and newspaper articles on the measures appointed by government to promote Human Capital Formation.</li> <li>CASE STUDIES: Discussion and Interpretation</li> <li>ACTIVITY (DC)</li> <li>SOCIO CONNECT: SOCIAL ADVERTISEMET ON FEEDING SMART RIGHT FROM THE START AND MATERNAL HEALTH.</li> </ul>	•CRAB WORKSHEET •GRAPHICAL ANALYSIS OF STATISTICAL DATA AND PIE CHARTS

	seasonal 2) Causes 3) Effects on the growth of an economy 4) Employment structure, primary, secondary & tertiary 5) Unemployment as a peculiar	<ul> <li>of Government in some states and infer on the quality of people there by.</li> <li>To understand how unemployment stagnates the growth of the economy.</li> </ul>		
	problem of India	Propose solutions to resolve unemployment problem.		
	Job opportunities in rural and	I J I I I I I I I I I I I I I I I I I I		
	urban areas	- 6 ::: ::		
SEPTEMBER	Unapter - 3	• Sensitization	AUTIVITY (AKT NITEODATION)	CRAB WORKSHEET
AND	Poverty as a challenge	of the learner	INTEGRATION)	MIND MAD Course of
OCTOBER	- Meaning of Poverty	about the understanding	<b>RESEARCH WORK:</b>	Poverty
	- Poverty estimate	of	• SDG 1	GRAPHICAL ANALYSIS:
	<ul> <li>Poverty line</li> <li>Poverty seen by a social scientist</li> <li>Social exclusion &amp; it's impact on poor people</li> <li>Vulnerable groups to poverty</li> <li>Poorest states of</li> </ul>	<ul> <li>poverty as a challenge in the society.</li> <li>Analyse and infer the reasons of poverty in the rural and urban areas.</li> <li>Evaluate the</li> </ul>	<ul> <li>PAPS along with PPT</li> <li>CASE STUDIES: Discussion and Interpretation</li> <li>ACTIVITY (DC)</li> <li>EMPOWERING INDIA: Teach any one skill to your domestic helper/</li> </ul>	<ul> <li>Social and Economic Groups Vulnerable to Poverty</li> <li>Regional disparities in Poverty</li> <li>Global Poverty</li> </ul>

	<ul> <li>India</li> <li>Interstate disparities</li> <li>Global poverty scenario</li> <li>Causes of poverty</li> <li>Problems related to poverty</li> <li>Anti-poverty measures started by the government</li> </ul>	<ul> <li>efficacy of government to eradicate poverty.</li> <li>Compare how poverty estimates have transformed from 1993- 94 to 2011-12</li> <li>Examine the link between education and poverty.</li> <li>Appreciation of the government initiative to alleviate poverty.</li> </ul>	disadvantaged children in your area. Write up on how it empowered them.	
NOVEMBER AND DECEMBER	Chapter 4 <u>Food</u> <u>Security</u> a) Meaning of Food Security b) People prone to food insecurity c) Buffer stock and need to be created by the government d) Public	<ul> <li>Enumerate various aspects of food security that will ensure continuity of supply to the masses.</li> <li>Examine, analyse and infer various sources of data that point to the rationale of FSI</li> <li>Enumerate different</li> </ul>	<ul> <li>CASE STUDIES: Discussion and Interpretation</li> <li>ART INTEGRATION(AI)</li> <li>RESEARCH WORK: 1. SDG 2</li> <li>2. AAY and APS</li> <li>Survey: Talk to people domestic help serving at your place. Ask if they have a ration card. Try to observe the details mentioned.</li> </ul>	CRAB WORKSHEET GRAPHICAL ANALYSIS: • Actual Stock of food grains and Buffer norms

automationreturnes of FDSsystemthate) Status of PDSaddress FSI.f) Role of• Analyse andcooperatives ininfer the impactfood securityof greeng) Issue priceof greenh) MSPrevolution inGreen Revolution and it'sstrengthening therole to make country selfPDS.sufficient• Understand the-Self-sufficiency of foodrole ofafter independencegovernment in-Rationing in IndiasupplyCurrent status of PDS• Appreciate and
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### HANSRAJ MODEL SCHOOL PUNJABI BAGH, NEW DELHI ACADEMIC PLAN SESSION: 2025-2026 SUBJECT: BIOLOGY CLASS: IX

