

ARMY PUBLIC SCHOOL, WELLINGTON

SPLIT-UP SYLLABUS (2025-26)

ENGLISH – CLASS IX

Prescribed books:

- **Main Book:** Beehive
- **Supplementary:** Moments
- **Grammar:** Applied English Grammar and Composition – Full marks

| Term | Month | Chapter Name | Experiment/Project/Activity |
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| Term - I | June | Beehive: Chap – 1 The fun they had Poem -1 The road not taken Moments: Chap – 1 The lost child Grammar: Tenses Writing: Descriptive paragraph | <ul style="list-style-type: none">● One-Minute Talk - Students pick a topic: 'My dream classroom' or 'School in 2155' and speak for one minute.● Two Roads – Choice Writing- Write about a decision you made that changed something in your life – big or small. Link back to the theme of choices in the poem. |
| | July | Beehive: Chap -2 The sound of music Poem -2 Wind Moments: Chap – 2 Children at work Grammar: Modals | <ul style="list-style-type: none">● Create a visual representation - Design an artwork (drawing, painting, collage or digital art) that captures the mood, imagery and message of the poem.● Comic Strip - In pairs, students choose a memorable scene from the story(e.g) Toto tearing the wallpaper, the train journey, the pulao incident etc... and convert it into a short comic strip and include dialogue and expressive illustrations. |
| | August | Beehive: Chap -3 The little girl Poem – 3 Rain on the roof Moments: Chap – 3 Iswaran the storyteller Grammar: Subject – Verb Concord | <ul style="list-style-type: none">● Debate - Organize a class debate on a topic related to the story, such as- “ Is strict parenting always detrimental to a child’s emotional development?” or “Should parents always prioritize work over spending time with their children?” |
| | September | Beehive: Chap – 4 A truly beautiful mind | <ul style="list-style-type: none">● Group Discussion: Engage students in critical thinking and comparison - discuss the advantages of city life; the other talks about |

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| | <p>Poem- 4 The lake Isle of Innisfree</p> <p>Moments: Chap – 4 The kingdom of fools</p> <p>Writing: Diary Entry</p> | <p>countryside or island life like innisfree. Conclude with reflections on why Yeats preferred Innisfree.</p> |
| October | <p>Beehive: Chap - 5 The snake and the mirror Poem – 5 A legend of the Northland</p> <p>Moments: Chap – 5 The happy prince</p> <p>Grammar: Reported speech</p> | <ul style="list-style-type: none"> ● Legend Character Sketch - Choose a character from a local legend you heard from your elders or read about, and write a character sketch about them. Describe their traits, role in the story and what you learned from them. |
| November | <p>Beehive: Chap – 6 My Childhood Poem – 6 No men are foreign</p> <p>Moments: Chap – 6 The last leaf</p> <p>Grammar: Reported speech – statement writing</p> <p>Writing: Story writing</p> | <ul style="list-style-type: none"> ● Then Vs Now - Comparing Childhoods; Develop comparative thinking - Ask students to make a simple T-Chart comparing childhood during Kalam’s Time and their own. Discuss the differences and what values can still be learned. |
| December | <p>Beehive: Chap – 7 Reach for the top Poem – 7 On killing a tree</p> <p>Moments: Chap – 7 A house is not a home</p> <p>Grammar: Reported speech – commands, requests, questions.</p> | <ul style="list-style-type: none"> ● Draw the life of a tree- Understand the poem’s central idea through visuals; Divide the poem into stages, Ask students to draw a 4 part picture sequence showing what happens to the tree as per the poem’s description. |
| January | <p>Beehive: Chap – 8 Kathmandu Poem – 8 A slumber did my spirit seal Chap – If I were you</p> <p>Moments: Chap – 8 The beggar</p> <p>Grammar: Determiners</p> | <ul style="list-style-type: none"> ● Travel Brochure Design- Combine geography, art, and writing; Ask students to create a travel brochure for Kathmandu highlighting famous places and the bustling streets, Include drawings, slogans and brief descriptions. |
| February | Revision | |

