

CARMEL CONVENT SR SEC SCHOOL, RATANPUR, YEAR PLANNER:2025-26

**CLASS: IX
ENGLISH**

SUBJECT:

MONTH	NAME OF THE UNIT / CHAPTER AND SUB TOPICS	TIME ALLOTTED FOR EACH UNIT	LEARNING OUTCOMES	ART INTEGRATED ACTIVITY/ART INTEGRATED PROJECT	PRACTICALS	KEY COMPETENCIES TO BE ACHIEVED
APRIL	B1-The Fun They Had P1-The Road Not Taken P2-Wind GRAMMAR Tenses Letter Writing	16=4+3+3+4+2	<ul style="list-style-type: none"> Students will be able to analyse the difference between traditional as well as digital form of education. Students will be able to understand that choices and decisions they make some differences in their lives. <p>Students will be able to understand that they should be mentally tough and physically strong in order to survive the hardships of life.</p>	<p>Make a project on the Biography of authors and poets from Bihar and Madhya Pradesh.</p> <p align="center">OR</p> <p>Make a project on Comparative study of the cuisine and festivals of Bihar and Madhya Pradesh</p>	<p>Write the character sketch of Tommy and Margie</p> <p>Group discussion on how decisions or choice make differences in our lives.</p>	<ul style="list-style-type: none"> Critical Thinking Imaginative Reasoning Contextual Vocabulary Usage Decision-Making Reflection Value of Strength Error Correction
JUNE	B2-The Sound of Music M1-The Lost Child Diary Entry	11=5+5+1	<ul style="list-style-type: none"> Students will be able to get inspiration from the real-life experiences of famous personalities. Students will be able to realize the deep relationship of pure and unconditional love between parents and their children. 		<p>Collect pictures and information of musicians of Madhya Pradesh.</p>	<ul style="list-style-type: none"> Biographical Analysis Summarizing Key Events Character Understanding Personal Expression
JULY	B3-The Little Girl M2-The Adventures of Toto P3-Rain on The Roof B4-A Truly	16=4+3+2+3+4	<ul style="list-style-type: none"> Students will be able to analyse how it is essential to empathise and know a person for a healthy relationship. Students will be able to write the character sketch of Albert Einstein and analyse the beauty of a mind that is teeming with new ideas. 		<ul style="list-style-type: none"> Skit presentation (based on lessons from the textbooks) Diary entry from Kezia's point of view Write an essay on 'My Pet' 	<ul style="list-style-type: none"> Relationship Building Humour Identification Poetic Imagery Nostalgic Expression

	Beautiful Mind GRAMMAR – Reported Speech		<ul style="list-style-type: none"> Students will be able to differentiate between direct and indirect speech and form grammatically correct statements using reported speech. 		PT1 -The Fun They Had -The Road Not Taken - Wind - Grammar exercises	<ul style="list-style-type: none"> Biographical Reading Identifying Human Values Verb Shift Understanding
AUGUST	M3-Iswaran the Storyteller M4-In The Kingdom of Fools P4-The Lake Isle of Innisfree B5-The Snake and the Mirror GRAMMAR– Determiners	15=4+3+2 +3+3	<ul style="list-style-type: none"> Students will be able to identify the theme of the story and learn the art of story telling. Students will be able to comprehend the story and summarise it in their own words and express themselves creatively. Students will be able to identify determiners in a sentence, explain its purpose and function and use them accurately in sentences. 		<ul style="list-style-type: none"> Speech on the given topic. Worksheets on the lessons. 	<ul style="list-style-type: none"> Storytelling Skills Suspense Creation Logical Reasoning Moral Understanding Nature Appreciation Irony Detection Contextual Vocabulary Usage
SEPTEMBER	Revision PT – 2 P5-A Legend of The Northland M5-The Happy Prince	23	<p>Students will be able to understand the importance of charity, generosity and kindness that bring infinite blessings in their lives.</p> <ul style="list-style-type: none"> Students will be able to infer the thoughts and emotions of the characters and analyse the theme of sacrifice. 		PT 2 B1+B2+B3+B4+B5 M1+M2+M3+M4 P1+P2+P3+P4 GRAMMAR and WRITING SKILLS	<ul style="list-style-type: none"> Rhyme Scheme Identification Story Analysis Moral Values
OCTOBER	B6-My Childhood M6-The Last Leaf	12=3+2+3+ 2+2	<p>Students will be able to imbibe values of generosity, kindness, humility and communal harmony from the life of Dr. APJ Abdul Kalam.</p>	<p>Prepare a speech on any one of the following topics:</p> <ul style="list-style-type: none"> ➤ Winning is not all that matters. 	<p>Self-composed poem recitation</p> <p>Group discussion on 'Friendship'</p>	<ul style="list-style-type: none"> Autobiographical Interpretation Cultural Understanding

	GRAMMAR – Modals Writing Skill Descriptive Paragraph		Students will be able to define and enumerate the commonly used modals and also differentiate between modals used for possibility, obligation and necessity.	➤ Successful people don't do different things, they do things differently		<ul style="list-style-type: none"> • Character Study • Function-based Grammar Use • Vocabulary Development
NOVEMBER	B7-Reach for the Top M7- A House is not A Home P6-No Men are Foreign GRAMMAR - Subject-Verb Agreement Story Writing	15=4+4+2+3+2	<ul style="list-style-type: none"> • Students will be able to compare and contrast the challenges and achievements of Santosh Yadav and Maria Sharapova and analyse how great heights can be achieved with determination, perseverance and persistent effort. • Students will be able to identify the poetic devices and analyse the theme of oneness of mankind. • Students will be able to apply the rules of grammar to frame grammatically accurate sentences. 		<ul style="list-style-type: none"> • Character Portrayal (any character from the lessons done in the class) • Worksheet on Grammar topics. <p>PT 3 - A Legend of The Northland - My Childhood - The Last Leaf</p>	<ul style="list-style-type: none"> • Gender Sensitivity • Biographical Structuring • Conflict Resolution • Real-life Link • Universal Values • Peace Education • Sentence Structuring • Plot Development • Imaginative Thinking
DECEMBER	B8-Kathmandu M8-The Beggar P7-On Killing A Tree GRAMMAR– Prepositions	10=3+3+2+2	<ul style="list-style-type: none"> • Students will be able to infer the thoughts and emotions of the characters and analyse how kindness and compassion can bring about reformation. <p>Students will be able to identify the poetic devices and explain the consequences of killing a tree and analyse the urgency to conserve our planet.</p> <p>Students will be able to distinguish</p>		<ul style="list-style-type: none"> • Quiz based on the lessons. 	<ul style="list-style-type: none"> • Cultural Description • Observation Skills • Social Realism • Character Transformation • Environmental Sensitivity • Spatial Awareness

			<ul style="list-style-type: none"> • between prepositions of time and place from the other prepositions and use suitable prepositions and prepositional phrases in a sentence. 			<ul style="list-style-type: none"> • Grammar-in-Context
JANUARY	B9-If I Were You Letter Writing P8-A Slumber Did My Spirit Seal	10=6+2+2	Students will be able to dramatize the play and analyse how tactful planning, intelligence and presence of mind can help one overcome the gravest situation. <ul style="list-style-type: none"> • Students will be able to identify the theme of the poem and enhance their thinking and analytical skills. 		<ul style="list-style-type: none"> • Role play • Character Sketch • Speaking about the author 	<ul style="list-style-type: none"> • Character Roleplay • Tone and Voice Use • Use of Sensory Language • Vocabulary Development • Philosophical Reasoning
FEBRUARY	Revision Final Exam	22			<ul style="list-style-type: none"> • Final Examination (The whole year syllabus is included) All the lessons done from Beehive and Moments. Grammar lessons and Writing skills done in the class. 	

