

CURRICULUM PLAN (2025-2026) RAMJAS DB

SUBJECT: __ENGLISH LANGUAGE AND LITERATURE

CLASS: _____IX

<u>S.No.</u>		<u>TASKS</u>	<u>TEXTBOOK / READING LIST /RESOURCES</u>	<u>LEARNING OBJECTIVES</u>	<u>METHODOLOGY</u>	<u>LEARNING OUTCOMES AND ASSESSMENT TOOLS</u>
1.		<p style="text-align: center;"><u>PERIODIC TEST 1.</u></p> <p><u>Reading -Unseen poetry /passage</u></p> <p><u>Writing-Diary Entry</u></p> <p><u>Grammar-Integrated exercises</u></p> <p><u>jumbled words</u></p> <p><u>Editing</u></p> <p><u>Gap filling</u></p> <p><u>LITERATURE</u></p> <p>1. The Fun They Had by Isaac Asimov</p> <p>2. The Road Not Taken by Robert Frost</p> <p>3. The Lost Child by Mulk Raj Anand</p>	<p style="text-align: center;">BEEHIVE</p> <p style="text-align: center;">MOMENTS</p> <p style="text-align: center;">SAMPLE</p> <p style="text-align: center;">PAPER(CBSE)</p> <p style="text-align: center;">WORKSHEETS</p>	<p>Reinforcement and assessment of the content and skills taught</p> <p>To enable students to appreciate as well as comprehend poetry / prose , identify the themes, learn the meanings of difficult and new words , learn new structures and expression from the literature in context . Also the students will be taught about the figures of speech used in the prose and poetry lessons .</p>	<p>Individual assessment through a pen paper test.</p> <p>Reading aloud , silent reading as extensive and intensive to appreciate as well as understand the lessons.Explanation of the text by the teacher, asking the right questions to elicit student's responses to lead them to their understanding and thereby working on the 4 skills listening,speaking , reading and writing.</p>	<p>Students will be able to do the following :</p> <p>1. Reading comprehension, vocabulary and grammar skills</p> <p>Global comprehension of the literature content taught.</p> <p>Critical/analytical thinking.</p> <p>RUBRICS FOR READING</p> <p>1, Reading with correct pronunciation, tone, expression</p> <p>2. Reading for comprehension -both global as well as specific</p> <p>3. Reading to build understanding of themes and poetic devices through analysis and interpretation .</p> <p>4. Reading to identify vocabulary and synonyms , antonyms and grammar conventions.</p>

2		<p><u>INTERDISCIPLINARY PROJECT</u></p> <p><u>For English and SSt –</u></p> <p><u>roll no 1 to 10</u></p> <p>BROCHURE POWER POINT PRESENTATIONS</p> <p>TOPIC -SIKKIM Sub topics – Food and cuisine , Dance and Art, Natural Beauty and Adventure Activities</p>	Using the internet for illustrations and content and verifying it with the teacher	To enable students to acquire skills of exploration and enabling them to organise content they read to write in the appropriate style and manner.To enable them to express themselves creatively	Class discussion and brainstorming on the topics given as the project.	<p>Students will be able to learn/learn to do</p> <p>1.Exploratory skills</p> <p>2.Comprehension</p> <p>3.Critical analysis to build an understanding of the content researched.</p> <p>4.Creativity/imagination and display originality.</p>
3		<p><u>HOLIDAY HOMEWORK</u></p>	<p><u>Learning by doing -Activities based on literature</u></p>	<p>APPRECIATION OF LITERATURE AND CREATIVE EXPRESSION.</p>		

		<p>1) Using A4 coloured paper, prepare 4 interesting cut-outs making interesting shapes and in each of the 4 shapes write an idiom, a proverb, a quotation, a limerick each. Design the cut-out beautifully with a marker pen or sketch pen .</p> <p>2) Do any TWO of the following :</p> <p>a) Prepare a poster on an A3 size sheet depicting the poem The ‘Road Not Taken’. Draw, sketch and colour visuals of the scene, the poet at the divergence and the two roads branching off into two different directions disappearing in the yellow woods. Colour the two roads differently and also use the colours of autumn to depict the yellow woods.</p> <p>b) On a A3 size paper prepare a poster of the lesson - ‘The Lost Child’ standing near each one of the objects he desires in the fair. In the background draw his parents and the fair .The page should look like a scenery. Give it a suitable heading.</p>	<p>DRAW and DESIGN</p> <p>VISUALISE, DRAW , WRITE</p> <p>VISUALISE,DRAW, WRITE</p>	<p>Students will be taught the meaning and use of idioms , proverbs, limericks , famous quotes and then instructed to do this activity.</p> <p>Students will be taught visualization and to use it for creative expression and comprehension tfor creative expression and comprehension.</p>	<p>The teacher will demonstrate as well explain the activity.</p> <p>The students can take the help of the internet and confirm with the teacher ,the information to be used</p> <p>The teacher will demonstrate in class as well as guide the students as to how to do the activity.</p>	<p>Students will be able to build an understanding of the content they read and use Creativity/imagination to display expression.</p> <p>Students will be able to build an understanding of the content they read and use Creativity/imagination and use Originality in expression</p>
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		<p>c)</p> <p>From the lesson - ‘The Fun They Had’ - draw on A3 size paper - one scene either of a virtual school room with a mechanical teacher or a real classroom with a human teacher . Write in bullet points (in the poster) 3 advantages of the scene you choose. Give a suitable heading to the poster.</p>	<p>VISUALISE, DRAW,WRITE</p>	<p>Students will be guided to visualize the scenes in the story ,then they will be instructed to draw/sketch as well as write in points the advantages of any one scene.</p>		<p><u>RUBRICS for marking the ACTIVITY</u></p> <p><u>1.Creativity and originality</u> <u>2.Use of colours</u> <u>3.Lettering in the poster</u> <u>4. Correctness of the sentences</u></p>
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4		<p><u>SPEAKING ACTIVITY (INDIVIDUAL/PAIR)</u></p> <p>(Based on the themes outlined in the syllabus of TERM 1 eg ;Never giving up / Self learning – Sound of Music</p> <p>2. What do you appreciate in a story / poem</p>	<p>BEEHIVE MOMENTS</p> <p>WORKBOOK</p>	<p>GENERAL OBJECTIVES</p> <p>To enable learners to speak using appropriate word stress, sentence stress and intonation patterns.</p> <p>To make them adopt different strategies to convey ideas effectively according to purpose, topic and audience.</p> <p>To enable them to express and argue a point of view clearly and effectively.</p> <p>To make them participate in spontaneous spoken discourse in familiar social situations.</p>	<p>Individual / pair assessment through a one minute presentation.</p>	<p>Students will be able to</p> <p>Speak with correct intonation, word stress and sentence stress use appropriate vocabulary, phrases and relevant content.</p> <p>Building confidence.in speaking before an audience.</p> <p><u>RUBRICS FOR SPEAKING ACTIVITY</u></p> <p>1.Speaking with clarity and expression</p> <p>2. Speaking with correct value points as per themes/ tasks</p> <p>3. Speaking fluently and accurately.</p>
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1.	<p><u>PERIODIC TEST-II / Mid Term (80 mks)</u></p> <p>Reading Skills –</p> <p>1. Reading comprehension through unseen passage</p> <p>2. Writing Skills - Storywriting, Diary Entry.</p> <p>3 . Grammar</p> <p>Integrated grammar exercises such as-</p> <p>1. Gap filling.</p> <p>2. Editing/Omission.. Sentence</p> <p>3. Reordering of Sentences</p> <p>4, Transformation in the context of Integrated grammar exercises</p> <p>5. Verb Forms, Determiners)</p> <p>Subject Verb concord</p>	<p>BEEHIVE</p> <p>MOMENTS</p> <p>SAMPLE PAPERS (CBSE)</p>	<p>Reinforcement and assessment of the content taught and the skills learnt in class.</p>	<p>Individual assessment through a pen and paper test.</p>	<p>STUDENTS WILL BE ABLE TO :</p> <p>Read with comprehension, improve vocabulary and grammar skills.</p> <p>Learn Global as well as as specific comprehension of the literature content taught.</p> <p>Develop Critical/ analytical thinking.</p> <p>RUBRICS FOR CHECKING –</p> <p>PEN AND PAPER TEST OF 40 marks .</p>
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				GENERAL OBJECTIVES		
2.		<p><u>GRAMMAR and READING PRACTICE</u></p> <p>Gap filling Editing/ Omission Sentence Reordering or Sentence Transformation in context</p> <p><i><u>Grammar topics to be covered</u></i></p> <p>Tenses Modals Subject Verb Concord</p> <p><u>READING –</u></p> <p>DISCURSIVE, CASE STUDIES, LITERARY</p>	WORDS AND EXPRESSION WORKBOOK :Units 1 to 6	<p>To enable students to know as well as learn the rules of grammar , using the different parts of speech in speaking , writing and daily communication.</p> <p>To enable students to read for comprehension , understanding word meanings , meaning in a context, meaning of the paragraph . The learners should be able to answer questions of the discursive , literary or case study passages, be able to find synonyms and antonyms of the words in the context</p> <p>To reinforce the guidelines for short story writing.</p> <p>To enable students to write in the appropriate style and format , develop ideas or content , use words for emotions or feelings .</p>	Using the workbook and Internet as a resource material to comprehend the various rules of grammar and also as reinforcement of knowledge acquired in class.	<p>STUDENTS WILL BE ABLE TO :</p> <p>Readwithcomprehension ,improve vocabulary and grammar skills</p> <p>Learn Logical thinking, Acquire vocabulary .develop critical thinking, enhance creative expression</p>
3.						

4.	<p><u>WRITING SKILLS</u></p> <p>Story writing</p> <p>Diary writing</p> <p>Paragraph writing</p>		<p>To reinforce the guidelines for short story writing.</p> <p>To enable students to write in the appropriate style and format , develop ideas or content , use words for emotions or feelings</p>	<p>Group work for preparing a story using the clues, guidelines .Brainstorming in the class to a write story , a diary entry .Group work for preparing a story using the clues, guidelines .Brainstorming in the class to a write story and a diary entry ,</p>	<p>STUDENTS WILL BE ABLE TO:</p> <p>Worki individually and i n a group, learn co- ordination, co-operation.</p> <p>Explore and organize information. Develop Creativity and imagination</p>
5	<p><u>CLASS GROUP ACTIVITY (IN A GROUP OF 3)</u></p> <p>DIALOGUE WRITING / and SPEAKING</p> <p>Using clues , guidelines , visual inputs students will be Writing , drawing and speaking /narrating the dialogues</p> <p>Use a drawing sheets from your art file to make the drawings and dialogues 5 to 6 dialogues ,</p> <p>ROW WISE IN CLASS</p> <p>1. Imagine you are Kezia ask your father why is he not</p>		<p>To reinforce the guidelines of writing , to enable students, to write in an appropriate style and format, develop ideas and content , use appropriate phrases and vocabulary and elements of dialogue writind , punctuation and tone.</p>	<p>Reading the text, brainstorming. Writing the dialogues, drawing the picture bubbles and faces or stick drawings</p> <p>Speaking the dialogues in class</p>	<p>STUDENTS WILL BE ABLE TO:</p> <p>Work in a group with co-ordination, co-operation.</p> <p>Explore and organize information.Creativity and imagination,joy in creating and learning to write in pairs .</p>

		<p>friendly and cheerful with her .</p> <p>2. Imagine you are the child in the rain on the roof , talk to your friend telling him / her how the rain reminds you of your mother</p> <p>3. Imagine you are the lost child tell your parent how you missed them and how the stranger helped you</p> <p>4. Imagine you are Albert Einstien speak to your fellow scientist why they should write a letter to President Roosevelt</p>		To reinforce the guidelines of writing , to enable students, to write in an appropriate style and format, develop ideas and content , use appropriate phrases and vocabulary and elements of dialogue writing , punctuation and tone		
6		<p><u>LISTENING ACTIVITY (INDIVIDUAL)</u></p> <p>Worksheet to be attempted with a song sung by the teacher / audio played by the teacher of a conversation / podcast on the smart board.</p>	Ted talks youtube, podcasts youtube,audio	<p>Listening to a conversation or a talk /song and understanding the topic and the main points.</p> <p>Listening for specific information required.</p> <p>Understanding and interpreting spontaneous spoken discourse in familiar social situations.</p>	Individual assessment through a worksheet and an audio clip./a live demonstration	<p>STUDENTS WILL BE ABLE TO DO THE FOLLOWING :</p> <p>Listening comprehension</p> <p>Interpretation and evaluation</p> <p>Sequencing ideas</p> <p>Critical/analytical thinking</p> <p>Creative expression</p> <p>RUBRICS FOR grading</p> <p>1. worksheet with fill in the gaps /integrated assessment</p>

7		<p><u>TERM II/ Periodic test III</u></p> <p>1) Reading - Reading comprehension through unseen passage</p> <p>2) Writing - Descriptive paragraph (Person/ Event/ Situation)</p> <p>3) Grammar- Integrated grammar exercises</p> <p>Gap filling Editing/ Omission Sentence Reordering or Sentence Transformation in context</p> <p><u>Grammar topics to be covered</u></p> <p>Reported Speech (Statements, Commands and Requests, Questions) Determiners</p>	<p>BEEHIVE</p> <p>MOMENTS</p> <p>WORKBOOK</p>	Reinforcement of the content taught in class and the skills developed.	Individual assessment through a pen and paper test.	<p>STUDENTS WILL DEMONSTRATE THEIR ABILITY IN</p> <ul style="list-style-type: none">• Reading comprehension, vocabulary and grammar skills• Global comprehension of the literature content taught• Critical/analytical thinking <p>RUBRICS FOR ASSESSMENT</p> <p>Pen and paper test of 40 marks</p>

8.		<u>GRAMMAR AND READING PRACTICE</u> Gap filling Editing/ Omission Sentence Reordering or Sentence Transformation in context <u>Grammar topics to be covered</u> Reported Speech (Statements, Commands and Requests, Questions) • Determiners READING – DISCURSIVE, CASE STUDIES, LITERARY	WORDS AND EXPRESSIONS - II WORKBOOK : Units 8, 10 & 11	To enable students to know as well as learn the rules of grammar , using the different parts of speech in speaking , writing and daily communication. To enable students to read for comprehension , understanding word meanings , meaning in a context, meaning of the paragraph . The learners should be able to answer questions of the discursive , literary or case study passages, be able to find synonyms and antonyms of the words in the contex	Using the workbook and Internet as a resource material to comprehend the various rules of grammar and also as reinforcement of knowledge acquired in class	STUDENTS WILL BE ABLE TO DO THE FOLLOWING Reading and comprehension, vocabulary expansion, logical thinking, critical analysis, application of knowledge .
9		<u>PERIODIC TEST- IV/MOCK EXAM (80 MARKS) Complete syllabus of Term I and Term II</u>	BEEHIVE /MOMENTS	Reinforcement of the content taught and skills developed in class	Individual assessment /Pen and paper test	STUDENTS WILL BE ABLE TO DEMONSTRATE Comprehension, logical thinking, critical analysis, vocabulary and grammar skills RUBRICS FOR ASSESSMENT Pen and paper test
10		<u>SPEAKING ACTIVITY (INDIVIDUAL/PAIR)</u> Themes from Literature Textbook/ characterisation/ figures of speech / vocabulary skills	BEEHIVE /MOMENTS	To enable learners to speak using appropriate word stress, sentence stress and intonation patterns. To make them adopt different strategies to convey ideas effectively according to purpose, topic and audience.	Individual assessment through a one minute presentation.	STUDENTS WILL BE ABLE TO DO THE FOLLOWING Speaking with correct intonation, word stress and sentence stress using appropriate vocabulary, phrases and relevant content. Building confidence.