MONTH	<b>TOPIC / SUBTOPICS</b>	LEARNING	ACTIVITIES	ASSIGNMENTS
		INTENTIONS		
April	<ul> <li><u>Chapter-5, Cell - The</u></li> <li><u>Basic Unit of Life</u> <ul> <li>Introduction</li> <li>What are living organisms made up of? (Activity-5.1)</li> </ul> </li> <li>What are these</li> </ul>	INTENTIONS The students will be able to- Understand the importance of the cell -the fundamental unit	• 3-D model making/Diagrammatic representation of plant cell and animal cell to show various cell organelles using waste	Pages-51 & 53 Intext questions, Extra Questions
	<ul> <li>structures?</li> <li>Discoveries related to cells and 'Cell theory'.</li> <li>Unicellular and multicellular organisms</li> </ul>	<ul> <li>of life.</li> <li>Inculcate drawing skills.</li> <li>Interpret the knowledge with slides prepared in the lab by the students.</li> </ul>	materials.	

	<ul> <li>Shape and size of cell (Activity 5.2)</li> <li>Division of labor</li> <li>What is a cell made up of? <ul> <li>a. Plasma Membran e</li> </ul> </li> </ul>			
May	<ul> <li>Chapter-5 (contd.)</li> <li>Osmosis and diffusion</li> <li>Plasmolysis</li> <li>Cell wall</li> <li>Nucleus</li> <li>Prokaryotic and Eukaryotic cell</li> <li>Cytoplasm</li> </ul>	<ul> <li>Explain and apply the concepts of cellular functions such as diffusion and osmosis.</li> <li>Compare and contrast the plant cells and the animal cells.</li> <li>Differentiate Prokaryotic and Eukaryotic cells.</li> </ul>	• Demonstration and reflection of the process Osmosis occurring in fresh grapes/raisins/deshelle d egg/pulses/dry fruits etc and recording the details in registers.	Extra Questions
July	<ul> <li>Chapter-5 (contd.)</li> <li>Cell organelles</li> </ul>	<ul><li>The students will be able to-</li><li>Understand the structure and</li></ul>	• Depiction of the process of cell divisions namely	Pages-55 & 57 Intext questions, Extra Questions

	<ul> <li>a. Endoplas mic Reticulu m</li> <li>b. Golgi Apparatu s</li> <li>c. Lysosom es</li> <li>d. Mitochon dria</li> <li>e. Plastids</li> <li>f. Vacuoles</li> <li>• Cell division</li> <li>a. Mitosis</li> <li>b. Meiosis</li> </ul>	functions of cell organelles. • Differentiate the types of cell division.	mitosis and meiosis using infographics.	
August	Chapter-6, TissuesDefine-Tissues,Division of Labor,Utility of Tissues inmulticellular organismsI. PlantTissues-Types1. MeristematicTissue• Location andfunctions ofdifferent types ofMeristematic	<ul> <li>The students will be able to-</li> <li>State the importance of different types of tissues .</li> <li>Explain the difference between plant and animal tissue.</li> <li>Classify different types of plant</li> </ul>	To prepare charts/models showing structural features of following plant tissues: Parenchyma Collenchyma Sclerenchyma Xylem Phloem	Page-61 & 65 Intext questions, Extra Questions

	Tissues in the Plant Body. 2. Simple Permanent Tissues • Types of Simple Permanent Tissues(supportive) - Parenchyma, Collenchyma, Sclerenchyma. • Types of Simple Permanent Tissues(protective) e) - • Epidermis • Cork 3. Complex Permanent Tissues • Xylem • Phloem	tissues. Explain the structure of plant and animal tissues.	<ul> <li>Epidermis</li> <li>Cork</li> </ul>	
Septembe r	REVISION AND EXAMINATION			
October	<u>Chapter-6, Tissues</u> ( <u>Contd.)</u>	The students will be able to-		Pages-69 Intext questions, Back exercise questions

	<ul> <li>II. Animal tissues</li> <li>Epithelial</li> <li>Connective</li> <li>Muscular</li> <li>Nervous</li> </ul>	<ul> <li>Draw flow chart on the basis of different tissue structure and functions</li> <li>Apply a broad based foundation of knowledge of cells and tissues to understand the functioning of living organisms.</li> </ul>	<ul> <li>I. To prepare charts/models showing structural features of following animal tissues:</li> <li>Epithelial</li> <li>Connective</li> <li>Muscular</li> <li>II. To illustrate diagrammatically, nerve cell using easily available waste materials in register.</li> </ul>	
November	Chapter-15, IMPROVEMENT IN FOOD RESOURCES Introduction • Improvement in Crop Yields • Kharif crops and rabi crops • Practices involved in farming Crop Variety improvement • Hybridisation • Factors for which crop variety	<ul> <li>The students will be able to-</li> <li>Relate the importance of the irrigation system with crop production.</li> <li>Analyze the different ways of growing crops to get the maximum benefit.</li> </ul>	<ul> <li>I. Prepare a photo gallery depicting the various cropping patterns with their features and combination of crops.</li> <li>Mixed Cropping</li> <li>Inter Cropping</li> <li>Crop Rotation</li> <li>II. Debate/discussion over: <ul> <li>The use of manures over fertilizers.</li> </ul> </li> </ul>	Page-204 & 205 Intext questions, Extra Questions

