



## **GRADE- 9 Curriculum & Assessment Annual Planner**

### **SUBJECT: -SOCIAL SCIENCE**

### **STUDENT'S COPY**

#### **LEARNING OUTCOMES**

- Explore and appreciate the main events of History that have shaped the politics of the world.
- Identify the locational significance of India.
- Examine the major landforms, river systems and their contribution to the economy.
- Facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
- Appreciate the diversity of flora and fauna. Evaluate the role of monsoon type of climate.
- Analyse the importance of people as a resource.
- Examine the constitutional structure of Indian Democracy and cherish the values enshrined in the Indian Constitution.

| <b>Curriculum Planner</b>  |  |  |  |  |
|--|--|--|--|--|
| <b><u>April</u></b>  | <b><u>May</u></b>  | <b><u>July</u></b>   | <b><u>Aug</u></b>  | <b><u>Sep</u></b>  |
| <u>P.Sc</u> : Ch-1 What is Democracy?<br>Why Democracy?<br><br><u>Eco</u> : Ch-1 The Story of Village Palampur<br><br><u>Hist</u> : Ch-1- The French Revolution (Intro.) | <u>Hist</u> : Ch-1- The French Revolution (contd.)<br><br>PA1 EXAMS<br><br><u>Geog</u> : Ch-1 India Size and Location<br><br><u>D.M.</u> : Hazards and Mitigation Strategies | <u>Hist</u> : Ch-2 Socialism in Europe and the Russian Revolution.<br><br><u>Eco</u> : Ch-2 People as a Resource<br><br><u>P. Sc</u> : Ch-2 Constitutional Design (Intro.) | <u>P. Sc</u> : Ch-2 Constitutional Design(contd.)<br><br><u>Geog</u> : Ch 2 Physical features of India<br><br><u>Eco</u> : Ch- 3 Poverty as a Challenge<br><br><u>Geog</u> : Ch- 5 Natural Vegetation and Wildlife (IDP) | <b><u>REVISION FOR TERM-1(PA2) syllabus</u></b><br><br><br><b>TERM-2</b> |

|   |   |  |  |  |
|---|---|--|--|--|
|   | (Project)   |  | Hist: Ch -4 Forest Society and Colonialism (IDP)   |  |
| <b><u>Oct</u></b><br><br><u>Hist:</u> Ch-5<br>Pastoralists in the Modern World<br><u>Pol. Sc:</u> Ch-3<br>Electoral Politics<br><u>Eco:</u> Ch- 4<br>Food Security (Intro.) | <b><u>Nov</u></b><br><br><u>Eco:</u> Ch- 4<br>Food Security (Contd.)<br><u>Geo:</u> Ch-3<br>Drainage<br><u>Pol. Sc.:</u> Ch-4<br>Working of Institutions (Intro.) | <b><u>Dec</u></b><br><br><u>Pol. Sc.:</u> Ch-4<br>Working of Institutions (Contd.)<br><br><u>Geo:</u> Ch- 4<br>Climate | <b><u>Jan</u></b><br><br><u>Hist:</u> Ch-3 Nazism and the Rise of Hitler<br><u>Pol. Sc.:</u> Ch- 5<br>Democratic Rights<br><br><u>Geo:</u> Ch-6<br>Population (Intro.)<br><br><u>Geo:</u> Ch-5 Natural Vegetation and Wildlife (Only Map pointing) | <b><u>Feb</u></b><br><br><u>Geo:</u> Ch-6<br>Population (Contd.)<br><br>Revision |

| <b>Assessment Planner</b>   |
|---|
| <p align="center"><b><u>PA-1 ( 20 marks )</u></b></p> <ol style="list-style-type: none"> <li>1. Hist : Ch-1 The French Revolution (till Page No. 16 Reign of Terror included)</li> <li>2. Eco : Ch-1 The Story of Village Palampur</li> <li>3. P. Sc: Ch-1 What is Democracy? Why Democracy?</li> </ol>   |
| <p align="center"><b><u>Half Yearly (PA-2) (80 marks)</u></b></p> <ol style="list-style-type: none"> <li>1. Hist : Ch-1 The French Revolution.</li> <li>2. Hist : Ch-2 Socialism in Europe and the Russian Revolution</li> <li>3. Geo.: Ch-1 India Size and Location</li> <li>4. Geog.: Ch-2 Physical Features of India</li> <li>5. Eco : Ch-2 People as Resource</li> <li>6. Eco: Ch-3 Poverty as a challenge</li> <li>7. P.Sc: Ch-1 What is Democracy? Why Democracy?</li> <li>8. P.Sc : Ch-2 Constitutional Design</li> </ol> <p><b>LIST OF MAP ITEMS-</b><br/> <b>SUBJECT – HISTORY</b><br/> <b>Chapter-1: The French Revolution</b><br/> Outline political map of France Locate/label/identify;</p> <ul style="list-style-type: none"> <li>• Bordeaux</li> </ul> |