				<p>To enable them to express and argue a point of view clearly and effectively.</p> <p>To make them participate in spontaneous spoken discourse in familiar social situations.</p>		RUBRICS FOR GRADING 1.Content 2. Accuracy 3. Fluency 4. Creativity 5.Originality
11		<p><u>WRITING SKILL</u></p> <p>Description Writing- person, place , event or situation</p>	<p>TOPICS TO BE GIVEN IN CLASS BY TEACHER</p>	<p>To enable the learners to plan, organise and present ideas coherently by organising their ideas logically and concisely</p> <p>To enable learners to introduce, develop and conclude a given topic.To make the learners write in a style and format appropriate for writing letters (formal and informal)/ articles/ diary entry/ short story writing.</p>	<p>Class discussion and brainstorming on the questions given in the worksheet.</p> <p>Attempt any four questions from the worksheet.</p>	<p>STUDENTS WILL BE ABLE TO DO THE FOLLOWING</p> <p>Composition skills</p> <p>Critical/analytical thinking</p> <p>Presenting ideas in clear, grammatically correct English and a logical sequence.</p> <p>Planning, organising and presenting coherently ideas by introducing, developing and concluding a topic.</p> <p>Comparing and contrasting ideas and arriving at conclusions.</p> <p>Using a style and format appropriate for letters/story/diary/description</p> <p>Building critical thinking</p> <p>Reflecting over important issues.</p> <p>RUBRICS for grading</p> <p>1.Format 2.Content for ideas and vocabulary</p> <p>3. Accuracy and Fluency</p>

12		<p><u>LISTENING ACTIVITY</u> <u>(INDIVIDUAL)</u></p> <p>Worksheet to be attempted with an audio played on the smart board.</p> <p>Worksheet after singing a famous poem or a song</p>	<p>AUDIO , PODCAST TED TALKS YOUTUBE SINGING POPULAR ENGLISH SONGS</p>	<p>Listening to a conversation or a talk /song / podcast / Ted talk and understanding the topic and the main points.</p> <p>Listening for specific information required.</p> <p>Understanding and interpreting spontaneous spoken discourse in familiar social situations</p>	<p>Individual assessment through a worksheet and an audio clip/ live demonstration</p>	<p>STUDENTS WILL BE ABLE</p> <p>TO DO THE FOLLOWING</p> <p>Listening comprehension</p> <p>Interpretation and evaluation</p> <p>Sequencing ideas</p> <p>Critical/analytical thinking</p> <p>Creative expression</p> <p>RUBRICS FOR Grading Worksheet to assess listening</p> <p>comprehension Writing about listening</p>
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13		<u>CW/HW/NOTEBOOK WORK ASSESSMENT</u> All tasks done in notebook Submitted in time Correction work done	BEEHIVE /MOMENTS	To reinforce and facilitate the understanding of the content taught in class. To enable learners to build /develop appropriate vocabulary, spellings, writing style and neat handwriting.	Periodic monitoring and checking of written work done in the notebooks as class task /home task.	STUDENTS WILL BE ABLE TO DO THE FOLLOWING Language and vocabulary skills Making notes, managing work and being systematic. Creative skills Critical/analytical thinking RUBRICS FOR GRADING Tasks done in notebook Submitted in time Correction work done

		<u>LITERATURE READER -TERM I PROSE/FICTION</u>	BEEHIVE MOMENTS	GLOBAL OBJECTIVES To enable learners to appreciate a literary genre (prose) and the writer’s style of writing. To make the learners appreciate the story in terms of its plot, setting and characterisation. To develop new vocabulary. To enable specific and global comprehension of the text read and also understand the themes conveyed by the text .	Using the smart board. Class discussion on the author’s life and work. Class discussion on the setting, plot, characters and the themes in the story. Worksheet for skills reinforcement. Formative assessment speaking activity.	STUDENTS WILL BE ABLE TO DO THE FOLLOWING Reading for understanding/ comprehension both global and specific. Anticipation and prediction Developing writing skill by integrating literature with language. Writing for self expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, critical analysis on the basis of the text read. Development of Understanding of human values Understanding of literary devices writing skills / appreciation.
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				SPECIFIC OBJECTIVES		
1.		THE FUN THEY HAD BY ISAAC ASIMOV	BEEHIVE	<p>Themes conveyed by the text</p> <p>Importance of -Schools and Reading books Learning together ,socialising a necessity for learning</p> <p>Online versus offline mode of learning</p> <p>Mechanical versus human teachers</p> <p>To make the learners understand the story in terms of its setting, plot, characters and themes.</p> <p>Reinforcement of the content read through Class task/ Home task/ Worksheet.</p>	<p>Using the smart board.</p> <p>Class discussion on the author’s life and work.</p> <p>Class discussion on the setting, plot, characters and the themes in the story.</p> <p>Worksheet for skills building</p> <p>Formative assessment speaking activity.</p>	<p>STUDENTS WILL BE ABLE TO DO THE FOLLOWING</p> <p>Reading with correct word stress, sentence stress and intonation.</p> <p>Reading for understanding/ comprehension both global and specific.</p> <p>Anticipation and prediction</p> <p>Developing writing skill by integrating literature with language.</p> <p>Writing for self expression.</p> <p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Developing thought, critical analysis on the basis of the text read.</p> <p>Development of writing skills / appreciation.</p> <p>Understanding of human values</p> <p>Understanding of literary devices.</p>
2		THE SOUND OF MUSIC	BEEHIVE	<p>Themes conveyed by the lesson</p> <p>Developing a sensitivity as well as appreciation towards the challenged people who are challenged with disabilities and also autodidacts .</p> <p>Understanding that music as a passion can help the learner overcome obstacles ,be self -driven,successful.</p>	<p>Using the smart board.</p> <p>Class discussion on the author’s life and work and his style of writing.</p> <p>Class discussion on the setting, plot,</p>	<p>STUDENTS WILL BE ABLE TO DO THE FOLLOWING</p> <p>Reading with correct word stress, sentence stress and intonation.</p> <p>Reading for understanding/ comprehension both global and specific.</p> <p>Anticipation and prediction</p> <p>writing by integration</p>

				<p>And that Courage, determination and perseverance can help overcome all obstacles.</p> <p>Reinforcement of the content read through Class task/ Home task/ Worksheet.</p>	<p>Using the smart board.</p> <p>Class discussion on the author's life and work and his style of writing.</p> <p>Class discussion on the setting, plot,</p>	<p>Writing for self expression.</p> <p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Developing thought, critical analysis/ appreciation on the basis of the text read.</p> <p>Understanding of human values. Understanding of literary devices.</p> <p>STUDENTS WILL BE ABLE TO DO THE FOLLOWING</p> <p>Reading with correct word stress, sentence stress and intonation.</p> <p>Reading for understanding/ comprehension both global and specific.</p> <p>Anticipation and prediction</p> <p>Developing writing skill by integrating literature with language.</p> <p>Writing for self expression.</p> <p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Developing thought, critical analysis on the basis of the text read.</p> <p>Development of writing skills / appreciation.</p> <p>Understanding of human values</p>
3		THE LOST CHILD BY MULK RAJ ANAND	MOMENTS	<p>Themes conveyed by the lesson– children are playful and joyous by nature , they can find joy anywhere , adults cannot see this or don't see this, every child deserves to be pampered and loved and given the toys or sweetmeats he /she desires , a child essentially dotes on his parents and misses them when they are not there.</p>	<p>Using the smart board.</p> <p>Class discussion on the author's life and work and his style of writing.</p> <p>Class discussion on the setting, plot,</p>	
4.		THE LITTLE GIRL By KATHERINE MANSFIELD	BEEHIVE	<p>Themes conveyed by the lesson –</p> <p>Children get easily intimidated by elders , like the little girl is afraid of her father and constantly makes mistakes out of nervousness , the ice can be broken by a parent since he has the privilege as well as authority to do so , all fathers do not show love though they are</p>	<p>Worksheet for skills building</p> <p>Formative assessment speaking activity.</p>	

5.		A TRULY BEAUTIFUL MIND	BEEHIVE	<p>loving .Grandparents can easily empathise with their grandchildren due to their experience and vision.</p> <p>THEMES –</p> <p>The struggles and triumphs of Albert Einstien from his childhood to adulthood , his life as an inspiration, his genius and truly beautiful mind , his dedication to science and desire for a peaceful, arms-free world.</p>	<p>Using the smart board.</p> <p>Class discussion on the author’s life and work and his style of writing.</p> <p>Class discussion on the setting, plot,</p>		<p>STUDENTS WILL</p> <p>THE FOLLOWING</p> <p>Reading with co</p> <p>sentence stress and</p> <p>Reading for underst</p> <p>comprehension both</p> <p>Anticipation and pro</p> <p>Developing writing</p> <p>literature with langu</p> <p>Writing for self exp</p> <p>Building vocabulary</p> <p>meaning of unfamil</p> <p>given context.</p> <p>Developing thought</p> <p>the basis of the text</p> <p>Development of wr</p> <p>appreciation.</p> <p>Understanding of h</p> <p>Understanding of li</p> <p>literary devices</p> <p>STUDENTS WILL</p> <p>THE FOLLOWING</p> <p>Reading with co</p> <p>sentence stress and</p> <p>Reading for underst</p> <p>comprehension both</p> <p>Anticipation and pro</p>
6		THE SNAKE AND THE MIRROR BY VAIKOM MUHAMMAD BASHEER	BEEHIVE	<p>THEMES- humour in characterisation, dialogues, situation, the vanity of man and also a snake</p> <p>Humour in situations , love for animals , conflict between an animal lover his family .</p> <p>All animals cannot be tamed therefore cannot be kept as pets</p>	<p>Using the smart board.</p> <p>Class discussion on the author’s life and work and his style of writing.</p> <p>Class discussion on the setting, plot,</p>		
7		ADVENTURES OF TOTO BY RUSKIN BOND	MOMENTS	<p>THEMES- Humour in characterisation, dialogues, situations.</p>	<p>Worksheet for skills building</p> <p>Formative assessment speaking activity.</p>		

8.		ISHWARAN THE STORY TELLER BY R.K LAXMAN	MOMENTS	THEMES- Humour , satire, moral lessons of wisdom and with though characterisation , situations .	Using the smart board. Class discussion on the author’s life and work and his style of writing. Class discussion on the setting, plot,	STUDENTS WILL BE ABLE TO DO THE FOLLOWING Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, critical analysis on the basis of the text read. Development of writing skills / appreciation. Understanding of human values Understanding of literary devices
9.		IN THE KINGDOM OF FOOLS BY AK RAMANUJAM	MOMENTS	THEMES- Humour , satire, moral lessons of wisdom and wit though characterisation , situations	Worksheet for skills building Formative assessment speaking activity	Understanding humour Understanding satire
		<u>POETRY</u>	BEEHIVE	To enable learners to appreciate a literary genre i.e. poetry. To enable the learners to appreciate the poet’s poetic style and craft To make the learners comprehend the literal as well as the figurative meaning of the poem.	Using the Smart Board for 1. Reading and Recitation 2. Reading about the poet’s life and style of writing 3. Explanation of the poem for it’s meaning and relevance	STUDENTS WILL BE ABLE TO DO THE FOLLOWING To enable the learners to understand the literary devices/figures of speech used in the poem. To develop an understanding of the themes conveyed by the poet.

				<p>To enable the learners to understand the literary devices/figures of speech used in the poem.</p> <p>To develop an understanding of the themes conveyed by the poem.</p> <p>Reinforcement of the content read through Class task/ Home task/ Worksheet.</p>	<p>4.Explanation of poetic devices</p> <p>5. Appreciation of the poem's rhyme scheme by singing /recitation.</p> <p>6. Appreciation of the poem by writing</p>	<p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Developing thought, critical analysis/ appreciation on the basis of the text read.</p> <p>Understanding of human values</p> <p>Understanding of literary devices/ figures of speech used.</p>
1		THE ROAD NOT TAKEN BY ROBERT FROST	BEEHIVE	<p>THEMES -The dilemma faced by the poet/ traveller in choosing the road to travel on.</p> <p>The 'road' in the poem as a metaphor for the road of life and the choices we make in life and the resulting dilemma.</p> <p>The 'beaten track' as a safe and secure option as against the 'other' track which is risky and promises adventure.</p> <p>The poet's choice of the 'other' road and his stress on individualism.</p>	<p>Using the smart board</p> <p>Class discussion on the poet's life and work, the poem's rhyme scheme and its literal as well as figurative meaning.</p> <p>Worksheet on figuring out the themes the deeper meaning of the poem.</p>	<p>Reading with correct rhyme and rhythm.</p> <p>Reading for understanding/ comprehension of both global and specific.</p> <p>Developing writing skill by integrating literature with language.</p> <p>Writing for self expression.</p> <p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Developing thought, critical analysis/ appreciation on the basis of the text read.</p> <p>Understanding of human values</p> <p>Understanding of literary devices/ figures of speech used.</p>
2		THE WIND BY SUBRAMANIA BHARATI	BEEHIVE	<p>Themes conveyed by the poem.</p> <p>Nature as eternal and dynamic, fierce force as compared to human frailty and ,mortality.</p>	<p>Using the the smart board</p> <p>Class discussion on the poet's life and work, the poem's rhyme scheme,</p>	<p>Reading with correct rhyme and rhythm.</p> <p>Reading for understanding/ comprehension both global and specific.</p>

				<p>The fury of nature teaches man to be strong and rely on inward strength and be resourceful. Reinforcement of the content read/ taught through Class task/ Home task/ Worksheet.</p>	<p>its literal as well as its figurative meaning.</p> <p>Worksheet to reinforce content learnt in class.</p>	<p>Developing writing skill by integrating literature with language.</p> <p>Writing for self expression.</p> <p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Developing thought, critical analysis/ appreciation on the basis of the text read.</p> <p>Understanding of human values.</p> <p>Understanding of literary devices/ figures of speech used.</p>
3		<p>THE RAIN ON THE ROOF</p> <p>BY COATES KINNEY</p>	BEEHIVE	<p>the themes conveyed by the poem.</p> <p>Unforgettable experiences and loving memories of a mother who has passed away are a source of immense pain and bliss .</p> <p>The rain stimulates the thousand memories and the poetess draws a parallel between raindrops and tears</p> <p>The sound of the rain conveyed through sound words is both evocative and calming</p>	<p>Using the the smart board</p> <p>Class discussion on the poet's life and work, the setting of the poem, its rhyme scheme, its literal meaning and the themes it conveys.</p> <p>Worksheet</p>	<p>Reading with correct rhyme and rhythm.</p> <p>Reading for understanding/ comprehension both global and specific.</p> <p>Developing writing skill by integrating literature with language.</p> <p>Writing for self expression.</p> <p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Developing thought, critical analysis/ appreciation on the basis of the text read.</p> <p>Understanding of human values.</p> <p>Understanding of literary devices/ figures of speech used.</p>

4		THE LAKE OF INNIS FREE BY W.B YEATS	BEEHIVE	<p>Themes conveyed by the poem.</p> <p>The tragedy / misfortune of living in a fast paced city life and the romance as well as the bliss of living a slow paced village , countryside or a simple life in nature and the gifts it brings to man / the poet .</p> <p>Nature versus civilisation or development , modernity.</p> <p>The poet’s longing to escape / seek refuge amidst nature’s beauty and bounty.</p>	<p>Using the smart board.</p> <p>Class discussion on the poet’s life and work.</p> <p>Class discussion on the rhyme scheme, metre, literal meaning and the themes of the poem.</p> <p>Worksheet</p>	<p>Reading with correct rhyme and rhythm.</p> <p>Reading for understanding/ comprehension both global and specific.</p> <p>Developing writing skill by integrating literature with language.</p> <p>Writing for self expression.</p> <p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Developing thought, critical analysis/ appreciation on the basis of the text read.</p> <p>Understanding of human values</p> <p>Understanding of literary devices/ figures of speech used.</p>
5		<p><u>FINAL TERM</u></p> <p><u>PERIODIC TEST-III/POST</u></p> <p><u>MID TERM (40 MARKS)</u></p> <p>•Reading - Unseen Passage</p> <p>•Writing- Story writing, Descriptive paragraph (person)</p> <p>•Grammar - Integrated grammar exercises, Reported Speech (Statements)</p> <p>•Literature Reader - (Beehive) i) My Childhood (Prose) Supplementary Reader - (Moments) i) The Last Leaf (Prose)</p>	<p>BEEHIVE</p> <p>MOMENTS</p> <p>WORKBOOK</p> <p>WORKSHEETS</p>	<p>Reinforcement of the content taught and the skills developed.</p>	<p>Individual, pen and paper test</p>	<p>RUBRICS FOR ASSESSMENT</p> <p>Pen and Paper Test</p>

		-		GENERAL OBJECTIVES		
6		LITERATURE / PROSE LESSONS	<p>MOMENTS</p> <p>BEEHIVE</p> <p>WORKBOOK</p> <p>WORKSHEETS</p> <p>MOMENTS</p>	<p>To enable learners to appreciate a new literary genre i.e. prose / poetry / drama /and their style of writing.</p> <p>To make the learners appreciate the lesson in terms of its plot, setting and characterisation.</p> <p>To develop new vocabulary.</p> <p>To enable specific and global comprehension of the text read.</p> <p>To develop an understanding of the themes as well as charactersketches conveyed by the text.</p>	<p>Using the smart board.</p> <p>Class discussion on the life and works of the author / playwright / poet</p> <p>Class discussion on the setting, plot, characters and the themes incorporated in the lesson /drama</p> <p>Worksheet for reinforcement of content learnt in class .</p>	<p>STUDENTS WILL BE ABLE TO DO THE FOLLOWING</p> <p>Reading with correct word stress, sentence stress and intonation.</p> <p>Reading for understanding/ comprehension both global and specific.</p> <p>Anticipation and prediction</p> <p>Developing writing skill by integrating literature with language.</p> <p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context</p> <p>Writing for self expression.</p> <p>Developing thought, critical analysis/ appreciation on the basis of the text read.</p> <p>Understanding of human values</p> <p>Understanding of the literary devices used.</p>
7.		<u>PROSE AND DRAMA LESSONS</u>		SPECIFIC OBJECTIVES		STUDENTS WILL BE ABLE TO DO THE FOLLOWING
	1	<p>MY CHILDHOOD</p> <p>BY APJ ABDUL KALAM</p>	<p>MOMENTS</p> <p>WORKBOOK</p> <p>WORKSHEETS</p>	<p>THEMES –</p> <p>Biography of APJ ABDUL KALAM our President and scientist and his inspiring life , family values that lead a child to be prosperous , ambitious and successful , the struggles faced by him and how he resolved them, themes of communalism , and prejudice and their resolution, themes of simple living and high thinking</p>	<p>Using the smart board.</p> <p>Class discussion on the life and works of the author / playwright / poet</p>	<p>Reading with correct word stress, sentence stress and intonation.</p> <p>Reading for understanding/ comprehension both global and specific.</p> <p>Anticipation and prediction</p>

	2	REACH FOR THE TOP		<p>THEMES –</p> <p>Biography of SANTOSH YADAV , mountaineer and inspiring woman, feminist , her standpoint against gender bias, orthodox values, desire to be fiercely independent, her achievements and her sensitivity, values children can imbibe from her struggle and her never giving up attitude.</p>	<p>Class discussion on the setting, plot, characters and the themes incorporated in the lesson /dramaWorksheet for reinforcement of content learnt in class .</p> <p>Using the smart board.</p> <p>Class discussion on the life and works of the author / playwright / poet</p> <p>Class discussion on the setting, plot, characters and the themes incorporated in the lesson /drama</p>	<p>Developing writing skill by integrating literature with language.</p> <p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context</p> <p>Writing for self expression.</p> <p>Developing thought, critical analysis/ appreciation on the basis of the text read.</p> <p>Understanding of human values</p> <p>Understanding of the literary devices used. Reading with correct word stress, sentence stress and intonation.</p>
	3	KATHMANDU BY VIKRAM SETH		<p>THEMES –</p> <p>A glimpse of Katmandu through the eyes of Vikram Seth , the traditions and distinct cultures, customs and rites of Hinduism, Buddhism , people’s attitude / behaviour, the description of the vibrant crowds .</p>	<p>Worksheet for reinforcement of content learnt in class .</p> <p>Using the smart board.</p> <p>Class discussion on the life and works of the author / playwright / poet</p>	<p>STUDENTS WILL BE ABLE TO DO THE FOLLOWING</p> <p>Reading for understanding/ comprehension both global and specific.</p> <p>Anticipation and prediction</p> <p>Developing writing skill by integrating literature with language.</p>
	4	IF I WERE YOU (PLAY) BY DOUGLAS JAMES		<p>THEMES –</p> <p>Suspense and mystery, wit and humour in the use of dialogue, interesting characters, theft of identity, crime and punishment.</p>	<p>Class discussion on the setting, plot, characters and the themes incorporated in the lesson /drama</p> <p>Worksheet for reinforcement of content learnt in class .</p>	<p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context</p> <p>Writing for self expression.</p> <p>Developing thought, critical analysis/ appreciation on the basis of the text read.</p> <p>Understanding of human values</p>

	5	THE HAPPY PRINCE BY OSCAR WILDE		THEMES- Sacrifice and love, selflessness, poverty versus wealth, indifference for human values and the need to build love, empathy, helpfulness, sharing and generosity, meaning in pain and suffering , friendship and bonding.	Using the smart board. Class discussion on the life and works of the author / playwright / poet Class discussion on the setting, plot, characters and the themes incorporated in the lesson /drama	STUDENTS WILL BE ABLE TO DO THE FOLLOWING Reading for understanding/ comprehension both global and specific. Anticipation and prediction Developing writing skill by integrating literature with language. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context Writing for self expression. Developing thought, critical analysis/ appreciation on the basis of the text read. Understanding of human values Understanding of the literary devices used..
	6	THE LAST LEAF BY O.HENRY		THEMES- Love, passion , friendship and sacrifice, selflessness and the value of Art in healing and uplifting a person from gloom and melancholy	Worksheet for reinforcement of content learnt in class .	
	7	A HOUSE IS NOT A HOME BY POLLY ADLER		THEMES – The meaning of home, value of a family in a crisis, love for a pet, sense of belonging, loss, support of an institution , loss and healing, human values.	Using the smart board. Class discussion on the life and works of the author / playwright / poet Class discussion on the setting, plot, characters and the themes incorporated in the lesson /drama	
	8	THE BEGGAR BY ANTON CHEKOV		THEMES- Poverty and justice, law and empathy , fellow- feeling, mentoring, love and support, change and transformation	Worksheet for reinforcement of content learnt in class .	