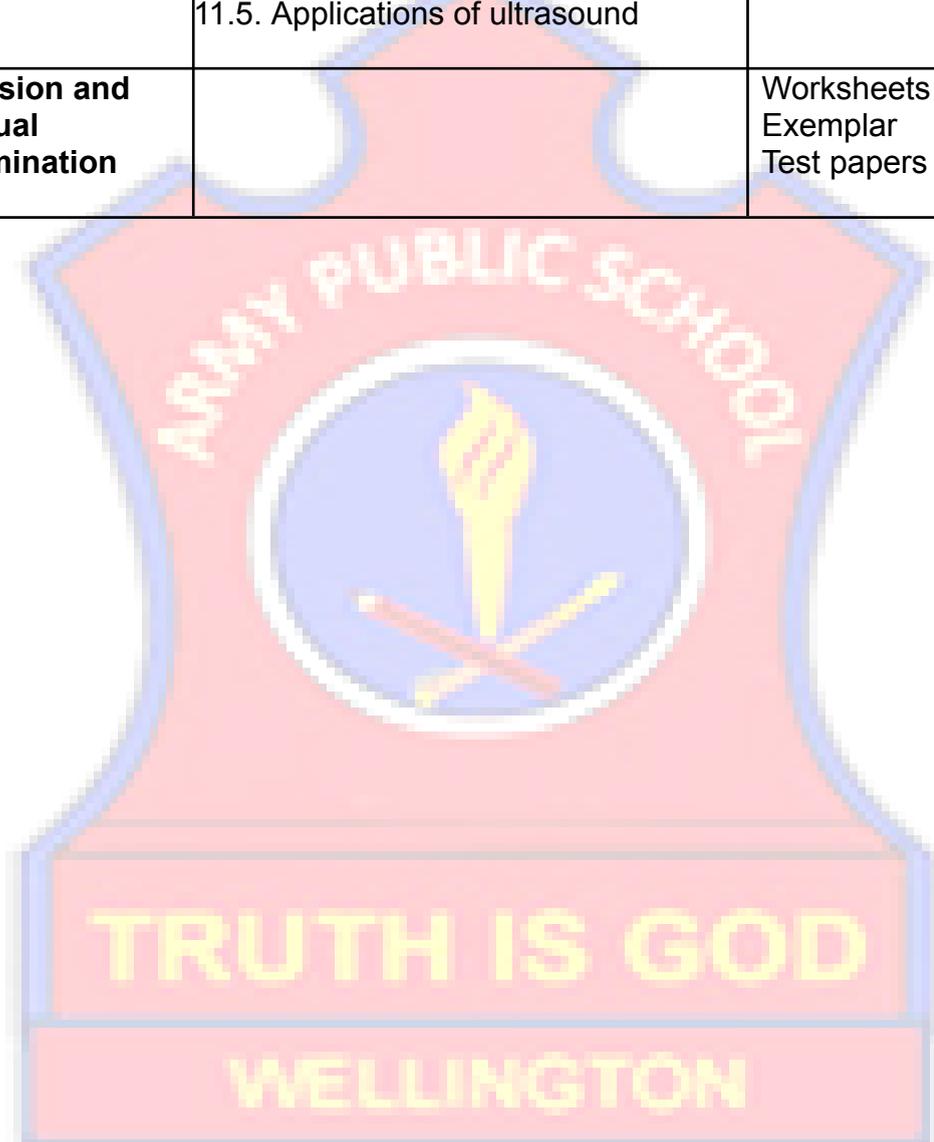
Term - II

ARMY PUBLIC SCHOOL WELLINGTON
SPLIT-UP SYLLABUS (2025 - 2026)
PHYSICS (086)
CLASS: IX

PRESCRIBED BOOKS: NCERT SCIENCE TEXTBOOK
NCERT EXEMPLAR
NCERT LAB MANUAL

| MONTH | CHAPTER NAME | SUB TOPICS | EXPERIMENT/ PROJECT/ ACTIVITY |
|----------------|---|---|---|
| TERM I | | | |
| June | 7. Motion | 7.1. Describing motion 7.2. Measuring the rate of motion 7.3. Rate of change of velocity 7.4. Graphical representation of motion 7.5. Equations of motion 7.6. Uniform circular motion | Experiment – 1: Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder. |
| July | 8. Force and laws of motion | 8.1. Balanced and unbalanced forces 8.2. First law of motion | Portfolio: State Newton's laws of motion with examples. Draw diagrams for examples. |
| August | 8. Force and laws of motion (continuation) | 8.3. Inertia and mass 8.4. Second law of motion 8.5. Third law of motion | Experiment – 2: Establishing the relation between the loss in weight of a solid when fully immerse (a) tap water, (b) strongly salty water with the weight of water displaced by it by taking at least two different solids. |
| September | 9. Gravitation Revision and Half yearly examination | 9.1. Gravitation 9.2. Free fall 9.3. Mass | |
| TERM II | | | |
| October | 9. Gravitation (continuation) | 9.4. Weight 9.5. Thrust and pressure 9.6. Archimede's principle | Experiment – 3: Verification of the laws of reflection of sound. |

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| November | 10. Work and energy | 10.1. Work 10.2. Energy 10.3. Rate of doing work | Experiment – 4: Determination of the speed of pulse propagated through a stretched string/slinky (helical spring). |
| December | 11. Sound | 11.1. Production of sound 11.2. Propagation of sound 11.3. Reflection of sound | |
| January | 11. Sound | 11.4. Range of hearing 11.5. Applications of ultrasound | |
| February | Revision and Annual examination | | Worksheets Exemplar Test papers |



Army Public School Wellington

Split-Up Syllabus (2025-26)

CHEMISTRY (086)