- Nantes
- Paris
- Marseille

## **Chapter- 2: Socialism in Europe and the Russian Revolution**

Outline political map of world locate/label/identify

- major countries of World War:
- central powers - Germany, Austria-Hungary, Turkey (Ottoman Empire)
- Allied Powers-France, England, Russia and USA

## **SUBJECT – GEOGRAPHY**

### **Chapter-1: India: Size and Location**

- India - States with Capitals
- Tropic of Cancer, Standard Meridian (Location and Labelling)
- Neighbouring countries

### **Chapter-2: Physical features of India**

- Mountain Ranges: The Karakoram, The Zaskar, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats
- Mountain Peaks – K2, Kanchan Junga, Anai Mudi
- Plateau - Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau
- Coastal Plains - Konkan, Malabar, Coromandel & Northern Circar (Location and Labelling)

### **PA-3 ( 20 marks )**

1. Hist: CH-5 Pastoralists in the modern World
2. Eco: Ch-4 Food Security (till page 47)
3. P.Sc : Ch-3 Electoral Politics (Till page 46)

### **Multiple Assessment (MA) ( 5 marks )**

#### **MA1**

#### **1. Interdisciplinary Project (IDP) as part of multiple assessments**

(HISTORY/GEOGRAPHY) Forest Society and Colonialism + Natural Vegetation and wildlife  
(Group Project/ Group PPT)

#### **2. Poster making/Accordion Book on the partner state**

#### **MA2**

Crossword/ MCQ

### **Portfolio Assessment (PORT) ( 5 marks )**

#### **PORTFOLIO 1 Map Work and Notebook Evaluation**

#### **PORTFOLIO 2 Map Work and Notebook Evaluation**

- **SUBJECT ENRICHMENT- 1** Disaster Management Project: Art Integration Activity
- Topic: Earthquake; Floods; etc.
- Students to research on preparedness and mitigation vis a vis Earthquake; Floods; etc.

- **SUBJECT ENRICHMENT -2** Disaster Management Project: Art Integration Activity
- Topic: Earthquake; Floods; etc.

- Students to prepare a case study based on a recent Earthquake; Floods; etc. in India or world

Students will compile a report on the same. Knowledge will be tested through viva

**Annual Exam ( 80 marks )**

1. Hist. : Ch-1- The French Revolution
2. Hist : Ch-2 Socialism in Europe and the Russian Revolution
3. Hist. : Ch-3 Nazism and the Rise of Hitler
4. Geo : Ch-1 India Size and Location
5. Geo: Ch-2: Physical Features of India
6. Geo .: Ch.3 Drainage
7. Geo : Ch-4 Climate
8. Geo : Ch-5 Natural Vegetation and Wildlife(Only Map pointing)
9. Geo : Ch-6 Population
10. Eco : Ch-2 People as a Resource
11. Eco : Ch-3 Poverty as a Challenge
12. Eco : Ch-4 Food Security
13. P.Sc: Ch-1 What is Democracy? Why Democracy?
14. P. Sc : Ch-2 Constitutional Design
15. Pol. Sc.: Ch-3 Electoral Politics
16. Pol. Sc.: Ch-4 Working of Institutions
17. Pol. Sc.: Ch-5 Democratic Rights

**LIST OF MAP ITEMS-**

**SUBJECT – HISTORY**

**Chapter-1: The French Revolution**

Outline political map of France Locate/label/identify;

- Bordeaux
- Nantes
- Paris
- Marseille

**Chapter- 2: Socialism in Europe and the Russian Revolution**

Outline political map of world locate/label/identify

- major countries of World War:
- central powers - Germany, Austria-Hungary, Turkey (Ottoman Empire)
- Allied Powers-France, England, Russia and USA