	<ul> <li>improvement is done</li> <li>Fertilizers and manures</li> <li>Irrigation</li> <li>Cropping Patterns</li> <li>Mixed Cropping</li> <li>Inter Cropping</li> <li>Crop Rotation</li> </ul>		<ul> <li>(advantages and disadvantages)</li> <li>Go green, grow organic, for a sustainable scene: features and advantages of Organic farming.</li> </ul>	
December	<ul> <li>Crop Protection Management</li> <li>Storage of Grains</li> <li>Organic Farming</li> </ul>	• Describe the crop protection management practices.		Page-206, 207 & 208, Extra Questions
January	<ul> <li>Animal Husbandry</li> <li>Cattle farming</li> <li>Poultry farming</li> <li>Egg and broiler production</li> <li>Fish Production- (I) Marine Fisheries (II) Inland Fisheries</li> <li>Bee keeping</li> </ul>	• Apply the scientific principles in animal husbandry practices.	<ul> <li>Choose any one topic under animal husbandry and do research projects by collecting information on their type of breeds, their diets, shelters etc along with necessary pictures.</li> <li>Cattle farming</li> <li>Poultry farming</li> <li>Egg and broiler production</li> <li>Fish Production- (I) Marine Fisheries (II) Inland Fisheries</li> <li>Bee keeping</li> </ul>	Page-211 & 213, Extra Questions

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#### HANSRAJ MODEL SCHOOL <u>PUNJABI BAGH</u> <u>ACADEMIC PLAN 2025-26</u> <u>CLASS IX</u> <u>PHYSICS</u>

MONTH	TOPIC/SUBTOPICS	LEARNING INTENTIONS	ACTIVITIES	ASSIGNMENTS
AFKIL	<ul> <li>Definition of motion, rest,</li> <li>distance, displacement,</li> <li>speed &amp; velocity,</li> <li>Difference between Scalar and Vector quantities,</li> <li>Numericals on the above topics</li> <li>Concepts of Acceleration &amp; Retardation</li> <li>Uniform and non-uniform speed, velocity, Average speed and velocity.</li> </ul>	<ul> <li>Classifies different types of motion as uniform-non uniform;</li> <li>Is able to differentiate between scalar and vector</li> <li>Calculates acceleration and average speed from the data given.</li> </ul>	<ol> <li>Bridging the gap exercises</li> <li>Measure the distance and displacement under given situations</li> <li>Board game on Distance and displacement</li> </ol> ART INTEGRATION Make a colourful poster on scalar and vector quantities	<u>class 9 introductory ws.pdf</u> <u>CH Motion Word Search.pdf</u> NCERT questions

MAY	<ul> <li>Distance time and</li> </ul>	The learner	1 To differentiate between uniform
	velocity time graphs	<ul> <li>calculates using the</li> </ul>	and non- uniform motion plotting <u>NUMERICAL ASSIGNMENT</u>
	for uniform motion	given data such as	the graphs
	and uniformly	distance velocity	the graphs.
	accelerated motion	speed	2 To differentiate between accelerated
	accelerated motion,	<ul> <li>draws graphs, such</li> </ul>	and non- accelerated motion in NCERT questions
	• Equations of motion	as distance	everyday life using graphs
	and its numericals	time and velocity time graph	everyday me using graphs
	• Uniform circular	<ul> <li>analyses and</li> </ul>	3. Take a stone and tie it to a thread
	motion - definition,	interprets graphs/	and rotate it to observe circular
	formula of speed of	figures etc., such	motion.
	the body in uniform	as distance time ;	
	circular motion.	velocity time	
		graphs, to compute	ART INTEGRATION
	• Numericals and	distance/ speed/	'Make your own crossword puzzle involving
	examples	acceleration of	various terms studied in the chapter
		objects in motion.	
		Applies	
		scientific	
		concepts in	
		daily life and	
		records &	
		reports	
		experimental	
		data objectively	
		and honestly.	
		• Exhibits values of	
		honesty/objectivity/r	
		ational thinking	
JULY	Force and laws of motion'	The learner	force intro wsheet.pdf
		<ul> <li>Differentiates</li> <li>between belanced</li> </ul>	
		and unbalanced	Reasoning questions
	<ul> <li>Balanced and</li> </ul>	force.	
	unbalanced forces	Plans and conducts	
		investigations/	NCERT questions
		Ũ	

experiments to		
arrive at and verify		
the facts/ principles/	,	
phenomena to seek		
answers to queries		
on their own, such		
as force can be used		
to change the		
magnitude of		
velocity of an		
object, or to		
change its direction		
of motion.		
• explains processes / laws such as Newton's laws of motion		