Class : IX

Prescribed books : NCERT SCIENCE TEXT BOOK

EVERGREEN PUBLICATIONS

| Month | Chapter name | Sub topics | Experiment/ project/ activity |
|-------|-----------------------------------|---|---|
| June | Ch-1: Matter in our surroundings | <ul style="list-style-type: none">Physical nature of matterCharacteristics of particles of matterStates of matter,Can matter change it's stateEvaporation | Experiment <ul style="list-style-type: none">Show that gases are readily compressible.Study the changes in state of sublimate solids on heatingStudy the process of evaporationDetermine the boiling point of water and melting point Bn of iceSeparation of components of mixtures of sand, common salt and ammonium chloride |
| July | Ch-2: Is matter around us pure | <ul style="list-style-type: none">What is a mixture?What is a solution? | <ul style="list-style-type: none">A true solution of common salt, sugar and alumA suspension of soil, chalk powder and fine sand in waterA colloidal solution of starch and water in egg albumin/milk in water and distinguish between these in the basis of transparency, filtration and stability |

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| August | Ch-2: Is matter around us pure? | <ul style="list-style-type: none"> Physical and chemical changes What are the types of substances? | B. Preparation <ul style="list-style-type: none"> A mixture A compound using iron filings and sulphur powder and distinguishing between these on the basis of appearance, behaviour towards magnet, carbon disulphide as a solvent, effect of heat. Experiment Perform the following experiment and classify them as physical or chemical changes: <ul style="list-style-type: none"> Iron with copper sulphate solution in water Burning off magnesium ribbon in air Zinc with dilute sulphuric acid Heating off copper sulphate crystals Sodium sulphate with barium chloride in the form of their solution in water |
| September | Is matter around us pure? | <ul style="list-style-type: none"> Solution, Colloid, Mixture Homogeneous and heterogeneous solution Revision for Half yearly Exam | Half yearly Exam |
| September | Half Yearly exam | | |
| October | Ch-3: Atoms and molecules | <ul style="list-style-type: none"> laws of chemical combination What is an atom? What is a molecule? | |
| November | Ch-3: Atoms and molecules | <ul style="list-style-type: none"> Writing chemical formulae Molecular mass Revision for PT2 | |
| December | Ch-4: Structure of the atom | 4.1 <ul style="list-style-type: none"> Charged particles in matter The structure of an Atom | |

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| January | Ch-4: Structure of the Atom | <ul style="list-style-type: none"> • How are electrons distributed in different orbitals? • Valency • Atomic number and mass number • Isotopes | |
| February | Ch-4: Structure of the Atom | <ul style="list-style-type: none"> • Isobars • Chemical and physical properties | |
| March | Revision | Revision for Annual Examination | |
| April | Annual Exam | | |



Army Public School Wellington

Split-Up Syllabus (2025-26)

Subject name -Science - Biology

Class IX

Prescribed books : NCERT Science Text Book

COMPREHENSIVE BIOLOGY -LAB MANUAL

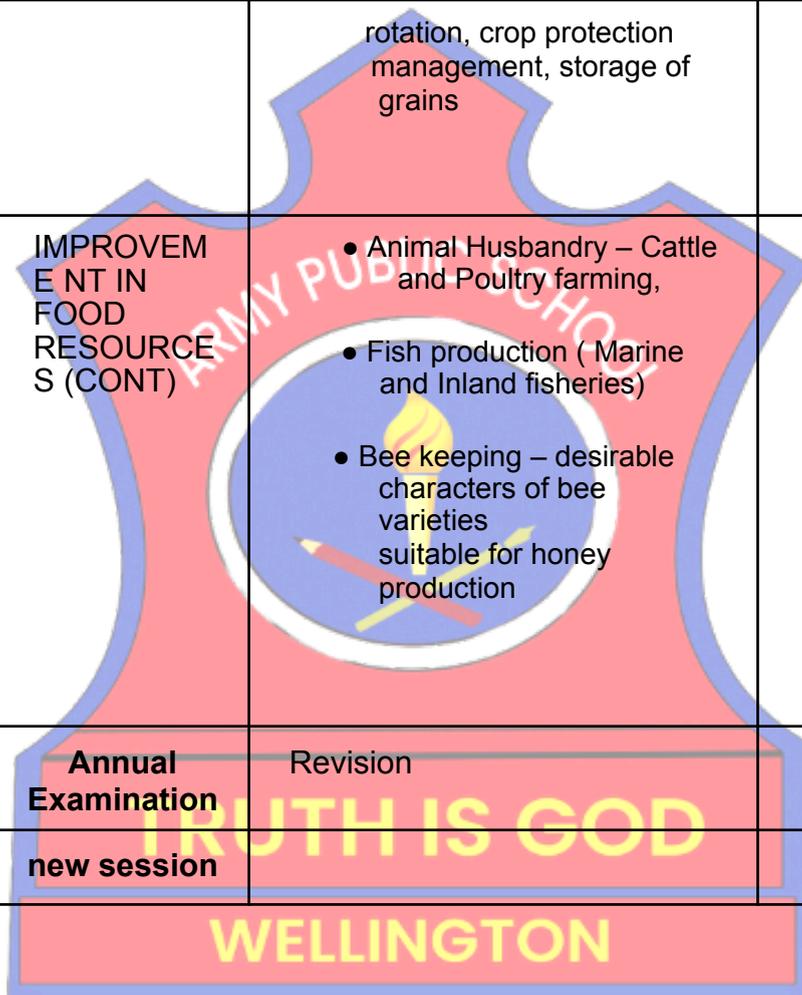
| Month | Chapter name | Sub topics | Experiment/ project/ activity |
|--------------|---|---|--|
| JUNE | CHAPTER The Fundamental Unit of Life | <ul style="list-style-type: none"> ● Cell, Prokaryotic, Eukaryotic, ● Cell Theory, Plasma membrane ● What are living organisms made up of? Cell Theory, Plasma membrane-structure and function, ● Osmosis ,Diffusion, Hypertonic, Hypotonic and Isotonic solutions, Cytoplasm | <p><u>Subject Enrichment Lab .</u></p> <p>5A- temporary mount of Onion peel</p> |
| JULY | FUNDAMEN TAL UNIT OF LIFE (cont) | <ul style="list-style-type: none"> ● , Cell Organelles - ● Endoplasmic Reticulum ● , Golgi Apparatus, ● Lysosomes,mitosis,meiosis ● Cell wall- composition and function, ● Cell Division – Mitosis and Meiosis – stages and process | <p><u>Subject Enrichment Lab .</u></p> <p>5A- temporary mount of human cheek cell</p> <ul style="list-style-type: none"> ● To prepare models of |