				GENERAL OBJECTIVES		
		<u>POETRY</u>	BEEHIVE	<p>To enable learners to appreciate a literary genre i.e. poetry.</p> <p>To enable the learners to appreciate the poet's poetic style and craft</p> <p>To make the learners comprehend the literal as well as the figurative meaning of the poem.</p> <p>To enable the learners to understand the literary devices/figures of speech used in the poem.</p> <p>To develop an understanding of the themes conveyed by the poem.</p> <p>Reinforcement of the content read through Class task/ Home task/ Worksheet.</p>	<p>Using the smart board</p> <p>Class discussion on the poet's life and work, the poem's rhyme scheme and its literal as well as figurative meaning.</p> <p>Learning about figures of speech ,or poetic devices .Worksheet for reinforcement of skills acquired in class</p>	<p>STUDENTS WILL BE ABLE TO DO THE FOLLOWING</p> <p>Reading with correct rhyme and rhythm. Reading for understanding/ comprehension both global and specific.</p> <p>Developing writing skill by integrating literature with language.</p> <p>Writing for self expression.</p> <p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Developing thought, critical analysis/ appreciation on the basis of the text real.</p>
	1	A LEGEND OF THE NORTHLAND BY PHOEBE CARY		<p>SPECIFIC OBJECTIVES</p> <p>THEMES- Wisdom and learning about human values, contentment and generosity, sharing and kindness.</p>	<p>Using the smart board</p> <p>Class discussion on the poet's life and work, the poem's rhyme scheme and its literal as well as figurative meaning.</p>	<p>Reading with correct rhyme and rhythm. Reading for understanding/ comprehension both global and specific.</p> <p>Developing writing skill by integrating literature with language.</p> <p>Writing for self expression.</p>
	2	NO MEN ARE FOREIGN BY JAMES KIRKUP		<p>THEMES- Brotherhood and fellowship, unity , harmony and peace, oneness and equality</p>	<p>Learning about figures of speech ,or poetic devices .Worksheet for reinforcement of skills acquired in class</p>	<p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Reading with correct rhyme and rhythm. understanding/comprehension both global and specific</p>

	3	ON KILLING A TREE BY GIEVE PATEL	WORKBOOK	THEMES- The tree as a symbol of life and the biosphere, the cruelty of man, the strength of a tree , the need and value for letting trees live .	Using the smart board Class discussion on the poet's life and work, the poem's rhyme scheme and its literal as well as figurative meaning. Learning about figures of speech ,or poetic devices .Worksheet for reinforcement of skills acquired in class	Reading with correct rhyme and rhythm. Reading for understanding/ comprehension both global and specific Developing writing skill by integrating literature with language. Writing for self expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.
	4	A SLUMBER DID MY SPIRIT SEAL BY WILLIAM WORDSWORTH		THEMES- The philosophical meaning of death, the endurance and understanding of death as a continuum.		Developing thought, critical analysis/ appreciation on the basis of the text read.
						Reading with correct rhyme and rhythm. Reading for understanding/ comprehension both global and specific.
						Developing writing skill by integrating literature with language. Writing for self expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.
	5	<u>WORKBOOK AND READING PRACTICE</u> Integrated grammar exercises with focus on: Verb forms, Voice, Reported Speech, Determiners, Modals, Connectors, Prepositions, Future Time Reference.		Teaching the rules of grammar related to the various topics and their application / functional usage. Reinforcement of the rules and usage. Reading for comprehension and vocabulary building , logical reasoning	Using the workbook and smart board for the various grammar topics. Reinforcement of the rules and usage through exercises in the workbook and the module.	Reading with correct rhyme and rhythm. Reading for understanding/ comprehension both global and specific Writing for self expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Reading with correct rhyme and rhythm. Reading for understanding/ comprehension both global and specific Reading and comprehension, vocabulary expansion, logical thinking, critical analysis, application of knowledge .

	6	<u>ASSESSMENTS</u> MID TERM AND FINAL TERM <u>Subject Enrichment Activity</u> <u>Multiple Assessments</u> <u>Portfolio</u>				<u>ASSESSMENTS WILL INCLUDE</u> MID TERM AND FINAL TERM <u>Subject Enrichment Activity</u> - This will include assessment of listening and speaking skills (ASL) and will be carried out once in each term. <u>Multiple Assessments</u> will include assessment of notebook work/HOLIDAY HOMEWORK assignments/worksheets/ Art Integrated Activity and will be done once in each term. Notebooks will be judged on regularity of submission, assignment completion and their neatness and upkeep. <u>Portfolio</u> : will include the best of SE (Subject Enrichment Activity)/ Notebook work/ Art Integrated Activity . etc (Notebook assessment will be done once in each term and the notebooks will be judged on regularity of submission, assignment completion and their neatness and upkeep.) THE grading will be a part of the REPORT CARD.
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ANNUAL CURRICULUM PLAN (2025-26)

SUBJECT: HINDI

CLASS: IX

TERM I

- हिंदी पाठ्यपुस्तक - स्पर्श, संचयन
- व्याकरण- व्याकरण प्रवेश

TOPIC/ LESSON	MONTH	Learning Objectives	Methodology	LEARNING OUTCOME	ASSESSMENT TOOLS
आवधिक परीक्षा (Periodic Test 1)	(40 Marks)	पढ़ाई गई विषयवस्तु की समझ का मूल्यांकन करना।	लिखित प्रश्नोत्तर विधि	अपने उत्तरों द्वारा पढ़ाई गई विषयवस्तु की समझ को अभिव्यक्त कर सकेंगे।	आवधिक परीक्षा 1 द्वारा
विषय संवर्धन (Subject Enrichment1) (कविता पाठ)	(5 Marks)	उचित भाव, लय तथा आरोह अवरोह द्वारा कविता पाठ सिखाना। देश भक्ति की भावना का विकास करना।	काव्य पाठ विधि	छात्रों के हिन्दी भाषा संबंधी लेखन कौशल का विकास हो सकेगा। *छात्रों के हिन्दी भाषा संबंधी वाचन कौशल का विकास हो सकेगा।	आवधिक परीक्षा 2 द्वारा
एकाधिक मूल्यांकन (Multiple Assessment 1) (Multiple Assessment 1)	(5 Marks)	दिए गए कार्य की सहायता से विद्यार्थियों में भाषा कौशलों का विकास करना।	खोज तथा परियोजना आधारित विधि	छात्रों के हिन्दी भाषा संबंधी रचनात्मकता का विकास हो सकेगा। *छात्रों के हिन्दी भाषा संबंधी वाचन कौशल का विकास हो सकेगा।	नाटक प्रस्तुति द्वारा

(ग्रीष्मावकाश गृहकार्य)					
पोर्टफोलिओ मूल्यांकन 1 (Portfolio work /notebook assessment)	(5 Marks)	कार्यपत्रिकाओं तथा विभिन्न गतिविधियों द्वारा विद्यार्थियों के रचनात्मक कौशल का मूल्यांकन करना।	आगमन तथा निगमन विधि	रचनात्मक कार्यों द्वारा विभिन्न भाषा कौशलों को अभिव्यक्त कर सकेंगे।	कक्षा में करवाई गई विभिन्न गतिविधियों द्वारा
मध्य अवधि परीक्षा (Midterm exam)	(80 Marks)	पढ़ाई गई विषयवस्तु की समझ का मूल्यांकन करना।	लिखित प्रश्नोत्तर विधि	पढ़ाई गई विषयवस्तु की समझ को अपने उत्तरों द्वारा अभिव्यक्त कर सकेंगे।	मध्य अवधि परीक्षा द्वारा
स्पर्श (भाग -1)					
पाठ- 1 रैदास (कविता)		1 दूसरों से न जलने की शिक्षा देना। 2 कर्मशीलता का महत्त्व तथा परोपकार की भावना का विकास करना	व्याख्यान विधि काव्य पाठ	दैनिक जीवन में समर्पण व त्याग के महत्त्व तथा गौरवशाली इतिहास को ध्यान में रखते हुए कार्य करेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
पाठ -2 दुख का अधिकार		सद्व्यवहार सीखाना। लालच से बचने के तरीके सीखाना।	कहानी कथन विधि	ईमानदारी , सत्य तथा कर्तव्यनिष्ठा को अपने व्यवहार द्वारा व्यक्त कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

पाठ -3 एवरेस्ट मेरी शिखर यात्रा		चरित्र निर्माण तथा मानवीय मूल्यों का विकास करना। अपने कर्तव्यों के प्रति समझ का विकास।	पठन- पाठन, भाव स्पष्टीकरण तथा व्याख्यान विधि वार्तालाप	प्रकृति के प्रति अपनी भावनाओं को व्यक्त कर सकेंगे। उनकी रक्षा के लिए सदैव कार्यरत रहेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
पाठ -4 तुम कब जाओगे अतिथि		जीवन में बुद्धि का महत्त्व समझना तथा समस्याओं का सामना करने का साहस जगाना। जीवन में मानवता के महत्त्व को समझना। परोपकार की भावना जागृत करना।	कहानी कथन विधि	दैनिक जीवन से जुड़ी समस्याओं को अपनी बुद्धि के प्रयोग से हल कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
पाठ -5 रहीम के दोहे		जीवन में एक दूसरे की सहायता का महत्त्व समझना तथा सहायता करना। सामाजिक कार्यों में भाग लेना सीखना।	व्याख्यान विधि काव्य पाठ	अपने शब्दों में कविता लेखन व वाचन कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

पाठ -6 गीत अगीत		1 दूसरों से न जलने की शिक्षा देना। 2 कर्मशीलता का महत्त्व तथा परोपकार की भावना का विकास करना	व्याख्यान विधि काव्य पाठ	प्रकृति के प्रति अपनी भावनाओं को व्यक्त कर सकेंगे। उसकी रक्षा के लिए सदैव कार्यरत रहेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
<u>संचयन</u>					
गिल्लू स्मृति		हिंदी साहित्य के पठन के प्रति जागरूकता पैदा करना। चरित्र निर्माण तथा मानवीय मूल्यों का विकास करना।	कहानी कथन विधि व्याख्यान विधि पठन-पाठन विधि	विविध प्रकार के विषयों में आए प्राकृतिक सामाजिक और अन्य संवेदनशील मुद्दों को समझते हैं और उन पर चर्चा करेंगे। अपने शब्दों में इन पर अपने विचार प्रस्तुत कर सकेंगे। लेखन कौशल में नए प्रयोग कर सकेंगे। नैतिक मूल्यों पर अपने विचार रखने में सक्षम होंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

<p><u>व्याकरण</u></p> <p>अनुस्वार अनुनासिक शब्द और पद</p>		<p>शब्द भण्डार में वृद्धि करना। शब्दों का व्यावहारिक प्रयोग सीखाना।</p> <p>शब्दों की पहचान तथा अंतर को स्पष्ट करना।</p>	<p>आगमन तथा निगमन विधि</p>	<p>*छात्रों में नए शब्दों को सीखने व जानने की उत्सुकता होगी। *वे नए शब्दों का प्रयोग प्रतिदिन की बोलचाल में कर सकेंगे।</p> <p>*छात्र पर्यायवाची ,अनेक शब्दों के लिए एक शब्द , आदि द्वारा अपना शब्द -भंडार बढ़ा सकेंगे व उनका प्रयोग अपने लेखन व वाचन में कर सकेंगे।</p>	<p>पाठ के अंत में दिए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।</p>
<p>संरचना के आधार पर वाक्य के भेद</p>		<ul style="list-style-type: none"> • वाक्यों का महत्त्व समझाना। • वाक्यों की पहचान से परीचित कराना। • वाक्य संरचना पर बल देना। • वाक्यों के बीच के अंतर को स्पष्ट करना। 	<p>आगमन तथा निगमन विधि</p>	<p>*छात्रों में नए वाक्यों को सीखने व जानने की उत्सुकता होगी। *वे नए वाक्यों के भेद पहचान कर लिख सकेंगे।</p> <p>छात्र वाक्यों के अंतर को समझ कर उनका परिवर्तन आवश्यकता के अनुसार कर सकेंगे।</p>	<p>पाठ के अंत में दिए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।</p>

उपसर्ग , प्रत्यय		<p>उपसर्ग पहचान पाएंगे।</p> <p>उपसर्ग और मूल शब्द अलग करना सीखेंगे ।</p> <p>प्रत्यय युक्त शब्दों की पहचान ,शब्द निर्माण , प्रत्यय के कारण अर्थ में बदलाव को समझ पाएंगे।</p> <p>शब्दों का अलग-अलग तरीके से प्रयोग सिखाना ।</p>	आगमन तथा निगमन विधि	सीखे गए शब्दों का अपनी भाषा में प्रयोग कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
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<u>रचनात्मक लेखन</u>		रुचिकर विषयों पर अपने शब्दों में लिखने का अभ्यास कराना।	अवलोकन विधि स्पष्टीकरण विधि सामूहिक चर्चा विधि	सृजनात्मक लेखन व चिंतन कौशल का विकास। विभिन्न स्थितियों व लेखन के स्वरूप के अनुसार अनुच्छेद के रूप में लिखेंगे। अपनी कल्पना से मौलिक रचना करेंगे। अपने अनुभवों को अपनी भाषा शैली में लिखेंगे।	रचनात्मक लेखन अभ्यास द्वारा
अनुच्छेद- लेखन		अर्थग्रहण संबंधी प्रश्नों के माध्यम से अपठित गद्यांश का अभ्यास कराना।			
पत्र – लेखन		विभिन्न चिह्नों को दर्शाते हुए विराम-चिह्नों का अभ्यास कराना।			
अपठित-गद्यांश		पत्र के विभिन्न भेदों का परिचय देते हुए पत्र लेखन के प्रारूप की सहायता से अनौपचारिक पत्र लेखन का अभ्यास कराना।			
विराम – चिह्न					

सूचना - लेखन पद-बंध विज्ञापन - लेखन		विभिन्न विषयों पर सन्देश लेखन के प्रारूप की सहायता से सूचना - लेखन का अभ्यास कराना। व्याकरणिक इकाई के माध्यम से वाक्यों में आये शब्दों का प्रकार पहचानना तथा अभ्यास करना।	अवलोकन विधि स्पष्टीकरण विधि सामूहिक चर्चा	सृजनात्मक लेखन व चिंतन कौशल का विकास। विभिन्न स्थितियों व लेखन के स्वरूप के अनुसार सूचना के रूप में लिखेंगे। अपनी कल्पना से मौलिक रचना करेंगे। अपने अनुभवों को अपनी भाषा शैली में लिखेंगे।	रचनात्मक लेखन अभ्यास द्वारा
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TERM II

हिंदी पाठ्यपुस्तक – स्पर्श (भाग -1)

संचयन (भाग 1)

व्याकरण- व्याकरण प्रवेश

TOPIC/ LESSON	MONTH	Learning Objectives	Methodology	LEARNING OUTCOMES	ASSESSMENT TOOLS
आवधिक परीक्षा 3 (Periodic Test 3)	(40 Marks)	पढ़ाई गई ध्वन्यवस्तु की समझ का मूलांकन करना।	लिखित प्रश्नोत्तर ध्वधि	अपने उत्तरों द्वारा पढ़ाई गई विषयवस्तु की समझ को अभिव्यक्त कर सकेंगे।	आवधिक परीक्षा 1 द्वारा
विषय संवर्धन 2 (Subject Enrichment2) (वाद विवाद)	(5 Marks)	उध त आरोह अवरोह द्वारा अिग -अिग भाषण का प्रस्तुतीकरण करना। नाट्य किा ध्वकधसत करना।	भाषण ध्वधि	छात्रों के हिन्दी भाषा संबंधी लेखन कौशल का विकास हो सकेगा। *छात्रों के हिन्दी भाषा संबंधी वाचन कौशल का विकास हो सकेगा।	आवधिक परीक्षा 2 द्वारा
एकाधिक मूल्यांकन 2 (Multiple Assessment 2) समेकित परियोजना	(5 Marks)	दिए गए कार्य की सहायता से विद्यार्थियों में भाषा कौशलों का विकास करना।	खोज तथा परियोजना आधारित विधि	छात्रों के हिन्दी भाषा संबंधी रचनात्मकता का विकास हो सकेगा। *छात्रों के हिन्दी भाषा संबंधी वाचन कौशल का विकास हो सकेगा।	नाटक प्रस्तुति द्वारा