Concept	t of inertia • Calculates using the data given,		
Newton     motion	laws of such as force, momentum, acceleration	<u>ART INTEGRATION</u>	ASSIGNMENT CHAPTER force.pdf
• Newtor law - La Inertia	<ul> <li>acceleration</li> <li>braws figures/ diagram to illustrate</li> </ul>	Showcase any application of newton's law of motion	COMPETENCY FORCE CLASS 9.pdf
<ul> <li>Newton its appli</li> </ul>	's 2nd law & motion; cations		
<ul> <li>,Newtor a specia Newton</li> </ul>	n's 1st Law is 1 case of 's 2nd Law		
• Newton its appli	's 3rd law and cations,		
• Numeri Newton	icals based on 's 2nd Law		
• Numeric moment	cals on		

AUG	Gravitation	The learner		assignment chapter gravitation.pdf
UST			ART INTEGRATION	
	<ul> <li>Newton's universal</li> </ul>			
		Draws figures or diagrams to	Males a solourful comis strin on free	
	Law of Gravitation -	illustrate universal law of	Make a colourful conflic strip on free	NCERT questions
	formula and	gravitation	fall/mass and weight/buoyancy.	<u> </u>
	numericals, its	6		
	importance	Applies scientific concepts		
	importance.	Applies scientific concepts		
		of gravitation in daily life in		
	• Free fall and the	solving problems		
	concept of	Uses measures physical		
	acceleration due to	quantities using appropriate		
	gravity	quantities using appropriate		
		apparatus/ instruments, such		
	• Calculate the value of	as, spring balance		
	'σ			
	8	Comprehends the concept of		
	<ul> <li>Motion of objects</li> </ul>	acceleration due to gravity and		
	• Motion of objects	the factors affecting it		
		the factors affecting it.		
	under the influence of			
	gravitational force of			
	gravitational force of			
	earth			
	<ul> <li>Numericals based on</li> </ul>			
	• Itumeneuis bused on			
	the above topics.			
	• Difference Between			
	mass and weight			
	mass and weight.			
	• Weight of an object			
	on the moon.			
		TERM 2		

OCT	Topic - Thrust &	The learner		
OBER	Pressure			
		Differentiates between thrust	EXPERIMENT 1	
	• Thrust and pressur	e and pressure		There is a supervise sector of a df
	Mathematical	Diana and conducts	To calculate the density of the	<u>I nrust and pressure assignment.pdf</u>
	• Watteniatical	rians and conducts	given solid	
	thrust & pressure	arrive at and verify the facts/		Thrust and pressure MLL.pdf
		principles/ phenomena to seek		
	• SI unit of pressure	answers to queries on their		Thrust and pressure HOTS pdf
	Dractical	own, such as to understand the		Thrust and pressure from s.pdf
	applications of	meaning of buoyancy;	EXPERIMENT 2	
	relationship			NCEDT OUTSTIONS
	between thrust,	How objects float/ sink when	Verification of Archimedes Principle	NCERT QUESTIONS
	area and pressure	liquid?		
		iiquiu :		
	• Pressure in Fluids	Describes scientific		
	• Upthrust or	discoveries/ inventions		
	Buoyancy,	Explains processes / laws such		
		as Areninedes principie		
	<ul> <li>Principle of floatation</li> </ul>			
	noutation,			
	Archimedes			
	Principle,			
	• Application of			
	Archimedes			
	Principle			
	<ul> <li>Numericals</li> <li>based on the</li> </ul>			
	above topics			