**SUBJECT – GEOGRAPHY**

**Chapter-1: India: Size and Location**

- India - States with Capitals
- Tropic of Cancer, Standard Meridian (Location and Labelling)
- Neighbouring countries

**Chapter-2: Physical features of India**

- Mountain Ranges: The Karakoram, The Zaskar, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats

- Mountain Peaks – K2, Kanchan Junga, Anai Mudi
- Plateau - Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau
- Coastal Plains - Konkan, Malabar, Coromandel & Northern Circar (Location and Labelling)

### **Chapter -3: Drainage system**

#### **Rivers: (Identification only)**

- The Himalayan River Systems-The Indus, The Ganges, and The Sutlej
- The Peninsular Rivers-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi
- Lakes: Wular, Pulicat, Sambhar, Chilika

### **Chapter-4: Climate**

- Annual rainfall in India, Monsoon wind directions

### **Chapter-5: Natural Vegetation and Wildlife**

- Vegetation Type: Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove- (For identification only)
- National Parks: Corbett, Kaziranga, Ranthambor, Shivpuri, Kanha, Simlipal & Manas
- Bird Sanctuaries: Bharatpur and Ranganthitto
- Wild Life Sanctuaries: Sariska, Mudumalai, Rajaji, Dachigam (Location and Labelling)

### **Chapter -6: Population**

Population density of all states

The state having highest and lowest density of population

**\*\* Subject to change as per CBSE DIRECTIVES**



# GRADE 9 Curriculum & Assessment Annual

Planner 2025-2026

SUBJECT :-SCIENCE

## LEARNING OUTCOMES

The student will be able to:-

- Classify materials on the basis of various properties/characteristics.
- Extract, translate, analyse and apply information (knowledge) to identify trends.
- Relate process and phenomena with cause and apply scientific concepts in day-to-day life.
- Conduct simple investigations to seek answers to queries that they encounter.
- Prepare and study slides of various cells.
- Make effort to protect environment using resources judiciously.

## Curriculum Planner

| <u>April (20)</u>                            | <u>May(16)</u>                               | <u>July(23)</u>                                      | <u>Aug(22)</u>                    | <u>Sep(10)</u>                            |
|--|--|--|-----------------------------------|---|
| Chemistry:<br><br>Matter in Our Surroundings | Physics:<br><br>Motion (cont.)               | Biology: The<br><br>Fundamental Unit of Life (cont.) | Biology: Tissues                  | Physics: Force and Laws of Motion (cont.) |
| Physics:<br><br>Motion (upto acceleration)   | Biology: The<br><br>Fundamental Unit of Life | Chemistry: Is Matter Around Us Pure?                 | Physics: Force and Laws of Motion | Revision<br><br>Physics: Gravitation      |
| <u>Oct(19)</u>                               | <u>Nov(22)</u>                               | <u>Dec(18)</u>                                       | <u>Jan(19)</u>                    | <u>Feb(10)</u>                            |
|  |  | Physics: Work and                                    | Chem: Atoms and                   | Physics: Sound                            |

|  |                                    |  |   |                         |
|--|------------------------------------|--|---|-------------------------|
| Physics:<br>Gravitation (cont.)<br><br>Bio:<br><br>Improvement<br>in Food<br><br>Resources | Chemistry:<br>Structure of<br>Atom | Energy<br><br>Chem: Atoms and<br>Molecules | Molecules (cont.)<br><br>Physics: Sound | (Cont.)<br><br>Revision |
|--|------------------------------------|--|---|-------------------------|