पोर्टफोलिओ मूल्यांकन 2 (Portfolio work /notebook assessment)	(5 Marks)	कार्यपत्रिकाओं तथा विभिन्न गतिविधियों द्वारा विद्यार्थियों के रचनात्मक कौशल का विकास करना।	आगमन तथा निगमन विधि	रचनात्मक कार्यों द्वारा विभिन्न भाषा कौशलों को अभिव्यक्त कर सकेंगे।	कक्षा में करवाई गई विभिन्न गतिविधियों द्वारा
वार्षिक परीक्षा (Annual exam)	(80 Marks)	पढ़ाई गई विषयवस्तु की समझ का मूल्यांकन करना।	लिखित प्रश्नोत्तर विधि	पढ़ाई गई विषयवस्तु की समझ को अपने उत्तरों द्वारा अभिव्यक्त कर सकेंगे।	मध्य अवधि परीक्षा द्वारा
स्पर्श					
पाठ - वैज्ञानिक चेतना के वाहक वेंकट रामन		अपने कर्म पर विश्वास करने के लिए प्रेरित करना। संतोष ही परम धन है। इस भावना को विकसित करना।	कहानी कथन विधि	प्रकृति के प्रति अपनी भावनाओं को व्यक्त कर सकेंगे। उनकी रक्षा के लिए सदैव कार्यरत रहेंगे। वैज्ञानिक दृष्टिकोण उत्पन्न कर सकेंगे ।	पाठ के अंत में दिए गए अभ्यास प्रश्नों ,कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

पाठ - अग्नि पथ (कविता)		जीवन में कर्तव्य के महत्व को समझाना। मातृभूमि के प्रति समर्पण की भावना, स्वार्थ का परित्याग करना सिखाना।	कविता का वाचन ,भाव स्पष्टीकरण तथा व्याख्यान विधि	ईमानदारी , सत्य तथा कर्तव्यनिष्ठा को अपने व्यवहार द्वारा व्यक्त कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
पाठ - शुक्र तारे के समान		सुंदर लेख लिखने के लिए प्रेरित करना। उनके प्रति दयाभाव नहीं समानता का भाव हो - ऐसे मूल्य जानना। उनके लिए विभिन्न प्रतियोगिताओं का आयोजन हो- ऐसे भाव जगाना।	व्याख्यान विधि	प्रकृति के प्रति अपनी भावनाओं को व्यक्त कर सकेंगे। उनकी रक्षा के लिए सदैव कार्यरत रहेंगे। उनके जीवन से प्रेरणा लेकर देश के प्रति अपने कर्तव्य को पहचानेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

पाठ -17 खुशबू रचते है हाथ (कविता)		निरंतर काम करने के लिए तत्पर रहने की सीख देना।	कविता वाचन ,भाव स्पष्टीकरण तथा व्याख्यान विधि	दैनिक जीवन से जुडी समस्याओं को अपनी बुद्धि के प्रयोग से हल कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
<u>संचयन</u>					
मेरा छोटा सा निजी पुस्तकालय कल्लू कुम्हार की उनाकोटी		हिंदी साहित्य के पठन के प्रति जागरूकता पैदा करना। चरित्र निर्माण तथा मानवीय मूल्यों का विकास करना ।	कहानी कथन विधि व्याख्यान विधि पठन-पाठन विधि नाट्य रूपांतर विधि	विविध प्रकार के विषयों में आए प्राकृतिक सामाजिक और अन्य संवेदनशील मुद्दों को समझते हैं और उन पर चर्चा करेंगे।अपने शब्दों में इन पर अपने विचार प्रस्तुत कर सकेंगे लेखन कौशल में नए प्रयोग कर सकेंगे नैतिक मूल्यों पर अपने विचार रखने में सक्षम होंगे	पाठ के अंत में दिए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

<p><u>व्याकरण</u></p> <p>अनुस्वार अनुनासिक शब्द और पद</p>		<p>शब्द भण्डार में वृद्धि करना। शब्दों का व्यावहारिक प्रयोग सीखाना।</p> <p>शब्दों की पहचान तथा अंतर को स्पष्ट करना।</p>	<p>आगमन तथा निगमन विधि</p>	<p>*छात्रों में नए शब्दों को सीखने व जानने की उत्सुकता होगी। *वे नए शब्दों का प्रयोग प्रतिदिन की बोलचाल में कर सकेंगे।</p> <p>*छात्र पर्यायवाची, अनेक शब्दों के लिए एक शब्द, आदि द्वारा अपना शब्द-भंडार बढ़ा सकेंगे व उनका प्रयोग अपने लेखन व वाचन में कर सकेंगे।</p>	<p>पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।</p>
<p>संरचना के आधार पर वाक्य के भेद</p>		<ul style="list-style-type: none"> • वाक्यों का महत्त्व समझाना। • वाक्यों की पहचान से परीचित कराना। • वाक्य संरचना पर बल देना। • वाक्यों के बीच के अंतर को स्पष्ट करना। 	<p>आगमन तथा निगमन विधि</p>	<p>*छात्रों में नए वाक्यों को सीखने व जानने की उत्सुकता होगी। *वे नए वाक्यों के भेद पहचान कर लिख सकेंगे।</p> <p>छात्र वाक्यों के अंतर को समझ कर उनका परिवर्तन आवश्यकता के अनुसार कर सकेंगे।</p>	<p>पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।</p>

उपसर्ग , प्रत्यय		<p>उपसर्ग पहचान पाएंगे।</p> <p>उपसर्ग और मूल शब्द अलग करना सीखेंगे ।</p> <p>प्रत्यय युक्त शब्दों की पहचान ,शब्द निर्माण , प्रत्यय के कारण अर्थ में बदलाव को समझ पाएंगे।</p> <p>शब्दों का अलग-अलग तरीके से प्रयोग सिखाना ।</p>	आगमन तथा निगमन विधि	सीखे गए शब्दों का अपनी भाषा में प्रयोग कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
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<u>रचनात्मक लेखन</u>		रुचिकर विषयों पर अपने शब्दों में लिखने का अभ्यास कराना।	अवलोकन विधि स्पष्टीकरण विधि सामूहिक चर्चा विधि	सृजनात्मक लेखन व चिंतन कौशल का विकास। विभिन्न स्थितियों व लेखन के स्वरूप के अनुसार अनुच्छेद के रूप में लिखेंगे। अपनी कल्पना से मौलिक रचना करेंगे। अपने अनुभवों को अपनी भाषा शैली में लिखेंगे।	रचनात्मक लेखन अभ्यास द्वारा
अनुच्छेद- लेखन		अर्थग्रहण संबंधी प्रश्नों के माध्यम से अपठित गद्यांश का अभ्यास कराना।			
पत्र – लेखन		विभिन्न चिह्नों को दर्शाते हुए विराम-चिह्नों का अभ्यास कराना।			
अपठित-गद्यांश		पत्र के विभिन्न भेदों का परिचय देते हुए पत्र लेखन के प्रारूप की सहायता से अनौपचारिक पत्र लेखन का अभ्यास कराना।			
विराम – चिह्न					

सूचना - लेखन पद-बंध विज्ञापन - लेखन		विभिन्न विषयों पर सन्देश लेखन के प्रारूप की सहायता से सूचना - लेखन का अभ्यास कराना। व्याकरणिक इकाई के माध्यम से वाक्यों में आये शब्दों का प्रकार पहचानना तथा अभ्यास करना।	अवलोकन विधि स्पष्टीकरण विधि सामूहिक चर्चा	सृजनात्मक लेखन व चिंतन कौशल का विकास। विभिन्न स्थितियों व लेखन के स्वरूप के अनुसार सूचना के रूप में लिखेंगे। अपनी कल्पना से मौलिक रचना करेंगे। अपने अनुभवों को अपनी भाषा शैली में लिखेंगे।	रचनात्मक लेखन अभ्यास द्वारा
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CURRICULUM PLAN [2025-2026] CLASS IX MATHS

S.No	FA/SA	Tasks	MAR KS	Learning Objective	Methodology	Skills To be developed
1.	FA I	PT 1 *UNIT 1- Number System * UNIT 3- Coordinate Geometry *UNIT 10- Heron Formula	5	Assessment of the unit done .	Pen paper test	*Critical thinking *Decision making *Time management *creative thinking
2.	MA I	MULTIPLE ASSESSMENT *Holiday homework *Interdisciplinary project *Class work and homework	5	*strengthening up the concepts taught *Learning by doing on various topics *Taking out hidden talents of each student *To know about art, culture and literature of other states of India *An excellent way to find what children know, think, feel and can do.	*Preparing charts *Cutting and pasting work *Written practice *Model making *Experimental learning by activity	*Logical thinking *Creativity *Motor skills *Observational skills *Team work
3.	SE 1	SUJECT ENRICHMENT ACTIVITY1	5	* strengthening up the concepts taught	*Learning by doing	*Creative skills * Observational skills *Problem solving skills
4.		PORTFOLIO 1	5	To motivate the students to excel	Learning by doing	*Positive competitive spirit *Critical reasoning *Logical reasoning *Decision making

CURRICULUM PLAN [2025-2026] CLASS IX MATHS

5	SA 1	*Unit -1 NUMBER SYSTEM		<ul style="list-style-type: none"> • Concept of irrational nos. • Concept of real nos. • Real numbers and their decimal expansions • Representation of real nos. on number line. • Operations on real nos. <p>Laws of Exponents for real numbers</p>	*Explanation using smart board. *Brainstorming *Discussion *Use of google for showing videos and quiz etc. *Activity on operation of irrational numbers.	* Critical thinking *Creative thinking *Observational skill *Problem Solving *Decision making
6	SA1	UNIT-3 CO-ORDINATE GEOMETRY	•	<ul style="list-style-type: none"> • Concept of Cartesian System. • Concept of quadrants. • General form of a point on x-axis and y- axis. • Plotting a point in the plane if its coordinates are given. 	*Recapitulation * Explanation using smart board. *Brainstorming *Discussion *Use of google for showing videos and quiz etc.	Critical thinking *Creative thinking *Observational skill *Problem Solving *Decision making
7	SA1	UNIT- 4 LINEAR EQUATIONS TWO VARIABLES	•	<ul style="list-style-type: none"> • Concept of general form of a linear equation • Solution of a linear equation • Finding solution of a linear equation in two variables, • Equations of lines parallel to x-axis and y-axis • Difference between linear equation in one variable and two variables. 	*Recapitulation * Explanation using smart board. *Brainstorming *Discussion *Use of google for showing videos and quiz etc.	* Critical thinking *Creative thinking *Observational skill *Problem Solving *Decision making

CURRICULUM PLAN [2025-2026] CLASS IX MATHS

8	SA1	UNIT-6 LINES AND ANGLES	•	<ul style="list-style-type: none"> To define point line ,line segment , ray, and angle Angles made by intersecting lines Pairs of angles and their property Angles made by a transversal on two lines and on parallel lines. 	*Use of google for showing videos and quiz etc. *Recapitulation *Explanation using smart board *Learning by doing	Critical thinking *Creative thinking *Observational skill *Problem Solving *Decision making
9	SA1	UNIT-7 TRIANGLES	•	<ul style="list-style-type: none"> Congruence of triangles. Criteria for congruence of triangles. Isosceles triangle property. AAS congruence criteria rule.. Problems on congruence and properties of triangle. 	*Recapitulation * Explanation using smart board. *Brainstorming *Discussion *Use of google for showing videos and quiz etc.	*Logical reasoning *Decision making *Observational skill *Problem Solving *Decision making
10	SA1	UNIT-10 HERON FORMULA		<ul style="list-style-type: none"> Calculate the area of a triangle when the length of all the three sides are given. Concept of Herons Formula. Application of Herons formula Area of equilateral triangle Area of Isosceles triangle applying Heron formula 	* Explanation using smart board. *Brainstorming *Discussion *Use of google for showing videos and quiz etc. *Learning by doing	*Decision making *Observational skill *Problem Solving *Decision making *Logical reasoning

CURRICULUM PLAN [2025-2026] CLASS IX MATHS

11	FA2	PT2 UNIT 2 POLYNOMIALS UNIT 11 SURFACE AREA AND VOLUMES	5	*To test the knowledge about the concept *Assessment of the concept	* Pen paper test	* Decision making Problem solving * Time management
12	SE 2	SUBJECT ENRICHMENT ACTIVITY 2	5	<ul style="list-style-type: none"> Strengthening of the concept taught 	<ul style="list-style-type: none"> Learning by doing 	<ul style="list-style-type: none"> Critical thinking Creative thinking Observational skill
13		PORT FOLIO 2	5	<ul style="list-style-type: none"> To motivate the students to excel 	<ul style="list-style-type: none"> Learning by doing 	<ul style="list-style-type: none"> Positive competitive spirit Logical thinking Observational skill
14	MA2	MULTIPLE ASSESSMENT *Art integrated activity *Interdisciplinary project *Class work and homework		*strengthening up the concepts taught *Learning by doing on various topics *Taking out hidden talents of each student *To know about art, culture and literature of other states of India *An excellent way to find what children know, think, feel and can do.	*Preparing charts *Cutting and pasting work *Written practice *Model making *Experimental learning by activity	*Logical thinking *Creativity *Motor skills *Observational skills *Team work
15	SA 2	UNIT-2 POLYNOMIALS		<ul style="list-style-type: none"> Concept of polynomials. Polynomials in one variable. Zeros of a polynomials Remainder Theorem Factorization of polynomials. Algebraic Identities 	* Brainstorming *Discussion *Use of google for showing videos and quiz etc. *Activity on Factorisation *Activity on Algebraic Identities.	Critical thinking *Creative thinking *Observational skill *Problem Solving *Decision making

CURRICULUM PLAN [2025-2026] CLASS IX MATHS

16	SA2	UNIT-5 INTRODUCTION TO EUCLIDS GEOMETRY		*Introduction *Euclid Definition, Axioms and Postulates *Theorems *Definition of basic terms	*Recapitulation *Explanation using smart board *Learning by doing	*Problem Solving *Decision making * Creative thinking
17	SA2	UNIT-8 QUADRILATERALS	•	<ul style="list-style-type: none"> Types of quadrilaterals. Parallelogram and properties of diagonals of a parallelogram. Condition for a quadrilateral to be a parallelogram. The Mid- point theorem. Converse of Mid-point theorem. 	Explanation using smart board. *Brainstorming *Discussion *Use of google for showing videos and quiz etc.	*Decision making *Observational skill *Problem Solving *Decision making *Logical reasoning
18	SA2	UNIT-9 CIRCLES	•	<ul style="list-style-type: none"> Circles and its related terms, Angle subtended by a chord at a point. Perpendicular from the centre to a chord. Equal chords and their distance from the centre. Angle subtended by an arc of a circle. Cyclic quadrilaterals and its properties. 	Use of google for showing videos and quiz etc. *Recapitulation *Explanation using smart board *Learning by doing	*Logical reasoning *Decision making *Observational skill *Problem Solving *Decision making

CURRICULUM PLAN [2025-2026] CLASS IX MATHS

19	SA2	UNIT-11 SURFACE AREA AND VOLUMES		<ul style="list-style-type: none"> To calculate the curved surface area and lateral surface area of a cone. To calculate the surface area of a sphere and a hemisphere. To calculate the volume of a cone and sphere. 	*Recapitulation * Explanation using smart board. *Brainstorming *Discussion *Use of google for showing videos and quiz etc.	*Logical reasoning *Decision making *Observational skill *Problem Solving *Decision making
20	SA2	UNIT-12 STATISTICS	•	<ul style="list-style-type: none"> Concept of Frequency table. Concept of bar graph Concept of double bar graph Concept of Histogram Record and label a given data set in order to create a frequency table. Compare the values in order to co-relate two data points from graph. 	* Explanation using smart board. *Brainstorming *Discussion *Use of google for showing videos and quiz etc. *Learning by doing	*Decision making *Observational skill *Problem Solving *Decision making *Logical reasoning