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| | | | animal cell and plant cell with cell organelles |
| AUGUST | - CHAPTER 6 -TISSUES PLANT TISSUES | <ul style="list-style-type: none"> • Meristematic Tissues Features of meristematic cells, Location and functions of meristematic tissues • Permanent Tissues-Features and Classification, Simple permanent tissues- ,Parenchyma, ,Sclerenchyma ,Collenchyma, ,Stomata ,Cork ,Epidermis ,Xylem ,phloem | Identification of plant cells like parenchyma, collenchyma, sclerenchyma from prepared slides |
| SEPTEMBER | TISSUE (cont) ANIMAL TISSUES- | <ul style="list-style-type: none"> • Epithelial Tissue: Features, Types, Location and Functions | Identification of animal cells like striped, smooth and cardiac muscle from prepared slides |
| OCTOBER | CHAPTER 06 Tissues | <ul style="list-style-type: none"> • Connective Tissue: areolar, adipose, tendon, ligament, bone, cartilage, blood and lymph - Features, Location and Functions | <ul style="list-style-type: none"> • Identification of animal cells like nerve cells |

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| | | <ul style="list-style-type: none"> • Muscular Tissue: Striated, smooth and cardiac muscles Features, Location and Functions • Nervous Tissue: Features, Types, Location and Functions, Stimuli and responses | |
| NOVEMBER | CHAPTER 06 Tissues (CONT) | <ul style="list-style-type: none"> • Muscular Tissue: Striated, smooth and cardiac muscles Features, Location and Functions • Nervous Tissue: Features, Types, Location and Functions, Stimuli and responses <p>Role of manure and fertilizers in crop Production</p> <ul style="list-style-type: none"> • Various agricultural processes Improvement in crop yields- • Crop variety improvement, factors for which variety improvement is done, | <p>INTER DISCIPLINARY</p> <ul style="list-style-type: none"> • Make a list of food resources in Tamil Nadu and Kashmir • Compare the soil quality ,climatic conditions, irrigation pattern of both the places. |
| DECEMBER | IMPROVEMENT IN FOOD RESOURCES (CONT) | <ul style="list-style-type: none"> • Crop Production Management – • Nutrient management micro and macronutrients, • Manure and fertilizers • Advantages and disadvantages of manures and fertilizers, | <ul style="list-style-type: none"> • <u>Subject Enrichment</u> Contribution of Dr. M. S. Swaminathan |

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| JANUARY | IMPROVEMENT IN FOOD RESOURCES (CONT) | <ul style="list-style-type: none"> • Organic farming, Irrigation, traditional and advanced methods, initiatives for increasing the water available for agriculture • Cropping pattern Intercropping, mixed cropping and crop | |
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| | | rotation, crop protection management, storage of grains | |
| FEBRUARY | IMPROVEMENT IN FOOD RESOURCES (CONT) | <ul style="list-style-type: none"> • Animal Husbandry – Cattle and Poultry farming, • Fish production (Marine and Inland fisheries) • Bee keeping – desirable characters of bee varieties suitable for honey production | |
| MARCH | Annual Examination | Revision | |
| APRIL | new session | | |



ARMY PUBLIC SCHOOL WELLINGTON
SPLIT UP SYLLABUS TERM WISE (2025–26)
SUBJECT: SOCIAL SCIENCE (087)