NOVE	* Work –	THE Learner		
MBER	<ul> <li>Definition, formula, unit, numericals</li> <li>Positive work done and negative work</li> </ul>	• Understands the concept of work and defines types of work	<u>ACTIVITY 1–</u> Use the vibrating tuning fork and a tennis ball to produce sound	work assignment.pdf
	<ul> <li>done, Zero work done</li> <li>Energy - Definition, Forms of Energy</li> <li>Kinetic Energy - Definition,</li> </ul>	<ul> <li>Identifies and lists different types of work</li> <li>Explains the term energy and its types</li> </ul>	<u>ACTIVITY 2-</u> To make a board game on positive , negative and zero work	<u>WORK AND</u> <u>ENERGY HOTS.pdf</u>
	<ul> <li>Derivation of the formula of K.E.</li> <li>Potential Energy - Definition, Derivation of the formula of P.E.</li> </ul>	<ul> <li>Comprehends various examples showing transformation of energy.</li> </ul>	EXPERIMENT 3 Verification of the Laws of reflection of sound	WORK MLL.pdf THE HARE AND
	<ul> <li>Numericals based on the above topics</li> <li>Law of Conservation of Energy</li> <li>Explanation of the</li> </ul>	PE		NCERT QUESTIONS
	law of conservation of energy		<u>ACTIVITY</u> To complete a scientific story using terms studied in physics.	
	• . Power - Definition,			
	formula, unit			
	• Numericals based on the above topics			

DECE					NCERT QUESTIONS
MBER	Sound		The learner		
				ART INTEGRATION	
	•	Propagation of	• Understands the concept of -	Charman high a grant of a sure d	
		sound, Explanation	propagation of sound	_Snow graphical representation of sound	
		Difference		wave using thread,, sticks etc	
		between	•/electromagnetic and mechanical waves		
		Mechanical and	incentinear waves		
		Electromagnetic			
		waves,			
	•	Experiment to show			
		that sound needs			
		medium to travel,			
	•	Speed of sound in			
		different media			
	•	Reflection of sound			
	•	explanation			
JANU		enplulation		ACTIVITY	ASSIGNMENT SOUND.pdf
ARY			The learner	Group presentations	<u>_</u>
	•	Multiple reflection of		1 sound needs a medium to travel	
		sound and its	Differentiates between	2 speed of sound in solids	
		applications	Ultrasound and Infrasound	liquids and gases	
	•	methods to reduce it		3 loudness depend on amplitude	
	•	Range of	applications of ultrasound in	4 pitch depends on	
		hearing-	daily life	frequency	
		normal range,		5 light spot dance	
	•	infrasonic,			
		ultrasonic			
		waves			
	•	Ultrasound-			
		application of			
		ultrasound			

### HANSRAJ MODEL SCHOOL PUNJABI BAGH, NEW DELHI CURRICULUM SESSION: 2025-26 SUBJECT: Chemistry CLASS: IX

MONTH	TOPIC/SUBTOPIC	LEARNING INTENTIONS	ACTIVITY	ASSIGNMENTS
April	<ul> <li>L-Matter in our surroundings</li> <li>States of matter</li> <li>Interconversion between different states of matter</li> </ul>	<ul> <li>Students will be able to:</li> <li>describe, identify and recognize all the three states of matter.</li> <li>correlate the properties of matter with daily life situations.</li> <li>infer the definitions of fusion, condensation, solidification and sublimation.</li> <li>Problem solving skills</li> <li>Cooperation, coordination and team work</li> </ul>	A game in the form of Relay Race -Activity: <b>The States of</b> <b>Matter Relay</b> will be played in school playground on the Properties of Solids, Liquids and Gases. Activity in the lab demonstrating inter conversion of physical state of matter. (Boiling point and melting point of water along with sublimation of ammonium chloride/iodine)	Intext questions pg 3 Intext questions pg 6 Intext questions pg 9
May	L-Matter in our surroundings (contd.)	Students will be able to: • distinguish between evaporation and boiling.	The students will be asked to demonstrate the role of	In-text question pg10

	<ul> <li>Evaporation – factors</li> <li>Evaporation causes cooling</li> </ul>	<ul> <li>integrate latent heat of vaporisation and latent heat of fusion in their daily lives.</li> <li>develop, compute and construct the concept of "Evaporation causes cooling".</li> </ul>	evaporation causes cooling daily life in the form of role play activity. Crossword puzzle on the key words of the chapter.	Back exercise Questions+ Assignment based on Competency based questions.
July	<ul> <li>L- Is Matter Around Us</li> <li>Pure <ul> <li>Elements, Compounds and mixtures</li> </ul> </li> <li>Types of Mixtures-Solution, Suspension and Colloid</li> </ul>	<ul> <li>Students will be able to: <ul> <li>identify, enumerate and define elements, compounds and mixtures.</li> <li>discriminate between the three kinds of mixture.</li> <li>predict the properties of the three kinds of mixture.</li> <li>demonstrate the Tyndall effect.</li> <li>incorporate and integrate the importance of concentration of solutions.</li> </ul> </li> </ul>	<u>Demonstration by students</u> Assign the role of solution, suspension and colloid to the students and ask them to collect information on the topics allotted.	In-text questions pg 15 In-text questions pg 18 Assignment on numericals based on concentration of solution
August	<ul> <li>L- Is Matter Around Us</li> <li>Pure (contd.)</li> <li>Physical and Chemical changes</li> </ul>	<ul> <li>Students will be able to:</li> <li>recognize physical and chemical changes taking place in daily life.</li> <li>To express themselves and share their experience without inhibition.</li> </ul>	<ul> <li>Demonstration of</li> <li>types of mixture</li> <li>distinguish between mixture and compound in Lab.</li> </ul>	In-text questions pg 19 Back exercise Questions+ Assignment based on Competency based questions