RAMJAS PUBLIC SCHOOL DAY BOARDING
ACP SCIENCE CLASS IX 2025-26

S.No.	FA/ SA/Term	Topic/Chapter/Task	Marks	Learning Objectives	Methodology	Learning outcomes	Assessment tools	Skills To Be Developed
1	FA Term-1	<u>PERIODIC TEST</u> <u>*Physics-</u> <ul style="list-style-type: none"> Chapter - 7 Motion <u>*Chemistry-</u> <ul style="list-style-type: none"> Chapter 1- Matter in our Surroundings <u>*Biology-</u> <ul style="list-style-type: none"> Chapter-5 Fundamental Unit of Life (Pages 49-54 only) 	5	<u>PERIODIC TEST</u> *Small tests help children to be thorough in their syllabus. *Students imbibe scientific knowledge, regularity, punctuality and discipline. *Understand fundamental concepts develop, Cognitive thinking. * Solve very simple numerical based on concept Relate/connect classroom learning to everyday life situations and understanding of content taught and reinforcement. * Students would learn History of Cell Biology and would relate it with present day study of Biology. * They would learn the basic functions and structures of various cell organelles and their importance.	<u>PERIODIC TEST</u> *Paper pen test which includes questions based on real life situations, numerical, interpreting given data, definitions, value based questions. * Multiple choice questions based on key concepts are given to students to assess their learning * Paper pen test which includes questions based on real life situations, numerical, interpreting given data * Smart learning tools from the smart board would be use to teach students to draw effectively the various structures. *Collaborative learning and peer learning would be encouraged. * Internet videos and images and softcopy of NCERT textbook would be used to explain the concepts	<u>PERIODIC TEST</u> After exam students will be able to: * Assess their knowledge retention. * Develop critical thinking and problem-solving skills. * Improve time management * Identify areas for improvement. *Build confidence in their abilities. *Develop effective test-taking strategies.	<u>PERIODIC TEST</u> 1. Multiple-choice questions (MCQs) 2. Short-answer questions 3. Essay questions 4. True or false questions 5. Fill-in-the-blank questions 6. Case studies 7. Performance	<u>PERIODIC TEST</u> <ul style="list-style-type: none"> Allows students to generate ideas quickly and spontaneously. Critical thinking Creative thinking Stress management Time management Analytical ability Memory retention Drawing skills
2.	FA Term-1	<u>SUBJECT ENRICHMENT ACTIVITY</u> Activities/ Experiments as per CBSE Guidelines PRACTICALS (WRITTEN + DEMO)	5	<u>SUBJECT ENRICHMENT ACTIVITY</u> *Provide opportunities to explore and work with one's hands, Observe, collect data, analyse, organize and interpret data and draw generalisations. *Experiential Learning, learning by doing.	<u>SUBJECT ENRICHMENT ACTIVITY</u> 1.Learning by Doing Experiments keep giving students an opportunity to explore, investigate, concept clarity, reinforcement of learning 2.Children are encouraged for judicious use of materials and	<u>SUBJECT ENRICHMENT ACTIVITY</u> 1. Practical understanding: Students gain direct experience with concepts. 2. Scientific inquiry skills: Experimentation develops critical thinking and problem-solving.	<u>SUBJECT ENRICHMENT ACTIVITY</u> 1. Practical performance 2. Practical file: Evaluating written reports of experimental procedures and results. 3. Data analysis:	<u>SUBJECT ENRICHMENT ACTIVITY</u> <ul style="list-style-type: none"> Allows students to generate ideas quickly and spontaneously. Critical thinking Creative thinking Stress management Time management

				<p>* Provides an opportunity to work in real life situations</p>	<p>keep them back after use 3.This enables students to work together, share experiences and learn from each other</p>	<p>3. Observation and data analysis: Students learn to collect and interpret data. 4. Application of theory: Hands-on experiments illustrate theoretical concepts. 5. Development of laboratory skills: Students become proficient in using equipment and techniques. 6. Enhanced retention: Hands-on experiences improve knowledge retention. 7. Collaboration and teamwork: Experiments often promote group work. 8. Critical thinking and troubleshooting: Students learn to analyze results and address issues.</p>	<p>Assessing students' ability to interpret and analyze data. 4. Viva voce (oral exam): Questioning students about their experiments. 5. Observation</p>	<ul style="list-style-type: none"> Analytical ability Memory retention Research work Skills of integration Team work Inter-personal relationship
3.	FA Term-1	<p><u>CW/ HW & HOLIDAY HW</u> (ASSIGNMENTS) (Parameters of Assessment)</p> <ul style="list-style-type: none"> * Timely execution * Presentation * Originality *Relevance of Topic *Content Quality * Neatness * Creativity 	5	<p><u>CW/ HW & HOLIDAY HW</u></p> <p>To help the learners to:</p> <ul style="list-style-type: none"> *Take active part and interest in classwork/ homework assignment *Inculcate the habit of regularity and neatness in doing assigned tasks *Reinforce learning through additional tasks *Inculcate the habit of self-learning and extended learning 	<p><u>CW/ HW & HOLIDAY HW</u></p> <p>The work includes the tasks assigned by the teacher to the students in the class during the lesson or at the end of teaching period and may include:</p> <ul style="list-style-type: none"> *Worksheet to be completed for recapitulation of the topic, meant for reinforcement of learning *Questions based on real life situations, interpreting giving data, definitions, value based questions *Questions based on application of classroom learning to real life situations *Questions based on enhancement of skills related to drawing diagrams, solving numerical, writing of formulae, chemical equations circuit diagrams, data etc. 	<p><u>CW/ HW & HOLIDAY HW</u></p> <p>1. Reinforcing learning: HW helps students reinforce concepts learned in class. 2. Developing study habits: Regular HW promotes discipline and time management. 3. Improving retention: HW aids in retaining information and concepts. 4. Encouraging self-directed learning: Students learn to work independently. 5. Building problem-solving skills: HW assignments often require critical thinking. 6. Preparing for assessments: HW helps students prepare for exams and quizzes.</p>	<p><u>CW/ HW & HOLIDAY HW</u></p> <p>1. Completion checks: Verifying if assignments are completed. 2. Accuracy checks: Reviewing correctness of answers. 3. Feedback: Providing comments or suggestions for improvement. 4. Regularity 5. Neatness</p>	<p><u>CW/ HW & HOLIDAY HW</u></p> <p>Apart from development of skills as: Analytical ability Time management Critical thinking Stress management</p> <p>A child also will be able to learn: Regularity in submission of work Completeness, correctness and neatness of work Overall quality of answers Better expression</p>

	FA Term-1	<p><u>PROJECT WORK</u> Integrated Project-Topic – Forest conservation in Lakshadweep, Andaman and Nicobar Islands. Relate this topic with the economic development of that region. (Parameters of Assessment) * Timely execution * Presentation * Originality *Relevance of Topic *Content Quality * Neatness * Creativity</p>		<p><u>PROJECT WORK:</u> Provide opportunities to explore and work with one's hands Observe, collect data, analyse, organize and interpret data and draw generalisations Provides an opportunity to work in groups and in real life situations Helps develop a positive attitude towards group work, sharing and learning from each other.</p>	<p>*Tasks related to rectification of mistakes/errors</p> <p><u>PROJECT WORK:</u> Project topics are decided/chosen, planned with the teacher acting as a guide Encouragement is given to group projects. This enables students to work together, share experiences and learn from each other Projects keep giving students an opportunity to explore, investigate and work in groups Children are encouraged for judicious use of materials and keep them back after use</p>	<p><u>PROJECT WORK</u></p> <ul style="list-style-type: none">● Problem-Solving: Apply knowledge to real-world challenges.● Research: Gather, analyze, and synthesize information.● Project Management: Plan, organize, and adapt effectively.● Teamwork: Collaborate and communicate in group settings.● Technical Skills: Use tools and methods relevant to the field.● Communication: Write reports and present findings clearly.● Creativity: Develop innovative solutions and ideas.● Independent Learning: Take initiative and reflect	<p><u>PROJECT WORK:</u></p> <ul style="list-style-type: none">● Planning:.● Research: Relevant and in-depth content.● Execution: Quality of output and technical skills.● Creativity: Original ideas and problem-solving.● Teamwork: Collaboration and contribution (for group work).● Communication: Clear report and presentation● Presentation● Originality	<p><u>PROJECT WORK</u> Allows students to generate ideas Critical thinking Creative thinking Time management Analytical ability Research work Skills of integration Team work Inter-personal relationship A child also will be able to learn: Regularity in submission of work Completeness, correctness and neatness of work Overall quality of answers Better expression</p>
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4.	FA Term 1	<p><u>PORTFOLIO</u></p> <p>Student portfolio is a compilation of academic work and other forms of educational evidence Assembled. Portfolio work would be according to the CBSE. Topic:Health and Diseases: Health and its failure, Infections and non-infectious diseases, theie causes and manifestations. Diseases caused by microbes(virus, bacteria and Protozoans) and their prevention. Principles of treatment and prevention. Pulse Polio Programme.</p>	5	<p><u>PORTFOLIO</u></p> <p>Objective of Portfolio (1) evaluating coursework quality, learning progress, and academic achievement; (2) determining whether students have met learning standards or other academic require promotion, and graduation; (3) helping students reflect on their academic goals and progress as learners (4) creating a lasting archive of academic work products, accomplishments, and other documentation. Advocates of student portfolios argue that compiling, reviewing, and evaluating student work over time can provide a richer, deeper, and more accurate picture of what students have learned and are able to do than more traditional measures—such as standardized tests, quizzes, or final exams—that only measure what students know at a specific point in time</p>	<p><u>PORTFOLIO</u></p> <p>Portfolios come in many forms, from notebooks filled with documents, notes, and graphics to online digital archives and student-created websites. Portfolios can be a physical collection of student work that includes materials such as written assignments, journal entries, completed tests, artwork, lab reports, physical projects and other material evidence of learning progress and academic accomplishment, including awards, honors, certifications, recommendations, written evaluations by teachers or peers, and self-reflections written by students. Portfolios may also be digital archives, presentations, blogs, or websites that feature the same materials as physical portfolios, but that may also include content such as student-created videos, multimedia presentations, spreadsheets, websites, photographs, or other digital artefacts of learning</p>	<p>on progress.</p> <p><u>PORTFOLIO</u></p> <p>By the end of the portfolio work, students should be able to:</p> <ul style="list-style-type: none"> • Define health and explain the factors that influence it. • Differentiate between infectious and non-infectious diseases. • Identify various microbial agents (viruses, bacteria, protozoans) and the diseases they cause. • Describe the symptoms and effects (manifestations) of selected diseases. • Understand and explain the modes of disease transmission. 	<p>To assess the portfolio effectively, the following tools can be used:</p> <ul style="list-style-type: none"> • Checklist for Content Coverage • Coverage of sub-topics (health, types of diseases, prevention, treatment, Pulse Polio). • Clarity and accuracy of scientific concepts. • Rubric-Based Evaluation (Criteria-based grading on a 5-point scale) • Research and Content Understanding • Creativity and Presentation • Application of Knowledge (e.g., connecting concepts to real-life examples) • Data Interpretation and Use of Charts/Tables 	<p><u>PORTFOLIO</u></p> <p>A portfolio is a powerful tool that showcases:</p> <ul style="list-style-type: none"> • Innovation. • Organization. • Creativity. • Writing skills. • Effective use of technology. • Leadership. • Initiative. • Accomplishments. <p>Some portfolios help to evaluate learning progress and achievement in a specific course, while others are maintained for the entire time a student is enrolled in a school. And some portfolios are used to assess learning in a specific subject area, while others evaluate the acquisition of skills that students can apply in all subject areas.</p>
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		TOTAL	20			<ul style="list-style-type: none"> Discuss the principles of disease treatment and prevention. 	<ul style="list-style-type: none"> Reflective Thinking (personal insights, preventive measures) .Teacher Observation Notes <p>Notes taken during student explanations, presentations, or while reviewing portfolio drafts.</p>	
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List of Experiments: *

- 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, stability
- Preparation of 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) behaviour towards carbon disulphide as a solvent (iv) effect of heat
- Perform the following reactions and classify them as physical or chemical changes: 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 with barium chloride in the form of their solutions in water
- Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labelled diagrams.
- Identification of Parenchyma, Collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibres and nerve cells in animals, from prepared slides. Draw their labelled diagrams.
- Determination of the melting point of ice and the boiling point of water.

S.No.	FA/ SA/Term	Topic/Chapter/Task	Marks	Learning Objectives	Methodology	Learning outcomes	Assessment tools	Skills To Be Developed
1	Physics SA Term 1	MOTION		STUDENTS WILL BE ABLE TO- Differentiate between objects in motion and objects at rest Differentiate between Scalar and Vector quantities. e.g. (Distance and displacement, speed and velocity) Learn about uniform and non-	*Starting with brainstorming and Oral questions *Group discussions, *Interactive lecture *Notes giving *Worksheets *Case study *The topics will be taken up	By the end of the chapter, students will be able to: <ul style="list-style-type: none"> Understand the concept of motion and its types (translational, rotational, oscillatory). 	<ul style="list-style-type: none"> Multiple Choice Questions (MCQs): Test students' understanding of motion concepts, such as distance, displacement, speed, velocity, 	*Analytical ability *Critical thinking *Students learn to generate ideas spontaneously. *Logical reasoning *Communication skills *Alertness *Art of quizzing

				<p>uniform motion along a straight line Learn about change in speed i.e. acceleration Learn to draw distance-time and velocity-time graphs for uniform motion and non-uniform motion; uniformly and non-uniformly accelerated motion, Get an elementary idea of uniform circular motion.</p>	<p>using green board, smart board and text books</p>	<ul style="list-style-type: none">• Identify and describe different types of motion, such as uniform motion, non-uniform motion, and accelerated motion.• Calculate speed and velocity, and understand the difference between them.• Understand the concept of acceleration, and calculate acceleration using equations of motion.• Apply the equations of motion to solve problems.• Graphical representation: Interpret and create graphs of distance-time, velocity-time, and acceleration-time.• Analyze motion graphs to determine velocity, acceleration, and displacement.• Interpret motion graphs to understand the motion of an object.	<p>and acceleration.</p> <ul style="list-style-type: none">• Ask students to define and explain motion concepts, such as uniform motion, non-uniform motion, and acceleration.• Ask students to solve problems involving motion, such as calculating distance, velocity, or acceleration.• Graphing Activity: Ask students to create and interpret distance-time and velocity-time graphs.• Motion Experiment: Conduct an experiment to measure the motion of an object, such as a trolley or a ball, and analyze the results.• Quiz: Conduct regular quizzes to assess students' understanding of motion concepts.• Unit Test: Conduct a unit test to assess students' understanding of motion concepts and problem-solving skills.	<p>*Overall quality of expression is improved by discussion *Students learn to express their answers relating them to daily life *Memory retention *Listening skills *Drawing graphs</p>
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2	SA Term 1	FORCE AND LAWS OF MOTION		<p>STUDENTS WILL LEARN -</p> <p>About force</p> <p>Differentiate between balanced and unbalanced forces</p> <p>Galileo's observations</p> <p>Force and motion</p> <p>Force and acceleration</p> <p>Newton's laws of motion</p> <p>Inertia of a body, Inertia and mass</p> <p>Mathematical formulation of Newton's second law of motion</p> <p>Action and reaction forces</p> <p>Elementary idea of conservation of momentum</p>	<p>Starting with brainstorming and Oral questions</p> <p>Group discussions, Interactive lecture</p> <p>Note giving</p> <p>Worksheets</p> <p>Case study</p> <p>The topics will be taken up using green board, smart board and text books</p>	<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> Understand the concept of force and its effects on motion. Identify and describe different types of forces, such as frictional force, normal force, and gravitational force. Understand the concept of inertia and how it relates to motion. Understand the relationship between force, mass, and acceleration, and apply the equation $F = ma$ to solve problems. Understand the concept of action and reaction forces, and how they interact. 	<ul style="list-style-type: none"> Multiple Choice Questions (MCQs): Test students' understanding of Newton's laws of motion, including the first law (inertia), second law ($F = ma$), and third law (action and reaction). Ask students to explain and apply Newton's laws of motion to real-world scenarios. Ask students to solve problems involving forces and motion, using Newton's laws of motion. Provide students with problems that require the application of Newton's laws of motion, such as calculating force, acceleration, or mass. Ask students to apply Newton's laws of motion to real-world scenarios, such as a car accelerating or a rocket launching. Trolley Experiment: Conduct an experiment to demonstrate Newton's second law of motion, 	<p>Students use their imagination and break loose from fixed patterns of response.</p> <p>Brainstorming is a good discussion starter because the class can creatively generate ideas.</p> <p>Analytical ability</p> <p>Critical thinking</p> <p>Students learn to generate ideas spontaneously.</p> <p>Skills of integration</p> <p>Students learn the ability of organizing and selecting relevant facts.</p> <p>Communication skills</p> <p>Alertness</p> <p>Art of quizzing</p> <p>Memory retention</p> <p>Listening skills</p> <p>Inquisitiveness</p> <p>Able to think about various phenomenon in nature and relate them to</p> <p>Newton's Laws of motion</p> <p>Solving numericals</p>
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							<div>using a trolley and a spring balance.</div> <ul style="list-style-type: none">• Ask students to investigate the effect of friction on motion, using different surfaces and objects.• Quiz: Conduct regular quizzes to assess students' understanding of Newton's laws of motion.• Unit Test: Conduct a unit test to assess students' understanding of Newton's laws of motion and problem-solving skills.	
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S. N o.	FA/ SA/T erm	Topic/Chapter/ Task	Mark s	Learning Objectives	Methodology	Learning outcomes	Assessment tools	Skills To Be Developed
3	SA Term 1	GRAVITATION		<p>STUDENTS WILL LEARN -</p> <p>About gravitation</p> <p>Universal law of gravitation</p> <p>Importance of Universal law of gravitation</p> <p>Force of gravitation of the earth (gravity)</p> <p>Acceleration due to gravity</p> <p>Learn differences between mass and weight</p> <p>Free fall.</p>	<ul style="list-style-type: none"> Starting with brainstorming and Oral questions Group discussions, Interactive lecture Note giving Worksheets Case study The topics will be taken up using green board, smart board and text books 	<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> Understand the concept of gravitation and its universal nature. Understand the gravitational force between two objects and its dependence on mass and distance. Understand the universal law of gravitation, which states that every point mass attracts every other point mass with a force proportional to the product of their masses and inversely proportional to the square of the distance between them. Understand the concept of the gravitational constant (G) and its role in calculating gravitational force. Understand the difference between mass and weight, and how weight is affected by gravity. Understand the concept of free fall and the acceleration due to gravity (g). Understand the role of gravitational force in everyday life, such as in the motion of planets, tides, and falling objects. Understand the importance of gravitation in the universe, including its role in holding planets in orbit and governing the motion of celestial bodies. 	<ul style="list-style-type: none"> Multiple Choice Questions (MCQs): Test students' understanding of gravitation concepts, such as the universal law of gravitation, gravitational force, and weight. Ask students to explain and apply gravitation concepts, such as the difference between mass and weight. Ask students to solve problems involving gravitation, such as calculating gravitational force or weight. Provide students with problems that require the calculation of gravitational force between two objects. Ask students to solve problems involving weight and mass, such as calculating weight on different planets. Provide students with problems that require the calculation of acceleration due to gravity or distance fallen during free fall. Ask students to investigate the motion of an object under free fall, measuring distance and time. Conduct regular quizzes to assess students' understanding of gravitation concepts. 	<p>Students use their imagination and break loose from fixed patterns of response.</p> <p>Brainstorming is a good discussion starter because the class can creatively generate ideas.</p> <p>Analytical ability</p> <p>Critical thinking</p> <p>Students learn to generate ideas spontaneously.</p> <p>Research work</p> <p>Skills of integration</p> <p>Logical reasoning</p> <p>Communication skills</p> <p>Alertness</p> <p>Art of quizzing</p> <p>Overall quality of answers is improved by discussion</p> <p>Students learn to express their answers relating them to daily life</p> <p>Memory retention</p> <p>Listening skills</p> <p>Inquisitiveness</p> <p>Solving numerical</p>

