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|    |      |    | <p><b>Writing Notice Writing</b></p> <p><b>Formal Letter Writing</b></p> | <ul style="list-style-type: none"> <li>- Identify singular and plural subjects in sentences.</li> <li>- Use correct verb forms according to the subject.</li> <li>- Apply rules in special cases (e.g., <i>everyone</i>, <i>each</i>, <i>a number of</i>, <i>a lot of</i>).</li> <li>- Recognize and correct errors in subject–verb agreement.</li> </ul> <ul style="list-style-type: none"> <li>- <b>Identify</b> the essential components of a formal notice (Organization, Date, Heading, Body, Contact Person).</li> <li>- <b>Draft</b> clear and concise notices for various occasions (events, lost and found, meetings) within the prescribed word limit (usually 50 words).</li> </ul> <ul style="list-style-type: none"> <li>- Understand the format and structure of a formal letter (sender's address, date, recipient's address, salutation, body, closing, signature).</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Language Skills:</b> Sentence formation and clarity in expression.</li> <li>- <b>Analytical Skills:</b> Identifying subject and matching verb correctly.</li> <li>- <b>Editing Skills:</b> Detecting and correcting grammatical errors.</li> <li>- <b>Communication Skills:</b> Speaking and writing correctly structured sentences.</li> </ul> <ul style="list-style-type: none"> <li>- <b>Brevity and Precision:</b> Learning to eliminate "fluff" and stick to essential facts.</li> <li>- <b>Information Design:</b> Understanding how to use a "box" and layout to improve readability.</li> </ul> <ul style="list-style-type: none"> <li>- Write formal letters or for real-life purposes</li> <li>- Use proper format and tone</li> <li>- Organize ideas clearly</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Sentence Correction:</b> Identify and correct errors.</li> <li>- <b>Sorting Activity:</b> Classify sentences as correct/incorrect.</li> <li>- <b>Pair Work:</b> Students create sentences and check each other's work.</li> <li>- <b>Rule Application:</b> Practice special cases through examples.</li> </ul> <p><b>Art IntegrationThe Visual Layout Challenge:</b> Students design the notice as a "Poster-Notice Hybrid." They use typography and minimalist sketches to represent the "Box" format, making the notice visually appealing while maintaining formal standards.<b>Sports</b></p> <p><b>Experiential Learning</b><br/>Assign real-life tasks: write a letter to school the editor, authorities, local bodies, or organizations.</p> <p><b>Conduct of Listening Task - Term I Activity.</b></p> |
| 2. | JUNE | 23 | <b>Ch. 2 - The Pot Maker</b>                                             | <ul style="list-style-type: none"> <li>- Understand the dignity of labour and respect for traditional occupations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>- <b>Critical Thinking:</b> Understanding the importance of craftsmanship.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>- <b>Art Integration</b> 🎨<br/>Drawing/painting traditional pot designs with cultural motifs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|  |  |  | <p><b>Poem 2 - Gifts of Grace: Honouring Our Vocations</b></p> | <ul style="list-style-type: none"> <li>- Describe the process of pottery-making.</li> <li>- Identify the role of artisans in society.</li> <li>- Develop empathy towards skilled workers.</li> <li>- Enhance reading comprehension and vocabulary.</li> <li>- Analyze how different vocations contribute to society and why they deserve respect.</li> </ul>                                                 | <ul style="list-style-type: none"> <li>- <b>Observation Skills:</b> Noticing details in the pot-making process.</li> <li>- <b>Language Skills:</b> Reading, speaking, and descriptive writing.</li> <li>- <b>Social Awareness:</b> Respect for artisans and their work.</li> <li>- Importance of hard work</li> <li>Respect for artisans and craftsmen</li> <li>- Traditional skills and creativity</li> <li>- Connection between effort and success</li> </ul> | <ul style="list-style-type: none"> <li>- Class discussion on perseverance, courage, and breaking stereotypes.</li> <li>- <b>Poster Making:</b> Create posters celebrating vocations (teachers, doctors, farmers, artists, etc.).</li> <li>- <b>Art Integration</b> 🧐<br/>Create <b>tense charts or posters</b> with examples and illustrations.</li> </ul> |
|  |  |  | <p><b>GRAMMAR Tenses</b></p>                                   | <ul style="list-style-type: none"> <li>- Understand the concept of time in language (past, present, future).</li> <li>- Identify different types of tenses in sentences.</li> <li>- Use correct tense forms in speaking and writing.</li> <li>- Distinguish between simple, continuous, perfect, and perfect continuous tenses.</li> <li>- Apply tenses appropriately in real-life communication.</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Grammar Skills:</b> Correct use of verb forms.</li> <li>- <b>Language Skills:</b> Sentence formation (oral and written).</li> <li>- <b>Analytical Skills:</b> Identifying tense in context.</li> <li>- <b>Communication Skills:</b> Speaking using appropriate tenses.</li> <li>- <b>Creative Writing:</b> Using varied tenses in storytelling.</li> </ul>                                                          | <ul style="list-style-type: none"> <li>- <b>Sentence Transformation:</b> Change present to past/future.</li> <li>- <b>Fill in the Blanks:</b> Choose correct tense forms.</li> <li>- <b>Error Correction:</b> Identify and correct wrong tense usage.</li> </ul>                                                                                           |
|  |  |  | <p><b>WRITING Descriptive Writing Factual</b></p>              | <ul style="list-style-type: none"> <li>- <b>Identify</b> and use sensory details to create "word pictures."</li> </ul>                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>- <b>Observation Skills:</b> Training the eye to notice minute details in the environment.</li> </ul>                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>🧐 <b>Art Integration: "The Blind Artist"</b> <ul style="list-style-type: none"> <li>• <b>Activity:</b> One student is given a complex</li> </ul> </li> </ul>                                                                                                                                                        |

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|    |                  |    | GRAMMAR<br>Conditional Clause | <ul style="list-style-type: none"> <li>- <b>Analyze</b> mentor texts to understand how professional authors build atmosphere.</li> <li>- <b>Apply</b> a varied vocabulary to avoid repetitive descriptors.</li> <li>- <b>Construct</b> a descriptive essay or passage that maintains a consistent mood (e.g., eerie, joyful, chaotic).</li> <li>- <b>Identify</b> the correct tense structure for all four types of conditional sentences.</li> <li>- <b>Differentiate</b> between realistic future possibilities and purely imaginary scenarios.</li> <li>- <b>Construct</b> complex sentences to express hypothetical situations and past regrets.</li> <li>- <b>Apply</b> conditionals in creative writing to build "What If" scenarios or plot twists.</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Vocabulary Expansion:</b> Moving from "tier 1" words (big, nice, sad) to "tier 2" words (immense, pleasant, melancholy).</li> <li>- <b>Critical Thinking:</b> Determining which details are essential to the story and which are "clutter."</li> <li>- <b>Logical Reasoning:</b> Understanding the direct link between a condition and its consequence.</li> <li>- <b>Predictive Thinking:</b> Anticipating outcomes based on specific actions.</li> <li>- <b>Critical Analysis:</b> Evaluating past choices and their hypothetical alternatives (Third Conditional).</li> </ul> | <p>photograph or painting. They must describe it in detail to a partner who cannot see it.</p> <ul style="list-style-type: none"> <li>• <b>Goal:</b> The partner attempts to draw the image based <i>only</i> on the verbal description. This highlights the importance of precision in language.</li> </ul> <p> <b>Value Education: "The Ripple Effect (Ethical Choices)"</b></p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> Provide a moral dilemma (e.g., finding a lost wallet). Students map out the consequences using <b>First Conditionals</b> (If I keep it, I will feel guilty; if I return it, I will help someone).</li> <li>• <b>Goal:</b> This fosters <b>Integrity</b> and <b>Decision-Making</b>. It teaches students that every choice has a consequence, mirroring the grammatical structure of the lesson.</li> </ul> |
| 3. | JULY<br>(PT – 1) | 26 | Ch. 3 - Winds of Change       | <ul style="list-style-type: none"> <li>- Understand causes and effects of social, political, and cultural changes.</li> <li>- Express ideas clearly through discussion, debate, and creative writing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>- Understand the theme of change and progress</li> <li>Analyze characters/events and their impact</li> <li>- Develop reading, writing, and speaking skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- Conduct a circle-time discussion on how change can be both challenging and empowering, linking to real-life experiences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|  |  |  | <p><b>Poem - 3 Canvas of Soil</b></p> <p><b>WRITING</b><br/><b>ESSAY WRITING</b></p> <p><b>GRAMMAR</b><br/><b>Noun Clause and Relative Clause</b></p> | <p>- Connect the poem's theme to sustainability and respect for nature.</p> <p>- <b>Synthesize</b> information from multiple sources into a coherent argument.</p> <p>- <b>Structure</b> a multi-paragraph essay including a hook, body paragraphs, and a punchy conclusion.</p> <p>- <b>Evaluate</b> their own work for logical fallacies and weak transitions.</p> <p>- <b>Adapt</b> their tone and register based on the intended audience (formal vs. persuasive).</p> <p><b>Identify</b> and differentiate between Noun Clauses and Relative (Adjective) Clauses in complex sentences.</p> <p>- <b>Analyze</b> the functional role of a clause (acting as a noun/object vs. acting as a descriptor).</p> | <p>- Appreciate imagery and poetic expression</p> <p>- Understand the theme of nature/creation</p> <p>- Express ideas creatively</p> <p>- <b>Analytical Writing:</b> Breaking down complex topics into digestible parts.</p> <p>- <b>Information Literacy:</b> Identifying reliable data and avoiding misinformation.</p> <p>- <b>Structural Planning:</b> Using outlines and mind maps to organize thoughts before writing.</p> <p>- <b>Refinement:</b> The ability to edit for clarity, brevity, and impact.</p> <p>- <b>Grammatical Precision:</b> Moving beyond simple sentences to express complex thoughts and relationships between ideas.</p> <p>- <b>Syntactical Analysis:</b> Developing the "logic" of language—understanding</p> | <p>Sustainable farming vs. industrial farming — ethical implications.</p> <p>.</p> <p><b>Conduct of Listening Task - Term I Activity.</b></p> <p> <b>Value Education: "The Counter-Argument Challenge"</b></p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> Students are required to write one full paragraph purely from the perspective of someone who <i>disagrees</i> with their thesis.</li> <li>• <b>Goal:</b> This fosters <b>Intellectual Humility</b> and <b>Empathy</b>. It teaches students that a strong essay doesn't ignore the "other side," but acknowledges it with respect and addresses it with logic.</li> </ul> <p>Use clauses to explore perspectives and human values.</p> <ul style="list-style-type: none"> <li>• <b>Noun Clauses for Perspective:</b> Use prompts like "<i>I believe that...</i>" or "<i>What matters most is...</i>" to discuss community values.</li> <li>• <b>Relative Clauses for Identity:</b> Encourage</li> </ul> |
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|    |         |    | <b>Revision</b>                                                                                                                      | <p><i>may, might, must, have to, shall, should, will, would</i>).</p> <ul style="list-style-type: none"> <li>- Use modals correctly to express ability, permission, possibility, obligation, advice, and requests.</li> <li>- Differentiate between similar modals (e.g., <i>can/may, must/have to, should/ought to</i>).</li> <li>- Write coherent and well-structured descriptive paragraphs.</li> <li>- Able to understand and explain each topic better.</li> </ul> | <ul style="list-style-type: none"> <li>- Use modals correctly in sentences</li> <li>- Communicate politely and effectively</li> <li>- Apply grammar in real-life situations</li> <li>- Demonstrate confidence in speaking and writing</li> <li>- Organize ideas effectively for maximum impact</li> <li>- Recall and summarize key themes for the expected performance in exam.</li> </ul> | <ul style="list-style-type: none"> <li>- Write descriptive paragraphs on <b>imaginative or real-life topics</b>.</li> <li>- Discussion and revision</li> <li>- Examples and HOT que. Ans.</li> </ul>                                                                                                                                |
| 6. | OCTOBER | 24 | <p><b>Ch. - 5 The World of Limitless Possibilities</b></p> <p><b>Poem - 4 Nine Gold Medals</b></p> <p><b>GRAMMAR Determiners</b></p> | <ul style="list-style-type: none"> <li>- Identify and explain the central idea of limitless possibilities in life.</li> <li>- Understand the central theme of <b>empathy, unity, and sportsmanship</b></li> <li>- Appreciate the message that <b>human values are greater than winning</b>.</li> <li>- Understand the function of determiners in sentences.</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>- Write paragraphs/essays on imagination, dreams, and possibilities</li> <li>- Express personal opinions creatively on the given topic or in group discussion.</li> <li>- Read and comprehend the poem with proper rhythm and expression</li> <li>- <b>Grammar Skills:</b> Correct usage of determiners.</li> </ul>                                 | <ul style="list-style-type: none"> <li>- <b>Class Reflection:</b> "What limits do I want to overcome?"</li> <li>- <b>Team Games:</b> Focus on cooperation rather than competition</li> <li>- Peer discussion on tricky determiner choices and exceptions.</li> <li>- <b>Conduct of Speaking Task - Term II Activity.</b></li> </ul> |

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|  |  |  |                              | <p>- Identify different types of determiners (articles, demonstratives, possessives, quantifiers, numbers).</p> <p>- Use determiners correctly before nouns. Distinguish between similar determiners (e.g., <i>some/any</i>, <i>much/many</i>, <i>this/that</i>).</p> <p>- Apply determiners appropriately in speaking and writing.</p> | <p>- <b>Language Skills:</b><br/>Sentence construction and fluency.</p> <p>- <b>Analytical Skills:</b><br/>Differentiating between types of determiners.</p> <p>- <b>Communication Skills:</b><br/>Accurate expression in speech and writing.</p> <p>- <b>Creative Thinking:</b><br/>Using determiners in descriptive writing.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|  |  |  | <b>WRITING</b>               | <p>- <b>Distinguish</b> between objective reporting and subjective opinion pieces (Op-Eds).</p> <p>- <b>Compose</b> catchy headlines and effective "ledes" for various topics.</p> <p>- <b>Organize</b> content using subheadings to ensure a logical and scannable flow.</p>                                                           | <p>- <b>Conciseness:</b> Saying more with fewer words; cutting the "fluff."</p> <p>- <b>Public Awareness:</b> Selecting topics that are relevant to a specific community or audience.</p> <p>- <b>Editorial Judgment:</b> Deciding which information is "newsworthy" and which is secondary.</p>                                   | <p> <b>Value Education: "The Voice for the Voiceless"</b></p> <ul style="list-style-type: none"> <li>Activity: Students identify a minor issue within the school or local community (e.g., food waste in the canteen, lack of recycling bins, or digital bullying). They write an awareness-building article.</li> <li>Goal: This fosters Social Responsibility and Advocacy. It teaches students that the "pen is mightier than the sword"</li> </ul> |
|  |  |  | <b>Formal E-mail Writing</b> | <p>- <b>Construct</b> emails that follow a standard professional layout (Subject, Salutation, Body, Closing, Signature).</p> <p>- <b>Distinguish</b> between formal and informal registers based on the recipient.</p>                                                                                                                  | <p>- <b>Digital Literacy:</b><br/>Navigating the technical interface of an email client.</p> <p>- <b>Pragmatics:</b><br/>Understanding the social cues and "unwritten rules" of professional digital space.</p>                                                                                                                    | <p> <b>Sports Integration: "The Coaching Relay"</b></p> <ul style="list-style-type: none"> <li><b>Activity:</b> Set up a scenario where a "Team Captain" must email a "Coach" to request a change in practice time. Students must write the email, but it has to pass through a "Referee" (peer reviewer) who checks for any "fouls"</li> </ul>                                                                                                      |