NAME OF INCHARGE TEACHERS:

SIGNATURE OF SUBJECT CORDINATOR:

SIGNATURE OF PRINCIPAL:

CARMEL CONVENT SR. SEC. SCHOOL, RATANPUR BHOPAL

YEAR PLANNER 2025-26

CLASS- IX

Month	NAME OF THE UNIT / CHAPTER AND SUB TOPICS	TIME ALLOTTED FOR EACH UNIT	LEARNING OUTCOMES	ART INTEGRATED ACTIVITY / ART INTEGRATED PROJECT	PRACTICALS	ASSESSMENT (INCLUDE 50% COMPETENCY BASED ASSESSMENT)
April	गद्य: दो बैलों की कथा	7	* सच्ची मित्रता, सहिष्णुता, सामाजिक मर्यादाओं से अवागत	* प्रमुख रचनाकारों की किसी प्रमुख कृति का मुख्य पृष्ठ तैयार कीजिये		* मुंशी प्रेमचंद की रचनाओं एवं उनकी भाषा शैली को लिखिए
	पद्य : साखी व सबद	4	* भक्ति काल , सगुण व निगुण धारा	(3D मॉडल त्रिअयामि प्रतिरूप)		* मौखिक साखियां
	उपसर्ग	3	एकेश्वरवाद, आडम्बर का विरोध	एकल गतिविधि		* उपसर्ग व प्रत्यय में अंतर स्पष्ट कीजिए
	प्रत्यय	3	* व्याकरण शुद्धता			
June	गद्य : लहासा की और	6	* यात्रा वृतांत, विधा का परिचय कराना	* किसी भी यात्रा का वृतांत लिखकर		* यात्रा वृतांत लेखन
	समास	3		अपने विचार व्यक्त कीजिये		* अपठित गद्यांश पर आधारित प्रश्न - उत्तर
	अनुच्छेद	2	* लेखन की शुद्धता			* अनुच्छेद लेखन
July	गद्य : उपभोगतावाद की संस्कृति	6	* समाज की वास्तविकता, विज्ञापन की	* किसी विशिष्ट उत्पाद की जानकारी		* स्वयं द्वारा निर्मित किसी वास्तु पर
	पद्य : वाख	4	चमक, सामाजिक अशांति	देता हुआ एक आकर्षक विज्ञापन तैयार कीजिये		विज्ञापन
	कृतिका से : P.T. 1 (17/7/2025) दो बैलों की कथा, सबद व साखी, उपसर्ग और प्रत्यय	5	* ईश्वर की सर्वव्यापकता आडंबरों का विरोध * सहयोग, मदद की भावना			* आठ सिद्धियाँ नौ निधियाँ बताइए * बाढ़ग्रस्त इलाकों की समस्या समाधान * P . T 1
August	सवैये	4	* भक्तिकाल, आकुल प्रेम, समर्पण भाव	* व्याकरण पाठों पर आधारित		* ललहद कश्मीरी कवयित्री के
	वाक्य भेद	3	* अलंकृत भाषा का प्रयोग कर सकेंगे	एक वर्ग पहेली बनाइए		कोई पाँच वाक्य लिखिए
	अलंकार	3				
	ई मेल, लघु कथा	6				* ई मेल का प्रारूप

September	पत्र लेखन संवाद सूचना P.T. 2 (12/9/2025), पाठ - 1, 2, 3, 7, 8, 9 व्याकरण सम्पूर्ण, कृतिका पाठ - 1	4 3 3	* पत्र का प्रारूप, * संवाद शैली, एवं सूचना की समझ	* दो या तीन मित्रों के बीच किसी भी विषय पर संवाद (समूह)	* पत्र लेखन का प्रारूप * संवाद शैली लेखन * अर्धवार्षिक परीक्षा
October	गद्य : सांवल्ले सपनो की याद कैदी और कोकिला पद्य - मेघ आए	8 9 4	* संस्मरण विधा का परिचय, सालिम अलि के गुणों, प्रकृति व पक्षी प्रेमी जैसे गुणों को अपनाना	* प्रकृति पर आधारित कोई एक कविता लिखिए। एकल गतिविधि	* पक्षियों के संरक्षक हेतु आप कौन से कदम उठाएँगे * एकता में बल विषय पर लघुकथा लिखिए।
November	पद्य : प्रेमचंद के फटे जुटे कृतिका से : मेरे संग की औरतो P.T. 3 (24/11/2025), पाठ - 4, 10 वाक्य भेद, अलंकार	6 8	* देश प्रेम की भावना देश के लिए सर्वस्व न्योछावर करना * पारिवारिक वातावरण को समझना	* कबीर दास जी के पदों को आकर्षक लय में ढालकर कक्षा में सुनाएं। (समूह गतिविधि)	* लघु प्रश्न वाली * रचनात्मक लेखन * परिवार में सम्बन्धित प्रश्न हल किजिए।
December	गद्य : मेरे बचपन के दिन पद्य : ग्राम श्री बच्चे काम पर जा रहे है	6 3 3	* अवसर वादिता दिखावे की प्रकृति से दूर रहना वास्तविक जीवन ने जीना * प्रकृति से प्रेम, वर्षा ऋतु का स्वागत	* विभिन्न पेड़ पौधों की आकर्षक व रंग बिरंगी पत्तियों को एकत्रित कर एक आकर्षक कोलाज तैयार कीजिये। (एकल गतिविधि)	* प्रेमचंद की किसी एक कहानी को लिखिए। * विस्तृत परिचर्चा * कक्षा परख P.T. 2
January	कृतिका से : रीड की हड्डी Term- 2 (19/01/2026) सम्पूर्ण पाठ्यक्रम	5 5	* देश प्रेम साहित्य में रूचि रखना * बाल मजदूरी, बचपन की पीड़ा * सामाजिक विडम्बना का समाधान करना	* बालश्रम के खिलाफ जागरूकता हेतु नारा लेखन प्लक कार्ड पर बनाइये। (रैली आयोजन समूह गतिविधि)	* लेखिका के बचपन की स्मृतियों का लेखन पठित पद्यांश पर आधारित प्रश्न उत्तर लिखिए। * रीड हड्डी पाठ पर आधारित एक नातिका तैयार कीजिए
February	वार्षिक परीक्षा हेतु पुनरावृत्ति एवं परीक्षा	कुल 120 घंटे	पुनरावृत्ति परीक्षा	पुनरावृत्ति वार्षिक परीक्षा	

Month	Name of the Unit / Chapter and Sub Topics	Time allotted for each unit	Learning outcomes	Suggested Activities/internal Assessment (SEA & MT)/Inclusive Activity (Weekly)	Art Integrated Activity/Art Integrated Project	Key Competency
APRIL	CHAPTER 5 The fundamental unit of life	8 hours	Recognise and recall	Osmosis	Model of plant and animal cell	Understanding and Applying
JUNE	CHAPTER 5 CONTINUED	12 hours	Understand biological concept	Diffusion	Using clay make mitochondria	Critical Thinking
JULY	PT 1 CHAPTER 6 Tissues	13 hours	Analyse and differentiate	Types of Meristematic tissues	With the help of diagram show the difference between plant and animal cell	Experimental Skill

AUGUST	CHAPTER 6 CONTINUED	12 hours	Assess and evaluate	Diagram of neuron	Types of blood cells	Problem Solving
SEPTEMBER	REVISION FOR TERM 1 (PT2)					
OCTOBER	CHAPTER 15 Food Production	10.5 hours	Proble m solving ability	Organic farming	Importanc e of nutrient managem ent	Applying Knowledge
NOVEMBER	CHAPTER 15 CONTINUED	12 hours	Comparing and attributing through Case Study			Problem Solving
DECEMBER	PT 3 CHAPTER 15 CONTINUED	10.5 hours	Integrate environmental Values		What is composite fish culture?	Critical Thinking

JANUARY	Term 2					
FEBRUARY						

NAME OF THE SUBJECT TEACHER: Dr NEERU THAKUR ,SHAMPA MAITRA ,SHEELA JOSEPH

SIGNATURE OF THE SUBJECT COORDINATOR:

CLASS : IX

SUBJECT: PHYSICS

MONTH	NAME OF THE UNIT / CHAPTER AND SUB TOPICS	TIME ALLOTTED FOR EACH UNIT	LEARNING OUTCOMES	ART INTEGRATED ACTIVITY/ART INTEGRATED PROJECT	PRACTICALS	KEY COMPETENCIES TO BE ACHIEVED.
APRIL AND JUNE	CH-11 SOUND Nature of sound, Production of sound, propagation of sound in various media, types of waves, characteristics of sound wave, speed of sound, reflection of sound, ECHO,	15 PERIODS(10 Hrs)	Students will be able to - *Explain production of sound, its propagation in different media. *Draw waves of different- (i) loudness (ii) pitch *Relation between amplitude, frequency and time-period. *Explain conditions necessary for the production of ECHO. *Ways to reduce Reverberation	Art integrated project- #Individually students will make a 3-D painting on the topic Sound/ types of waves/characteristics of sound/Echo/Reverberation. Activities- # Students in group study the speed of sound in different media, and effects of speed of sound on temperature.	(1) Verification of laws of reflection of sound. (2) Determination of the speed of a pulse propagated through a stretched string/ slinky (helical spring)	*Understand the concept of production and propagation of sound. *Develop the skill to identify different loudness and amplitude of sounds. *Approach to differentiate sounds on the basis of their timbre, intensity of sounds.