CLASS: IX

PRESCRIBED BOOKS: NCERT Books

History – India and the Contemporary World – I

Geography – Contemporary India – I

Political Science – Democratic Politics – I

Economics – Economics

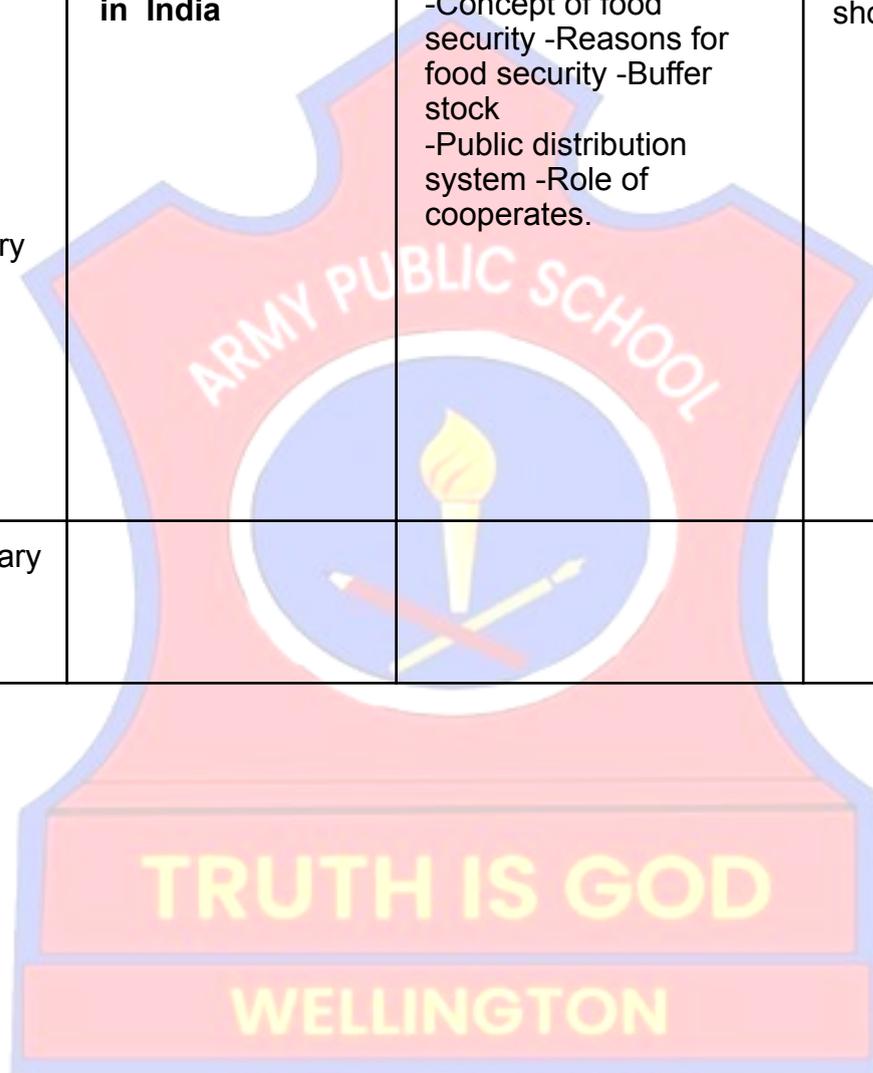
| MONTH | CHAPTER NAME | SUB-TOPICS | ACTIVITIES / PROJECTS |
|-------|---|---|--|
| June | <p>The French Revolution</p> <p>India – Size and Location</p> <p>The Story of Village Palampur</p> | <p>-French Society in 18th Century</p> <p>- Outbreak of Revolution - France becomes Republic</p> <p>- Meaning & Features of Democracy</p> <p>- Location & Extent</p> <p>- India's Neighbours</p> <p>- Factors of Production - Non-farm Activities</p> <p>-Overview of Farming in Palampur</p> <p>- Factors of Production - Non-farm Activities</p> <p>- Farming and Capital</p> | <p>- Timeline Chart - Map Work</p> <p>-Role Play</p> <p>- Map work</p> <p>- Chart: Factors of Production</p> |

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| July | <p>What is Democracy?</p> <p>Physical Features of India</p> <p>People as Resource</p> | <ul style="list-style-type: none"> - Meaning of Democracy. - Features of Democracy. - Arguments for and against Democracy. - Broader Meaning of Democracy. - Major Physiographic Divisions. - Human Capital - Education, Health, Unemployment | <p>Group Discussion</p> <p>Map work</p> <p>Project on Local Education</p> |
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| August | <p>Socialism in Russia</p> <p>Constitutional Design</p> <p>Climate</p> | <ul style="list-style-type: none"> -The rise of socialist thought and movement -The Russian revolution -The establishment of socialist state. - Why Constitution? - Making of Indian Constitution - Factors Affecting Climate - Monsoon | <p>Debate</p> <p>Timeline</p> <p>Role play</p> <p>Weather Report</p> |
| September | <p>Nazism & the Rise of Hitler</p> <p>Revision</p> | <ul style="list-style-type: none"> - Weimar Republic - Rise of Hitler - Impact on Germany | <p>Poster on Nazi propaganda</p> <p>sample papers and worksheet</p> |