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|    |          |    |                                                                                                                              | <p>- <b>Demonstrate</b> the ability to attach documents and use formatting (bold/bullets) to highlight key information.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>- <b>Summarization:</b> Condensing a long request into a short, readable body text.<br/> - <b>Attention to Detail:</b> Checking for typos and correct email addresses before hitting "send."</p>                                                                                                                                                                                                                                                                                                                                           | <p>(slang, missing subject line, or rude tone).</p> <ul style="list-style-type: none"> <li>• <b>Goal:</b> This turns proofreading into a game and highlights how clear communication affects team logistics.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 7. | NOVEMBER | 13 | <p><b>Ch. - 6 Twin Melodies</b></p> <p><b>Poem - 6 A Friend Found in Music</b></p> <p><b>WRITING Informal Invitation</b></p> | <p>- Understand the theme of <b>harmony, balance, and coexistence</b></p> <p>- Interpret the message and relate it to real-life situations</p> <p>- Interpret poetic devices like metaphor, simile, and personification.</p> <p>By the end of this module, students will be able to:</p> <p>- <b>Identify</b> the specific characteristics of informal vs. formal writing.</p> <p>- <b>Draft</b> invitations for various personal occasions (birthdays, dinners, housewarmings).</p> <p>- <b>Use</b> appropriate tone, salutations, and closing signatures.</p> | <p>- <b>Speaking Competency</b><br/>Present ideas confidently in class</p> <p>- <b>Value-Based Competency</b><br/>Develop sensitivity towards emotions and relationships.</p> <p>- <b>Communication:</b> Expressing warmth and clarity in a personal voice.</p> <p>- <b>Creative Writing:</b> Using descriptive language to build excitement for an event.</p> <p>- <b>Etiquette:</b> Understanding the social norms of "RSVP" and timely inviting.</p> <p>- <b>Design Literacy:</b> Balancing text with visual elements for readability.</p> | <p><b>Drawing/Painting Activity:</b><br/>Illustrate "Twin Elements in Nature" (e.g., sun &amp; moon, land &amp; water)</p> <p>- <b>Collaborative Learning</b><br/>Group recitation and <b>choral reading</b> of the poem.</p> <p> <b>Art Integration Invitation Cards:</b> Students design physical or digital cards. They must match the visual aesthetic (colors, fonts, doodles) to the theme of the party.</p> <p> <b>Value Education Inclusivity &amp; Sensitivity:</b> A discussion on how to write invitations that are inclusive (e.g., considering dietary restrictions or accessibility) and how to decline an invite gracefully.</p> |

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| 8.  | DECEMBER | 25 | <b>Ch. - 7 Carrier of Words</b><br><br><b>Poem – 7 Wind</b>               | <b>- Vocabulary Development</b><br>Learn new words related to communication and expression<br><br>Identify poetic devices such as rhyme, repetition, imagery, and tone.                                  | - Understand the importance of using words thoughtfully and respectfully.<br><br><b>- Value-Based Competency</b><br>Develop awareness about using kind and respectful language. | <b>Art Integration</b> 🧐<br>- Create <b>word posters</b> or “word clouds” showing meaningful words.<br><br><b>- Activity</b><br>Play “ <b>Pass the Message</b> ” game to show clarity in communication. |
| 9.  | JANUARY  | 20 | <b>Ch. - 8 Follow That Dream</b><br><br><b>Poem 8 Believe in Yourself</b> | - Read the chapter fluently with understanding.<br>- Identify the main idea, characters, and sequence of events.<br><br>- Recognize poetic devices such as rhyme, repetition, alliteration, and imagery. | - Understand the value of hard work and goal-setting.<br><br>- Analyze the effect of positive thinking on personal success.                                                     | <b>- ICT Integration</b> 🖥️<br>Show motivational videos.<br><br><b>- Activity</b><br>Organize a <b>mini-challenge or obstacle activity</b> to demonstrate overcoming difficulties.                      |
| 10. | FEBRUARY | 23 | <b>Revision</b>                                                           | - Able to understand and explain each topic better.                                                                                                                                                      | - Recall and summarize key themes for the expected performance in exam.                                                                                                         | - Discussion and revision<br>- Examples and HOT que. Ans.                                                                                                                                               |
| 11. | MARCH    | 10 | <b>Revision</b>                                                           | - Able to understand and explain each topic better.                                                                                                                                                      | - Recall and summarize key themes for the expected performance in exam.                                                                                                         | - Discussion and revision<br>- Examples and HOT que. Ans.                                                                                                                                               |



# TAPOVAN INTERNATIONAL SCHOOL

## YEARLY SYLLABUS 2026-27

SUBJECT: Social Science

Class: IX

| Month | Working Days | Chapter / Subtopics                                                                                                                                                                                                                                                                                                                                                        | Learning Outcomes                                                                                                                                                                                                                                                                                                                                          | Skills / Competency Focus                                                                                                                                                                                                                                 | Pedagogical Strategies (Art/Sports/Value Integration)                                                                                                                                                               |
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| April | 23           | <b>Understanding Social Science</b> <ul style="list-style-type: none"> <li>• Meaning of Social Science</li> <li>• Scope of Social Science</li> <li>• Relevance in Everyday Life</li> <li>• Indian Perspective</li> <li>• Discipline of Social Science</li> <li>• Interrelationship among Disciplines</li> <li>• Values Promoted through Study of Social Science</li> </ul> | <ol style="list-style-type: none"> <li>1. Students will define and explain the meaning and scope of Social Science.</li> <li>2. Students will analyze the importance of Social Science in everyday life and Indian context.</li> <li>3. Students will explain the interrelationship among History, Geography, Political Science, and Economics.</li> </ol> | <ol style="list-style-type: none"> <li>1. <b>Analytical Skills</b> – Understanding relationships among different disciplines.</li> <li>1. Observation Skills – Identifying landforms.</li> <li>2. Analytical Skills – Understanding processes.</li> </ol> | <ol style="list-style-type: none"> <li>2. <b>Art Integration:</b> Mind-map/chart showing interrelationship of disciplines.</li> <li>Art: Clay model of landforms.</li> <li>2. Value: Disaster awareness.</li> </ol> |
|       |              | <b>Shaping of the Earth's Surface</b> <ol style="list-style-type: none"> <li>2.1 Interior of the Earth</li> <li>2.2 Importance of plate tectonics</li> <li>2.3 weathering and erosion</li> <li>2.4 agents of gradation</li> <li>2.5 major landforms and their formation</li> <li>2.6 landforms and natural disasters.</li> </ol>                                           |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                     |

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| June | 23 | <b>Beginning of Civilization</b><br>4.1 Cultural Development from 2 Million Years Ago<br>4.2 Early Human<br>4.3 Periodisation<br>4.4 Human Ancestors<br>4.5 Paleolithic Age<br>4.6 Mesolithic Age<br>4.7 Neolithic Age<br><br><b>Democracy</b> | 1. Explains human evolution.<br>2. Differentiates Stone Age periods.<br>3. Describes cultural development<br><br>• Define <b>Democracy</b> in their own words.<br>• Identify <b>key features</b> of a democratic government.<br>• Differentiate <b>between direct and indirect democracy</b> .<br>• Analyze <b>real-life examples</b> of democratic and non-democratic systems.<br>• Evaluate <b>challenges</b> faced by democracies.<br>• Develop <b>awareness</b> of their role as responsible citizens. | 1. Chronological Thinking – Sequencing events.<br>2. Analytical Reasoning – Understanding development.<br><br>Expressing opinions clearly<br>Debate and argumentation<br>Presentation skills | 1. Art: Timeline chart.<br>2. Value: Cultural respect.<br><br>Awareness of rights and duties<br>Understanding voting and participation<br>Responsible citizenship |

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| June | 23 | <b>Building Blocks in Economics</b><br><br>8.1 Scarcity of Resources<br>8.2 Choices and Opportunity Cost<br>8.3 Role of Economist<br>8.4 Central Problems of an Economy<br>8.5 Economic System<br>8.6 Welfare Economy | 1. Explains scarcity & choice.<br>2. Understands opportunity cost.<br>3. Identifies economic systems.              | 1. Decision-Making – Choosing alternatives.<br>2. Logical Reasoning – Economic thinking. | 1. Activity: Real-life examples.<br>2. Value: Resource management |
| July | 26 | <b>Atmosphere and Climate</b><br><br>3.1 Structure and Composition of the Atmosphere<br>3.2 Elements of Weather and Climate<br>3.3 Seasons of India<br>3.4 Climate Change<br>3.5 Floods and Carbon Foot Print         | 1. Explains structure of atmosphere.<br>2. Describes weather & climate.<br>3. Analyzes climate change              | 1. Data Interpretation – Reading charts.<br>2. Environmental Awareness – Climate issues. | 1. Activity: Weather chart.<br>2. Value: Eco-awareness            |
| July | 26 | <b>Elections</b><br><br>7.1 Importance of Elections in a Democracy<br>7.2 Electoral System                                                                                                                            | 1. Explains importance of elections.<br>2. Describes electoral system.<br>3. Explains role of Election Commission. | 1. Civic Awareness – Rights & duties.<br>2. Critical Thinking – Evaluating democracy.    | 1. Sports: Mock election.<br>2. Value: Fair participation         |

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|        |    | <p>7.3 Laws Governing Elections in India</p> <p>7.4 Delimitation Commission</p> <p>7.5 Election Commission Of India And Its Role</p> <p>7.6 Electoral Role Enumerators</p> <p>7.7 Party System In India</p>                              |                                                                                                                          |                                                                                                         |                                                                            |
| August | 22 | <p><b>The Price Puzzle</b></p> <p>9.1 Laws of Demand and Supply</p> <p>9.2 Understanding Deviations</p> <p>9.3 Understanding Supply</p> <p>9.4 Real World Deviations</p> <p>9.5 Price Ceilings and Market Failures</p>                   | <p>1. Explains demand &amp; supply.</p> <p>2. Understands price determination.</p> <p>3. Identifies market failures.</p> | <p>1. Analytical Thinking – Demand-supply relation.</p> <p>2. Problem-Solving – Market situations.</p>  | <p>1. Activity: Market simulation</p> <p>2. Value: Ethical consumerism</p> |
| Aug    |    | <p><b>State and Society (upto 1000 CE)</b></p> <p>5.1 The Vedic Age</p> <p>5.2 Administrative Structures of Early Empire</p> <p>5.3 Knowledge And Cultural Heritage</p> <p>5.4 Traders and Trade Routes ,Crafts ,Merchants and Guild</p> | <p>1. Explains Vedic Age.</p> <p>2. Describes trade &amp; guilds.</p> <p>3. Explains cultural heritage.</p>              | <p>1. Historical Interpretation – Understanding past.</p> <p>2. Analytical Skills – System analysis</p> | <p>1. Art: Trade route map.</p> <p>2. Value: Cultural respect.</p>         |

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| September | 20 | <b>Ocean and Life</b><br>1.1 Ocean Relief<br>1.2 Movement of Ocean Water<br>1.3 Marine Resources and Their Significances<br>1.4 Ocean Navigation<br>1.5 Cyclone and Tsunamis<br>1.6 Early Warning System<br>1.7 International Routes and Maritime and Regulation                                | 1. Explains ocean relief.<br>2. Describes marine resources.<br>3. Explains disaster management   | 1. Observation Skills – Ocean features.<br>2. Disaster Awareness – Safety understanding  | 1. Art: Ocean diagrams.<br>2. Value: Safety awareness |
| October   | 24 | <b>Life on Earth</b><br>2.1 Biosphere and Biomes<br>2.2 Distribution and Characteristics of Biomes<br>2.3 Biosphere Reserves in India<br>2.4 Forest and Ecotourism<br>2.5 Forest Dwellers<br>2.6 wildlife Conservations<br>2.7 Government efforts to support Forest Dwellers<br>2.8 Forest Fire | 1. Explains biosphere & biomes.<br>2. Describes conservation.<br>3. Explains government efforts. | 1. Classification Skills – Grouping biomes.<br>2. Environmental Awareness – Conservation | 1. Poster making.<br>2. Value: Respect for nature.    |

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| October  | 24 | <b>Building a Resilient India</b><br>3.1 Safeguard Sovereignty, Resistance, Alliances<br>3.2 Medieval India<br>3.3 Development Art and Architecture<br>3.4 Languages and Literature<br>3.5 Bhakti Tradition , Forts and Fortification | 1. Explains medieval developments.<br>2. Describes art & architecture.<br>3. Explains cultural growth | .1. Analytical Thinking – Understanding changes.<br>2. Cultural Understanding – Heritage appreciation. | 1. Art: Monument sketch.<br>2. Value: Unity & pride.           |
| November | 13 | <b>India and the World</b><br>4.1 Trade and Commerce<br>4.2 Cultural Connections<br>4.3 Indian Knowledge System                                                                                                                       | 1. Explains trade links.<br>2. Describes global relations.<br>3. Explains knowledge systems.          | 1. Global Awareness – World connections.<br>2. Analytical Skills – Trade analysis.                     | 1. Map work.<br>2. Value: Global cooperation.                  |
| December | 25 | <b>Authority</b><br>5.1 Meaning of Authority<br>5.2 Roots Of Authority in India<br>5.3 Nyaya and Danda Bala<br>5.4 Citizen Discipline, Justice and Strength                                                                           | 1. Explains meaning of authority.<br>2. Describes justice system.<br>3. Explains discipline           | .1. Critical Thinking – Questioning systems.<br>2. Ethical Reasoning – Right/wrong.                    | 1. Discussion activity.<br>2. Value: Respect for law.          |
| December | 25 | <b>From Idea to Start ups</b><br>6.1 Entrepreneurship                                                                                                                                                                                 | 1. Explains entrepreneurship.<br>2. Identifies business resources.<br>3. Describes startup ecosystem. | 1. Creativity – Idea generation.<br>2. Problem-Solving – Business planning.                            | 1. Activity: Business presentation.<br>2. Value: Self-reliance |

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|          |    | 6.2 Resources Required for Business<br>6.3 Case study Of Entrepreneurs<br>6.4 Creative Destruction<br>6.5 Startup Ecosystem in India<br>6.6 Make in India<br>6.7 Business Ideas<br>6.8 Basic Accounting                                   |                                                                                                  |                                                                                  |                                                                 |
| January  | 20 | <b>Smart Way to Manage Your Finances</b><br>7.1 Personal Financial Management<br>7.2 Income ,Expenditure and Saving<br>7.3 Inflation and Purchasing Power<br>7.4 Simple and Compound Interest<br>7.5 Budgeting<br>Investment ,Income test | 1. Explains financial management.<br>2. Describes budgeting & saving.<br>3. Calculates interest. | 1. Financial Literacy – Money management.<br>2. Numerical Ability – Calculations | .1. Activity: Budget making.<br>2. Value: Responsible spending. |
| February | 23 | <b>Revision</b>                                                                                                                                                                                                                           |                                                                                                  |                                                                                  |                                                                 |
| March    | 10 | <b>Exam</b>                                                                                                                                                                                                                               |                                                                                                  |                                                                                  |                                                                 |