CLASS : IX

SUBJECT: PHYSICS

	Reverberati -on its uses and range of hearing,					
JULY	CH7- MOTION/ Distance and displacem- ent, uniform and non- uniform motion, speed and velocity, Acceleratio n, distance- time and velocity- time graphs, elementary idea of uniform circular motion.	12 PERIODS(8 hrs) PT I EXAMS	Students will be able to- *Difference between- (a)rest and motion, (b) Vector and Scalar, (c) speed and Velocity, *Concept of acceleration, its types, Graphical representation of motion, *Uniform circular motion.	Activities- #Individually students will ask to calculate distance and displacement when a person moves half round of basket-ball court. # They will ask to observe uniform and non-uniform motion of given object. # In groups they will ask to identify everyday life motions in different ranges. # Individually they will ask to show the distance travelled by two persons in a given time on the same graphy.	-----	They able to achieve core competencies i.e. self - management, social awareness, relationship skill and collaboration.

CLASS : IX

SUBJECT: PHYSICS

<p>AUGUST AND SEPTEMBER</p>	<p>CH 8 FORCE AND LAWS OF MOTION/ Force its types, Newton's first, second and third law of motion, action and reaction forces, Inertia of body, inertia and mass, momentum , their SI units, application of laws.</p>	<p>15PERIODS(10 hrs) PT II EXAMS</p>	<p>Students will be able to- *Explain Force and its types. *Inertia and its dependence on mass. *Laws of motion and their everyday applications, *concept of momentum.</p>	<p>Activities- #Individually students will demonstrate inertia of rest with the help of a coin, glass tumbler and card. #In groups they will Displaying Inertia of motion with simple activities. #Individually students will demonstrate Concept of instantaneous force.</p>	<p>-----</p>	<p>#Develop the Technical skills (teamwork, leadership skill) among the students. #Develop cognitive abilities like problem-solving, critical thinking.</p>
<p>OCTOBER</p>	<p>CH 9- GRAVITATION/ Gravitation , Universal law of gravitation , Force of</p>	<p>12 PERIODS(8 Hrs)</p>	<p>Students will be able to- *Differentiate Thrust and Pressure. *Understand Archimedes principle and its practical utility. * Principle of flotation.</p>	<p>Activities- #Individually students will show concept of Buoyancy/Upthrust via immersing empty water bottle in the bucket.</p>	<p>(3) Determine the density of solid (denser than water) by using a spring balance and a measuring cylinder. (4) Establishing the relation</p>	<p># To develop leadership, problem-solving and adaptability. #Enhance integrity and self-motivation among students. #Focus on achieving objectives, delivering outcomes, and measuring performance.</p>

CLASS : IX

SUBJECT: PHYSICS

	<p>Gravitation of the Earth (gravity), free fall, acceleration due to gravity, its value, mass and weight. Weight of an object on the surface of moon, Thrust, Pressure, Buoyancy, Archimedes ' principle, its application.</p>			<p>#In group students will observe principle of flotation with the use of cork, iron nail and a beaker filled with water.</p>	<p>between the loss in weight of a solid when fully immersed in- (a) Tap water, (b) Salty water, With the weight displaced by it by taking at least two different solids.</p>	
<p>NOVEMBER AND DECEMBER</p>		<p>15 PERIODS (10 hrs) PT III EXAMS</p>	<p>Students will be able to- *Define work done by the body on the body. *Types of work done and their identification for given case. *Understand concept of Energy and their conversion from one form to another.</p>	<p>Activities- #Individually students will identify either work done or not in different day-to-day situations, they will classify them as positive, negative and zero work.</p>	<p>-----</p>	<p>Focus on achieving objectives, delivering outcomes, and measuring performance i.e. Result-Oriented. Develop adaptability among students.</p>

CARMEL CONVENT SR SEC SCHOOL,RATANPUR,YEAR PLANNER:2025-26(CLASSES IX TO XII)

CLASS : IX

SUBJECT: PHYSICS

			<p>*Use of energy transformation in different devices. *Deduce the relationship between kinetic energy and potential energy.</p>	<p>#In group students will discuss sources of energy and classify them. #Individually they will study energy associated with slinky, an arrow and the stretched string on the bow. # Group activity to discuss conversion of energy from one form of energy to another during many human activities and gadgets.</p>		
JANUARY	TERM II EXAMS	FULL SYLLABUS				

NAME OF INCHARGE TEACHERS: Mrs. Sandesha Dani

SIGNATURE OF SUBJECT CORDINATOR:Mrs. Archana Talele

Mrs. Shailja Dubey

Mr. Jaideep Mathew

SIGNATURE OF PRINCIPAL:

CARMEL CONVENT SR SEC SCHOOL, RATANPUR, YEAR PLANNER : 2025-26

CLASS : IX

SUBJECT: CHEMISTRY

MONTH	NAME OF THE UNIT / CHAPTER AND SUB TOPICS	TIME ALLOTTED FOR EACH UNIT	LEARNING OUTCOMES	ART INTEGRATED ACTIVITY/ART INTEGRATED PROJECT	PRACTICALS	KEY COMPETENCIES TO BE ACHIEVED.
APRIL	Chapter – 1 Matter in our surroundings TOPIC : Physical nature of matter, Characteristics of particles of matter, States of matter	12 hours	Define matter. To compare the properties of solid, liquid and gas. Identify everyday examples of characteristics of particles of matter.	Use a 12-month calendar as a “gallery” where each month highlights one key characteristic of particles of matter through artful diagrams and colour.		Visualize particles using diagrams. Observe and experiment with matter.
JUNE	Chapter – 1 Topic : Can matter changes its state, effect of change of temperature and pressure, evaporation	8 hours	Explain how temperature and pressure induce state changes.	Draw the diagram of interconversion of the three states of matter showing all the process required in changing three states of matter.	Determination of melting points of ices and the boiling point of water	Analyze data linking temperature/pressure to state changes. Illustrate examples of evaporation in everyday life.
JULY	PT-1 exams Chapter – 2 Is Matter Around Us Pure Topic – Mixture, solution, suspension, colloids	12 hours	Define mixture, solution, suspension, colloid. To classify matter as pure substance and mixture. To recognise and differentiate between sol, suspension and colloids.	Make a mind map on chapter-2 in a creative way.	1 Preparation of : a) a true solution of common salt, sugar and alum b) a suspension of soil, chalk powder and fine sand in water. c) a colloidal solution of starch in water and egg albumin/ milk in water and distinguish between these on the basis of transparency, filtration criterion and stability. 2 Preparation of: a) mixture b) compound	Observe Tyndall effect happening around us. Analyze observations to classify mixtures.

CARMEL CONVENT SR SEC SCHOOL, RATANPUR, YEAR PLANNER : 2025-26

CLASS : IX

SUBJECT: CHEMISTRY

					using iron fillings and sulphur powder and distinguish between these on the basis of a) appearance b) behaviour towards a magnet c) behaviour towards carbon disulphide as a solvent d) effect of heat	
AUGUST	Chapter-2 Topic : Physical and chemical changes, Types of Pure substances	8 hours	To understand and differentiate between physical and chemical changes. Classify pure substances as elements or compounds.	Cut out images from magazines or print-outs to make two side-by-side collages: one of elements/compounds ("pure") and one of mixtures.	3 Perform the following reactions and classify them as physical change or chemical change. a) Iron with copper sulphate solution in water. b) Burning of magnesium ribbon in air c) Zinc with dilute sulphuric acid d) Heating of copper sulphate crystals. e) sodium sulphate and barium chloride in the form of their solutions in water.	Differentiate homogeneous vs heterogeneous mixtures. Identify metals, non-metals and metalloids
SEPTEMBER	Revision for Term-1 PT-2 exam					
OCTOBER	Chapter-3 Atoms and Molecules Topic – Laws of chemical combination, Atom, Atomic Mass, Molecule, Ions	10 hours	To gain knowledge about laws of chemical combination. Explain atomic mass and relative atomic mass concepts.	Make a flowchart in a creative way showing atoms, molecules and ions.	To verify law of conservation of mass.	Analyze chemical composition using combination laws. Differentiate atom, molecule and ion.