| Assessment Planner  |  |
|---|--|
| <p style="text-align: center;"><u>PA-1 ( 20 marks )</u></p> <p>Chemistry: Matter in Our Surroundings<br/>Physics: Motion (upto acceleration)</p>  |  |
| <p style="text-align: center;"><u>HALF YEARLY (PA2) 80 MARKS</u></p> <p>Chemistry: 1. Matter in Our Surroundings    2. Is Matter Around Us pure?<br/>Biology : 1.The Fundamental Unit of Life    2.Tissues</p> <p>Physics:    1. Motion                      2. Force and Laws of Motion</p> <p>ALL PRACTICALS BASED ON ABOVE TOPICS:</p> <ol style="list-style-type: none"> <li>1.    Preparation of: <ol style="list-style-type: none"> <li>a)    a true solution of common salt, sugar and alum</li> <li>b)    a suspension of soil, chalk powder and fine sand in water</li> <li>c)    a colloidal solution of starch in water and egg albumin/milk in water and distinguish between these on the basis of <ul style="list-style-type: none"> <li>● transparency</li> <li>● filtration criterion</li> <li>● stability</li> </ul> </li> </ol> </li> <li>2.    Preparation of <ol style="list-style-type: none"> <li>a)    A mixture</li> <li>b)    A compound</li> </ol> <p style="margin-left: 40px;">using iron filings and sulphur powder and distinguishing between these on the basis of:</p> <ol style="list-style-type: none"> <li>i.    appearance, i.e., homogeneity and heterogeneity</li> <li>ii.   behaviour towards a magnet</li> <li>iii. behaviour towards carbon disulphide as a solvent</li> <li>iv.   effect of heat</li> </ol> </li> <li>3.    Perform the following reactions and classify them as physical or chemical changes: <ol style="list-style-type: none"> <li>a)    Iron with copper sulphate solution in water</li> <li>b)    Burning of magnesium ribbon in air</li> <li>c)    Zinc with dilute sulphuric acid</li> <li>d)    Heating of copper sulphate crystals</li> <li>e)    Sodium sulphate with barium chloride in the form of their solutions in water</li> </ol> </li> </ol> |  |

4. Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams.
5. Identification of Parenchyma, collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals, from prepared slides. Draw their labeled diagrams.
6. Determination of melting point and boiling point of water.

**PA-3 ( 20 marks )**

**Physics: Gravitation**

**Biology: Improvement in Food Resources**

**Multiple Assessment (MA) ( 5 marks )**

**MA1 - Class Tests from chapters of term 1**

**MA2 - Class Tests from chapters of term 2**

**Portfolio Assessment (PORT) ( 5 marks )**

**PORTFOLIO 1 NOTEBOOK EVALUATION**

**PORTFOLIO 2 Prepare an accordion journal on any one of the following topics related to the aquatic life of Andaman and Nicobar Islands.**

- (i) Type of Organisms: Prokaryotes and Eukaryotes
- (ii) Type of Cell: Plant and Animal
- (iii) Food resources of Aquatic Life

**Subject Enrichment (SE) ( 5 marks )**

**SE1 Conduct of practicals and assessment of practical file**

**SE2 Conduct of practicals and assessment of practical file**



**Annual Exam ( 80 marks )**

**Chemistry: 1.Matter in Our Surroundings      2. Is Matter Around Us Pure?**

**3. Structure of atom    4. Atoms and Molecules**

**Biology:** 1. The Fundamental Unit of Life    2. Tissues    3. Improvement in Food

**Resources Physics:** 1. Motion    2. Force and Laws of Motion    3.

**Gravitation**

**4. Work and Energy    5. Sound**

**All practicals based on the above chapters.**

**1) Preparation of:**

- a. a true solution of common salt, sugar and alum
- b. a suspension of soil, chalk powder and fine sand in water
- c. a colloidal solution of starch in water and egg albumin/milk in water and distinguish between these on the basis of
  - i. transparency
  - ii. filtration criterion
  - iii. stability

**2) 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

**3) 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

**4) Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams.**

**5) Identification of Parenchyma, collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals, from prepared slides. Draw their labeled diagrams.**

**6) Determination of melting point and boiling point of water.**

**7) Verification of the Laws of reflection of sound.**

**8) Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder.**

**9) 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.**

- **Determination of the speed of a pulse propagated through a stretched string/slinky (helical spring).**
- **Verification of the law of conservation of mass in a chemical reaction.**

**\*\* Subject to change as per CBSE DIRECTIVES**



# Curriculum & Assessment Annual Planner 2025 - 2026

## SUBJECT :-Mathematics Class 9 (Student's Copy)

### LEARNING OUTCOMES

The students will be able to:

- Apply logical reasoning in classifying real numbers, proving their properties and using them in different situations.
- Identify /classify polynomials among algebraic expressions and factorise them by applying appropriate algebraic identities.
- Relate the algebraic and graphical representations of a linear equation in one/two variables to daily life situations.
- Identify similarities and differences among different geometrical shapes.
- Derive proofs of mathematical statements particularly related to geometrical concepts by applying axiomatic approach
- Find areas of all types of triangles by applying appropriate formulae.
- Develop strategies to locate points in a Cartesian plane.
- Identify and classify the daily life situations in which mean, median and mode can be used.
- Analyse data by representing it in different forms like, tabular form (grouped or ungrouped), bar graph, histogram (with equal and varying width and length), and frequency polygon.
- Calculate empirical probability through experiments.
- Derive formulas for surface areas and volumes of different solid objects like, cubes, cuboids, right cylinder, right cone and sphere.