		• Be responsible and take care of lab apparatus while performing activities in Lab.		
September		Revision for TERM-I examination		
October	Chapter- Structure Of	Students will be able to:		
	Atom	• define atom and molecule	Design puzzle/games on models	
	• Definition of		of atom	In-text questions pg 39
	atoms and	• compare the properties of		
	molecules	subatomic particles of an		
		atom		
	<ul> <li>Models of Atom- Thomson, Rutherford and Bohr</li> </ul>	<ul> <li>describe and sketch the structure of an atom according to Thomson's Model</li> <li>sketch Bohr's model of an atom</li> </ul>	Assign each child an element and ask him /her to prepare a headgear and depict its symbol, electronic configuration, atomic number and valency	In-text questions pg 41 In-text questions pg 42
		• formulate electronic		
		configuration of elements		
		with atomic no. 1 to 20		
November	Chapter -Structure Of	Students will be able to		<b>.</b>
	Atom (contd.)	• apply the concept of valency,		In-text questions pg 44
	• Valency	atomic no. and mass no. in		
	• Atomic No. and	solving numericals.		In-text questions no 45
	Mass No.			m text questions pg +5

	• Isotopes and Isobars	<ul> <li>enhance their creative and critical thinking</li> <li>acquire the ability to utilise technology and information for the betterment of their living.</li> </ul>	Assignment based on numericals	Back exercise questions and Assignment on competency based questions.
	Chapter- Atoms and Molecules <ul> <li>Laws of Chemical Combination</li> <li>Atomic mass</li> </ul>	Students will be able to: • analyse which includes contrast, distinguish and examine the various characteristics of elements	Activity on the concept of conservation of mass in lab	In-text questions pg 30
December	<ul> <li>L- Atoms and Molecules (contd.)</li> <li>Ions- Cations and Anions</li> <li>Writing Chemical Formulae</li> </ul>	<ul> <li>Students will be able to:</li> <li>compare the properties of cations and anions</li> <li>apply the knowledge of valency and then interpret it in the form of chemical formula for compounds</li> <li>strengthen knowledge and attitude related to lifelong learning</li> </ul>	Design Tarsia puzzle on key words of the chapter.	In-text questions pg 34

		<ul> <li>nurture effective communication and interpersonal relationship</li> <li>develop the sense of collective belonging.</li> </ul>		
January	<ul> <li>L- Atoms and Molecules (contd.)</li> <li>Molecular Mass</li> <li>Molar Mass</li> </ul>	<ul> <li>Students will be able to:</li> <li>calculate molecular mass of given molecule</li> <li>distinguish between molecular mass and formula unit mass</li> <li>calculate the molar mass of given substance</li> </ul>	Assignment based on numericals	Back exercise questions+ Assignment on competency based questions
February		Revision for Annual Examination		