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SUBJECT: CHEMISTRY

NOVEMBER	Chapter 3 Chemical formula Molecular Mass	10 hours	To understand and calculate molecular mass of compounds.	Group Activity: Fun game using placards with symbols and valencies of the elements.		Formulate chemical formulae of different compounds.
DECEMBER	PT-3 exams Chapter-4 Structure of Atom Proton, Electron Neutron, models of atom, Valency, Atomic Number, Mass Number, Isotopes, Isobars	9 hours	To understand the rules for distribution of electrons in different shells. To define valency, atomic no., mass no.	Draw electron dot structure of elements in an artistic way.		Interpret and compare atomic models. Calculate valency, atomic and mass numbers accurately. Communicate and discuss isotope and isobar concepts.
JANUARY	Term-2 exams					

NAME OF INCHARGE TEACHERS: LEENA SHUKLA

SIGNATURE OF SUBJECT CORDINATOR:

SIGNATURE OF PRINCIPAL:

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CLASS : IX

SUBJECT: MATHEMATICS

MONTH	NAME OF THE UNIT / CHAPTER AND SUB TOPICS	TIME ALLOTTED FOR EACH UNIT	LEARNING OUTCOMES	ART INTEGRATED ACTIVITY/ART INTEGRATED PROJECT	PRACTICALS	KEY COMPETENCIES TO BE ACHIEVED.
APRIL	<p>Chap 1. NUMBER SYSTEM</p> <p>1. Review of representation of natural numbers, integers, rational numbers on the number line. Representation of terminating/non-terminating recurring decimals on the number line through successive magnification, Rational numbers as recurring/ terminating decimals. Operations on real numbers.</p> <p>2. Examples of non-recurring/non-terminating decimals. Existence of non-rational numbers (irrational numbers) such as $\sqrt{2}$, $\sqrt{3}$ and their</p>	17 hrs	<p>Differentiates rational and irrational numbers based on decimal <u>representation</u>.</p> <p>Represents rational and irrational numbers on the number line.</p> <p>Rationalizes real number expression</p> <p>Applies laws of exponents</p>	<p>Square root model.</p> <p>Abstract art on root spiral .</p>		<p>Develops a deeper understanding of numbers, including the set of real numbers and its properties.</p> <p>Recognizes and appropriately uses powers and exponents.</p> <p>Computes powers and roots and applies them to solve problems</p>

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	<p>representation on the number line. Explaining that every real number is represented by a unique point on the number line and conversely, viz. every point on the number line represents a unique real number.</p> <p>3. Definition of nth root of a real number.</p> <p>4. Rationalization _____</p> <p>5. Recall of laws of exponents with integral powers. Rational exponents with positive real bases (to be done by particular cases, allowing learner to arrive at the general laws.)</p>				
JUNE	<p>Chap 2. POLYNOMIALS</p> <p>1. Definition of a polynomial in one variable, with examples and counter examples. Coefficients of a polynomial, terms of</p>	19 hrs	<p>Student will be able to defines polynomials, Identifies different terms, Finds zeros of a polynomial,</p>		<p>Learns the art of factoring polynomials.</p>

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SUBJECT: MATHEMATICS

	<p>a polynomial and zero polynomial.</p> <p>2. Degree of a polynomial.</p> <p>3. Constant, linear, quadratic and cubic polynomials. Monomials, binomials, trinomials. Factors and multiples.</p> <p>4. Zeroes of a polynomial.</p> <p>5. Motivate and State the Remainder Theorem with examples.</p> <p>6. Statement and proof of the Factor Theorem. Factorization of $ax^2 + bx + c$, $a \neq 0$ where a, b and c are real numbers, and of cubic polynomials using the Factor theorem.</p> <p>7. Recall of algebraic</p>		<p>Proves factor theorem applies theorem, Proves and applies algebraic identities up to degree three.</p>			
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	<p>expressions and identities. Verification of identities: $(x + y + z)^2 = x^2 + y^2 + z^2 + 2xy + 2yz + 2zx$ $(x \pm y)^3 = x^3 \pm y^3 \pm 3xy(x \pm y)$ $x^3 + y^3 = (x + y)(x^2 - xy + y^2)$ $x^3 - y^3 = (x - y)(x^2 + xy + y^2)$ $x^3 + y^3 + z^3 - 3xyz = (x + y + z)(x^2 + y^2 + z^2 - xy - yz - zx)$ and their use in factorization of polynomials.</p> <p>Chap 3: Coordinate Geometry:</p> <ol style="list-style-type: none"> 1. The Cartesian plane, coordinates of a point 2. Names and terms associated with the coordinate plane, notations. 	<p>9 hrs</p>	<p>Describes cartesian plane and its associated terms and notations</p>		<p>1.Mirror image of given geometrical figure with respect to x-axis and y-axis</p>	<p>Specifies locations and describes spatial relationships using coordinate geometry.</p>
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JULY	<p>Chap 4: LINEAR EQUATIONS IN TWO VARIABLES</p> <ol style="list-style-type: none"> Recall of linear equations in one variable. Introduction to the equation in two variables. Focus on linear equations of the type $ax + by + c = 0$. Explain that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they lie on a line. 	13 hrs	Describes and plot a linear equation in two variables		2.To obtain a linear equation and draw a graph which represents the linear equation.	Visualizes solutions of a linear equation in two variables as ordered pair of real numbers on its graph
	<p>Chap5: INTRODUCTION TO EUCLID`S GEOMETRY</p> <ol style="list-style-type: none"> History - Geometry in India and Euclid's geometry. Euclid's method of formalizing observed phenomenon into rigorous 	5 hrs	<ul style="list-style-type: none"> Understands historical relevance of Indian and Euclidean Geometry. Defines axioms, postulates, 	Storyboard on Euclid's life and contribution.		Proves theorems using Euclid's axioms and postulates— for triangles, quadrilaterals, and circles and applies them to solve

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SUBJECT: MATHEMATICS

	<p>Mathematics with definitions, common/obvious notions, axioms/postulates and theorems.</p> <p>2. The five postulates of Euclid. Equivalent versions of the fifth postulate. Showing the relationship between axiom and theorem, for example:</p> <p>(a) Given two distinct points, there exists one and only one line through them. (Axiom)</p> <p>(Prove) Two distinct lines cannot have more than one point in common. (Theorem)</p>		<p>theorem with reference to Euclidean Geometry. geometric problems.</p>			
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	<p>Chap 10: HERON'S FORMULA Area of a triangle using Heron's formula (without proof)</p> <p>(PT-1 EXAM Chap 1 & 2)</p>	11 hrs	States and applies Heron's Formula to find area of a triangle.			Visualizes, represents, and calculates the area of a triangle using Heron's formula.
AUG	Chap 6. LINES AND ANGLES	14 hrs	<ul style="list-style-type: none"> Visualizes, explains and 	Disaster Risk Reduction Activity		derives proofs of mathematical statements particularly related to

	<p>Chap 7 .TRIANGLES 1. (State without proof) Two triangles are congruent if any two sides and the included angle of one triangle is equal</p>	<p>18 hrs</p>	<p>applies relations between different pairs of angles on a set of parallel lines and intersecting transversal. • Solves problems based on parallel lines and intersecting transversal.</p> <p>• Describe relationships including congruency of two-</p>	<p>Representing Mandala and warli art using lines and triangles.</p>	<p>3.To find the centroid and ortho centre of different types triangle. a) acute</p>	<p>geometrical concepts, like parallel lines by applying axiomatic approach and solves problems using them</p> <p>• Visualizes and explains congruence properties of two triangles. • Applies congruency criteria to solve</p>
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SUBJECT: MATHEMATICS