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| October | Electoral Politics Population Poverty as a Challenge | <ul style="list-style-type: none"> - Elections & Representation - Electoral System. - Population Distribution & Growth. - Characteristics. - Characteristics. - Poverty Line. - Causes and Measures. | Mock Election Census Interpretation Case study on BPL family |
| November | Working of Institutions Natural Vegetation & Wildlife Drainage | <ul style="list-style-type: none"> - Parliament, President, Prime Minister. - Functioning of Institutions. Factors influencing natural vegetation, types of natural vegetation wildlife and its conservation. -Major River Systems of India. -The River Systems in India | Flowchart on Parliament Map: Vegetation zones Drainage Pattern Model (Group Activity) |
| | | <ul style="list-style-type: none"> -Peninsular Rivers Lakes in India -Role of Rivers in the Economy | |

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| Decemb | pastoralism in modern world | -Nomadic Pastoralism. -Colonial Impact on Pastoral Communities. -Pastoralism in India and Africa. | Seminar presentation |
| er | Food Security in India | -Concept of food security -Reasons for food security -Buffer stock -Public distribution system -Role of cooperates. | Survey: Ration shops |
| January | | | |
| February | | | |



ARMY PUBLIC SCHOOL , WELLINGTON
ANNUAL CURRICULAM AND PEDAGOGICAL PLAN
CLASS IX PHYSICAL ACTIVITY TRAINER (418)

Text Book References
BOOKS V.D. Sharma Physical Health Education LAB MANUAL (Blue Print)

| TOPIC/NO.OF.PERIODS /WHEN | TEACHING LEARNING STRATEGIES/ ACTIVITIES | LEARNING OUTCOME |
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| <p>SKILL EDUCATION Topic : Unit 1 : Communication Skills-I No. of. Periods: (13 periods) When: April</p> | <ol style="list-style-type: none"> 1. Experiential Learning 2. Project-Based Learning 3. Case Studies & Discussions 4. Interactive Multimedia 5. Hands-on Activities 6. Role-Playing & Debates 7. Guest Lectures & Webinars 8. Games & Quizzes | <ul style="list-style-type: none"> 🎬 Understand the importance of effective communication in personal and professional life. 🎬 Identify different types of communication (verbal, non-verbal, written, and visual). 🎬 Develop active listening skills and articulate thoughts clearly. 🎬 Overcome common communication barriers. 🎬 Apply basic communication skills in group discussions, presentations, and daily interactions |
| <p>Topic : Unit 2 : Self-management Skills-I No. of. Periods: (7 periods) When: April</p> | <ol style="list-style-type: none"> 1. Experiential Learning 2. Project-Based Learning 3. Case Studies & Discussions 4. Interactive Multimedia 5. Hands-on Activities 6. Role-Playing & Debates 7. Guest Lectures & Webinars 8. Games & Quizzes | <ul style="list-style-type: none"> 🎬 Understand the importance of self-management in personal and academic life. 🎬 Develop time management and goal-setting skills. 🎬 Learn self-discipline and stress management techniques. 🎬 Enhance decision-making and problem-solving abilities. 🎬 Cultivate a positive attitude and self-motivation for personal growth |
| <p>Topic : Unit 3: Information and Communication Technology Skills-I No. of. Periods: (13 periods) When: April</p> | <ol style="list-style-type: none"> 1. Experiential Learning 2. Project-Based Learning 3. Case Studies & Discussions 4. Interactive Multimedia 5. Hands-on Activities 6. Role-Playing & Debates 7. Guest Lectures & Webinars 8. Games & Quizzes | <ol style="list-style-type: none"> 1. Understand Basic ICT Skills 2. Use Word Processing Tools 3. Work with Spreadsheets 4. Utilize Presentation Software 5. Apply Internet Skills 6. Use Email and Communication Tools 7. Operate ICT Devices in Fitness Training |
| <p>Topic : Unit 4 : Entrepreneurial Skills-I No. of. Periods: (10 periods) When: June</p> | <ol style="list-style-type: none"> 1. Experiential Learning 2. Project-Based Learning 3. Case Studies & Discussions 4. Interactive Multimedia 5. Hands-on Activities 6. Role-Playing & Debates 7. Guest Lectures & Webinars 8. Games & Quizzes | <ol style="list-style-type: none"> 1. Understand Entrepreneurship 2. Identify Business Opportunities 3. Develop Entrepreneurial Mindset 4. Learn the Basics of Business Planning 5. Apply Financial Literacy |