# हंसराज मॉडल स्कूल पंजाबी बागः, नव दिल्ली पाठ्यचर्या – 2025-2026 विषयः– संस्कृतम्, कक्षा– नवमी

मासाः	पाठाः/विषयाश्च	अधिगम–उद्देश्यानि	गतिविधयः	अभ्यासकार्यम्
अप्रैलमा सः	प्रथमः पाठः– अविवेकः परमापदां पदम् द्वितीयः पाठः– पाथेयम् व्याकरणम् – अव्ययपदानि	<ul> <li>SDG-17 लक्ष्य प्राप्त्यर्थम् मित्रता</li> <li>छात्रेषु सद्गुणानां विकासः भविष्यति ।</li> <li>पाठं पठित्वा छात्राः विवेकशीलतायाः महत्त्वं ज्ञास्यन्ति ।</li> <li>छात्राः धैर्य–उत्साहादिगुणानां महत्त्वम् ज्ञास्यन्ति ।</li> <li>छात्राः सत्सङ्गतेः महत्त्वम् अवगमिष्यन्ति ।</li> <li>सम्प्रेषणकौशलविकासः भविष्यति ।</li> <li>श्रवण–भाषण–पठन–लेखनकौश लानां विकासः भविष्यति ।</li> </ul>	चित्रवर्णम् – छात्राः पाठाधारितं चित्रं निर्माय तदाधारितानि संस्कृतेन पञ्चवाक्यानि लेखिष्यन्ति । श्लोकगायनम् - छात्राः द्वितीयपाठस्य श्लोकानां सस्वरं गायनं करिष्यन्ति।	गृहकार्यम् – प्रथमः पाठः – प्रश्नाः – 1,2,3,4 पृष्ठसङ्ख्या – 7,8 द्वितीयः पाठः – प्रश्नाः – 1,2,3,4 पृष्ठसङ्ख्या – 17,18
मईमासः	तृतीयः पाठः– विजयता स्वदेशः	<ul> <li>सहयोगभावनायाः विकासः भविष्यति ।</li> <li>SDG-17 लक्ष्य प्राप्त्यर्थम् मित्रता</li> <li>देशभक्तिभावनायाः विकासः भविष्यति ।</li> </ul>	पात्राभिनयः - छात्राः स्वेच्छया पाठस्य पात्राणां चयनं करिष्यन्ति तदनुसारं च अभिनयं करिष्यन्ति।	गृहकार्यम् <b>–</b> प्रश्नाः – 1,2,3,4 पृष्ठसङ्ख्या – 29,30 कार्यपत्रम्–

	व्याकरणम्– वर्णमाला वर्णोच्चारणस्थानानि च	<ul> <li>त्यागभावनायाः विकासः भविष्यति ।</li> <li>चिन्तन–निर्णय–समस्यासमाधान –कौशलानां विकासः भविष्यति ।</li> <li>संस्कृतवर्णमालायाः वैज्ञानिकमहत्त्वम् अवगमिष्यन्ति।</li> <li>छात्राः वर्णानां शुद्धोच्चारणं कर्तुं समर्थाः भविष्यन्ति।</li> </ul>		वर्णोनाम् उच्चारणस्थानसम्भन्धिनं कार्यपत्रम् ।
मासाः	पाठाः/विषयाश्च	अधिगम-उद्देश्यानि	गतिविधयः	अभ्यासकायेम्
जुलाईमा सः	चतुथः पाठः – विद्यया भान्ति सद्गुणाः पञ्चमः पाठः – कर्मणा याति संसिद्धिम् व्याकरणम् – स्वरसन्धिः,अपठितावबो धनम्	<ul> <li>सतत-विकास-लक्ष्यम् 4</li> <li>गुणवत्तापूर्ण- शिक्षा</li> <li>सतत-विकास-लक्ष्यम् -धरायां जीवनम्</li> <li>छात्राः शिक्षायाः महत्त्वं ज्ञास्यन्ति ।</li> <li>छात्राः कर्त्तव्यपालनस्य महत्त्वं ज्ञात्वा तदनुसारम् आचरिष्यन्ति ।</li> <li>श्रवण–भाषण–पठन–लेखनकौश लानां विकासः भविष्यति ।</li> </ul>	कथालेखनम् - छात्राः 'विद्यायाः महत्त्वम्' इति विषयम् अधिकृत्य संस्कृतभाषया एकां कथां लेखिष्यन्ति।	गृहकायेम् – चतुर्थः पाठः - प्रश्नाः – 1,2,3,4 पृष्ठसङ्ख्या – 39,40,41 पञ्चमः पाठः – प्रश्नाः – 1,2,3,4 पृष्ठसङ्ख्या – 50,51,52 कार्यपत्रम्– पाठाधारितम् अभ्यासपत्रम् – पाठगतसन्धिकार्यम्
अगस्त मासः	षष्ठः पाठः – तत् त्वम् असि व्याकरणम् – व्यञ्जनसन्धिः, प्रत्ययाश्च	<ul> <li>उपनिषदां सामान्यपरिचयः भविष्यति ।</li> <li>आत्मतत्वज्ञानस्य बोधः भविष्यति ।</li> <li>छात्राः विवेचनात्मकचिन्तनं करिष्यन्ति ।</li> </ul>	शोधकायम् - (कला-एकीकरणगतिविधिः) छात्राः संस्कृतविदुषां विविधशोधकार्याणां सचित्रं वर्णनं करिष्यन्ति।	गृहकार्यम् <b>–</b> प्रश्नाः – 1,2,3,4 पृष्ठसङ्ख्या – 61,62 कार्यपत्रम्– पाठाधारितम्