### Curriculum Planner

| <u>April</u>  | <u>May</u>     | <u>July</u>   | <u>Aug</u> | <u>Sep</u>            |
|---|----------------|---|------------|-----------------------|
| Number System<br>Heron's Formula<br>Euclid Geometry | Lines & Angles | Coordinate Geometry<br>Linear Equation in two variables | Statistics | Revision<br>Triangles |
| <u>Oct</u>  | <u>Nov</u>     | <u>Dec</u>  | <u>Jan</u> | <u>Feb</u>            |
| Triangles (continued)<br>Surface Area Volumes       | Quadrilaterals | Polynomials   | Circles    | Revision              |

### Assessment Planner

#### PA-1 (20 Marks)

- Number System
- Heron's Formula

#### PA-2 / Half Yearly (80 Marks)

- Number System
- Heron's Formula
- Euclid Geometry
- Lines & Angles
- Linear Equation in two variables
- Coordinate Geometry
- Statistics

#### PA-3 (20 Marks)

- Triangles
- Surface Area and Volumes

#### Multiple Assessment : MA (5 marks)

- Term -1 : Brochure based on Linear Equations in two variables.
- Term -2 : Brochure based on Polynomials

#### Portfolio Assessment : PORT (5 Marks)

- Term -1 : Journal (Mind Maps based on) : Number System, Heron's Formula, Euclid Geometry
- Term -2 : Journal (Mind Maps based on): Triangles, Surface Areas and Volumes, Quadrilaterals

#### Subject Enrichment : SE (5 Marks)

- Term -1 : 4 Lab activities [Spiral ; Heron's Formula ; linear equation ; Andaman and Nicobar Islands]
- Term -2 : 4 Lab activities [centres of triangle ; type of a parallelogram ; circle ; areas of  $\Delta$  & // gm]

#### Annual Exam (80 Marks)

- Number System
- Heron's Formula
- Euclid Geometry
- Triangles
- Lines & Angles
- Coordinate Geometry
- Statistics
- Polynomials
- Linear Equation in two variables
- Statistics
- Surface Areas & Volumes
- Quadrilaterals
- Circles

\*\*Subject to change as per CBSE guidelines.



# GRADE 9- Curriculum & Assessment Annual Planner

2025-2026

SUBJECT:- HINDI

STUDENT COPY

## LEARNING OUTCOMES

**छात्र- निम्न कौशलों की क्षमता ग्रहण करेंगे ।**

**साहित्य-** पाठों के माध्यम से आलोचनात्मक चिंतन, तार्किकता, सराहना, मूल्यांकन, सृजनात्मकता,

कल्पनाशीलता, अभिव्यक्ति में मौलिकता एवं जीवन-मूल्यों की पहचान सीखने-समझने में समर्थ होंगे ।

**व्याकरण-** व्याकरण के माध्यम से व्याकरणिक संरचनाओं का बोध, प्रयोग, विश्लेषण व भाषिक कौशल सीखने में समर्थ होंगे ।

**रचनात्मक कार्य-** रचनात्मक कार्य के माध्यम से अभिव्यक्ति की मौलिकता, सृजनात्मकता, भाषा में प्रवाह, उचित प्रारूप का प्रयोग, संकेत बिन्दुओं का विस्तार व विचारों को सोदाहरण अभिव्यक्त करने में सक्षम होंगे।