	<p>(respectively) to any two sides and the included angle of the other triangle (SAS Congruence).</p> <p>2. (Prove) Two triangles are congruent if any two angles and the included side of one triangle is equal (respectively) to any two angles and the included side of the other triangle (ASA Congruence).</p> <p>3. (State without proof) Two triangles are congruent if the three sides of one triangle are equal (respectively) to three sides of the other triangle (SSS Congruence).</p> <p>4. (State without proof) Two right triangles are congruent if the hypotenuse and a</p>		<p>dimensional geometrical shapes (lines, angle, triangles) to make and test conjectures and solve problems.</p> <ul style="list-style-type: none"> derives proofs of mathematical statements particularly related to geometrical concepts triangles by applying axiomatic approach 		<p>angle triangle. b) obtuse angle triangle c) right angle triangle.</p>	<p>problems</p>
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SUBJECT: MATHEMATICS

	<p>side of one triangle are equal (respectively) to the hypotenuse and a side of the other triangle. (RHS Congruence).</p> <p>5. (Prove) The angles opposite to equal sides of a triangle are equal.</p> <p>(State without proof) The sides opposite to equal angles of a triangle are equal.</p>		<p>and</p> <p>solves problems using them</p>			
SEPT	<p>REVISION + EXAM PT -2 EXAM Chap -1 ,2, 3,4 ,5,6,7 & 12</p>					
OCT	<p>Chap 8: QUADRILATERALS</p> <p>1. (Prove) The diagonal divides a parallelogram into two congruent triangles.</p> <p>2. (State without proof) In a parallelogram opposite sides are</p>	16 hrs	<ul style="list-style-type: none"> derives proofs of mathematical statements particularly related to geometrical concepts 	Origami 3D shapes	4.To show that the opposite angles of a cyclic quadrilateral are supplementary.	<ul style="list-style-type: none"> Visualizes and explains properties of quadrilaterals Solves problems based on properties of quadrilaterals.

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	<p>equal, and conversely. (State without proof) In a parallelogram opposite angles are equal, and conversely. 4. (State without proof) A quadrilateral is a parallelogram if a pair of its opposite sides is parallel and equal. 5. (State without proof) In a parallelogram, the diagonals bisect each other and conversely. (State without proof) In a triangle, the line segment joining the mid points of any two sides is parallel to the third side and is half of it and (State without proof) its converse.</p>		<p>of quadrilaterals by applying axiomatic approach and solves problems using them.</p>			
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	<p>Chap12: STATISTICS 1.Bar graphs 2.Histograms(with varying base lengths) 3.Frequency polygons.</p>	10 hrs	Represents data using Bar Graph, Histogram and frequency polygon.			Draws and interprets bar graph, histogram and frequency polygon
NOV	<p>Chap9: CIRCLES</p> <p>1. (Prove) Equal chords of a circle subtend equal angles at the center and (State without proof) its converse. 2. (State without proof) The perpendicular from the center of a circle to a chord bisects the chord and conversely, the line drawn through the center of a circle to bisect a chord is perpendicular to the chord. 3. (State without proof) Equal chords of a</p>	14 hrs	<ul style="list-style-type: none"> Proves theorems about the geometry of a circle, including its chords and subtended angles 	Model Making Project Representing circle properties with thread and pins. (Group Activity)	5 a) To verify that the angle subtended by an arc at the centre of a circle is double the angle subtended at any point on the remaining segment of the circle, experimentally. 5 b) To verify that the angle subtended by an arc of a circle in the same segment of the circle are equal.	<ul style="list-style-type: none"> Visualizes and explains properties of circles. Solves problems based on properties of circle

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	<p>circle (or of congruent circles) are equidistant from the center (or their respective centers) and conversely.</p> <p>4. (Prove) The angle subtended by an arc at the center is double the angle subtended by it at any point on the remaining part of the circle.</p> <p>5. (State without proof) Angles in the same segment of a circle are equal.</p> <p>6. (State without proof) If a line segment joining two points subtends equal angle at two other points lying on the same side of the line containing the segment, the four points lie on a circle.</p>					
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SUBJECT: MATHEMATICS

	(State without proof) The sum of either of the pair of the opposite angles of a cyclic quadrilateral is 180° and its converse.					
DEC	Chap11: SURFACE AREAS AND VOLUMES Surface areas and volumes of spheres (including hemispheres) and right circular cones. (PT -3 EXAM Chap – 8 ,9 & 12)	14 hrs	Solves problems based on surface areas and volumes of three-dimensional shapes (spheres/hemisphere, right circular cones).	Surface area of sphere		Visualizes and uses mathematical thinking to discover formulas to calculate surface areas and volumes of solid objects (spheres, hemispheres and right circular cones)
JAN	REVISION + EXAM (TERM -2 Chap – 1,2,3,4,5,6,7,8,9,10,11 & 12)					

NAME OF INCHARGE TEACHERS: Mrs Bindi , Mrs Gini , Mrs Shailja , Mr Tikesh

SIGNATURE OF SUBJECT CORDINATOR: Mrs Anamika

SIGNATURE OF PRINCIPAL:

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CLASS –IX

SUBJECT- ECONOMICS

MONTH	NAME OF THE UNIT/ CHAPTERS AND SUBTOPICS	TIME ALLOTTE D FOR EACH UNIT	LEARNING OUTCOMES	ART INTEGRATED ACTIVITY/ART INTEGRATED PROJECT	KEY COMPETENCIES TO BE ACHIEVED
APRIL	Ch- 1 THE STORY OF VILLAGE PALAMPUR (to be assessed as a part of Periodic assessment only) Introduction organisation of production, farming in Palampur and non farm activities in Palampur With case studies	8 hrs	Enlist the requirements of production and comprehend the interdependence of these requirements. for Correlate farming and non farming activities to economic growth.	Sketch - sketch of a village economy showing farms, small markets ,roads etc	Understand the basic concept of an economy and economic activities. Analyse the factors of production: land , labour, capital and entrepreneurship. Understand the role of human capital in economic development.
JUNE	Ch-1 Continued		comprehend how the significance of conditions of farming and the factors of production impact economic		Interpret how different types of farming are carried out. Understand the interdependence between various sectors in a village economy.

			development. find solutions for equitable society.		
JULY PT 1 Ch-1	Ch 2: PEOPLE AS RESOURCE Overview ,Economic activities by men and women. Quality of population. Unemployment	9 hrs	Evaluate the reasons that contribute to the quality of population. observe the different government schemes in some states and see their affect on the people there	Group Discussion- Discuss how education and skills help people to get better jobs .	Understand the concept of human resource and how it is different from other resources. Identify the role of education and health in human capital formation.
AUGUST	Ch-2 Continued		Propose innovative strategies to resolve unemployment problems.		Analyse gender disparities in literacy , employment and wages. Understand the difference between economic and non-economic activities. Evaluate the unemployment problem in India.
SEPTEMBER PT 2 Ch-1 and 2	Revision and Exam				
OCTOBER	Ch-3 POVERTY AS A CHALLENGE	8 hrs	Comprehend the reasons of poverty in rural and urban area.	Economic Poster	Understand the meaning and measures of poverty.

	<p>Two typical cases of poverty.</p> <p>Vulnerability, social exclusion, Interstate</p> <p>Poverty estimate</p> <p>Global poverty scenario, Anti poverty measures, the challenges ahead</p>		<p>Evaluate the efficacy of government to eradicate poverty.</p>	<p>Expo-Poster making on topic like poverty/unemployment or sustainable development.</p>	<p>Analyze the causes of poverty in India.</p> <p>Recognize the role of government schemes in poverty alleviation.</p>
<p>NOVEMBER</p> <p>PT3</p> <p>CH-3</p>	<p>Ch-3 Continued</p>		<p>Correlate the link between education and poverty.</p>		<p>Interpret statistical data related to poverty trends.</p> <p>Evaluate the impact of social exclusion and vulnerability</p>
<p>DECEMBER</p>	<p>Ch-4 FOOD SECURITY IN INDIA</p> <p>Introduction</p> <p>Meaning of food security</p> <p>Food insecure, Buffer Stock</p> <p>The National Food</p>	<p>8 hrs</p>	<p>Comprehend various aspects of food security that will ensure the continuity of supply . Enumerate the different features of PDS that directly addresses FSI.</p> <p>Analyse and infer the impact of green</p>	<p>Create a slogan writing campaign on the importance of food security.</p>	<p>Understand the concept of food security and its importance.</p> <p>Analyse the role of the Public Distribution System.</p> <p>Understand the causes of food insecurity and famines.</p> <p>Evaluate the effectiveness of government schemes ensuring food security.</p>

	Security Act 2013 PDS, Role of Cooperatives in food security.		revolution. Analyse the causes and effect of famines in food security during pre and post independent India		Recognize the challenges faced in food storage distribution and access.
JANUARY Term 2 Ch- 2,3 and 4	Revision and Exam				

NAME OF INCHARGE TEACHER.