		<ul> <li>सम्प्रेषणकौशलस्य विकासः भविष्यति ।</li> </ul>		
सितम्बर मासः	व्याकरणम् – कारक–उपपदविभक्तयः, सङ्ख्याश्च रचनात्मककार्यम् – पत्रलेखनम् , चित्रवर्णनं, संवादपूर्तिश्च	<ul> <li>रचनात्मकचिन्तनकौशलस्य विकासः भविष्यति ।</li> <li>विवेचनात्मकचिन्तनकौशलस्य विकासः भविष्यति ।</li> <li>निर्णयकौशलस्य विकासः भविष्यति ।</li> <li>सम्प्रेषणकौशलस्य विकासः भविष्यति ।</li> </ul>	संस्कृतसम्भाषणम् – छात्राः प्रदत्तविषयम् आधृत्य संस्कृतभाषया सम्भाषणं करिष्यन्ति।	व्याकरणस्य रचनात्मककार्यस्य च अभ्यासपत्रम् – पाठाधारितं व्याकरणकार्यम् चित्राधारितवर्णनम् कार्यपत्रम् च ।
अक्तूबर मासः	सप्तमः पाठः – तरवे नमोऽस्तु अपठितावबोधनम् व्याकरणम् – विसर्गसन्धिः	<ul> <li>SDG - 13 पर्यावरण सुरक्षा</li> <li>वृक्षाणाम् उपयोगितायाः बोधः भविष्यति ।</li> <li>पर्यावरणरक्षणं प्रति जागरुकाः भविष्यन्ति ।</li> <li>श्लोकानाम् अन्वयपूर्वकं भावबोधनं भविष्यति ।</li> <li>छात्रेषु जीवनमूल्यान् प्रति आदरभावः भविष्यति ।</li> </ul>	क्रीडा–एकीकरणम् - छात्रेभ्यः वृक्षाणां नामानि प्रदास्यन्ते । छात्राःवृक्षाणां नामानुसारेण तेषां लाभान् लेखिष्यन्ति ।	गृहकायेम् <b>–</b> प्रश्नाः – 1,2,3,4 पृष्ठसङ्ख्या – 69,70 कार्यपत्रम्– पाठाधारितम्
मासाः	पाठाः/विषयाश्च	अधिगम–उद्देश्यानि	गतिविधयः	अभ्यासकायेम्
नवम्बर मासः	अष्टमः पाठः – न धर्मवृद्धेषु वयः समीक्ष्यते रचनात्मककार्यम् – पत्रलेखनम् ,	<ul> <li>गति–यति–लयपूर्वकं वाचनकौशलस्य विकासः भविष्यति ।</li> <li>छात्राः ज्ञानस्य महत्त्वम् अवगमिष्यन्ति ।</li> <li>विवेचनात्मकचिन्तनस्य विकासः भविष्यति ।</li> </ul>	कथावाचनम् - छात्राः लघुकथायाः संस्कृतभाषया वाचनं करिष्यन्ति ।	गृहकायेम् <b>–</b> प्रश्नाः – 1,2,3,4 पृष्ठसङ्ख्या – 79,80 कार्यपत्रम्– पाठाधारितम्

	चित्रवर्णन, संवादपूर्तिश्च			
दिसम्बर मासः	नवमः पाठः – कवयामि वयामि यामि व्याकरणम् – कारक–उपपदविभक्तयः संवादपूर्तिः	<ul> <li>सतत-विकास-लक्ष्यम् 4 गुणवत्तापूर्ण- शिक्षा</li> <li>छात्राः अभिनयपूर्वकवाचनं कर्तुं समर्थाः भविष्यन्ति ।</li> <li>रचनात्मककौशलस्य विकासः भविष्यति ।</li> <li>छात्राः शिक्षायाः महत्त्वम् अवगमिष्यन्ति ।</li> </ul>	प्रश्नोत्तरी – छात्राः वर्गेषु विभक्ताः भविष्यन्ति। प्रतिवर्गं प्रश्नाः प्रक्ष्यन्ते उत्तरानुसारेण च अङ्काः प्रदास्यन्ते ।	गृहकायेम् <b>–</b> प्रश्नाः – 1,2,3,4 पृष्ठसङ्ख्या – 91,92 कार्यपत्रम्– पाठाधारितम् अभ्यासपत्रम् – संवादपूर्ति
जनवरी मासः	पुनरावृतिः		सस्वरगायनम् - एकादशपाठे सङ्कलितानां देशभक्ति–भावमयानां पद्यानां सस्वरगायनम् ।	अभ्यासपत्रम् – परीक्षायै अभ्यासकार्यम्