## Curriculum Planner

| <u>April</u>   | <u>May</u>  | <u>July</u>   | <u>Aug</u>   | <u>Sep</u>   |
|--|---|---|--|--|
| <b>स्पर्श</b> - गद्य- दुख का अधिकार<br><b>पद्य</b> - रहीम<br><b>व्याकरण</b> - अनुस्वार, अनुनासिक अपठित-गद्यांश, अनुच्छेद-लेखन, शब्द व पद, उपसर्ग-प्रत्यय | <b>स्पर्श</b> - गद्य- तुम कब जाओगे अतिथि<br><b>पद्य</b> - अग्निपथ<br><b>व्याकरण</b> - संवाद लेखन , अर्थ की दृष्टि से वाक्य-भेद, अपठित-गद्यांश, चित्र वर्णन, शब्द व पद | <b>संचयन</b> - गिल्लू, स्मृति<br><b>स्पर्श</b> -गद्य-धूल (कक्षागत-गतिविधि-धूल की महत्ता अनुच्छेद लेखन)<br><b>व्याकरण</b> - स्वर संधि, चित्र-वर्णन अनुच्छेद-लेखन, अनौपचारिक-पत्र, संवाद लेखन | <b>स्पर्श</b> - गद्य- एवरेस्ट मेरी शिखर-यात्रा<br><b>पद्य</b> - रैदास<br><b>व्याकरण</b> - विराम-चिह्न , अनुस्वार-अनुनासिक, उपसर्ग-प्रत्यय, अपठित-गद्यांश | प्रथम सत्र के गद्य व पद्य के समस्त कार्य का तथा व्याकरण कार्य का पुनः अभ्यास |

| <u>Oct</u>  | <u>Nov</u>   | <u>Dec</u>  | <u>Jan</u>  | <u>Feb</u>  |
|---|--|---|---|---|
| <u>स्पर्श - पद्य</u> - खुशबू रचते हैं हाथ , नए इलाके में<br><br><u>व्याकरण</u> -<br>अनौपचारिक-पत्र, संवाद- लेखन<br>अनुच्छेद-लेखन, अपठित-गद्यांश | <u>स्पर्श - गद्य</u> -<br>वैज्ञानिक चेतना के वाहक चंद्रशेखर वेंकटरामन<br><br>गद्य - कीचड़ का काव्य-(गतिविधि)<br>कीचड़ के प्रति दृष्टिकोण<br>(अनुच्छेदलेखन)<br><br><u>व्याकरण</u> - चित्र वर्णन ,संवाद-लेखन | <u>स्पर्श - पद्य</u><br>गीत - अगीत<br><br><u>संचयन</u> - कल्लू कुमार की उनाकोटी<br><br><u>व्याकरण</u> – संवाद-लेखन,उपसर्ग-प्रत्यय, चित्र वर्णन, शब्द व पद | <u>स्पर्श - गद्य</u> - शुक्र तारे के समान<br><br><u>संचयन</u> - मेरा छोटा - सा निजी पुस्तकालय<br><br><u>व्याकरण</u> – स्वर-संधि<br>अनौपचारिक-पत्र, संवाद-लेखन , विराम चिह्न , अनुस्वार-अनुनासिक | प्रथम सत्र व द्वितीय सत्र के गद्य व पद्य के समस्त कार्य का तथा व्याकरण कार्य का<br><br><u>पुनः अभ्यास</u> |

### Assessment Planner

#### PA-1 ( 20 marks )

स्पर्श - गद्य - दुख का अधिकार

व्याकरण - अनुस्वार, अनुनासिक, उपसर्ग-प्रत्यय , अपठित-गद्यांश, अनुच्छेद लेखन

#### Half Yearly (PA-2) ( 80 marks )

स्पर्श - पद्य - रहीम, रैदास, अग्निपथ

गद्य- दुख का अधिकार, एवरेस्ट मेरी शिखर-यात्रा, तुम कब जाओगे अतिथि

संचयन - गिल्लू, स्मृति

व्याकरण - शब्द व पद, अनुस्वार-अनुनासिक, उपसर्ग-प्रत्यय, वाक्य-भेद, विराम चिह्न, स्वर संधि, चित्र वर्णन, संवाद लेखन, अनुच्छेद, अनौपचारिक पत्र लेखन व अपठित गद्यांश

#### PA- 3 ( 20 marks )

स्पर्श - वैज्ञानिक चेतना के वाहक चंद्रशेखर वेंकटरामन , नए इलाके में

व्याकरण - चित्र वर्णन, स्वर संधि, अपठित गद्यांश

**Multiple Assessment (MA) ( 5 marks )**

MA1 - पठित – गद्यांश (गद्य -धूल )

MA2 - संवाद लेखन

**Portfolio Assessment (PORT) ( 5 marks )**

**PORTFOLIO 1** - परियोजना कार्य - अंडमान निकोबार द्वीप समूह के पर्यटन स्थलों के चित्र लगाकर उसका वर्णन अपने शब्दों में कीजिए | (A4 size शीट पर कार्य करेंगे |)