SIGNATURE SUBJECT COORDINATOR

SIGNATURE OF PRINCIPAL

CARMEL CONVENT SR SEC SCHOOL RATANPUR , YEAR PLANNER 2025-26

CLASS –IX

SUBJECT- GEOGRAPHY

MONTH	NAME OF THE UNIT/ CHAPTERS AND SUBTOPICS	TIME ALLOTTED FOR EACH UNIT	LEARNING OUTCOMES	ART INTEGRATED ACTIVITY/ART INTEGRATED PROJECT	KEY COMPETENCIES TO BE ACHIEVED
APRIL	<p>CH 1 INDIA SIZE AND LOCATION</p> <p>Location, size India and the world, India's neighbours</p>	5hrs	<p>The students will be able to-</p> <p>Examine how the location of an area impact its climate and time with the reference to longitude and latitude.</p> <p>Explore and analysis the trading and cultural relationships of India with its neighboring countries.</p> <p>Evaluate the situation and reasons that made 82.5E’ longitude as the Time meridian of India.</p> <p>Examine how location of India enables its position as a strategic partner</p>	<p>Art integrated-</p> <p>Project on Disaster Management</p> <p>Map work – Locate and label</p>	<p>Understand the geographical location of India in the world and its strategic importance.</p> <p>Interpret latitude, longitude, and time zones.</p> <p>Develop map- reading and thinking skills. Relate India’s location to its cultural and trade</p>

			<p>in the subcontinent.</p> <p>Justify the reasons for the differences in climatic conditions , local and standard time.</p>		
JUNE	<p>Ch 2 PHYSICAL FEATURES OF INDIA</p> <p>Major physiographic divisions-the Himalayan Mountain, the Northern Plains, the Peninsular Plateau, the Indian desert, The Coastal plains, Islands</p>	7 hrs	<p>The students will be able to- Justify how physical features of India influence the livelihood culture and the biodiversity of region.</p> <p>Examine the Geological process that played a crucial role in the formation of diverse physical feature in India.</p> <p>Analyse the conditions and relationships of the people living in different physiographic areas.</p>	<p>Map work – Locate/ label</p>	<p>Identify and explain the major physical divisions of India (mountains, plains, plateaus, deserts, islands, etc.).</p> <p>Analyze how physical features influence life, agriculture, and settlement patterns.</p> <p>Interpret physical and contour maps.</p> <p>Promote appreciation for India’s diverse landscapes.</p> <p>Explain important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region</p> <p>Explain important geographical concepts characteristics of key landforms and</p>

					their origins
JULY PT 1 Ch-1	Ch-3 Drainage Concept, Drainage System in India ,The Himalayan Rivers-The Peninsular Rivers , Lakes , Role of Rivers in the Economy ,River Pollution	6 hrs	The students will be able to know about- The information about different lakes and infer on their contribution to Indian ecology. Present creative solution to overcome the water pollution also to increase the contribution of water bodies to Indian economy. Identify the river systems of the country and explain the role of rivers in human society.	Art-Integrated Activity Make a pictorial flow chart showing the journey of a river from origin to mouth. Map work – Rivers (Identification only)	Understand the major river systems of India and their importance. Analyze the role of rivers in human life—agriculture, economy, and culture. Develop understanding of water conservation and river pollution issues. Interpret river basin maps and identify key rivers and lakes.
AUGUST	Ch - 4 CLIMATE Concept , Climate controls Factors affecting India's climate, Altitude, pressure and winds, the season , hot weather season distribution of	8 hrs	Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent. Analyse the temperatures between plateau region Himalayan region and	Art-Integrated Activities: Create a seasonal weather wheel showing climate patterns across Indian regions. Map work- Annual rainfall in India, Monsoon wind direction	Understand the climate pattern of India and its regional variations. Analyze the monsoon system and its importance in agriculture and economy. Interpret climate graphs (temperature and rainfall). Recognize the

	rainfall, monsoon as a unifying bond period		coastal region . Enumerate and summarize the reasons for the wide difference between temperatures of different geographical location of India.		impact of climate change and develop environmental awareness.
SEPTEMBER PT 2 Ch-1,2,3	REVISION AND EXAM		.		
OCTOBER	Ch -4 Continued Ch-5 NATURAL VEGETATION AND WILDLIFE(Only map pointing to be evaluated in the annual examination) Types of vegetation, tropical evergreen forests, Tropical deciduous forest, Thorn forest and Montane forest, Mangrove forest,wildlife	7hrs	Interdisciplinary project Learning Outcomes- - Refer annexure II	Art Integrated Project-Project on Pair state	Identify different types of natural vegetation in India and their characteristics. Understand the role and importance of forests and wildlife. Develop awareness about conservation efforts and biodiversity. Interpret maps showing forest types and wildlife sanctuaries. evaluate the inter-relationship between the natural human beings and their cultures across regions and, in the case of India, the special environment

					and environmental ethos that resulted in practices of nature conservation
NOVEMBER PT3 CH-4	REVISION AND EXAM				
DECEMBER	Ch -6 POPULATION India's population ,size and distribution by numbers. India's population distribution by density. Population growth and processes of population change.	6 hrs	Analyze and infer the reasons behind the uneven distribution of population in India with specific reference to UP and Rajasthan and Mizoram and Karnataka. and list the factor that affect the population density.	Group discussion: "Is India's population a strength or a challenge?" Map work- ● Population density of all states ● The state having highest and lowest density of population	Develop sensitivity towards the judicious use of natural resources and suggest measures for their conservation
JANUARY TERM 2 Ch- 1,2,3,4,6					

NAME OF INCHARGE TEACHERS:

SIGNATURE OF SUBJECT CORDINATOR:

SIGNATURE OF PRINCIPAL:

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CLASS –IX

SUBJECT- HISTORY

MONTH	NAME OF THE UNIT/ CHAPTERS AND SUBTOPICS	TIME ALLOTTED FOR EACH UNIT	LEARNING OUTCOMES	ART INTEGRATED ACTIVITY/ART INTEGRATED PROJECT	KEY COMPETENCIES TO BE ACHIEVED
APRIL	<p>Ch 1 THE FRENCH REVOLUTION</p> <p>French society during the late 18th Century, The outbreak of the Revolution, France abolished monarchy and becomes a republic, Did women have a Revolution</p> <p>The Revolution of slavery</p> <p>The revolution and everyday life</p>	12hrs	<p>The students will be able to infer how the French revolution had an impact on the European countries in the making of nation state in Europe and elsewhere.</p> <p>They will be able to illustrate that the quest for imperialism triggered the first world war.</p>	<p>Time line collage create a visual timeline of major events using drawings , cutouts or colored paper. (creativity and thinking skill focused)</p> <p>Map work – Locate/ label/identify</p>	<p>Understand historical events and processes with different types of sources with specific examples from India and world history.</p> <p>Understand the causes and consequences of French revolution.</p> <p>Develop the critical thinking on concepts of liberty, equality and fraternity.</p>
JUNE	Chapter 1 continued		<p>students will examine various sources to address in balances that may lead to revolution</p>		<p>Analyze the role of different social groups in the revolution</p>