Ms. Preeti Verma/Ms. Meenu Singh



**TAPOVAN INTERNATIONAL SCHOOL**  
**YEARLY SYLLABUS 2026-27**

**SUBJECT: SCIENCE**

**Class:IX**

| Sr. No . | Month | No. of Working days | No. & Name of the Chapter/ Sub Topics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Learning Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Skill/ Competency Focused                                                                                                                                   | Pedagogical Strategies with Integration of arArt/ Sports/ Value Education.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| 1.       | APRIL | 23                  | <b>Bridge course</b><br>Discovery of cell<br>• Cell as the basic unit of life<br>• Types of cells (plant and animal cell)<br>Structure of cell<br>• Cell organelles (nucleus, cell membrane, cytoplasm, vacuole, mitochondria, chloroplast)<br><br><b>Ch:1 Cell (part 1)</b><br>1.Prokaryotic and Eukaryotic Cells<br>2. Structure and comparison Of cell<br>3. Nuclous, Endoplasmic reticulum<br>4. Golgi apparatus<br>Lysosomes, Mitochondria, Plastids, Vacuoles<br>5. Cell Membrane Functions: Semi-permiable membrane. | 1. Define a cell and explain why it is the basic unit of life.<br>2. Identify and label the main parts of a cell and explain their functions, and differentiate between plant and animal cells based on their structure.<br>3. Students will be able to identify major cell organelles and describe their basic functions.<br><br>1. Students will be able to identify characteristics of prokaryotic and eukaryotic cells and differentiate between them.<br>2. Students will be able to identify major cell organelles and explain their functions.<br>3. Students will understand that different organelles work together to maintain life processes. | 1. Observation skills<br>2. Scientific vocabulary<br>3. Classification skills<br>4. Critical thinking<br><br>1. Comparison skills<br>2. Analytical thinking | <b>Art Integration:</b> Students draw and colour a plant cell and an animal cell and label their parts.Students draw and colour a plant cell and an animal cell and label their parts.<br><b>Value Education:</b> Emphasize respect for living organisms and importance of microscopic life.<br><br><b>Activity:</b> Match organelles with functions.<br><b>Value Education:</b> Discuss teamwork and cooperation by comparing the cell to a well-organized team.<br><b>Activity:</b> Match organelles with functions.<br><b>Value Education:</b> Discuss teamwork and cooperation by comparing the cell to a well-organized team. |
| 2.       | MAY   |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 3.       | JUNE  | 23                  | <b>Ch:1 Cell (part 2)</b><br>1. <b>Cell Division:</b> Mitosis and meiosis<br>2. Cell Imaging and                                                                                                                                                                                                                                                                                                                                                                                                                            | 1. Students will be able to explain the process of cell division and differentiate between mitosis and meiosis.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1. Problem solving<br>2. Communication skill<br>3. Critical thinking, scientific awareness,                                                                 | Teacher shows videos/images of microscopes and cell structures. Students draw microscope models or cell images using colours ( <b>Art</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|    |           |    | Advanced Microscopy<br>3. Stem Cells<br>4. Genetic Engineering and DNA Technology<br>5. Cell Therapy                                                                                                                                   | 2. Students will understand how modern microscopes help scientists study cells and organelles.<br>3. Students will explain what stem cells are and their importance in medicine.<br>4. Students will understand how cells are used to treat diseases and repair damaged tissues. | ethical understanding.<br>4. Application of knowledge, empathy, awareness of medical science.                                                                              | <b>Integration).</b> Discussion on importance of scientific innovation and curiosity ( <b>Value education</b> ).                                                                                                                                                 |
| 4. | JULY      | 26 | <b>Ch :2 TISSUE (part 1)</b><br>1.Introduction to Tissues<br>2. Meristematic Tissue<br>3. Simple Permanent Tissues (Parenchyma, Collenchyma, Sclerenchyma)<br>4. Complex Permanent Tissues (Xylem and Phloem)<br>5. Protective Tissues | Students will understand the meaning of tissues and explain why tissues are necessary in multicellular organisms.                                                                                                                                                                | Conceptual understanding,<br>Observation<br>Reasoning ability.<br>Logical thinking<br>Diagram interpretation<br>Scientific curiosity                                       | Prepare comparison chart and diagrams ( <b>Art Integration</b> ).                                                                                                                                                                                                |
| 5. | AUGUST    | 22 | <b>Ch:2 TISSUE (part 2)</b><br>1. Epithelial Tissue<br>2. Connective Tissue<br>3. Muscular Tissue<br>4. Tissue Repair and Coordination                                                                                                 | 1. Identify types and functions.<br>2. Understand role of bone, blood and cartilage.<br>3. Explain types of muscles and movement.<br>4. Describe neuron structure and function.<br>5. Tissues repair and maintain body functions.                                                | 1. Analytical thinking, observation, application of knowledge.<br>2. Observation, understanding body coordination, application of knowledge.                               | <b>Art Integration:</b> Students create colourful diagrams or mind maps of different animal tissues.<br><b>Value education:</b> Discussion on maintaining a healthy lifestyle and body care and Importance of mental health, alertness and responsible behavior. |
| 6. | SEPTEMBER | 20 | <b>Revision Sheet</b>                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                            |                                                                                                                                                                                                                                                                  |
| 7. | OCTOBER   | 24 | <b>Ch:3 Reproduction</b><br>Asexual reproduction<br>Binary fission<br>Budding<br>Fragmentation<br>Sexual reproduction (basic idea)<br>Reproduction in plants<br>Importance of reproduction in continuity of life                       | 1. Students explain the importance of reproduction in living organisms.<br>2. Students differentiate between asexual and sexual reproduction with examples.<br>3. Students describe reproduction in plants and basic human reproduction.                                         | 1. Observation, Conceptual understanding, Scientific thinking.<br>2. Classification, Analytical thinking, Application.<br>3. Identification, Interpretation, Communication | <b>Experiential Learning:</b> Teacher shows a real flower or diagram and explains its parts (stamen, pistil, petals, and sepals). Students will draw flower reproductive diagram in their notebook ( <b>ArtIntegration</b> ).                                    |

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| 8.  | NOVEMBER | 13 | <b>Ch:4 Diversity in Living Organisms (part 1)</b><br>1.Need for Classification<br>2.Basis of Classification<br>Cell structure, Body organization,Mode of nutrition<br><b>3. Five Kingdom Classification</b><br>Monera, Protista, Fungi<br>Plantae, Animalia<br><b>4. Hierarchy of Classification</b><br>Kingdom, Phylum,Class<br>Order, Family, Genus,<br>Species | 1.Students explain the need for classification of living organisms<br>2. Students identify major kingdoms and their characteristics.<br>3. Students explain the hierarchy of classification from kingdom to species.                                         | 1. Critical thinking, Understanding patterns, Scientific reasoning<br>2. Observation, Comparison, Categorization.<br>3. Logical sequencing, Analytical skills, Scientific communication | Chart making of classification hierarchy (Art); quiz competition (Sports-style learning activity); discussion on importance of conserving living organisms (Value education).                     |
| 9.  | DECEMBER | 25 | <b>Ch:4 Diversity in Living Organisms (part 2)</b><br>Examples of Classification of Plants and Animals                                                                                                                                                                                                                                                             | 1. Students identify and classify different plants and animals into groups based on their characteristics.<br>2. Students explain examples of major plant groups and animal groups.<br>3. Students interpret the hierarchy of classification using examples. | 1.Observation, Classification, Analytical thinking.<br>2.Understanding concepts, Comparison, Scientific reasoning.<br>3. Logical thinking, Sequencing, Communication                    | Students prepare a mind map or flow chart showing classification hierarchy <b>(Art Integration)</b> . Teacher discusses the importance of conserving different species <b>(Value Education)</b> . |
| 10. | JANUARY  | 20 | <b>Revision</b>                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                              |                                                                                                                                                                                         |                                                                                                                                                                                                   |
| 11. | FEBRUARY | 23 | <b>Revision/ Exam</b>                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                              |                                                                                                                                                                                         |                                                                                                                                                                                                   |
| 12. | MARCH    | 10 | <b>EXAM</b>                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                              |                                                                                                                                                                                         |                                                                                                                                                                                                   |

**Name of the Teacher:** Ms. BantiSolanki



# TAPOVAN INTERNATIONAL SCHOOL

## YEARLY SYLLABUS 2026-27

SUBJECT: Science (Physics)

Class: IX

| Sr. No. | Month | No. of Working Days | No. & Name of the Chapter / Sub topics                                                                                                                                                                     | Learning Outcomes                                                                                                                                                                                                                                                                                                    | Skill / Competency focused                                                                                                                                                                                                                                                                    | Pedagogical Strategies with integration of Art/Sports/Value Education.                                                                                                                                                                                                                                                                                |
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| 1       | APRIL | 23                  | <b>Motion</b> <ul style="list-style-type: none"> <li>Basic terms related to motion- Distance, displacement, speed, velocity; uniform and non-uniform motion along a straight line; acceleration</li> </ul> | Students will be able to <ul style="list-style-type: none"> <li>Define rest, motion, distance, displacement, speed, velocity, and acceleration.</li> <li>Differentiate between speed &amp; velocity and distance &amp; displacement.</li> <li>Calculate speed, velocity, and acceleration using formulas.</li> </ul> | <ul style="list-style-type: none"> <li>Observation skills</li> <li>Critical thinking skills</li> <li>Problem-solving skills</li> <li>Logical reasoning skills</li> <li>Mathematical graphical representation skills</li> <li>Accuracy and precision.</li> <li>Collaborative skills</li> </ul> | <b>Activity-Based Learning</b> <ul style="list-style-type: none"> <li>✓ Perform simple experiments (toy car, rolling ball) to measure speed and distance.</li> </ul><br><b>Integration with Art</b> <ul style="list-style-type: none"> <li>✓ Students create creative distance–time and velocity–time graphs using colors and chart paper.</li> </ul> |
| 2.      | JUNE  | 23                  | <b>Motion</b> <ul style="list-style-type: none"> <li>Distance-time and velocity-time graphs.</li> <li>Equations of motion</li> <li>Elementary idea of uniform circular motion</li> </ul>                   | <ul style="list-style-type: none"> <li>Apply the three equations of motion to solve numericals.</li> <li>Interpret distance–time and velocity–time graphs.</li> <li>Describe uniform circular motion in daily life situations.</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>Observation skills</li> <li>Critical thinking skills</li> <li>Problem-solving skills</li> <li>Logical reasoning skills</li> <li><b>Mathematical graphical representation skills</b></li> <li><b>Accuracy and</b></li> </ul>                            | <b>Integration with Sports</b> <ul style="list-style-type: none"> <li>✓ Analyze motion in running races (100 m sprint – speed calculation).</li> <li>✓ Study acceleration in cycling or car racing.</li> <li>✓ Measure time taken by</li> </ul>                                                                                                       |

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|    |        |    |                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Express physical quantities using correct symbols and units.</li> </ul>                                                                                                                                                                                                                                                                           | <p><b>precision.</b></p> <ul style="list-style-type: none"> <li>Collaborative skills</li> </ul>                                                                                                                                                                                                              | <p>students to run a fixed distance and calculate speed.</p> <ul style="list-style-type: none"> <li>✓ Compare uniform and non-uniform motion during different sports activities.</li> </ul>                                                                                                                         |
| 3. | JULY   | 26 | <b>Revision for PT 1</b>                                                                                                                                                                                                                                                                  | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Recall and explain key concepts.</li> <li>.Apply formulas correctly to solve numerical problems.</li> <li>Use SI units properly in all calculations.</li> <li>Interpret graphs</li> <li>Solve HOTS and case-based questions confidently.</li> <li>Identify and correct common mistakes in numericals.</li> </ul> | <ul style="list-style-type: none"> <li>Concept reinforcement</li> <li>Problem-solving</li> <li>Analytical skills</li> <li>Application skills</li> <li>Error analysis</li> <li>Time management</li> <li>Critical thinking</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>✓ Activity-Based Learning</li> <li>✓ Case-Based Problem Solving</li> <li>✓ Team Discussions &amp; Quizzes</li> </ul>                                                                                                                                                         |
| 4. | AUGUST | 22 | <p><b>Force and Laws of Motion</b></p> <ul style="list-style-type: none"> <li>Force</li> <li>Effects of force</li> <li>Balanced and Unbalanced Forces</li> <li>Newton's First Law of Motion</li> <li>Inertia and mass</li> <li>Newton's second Law of Motion</li> <li>Momentum</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Define force, inertia, mass, and weight.</li> <li>Distinguish between balanced and unbalanced forces.</li> <li>Explain Newton's First, Second, and Third Laws of Motion.</li> <li>Solve numericals using ( <math>F = ma</math> ) and</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>Conceptual understanding</li> <li>Problem-solving</li> <li>Analytical skills</li> <li>Application skills</li> <li>Logical reasoning</li> <li>Measurement accuracy</li> <li>Observation skills</li> <li>Critical thinking</li> <li>Scientific communication</li> </ul> | <ul style="list-style-type: none"> <li>✓ <b>Hands-on Experiments</b> – Demonstrate motion, inertia, and action–reaction using toy cars, balls, and pulleys.</li> <li>✓ <b>Sports-Based Demonstrations (Sports)</b> – Measure sprinting, jumping, or ball throws to relate force, mass, and acceleration.</li> </ul> |

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|    |           |    | <ul style="list-style-type: none"> <li>• Newton's Third Law of Motion,</li> <li>• Action and reaction forces.</li> </ul> | <ul style="list-style-type: none"> <li>• related formulas.</li> <li>• Demonstrate examples of inertia, action–reaction, and acceleration.</li> <li>• Relate laws of motion to daily life situations (vehicles, sports, walking).</li> <li>• Understand the concept of momentum and its conservation.</li> <li>• Apply the concept of friction and its effects on motion.</li> </ul>                  |                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>✓ <b>Case Studies &amp; Real-Life Applications -</b><br/>Analyze and discuss real-life situations—such as traffic rules, vehicle braking distances, and playground activities—by applying Newton's laws of motion.</li> </ul> |
| 5. | SEPTEMBER | 20 | <b>Revision for Half-Yearly Exam</b>                                                                                     | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recall and explain key concepts.</li> <li>• .Apply formulas correctly to solve numerical problems.</li> <li>• Use SI units properly in all calculations.</li> <li>• Interpret graphs</li> <li>• Solve HOTS and case-based questions confidently.</li> <li>• Identify and correct common mistakes in numericals.</li> </ul> | <ul style="list-style-type: none"> <li>• Concept reinforcement</li> <li>• Problem-solving</li> <li>• Analytical skills</li> <li>• Application skills</li> <li>• Error analysis</li> <li>• Time management</li> <li>• Critical thinking</li> </ul> | <ul style="list-style-type: none"> <li>✓ Activity-Based Learning</li> <li>✓ Case-Based Problem Solving</li> <li>✓ Team Discussions &amp; Quizzes</li> </ul>                                                                                                          |

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| 6. | OCTOBER  | 24 | <b>Work, Energy and Simple Machines</b> <ul style="list-style-type: none"> <li>• Concept of work</li> <li>• Work done by Force, Energy</li> <li>• Kinetic energy</li> <li>• Potential Energy of an object at a height,</li> <li>• Law of conservation of energy</li> <li>• Power</li> </ul> | Students will be able to: <ul style="list-style-type: none"> <li>• Define work, energy, and power with proper units.</li> <li>• Differentiate between kinetic energy and potential energy.</li> <li>• Calculate work done by a force in different scenarios.</li> <li>• State and use the law of conservation of energy.</li> <li>• Relate the concepts of work and energy to everyday life.</li> </ul>                                | <ul style="list-style-type: none"> <li>• Conceptual understanding</li> <li>• Problem-solving</li> <li>• Analytical skills</li> <li>• Application skills</li> <li>• Logical reasoning</li> <li>• Measurement accuracy</li> <li>• Observation skills</li> <li>• Energy calculation skills</li> <li>• Mechanical advantage calculation</li> </ul> | <ul style="list-style-type: none"> <li>✓ <b>Real-Life Application Discussions</b> – Analyze machines used at home, playgrounds, construction sites, or gyms.</li> <li>✓ <b>Group Discussion (Value Education):</b> Discuss energy-saving practices at home and in schools.</li> <li>✓ <b>Model Making (Art)</b> – Students build working models of levers, pulleys, inclined planes.</li> </ul> |
| 7. | NOVEMBER | 13 | <b>Work, Energy and Simple Machines</b> <ul style="list-style-type: none"> <li>• Simple Machines and their mechanical advantage (pulley, inclined plane, lever)</li> <li>• Mechanical advantage, velocity ratio, and efficiency of simple machines.</li> </ul>                              | <ul style="list-style-type: none"> <li>• Explain and identify types of simple machines (lever, pulley, inclined plane, wheel &amp; axle, screw, wedge).</li> <li>• Calculate mechanical advantage, velocity ratio, and efficiency of simple machines.</li> <li>• Demonstrate simple experiments showing energy transformation and mechanical advantage.</li> <li>• Solve numerical problems related to work, energy, power,</li> </ul> | <ul style="list-style-type: none"> <li>• Conceptual understanding</li> <li>• Problem-solving</li> <li>• Analytical skills</li> <li>• Application skills</li> <li>• Logical reasoning</li> <li>• Measurement accuracy</li> <li>• Observation skills</li> <li>• Energy calculation skills</li> <li>• Mechanical advantage calculation</li> </ul> | <ul style="list-style-type: none"> <li>✓ <b>Real-Life Application Discussions</b> – Analyze machines used at home, playgrounds, construction sites, or gyms.</li> <li>✓ <b>Group Discussion (Value Education):</b> Discuss energy-saving practices at home and in schools.</li> <li>✓ <b>Model Making (Art)</b> – Students build working models of levers, pulleys, inclined planes.</li> </ul> |