**PORTFOLIO 2** - अनौपचारिक-पत्र , अनुच्छेद-लेखन

**Subject Enrichment (SE) ( 5 marks )**

SE1 - बस एक मिनट (मौखिक वाचन)

SE2 - श्रवण-कौशल कार्य (ASL-ACTIVITY)

**Annual Exam ( 80 marks )**

**स्पर्श - गद्य-** दुख का अधिकार, एवरेस्ट मेरी शिखर-यात्रा, तुम कब जाओगे अतिथि, शुक्र तारे के समान, वैज्ञानिक चेतना के वाहक

**पद्य-** रहीम , रैदास, अग्निपथ, गीत-अगीत, खुशबू रचते हैं हाथ, नए इलाके में

**संचयन-** गिल्लू, स्मृति, मेरा छोटा-सा निजी पुस्तकालय , कल्लू कुमार की उनाकोटी

**व्याकरण-** शब्द व पद, अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय, स्वर संधि, वाक्य के भेद , विराम चिह्न

अनुच्छेद-लेखन, अनौपचारिक-पत्र, संवाद-लेखन, चित्र वर्णन , अपठित – गद्यांश

**\*प्रथम सत्र व द्वितीय सत्र का समस्त साहित्य पाठ्यक्रम तथा व्याकरण कार्य वार्षिक परीक्षा में पूछा जाएगा।**





## **GRADE 9 Curriculum & Assessment Annual Planner**

**2025-2026**

### **SUBJECT :-ENGLISH COMMUNICATIVE**

#### **Student's copy**

##### **LEARNING OUTCOMES**

Students should be able to:

1. identify the main points of a text;
2. understand relations between different parts of a text through lexical and grammatical cohesive devices;
3. anticipate and predict what will come next in a text
4. deduce the meaning of unfamiliar lexical items in a given context;
5. consult a dictionary to obtain information on the meaning and use of lexical items;
6. analyse, interpret, infer (and evaluate) the ideas in the text;
7. select and extract, from a text, information required for a specific
8. express ideas in clear and grammatically correct English, using appropriate punctuation and cohesive devices;
9. write in a style appropriate for communicative purposes;
10. plan, organise and present ideas coherently by introducing, developing and concluding a topic;
11. adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions);
12. narrate incidents and events, real or imaginary in a logical sequence;

##### **Curriculum Planner**

| <b>April</b>  | <b>May</b>  | <b>July</b>   | <b>Aug</b>  | <b>Sep</b>  |
|---|---|---|---|---|
| LITERATURE:<br>How I Taught My<br>Grandmother To Read<br><i>The Brook</i><br>MCB: Unit 1 People | LITERATURE:<br><i>The Road Not<br/>Taken</i><br>MCB:Unit2-Adventure | LITERATURE<br>Dog Named<br>Duke<br><i>The Solitary<br/>Reaper</i><br>MCB: Unit2 | LITERATURE<br>Villa For Sale<br>MCB: Unit 3<br>Environment<br>Writing Skills: | LITERATURE:<br>Villa For Sale<br>( contd.)<br>MCB: Unit 4<br>Writing Skills |