1	SA Term 1	Chemistry Ch-1,Matter in Our Surroundings		Students will be able to learn about-Matter is made up of particles, classification of matter, their properties, diffusion. They will be able to differentiate between common unit of temperature and SI unit of temperature., effect of change of temperature. Learn about Latent Heat, Sublimation, effect of change of pressure, they will be able to define evaporation and will be able to correlate with daily life situations.	*Starting with brainstorming and Oral questions *Group discussions, * Interactive lecture *Note giving *Worksheets *Case study *Conducting experiments *The topics will be taken up using green board, interactive board and text books Demonstration of Activities	<ol style="list-style-type: none"> Understand the concept of matter and its classification based on physical and chemical properties. Differentiate between the three states of matter – solid, liquid, and gas – based on shape, volume, compressibility, and particle arrangement. Explain the characteristics of particles of matter – they have space, are continuously moving, and attract each other. Describe the interconversion of states of matter (melting, freezing, evaporation, condensation, sublimation) and the factors affecting these changes (temperature and pressure). Understand concepts of latent heat (latent heat of fusion and vaporization). Explain evaporation and the factors affecting it (surface area, temperature, humidity, wind speed). Apply the knowledge of evaporation in daily life, such as cooling effect of sweat or water from earthen pots. 	<ul style="list-style-type: none"> Written Tests/Quizzes – MCQs, short/long answers. Practical Activities – Experiments on state changes and evaporation. Oral Questioning – Concept checks during class. Diagrams – Labeling particle arrangements and state changes. Worksheets ,Assignments– Mixed questions and real-life applications. Presentations/Models – Student-led demonstrations. Concept Maps – Visual summary of key concepts. 	Brainstorming is a good discussion starter because the class can creatively generate ideas. Analytical ability Critical thinking Students learn to generate ideas spontaneously. Research work Skills of integration Logical reasoning Communication skills Alertness Art of quizzing Overall quality of answers is improved by discussion Students learn to express their answers relating them to daily life Memory retention Listening Skills Inquisitiveness
2		Chemistry Ch-2 Is Matter Around Us Pure		Students will be able to understand the difference between pure and impure substances, properties of elements compounds and mixture. They will learn solutions, suspensions and colloids .They will be able to calculate concentration of solution They will be able to answer questions based on saturated and unsaturated solutions solubility, physical and chemical changes.	*Starting with brainstorming and Oral questions *Group discussions, * Interactive lecture *Note giving *Worksheets *Case study *Conducting experiments *The topics will be taken up using green board, interactive board and text books	<ol style="list-style-type: none"> Differentiate between pure substances and mixtures. Identify and classify mixtures as homogeneous or heterogeneous. Explain the properties and differences between elements, compounds, and mixtures. Understand the concept of solutions, including solute, solvent, concentration, and types of solutions. Describe colloids and suspensions, and differentiate them based on properties like particle size, appearance, and stability. Apply knowledge of separation 	<ol style="list-style-type: none"> Written Tests/Periodic Test/Quizzes <ul style="list-style-type: none"> Objective questions (MCQs, True/False, Match the Columns) Short and long answer questions Diagram-based questions Oral Questioning <ul style="list-style-type: none"> Ask conceptual or application-based questions during class discussions. Practical Activities Assignments/Homework 	Critical thinking Students learn to generate ideas spontaneously. Research work Skills of integration Logical reasoning Communication skills Alertness Art of quizzing Students learn to express their answers relating them to daily life Memory retention Listening skills Inquisitiveness

						methods and types of matter in real-life situations and experiments.	<ul style="list-style-type: none"> ○ Worksheets with a mix of theory and practical questions. ○ Real-life examples where students identify mixtures/pure substances. 	
1	SA Term 1	Biology The fundamental unit of life		Students will be learning about: - discovery of cell, unicellular and multicellular organisms, structure of a typical cell-plasma membrane, nucleus, cytoplasm. prokaryotic and eukaryotic cell, structure and functions of plasma membrane, nucleus, cell wall, endoplasmic reticulum, lysosomes, mitochondria, Golgi apparatus, vacuole. Differentiate between cell wall and cell membrane, plant cell and animal cell, prokaryotic and eukaryotic cell. They would also be able to compare between Mitosis and Meiosis cell division.	Previous knowledge testing, class discussion, lecture method, oral questions, demonstration method, giving notes, worksheets, discuss extra questions. The topics will be explained using smartboard also. Images and videos from the internet would be used in the class to help in memory retention of the concepts. Learning in teas would be encouraged in the class.	By the end of the chapter, students will be able to: <ol style="list-style-type: none"> 1. Define and explain the structure and function of a cell as the basic unit of life. 2. Differentiate between prokaryotic and eukaryotic cells. 3. Describe the structure and function of cell organelles (e.g., nucleus, mitochondria, plastids, ER, Golgi apparatus, vacuole, lysosome). 4. Explain the differences between plant and animal cells. 5. Understand the processes of osmosis and diffusion with examples. 6. Analyze the role of the plasma membrane and its selective permeability. 7. Illustrate and label diagrams of plant and animal cells. 	<ol style="list-style-type: none"> 1. Content Checklist Ensure all subtopics are addressed: cell structure, organelles, plant tissues, etc. 2. Rubric-Based Evaluation Conceptual Understanding Scientific Terminology and Accuracy Use of Diagrams and Labeling Presentation and Neatness (in assignments or portfolios) Application-Based Thinking (e.g., how tissues support plant life) 3. MCQ/Worksheet Tests Short formative assessments using multiple-choice, match the column, and one-word answer questions. 	Make comparisons critically analyzes a situation raise questions logical reasoning practical skills correlates knowledge with life like situations generate new ideas Coordination and collaboration Drawing skills

2.		Tissues (Plant tissues)		<p>Students will be learning about: -what is a tissue?</p> <p>Differentiate between plant tissue and animal tissue, different types of plant structures, location, functions will be studied in detail.</p> <p>Meristematic tissue, Permanent tissue e.g. Parenchyma, Collenchyma, Sclerenchyma, Xylem , Phloem, Epidermis, Cork, etc. with their structural and functional details.</p>	<p>Previous knowledge testing, class discussion, lecture method, oral questions, demonstration method, giving notes, worksheets, discuss extra questions. The topics will be explained using smartboard also. Assigning group work and presentations for peer learning .</p>	<p>By the end of this portion of the chapter, students will be able to:</p> <ol style="list-style-type: none">1. Understand the need for tissue organization in multicellular organisms.2. Differentiate between meristematic and permanent tissues.3. Classify permanent plant tissues into simple (parenchyma, collenchyma, sclerenchyma) and complex tissues (xylem, phloem).4. Describe the structure, function, and location of different plant tissues.5. Identify plant tissues under diagrams or microscopic images.6. Relate the function of tissues to their structure and cell types.	<p>1. Multiple Choice Questions (MCQs) Purpose: Test recall, understanding, and basic application.</p> <p>2. Very Short Answer Questions (VSAQs) Purpose: Test definitions, one-word answers, labeling.</p> <p>3. Short Answer Questions (SAQs) Purpose: Test understanding and ability to explain.</p> <p>4. Long Answer Questions (LAQs) Purpose: Evaluate comprehension, analytical thinking, and explanation.</p> <p>5. Diagram-Based Questions Purpose: Assess observation, labeling, and conceptual clarity.</p> <p>6. Assertion-Reason Type Questions Purpose: Evaluate analytical thinking and conceptual linkages.</p> <p>7. Activity-Based/Practical Assessment Purpose: Evaluate hands-on understanding, observation, and reporting skills.</p>	<p>Make comparisons</p> <p>critically analyzes a situation</p> <p>raise questions</p> <p>logical reasoning</p> <p>practical skills</p> <p>correlates knowledge with life like situations</p> <p>generate new ideas</p> <p>Coordination and collaboration</p> <p>Drawing skills</p>
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1	FA Term-1	<u>PERIODIC TEST</u> <u>*Physics-</u> <ul style="list-style-type: none"> Chapter - <u>*Chemistry-</u> <ul style="list-style-type: none"> Chapter 3 Atoms And Molecules <u>*Biology-</u> <ul style="list-style-type: none"> Chapter - Tissues(Animal tissues) 	5	<u>PERIODIC TEST</u> *Small tests help children to be thorough in their syllabus. *Students imbibe scientific knowledge, regularity, punctuality and discipline. *Understand fundamental concepts develop, Cognitive thinking. * Solve very simple numerical based on concept Relate/connect classroom learning to everyday life situations and understanding of content taught and reinforcement. * Students would learn History of Cell Biology and would relate it with present day study of Biology. * They would learn the basic functions and structures of various cell organelles and their importance.	<u>PERIODIC TEST</u> *Paper pen test which includes questions based on real life situations, numerical, interpreting given data, definitions, value based questions. * Multiple choice questions based on key concepts are given to students to assess their learning * Paper pen test which includes questions based on real life situations, numerical, interpreting given data * Smart learning tools from the smart board would be use to teach students to draw effectively the various structures. *Collaborative learning and peer learning would be encouraged. * Internet videos and images and softcopy of NCERT textbook would be used to explain the concepts	<u>PERIODIC TEST</u> After exam students will be able to: * Assess their knowledge retention. * Develop critical thinking and problem-solving skills. * Improve time management * Identify areas for improvement. *Build confidence in their abilities. *Develop effective test-taking strategies.	<u>PERIODIC TEST</u> 1. Multiple-choice questions (MCQs) 2. Short-answer questions 3. Essay questions 4. True or false questions 5. Fill-in-the-blank questions 6. Case studies 7. Performance	<u>PERIODIC TEST</u> <ul style="list-style-type: none"> Allows students to generate ideas quickly and spontaneously. Critical thinking Creative thinking Stress management Time management Analytical ability Memory retention Drawing skills
2.	FA Term-2	SUBJECT ENRICHMENT ACTIVITY Activities/ Experiments as per CBSE Guidelines PRACTICALS (WRITTEN + DEMO)	5	Provide opportunities to explore and work with one's hands, Observe, collect data, analyse, organize and interpret data and draw generalisations. Experiential Learning, learning by doing. Provides an opportunity to work in real life situations	1. Practical understanding: Students gain direct experience with concepts. 2. Scientific inquiry skills: Experimentation develops critical thinking and problem-solving. 3. Observation and	1. Practical performance 2. Practical file: Evaluating written reports of experimental procedures and results. 3. Data analysis: Assessing students' ability to interpret and analyze data. 4. Viva voce (oral exam): Questioning students about their experiments. 5. Observation	1. Learning by Doing Experiments keep giving students an opportunity to explore, investigate, concept clarity, reinforcement of learning 2. Children are encouraged for judicious use of materials and keep them back after use 3. This enables students to work together, share experiences and learn from each other	Allows students to generate ideas quickly and spontaneously. Critical thinking Creative thinking Stress management Time management Analytical ability Memory retention Research work Skills of integration Team work Inter-personal relationship

					<p>data analysis: Students learn to collect and interpret data.</p> <p>4. Application of theory: Hands-on experiments illustrate theoretical concepts.</p> <p>5. Development of laboratory skills: Students become proficient in using equipment and techniques.</p> <p>6. Enhanced retention: Hands-on experiences improve knowledge retention.</p> <p>7. Collaboration and teamwork: Experiments often promote group work.</p> <p>8. Critical thinking and troubleshooting: Students learn to analyze results and address issues.</p>			
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	FA2	<p>PROJECT WORK Integrated Project-Topic – Forest conservation in Lakshadweep, Andaman and Nicobar Islands. Relate this topic with the economic development of that region. (Parameters of Assessment) * Timely execution</p>		<p>Students will learn the application of the concepts to the situational problems Will be able to suggest and bring out the appropriate solutions to the problem Will learn to come up with innovative opinions Will learn to deeply analyse a situation, based on a wide range of perspectives.</p>	<p><u>PROJECT WORK</u></p> <ul style="list-style-type: none"> ● Problem-Solving: Apply knowledge to real-world challenges. ● Research: Gather, analyze, and synthesize information. ● Project Management: Plan, organize, 	<p><u>PROJECT WORK:</u></p> <ul style="list-style-type: none"> ● Planning:. ● Research: Relevant and in-depth content. ● Execution: Quality of output and technical skills. ● Creativity: Original ideas and problem-solving. ● Teamwork: Collaboration and contribution (for group work). ● Communication: Clear report and presentation ● Presentation ● Originality 	<p>Students are allowed to bring or have access to resources and then are given the questions to be solved within fixed time duration in the exam hall Questions are given prior to the exam and students can utilize their resources and present the answers during the exam.</p>	<p>Provides a chance for students to acquire knowledge during the preparation process Enhances information retrieval skills of the students Enhances the comprehension and synthesizing skills of the students Results in a paradigm shift from teaching students to enabling students to learn Equips students with higher order cognitive skills</p>
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4	FA2	<ul style="list-style-type: none">* Presentation* Originality*Relevance of Topic*Content Quality* Neatness* Creativity*Group Co-ordination		<ul style="list-style-type: none">and adapt effectively.● Teamwork: Collaborate and communicate in group settings.● Technical Skills: Use tools and methods relevant to the field.● Communication: Write reports and present findings clearly.● Creativity: Develop innovative solutions and ideas. <p>Independent Learning: Take initiative and reflect on progress.</p> <p>Portfolios come in many forms, from notebooks filled with documents, notes, and graphics to online digital archives and student-created websites. Portfolios can be a physical collection of student work that includes materials such as written assignments, journal entries, completed tests, artwork, lab reports,</p>				
		<p>PORTFOLIO</p> <p><u>PORTFOLIO</u></p> <p>Student portfolio is a compilation of academic work and other forms of educational evidence Assembled. Portfolio work</p>	5	<p>Objective of Portfolio</p> <p>(1) evaluating coursework quality, learning progress, and academic achievement;</p> <p>(2) determining whether students have met learning standards or other academic require promotion, and graduation;</p> <p>(3) helping students reflect on their academic goals and progress as learners</p>		<p>By the end of the portfolio work, students should be able to:</p> <ul style="list-style-type: none">Define health and explain the factors that influence it.Differentiate between infectious and non-infectious diseases.	<p>To assess the portfolio effectively, the following tools can be used:</p> <ul style="list-style-type: none">Checklist for Content CoverageCoverage of sub-topics (health, types of diseases, prevention, treatment, Pulse Polio).Clarity and accuracy of scientific concepts.	<p>A portfolio is a powerful tool that showcases:</p> <ul style="list-style-type: none">Innovation.Organization.Creativity.Writing skills.Effective use of technology.Leadership.Initiative.Accomplishments.

		would be according to the CBSE. Topic:Health and Diseases: Health and its failure, Infections and non- infectious diseases, their causes and manifestations. Diseases caused by microbes(virus, bacteria and Protozoans) and their prevention. Principles of treatment and prevention. Pulse Polio Programme.		(4) creating a lasting archive of academic work products, accomplishments, and other documentation. Advocates of student portfolios argue that compiling, reviewing, and evaluating student work over time can provide a richer, deeper, and more accurate picture of what students have learned and are able to do than more traditional measures—such as standardized tests , quizzes, or final exams—that only measure what students know at a specific point in time	physical projects and other material evidence of learning progress and academic accomplishment, including awards, honors, certifications, recommendations, written evaluations by teachers or peers, and self-reflections written by students. Portfolios may also be digital archives, presentations, blogs, or websites that feature the same materials as physical portfolios, but that may also include content such as student-created videos, multimedia presentations, spreadsheets, websites, photographs, or other digital artefacts of learning.	<ul style="list-style-type: none">• Identify various microbial agents (viruses, bacteria, protozoans) and the diseases they cause.• Describe the symptoms and effects (manifestations) of selected diseases.• Understand and explain the modes of disease transmission.• Discuss the principles of disease treatment and prevention.	<ul style="list-style-type: none">• Rubric-Based Evaluation (Criteria-based grading on a 5-point scale)• Research and Content Understanding• Creativity and Presentation• Application of Knowledge (e.g., connecting concepts to real-life examples)• Data Interpretation and Use of Charts/Tables• Reflective Thinking (personal insights, preventive measures)• .Teacher Observation Notes <p>Notes taken during student explanations, presentations, or while reviewing portfolio drafts.</p>	Some portfolios help to evaluate learning progress and achievement in a specific course, while others are maintained for the entire time a student is enrolled in a school. And some portfolios are used to assess learning in a specific subject area, while others evaluate the acquisition of skills that students can apply in all subject areas.
		TOTAL	20					