<p>JULY P T 1 Ch-1</p>	<p>Ch 2 -SOCIALISM IN EUROPE AND THE RUSSIAN REVOLUTION</p> <p>The age of social change,</p> <p>The February Revolution in Petrograd</p> <p>What changed after October ,The global influence of Russian Revolution and the USSR.</p>	<p>10hrs</p>	<p>Students will be able to compare the situations that led to the rise of Russian and French revolution.</p> <p>Examine the situations that led to the establishment of Lenin communalism and Stalin collectivization. also analyse the role played by the varied philosophers and leaders and shaped the revolution.</p>	<p>Debate</p> <p>Which is better – Capitalism or Socialism ? Based on Historical content (focused on Speaking , logical and thinking skills)</p> <p>Map work –</p> <p>Locate/ label/identify</p>	<p>Understand the emergence of socialism and communism in Europe.</p> <p>Trace the causes and impact of Russian Revolution.</p> <p>Compare capitalist , socialist and communist ideologies.</p> <p>Evaluate the role of leaders and political parties in revolution.</p> <p>Interpret visual sources like – propaganda posters and cartoons.</p>
<p>AUGUST</p>	<p>Ch -4 FOREST SOCIETY AND COLONIALISM</p> <p>(Interdisciplinary project as part of multiple assessments)</p> <p>Why deforestation?</p> <p>The Rise of commercial forestry , Rebellion in the Forest , forest transformation in Java</p>	<p>8 hrs</p>	<p>Inter Disciplinary projects</p> <p>Learning Outcomes –Refer Annexure II</p>	<p>Art integrated-</p> <p>Tribal Art-</p> <p>Draw tribal patterns or forest themed warli art.(focused on Design sense , motor skills)</p>	<p>Understand how colonialism affected forest societies and ecology.</p> <p>Analyze the impact of colonial forest laws on tribal communities.</p> <p>Identify the resistance movements by forest dwellers.</p> <p>Develop environmental awareness and sustainable practices.</p>

SEPTEMBER PT 1 Ch-1 and 2	Revision and Exam				
OCTOBER	Ch -5 PASTORALISTS IN THE MODERN WORLD (To be assessed as a part of periodic assessment only) Pastor Nomads and their movements , Colonial rule and pastoral life , Pastoralism in,Africa	9hrs	The students will be able to Examine the situations that have created Nomadic societies highlighting the key factor played by the climate conditions and topography. Analyse varying pattern of developments within pastoral societies in different places in India.	Poster on seasonal migration (focused on mapping ,artistic skills)	Understand the life and movement of pastoral communities. Analyze the impact of colonialism on Pastoralist in India and Africa. Appreciate the diversity of livelihoods and traditional practices. Promote sensitivity towards indigenous and nomadic communities.
NOVEMBER PT3 CH-5	Ch 5 Continued		Comprehend the impact of colonialism on pastoralist in India and Africa		
DECEMBER	Ch -3 NAZISM AND THE RISE OF HITLER Birth of the Weimar Republic Hitler’s rise to power The Nazi world view, Youth in Nazi	12hrs	The students are able to Analyse the role of “Treaty of Versailles” in the rise of Hitler to power. Analyze the genocidal war waged against the “undesirables” by Hitler.	Art integrated- Draw symbols of resistance peace or the Holocaust. (focused on Expression skill) Map work – Locate/ label/identify	Analyze the political and economic conditions in Germany Post-WWI. Understand the rise of Hitler and Nazi ideology. Identify the role of Propaganda in shaping public opinion.

	Germany, Ordinary people and the crimes against humanity.		Compare and contrast the characteristics of Hitler and Gandhiji.		Examine the impact of Nazism on different social groups , especially Jews. Encourage empathy and awareness about human rights.
JANUARY TERM 2 Ch- 1,2 and 3	REVISION AND EXAM				

NAME OF INCHARGE TEACHERS

SIGNATURE OF SUBJECT CORDINATOR:

SIGNATURE OF PRINCIPAL:

CLASS : IX

SUBJECT: Sanskrit

MONTH	NAME OF THE UNIT / CHAPTER AND SUB TOPICS	TIME ALLOTTED FOR EACH UNIT	LEARNING OUTCOMES	ART INTEGRATED ACTIVITY/ART INTEGRATED PROJECT	PRACTICALS	KEY COMPETENCIES TO BE ACHIEVED.
April	<p>1.प्रथमपाठः भारती वसन्त गीतिः</p> <p>2.वर्णानाम् उच्चारणस्थानानि</p> <p>3. स्वरसन्धिः - दीर्घ, गुण, वृद्धिः</p> <p>4.शब्दरूपाणि- बालक, लता, फल</p> <p>5. अपठित गद्यांशः</p>	18	केवलं पठनार्थम्	मध्यप्रदेश एवं बिहारराज्य के दर्शनीय स्थलों एवं पर्वों का चित्र चिपकाकर कोलाज तैयार कीजिये।		परिश्रम जेवा भाव
May, June	<p>1.द्वितीयपाठः- स्वर्ण काकः</p> <p>2. पत्रलेखनम्</p>	15	लोभ नहीं करना चाहिए			निरलोभता

	<p>3. शब्दरूपाणि - मुनि, कवि, नदी</p> <p>4. धातुरूपाणि - भू, नम्, गम्, अस्, प्रच्छ (पञ्चलकारेषु)</p>				
July	<p>1. तृतीयपाठः - गोदोहनं</p> <p>2. स्वरसन्धिः यण, अयादि</p> <p>3. चित्रवर्णनम् / अनुच्छेदलेखनम्</p> <p>4. संवादपूर्तिः । कथापूर्तिः</p>	18	कार्य समय पर करें अन्यथा समय उसके रस को पी जाता है	वाल्मीकि का अभिनय करते हुये वाल्मीकिरामायण के किन्हीं पाँच श्लोकों का गायन कीजिये।	समया बद्धता
August	<p>1.पंचमःपाठः सूक्तिसौरभम्</p> <p>2. षष्ठःपाठः भ्रान्तो बालः कारकउपपदविभक्तिः</p>	18	सज्जनों की संगति करें विद्वानों का आदर करें विद्या से बड़ा कोई धन नहीं है	श्लोक गायन प्रतियोगिता कोई भी पांच श्लोक सस्वर गाइये।	सराचार

	<p>द्वितीया समया/निकषा, प्रति, विना परितः, उभयतः तृतीया - सह/समम्/सार्धम् विना, अलम्, हीन</p> <p>4. शब्दरूपाणि - भवत्, साधु,</p>					
September	<p>1.नवमःपाठ सिकता सेतुः</p> <p>2. प्रत्ययाः क्त्वा, तुमुन्, ल्यप्</p> <p>3. व्यञ्जनसन्धिः - वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम् म् स्थाने अनुस्वारः परिवर्तनम्</p>	18	परिश्रम से कार्य सिद्ध होते हैं मन में सोचने से नहीं अतः परिश्रम करें।	दीपावली इस विषय पर स्वरचित पांच वाक्य लिखिए।		कर्तव्य अकर्तव्य की शिक्ष
October	<p>1. दशमःपाठः जटायोः शौर्यम्</p> <p>2. कारक उपपदविभक्तिः -</p>	19	नारियों का सम्मान करें	सरस्वती का चित्र बनाकर या चिपकाकर सरस्वती वन्दना लिखिए।		नारी सम्मान

	<p>चतुर्थी- रुच्, दा (यच्छ), नमः, कुप्, अलम् (सामर्थ्य) पञ्चमी- विना, बहिः, भी, रक्ष् 3. शब्दरूपाणि - अस्मद् युष्मद् तत्, किम् (त्रिषु, लिङ्गेषु) 4. अव्ययपदानि-</p> <p>क. स्थानबोधकानि अत्र, तत्र, अन्यत्र, सर्वत्र, यत्र, एकत्र, उभयत्र</p> <p>ख. कालबोधकानि यदा, तदा, सर्वदा, एकदा, पुरा, अधुना, अद्य, श्वः, ह्यः.</p>				
Novemb er	<p>1. एकादशःपाठः पर्यावरणम् 2. संख्या: (1-100) शब्दैः (1-4 केवलं प्रथमा विभक्तौ)</p>	18	पर्यावरण की रक्षा करना हमारा परम कर्तव्य है	सन्धियों का चार्ट तैयार कीजिये तथा प्रत्येक सन्धि के पांच पांच उदाहरण लिखिए	पर्यावरण की सुरसा

	<p>3. अव्ययपदानि-</p> <p>ग. प्रश्नबोधकानि - किम्, कुत्र, कति, कदा, कुतः, कथम्, किमर्थम्.</p> <p>घ. अन्यानि च, अपि, यदि, तर्हि, यथा, तथा.</p>					
Decem- ber	<p>1.द्वादशःपाठः वाडमनः प्राणस्वरूपं</p> <p>2. प्रत्ययः शतृ</p> <p>3. धातुरूपाणि - कृ, जा, क्षाल् नी (पञ्चलकारेषु)</p>	18	<p>पञ्च तत्व से मिलकर शरीर बना है प्रत्येक तत्व का समान महत्व है हर व्यक्ति सम्मानीय है।</p>			सत् असत् का ज्ञान
January	<p>1.कारक उपपदविभक्तिः</p> <p>षष्ठी- उपरि अधः, पुरतः, पृष्ठतः वामतः, दक्षिणतः</p> <p>सप्तमी-स्निह् विश्वस्, निपुण, कुशल</p>	18	<p>व्याकरण भाषा का अभिन्न अंग है।</p>			