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| <p>Topic : Unit 5 :Green Skills-I</p> <p>No. of. Periods: (7 periods)</p> <p>When: July</p> | <ol style="list-style-type: none"> 1. Experiential Learning 2. Project-Based Learning 3. Case Studies & Discussions 4. Interactive Multimedia 5. Hands-on Activities 6. Role-Playing & Debates 7. Guest Lectures & Webinars 8. Games & Quizzes | <ol style="list-style-type: none"> 1. Understand the Concept of Green Skills 2. Identify Environmental Issues 3. Practice Sustainable Fitness Habits 4. Understand Green Jobs & Opportunities 5. Promote Sustainable Lifestyle Choices 6. Learn Waste Management Techniques 7. Use Renewable Energy & Eco-Friendly Practices 8. Apply Conservation Methods in Physical Training |
| <p>Topic : Unit-1: Role Of Physical Education In Child Development</p> <p>No. of. Periods: (7 periods)</p> <p>When: August</p> | <ol style="list-style-type: none"> 1. Interactive Discussions 2. Practical Demonstrations 3. Group Activities & Team Sports 4. Multimedia Learning 5. Case Studies 6. Reflective Journals | <ul style="list-style-type: none"> 🎬 Understand the significance of physical education in overall child development (physical, mental, emotional, and social). 🎬 Explain how physical activity enhances physical fitness, motor skills, and cognitive abilities. 🎬 Recognize the impact of sports and exercise on emotional well-being and self-discipline. 🎬 Develop teamwork, leadership, and social interaction skills through physical activities. 🎬 Appreciate the importance of lifelong fitness and healthy lifestyle habits. |
| <p>Topic : Unit 2: Planning Age Appropriate Physical Activities</p> <p>No. of. Periods: (7 periods)</p> <p>When: August</p> | <ol style="list-style-type: none"> 1. Interactive Discussions 2. Practical Demonstrations 3. Group Activities & Team Sports 4. Multimedia Learning 5. Case Studies 6. Reflective Journals | <ul style="list-style-type: none"> 🎬 Understand the importance of planning physical activities based on different age groups. 🎬 Identify the physical, cognitive, and emotional needs of children at various developmental stages. 🎬 Design suitable exercise routines and sports activities for different age groups. 🎬 Apply safety measures and injury prevention techniques while conducting physical activities. 🎬 Develop inclusivity in physical activities to accommodate diverse abilities and skill levels. |
| <p>Topic : Unit 3: Organizing Age Appropriate Physical Activities</p> <p>No. of. Periods: (7 periods)</p> <p>When: September</p> | <ol style="list-style-type: none"> 1. Interactive Discussions 2. Practical Demonstrations 3. Group Activities & Team Sports 4. Multimedia Learning 5. Case Studies 6. Reflective Journals | <ul style="list-style-type: none"> 🎬 Understand the principles of organizing structured physical activities for different age groups. 🎬 Develop the ability to select appropriate games, exercises, and sports based on age and skill level. 🎬 Demonstrate knowledge of equipment selection, space management, and safety measures. 🎬 Implement warm-up, main activity, and cool-down routines effectively. 🎬 Promote inclusivity by modifying activities for individuals with different abilities. 🎬 Assess and adjust physical activities to meet participants' needs and abilities. |
| <p>Topic : Unit 4: Children Health And Safety</p> | <ol style="list-style-type: none"> 1. Interactive Discussions 2. Practical Demonstrations | <ul style="list-style-type: none"> 🎬 Understand the importance of health and safety in children's physical activities. |

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| <p>No. of. Periods: (7 periods)</p> <p>When: October</p> | <p>3. Group Activities & Team Sports</p> <p>4. Multimedia Learning</p> <p>5. Case Studies</p> <p>6. Reflective Journals</p> | <ul style="list-style-type: none"> 📺 Identify common injuries and health risks associated with physical activities. 📺 Demonstrate basic first aid and emergency response techniques. 📺 Develop strategies to create a safe and inclusive physical activity environment. 📺 Promote good hygiene, nutrition, and hydration for overall child well-being. 📺 Recognize the significance of mental well-being and stress management in children. |
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Army Public School Wellington

Split-Up Syllabus (2025-26)

CLASS IX

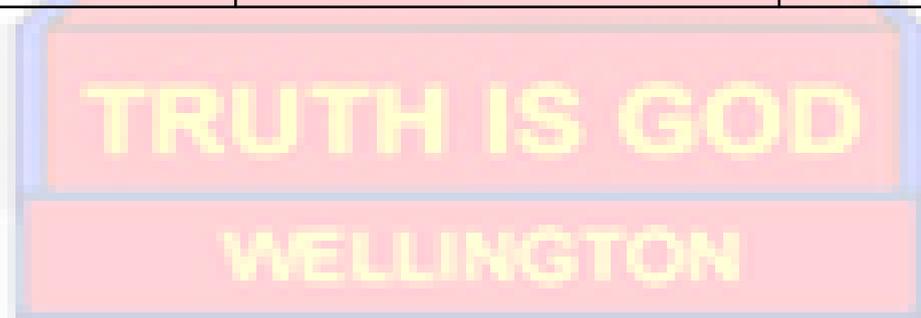
SUBJECT : MULTI-MEDIA (415)

Prescribed Books : MULTI-MEDIA CBSE HANDBOOK

| Month | Chapter Name | Sub Topics | Experiment/ project/ activity |
|-------|-----------------------------|--|--|
| JUN | Employability Skills | Unit 1 : Communication Skills Unit 2 : Self-Management Skills | 1. Listing do's and don'ts for avoiding common body language mistakes |
| JUL | Employability Skills | Unit 3 : ICT Skills Unit 4 : Entrepreneurial Skills Unit 5 : Green Skills-II | 1. Demonstration on working Independently 2. Demonstration and practicing of creating, renaming and deleting files and folders, saving files in folders and sub-folders, restoring files and folders from recycle bin 3. Make a plan in team for setting up a business |