|    |          |    |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|    |          |    |                                                                                                                                                                                                                                                                                                                                                            | and machines.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 8. | DECEMBER | 25 | <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• Nature of sound and its propagation in various media</li> <li>• characteristics of a sound wave</li> <li>• Speed of sound in different media</li> <li>• Characteristics of sound</li> <li>• Types of Sound</li> <li>• Range of hearing</li> <li>• Applications of ultrasonic sound</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define sound, vibration, frequency, amplitude, and pitch.</li> <li>• Explain how sound is produced, propagated, and received.</li> <li>• Differentiate between loudness, pitch, and quality of sound.</li> <li>• Describe propagation of sound in different media (solids, liquids, gases).</li> <li>• Calculate speed of sound in air, water, and solids.</li> <li>• Solve simple numerical problems related to frequency, wavelength, and speed of sound.</li> </ul> | <ul style="list-style-type: none"> <li>• Conceptual understanding</li> <li>• Observation skills</li> <li>• Analytical skills</li> <li>• Application skills</li> <li>• Problem-solving skills</li> <li>• Critical thinking</li> <li>• Measurement accuracy</li> <li>• Scientific communication</li> <li>• Listening and identification skills</li> <li>• Experimentation skills</li> </ul> | <ul style="list-style-type: none"> <li>✓ <b>Hands-on Experiments:</b><br/>Demonstrate vibration of strings, tuning forks, and sound propagation in air, water, and solids.</li> <li>✓ <b>Musical Instrument Activity (Art/Sports):</b><br/>Explore pitch and frequency using instruments like drums, guitars, or flutes.</li> <li>✓ <b>Classroom Debate –</b><br/>Discuss effects of noise pollution and importance of silence zones (Value Education).</li> </ul> |
| 9. | JANUARY  | 20 | <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• Reflection of sound</li> <li>• Echo</li> <li>• Reverberation</li> </ul>                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Explain the concepts of echo, reverberation, and reflection of sound.</li> <li>• Analyze graphs representing sound.</li> <li>• Describe applications of sound in daily life (musical</li> </ul>                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Conceptual understanding</li> <li>• Observation skills</li> <li>• Analytical skills</li> <li>• Application skills</li> <li>• Problem-solving skills</li> <li>• Critical thinking</li> <li>• Measurement accuracy</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>✓ Activity-Based Learning</li> <li>✓ Case-Based Problem Solving</li> <li>✓ Team Discussions &amp; Quizzes</li> </ul>                                                                                                                                                                                                                                                                                                        |

|     |          |    |                 |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                     |                                                                                                                                                             |
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|     |          |    |                 | instruments, sonar, ultrasound). <ul style="list-style-type: none"> <li>Name historical buildings designed for echoes, such as whispering gallery of Gol Gumbaz</li> <li>Understand and explain the phenomenon of multiple echoes and noise reduction</li> </ul>                                                                                                                  | <ul style="list-style-type: none"> <li>Scientific communication</li> <li>Listening and identification skills</li> <li>Experimentation skills</li> </ul>                                                                             |                                                                                                                                                             |
| 10. | FEBRUARY | 23 | <b>Revision</b> | Students will be able to: <ul style="list-style-type: none"> <li>Recall and explain key concepts.</li> <li>.Apply formulas correctly to solve numerical problems.</li> <li>Use SI units properly in all calculations.</li> <li>Interpret graphs</li> <li>Solve HOTS and case-based questions confidently.</li> <li>Identify and correct common mistakes in numericals.</li> </ul> | <ul style="list-style-type: none"> <li>Concept reinforcement</li> <li>Problem-solving</li> <li>Analytical skills</li> <li>Application skills</li> <li>Error analysis</li> <li>Time management</li> <li>Critical thinking</li> </ul> | <ul style="list-style-type: none"> <li>✓ Activity-Based Learning</li> <li>✓ Case-Based Problem Solving</li> <li>✓ Team Discussions &amp; Quizzes</li> </ul> |
| 11. | MARCH    | 10 | <b>Revision</b> | Students will be able to: <ul style="list-style-type: none"> <li>Recall and explain key concepts.</li> <li>.Apply formulas correctly to solve numerical problems.</li> <li>Use SI units properly</li> </ul>                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Concept reinforcement</li> <li>Problem-solving</li> <li>Analytical skills</li> <li>Application skills</li> <li>Error analysis</li> <li>Time management</li> <li>Critical thinking</li> </ul> | <ul style="list-style-type: none"> <li>✓ Activity-Based Learning</li> <li>✓ Case-Based Problem Solving</li> <li>✓ Team Discussions &amp; Quizzes</li> </ul> |

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|  |  |  |  | in all calculations. <ul style="list-style-type: none"> <li>• Interpret graphs</li> <li>• Solve HOTS and case-based questions confidently.</li> <li>• Identify and correct common mistakes in numericals.</li> </ul> |  |  |
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Regards

Ms. Vrushti Shah

Mr. Sheemon



# TAPOVAN INTERNATIONAL SCHOOL

## YEARLY SYLLABUS 2026-27

SUBJECT: Chemistry

Class: IX

| Sr.No. | Month | No.of Working Days | No. & Name of the Chapter / Sub topics                                                                                                        | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Skill / Competency focused                                                                                                                                                                                                                | Pedagogical Strategies with integration of Art/Sports/Value Education.                                                                                                                                                                                                                                                                                                                             |
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| 1.     | APRIL | 23                 | <b>Bridge course</b><br><br>Introduction of Chemistry<br><br>Importance and scopes<br><br>Basic idea about elements and modern periodic table | <b>Define chemistry</b> and explain its role in daily life.<br><br><b>Describe the scope of chemistry</b> in various fields (medicine, agriculture, environment, industry, etc.)<br><br><b>Identify</b> different <b>branches of chemistry</b> (organic, inorganic, physical, analytical, biochemistry).<br><br><b>Understand</b> the <b>interdisciplinary nature</b> of chemistry (links with physics, biology, environmental science)<br><br>Relate chemistry concepts to real-life situations (e.g., cooking, medicines, pollution).<br>Recognize the importance of chemistry in technology and | <b>Cognitive Skills</b><br><br>Observation and identification of chemical processes in daily life.<br><br><b>Practical &amp; Process Skills</b><br><br>Awareness of laboratory safety rules<br><br>Handling basic apparatus (intro level) | <b>Interactive Lecture</b><br>Introduce concepts with examples from daily life<br><br><b>Discussion-Based Learning</b><br>Encourage students to share observations (e.g., changes in food, rusting)<br><br><b>Activity-Based Learning</b> <ul style="list-style-type: none"> <li>Group activities (identify uses of chemicals at home)</li> <li>Concept mapping (branches of chemistry)</li> </ul> |

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|  |  |  | <p>innovation.<br/>Explain how chemistry contributes to solving global challenges (health, energy, environment)</p> <p><b>Chapter -5<br/>Exploring mixtures and their separation</b></p> <p>Homogeneous and heterogeneous mixtures.</p> | <p>innovation.<br/>Explain how chemistry contributes to solving global challenges (health, energy, environment)</p> <p><b>Define</b> the term mixture and explain its characteristics.<br/><b>Differentiate</b> between homogeneous mixtures and heterogeneous mixtures.<br/><b>Identify</b> examples of homogeneous mixtures such as salt solution, sugar solution, and air.<br/><b>Identify</b> examples of heterogeneous mixtures such as sand in water, oil and water, and soil.<br/><b>Explain</b> the concept of uniform and non-uniform composition in mixtures.</p> | <p><b>Cognitive Skills</b></p> <ul style="list-style-type: none"> <li>Understanding the concept and properties of <b>mixtures</b>.</li> <li>Differentiating between types of mixtures based on <b>composition and appearance</b>.</li> </ul> <p><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>Applying knowledge of mixtures in <b>daily life situations</b> such as cooking, cleaning, and environmental awareness.</li> <li>Developing <b>scientific observation and reasoning skills</b>.</li> </ul> | <p><b>Activity-Based Learning</b></p> <ul style="list-style-type: none"> <li>Demonstration using <b>salt dissolved in water</b> to show a homogeneous mixture.</li> <li>Demonstration using <b>sand mixed with water</b> to show a heterogeneous mixture.</li> </ul> <p><b>Inquiry-Based Learning</b></p> <p>Encourage students to explore questions such as:</p> <ul style="list-style-type: none"> <li>Why does salt disappear when dissolved in water?</li> <li>Why do oil and water not mix?</li> </ul> <p><b>Real-Life Connections</b></p> <p>Relate the concept to:</p> <ul style="list-style-type: none"> <li>Food mixtures (tea, milk, salad).</li> <li>Environmental mixtures (air, soil, water).</li> </ul> |
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| 2. | JUNE | 23 | <p>Various ways to express concentration of solutions.</p> <p><b>Mass by mass percentage.</b></p> <p><b>Mass by volume percentage.</b></p> <p><b>Volume by volume percentage.</b></p> <p><b>Solution, suspension, colloids and their properties.</b></p> | <p><b>Identify</b> different ways of expressing concentration.</p> <p><b>Calculate</b> simple concentration values using given formulas.</p> <p><b>Differentiate</b> between dilute and concentrated solutions.</p> <p><b>Relate</b> concentration to daily life, such as:</p> <ul style="list-style-type: none"> <li>• Salt in food</li> <li>• ORS solution</li> <li>• Packaged drinks</li> </ul> | <p>Ability to use simple formulas.</p> <p>Interpretation of everyday examples</p> <p><b>Numerical ability</b> (basic calculations)</p> <p><b>Observation skills</b> (comparing solutions)</p> <p><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>• Decision-making (e.g., correct amount of ORS)</li> <li>• Awareness of health and environment (safe limits of substances)</li> </ul> | <p><b>Real-Life Application</b><br/>Discuss:</p> <ul style="list-style-type: none"> <li>• ORS solution</li> <li>• Packaged drinks</li> <li>• Pollution levels</li> </ul> <p><b>Activity based learning</b></p> <p>Preparation of sugar/salt solution of different concentrations.</p> <p>Art integration 🎨</p> <ul style="list-style-type: none"> <li>• Draw particle arrangement: <ul style="list-style-type: none"> <li>○ Solution → evenly spread particles</li> <li>○ Suspension → large particles</li> <li>○ Colloid → medium particles</li> </ul> </li> </ul> <p><b>Activity-Based Learning</b></p> <p><b>Tyndall Effect Demonstration</b> 🔑</p> <ul style="list-style-type: none"> <li>• Pass light through: <ul style="list-style-type: none"> <li>○ Salt solution → no visible path</li> <li>○ Milk → visible path</li> </ul> </li> </ul> |
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| 3. | JULY | 26 | <p><b>Separation techniques</b></p> <p>Based on the physical properties of components, including.</p> <p><b>Crystallisation</b></p> <p><b>Distillation</b></p> <p><b>Paper chromatography</b></p> <p><b>Sublimation</b></p> <p><b>Centrifugation</b></p> <p><b>Coagulation</b></p> | <p><b>Identify</b> different separation techniques based on physical properties.</p> <p><b>Describe</b> the principle and process of crystallisation.</p> <p><b>Explain</b> distillation and its use in separating liquids based on boiling points.</p> <p><b>Describe</b> the principle of paper chromatography for separating coloured substances.</p> <p><b>Describe</b> the process of coagulation and its role in separating suspended particles.</p> <p><b>Identify</b> suitable separation methods for different mixtures in daily life.</p> | <p><b>Process Skills</b></p> <p>Observing laboratory demonstrations of separation techniques.</p> <p>Recording observations and drawing conclusions.</p> <p><b>Analytical Skills</b></p> <p>Selecting the appropriate separation technique for a given mixture.</p> <p>Comparing different separation methods.</p> <p><b>Life Skills</b></p> <p>Applying knowledge of separation techniques in daily life situations such as water purification and food preparation.</p> <p>Developing scientific thinking and problem-solving skills.</p> | <p><b>Activity-Based Learning</b></p> <p>Demonstration of sublimation using ammonium chloride.</p> <p><b>Experimentation</b></p> <p>Students perform simple activities such as:</p> <ul style="list-style-type: none"> <li>Separating cream from milk using <b>centrifugation</b>.</li> <li>Observing <b>paper</b> chromatography using ink or food colour.</li> <li>Distillation of salt water to obtain pure water.</li> </ul> <p><b>Real-Life Connections</b></p> <p>Relate the concept to:</p> <ul style="list-style-type: none"> <li>Water purification processes.</li> <li>Separation of cream from milk.</li> <li>Purification of substances in laboratories and industries.</li> </ul> |
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| 4. | AUGUST | 22 | <p><b>Chapter-8<br/>Journey inside the atom</b></p> <p>Atoms are the basic units of elements</p> <ul style="list-style-type: none"> <li>Atoms consist of subatomic particles</li> </ul> <p>• <b>Atomic Models</b></p> <p>Thomson's Model</p> <p>Rutherford's Model</p> <p>Bohr's Model)</p> <p>Distributions of electrons in elements (up to 18 elements)</p> <ul style="list-style-type: none"> <li>Symbols</li> </ul> <p>• Valency as the combining capacity.</p> <p>• Atomic number</p> <p>• Mass number</p> <p>• Isotopes</p> | <p><b>Describe</b> the basic structure of an atom.</p> <p><b>Identify</b> the three main subatomic particles: electrons, protons, and neutrons.</p> <p><b>Explain</b> the charge, mass, and location of subatomic particles in an atom.</p> <p><b>Describe</b> the atomic models proposed by different scientists.</p> <p><b>Identify</b> valency of common elements using periodic table trends.</p> <p><b>Relate</b> atomic number to identity of an element.</p> <p><b>Explain</b> basic applications of isotopes (e.g., medicine, dating).</p> | <p><b>Cognitive Skills</b></p> <ul style="list-style-type: none"> <li>Understanding the internal structure of atoms.</li> <li>Interpreting scientific theories and models related to atoms.</li> </ul> <p><b>Analytical Skills</b></p> <ul style="list-style-type: none"> <li>Comparing different atomic models and their features.</li> <li>Solving simple problems related to electron distribution.</li> </ul> <p><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>Developing scientific curiosity and reasoning skills.</li> <li>Understanding the importance of atomic structure in chemistry and physics.</li> </ul> <p><b>Observation and classification</b> (grouping elements based on valency).</p> | <p><b>Art integration</b></p> <ul style="list-style-type: none"> <li>Creating <b>simple models of atoms</b> using balls or beads to represent electrons, protons, and neutrons.</li> <li>Demonstrating electron arrangement in <b>different shells</b>.</li> </ul> <p>Preparation of comparative chart of all atomic models.</p> <p><b>Visual Learning</b></p> <ul style="list-style-type: none"> <li>Use of <b>charts, diagrams, and animations</b> to explain atomic models.</li> <li>Displaying <b>comparative diagrams</b> of Thomson, Rutherford, and Bohr models.</li> </ul> <p>Use visual aids (periodic table charts, digital simulations).</p> <p>Use charts/animations to show isotopic variation.</p> |
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| 5. | SEPTEMBER | 20 |                                                                                                                                                                                                                                                                                                    | <b>Revision for TERM-I</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 6. | OCTOBER   | 24 | <p><b>Chapter-3</b><br/><b>Atomic foundation of matter</b></p> <p><b>Law of conservation of mass.</b></p> <p><b>Law of constant proportion.</b></p> <p><b>Dalton's atomic theory.</b></p> <p><b>Molecules of elements.</b></p> <p><b>Molecules of covalent compounds and their properties.</b></p> | <p><b>State and explain</b> the Law of Conservation of Mass with examples.<br/> <b>Understand</b> that mass can neither be created nor destroyed in a chemical reaction.</p> <ol style="list-style-type: none"> <li>1. <b>State</b> and explain the Law of Constant Proportion (Definite Proportions) with examples.</li> <li>2. <b>Understand</b> that a chemical compound always contains the same elements in the same proportion by mass.</li> <li>3. <b>Describe</b> Dalton's Atomic Theory and its postulates.</li> <li>4. <b>Explain</b> the importance of Dalton's Atomic Theory in understanding chemical reactions.</li> <li>5. <b>Solve</b> simple numerical problems related to mass ratios in compounds.</li> <li>6. <b>Relate</b> the laws to real-life chemical reactions and experimental observations.</li> </ol> | <p><b>Cognitive Skills</b></p> <p>Understanding fundamental laws of chemical combination.</p> <p>Interpreting the role of atoms in chemical reactions.</p> <p>.</p> <p><b>Analytical Skills</b></p> <p>Applying laws to calculate mass ratios in compounds.</p> <p>Comparing experimental data with theoretical predictions.</p> | <p><b>Activity-Based Learning</b></p> <ul style="list-style-type: none"> <li>• Demonstration of reaction between vinegar and baking soda to show that mass is conserved.</li> <li>• Weighing reactants and products in precipitation reactions.</li> </ul> <p><b>Real-Life Connections</b></p> <p>Relate the concept to:</p> <ul style="list-style-type: none"> <li>• Cooking and baking (proportions of ingredients).</li> <li>• Industrial chemical manufacturing.</li> <li>• Environmental applications (pollution control and waste management).</li> </ul> |