S. N o.	FA/ SA	CHAPTER	Mark s	Learning Objectives	Methodology	Learning Outcomes	Assessment Tools:	Skills To Be Developed
1.	Physics SA2	WORK AND ENERGY		<p>STUDENTS WILL BE ABLE-</p> <p>Define work and its unit</p> <p>Learn about work done by a force</p> <p>Define Power</p> <p>Learn about kinetic and potential energy</p> <p>Law of conservation of energy.</p> <p>Cite the examples of transformation of energy</p> <p>Relate the commercial unit of energy to SI unit of energy.</p>	<p>Starting with brainstorming and Oral questions</p> <p>Group discussions, Interactive lecture</p> <p>Note giving</p> <p>Worksheets</p> <p>Case study</p> <p>The topics will be taken up using green board, smart board and text books</p>	<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> Understand the concept of work and its relationship to force and displacement. Calculate work done by a force on an object, using the formula $W = F \times d$. Understand the concept of energy and its different forms, such as kinetic energy, potential energy, and thermal energy. Understand the concept of kinetic energy and its relationship to an object's mass and velocity. Understand the concept of potential energy and its relationship to an object's position and state. Understand the law of conservation of energy, which states that energy cannot be created or destroyed, only converted from one form to another. Understand how energy can be transformed from one form to another, such as from kinetic energy to potential energy. 	<ul style="list-style-type: none"> Multiple Choice Questions (MCQs): Test students' understanding of work and energy concepts, such as the definition of work, kinetic energy, and potential energy. Ask students to explain and apply work and energy concepts, such as the work-energy theorem or energy transformations. Ask students to solve problems involving work and energy, such as calculating work done or energy transferred. Provide students with problems that require the calculation of work, energy, or power, such as calculating the work done by a force or the kinetic energy of an object. Ask students to analyze energy transformations in real-world situations, such as a roller coaster or a hydroelectric power plant. Conduct an experiment to demonstrate the law of conservation of energy, such as a 	<p>Students use their imagination and break loose from fixed patterns of response.</p> <p>Brainstorming is a good discussion starter because the class can creatively generate ideas.</p> <p>Analytical ability</p> <p>Critical thinking</p> <p>Students learn to generate ideas spontaneously.</p> <p>Research work</p> <p>Skills of integration</p> <p>Logical reasoning</p> <p>Communication skills</p> <p>Alertness</p> <p>Art of quizzing</p> <p>Overall quality of answers is improved by discussion</p> <p>Students learn to express their answers relating them to daily life</p> <p>Memory retention</p> <p>Listening skills</p> <p>Inquisitiveness</p> <p>Solving numerical</p>

						<ul style="list-style-type: none"> Understand the work-energy theorem, which states that the net work done on an object is equal to its change in kinetic energy. Understand the concept of power and its relationship to work and energy. 	<p>marble run or a pendulum.</p> <ul style="list-style-type: none"> Ask students to investigate the relationship between work and energy, such as measuring the work done by a force or the energy transferred to an object. Conduct regular quizzes to assess students' understanding of work and energy concepts. 	
2	Physics SA2	SOUND			<ul style="list-style-type: none"> Starting with brainstorming and Oral questions Group discussions, Interactive lecture Note giving Worksheets Case study The topics will be taken up using green board, smart board and text books 	<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> Understand the concept of sound and its production through vibrations. Understand the properties of sound, such as pitch, loudness, and quality. Understand how sound is produced through vibrations, such as through a guitar string or a drum. Understand how sound propagates through a medium, such as air, water, or solids. Understand the concept of pitch and its relationship to frequency. Understand the concept of loudness and its relationship to amplitude. Understand the 	<ul style="list-style-type: none"> Test students' understanding of sound concepts, such as pitch, loudness, and quality. Ask students to explain and apply sound concepts, such as the production and propagation of sound. Ask students to solve problems involving sound, such as calculating frequency or wavelength. Conduct an experiment to demonstrate the properties of sound, such as the relationship between pitch and frequency. Ask students to investigate how different musical instruments produce 	<p>Students use their imagination and break loose from fixed patterns of response. Brainstorming is a good discussion starter because the class can creatively generate ideas. Analytical ability Critical thinking Students learn to generate ideas spontaneously. Research work Skills of integration Logical reasoning Communication skills Alertness Art of quizzing Overall quality of answers is improved by discussion Students learn to express their answers relating them to daily life Memory retention Listening skills Inquisitiveness Solving numerical</p>

						<p>concept of quality and its relationship to the waveform of sound.</p> <ul style="list-style-type: none"> Understand how different musical instruments produce sound. Understand the concepts of ultrasonic and infrasonic sounds and their applications. 	<p>sound.</p> <ul style="list-style-type: none"> Conduct regular quizzes to assess students' understanding of sound concepts. 	
1.	Chemistry SA Term 2	Atoms And Molecules		<p>STUDENTS WILL BE ABLE TO – understand about Laws of Chemical combination, Dalton's atomic theory, difference between atoms and molecules. They will learn about symbols of elements, their valencies, calculating molecular mass, writing formulae of compounds. They will get a fair idea of ions, their valences and about ionic compounds. They will be able to calculate numerical based on gram atomic mass and gram molecular mass. students will learn about Mole concept.</p>	<p>*Starting with brainstorming and Oral questions *Group discussions, * Interactive lecture *Note giving *Worksheets *Case study *Conducting experiments *The topics will be taken up using green board, interactive board and text books</p>	<p>STUDENTS WILL BE ABLE TO –</p> <ol style="list-style-type: none"> Understand the laws of chemical combination – Law of Conservation of Mass and Law of Constant Proportions. Explain the concept of atoms and molecules and their basic properties. Define atomic and molecular mass and perform related calculations. Use chemical symbols, formulae, and equations correctly. Understand the concept of valency and how it helps in writing chemical formulas. Apply knowledge of atoms and molecules in understanding chemical reactions and daily life examples. 	<ul style="list-style-type: none"> Written Tests/Quizzes – MCQs, short/long answer questions, and numericals Worksheets – Formula writing, symbol identification, and law-based exercises. Oral Questioning – Quick concept checks on laws, atomic mass, valency, etc. Problem-Solving Activities -mass calculation problems. Concept Maps – Visual representation of atoms, molecules, and related laws. Assignments – Application-based questions and real-life examples. 	<p>Generate ideas. Analytical ability, Students learn to generate ideas spontaneously. Research work, Skills of integration, Logical reasoning Communication skills, Alertness, Art of quizzing Experimental skills Students learn to express their answers relating them to daily life Memory retention Listening skills Inquisitiveness Solving numerical</p>

2.		Structure of Atom		<p>STUDENTS WILL BE ABLE TO –</p> <ul style="list-style-type: none"> *Know the different constituents of an atom and differentiate between electrons and protons. * Explain Thomson's model of an atom and its incoherent features with the results of other experiments. * Draw logical conclusions from Rutherford's experiment to understand the structure of an atom. *Compare Rutherford's model with Thomson's atomic model and state their relative advantages and limitations. *Highlight the limitations of Rutherford's model. State the postulates of Neil's Bohr's model of an atom and them significance. * Get conversant with the Bohr and Bury rules for distribution of electrons into different orbits. * Find the valency of elements on the basis of their electronic configuration and relate inertness and reactivity of elements. *Calculate the number of electrons distributed in different orbits(shells) according to Bohr and Bury rules and find out valence electrons for different elements. * Write the scientific notations of atoms of commonly known elements and calculate their atomic mass and atomic number. *Postulate the reason for different atomic numbers for isotopes of an element. *Identify isobars on the basis of 	<ul style="list-style-type: none"> *Starting with brainstorming and Oral questions *Group discussions, * Interactive lecture *Note giving *Worksheets *Case study *Conducting experiments *The topics will be taken up using green board, interactive board and text books 	<ol style="list-style-type: none"> 1. Understand the discovery of subatomic particles – electron, proton, and neutron. 2. Explain different atomic models – Thomson's, Rutherford's, and Bohr's. 3. Describe the structure of an atom including nucleus, shells, and electron arrangement. 4. Understand atomic number, mass number, and isotopes/isobars. 5. Draw and interpret Bohr's model diagrams of simple atoms. 6. Relate atomic structure to periodic properties and stability. 7. Apply the concept of valency and electronic configuration. 	<p>Assessment Tools:</p> <ul style="list-style-type: none"> ● Written Tests/Quizzes – MCQs, short/long answers on atomic models, particles, and isotopes. ● Diagrams and Labeling – Bohr's model drawings with correct electron configurations. ● Worksheets – Practice questions on atomic number, mass number, and valency. ● Numerical Problems – Calculations based on subatomic particles and isotopes. ● Oral Questioning – Quick recall of concepts and model differences. ● Activities/Models – Student-made models of atom structure (e.g., Bohr's model). ● Assersion Reason Questions <p>1. Objective Type Questions</p>	<p>Brainstorming is a good discussion starter because the class can creatively generate ideas.</p> <p>Analytical ability</p> <p>Students learn to generate ideas spontaneously.</p> <p>Research work</p> <p>Skills of integration</p> <p>Logical reasoning</p> <p>Communication skills</p> <p>Alertness</p> <p>Art of quizzing</p> <p>Experimental skills</p> <p>Students learn to express their answers relating them to daily life</p> <p>Memory retention</p> <p>Listening skills</p> <p>Inquisitiveness</p> <p>Solving numerical</p>

1.	Biology SA2	Tissues (Animal tissues)	<p>scientific notation of their atoms.</p> <p>Students would be able to answer questions related to the following concepts: *Structural details of – Epidermal tissue, its various types, location and functions * Structural and functional details of various connective tissue like- Blood, Tendons, Ligaments, Areolar tissue and Adipose tissue *Muscular tissue e.g. Cardiac muscles, Smooth muscles and Skeletal muscles * Nerve tissue- structure and function</p>	<p>Starting with brainstorming and Oral questions Group discussions, Interactive lecture Note giving Worksheets The topics will be taken up using green board, smart board and text books</p>	<p>By the end of this topic, students will be able to:</p> <ol style="list-style-type: none"> 1. Define animal tissues and understand their role in the human/animal body. 2. Classify animal tissues into four major types: epithelial, connective, muscular, and nervous tissues. 3. Describe the structure and function of: <p>Epithelial tissues (e.g., squamous, cuboidal, columnar)</p> <p>Connective tissues (e.g., blood, bone, cartilage, ligament, tendon, areolar)</p> <p>Muscular tissues (striated, smooth, cardiac)</p> <p>Nervous tissue (neurons and their functions)</p> 4. Differentiate between various sub-types of animal tissues based on structure and function. 5. Relate the location of specific tissues in the body with their function. 6. Interpret diagrams of animal tissues and label them correctly. 	<ul style="list-style-type: none"> • MCQs (e.g., identify tissue types based on functions) <p>2. Very Short Answer Questions (VSAQs)</p> <ul style="list-style-type: none"> • Name one connective tissue. • Where is cuboidal epithelium found? • Write one function of smooth muscle. <p>3. Short Answer Questions (SAQs)</p> <ul style="list-style-type: none"> • Differentiate between tendons and ligaments. • Mention any two differences between voluntary and involuntary muscles. <p>4. Long Answer Questions (LAQs)</p> <ul style="list-style-type: none"> • Explain the structure and function of epithelial tissues. • Describe the three types of muscular tissues with examples and diagrams. <p>5. Diagram-Based Assessment</p> <ul style="list-style-type: none"> • Label diagrams of: <ul style="list-style-type: none"> ○ Striated 	<p>Comprehension and memory retention critically analysis logical reasoning practical skills correlates knowledge with life like situations generate new ideas Coordination and collaboration Drawing skills</p> <p>Make comparisons raise questions logical reasoning practical skills correlates knowledge with life like situations</p>
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2.		Improvement in food resources.		Students will be learning about- need to improve our food resources, crop variety improvement, crop production management, crop protection management, manure, fertilizers, irrigation method. Animal husbandry-cattle farming, poultry farming, fish production, bee keeping.	Previous knowledge testing, class discussion, lecture method, oral questions, demonstration method, giving notes, worksheets, discuss extra questions. The topics will be explained using smartboard tools and inputs from internet videos and images. Groups would be made for peer learning and class presentations	<p>7. Appreciate how animal tissues contribute to coordinated body functions and structural organization.</p> <p>By the end of this chapter, students will be able to:</p> <ol style="list-style-type: none">1. Understand the importance of improving food resources for food security.2. Differentiate between traditional and modern agricultural practices.3. Explain methods of crop improvement, including hybridization and genetic modification.4. Classify nutrients required by plants and describe their functions.5. Describe various crop production practices (nutrient management, irrigation, cropping patterns).6. Identify common pests and diseases in crops and describe control methods.	<p>muscle tissue</p> <ul style="list-style-type: none">○ Neuron○ Blood smear <ul style="list-style-type: none">● Identify tissues from microscope slides or illustrations. <p>6. Assertion-Reason Questions</p> <p>.</p> <p>1. Objective-Type Questions</p> <ul style="list-style-type: none">● MCQs (e.g., Which nutrient is needed in large quantities?)● True/False● Fill in the blanks <hr/> <p>2. Very Short Answer Questions (VSAQs)</p> <ul style="list-style-type: none">● Define crop rotation.● Name two macronutrients for plants. <hr/> <p>3. Short Answer Questions (SAQs)</p> <ul style="list-style-type: none">● What are the advantages of mixed cropping?● How does irrigation help in crop	<p>generate new ideas Coordination and collaboration Drawing skills</p> <p>Make comparisons raise questions logical reasoning practical skills correlates knowledge with life like situations generate new ideas Coordination and collaboration Drawing skills</p>
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						<div>7. Understand the need for storage and proper harvesting techniques.</div> <div>8. Explain the role of animal husbandry, poultry, fishery, and apiculture in food production.</div> <div>9. Evaluate sustainable practices in agriculture and animal rearing.</div>	<div>production?</div> <hr/> <div>4. Long Answer Questions (LAQs)</div> <div><ul style="list-style-type: none">Explain the various methods of crop improvement.Describe different types of animal husbandry practices.</div> <hr/> <div>5. Diagram/Chart-Based Questions</div> <div><ul style="list-style-type: none">Label parts of an irrigation system.Interpret a chart showing nutrient deficiencies.</div> <hr/> <div>6. Assertion-Reason Type Questions</div> <div><ul style="list-style-type: none">Test conceptual understanding of practices like organic farming or hybrid seeds.</div> <hr/> <div>7. Activity-Based Assessment</div> <div><ul style="list-style-type: none">Prepare a model/chart on</div>	
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							<div>cropping patterns or livestock management.<ul style="list-style-type: none">• Survey-based project on local farming practices.</div> <hr/> <div>8. HOTS (Higher Order Thinking Skills)<ul style="list-style-type: none">• Why is organic farming considered sustainable?• What might happen if pesticides are overused?</div>	
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TERM - II

* List of Experiments

- 1.Verification of the Laws of reflection of sound.
2. Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder.
3. Establishing the relation between the loss in weight of a solid when fully immersed in a) Tap water b) Strongly salty water with the weight of water displaced by it by taking at least two different solids.
4. Determination of the speed of a pulse propagated through a stretched string/slinky (helical spring).
5. Verification of the law of conservation of mass in a chemical reaction.

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	Topic	Learning Objectives	Methodology	Learning Outcomes	Assessment Tools
PT-1	Political Science- What is Democracy? Why Democracy	Students will be able to - Define Democracy Differentiate between democratic and non-democratic forms of government. Explain the Features of Democracy Understand the Merits of Democracy Critically Think About Limitations of Democracy . Apply Knowledge to Real-life Examples – Relate theoretical concepts to examples from India and other countries.	Interactive Lecture Method Group Discussion / Think-Pair-Share Case Studies / Role Play Visual Aids and Infographics Use of Textbook and Smart Board	Students will be able to - Identify Core Features such as: Major decisions by elected leaders Free and fair elections One person, one vote, one value Rule of law and rights Give Examples of democratic and non-democratic countries. Justify why democracy is preferred over dictatorship or monarchy. List Benefits of Democracy: e.g., transparency, accountability	Oral Questioning Pen Paper Testing Notebook assessment Project Work / Presentation Mock Parliament Activity

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				<p>y, citizen participation.</p> <p>Analyze Real-world Scenarios – Use democratic principles to evaluate governance in current events or historical contexts.</p>	
PT-1	History French Revolution	History French Revolution	<p>Storytelling Approach</p> <p>Use of Textbook and Smart Board</p> <p>Create a classroom timeline on the board</p> <p>Role Play / Dramatization</p>	<p>Describe the Structure of French Society before 1789 – First, Second, and Third Estates.</p> <p>Explain Why the Revolution Happened, citing both long-term and immediate causes.</p>	<p>Oral Questioning</p> <p>Poster Making- On symbols of French Revolution</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p> <p>Document-Based Questions</p>

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PT-1	Economics L- The Story of the Village of Palampur	Economics L- The Story of the Village of Palampur	Use of Visual Aids & Multimedia	Identify Important Events	Map Work
			Discussion and Debate	Explain the Importance of Documents like the <i>Declaration of the Rights of Man and Citizen.</i>	
			Storytelling Approach	Discuss the Role of Leaders and Groups – like Robespierre, Jacobins, and Sans- culottes. Analyze the Positive and Negative Impacts of the revolution on French society and the world.	Group Discussion
			Role Play / Simulation	Express Opinions and Make Connections with democratic values today (e.g., liberty, equality, fraternity).	Notebook assessment
			Village Map Activity		Pen Paper Testing

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			<p>Using Real-Life Examples</p> <p>Use of Visual Aids & Multimedia</p> <p>Use of textbook</p>	<p>Students will be able to</p> <p>Define the Four Factors of Production – and give examples of each from Palampur.</p> <p>Describe Farming Methods – including the difference between traditional and modern methods.</p> <p>Explain Why Modern Farming is Resource-Intensive, and how it affects land use and sustainability .</p> <p>Discuss the Problems Faced by Small Farmers, such as lack of capital and unequal land ownership.</p> <p>List Examples of Non-Farming Activities and explain their role in</p>	<p>Oral Questioning</p>
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PT-1	Geography L- I -India - Size and Location	<p>To understand the size and location of the country.</p> <p>*To understand about India's eminent position in the Indian ocean.</p>	<p>*N.C.E.R.T Book</p> <p>*Videos on smart board</p> <p>*Map atlas</p> <p>* News paper articles</p> <p>*Reference books.</p>	<p>rural development.</p> <p>Interpret Simple Economic Diagrams and Data – like land use patterns or crop cycles.</p> <p>Relate Concepts to Real-Life Rural India, and compare Palampur to villages they may know.</p> <p>Develop an Understanding of Interdependence in an Economy – how farmers, traders, and workers are linked.</p> <p>Students will be able to</p> <p>Examine how the location of an area impacts its climate and time with reference to longitude and latitude.</p> <p>□ Explore and analyses the trading and cultural</p>	<p>Pen paper test</p> <p>Oral questions</p> <p>Class test Note book assessment</p>
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			-X=am idea Together	relationships of India with its neighbouring countries. □ Evaluate the situation & reasons that made 82.5E* longitude as Time meridian of India. □ Examine how location of India enables its position as a strategic partner in the subcontinent.	Group discussion MCQ Very short answers Long answers
Mid Term Exam	History L-3 Nazism & the Rise of Hitler	Students will be able to: Understand the Historical Background of Germany after World War I and the Treaty of Versailles. Explain the Rise of Hitler and the Nazi Party in Germany. Analyze the Impact of the Great Depression on German politics and society. Describe the Features of Nazi Ideology Recognize the Impact of Nazism on German society, especially on	Timeline Creation Role Play Group Discussion / Think-Pair-Share	Students will be able to Describe the Political and Economic Conditions of Germany post-World War I. Explain the Factors That Contributed to Hitler's Rise, including public discontent, economic crisis, and	Group Discussion/Presentation Peer Assessment Oral Questioning Pen Paper Testing Notebook Assessment