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| AUG | Subject Specific Skills | Unit 1 : Colour Theory <ul style="list-style-type: none"> <input type="checkbox"/> Principles of color theory <input type="checkbox"/> Different terms of coolers, available on texturing software <input type="checkbox"/> The types of colour wheels <input type="checkbox"/> Types of colours | 1. Identify the problem related to sustainable development in the community. 2. Demonstration of color abstraction |
| SEP | Colour Theory | <ul style="list-style-type: none"> <input type="checkbox"/> Digital colour wheel Print media colour wheel <input type="checkbox"/> Transparency and(Alpha) XChannel for background transparency <input type="checkbox"/> Pixel <input type="checkbox"/> Resolution <input type="checkbox"/> Analogous, monochromatic and complementary colour schemes <input type="checkbox"/> Colour harmony | Identification of the primary, secondary and tertiary colours Demonstration of using artistic colour wheel |
| OCT | Unit 2: Digital Design | <ul style="list-style-type: none"> <input type="checkbox"/> Workspace of Adobe Photoshop <input type="checkbox"/> Interface of AdobePhotoshop <input type="checkbox"/> Selection and manipulation of tools <input type="checkbox"/> Painting and retouching tools <input type="checkbox"/> Text and shape tools | Draw paint tool for any specific design |
| NOV | Digital Design | <ul style="list-style-type: none"> <input type="checkbox"/> Advantage of histogram in colour correction, colour curve, Hue and saturation <input type="checkbox"/> Colour balance and variations <input type="checkbox"/> Steps of digital painting <input type="checkbox"/> Process and purpose of matte painting | Demonstration of the use of the following colour modes: Index Grey scale Bitmap RGB CMYK |

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| DEC | Digital Design Unit:3 Composition and Lighting for Photography | <input type="checkbox"/> Use of blending modes <input type="checkbox"/> Various colour modes - RGB, CMYK Grey Scale, Bitmap and Index colour Modes <input type="checkbox"/> Purpose of Composition <input type="checkbox"/> Rule of third and balancing element <input type="checkbox"/> Golden Point Rule <input type="checkbox"/> Use of background and depth <input type="checkbox"/> Framing and cropping | Implement CRAP techniques and design 5-6 pattern of textures |
| JAN | Composition and Lighting for Photography | <input type="checkbox"/> Use of CRAP Designing Technique for Pattern and Textures: C-Contrast, R - Repetition, A- Alignment, Proximity in lines, colours, fonts and shapes <input type="checkbox"/> Significance and importance of lighting in photography <input type="checkbox"/> Main objectives of lighting in photography | Group Discussion |
| FEB | | Annual Exam - Revision | |



ARMY PUBLIC SCHOOL WELLINGTON

SPLIT-UP SYLLABUS (2025-26)

FOOD PRODUCTION (409)

CLASS : IX

PRESCRIBED BOOKS : NCERT SCIENCE TEXT BOOK

EVERGREEN PUBLICATIONS

| Month | Chapter | Subtopics | Experiment / Project Activity |
|---------------|---|--|---|
| July | Introduction to Hospitality Industry | - Definition of hospitality Sectors of hospitality Importance of hospitality | Create a chart showing different sectors of hospitality (e.g., lodging, food service) |
| | Career Opportunities | - Types of jobs in hospitality Skills required Growth prospects | Role-play or presentation on “My Dream Job in Hospitality” |
| August | Introduction to Kitchen | - Types of kitchens Layout and workflow Kitchen hierarchy | Draw a layout of a basic commercial kitchen |
| | Protective Clothing and Its Maintenance | - Types of protective clothing Importance | Demonstrate proper folding and storage of chef uniforms |

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| | | Cleaning and care | |
| September | Personal Hygiene | - Hygiene practices Grooming standards Health and safety | Create a hygiene checklist for kitchen staff |
| | Equipments and Kitchen Tools | - Classification of tools Usage and care Safety precautions | Identify and label common kitchen tools; demonstrate safe handling |
| October | Culinary History | - Evolution of cooking Global culinary influences Indian culinary heritage | Prepare a timeline of major culinary milestones |
| | Kitchen Commodities | - Types of commodities (dry, perishable) Quality indicators | Compare fresh vs. stale ingredients; create a commodity classification chart |
| November | Storage of Commodities | - Storage methods Temperature zones FIFO & LIFO | Design a storage plan for a small kitchen; demonstrate FIFO method |
| December | Kitchen Organization | - Roles and responsibilities Communication Coordination | Simulate a kitchen brigade system with assigned roles |
| January | Revision & Skill Practice | - Recap of all chapter Practical reinforcement | Conduct a mock kitchen setup and hygiene inspection |
| February | Final Project & Assessment | - Integrated project work Viva and practicals | Submit a portfolio with charts, layouts, hygiene logs, and project |

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| | | | reflections |
| March | Revision | Revision for Annual Examination | |
| April | Annual Exam | | |