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| 7. | NOVEMBER | 13 | Ions, ionic compounds and their properties | <p><b>Define</b> ions and distinguish between cations and anions.</p> <p><b>Explain</b> how ionic bonds are formed through transfer of electrons.</p> <p><b>Identify</b> common ionic compounds in everyday life.</p> <p><b>Describe</b> key properties of ionic compounds (high melting point, solubility in water, electrical conductivity in molten/aqueous state).</p> <p><b>Represent</b> formation of ionic compounds using electron transfer diagrams.</p> | <p><b>Cognitive Skills</b></p> <ul style="list-style-type: none"> <li>Understanding the concept of ions, ionic compounds, and chemical bonding.</li> <li>Applying rules of charge balance to write chemical formulae.</li> </ul> <p><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>Understanding the importance of ionic compounds in daily life, like salts, baking soda, and fertilizers.</li> <li>Developing logical thinking and problem-solving skills.</li> </ul> | <p><b>Demonstration:</b> Teacher demonstrates conductivity of salt solution vs. sugar solution.</p> <p><b>Activity-based learning:</b> Students create ion cards (<math>\text{Na}^+</math>, <math>\text{Cl}^-</math>, <math>\text{Ca}^{2+}</math> etc.) and combine them to form compounds.</p>                                                                                         |
| 8. | DECEMBER | 25 | Writing chemical formulae                  | <p><b>Identify</b> valencies/charges of common ions.</p> <p><b>Apply</b> criss-cross method to write chemical formulae of ionic compounds.</p> <p><b>Write</b> correct chemical formulae from names of compounds.</p> <p><b>Determine</b> ratio of ions needed for electrical neutrality.</p> <p><b>Verify</b> whether a formula is balanced in terms of charge.</p>                                                                                              | <p><b>Problem-solving skills:</b> Determining correct ion ratios.</p> <p><b>Numerical reasoning:</b> Using charges to balance compounds.</p> <p><b>Symbolic representation:</b> Writing correct chemical formulae.</p>                                                                                                                                                                                                                                                                 | <p><b>Guided practice:</b> Step-by-step examples of writing formulas (e.g., <math>\text{NaCl}</math>, <math>\text{CaCl}_2</math>).</p> <p><b>Pair activity:</b> Students match cation and anion cards to form compounds.</p> <p><b>Worksheet exercises:</b> Practice using criss-cross method.</p> <p><b>Think-Pair-Share:</b> Students discuss why certain formulas are incorrect.</p> |

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|     |          |    |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Accuracy and logical thinking:</b> Ensuring charge neutrality.                                                                                                                                                                                                                                                                   | <b>Game-based learning:</b> Formula building challenge using ion flashcards.                                                                                                                                                                                                                                                                                    |
| 9.  | JANUARY  | 20 | <b>Molecular mass</b><br><br><b>Formula unit mass</b> | <p><b>Define</b> molecular mass as the sum of the atomic masses of all atoms present in a molecule.</p> <p><b>Calculate</b> molecular mass using the atomic masses from the periodic table.</p> <p><b>Determine</b> the molecular mass of common compounds such as H<sub>2</sub>O, CO<sub>2</sub>, NH<sub>3</sub>, and CH<sub>4</sub>.</p> <p><b>Differentiate</b> between atomic mass and molecular mass.</p> <p><b>Apply</b> the concept of molecular mass in solving basic numerical problems.</p> | <p><b>Numerical calculation skills:</b> Adding atomic masses correctly.</p> <p><b>Analytical skills:</b> Identifying the number of atoms in a molecule.</p> <p><b>Conceptual understanding:</b> Relationship between atoms, molecules, and mass.</p> <p><b>Accuracy and logical reasoning:</b> Performing correct calculations.</p> | <p><b>Guided practice:</b> Students calculate molecular masses step-by-step.</p> <p><b>Group activity:</b> Students calculate masses of different molecules and compare results.</p> <p><b>Use of periodic table:</b> Students locate atomic masses to perform calculations.</p> <p><b>Worksheet exercises:</b> Practice problems of increasing difficulty.</p> |
| 10. | FEBRUARY | 23 |                                                       | <b>Revision for Final Examination</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                 |
| 11. | MARCH    | 10 |                                                       | <b>Final Examination</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                 |



# TAPOVAN INTERNATIONAL SCHOOL

## YEARLY SYLLABUS 2026-27

SUBJECT: Mathematics

Class: IX

| Sr. No. | Month | No. of Working Days | No. & Name of the Chapter / Sub topics                                                                                                                                                                                                                                                                                                           | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Skill / Competency focused                                                                                                                                                                                                                                                                                                                                                                                         | Pedagogical Strategies with integration of Art/Sports/Value Education.                                                                                    |
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| 1       | APRIL | 23                  | <b>Bridge course</b><br><br><b>1. Orienting Yourself: The Use of Coordinates</b> <ul style="list-style-type: none"> <li>Brief history of coordinate geometry</li> <li>The 2-D Cartesian coordinate system</li> <li>Distance between two points in the 2-D plane</li> <li>Midpoint of the distance between two points in the 2-D plane</li> </ul> | Students will be able to revise old concepts<br><br><ul style="list-style-type: none"> <li>Specify locations and the position of one point relative to another point using coordinates.</li> <li>Represent a floor plan on a grid using coordinates.</li> <li>Compute the distance between two points using coordinates.</li> <li>Determine whether three points lie in a straight line using coordinates.</li> <li>Compute the position of the midpoint of a line segment using coordinates.</li> <li>Check whether a triangle is right-angled</li> </ul> | <ul style="list-style-type: none"> <li>Understanding and revising concepts</li> <li>Understanding Cartesian plane and axes</li> <li>Plotting and locating points</li> <li>Identifying quadrants</li> <li>Distance between two points (basic)</li> <li>Reflection across axes</li> <li>Critical thinking</li> <li>Spatial reasoning</li> <li>Logical analysis</li> <li>Collaboration</li> <li>Creativity</li> </ul> | Solving doubts and Previous years based questions<br><br><b>Activity:</b><br>Draw a coordinate grid in OTS<br>Assign coordinates to: Students and explain |

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|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>using coordinates.</p> <ul style="list-style-type: none"><li>• Apply computational thinking to model situations on the coordinate plane and verify geometric properties through systematic reasoning</li></ul>                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|  |  |  | <p><b>7.The Mathematics of Maybe: Introduction to Probability</b></p> <ul style="list-style-type: none"><li>• Concept of probability and randomness</li><li>• The probability scale</li><li>• Empirical probability: analysing statistical data and performing experiments</li><li>• Theoretical probability: sample space and events</li><li>• Representing probability through tree diagrams and tables</li></ul> | <ul style="list-style-type: none"><li>• Understand the concept of randomness.<ul style="list-style-type: none"><li>• Describe the likelihood of an event using the probability scale.</li><li>• Estimate the empirical probability of the occurrence of an event by analysing statistical data.</li><li>• Define theoretical probability of an event.</li><li>• Apply the definition of theoretical probability to compute the probability of an event.</li><li>• Compute probability of events with the help of tree diagrams and tables.</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Understanding random experiments</li><li>• Identifying sample space and events</li><li>• Calculating theoretical probability</li><li>• Conducting experiments to find experimental probability</li><li>• Comparing experimental and theoretical probability</li><li>• Logical reasoning</li><li>• Analytical thinking</li><li>• Critical thinking</li><li>• Data interpretation</li><li>• Decision-making</li></ul> | <p><b>Toss and Match Prediction</b><br/>Reference example:<br/>Indian Premier League<br/>Discussion:<br/>Toss of a coin before match<br/>Probability of head or tail<br/>Students:<br/>Perform coin toss experiment<br/>Compare results with theoretical probability<br/><b>Concept Reinforced:</b><br/>Random experiment<br/>Probability of simple events<br/><b>Value Education Link:</b><br/>Fair chance for both teams<br/>Accepting outcomes gracefully</p> |

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| 2. | JUNE | 23 | <p><b>3. The world of Numbers</b></p> <ul style="list-style-type: none"> <li>• Introduction to rational numbers</li> <li>• Representation of rational numbers on the number line</li> <li>• Density of rational numbers and its proof</li> <li>• Finding rational numbers between any two rational numbers</li> <li>• Decimal representation of rational numbers</li> <li>• Introduction to irrational numbers</li> <li>• Proof of irrationality of 2 and 3</li> <li>• The square root spiral</li> </ul> <p><b>2.Introduction to Linear Polynomials</b></p> <ul style="list-style-type: none"> <li>• Algebraic expressions</li> <li>• Definition of a polynomial. Degree of a polynomial</li> </ul> | <ul style="list-style-type: none"> <li>• Understand the concept of a rational number.</li> <li>• Represent rational numbers on the number line.</li> <li>• Understand the properties of rational numbers.</li> <li>• Explain the concept of density of rational numbers.</li> <li>• Compute decimal representation of rational numbers.</li> <li>• Understand the concept of irrational numbers.</li> <li>• Prove the irrationality.</li> <li>• Construct the square root spiral.</li> <li>• Understand the meaning of an algebraic expression. <ul style="list-style-type: none"> <li>• Define a polynomial.</li> <li>• Identify the degree, terms and coefficients of terms in a polynomial.</li> <li>• Model linear growth and decay using linear</li> </ul> </li> </ul> | <p><b>Mathematical Competencies</b></p> <ul style="list-style-type: none"> <li>•Classification of numbers (Natural, Whole, Integer, Rational, Irrational)</li> <li>•Representation of rational &amp; irrational numbers on number line</li> <li>•Understanding real numbers</li> <li>•Applying laws of exponents</li> <li>•Converting fractions into decimals and vice versa</li> </ul> <p><b>21st Century Skills</b></p> <ul style="list-style-type: none"> <li>•Logical reasoning</li> <li>•Critical thinking</li> <li>•Analytical classification</li> <li>•Problem-solving</li> <li>•Collaboration</li> </ul> <ul style="list-style-type: none"> <li>• Identifying polynomials and non-polynomials</li> <li>• Understanding degree, terms, coefficients</li> <li>• Addition and subtraction of polynomials</li> </ul> | <p><b>Scoreboard Analysis</b></p> <p>Reference example:</p> <ul style="list-style-type: none"> <li>• Indian Premier League</li> </ul> <p>Students analyze:</p> <ul style="list-style-type: none"> <li>• Run rate (rational numbers)</li> <li>• Net run rate (may include decimals)</li> </ul> <p>Concept Reinforced:</p> <ul style="list-style-type: none"> <li>• Integers</li> <li>• Rational numbers</li> <li>• Decimal expansion</li> </ul> <p>Value Education Link:</p> <ul style="list-style-type: none"> <li>• Accepting both positive and negative outcomes</li> <li>• Learning from losses</li> </ul> <p><b>Number Line Art</b></p> <p>Students draw a large number line and decorate:</p> <ul style="list-style-type: none"> <li>•Positive numbers on one side</li> <li>•Negative numbers on other side</li> <li>•Mark <math>\sqrt{2}</math>, <math>\sqrt{3}</math> using geometric construction</li> </ul> <p><b>Learning Outcome:</b></p> |
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|    |      |    | <ul style="list-style-type: none"> <li>• Introduction to linear polynomials and applications</li> <li>• Exploring linear patterns</li> <li>• Modelling linear growth and linear decay</li> <li>• Linear relationships</li> <li>• Visualising linear relationships</li> <li>• Slope and y-intercept of a line <math>y = ax + b</math></li> </ul>                                                                                                                                                                                                                             | <p>polynomials.</p> <ul style="list-style-type: none"> <li>• Explain and identify patterns in linear relationships.</li> <li>• Identify the slope and y-intercept of a linear equation in two variables. <ul style="list-style-type: none"> <li>• Graph a linear equation in two variables.</li> <li>• Use computational thinking to identify patterns, construct linear expressions, and systematically represent and analyse linear relationships using equations and graphs.</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• Zero of a polynomial</li> <li>• Algebraic manipulation</li> <li>• Logical reasoning</li> <li>• Problem-solving</li> <li>• Pattern recognition</li> <li>• Analytical thinking</li> <li>• Collaboration</li> </ul>                                                                                                                                                                                                                           | Concrete visualization of irrational numbers.                                                                                                                                                                                                                                                                                                                                                                                          |
| 3. | JULY | 26 | <b>4.Exploring Algebraic Identities (12 hours)</b> <ul style="list-style-type: none"> <li>• Revisiting algebraic identities</li> <li>• Visualising identities using geometrical models</li> <li>• Factorisation of algebraic expressions using identities</li> <li>• More identities and their applications</li> <li>• Visualising factorisation of quadratic expressions through algebra tiles <ul style="list-style-type: none"> <li>• Factorisation without using algebra tiles</li> <li>• Finding new identities</li> </ul> </li> <li>• Simplifying rational</li> </ul> | <ul style="list-style-type: none"> <li>• Visualise algebraic identities using geometric models.</li> <li>• Determine the factors of algebraic expressions using identities. <ul style="list-style-type: none"> <li>• Interpret factors of quadratic expressions through geometric models.</li> <li>• Find simplified versions of rational expressions.</li> </ul> </li> <li>• Use computational thinking strategies, such as decomposition and step-by-step procedures to visualise algebraic</li> </ul> | <b>Mathematical Competencies</b> <ul style="list-style-type: none"> <li>• Understanding algebraic identities geometrically</li> <li>• Expanding binomials using identities</li> <li>• Verifying identities</li> <li>• Applying identities to simplify expressions</li> <li>• Logical proof and reasoning</li> </ul> <p>21st Century Skills</p> <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Analytical reasoning</li> <li>• Pattern recognition</li> </ul> | <b>A. Integration with ART</b><br>Activity 1: Area Model through Paper Cutting<br>Strategy: Activity-Based & Experiential Learning<br>Students use colored paper squares and rectangles to represent:<br>• $a^2$ (big square)<br>• $b^2$ (small square)<br>• $ab$ (rectangles)<br>They physically arrange pieces to form:<br>$(a + b)^2$<br>Concept Reinforced:<br>Geometric proof of identity<br>Skills Developed:<br>• Visualization |