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Mid Term Exam	HISTORY L-4 Forest Society & Colonialism	Jews, women, youth, and political opponents.		use of propaganda.	Pen Paper Testing
		Understand the Role of Propaganda and Symbols in Nazi Germany.	Documentaries and Films	List Key Events in the rise of Nazism	
		Students will be able to	Use of Textbook and Smart board	Identify Nazi Policies toward Jews, women, youth, and education.	Oral Questioning
		Understand the Importance of Forests in traditional societies and how different communities used forest resources.		Interpret the Use of Nazi Symbols and Propaganda Tools, such as the swastika, salutes, and posters.	Map Activity
		Explore Colonial Policies on forests and how they transformed forest societies.	Storytelling with Role Play	Analyze the Consequence s of Nazism, especially the Holocaust and WWII.	Pen Paper Testing
		Analyze the Impact of British Rule on tribal communities and forest dwellers.		.	
		Examine the Role of Forest Laws and how they restricted access and rights of local people.	Multimedia / Documentary Clips	. Students will be able to	
		Understand Resistance Movements by forest communities (like the Bastar rebellion) against colonial forest policies.		Describe Traditional Uses of Forests and explain how forest dwellers depended on forest resources for	Oral Questioning

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		<p>Compare Forest Policies in India and other colonies (like Indonesia).</p>	<p>Group Discussion or Debate</p>	<p>their livelihood.</p> <p>Explain the Colonial Forest Policies</p> <p>Identify the Effects of Forest Laws on tribal and rural communities (e.g., displacement, forced labour).</p> <p>Discuss Resistance Movements</p> <p>Compare and Contrast Forest Management practices in India and Indonesia under colonial rule.</p>	<p>Notebook assessment</p>
<p>Mid Term Exam</p>	<p>Pol Sc. L- 2 Constitutional Designs</p>	<p>Students will be able to</p> <p>Understand the significance of the Constitution</p> <p>Explore the key features of the Indian Constitution</p>	<p>Compare and Contrast Charts</p> <p>Use of Textbook and Smartboard</p> <p>Discussion-Based Learning</p>	<p>Reflect on the Link Between Environment and Society — how changes in nature affect people's lives.</p> <p>Use Historical Sources and Terms like</p>	<p>Oral Questioning</p>

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Mid Term Exam	L- 3 Electoral Politics	<p>Understand the role of the Constituent Assembly</p> <p>Analyze the challenges faced in the framing of the Constitution</p> <p>Learn about the ideals and values embedded in the Constitution</p> <p>Students will be able to</p> <p>Understand the Significance of Elections in a democracy.</p> <p>Explain How Representatives are Elected in India (Lok Sabha elections).</p> <p>Understand the Stages of an Election, from voter list preparation to result declaration.</p> <p>Learn the Role of the Election Commission and its powers.</p> <p>Identify Fair and Unfair Electoral Practices and how elections can be made free and fair.</p>	<p>Role-Playing / Simulation</p> <p>Use of Multimedia</p> <p>Case Studies</p> <p>Storytelling & Case Studies</p> <p>Discussion-Based Learning</p>	<p>deforestation, scientific forestry, shifting cultivation, and rebellion correctly.</p> <p>Relate Past Forest Policies to Present-Day Environmental Issues, promoting awareness of sustainable development and indigenous rights.</p> <p>Students will be able to</p> <p>Describe the importance of the Constitution</p> <p>Identify and explain the main features of the Indian Constitution</p> <p>Understand the role of the Constituent Assembly and recognize its members and</p>	<p>Pen Paper Testing</p> <p>Note Book Assessment</p> <p>Mock Election Report</p> <p>Oral Questioning</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p>

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Mid Term Exam	Economics	Analyze Real-Life Examples of elections in India (e.g., Haryana 1987 case study)	Role Play	their contributions.	Project Work
		Students will be able to : Understand the concept of human resource	Interactive Data Analysis	Explain how the Constitution reflects the socio-political context of post-independence India.	
		Differentiate between human resource and other resources	Use of Textbook and Smartboard	Analyze the principles and values embedded in the Constitution, and explain how these principles address the challenges faced by India.	
		Explain the role of education and health in the development of human capital.		Assess the challenges faced by the framers of the Constitution	
	L- 2 People As Resource	Analyze the impact of unemployment		Define Elections and Explain Their Importance in a democratic system. Describe the Electoral	

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				<p>Process in India</p> <p>Explain the Role of the Election Commission as an independent body ensuring free and fair elections.</p> <p>Identify the Criteria for a Democratic Election such as</p> <p>Universal adult franchise</p> <p>Students will be able to</p> <p>Define "people as a resource" and give examples of how humans contribute to the economy.</p> <p>Illustrate the importance of education and health in</p>	
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				<p>transforming population into a productive asset.</p> <p>Identify the problems caused by unemployment</p> <p>Read and interpret graphs and data from the chapter</p> <p>Differentiate between economic and non-economic activities (e.g., teacher vs. homemaker, farmer vs. child labour).</p> <p>Discuss the inequality between men and women in terms of job opportunities and lit</p>	
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Mid Term Exam	L- Poverty as a Challenge	<p>Students will be able to :</p> <p>Understand the concept of poverty</p> <p>Identify the indicators of poverty</p> <p>Examine the causes of poverty in India</p> <p>Describe the poverty trends in India</p> <p>Understand the role of anti-poverty programmes</p>	<p>Storytelling & Real-Life Case Studies</p> <p>Class Discussions & Brainstorming</p> <p>Data Interpretation Activities</p> <p>Use of Textbook and Smart Board</p> <p>Videos</p>	<p>Students will be able to:</p> <p>Define poverty line and explain how it is determined in rural and urban areas.</p> <p>List and explain the indicators of poverty</p> <p>Describe major causes of poverty</p> <p>Interpret and analyze poverty statistics and trends using charts/graphs from the textbook or current sources.</p> <p>Identify groups vulnerable to poverty like rural landless labourers, urban casual workers, SCs/STs, and women.</p> <p>Explain and critically</p>	<p>Oral Questioning</p> <p>Pen paper Testing</p> <p>Notebook Assessment</p> <p>Peer and Self-Assessment</p>

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				<p>assess government poverty alleviation programmes.</p> <p>Discuss the connection between poverty and development</p> <p>Compare poverty issues in India with those in other developing nations.</p>	
MID-TERM	Geography L- 2 Physical Features of India	<p>The students will be able to know:</p> <p>*To know about Geological structure.</p> <p>*To understand plate boundaries.</p> <p>*To know about the physiographic divisions of a region.</p> <p>*To know about the association of various rocks</p>	<p>*N.C.E.R .T Book</p> <p>*Videos on smart board</p> <p>*Map atlas</p> <p>* News paper articles</p> <p>*Reference books.</p> <p>-X=am idea - Together</p> <p>*smart board - videos & animations on different features of the earth's divisions.</p>	<p>The students will be able to know:</p> <p>How the Physical Features of India influences the livelihoods, culture, and the biodiversity of the region.</p> <p>□ Examine the geological process that played a crucial role in the</p>	<p>Group discussion</p> <p>Oral test</p> <p>Class test</p> <p>Very short question testing</p> <p>Mcq testing</p>

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				formation of diverse physical features in India. □ Analyse the conditions and relationships of the people living in different physiographic areas.	Work sheets HOTS
MID-TERM	<p>INTER-DISCIPLINARY ACTIVITY</p> <p>L-5 Natural Vegetation FOR Project work only</p> <p>Wildlife - Lesson</p>	<p>The students will be able to know:</p> <p>*To know about the different tribals of India and the trees grown and protected by them.</p> <p>*To know about the wild life of different region of India.</p> <p>*To know about the different plant species grown in India..</p> <p>*To know about the different tribal revolution of India.</p> <p>*To know about the Mediciplants found in India</p>	<p>*Reference to the text book.</p> <p>*Use of smart board</p> <p>*Use of N.C.E.R. T Book</p> <p>Reference to different web cites for Inter disciplinary activities.</p> <p>RUBRICS--</p> <p>A. Content accuracy and originality 2 Marks</p>	<p>The students will be able to :</p> <p>Evaluate the growth &role of commercial forestry in different types of Vegetation.</p> <p>To defend the role of government and the local communities in protecting the forest</p> <p>To devise ways to protect the forest</p>	<p>Project work Between the months of April and September at the School under the guidance of a teacher.</p> <p>10 days suggestive plan For the project work</p>

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			<p>B. Competencies exhibited and Presentation 2Marks</p> <p>C Viva-Voce 1Marks</p>	vegetation and wildlife in India.	Project work
PT-3	<p>History L-2</p> <p>L-5</p> <p>Pastoralists in the Modern World</p>	<p>. Students will be able to :</p> <p>Understand who pastoralists are</p> <p>Describe the lifestyle and livelihood of pastoralists</p> <p>Analyze the impact of colonial rule on pastoral communities</p> <p>Understand how pastoralists responded to colonial challenges—through migration, rebellion, or change in livelihood.</p> <p>Compare pastoralism in India and Africa</p>	<p>Storytelling</p> <p>Case Study</p> <p>Map Work</p> <p>Discussion & Inquiry-Based Learning</p>	<p>Students will be able to :</p> <p>Define pastoralism and identify key characteristics of pastoral societies.</p> <p>Locate major pastoral communities in India and Africa</p> <p>Describe how pastoralists adapt to seasonal changes and manage</p>	<p>Peer & Self-Assessment</p> <p>Oral Questioning</p> <p>Pen Paper Testing</p> <p>Map Work</p>

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Mid Term Exam	Pol. Sc L- 4 Working of the Institutions	Students will be able to : Understand the structure and function of key democratic institutions Explain the process of decision-making in a democracy Describe the roles and powers of different institutions	Use of Textbook and Smart Board	natural resources. Explain how colonial laws affected their mobility, access	Oral Questioning		
			Use of Multimedia	Recognize the resilience of pastoral communities in preserving their culture and livelihoods despite challenges			
			Use of Textbook and Smart Board				
			Use of Multimedia	Students will be able to : Identify the three main organs of the government.			
							Notebook Assessment
		Mock Parliament	Describe how the Indian Parliament works. Explain how a bill becomes a law .				
		Storytelling					
							Peer and Self-Assessment
		Case Study	Differentiate between the powers of the President, Prime Minister, and the Cabinet.				

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Mid Term Exam	Economics L- Food Security in India	Examine the causes of food insecurity	Debates and Discussions	Appreciate the role of the judiciary in protecting constitutional rights and maintaining rule of law.	Oral Questioning
		Learn about the Public Distribution System (PDS)	Case Study Approach	Students will be able to :	
		Analyze the challenges and limitations of food security measures in India	Discussion-Based Learning	Define food security and explain why it is a critical issue in India.	Pen Paper Testing
			Infographics and Flowcharts	List and explain the three dimensions of food security (availability, accessibility, affordability)	Notebook Assessment
			Map & Data Analysis	.	
			Use of Textbook and Smart Board	Identify major causes of food insecurity in India with real-life examples.	
			Use of Multimedia	Describe the role of the Food Corporation of India (FCI) and how buffer stock is maintained.	

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				<p>Explain the functioning of the Public Distribution System (PDS) and its evolution.</p> <p>Assess the effectiveness of government initiatives like the NFSA and Antyodaya Anna Yojana.</p> <p>Analyze problems in implementation</p>	
PT-3	Geography L-5 wildlife & Population	<p>*To know about the natural resources of the nature</p> <p>*To know about the wild life species of India.</p>	<p>*Reference to the text book</p> <p>*Use of smart board - showing videos and animation on natural vegetation & wild life</p>	<p>The students will be able to</p> <p>➤ Analyse and infer the reasons behind the uneven distribution of population in India with specific reference to UP & Rajasthan and Mizoram</p>	<p>Pen paper test</p> <p>Oral test</p> <p>Map work</p>

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Annual Exam	History L- 2 Socialism and the Russian revolution	<p>Students will be able to :</p> <p>Understand the background of the Russian Revolution</p> <p>Identify the major causes of the Russian Revolution</p> <p>Understand the roles of Lenin, the Bolsheviks, and the idea of socialism and communism.</p> <p>Differentiate between the February and October Revolutions.</p> <p>Examine the effects of the Revolution on Russia and the world</p>		<p>and Karnataka</p> <p>➤ Enlist the factors that affect the population density</p> <p>Students will be able to :</p> <p>Explain the socio-political and economic conditions in pre-revolutionary Russia.</p> <p>Identify and sequence the events that led to the fall of the monarchy and the rise of the Bolsheviks</p> <p>.Discuss the ideologies of socialism, communism, and the role of Lenin and the Bolsheviks. Analyze the changes brought about by the Revolution—</p>	<p>Peer & Self-Assessment</p> <p>Work sheets</p> <p>Oral Questioning</p> <p>Pen Paper Assessment</p> <p>Map Work</p>
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Annual exam	Geography L-Climate	<p>Students will be able to :</p> <p>Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region</p>	<p>*N.C.E.R .T Book</p> <p>*Videos on smart board</p> <p>*Map atlas</p> <p>* News paper articles</p> <p>*Reference books.</p> <p>-X=am idea</p> <p>- Together</p> <p>*smart board - videos & animations on different climatic conditions</p>	<p>The students will be able to</p> <p>➤ Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent.</p> <p>➤ Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region.</p>	<p>Oral test</p> <p>Map work</p> <p>Mcq</p> <p>Class-test</p> <p>HOTS</p> <p>Very short questions</p> <p>Worksheets</p>
Annual Exam	Geography L-Drainage	<p>Students will be able to :Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region</p>	<p>Map & Data Analysis</p> <p>Use of Textbook and Smart Board</p> <p>Animation on rivers systems of India.</p>	<p>The students will be able to</p> <p>➤ Examine the information about different lakes and infer on their contribution to Indian ecology.</p> <p>➤ Present creative solutions to overcome the water pollution</p>	<p>Class-Test</p> <p>Mapwork</p> <p>Work sheets</p> <p>HOTS</p> <p>Self-Assessment</p>

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Annual Exam	Geography	All the chapters of 1 st Term and 2 nd Term	*Pen paper test *Quiz *HOTS & Sample paper & Map work		Pen and paper examination
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ARTIFICIAL INTELLIGENCE

ACP FOR CLASS IX

MONTH	CONTENT/NAME OF THE LESSON	LEARNING OBJECTIVES	METHODOLOGY	LEARNING OUTCOMES	MODE OF ASSESSMENT
April	AI Reflection, Project Cycle and Ethics	Identify and appreciate AI, describe applications, recognize domains of AI, identify project cycle, and understand ethical issues around AI.	Examples on Smart Board, Videos, Textbooks, Lab Resources, Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments	Identify and appreciate AI, describe applications, recognize domains of AI, identify project cycle, and understand ethical issues around AI	Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments
May	Data Literacy	Basics of data literacy, acquiring data, processing and interpreting data, and understanding the importance of mathematics for AI.	Examples on Smart Board, Videos, Textbooks, Lab Resources, Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments	Basics of data literacy, acquiring data, processing and interpreting data, and understanding the importance of mathematics for AI	Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments
July	Communication Skills I	Students have to learn about communication methods (verbal, non-verbal, visual etc) currently being used in the AI industry and scientific presentation of information.	Examples on Smart Board, Videos, Textbooks, Lab Resources, Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments	Students have to learn about communication methods (verbal, non-verbal, visual etc) currently being used in the AI industry and scientific	Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments

July	Math for AI (Statistics & Probability)	Understand the concept of Statistics and Probability and their application in real life scenarios.	Examples on Smart Board, Videos, Textbooks, Lab Resources, Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments	Students will understand and apply: Understand the concept of Statistics and Probability and their application in real life scenarios	Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments
August	Self Management Skills I	Explaining the importance and key skills for achieving self-management so students are more self-assertive.	Examples on Smart Board, Videos, Textbooks, Lab Resources, Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments	Explaining the importance and key skills for achieving self-management so students are more self-assertive	Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments
August	ICT Skills I	To introduce peripheral devices, LINUX, WWW, Email applications etc.	Examples on Smart Board, Videos, Textbooks, Lab Resources, Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments	To introduce peripheral devices, LINUX, WWW, Email applications etc	Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments
September	Entrepreneurial Skills I	To make students aware about types of businesses and rewards of entrepreneurship with real-life examples.	Examples on Smart Board, Videos, Textbooks, Lab Resources, Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments	To make students aware about types of businesses and rewards of entrepreneurship with real-life examples	Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments

September	Introduction to Python	To learn basic programming skills through gamified platforms and acquire introductory Python skills.	Examples on Smart Board, Videos, Textbooks, Lab Resources, Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments	To learn basic programming skills through gamified platforms and acquire introductory Python skills	Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments
October	Green Skills I	To guide students on human impact on the environment and the importance of conserving green cover.	Examples on Smart Board, Videos, Textbooks, Lab Resources, Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments	To guide students on human impact on the environment and the importance of conserving green cover	Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments
November	Introduction to Generative AI	Define Generative AI, classify types, apply tools to create content, and understand how Generative AI models work.	Examples on Smart Board, Videos, Textbooks, Lab Resources, Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments	Define Generative AI, classify types, apply tools to create content, and understand how Generative AI models work	Notebook Assessment, Assignments, Worksheets, Pen Paper Test, Lab Assignments