	विसर्गसन्धि:- उत्त्वम्, षत्वम् सत्वम्, शत्वम् 3. धातुरूपाणि - लभ्, सेव्, रुच् (पञ्चलकारेषु)					
February	पुनरावृत्तिः					
March						

NAME OF INCHARGE TEACHERS: Sangeeta Yadav

SIGNATURE OF SUBJECT CORDINATOR:

SIGNATURE OF PRINCIPAL:

CARMEL CONVENT SR SEC SCHOOL RATANPUR , YEAR PLANNER 2025-26

CLASS –IX

SUBJECT- POLITICAL

SCIENCE

MONTH	NAME OF THE UNIT/ CHAPTERS AND SUBTOPICS	TIME ALLOTTED FOR EACH UNIT	LEARNING OUTCOMES	ART INTEGRATED ACTIVITY/ART INTEGRATED PROJECT	KEY COMPETENCIES TO BE ACHIEVED
APRIL	Ch 1 WHAT IS DEMOCRACY WHY DEMOCRACY?Me aning of democracy, Features of democracy, why democracy and Broader meaning of democracy	7hrs	The students will be able to Examine the concept of structural components of Democracy and its forms/ features. Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country. Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy.	Art integrated activity- Democratic tree Design a tree chart /painting with roots as democratic principles and branches as rights and responsibilities. (Skill focused- creativity, communication)	Analyse the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government.

<p>JUNE</p>	<p>Ch-2 CONSTITUTIONAL DESIGN</p> <p>Democratic constitution in South Africa. Why do we need a constitution?</p> <p>Making of the Indian constitution.</p> <p>Guiding values of Indian constitution.</p>	<p>7 hrs</p>	<p>The students will be able to</p> <p>Discuss and describe the situation that led to creation of Indian Constitution</p> <p>Enumerate the essential features that need to be kept in mind while drafting a constitution.→</p>	<p>Art integrated- Poster making</p> <p>Students will create a colorful poster illustrating the values in the Preamble – justice , liberty , Equality and fraternity- symbols or drawings (creativity, visual literacy- skills focused)</p>	<p>Appreciate fundamental Constitutional values and identify their significance for the prosperity of Indian Nation.</p>
<p>JULY PT -1 Ch-1</p>	<p>Ch -2 Continued</p>		<p>Comprehend the roles and responsibilities as citizens of India.→</p> <p>Examine the guiding values that created the Indian constitution. comprehend the roles and responsibilities as citizens of India.</p>		<p>Understand that the Indian constitution was from the great cultural heritage and common aspiration of Indian nation.</p>
<p>AUGUST</p>	<p>Ch-3 ELECTORAL POLITICS</p> <p>Why elections? What is our system of elections? Election Campaign</p>	<p>7 hrs</p>	<p>The students will be able to</p> <p>Analyse the implications of power of vote and power of recall.→</p> <p>Summarise the essential features</p>	<p>Art integrated- Campaign Scene Design</p> <p>Design a campaign scene for fictional political candidate or party including symbol, slogan</p>	<p>Understand the role of elections in a democracy.</p> <p>Analyze the election process in India</p>

	What makes elections in India democratic?		of the Indian Electoral system.→ Examine the rationale for adopting the present Indian Electoral System.→	and main promises (creativity , critical thinking – skill focused)	Reflect on the importance of free and fair elections
SEPTEMBER PT 2 Ch-1, 2and 3	Revision and Exam				
OCTOBER	Ch -4 WORKING OF INSTITUTION How is the major policy decision taken? Parliament Political executive	8hrs	Examine the roles ,responsibilities and interdependency of all three organs of the government. Appreciate the parliamentary system of executive accountability to the legislature	Model parliament in class Student simulate a Lok Sabha session, propose and debate laws. (Collaboration communication (skill focused)	Identify key democratic institutions (Parliament , Executive , Judiciary) Understand their functioning and interrelationship. Analyze the role of Institutions in implementing democracy
NOVEMBER PT-3	Ch-4 Continued The Judiciary		Summarize and evaluate the rule of law in India		
DECEMBER	Ch-5 DEMOCRATIC RIGHTS Life without rights Rights in a Democracy Rights in the Indian Constitution	8 hrs	The students will be able to Summarise the importance of fundamental rights and duties in the light of the nation’s.	“Voice of democracy” Write a short poem (4-6 lines) Or 2-3 slogans on the importance of	Understand that fundamental rights are the most basic human rights, and they flourish when the people also perform their fundamental duties.

	Expanding scope of Rights		Analyse the role of the responsible citizens. Recognize the role of a responsible citizen while performing their prescribe duties versus cleaning right	rights in a democracy. Decorate the page with the tricolor theme. (Creativity, collaboration skills focused)	Appreciate fundamental constitutional values and identifies their significance for the prosperity of the Indian nation.
JANUARY TERM 2 Full Course	Revision and Exam				

NAME OF INCHARGE TEACHERS:
CORDINATOR:

SIGNATURE OF SUBJECT

SIGNATURE OF PRINCIPAL:

CARMEL CONVENT SR SEC SCHOOL,RATANPUR,YEAR PLANNER:2024-25

CLASS :IX

SUBJECT: INFORMATION TECHNOLOGY (417)

MONT H	NAME OF THE UNIT / CHAPTER AND SUB TOPICS	TIME ALLOTTED FOR EACH UNIT	LEARNING OUTCOMES	SUGGESTED ACTIVITIES/ INTERNAL ASSESSMENT (SEA &MT)/ INCLUSIVE ACTIVITY(WEEKLY)	ART INTEGRATED ACTIVITY/ART INTEGRATED PROJECT	PRACTICALS	ASSESSMENT (INCLUDE 50% COMPETENCY BASED ASSESSMENT)	TIME SPENT FOR PROJECT AND HOMEWORK
APRIL	Unit -1 Introduction to IT ITeS Industry	10	Students will be able to understand the importance of IT sector	Identification of task bar, icons, menus, etc. Demonstration and practicing of creating renaming and deleting files and folders. Procedures.	Do research on the internet about the BPO industry. Major outsource work and paste their national flag.		MCQ based oral test/written test.	25
JUNE	Unit -3 ICT Skills Unit – 3 Digital Documentati on	15	Students will be able to understand the use of various ICT tools and skills, use of a word processing software	Connecting the cables and peripherals to the Central Processing Unit		Starting Libre office writer creating document Understanding parts of writer window		
AUGU ST	Unit – 2 Data Entry and keyboarding skills	15	Students will be able to use spreadsheet software, various formulas and functions of spreadsheet software	Identify the keys and its use on the keyboard. Practice the correct typing ergonomics.		Formatting the worksheet Working with inbuilt functions	MCQ based oral test/written test	

CLASS :IX

SUBJECT: INFORMATION TECHNOLOGY (417)

September	Unit -4 Electronic Spreadsheet	20	Students will be able to use spreadsheet software, various formulas and functions of spreadsheet software	Demonstrate the formatting tool, Format range of cells to labels, Align cells, create number of series using fill handle		How to enter the text and numeric data, range of cell, column range, row and column range.	Assessment on the basis of Practical done on computer.	10
October	Unit -5 Digital Presentation	25	Student will be able to create presentation using different features such as animation, transitions, shapes, text, images, sounds, etc.			Insert new slide, change slide layout, copy, move and delete contents.	MCQ based oral test/written test	
November	Unit -4 Entrepreneur Skills Unit -2 Self-Management Skills	20	Identify various types of business activities Demonstrate the knowledge of distinguishing characteristics of entrepreneurship	Make a A3 size chart on the topic Types of business and with their different company names.		Lectures / presentation on role and features of entrepreneurship	MCQ based oral test/written test	25
December	Unit - 5 Green Skills	10	Students will be able to understand the importance of green economy and green skills.				MCQ based oral test/written test	
January	Unit -1 Communication Skills	20	Students will get the knowledge of various methods of comm. and writing skills.				MCQ based oral test/written test	

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