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|  |  |  | expressions                                                                                                                                                                                                                                                                                                                                                                                                                                           | identities, factor expressions, and simplify rational expressions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Collaboration</li> </ul> <p>Social &amp; Value Competencies</p> <ul style="list-style-type: none"> <li>• Accuracy and honesty in calculation</li> <li>• Patience and perseverance</li> <li>• Team cooperation</li> <li>• Appreciation of mathematical beauty</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>• Conceptual clarity</li> <li>• Creativity</li> </ul> <p>Value Integration:</p> <ul style="list-style-type: none"> <li>• Learning through construction</li> <li>• Precision and neatness</li> </ul> <p><b>Teaching-Learning Methods Used</b></p> <ul style="list-style-type: none"> <li>• Demonstration method</li> <li>• Inquiry-based learning</li> <li>• Manipulative-based teaching</li> <li>• Cooperative learning</li> <li>• Project-based learning</li> <li>• Think–Pair–Share</li> </ul>                                                                                                                                                                |
|  |  |  | <p><b>8. Predicting what comes next: Exploring Sequences and Progressions</b></p> <ul style="list-style-type: none"> <li>• Introduction to sequences</li> <li>• Explicit or general rule of a sequence</li> <li>• Recursive rule of a sequence</li> <li>• Arithmetic Progressions (AP): nth term, visualising an AP, and practical contexts leading to APs</li> <li>• Sum of the first n natural numbers</li> <li>• Geometric Progressions</li> </ul> | <ul style="list-style-type: none"> <li>• Understand the concept of a sequence of numbers.</li> <li>• Identify the pattern in a sequence and predict the next few terms. <ul style="list-style-type: none"> <li>• Determine the recursive and explicit rules for different sequences.</li> </ul> </li> <li>• Obtain the terms of a sequence given its recursive and explicit rule.</li> <li>• Identify Arithmetic Progressions (AP).</li> <li>• Determine the nth term of an AP. <ul style="list-style-type: none"> <li>• Visualise an AP graphically.</li> <li>• Identify Geometric Progressions (GP).</li> </ul> </li> </ul> | <p><b>Mathematical Competencies</b></p> <ul style="list-style-type: none"> <li>• Understanding sequence and pattern</li> <li>• Identifying Arithmetic Progression (AP)</li> <li>• Finding common difference</li> <li>• Writing nth term of an AP</li> <li>• Solving real-life problems using AP</li> </ul> <p>21st Century Skills</p> <ul style="list-style-type: none"> <li>• Logical reasoning</li> <li>• Pattern recognition</li> </ul> | <p><b>A. Integration with ART</b><br/>Activity : Pattern Designing (Visual AP)<br/>Strategy: Activity-Based Learning<br/>Students create:</p> <ul style="list-style-type: none"> <li>• Rangoli or border patterns increasing in fixed steps.</li> </ul> <p>• Example:</p> <pre> o      2 dots in first row o      4 dots in second o      6 dots in third o      8 dots in fourth This forms: 2, 4, 6, 8 ... </pre> <p>Concept Reinforced:</p> <ul style="list-style-type: none"> <li>• Sequence</li> <li>• Common difference</li> <li>• Visual understanding of progression</li> </ul> <p>Skills Developed:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Creativity</li> </ul> |

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|    |        |    | (GP): nth term, visualising a GP, and practical contexts leading to GPs <ul style="list-style-type: none"> <li>• Applications of GP in fractals</li> <li>• Tower of Hanoi puzzle</li> </ul>                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Determine the nth term of a GP.</li> <li>• Visualise a GP graphically.</li> <li>• Analyse attributes of fractals using GP.</li> <li>• Solve the Tower of Hanoi puzzle.</li> <li>• Use computational thinking to identify patterns, write step-by-step rules, and model patterns in sequences and progressions.</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>• Analytical thinking</li> <li>• Problem-solving</li> <li>• Collaboration</li> </ul> Social & Value Competencies <ul style="list-style-type: none"> <li>• Consistency and discipline</li> <li>• Goal setting</li> <li>• Patience and perseverance</li> </ul>                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Pattern recognition</li> </ul> Value Integration: <ul style="list-style-type: none"> <li>• Beauty in order and regularity</li> <li>• Appreciation of structured growth</li> </ul> Teaching-Learning Methods Used <ul style="list-style-type: none"> <li>• Inquiry-based learning</li> <li>• Demonstration method</li> <li>• Cooperative learning</li> <li>• Project-based learning</li> <li>• Experiential learning</li> <li>• Think–Pair–Share</li> </ul>                                                                                                                                       |
| 4. | AUGUST | 22 | <b>6. Measuring Space:- Perimeter and Area</b> <ul style="list-style-type: none"> <li>• Perimeter of shapes</li> <li>• Perimeter of a circle: Introduction to Pi and its irrationality</li> <li>• Length of an arc</li> <li>• Area of shapes: rectangles, parallelograms, and triangles</li> <li>• Heron's formula</li> <li>• Squaring a rectangle: Proof from Baudhayana's Sulbasutra</li> <li>• Area of a circle: derivation</li> <li>• Area of the sector of a circle</li> </ul> | <ul style="list-style-type: none"> <li>• Define perimeter as the length around the boundary of any shape.</li> <li>• Explain that the circumference-to-diameter ratio is constant for all circles.</li> <li>• List historical approximations to <math>\pi</math> (from Archimedes, Aryabhata, and Zu Chongzhi).</li> <li>• Compute the circumference of a circle and the length of an arc.</li> <li>• Apply ideas of circle perimeter and arc-length to real-world contexts.</li> </ul> | <b>Mathematical Competencies</b> <ul style="list-style-type: none"> <li>• Understanding perimeter and area of plane figures</li> <li>• Applying formulas for rectangle, square, triangle, parallelogram, circle</li> <li>• Solving real-life problems</li> <li>• Unit conversion (<math>\text{cm}^2</math>, <math>\text{m}^2</math>, etc.)</li> <li>• Estimation and measurement skills</li> </ul> <b>21st Century Skills</b> <ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Logical reasoning</li> <li>• Critical thinking</li> <li>• Decision-making</li> <li>• Collaboration</li> </ul> | <b>A. Integration with ART</b> Activity 1: Design Your Dream Garden<br>Strategy: Project-Based Learning<br>Students design a garden layout using: <ul style="list-style-type: none"> <li>• Rectangles (lawns)</li> <li>• Circles (fountain area)</li> <li>• Triangles (flower beds)</li> </ul> They: <ul style="list-style-type: none"> <li>• Calculate total area.</li> <li>• Calculate fencing required (perimeter).</li> </ul> Concept Reinforced: <ul style="list-style-type: none"> <li>• Difference between area &amp; perimeter</li> </ul> Skills Developed: <ul style="list-style-type: none"> <li>• Spatial reasoning</li> </ul> |

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|  |  |  | <ul style="list-style-type: none"> <li>• Brahmagupta's formula for area of a cyclic 4-gon</li> <li>• Heron's formula as a special case of Brahmagupta's formula</li> </ul> | <ul style="list-style-type: none"> <li>• Explain why a median of a triangle divides it into two triangles of equal area.</li> <li>• Use Heron's formula to compute the area of a triangle from its sides.</li> <li>• Explain the classical problem of 'squaring' a given shape.</li> <li>• Explain how ancient civilisations approximated the area of a circle.</li> <li>• Compute the area of a circle using the formula.</li> <li>• Explain and use the formula for area of a sector of a circle.</li> <li>• Solve problems on areas of sectors and segments of circles.</li> <li>• State Brahmagupta's formula for the area of a cyclic quadrilateral in terms of its sides.</li> <li>• Explain why Heron's formula is a 'special case' of Brahmagupta's formula.</li> <li>• Explain the notion of 'special case' and 'generalisation' in mathematics.</li> <li>• Use computational thinking to break down shapes, apply step-by-step methods to calculate perimeter and</li> </ul> | Social & Value Competencies <ul style="list-style-type: none"> <li>•Accuracy and responsibility</li> <li>•Resource management</li> <li>•Teamwork</li> <li>•Environmental awareness</li> </ul> | <ul style="list-style-type: none"> <li>•Planning</li> <li>•Creativity</li> </ul> Value Integration: <ul style="list-style-type: none"> <li>•Environmental care</li> <li>•Planning before execution</li> </ul> Activity 4: Running Track Problem<br>Given:<br>Rectangular park 50m × 30m<br>Students calculate: <ul style="list-style-type: none"> <li>•One round distance (perimeter)</li> <li>•Total distance after 5 rounds</li> </ul> Skills Developed: <ul style="list-style-type: none"> <li>•Practical problem-solving</li> <li>•Application in fitness</li> </ul> Value Integration: <ul style="list-style-type: none"> <li>•Health awareness</li> <li>•Goal setting</li> </ul> <b>Teaching-Learning Methods Used</b> <ul style="list-style-type: none"> <li>• Demonstration method</li> <li>• Activity-based learning</li> <li>• Experiential learning</li> <li>• Cooperative learning</li> <li>• Project-based learning</li> <li>• Inquiry-based questioning</li> </ul> |
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|  |  |  | <p>area, recognise patterns across formulae, and understand generalisation and special cases in geometry.</p> <p><b>5. I'm up and down, and round and round</b></p> <ul style="list-style-type: none"> <li>• Practical applications and uses of circles</li> <li>• Definitions related to a circle — centre, diameter, and radius</li> <li>• Chords and the angles they subtend</li> <li>• Midpoints and perpendicular bisectors of chords</li> <li>• Distance of chords from the centre</li> <li>• Subtended angles by an arc</li> <li>• Cyclicity of points</li> </ul> | <p>• State the definition of a circle.</p> <ul style="list-style-type: none"> <li>• Explain the meanings of the terms 'chord', 'diameter', 'radius', 'arc', 'segment', and 'sector'.</li> <li>• Explain why there exists a unique circle through three non-collinear points.</li> <li>• Construct the circumcircle and circumcentre of a triangle.</li> <li>• Describe the location of the circumcentre for acute, obtuse, and right-angled triangles.</li> <li>• Explain what 'angle subtended by an arc at the centre' means.</li> <li>• Explain why 'equal chords subtend equal angles at the centre'.</li> <li>• Explain why 'chords that subtend equal angles at the centre are equal'.</li> <li>• Explain why 'the line from the centre of a circle to the midpoint of a chord is perpendicular</li> </ul> | <p><b>Mathematical Competencies</b></p> <ul style="list-style-type: none"> <li>• Identifying parts of a circle (radius, diameter, chord, arc, sector, segment)</li> <li>• Understanding properties of chords</li> <li>• Angle subtended by chord at the center and at the circumference</li> <li>• Proving basic theorems logically</li> <li>• Applying circle properties in problem-solving</li> </ul> <p><b>21st Century Skills</b></p> <ul style="list-style-type: none"> <li>• Logical reasoning</li> <li>• Analytical thinking</li> <li>• Spatial visualization</li> <li>• Observation</li> <li>• Collaboration</li> </ul> <p><b>Social &amp; Value Competencies</b></p> <ul style="list-style-type: none"> <li>• Unity and inclusiveness</li> <li>• Equality</li> <li>• Discipline</li> <li>• Respect for structure</li> </ul> | <p><b>A. Integration with ART</b></p> <p>Activity 1: Mandala Circle Design</p> <p>Strategy: Art-Integrated &amp; Experiential Learning</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Draw a large circle.</li> <li>• Divide it into equal sectors.</li> <li>• Color alternate sectors.</li> <li>• Mark radii, chords, arcs.</li> </ul> <p>Concept Reinforced:</p> <ul style="list-style-type: none"> <li>• Equal arcs correspond to equal angles</li> <li>• Radius is constant</li> <li>• Symmetry in circles</li> </ul> <p>Skills Developed:</p> <ul style="list-style-type: none"> <li>• Precision</li> <li>• Creativity</li> <li>• Geometric visualization</li> </ul> <p>Value Integration:</p> <ul style="list-style-type: none"> <li>• Unity (all points equidistant from center)</li> <li>• Harmony and balance</li> </ul> <p>Activity 2: Paper Folding Activity</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Draw a chord in a circle.</li> <li>• Fold along perpendicular from center.</li> <li>• Observe that it bisects the chord.</li> </ul> |
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|  |  |  |  | <p>to the chord'</p> <ul style="list-style-type: none"> <li>• Explain why 'a perpendicular from the centre to a chord bisects the chord'.</li> <li>• State the relationship between length of a chord and its distance from the centre of the circle.</li> <li>• Explain why 'equal chords are equidistant from the centre (and conversely)'.</li> <li>• Explain why 'among unequal chords, the longer chord is closer to the centre'.</li> <li>• Explain why 'the diameter is the longest chord'.</li> <li>• Explain why 'the angle subtended by an arc at the centre is double the angle subtended by the arc at any point on the remaining part of the circle'.</li> <li>• Explain why 'angles in the same segment of a circle are equal'.</li> <li>• Explain why 'the angle in a semicircle is a right angle'.</li> <li>• Determine when four given points are concyclic.</li> <li>• Explain why 'a quadrilateral with</li> </ul> |  | <p>Learning Outcome:<br/>Hands-on proof of theorem.</p> <p><b>B. Integration with SPORTS</b><br/>Activity 3: Circle in Sports Fields<br/>Reference example:<br/>•FIFA World Cup<br/>Students observe:<br/>•Center circle in football field<br/>•Throwing circle in athletics<br/>Discussion:<br/>•Why is the center circle important?<br/>•How radius ensures equal distance from center?<br/>Concept Reinforced:<br/>•Radius property<br/>•Symmetry of circle<br/>Value Education Link:<br/>•Fair start position (equal distance for all players)<br/>•Discipline within boundary</p> <p><b>Teaching-Learning Methods Used</b><br/>•Demonstration method<br/>•Inquiry-based learning<br/>•Cooperative group work<br/>•Experiential learning<br/>•Art-integrated project<br/>•Think–Pair–Share</p> |
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|    |           |    |                                   | <p>supplementary opposite angles is cyclic, and conversely’.</p> <ul style="list-style-type: none"> <li>• Use computational thinking to break down circle-related problems, apply geometric rules step-by-step, and verify properties of figures, such as chords, angles, and cyclic quadrilaterals through systematic reasoning.</li> </ul> |  |  |
| 5. | SEPTEMBER | 20 | <b>Revision for Mid-term exam</b> |                                                                                                                                                                                                                                                                                                                                              |  |  |



# TAPOVAN INTERNATIONAL SCHOOL

## YEARLY SYLLABUS 2026-27

SUBJECT: HINDI

Class: IX– B/R/G

| Sr. No | Month | No.of Working Days | No. & Name of the Chapter / Sub topics                                                                                                                                                               | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Skill / Competency focused                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Pedagogical Strategies with integration of Art/ Sports / Value Education.                                                                                                                                                                                                                                                                                                                                                                      |
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| 1      | APRIL | 23                 | <b>ब्रिज कोर्स</b><br><b>स्वर और व्यंजन</b><br><b>अनुस्वार, अनुनासिक और नुक्ता</b><br><b>'र' के तीन रूप</b><br><b>'कि' और 'की' में अंतर</b><br><b>अपठित गद्यांश</b><br><b>गद्य-1 दो बैलों की कथा</b> | <p>हिन्दी वर्णमाला सही क्रम में पहचानेंगे।</p> <p>बिंदु, चंद्रबिंदु व नुक्ता का सही प्रयोग करना सीखेंगे।</p> <p>रेफ़, पदेन व पाई रहित 'र' के तीन रूपों को समझेंगे।</p> <p>'कि' व 'की' में अंतर समझेंगे।</p> <p>अपठित गद्यांश पढ़कर प्रश्नों के उत्तर दे सकेंगे।</p> <p>विद्यार्थी पाठ की कथावस्तु, पात्रों और संदेश को समझ पाएँगे।</p> <p>हीरा-मोती के चरित्र-विश्लेषण द्वारा भावनात्मक समझ विकसित करेंगे।</p> <p>सहानुभूति, निष्ठा, मित्रता जैसे मूल्यों की पहचान करेंगे।</p> <p>अपने शब्दों में सारांश, संवाद</p> | <ul style="list-style-type: none"> <li>भाषिक दक्षता</li> <li>पठन कौशल</li> <li>लेखन कौशल</li> <li>व्याकरणिक शुद्धता</li> </ul><br><ul style="list-style-type: none"> <li>भाषिक दक्षता</li> <li>पठन व लेखन कौशल</li> <li>व्याकरणिक शुद्धता</li> </ul><br><ul style="list-style-type: none"> <li>पठन कौशल</li> <li>लेखन कौशल</li> </ul><br><p><b>पठन कौशल-</b> भाव के साथ गहन पठन।</p> <p><b>श्रवण कौशल-</b> कहानी सुनकर अर्थ समझना, मौखिक अभिव्यक्ति, शब्द भंडार विकास।</p> | <p>वर्णमाला का पोस्टर बनाना।</p> <p>मात्राओं की पहचान के साथ वाक्य रचना करना।</p> <p>'र' के रूप पर आधारित प्रश्नोत्तरी द्वारा विविध उदाहरण लिखवाना।</p> <p>'कि' और 'की' का अभ्यास करवाना।</p> <p>अपठित गद्यांश का अभ्यास कार्य करवाना।</p> <p>पाठ अंतर्गत आए वाक्यों में से प्रश्न पूछना - "अगर जानवर बोल सकते तो क्या कहते?"</p> <p><b>Think-pair-share गतिविधि :-</b> महत्वपूर्ण घटनाओं पर चर्चा, कठिन शब्दों व मुहावरों का अर्थ समझाना।</p> |

