

KIDS WORLD SCHOOL
SESSION – 2024 - 2025
ANNUAL CURRICULUM PLANNER
SUBJECT – CHEMISTRY
CLASS – IX

MONTH	NAME OF THE CHAPTER	METHODOLOGY	LEARNING OBJECTIVES		LEARNING OUTCOMES	MODE OF ASSESMENT + ACTIVITY
			Knowledge/ Content Based	Application Based		
April, June And July 05/04/2024-06/07/2024	Chapter - 1 Matter in our surrounding	1. Lecture-based learning. 2. Technology-based Learning. 3. Differentiated instruction. 4. Experiential Learning 5. Demonstration 6. Videos	1. Physical Nature of Matter 2. Characteristics of Matter 3. States of Matter 4. Evaporation	1. To be able to identify the shape and volume of solids, liquids and gases. 2. To be able to describe the effect of temperature and pressure on states of matter. 3. To be able to co-relate the process of evaporation of water with day-to-day life.	1. Able to classify and exemplify matter as solid, liquid and gases. 2. Able to list out the characteristics and properties of matter. 3. Able to explain the forces of attraction between the particles of matter. 4. Able to compare the inter particle space or distance	Assessment of Learning: 1. Long/short answer questions. 2. Fill in the blanks 3. One word/MCQ 4. Assertion Reason based Questions Assessment As Learning: Performing experiments 1. Determination of the freezing or melting point by sticking a string to ice using salt. 2. Determination of boiling point of water. 3. Determination of inter particle space between the particles by lightning of incense stick.

<p>JULY AND AUGUST 08/07/2024- 08/08/2024</p>	<p>Chapter - 2 Is Matter Around Us Pure?</p>	<p>1. Lecture-based learning. 2. Technology-based learning. 3. Differentiated instruction 4. Experiential Learning 5. Demonstration 6. Videos</p>	<p>Nature of matter: 1. Elements, compounds and mixture 2. Types of mixtures 3. Classifying materials 4. Comparing Physical and Chemical Changes</p>	<p>1. To be able to classify matter and their properties. 2. To be able to differentiate and classify different types of mixtures/solution 3. Correlate the usage of mixture with their day-to-day life. 4. Able to analyze and interpret the properties of mixture and compounds. 5. Able to apply different uses of colloids in day to day life. 5. Able to compare the process of sublimation from daily life with examples.</p>	<p>1. To be able to use different elements based on their properties. 2. Choosing the right material for right purpose. 3. Effect of temperature on solubility of solute in solvent. 4. Identify dispersed phase and dispersion medium in a colloidal solution. 5. Able to observe and conclude whether a given reaction is physical or chemical change.</p>	<p>Assessment of Learning : 1. Long/short answer questions. 2. Fill in the blanks 3. One word/MCQ 4. Match the following 5. Practical based Questions Assessment As Learning: Performing experiments a) A mixture b) A compound using iron filings and sulphur powder and distinguishing between these on the basis of: (i) appearance, i.e., homogeneity and heterogeneity (ii) behaviour towards a magnet (iii) effect of heat. 2. Perform the following reactions and classify them as physical or chemical changes: (a) Iron with copper sulphate solution in water. (ii) Burning of magnesium ribbon in air. (iii) Heating of copper sulphate solution.</p>
---	--	---	--	---	--	--

<p>AUGUST AND SEPTEMBER</p> <p>09/08/2024- 30/09/2024</p>	<p>Chapter 3- Atoms and Molecule</p>	<ol style="list-style-type: none"> 1. Lecture-based Learning 2. Technology-based Learning. 3. Differentiated instruction. 4. Experiential Learning 5. Demonstration 6. Videos 	<ol style="list-style-type: none"> 1. Atoms and molecules 2. Law of conservation of mass, and constant proportion 3. Atomic and molecular masses/Mole concept 4. Relationship of mole to mass of the particles and numbers. 	<ol style="list-style-type: none"> 1. To be able to classify materials, elements, and compounds based on their physical and chemical properties. 2. To be able to validate different laws practically. 3. Predict the correct symbols of atoms as per IUPAC. 4. Able to correlate by taking a few examples of daily life that relative number and kinds of atoms are always constant in a given compound by taking everyday life examples. 	<ol style="list-style-type: none"> 1. To be able to differentiate materials, objects, elements, and compounds, based on properties or characteristic and determine their uses accordingly. 2. Write the chemical formula of compounds by using valency and rules. 	<p>Assessment of Learning:</p> <ol style="list-style-type: none"> 1. Long/short answer questions. 2. Fill in the blanks 3. One word/MCQ 4. Match the following 5. Assertion Reason Questions <p>Assessment As Learning:</p> <p>Performing experiments</p> <ol style="list-style-type: none"> 1. Verification of the law of conservation of mass in a chemical reaction.
---	--	---	---	--	---	---

OCTOBER	REVISION OF TERM I EXAMINATION					
NOVEMBER AND DECEMBER 11/11/2024-30/12/2024	Chapter - 4 Structure of the Atom	<ol style="list-style-type: none"> 1.Lecture-based Learning 2.Technology-based Learning. 3.Differentiated instruction. 4. Experiential Learning 5. Demonstration 6. Videos 	<ol style="list-style-type: none"> 1.Electrons, protons, and neutron. 2. Various models of atom. 3. Electronic configuration, valency, atomic number, atomic mass and isobars and isotopes. 	<ol style="list-style-type: none"> 1. Chart making on symbols of atomic number and mass number of elements 1-20. 2. NCERT Exemplar Chapter 4 Page No. 26-32. 3. Correlate the phenomenon of static electricity with day-to-day life. 4. Able to deduce atomic number and mass number. 5. Compare the atomic model and its size with everyday life examples. 	<ol style="list-style-type: none"> 1.To be able to understand the presence of subatomic Particles. 2.To be able to explain how elements react with each other through the exchange of electrons. 3.Will be able to differentiate between isotopes and isobars . 4. List out the applications of isotopes. 	<p align="center">(Interdisciplinary Activity)</p> <p>ACTIVITY- Students will make a model of atoms and molecules with the help of ball, clay and aluminium wire.</p> <p>Assessment of Learning :</p> <ol style="list-style-type: none"> 1.Long/short answers questions. 2. Fill in the blanks 3. One word/MCQ 4. Match the following 5. Case Study Based Questions <p>Assessment As Learning:</p> <ol style="list-style-type: none"> 1. Determination of Electron Dot Structure of atoms by taking the different size of balls and make the students understand about different orbits and shells. 2. Electronic configuration and its energy level diagram of elements having atomic number 1 to 20.