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|    |      |    | <p><b>व्याकरण :- उपसर्ग प्रत्यय</b></p> <p><b>लेखन :- अनुच्छेद लेखन</b></p> | <p>और रचनात्मक लेखन कर पाएँगे।<br/>पाठ से जुड़े जीवन-स्थितियों में निर्णय लेने की क्षमता विकसित करेंगे।</p> <p>विद्यार्थी उपसर्ग और प्रत्यय के अर्थ तथा प्रयोग को समझकर नए शब्द निर्माण कर सकेंगे।</p> <p>विद्यार्थी किसी विषय पर अपने विचारों को स्पष्ट भाषा, वर्तनी और विराम चिह्नों के सही व क्रमबद्ध तरीके से लिखना सीखेंगे।</p>                                      | <p><b>रचनात्मक सोच -</b> बैलों के निर्णय का विश्लेषण करना, पात्रों के प्रति सहानुभूति रखना।</p> <p><b>शब्द निर्माण कौशल-</b> शब्दावली विकास, भाषा की शुद्धता, व्याकरण का सही प्रयोग तथा तार्किक सोच का विकास।</p> <p><b>रचनात्मक लेखन कौशल -</b> आलोचनात्मक सोच क्षमता, शब्दावली भंडार, विचारों की तार्किक अभिव्यक्ति तथा भाषा की शुद्धता विकसित करना।</p> | <p>स्टोरी बोर्ड या <b>कांभिक स्ट्रिप</b> में कहानी प्रस्तुत करना।</p> <p><b>सामूहिक गतिविधि -</b> शब्दों में से मूल शब्द, उपसर्ग एवं प्रत्ययों को अलग करवाना तथा शब्द निर्माण करवाना।</p> <p>समूह में विचार-विमर्श करके लिखने की गतिविधि।<br/>दिए गए विषय के अनुसार अनुच्छेद लेखन कार्य करवाना।</p> |
| 2. | JUNE | 23 | <p><b>पद्य-8- पद (रैदास)</b></p> <p><b>गद्य-2 क्या लिखें</b></p>            | <p>संत रैदास के जीवन एवं विचारों को समझ सकें।<br/>रैदास के पद का भावार्थ अपने शब्दों में व्यक्त कर सकें।<br/>पद में निहित समता, भक्ति और सामाजिक समानता के संदेश को पहचान सकें।<br/>कविता की भाषा, अलंकार एवं शैली की पहचान कर सकें।<br/>अपने जीवन में नैतिक मूल्यों को अपनाने की प्रेरणा ले सकें।</p> <p>विद्यार्थी निबंध लेखन की प्रक्रिया और कठिनाइयों को समझेंगे।</p> | <p>पदों का विश्लेषण, भावार्थ लिखना, मुख्य विचार निकालना।<br/>पदों का वाचन, समूह चर्चा, अपने विचार प्रस्तुत करना।<br/>सहयोगात्मक अधिनियम एवं चित्रात्मकता प्रस्तुतीकरण करना।</p> <p><b>रचनात्मक लेखन कौशल :-</b> विचारों को रोचक, स्पष्ट और प्रभावी अभिव्यक्ति द्वारा प्रस्तुत करना।</p>                                                                    | <p><b>Think-pair-share गतिविधि :</b> विद्यार्थी पद का अर्थ समझकर साथी से चर्चा करेंगे।<br/>भक्ति, समानता, भाईचारा, विनम्रता, समाज सुधार का माइंड मैप बनाना।<br/>कमजोर छात्रों के लिए सरल अर्थ करना।</p> <p><b>Think-pair-share गतिविधि :</b> मेरा सपना - अनुच्छेद लेखन कार्य करवाना।</p>            |

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|    |      |    | <p><b>व्याकरण- समानार्थी</b></p> <p>समानार्थी शब्दों के विभिन्न अर्थों को पहचान सकेंगे। शब्द भंडार समृद्ध होगा।</p> <p><b>व्याकरण- मुहावरे</b></p> <p>भाषा को अधिक प्रभावशाली और जीवंत बना सकेंगे। रचनात्मक लेखन में मुहावरों का प्रयोग कर अभिव्यक्ति को रोचक बना सकेंगे।</p> <p><b>लेखन- अनौपचारिक पत्र</b></p> <p>विद्यार्थी अनौपचारिक पत्र के स्वरूप और नियमों को समझकर अपने विचारों को स्पष्ट और व्यवस्थित रूप में प्रस्तुत कर सकेंगे।</p> | <p>निबंध में लेखक की हास्य और व्यंग्य शैली का प्रयोग पहचानेंगे। समाज-सुधार और जीवन-दर्शन पर आलोचनात्मक दृष्टिकोण विकसित कर सकें।</p> <p>समाज-सुधार और दूर के ढोल सुहावने - इन दो विषय से अवगत होना।</p> <p>सही संदर्भ में शब्दों का प्रयोग करना।</p> <p>बोलचाल में मुहावरों का प्रयोग कर संप्रेषण को आकर्षण बनाना तथा लेखन और संवाद को रोचक व प्रभावशाली बनाना।</p> <p>लेखन कौशल, संप्रेषण कौशल, भाषा की शुद्धता, तार्किक अभिव्यक्ति तथा व्यावहारिक भाषा प्रयोग।</p> | <p><b>आत्मचिंतन :-</b><br/>हर विद्यार्थी की सोच और लेखन शैली को महत्व देना।</p> <p>समानार्थी शब्दों का <b>सही प्रयोग</b> करना सीखेंगे।</p> <p>मुहावरों का प्रयोग करके <b>वाक्य निर्माण</b> करवाना।<br/>कहानी में आने वाले <b>मुहावरों का अर्थ</b> समझाएंगे।</p> <p>विद्यार्थियों से किसी परिचित को अनौपचारिक पत्र लिखने का अभ्यास करवाना।</p> |
| 3. | JULY | 26 | <p><b>गद्य-3- संवादहीन</b></p> <p>विद्यार्थी कहानी संवादहीन का भावार्थ समझेंगे। कहानी से सामाजिक और नैतिक मूल्यों को ग्रहण करेंगे।<br/>आलोचनात्मक सोच विकसित करेंगे कि संवाद क्यों आवश्यक है और मौन कब हानिकारक हो सकता है।</p>                                                                                                                                                                                                                | <p><b>संचार कौशल :-</b> स्पष्ट और आदरपूर्ण संवाद करना।</p> <p><b>आलोचनात्मक सोच :-</b> संवादहीनता के परिणामों पर चिंतन करना।<br/>गद्य की <b>भाषा और शैली</b> को समझना।<br/><b>सांस्कृतिक समझ :-</b> भारतीय समाज और परिवार में संवाद का महत्व समझना।</p>                                                                                                                                                                                                              | <p><b>चित्र अवलोकन गतिविधि -</b> संवादहीनता के परिणाम दिखाना।</p> <p><b>वाद विवाद -</b> संवाद बनाम मौन</p> <p><b>सामूहिक चर्चा -</b> मौन से समस्याएँ बढ़ती हैं, संवाद से समाधान मिलता है। - अपना तर्क व्यक्त कीजिए।</p>                                                                                                                       |

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|    |        |    | <p><b>पद्य-9 राम-लक्ष्मण-परशुराम संवाद</b></p> <p><b>लेखन - संवाद लेखन।</b></p> <p><b>व्याकरण - विराम चिह्न</b></p> <p><b>व्याकरण - संज्ञा</b></p> | <p>विद्यार्थी महाकाव्य रामायण के इस प्रसंग का भावार्थ तथा उनके संवादों के माध्यम से पात्रों के व्यक्तित्व को समझेंगे और उनके विचारों का विश्लेषण कर सकेंगे।</p> <p>विद्यार्थी संवाद के स्वरूप और शैली को समझेंगे। किसी घटना या परिस्थिति के अनुसार भाषा का प्रभावी प्रयोग करके संवाद लिख सकेंगे।</p> <p>विराम चिह्नों के महत्व को समझकर उसका वाक्यों में उचित स्थान पर सही विराम चिह्नों का प्रयोग करके भाषा को स्पष्ट और प्रभावी बना सकेंगे।</p> <p>संज्ञा की परिभाषा, भेद और प्रयोग को समझेंगे। साहित्यिक पाठों और दैनिक जीवन में संज्ञा के प्रयोग को पहचानेंगे।</p> | <p><b>संचार कौशल</b> - संवाद लेखन और प्रस्तुति करना।<br/> <b>आलोचनात्मक सोच</b> - पात्रों के दृष्टिकोण और तर्क का विश्लेषण करना।<br/> <b>सांस्कृतिक समझ</b> - भारतीय महाकाव्य परंपरा और धार्मिक - सांस्कृतिक मूल्यों की समझ विकसित करना।<br/> <b>रचनात्मक लेखन कौशल</b>, संप्रेषण कौशल, तार्किक अभिव्यक्ति एवं भाषा शुद्धता का विकास करना।</p> <p>भाषा की शुद्धता, व्याकरण का सही प्रयोग, तार्किक अभिव्यक्ति, वाक्य निर्माण क्षमता, लेखन कौशल, पाठ-बोध कौशल।</p> <p><b>भाषा दक्षता व आलोचनात्मक सोच</b>- संज्ञा का सही प्रयोग और उसके भेदों का विश्लेषण करना सीखेंगे।</p> | <p><b>नाटक स्पांतरण</b> - राम, लक्ष्मण और परशुराम संवाद का मंचन करवाना।</p> <p><b>दृश्य चित्रण</b> - वीडियो में पात्रों का भाव और व्यक्तित्व को चित्रों में दिखाना।</p> <p><b>संवाद लेखन गतिविधि</b> - यात्री और पुजारी के बीच संवाद लिखवाना।</p> <p><b>भाषा खेल</b>- बिना विराम चिह्न वाले वाक्य देकर विद्यार्थियों से सही विराम चिह्न लगवाने की प्रतियोगिता करवाना।</p> <p>संज्ञा का <b>अभ्यास कार्य</b> करवाना।<br/> <b>टीम क्विज़</b> - संज्ञा के प्रकारों पर प्रश्नोत्तरी</p> |
| 4. | AUGUST | 22 | <p><b>गद्य-4 ऐसी भी बातें होती हैं।</b></p>                                                                                                        | <p>गद्य का भावार्थ समझेंगे। छात्र जानेंगे कि जीवन में छोटी-छोटी घटनाएँ भी गहरी सीख देती हैं।</p> <p>भाषा की सरलता और व्यंग्यात्मक शैली को पहचानेंगे।</p>                                                                                                                                                                                                                                                                                                                                                                                                               | <p>पठन -बोध कौशल, <b>आलोचनात्मक चिंतन</b>- जीवन की छोटी घटनाओं से सीख लेंगे।</p> <p>शब्दावली का विकास, भावार्थ समझने की क्षमता का विकास, नैतिक मूल्यों</p>                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>वाचन गतिविधि</b>- गद्य की घटनाओं -अंशों को अभिनय के माध्यम से दिखाना। छात्र पाठ के अंशों को अभिनय के माध्यम से करके दिखाएँगे।<br/> <b>समूह चर्चा</b>- 'छोटी घटनाओं से बड़ी सीख' विषय पर चर्चा कराना।<br/> <b>प्रश्नोत्तरी खेल</b> - गद्य से संबंधित</p>                                                                                                                                                                                                                      |

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|    |           |    | <p><b>पद्य- 10</b> भारति, जय, विजय करे।</p> <p><b>व्याकरण - सर्वनाम</b></p> <p><b>व्याकरण - निपात</b></p> <p><b>लेखन- दृश्य वर्णन / चित्र लेखन</b></p> | <p>विद्यार्थी कविता का भावार्थ समझेंगे।</p> <p>वे देशभक्ति, राष्ट्रीय एकता और मातृभूमि के प्रति समर्पण का महत्व आत्मसात करेंगे। कविता की भाषा, छंद और अलंकारों को पहचानेंगे।</p> <p>विद्यार्थी सर्वनाम की परिभाषा और उसके महत्व को समझेंगे।</p> <p>विद्यार्थी निपात की परिभाषा, भेद और उसके सही प्रयोग से अर्थ में आने वाले परिवर्तन को समझेंगे।</p> <p>चित्र और शब्दों के माध्यम से संदेश स्पष्ट रूप से प्रस्तुत करना सीखेंगे। संक्षिप्त और प्रभावी भाषा का प्रयोग करना सीखेंगे। विद्यार्थी विज्ञापन के उद्देश और महत्व को समझ सकें।</p> | <p>की समझ, तार्किक अभिव्यक्ति का विकास।</p> <p><b>भाषा दक्षता-</b> कविता की भाषा और छंद का सही प्रयोग करना सीखेंगे।</p> <p><b>रचनात्मक अभिव्यक्ति -</b> देशभक्ति भावों को लेखन और वाचन में प्रस्तुत करना।</p> <p>सर्वनाम का सही प्रयोग और पहचान करना सीखेंगे तथा सर्वनाम के विभिन्न प्रकारों का विश्लेषण करेंगे।</p> <p><b>भाषा दक्षता -</b> निपात का सही प्रयोग करना।</p> <p><b>विश्लेषण कौशल -</b> वाक्य में निपात की भूमिका और उसके महत्व से अर्थ-भेद समझना।</p> <p>रचनात्मक लेखन कौशल, संप्रेषण कौशल, कल्पनाशीलता और अभिव्यक्ति क्षमता, भाषा की शुद्धता, प्रस्तुतीकरण कौशल।</p> | <p>क्विज करवाना।</p> <p><b>कविता वाचन</b> - संगीत और लय के साथ कविता का पाठ करना</p> <p><b>पोस्टर निर्माण</b> - 'जय भारत' विषय पर चित्र और नारों का निर्माण करना।</p> <p><b>क्विज</b> - स्वतंत्रता संग्राम और स्वतंत्रता सेनानियों पर आधारित प्रश्नोत्तरी।</p> <p><b>क्विज</b> - सर्वनाम के प्रकारों पर प्रश्नोत्तरी।</p> <p><b>अभ्यास कार्य</b> - सर्वनाम का अभ्यास कार्य हल करना।</p> <p><b>सामूहिक गतिविधि</b> - निपात के प्रकारों का पोस्टर / चार्ट निर्माण करवाना।</p> <p><b>सामूहिक गतिविधि</b> - विद्यार्थी दिए गए चित्र के मुख्य तत्वों पर ध्यान केंद्रित करके पात्र, वस्तुएँ, गतिविधियाँ, भाव, वातावरण पहचान कर दृश्य का वर्णन करेंगे।</p> |
| 5. | SEPTEMBER | 20 | <p><b>पुनरावर्तन कार्य</b><br/><b>अर्धवार्षिक परीक्षा</b></p>                                                                                          | <p>विद्यार्थी पढ़ाए गए पाठों एवं व्याकरण को समझ कर परीक्षा में लिखने का आत्मविश्वास विकसित कर सकें।</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>पठन-बोध कौशल, लेखन कौशल, स्मरण शक्ति का विकास, विश्लेषणात्मक कौशल, भाषा की शुद्धता।</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>अभ्यास कार्य- मांडल प्रश्नपत्र हल</b> करवाना एवं सामूहिक चर्चा करवाना।</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|    |          |    |                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>प्रश्नोत्तरी गतिविधि-</b> पढ़ाए गए पाठों पर क्विज प्रतियोगिता।                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 6. | OCTOBER  | 24 | <p><b>गद्य-5 आखिरी चट्टान तक</b></p> <p><b>पद्य-11 झाँसी की रानी</b></p> <p><b>व्याकरण- उपसर्ग प्रत्यय</b></p> <p><b>लेखन- अनुच्छेद लेखन</b></p> | <p>यात्रा-वृत्तांत विधा से परिचित होना और भारत के अंतिम छोर कन्याकुमारी की सुंदरता को समझना।</p> <p>1857 के स्वतंत्रता संग्राम और वीरता के इतिहास को जानना।</p> <p>विद्यार्थी उपसर्ग और प्रत्यय के अर्थ तथा प्रयोग को समझकर नए शब्द निर्माण कर सकेंगे।</p> <p>विद्यार्थी किसी विषय पर अपने विचारों को स्पष्ट भाषा, वर्तनी और विराम चिह्नों के सही व क्रमबद्ध तरीके से लिखना सीखेंगे।</p> | <p>अवलोकन, अनुभवात्मक एवं रचनात्मक और विवरणात्मक कौशल।</p> <p>आत्मगौरव, शौर्य-बोध, अखंडता में एकता, राष्ट्र-हित सर्वोपरि, <b>ऐतिहासिक समझ</b> और काव्य वाचन</p> <p><b>शब्द निर्माण कौशल-</b> शब्दावली विकास, भाषा की शुद्धता, व्याकरण का सही प्रयोग तथा तार्किक सोच का विकास।</p> <p><b>रचनात्मक लेखन कौशल -</b> आलोचनात्मक सोच क्षमता, शब्दावली भंडार, विचारों की तार्किक अभिव्यक्ति व भाषा की शुद्धता विकसित करना।</p> | <p><b>परिचर्चा :- 'यात्राएँ हमें समृद्ध बनाती हैं'</b> इस विषय पर कक्षा में परिचर्चा आयोजित करना।</p> <p>कविता में आए <b>1857</b> के प्रथम स्वतंत्रता संग्राम से संबंधित अनेक स्थानों के नाम मानचित्र में अंकित कीजिए तथा विविध कार्यक्षेत्रों से जुड़ी महिलाओं के बारे में लिखिए।</p> <p><b>सामूहिक गतिविधि -</b> शब्दों में से मूल शब्द, उपसर्ग एवं प्रत्ययों को अलग करवाना तथा शब्द निर्माण करवाना।</p> <p>समूह में <b>विचार-विमर्श</b> करके लिखने की गतिविधि।<br/>दिए गए विषय के अनुसार <b>अनुच्छेद लेखन कार्य</b> करवाना।</p> |
| 7. | NOVEMBER | 13 | <p><b>पद्य-12 घर की याद</b></p> <p><b>व्याकरण- समानार्थी शब्द</b></p> <p><b>व्याकरण- मुहावरे</b></p>                                             | <p>पारिवारिक संबंधों के महत्व और जेल-प्रवास की पीड़ा को समझना।</p> <p>समानार्थी शब्दों के विभिन्न अर्थों को पहचान सकेंगे।<br/>शब्द भंडार समृद्ध होगा।<br/>भाषा को अधिक प्रभावशाली और जीवंत बना सकेंगे।<br/>रचनात्मक लेखन में मुहावरों</p>                                                                                                                                                | <p>भावनात्मक और रचनात्मक अभिव्यक्ति तथा <b>पारिवारिक जुड़ाव।</b></p> <p>सही संदर्भ में शब्दों का प्रयोग करना।</p> <p>बोलचाल में मुहावरों का प्रयोग कर संप्रेषण को आकर्षण बनाना तथा लेखन</p>                                                                                                                                                                                                                              | <p><b>रचनात्मक कार्य-</b> अपने परिवार के लिए एक <b>धन्यवाद-पत्र</b> लिखना।</p> <p>समानार्थी शब्दों का <b>सही प्रयोग</b> करना सीखेंगे।</p> <p>मुहावरों का प्रयोग करके <b>वाक्य निर्माण</b> करवाना।<br/>कहानी में आने वाले <b>मुहावरों का</b></p>                                                                                                                                                                                                                                                                                    |

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|    |          |    | लेखन- अनौपचारिक पत्र                                                                                    | का प्रयोग कर अभिव्यक्ति को रोचक बना सकेंगे।<br><br>विद्यार्थी अनौपचारिक पत्र के स्वरूप और नियमों को समझकर अपने विचारों को स्पष्ट और व्यवस्थित रूप में प्रस्तुत कर सकेंगे।                                                                                                                                                                                                                                                                                                | और संवाद को रोचक व प्रभावशाली बनाना।<br><br>लेखन कौशल, संप्रेषण कौशल, भाषा की शुद्धता, तार्किक अभिव्यक्ति तथा व्यावहारिक भाषा प्रयोग।                                                                                                                                                                                                                          | अर्थ समझाएँगे।<br><br>विद्यार्थियों से किसी परिचित को अनौपचारिक पत्र लिखने का अभ्यास करवाना।                                                                                                                                                                                                                                                                         |
| 8. | DECEMBER | 25 | <p>गद्य- 6 रीढ़ की हड्डी</p> <p>व्याकरण- विराम चिह्न</p> <p>व्याकरण- संज्ञा</p> <p>लेखन- संवाद लेखन</p> | <p>समाज में व्याप्त रूढ़िवादिता और दिखावे पर कटाक्ष को समझना।</p> <p>विराम चिह्नों के महत्व को समझकर उसका वाक्यों में उचित स्थान पर सही विराम चिह्नों का प्रयोग करके भाषा को स्पष्ट और प्रभावी बना सकेंगे।</p> <p>संज्ञा की परिभाषा, भेद और प्रयोग को समझेंगे। साहित्यिक पाठों और दैनिक जीवन में संज्ञा के प्रयोग को पहचानेंगे।</p> <p>विद्यार्थी संवाद के स्वरूप और शैली को समझेंगे। किसी घटना या परिस्थिति के अनुसार भाषा का प्रभावी प्रयोग करके संवाद लिख सकेंगे।</p> | <p>आलोचनात्मक सोच और संवाद कौशल का विकास।</p> <p>भाषा की शुद्धता, व्याकरण का सही प्रयोग, तार्किक अभिव्यक्ति, वाक्य निर्माण क्षमता, लेखन कौशल, पाठ-बोध कौशल।</p> <p>भाषा दक्षता व आलोचनात्मक सोच- संज्ञा का सही प्रयोग और उसके भेदों का विश्लेषण करना सीखेंगे।</p> <p>रचनात्मक लेखन कौशल, संप्रेषण कौशल, तार्किक अभिव्यक्ति एवं भाषा शुद्धता का विकास करना।</p> | <p>कला- कक्षा में एकांकी का मंचन करवाना।</p> <p>भाषा खेल- बिना विराम चिह्न वाले वाक्य देकर विद्यार्थियों से सही विराम चिह्न लगवाने की प्रतियोगिता करवाना।</p> <p>संज्ञा का अभ्यास कार्य करवाना। टीम क्विज - संज्ञा के प्रकारों पर प्रश्नोत्तरी।</p> <p>संवाद लेखन गतिविधि - अपनी शिक्षा और आत्मसम्मान की बात करते हुए पिता-पुत्र/पुत्री के बीच संवाद का लिखवाना।</p> |

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| 9.  | JANUARY  | 20 | <p><b>गद्य- 7 में और मेरा देश</b></p> <p><b>व्याकरण- सर्वनाम</b></p> <p><b>व्याकरण - निपात</b></p> <p><b>लेखन- दृश्य वर्णन / चित्र लेखन</b></p> | <p>यह समझना कि - 'व्यक्ति और राष्ट्र एक-दूसरे से अभिन्न हैं।' महत्ता कार्य के आकार में नहीं, बल्कि उसके पीछे की भावना में होती है। नागरिक के रूप में कर्तव्यों, स्वच्छता और सही मताधिकार के महत्व को पहचानना। विद्यार्थी सर्वनाम की परिभाषा और उसके महत्व को समझेंगे।</p> <p>विद्यार्थी निपात की परिभाषा, भेद और उसके सही प्रयोग से अर्थ में आने वाले परिवर्तन को समझेंगे।</p> <p>चित्र और शब्दों के माध्यम से संदेश स्पष्ट रूप से प्रस्तुत करना सीखेंगे। संक्षिप्त और प्रभावी भाषा का प्रयोग करना सीखेंगे।</p> | <p>आलोचनात्मक सोच, नागरिक बोध और वैचारिक लेखन विकास।</p> <p><b>राष्ट्रीयता, हीनता-बोध का त्याग, सार्वजनिक संपत्ति की सुरक्षा और जिम्मेदार नागरिकता का विकास।</b></p> <p>सर्वनाम का सही प्रयोग और पहचान करना सीखेंगे तथा सर्वनाम के विभिन्न प्रकारों का विश्लेषण करेंगे।</p> <p><b>भाषा दक्षता</b> - निपात का सही प्रयोग करना।</p> <p><b>विश्लेषण कौशल</b> - वाक्य में निपात की भूमिका और उसके महत्व से अर्थ-भेद समझना।</p> <p>रचनात्मक लेखन कौशल, संप्रेषण कौशल, कल्पनाशीलता व अभिव्यक्ति क्षमता, भाषा की शुद्धता, प्रस्तुतीकरण कौशल।</p> | <p><b>कला-मेरा आचरण-मेरे देश का सम्मान विषय पर स्लोगन या पोस्टर मेंकिंग।</b></p> <p><b>क्विज</b> - सर्वनाम के प्रकारों पर प्रश्नोत्तरी।</p> <p><b>अभ्यास कार्य</b> - सर्वनाम का अभ्यास कार्य हल करना।</p> <p><b>सामूहिक गतिविधि</b> - निपात के प्रकारों का पोस्टर / चार्ट निर्माण करवाना।</p> <p><b>सामूहिक गतिविधि</b> - विद्यार्थी दिए गए चित्र के मुख्य तत्वों पर ध्यान केंद्रित करके पात्र, वस्तुएँ, गतिविधियाँ, भाव, वातावरण पहचान कर दृश्य का वर्णन करेंगे।</p> |
| 10. | FEBRUARY | 23 | <p><b>पुनरावृत्ति एवं अभ्यास प्रश्न-पत्र कार्य</b></p>                                                                                          | <p>संपूर्ण पाठ्यक्रम का दोहराव और मुख्य प्रश्नों का लिखित अभ्यास।</p>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>समय प्रबंधन और परीक्षा की तैयारी करना।</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>अभ्यास कार्य-</b> मॉडल प्रश्नपत्र हल करवाना एवं सामूहिक चर्चा करवाना।</p> <p><b>प्रश्नोत्तरी गतिविधि-</b> पढ़ाए गए पाठों पर क्विज प्रतियोगिता।</p>                                                                                                                                                                                                                                                                                                              |
| 11. | MARCH    | 10 | <p><b>वार्षिक परीक्षा</b></p>                                                                                                                   | <p><b>विद्यार्थियों के वार्षिक शैक्षिक स्तर का अंतिम मूल्यांकन।</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>समय मूल्यांकन</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>मूल्य: निष्पक्षता और आत्मविश्वास।</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                       |

Name of the Teacher : **MAYAKUMARI SHARMA**



**TAPOVAN INTERNATIONAL SCHOOL**  
**YEARLY SYLLABUS 2026-27**

**SUBJECT: AI**

**Class: IX**

| Sr. No | Month | Days | Chapter Name & Sub-Topics                                                                                                                                                                                                         | Learning Outcomes (NEP / CBSE Style)                                                           | Skill / Competency Focused                          | Pedagogical Strategies                                                 |
|--------|-------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------|
| 1      | April | 23   | <b>Unit 1:</b> Communication Skill-1<br><b>Sub-topics:</b> <ul style="list-style-type: none"> <li>✚ Methods of Communication</li> <li>✚ Verbal vs Non-verbal</li> <li>✚ Communication Cycle &amp; 7Cs Writing Skills.</li> </ul>  | Demonstrate effective verbal and non-verbal communication and professional writing techniques. | <b>Interpersonal Communication &amp; Literacy</b>   | Role-playing communication barriers; Drafting formal school emails.    |
| 2      | June  | 23   | <b>Unit 2:</b> Self Management-1<br><b>Sub-topics:</b> <ul style="list-style-type: none"> <li>✚ Self-Awareness;</li> <li>✚ Self-Motivation;</li> <li>✚ Self-Regulation;</li> <li>✚ Time Management;</li> </ul> Personal Grooming. | Build self-confidence and develop personal organizational and time-management habits.          | <b>Emotional Intelligence &amp; Self-Regulation</b> | SWOT analysis workshop; Creating a "Dream Board" and weekly planners.  |
| 3      | July  | 26   | <b>Unit 10:</b> Introduction to Python (Part 1)<br><b>Sub-topics:</b> <ul style="list-style-type: none"> <li>✚ Python Basics;</li> <li>✚ Variables &amp; Data Types;</li> </ul>                                                   | Develop basic computational thinking and execute simple Python scripts for data handling.      | <b>Logical Thinking &amp; Coding Proficiency</b>    | Hands-on Lab: Building a basic calculator; Interactive coding on IDEs. |

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|    |        |    | Input/Output;<br> Arithmetic & Assignment Operators.                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                               |                                                       |                                                                              |
| 4  | August | 22 | <b>Unit 6:</b> AI Reflection, Project Cycle & Ethics<br><b>Sub-topics:</b> <ul style="list-style-type: none"> <li> Introduction to AI; AI Domains (Data, CV, NLP);</li> <li> 4Ws Problem Canvas; AI Ethics &amp; Bias.</li> </ul>                                                                                                                                                                                           | Identify AI applications and apply the framework for problem scoping in real-world scenarios. | <b>Problem Scoping &amp; Ethical Reasoning</b>        | "Quick Draw" game; Designing a 4Ws canvas for a school-based problem.        |
| 10 | Sept.  | 20 | <b>Unit 7:</b> Data Literacy<br><b>Sub-topics:</b> <ul style="list-style-type: none"> <li> Defining Data Literacy;</li> <li> Data Collection &amp; Quality; Interpreting Graphs;</li> <li> Data Privacy vs Security.</li> </ul>                                                                                                            | Analyze and interpret datasets to make informed, evidence-based decisions.                    | <b>Statistical Literacy &amp; Data Interpretation</b> | Field activity: Collecting and visualizing school attendance or sports data. |
| 11 | Oct.   | 24 | <b>Unit 10:</b> Introduction to Python (Part 2)<br><b>Sub-topics:</b> <ul style="list-style-type: none"> <li> Conditional Statements (If-Else);</li> <li> Loops (For, While);</li> <li> Logical Operators;</li> <li> Lists &amp; Tuples.</li> </ul> | Design complex algorithms to solve mathematical and logical problems using control flow.      | <b>Algorithmic Design &amp; Problem Solving</b>       | Coding Challenge: Creating a "Grade Predictor" and "Looping patterns."       |

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| 13 | Nov. | 13 | <b>Unit 3: ICT Skills-1</b><br><b>Sub-topics:</b> <ul style="list-style-type: none"> <li>📁 Operating Systems;</li> <li>📁 File Management; Internet Safety;</li> <li>📁 Digital Documentation.</li> </ul>                                         | Utilize digital tools for professional documentation and practice safe internet browsing.    | <b>Digital Fluency &amp; Cyber Security</b>     | Project: Creating a professional digital report using advanced Word/Docs features.      |
| 15 | Dec. | 25 | <b>Unit 8: Math for AI</b><br><b>Sub-topics:</b> <ul style="list-style-type: none"> <li>📊 Statistical Concepts (Mean, Median, Mode);</li> <li>📊 Probability Basics;</li> <li>📊 Data Visualization techniques.</li> </ul>                        | Apply mathematical foundations to understand how AI models predict and classify information. | <b>Mathematical Numeracy &amp; Data Science</b> | Probability games (Dice/Cards); Creating histograms and scatter plots in Excel.         |
| 16 | Jan. | 20 | <b>Unit 9: Introduction to Generative AI</b><br><b>Sub-topics:</b> <ul style="list-style-type: none"> <li>🤖 What is Gen AI?;</li> <li>🤖 Large Language Models (LLMs);</li> <li>🖼️ Image Generation;</li> <li>🤖 Ethics of AI Content.</li> </ul> | Understand the mechanics and ethical implications of modern generative technologies.         | <b>Innovation &amp; Future Readiness</b>        | Debate: "Human Art vs AI Art"; Experimenting with text-to-image and text-to-text tools. |

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| 19 | Feb. | 23 | <b>Unit 5: Green Skills-1 &amp; Final Project (Revision)</b><br><b>Sub-topics:</b> <ul style="list-style-type: none"> <li>✚ Importance of Green Economy;</li> <li>✚ SDGs;</li> <li>✚ Sustainable lifestyle;</li> <li>✚ Final Capstone Project.</li> </ul> | Synthesize AI knowledge to solve global challenges related to environmental sustainability. | <b>Sustainability &amp; Project Management</b> | Capstone Presentation:<br>Presenting an AI solution for a specific SDG goal. |
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