|  |  |        |  |  |
|--|--|--------|--|--|
|  |  | Contd. |  |  |
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|   |  |  |  |  |
|---|--|--|--|--|
| <p><b>Writing Skills: Notice Writing( School assembly,RWA,School events,classroom info)</b><br/> <b>GRAMMAR:Tenses Integrated Grammar</b><br/> <b>WB: Units 1 &amp;2</b></p> <p><i>Note:Use MCB for Reading Comprehension</i></p>   | <p><b>Writing Skills : Informal Letter</b><br/> <b>WB : Unit 3</b></p>   | <p><b>Writing Skills: Informal Letter Contd..</b><br/> <b>GRAMMAR: IGE Modals</b><br/> <b>WB: Unit 4</b></p>   | <p><b>Paragraph Writing based on MCB Units</b></p> <p><b>Dialogue Completion</b><br/> <b>GRAMMAR: Subject Verb Agreement, Integrated Grammar (Sentence reordering)</b></p>   | <p><b>Integrated Grammar Revision(Gap filling, editing, omission, Sentence Reordering)</b></p> |
| <p><b>Oct</b></p> <p><b>LITERATURE:</b><br/> <b>The Man Who Knew Too Much</b><br/> <b>Keeping It From Harold</b><br/> <b><i>The Seven Ages</i></b><br/> <b>MCB: Unit 5</b><br/> <b>Writing Skills:</b><br/> <b>Dialogue writing</b><br/> <b>GRAMMAR:</b><br/> <b>Reported Speech</b><br/> <b>WB:Unit 5</b><br/> <b>Integrated Grammar</b></p> | <p><b>Nov</b></p> <p><b>LITERATURE:</b><br/> <b>Best seller</b><br/> <b><i>Oh ! I Wish I'd Looked After Me Teeth</i></b><br/> <b><i>Song Of The Rain</i></b><br/> <b>MCB : Unit 6</b><br/> <b>Children</b><br/> <b>Writing Skills:</b><br/> <b>Paragraph Writing (based on MCB topics)</b><br/> <b>GRAMMAR:Clauses</b><br/> <b>WB : Unit 6</b></p> | <p><b>Dec</b></p> <p><b>LITERATURE</b><br/> <b>The Bishop's Candlesticks</b><br/> <b>MCB :UNIT 7</b><br/> <b>Sports and Games</b><br/> <b>Writing Skills:</b><br/> <b>WB:Unit 7</b><br/> <b>Reported Speech</b><br/> <b>Integrated Grammar</b></p> | <p><b>Jan</b></p> <p><b>LITERATURE:</b><br/> <b>Revision</b><br/> <b>MCB : Writing Skills Practice</b><br/> <b>WB : Unit 8</b><br/> <b>Integrated Grammar</b><br/> <b>Revision (Gap Filling,editing, omission,sentence transformation)</b></p> | <p><b>Feb</b></p> <p><b>Revision for Term 2</b></p>  |

| Assessment Planner   |
|--|
| <p><b>PA-1 ( 20 marks )</b></p> <p><b>LITERATURE: How I Taught My Grandmother To Read ,The Brook</b><br/> <b>Writing Skills – Notice Writing (All topics)</b><br/> <b>Grammar: Editing/Omission, Gap Filling</b><br/> <b>Reading Comprehension</b></p> |

**Half Yearly (PA-2) ( 80 marks )**

**LITERATURE:** How I Taught My Grandmother to Read ,The Brook ,The Road Not Taken ,A Dog Named Duke , The Solitary Reaper ,Villa For Sale

**Writing Skills:** Notice writing, Informal Letter, Paragraph Writing, Dialogue Completion

**Integrated Grammar (Based on Term 1 topics)**

**Reading Comprehension**

**PA-3 ( 20 marks )**

**Literature:** The Man Who Knew too Much , Seven Ages (Poem)

**Writing Skills-** Paragraph Writing

**Grammar:** IGE (Editing/Omission, Sentence Transformation( Based on Reported Speech)

**Reading Comprehension**

**Multiple Assessment (MA)(5 marks )**

**MA1-Shakespearean Monologue Enactment**

**MA2- Self Introduction -ASL**

**Portfolio Assessment (PORT) )(5 marks )**

**PORT. 1-:** Notebook Evaluation Term 1

**PORT.2:** Notebook Evaluation Term 2

**Subject Enrichment (SE) )(5 marks )**

**SE1- Listening Skills (Based on Andaman )**

**SE2: Poster Making based on MCB Units**

**Final Exam (80 marks )**

**Literature:** How I Taught My Grandmother To Read, The Brook, The Road Not Taken, A Dog Named Duke, The Solitary Reaper, Villa For Sale, The Man Who Knew Too Much, Keeping It From Harold , The Seven Ages, Bestseller, Oh ! I Wish I'd Looked After Me Teeth, Song Of The Rain, Bishop's Candlesticks.

**Writing Skills:** Notice writing, Informal Letter , Dialogue Writing, Paragraph Writing.

**Integrated Grammar (Based on Subject Verb Agreement, Modals, Tenses, Determiners, Clauses, Reported Speech)**

**Reading Comprehension**



# (GRADE 9 Curriculum & Assessment Annual Planner)

2025-2026

SUBJECT :- COMPUTER SCIENCE

STUDENTS' COPY



## LEARNING OUTCOMES

Students will be able to:

1. List some key features of Python.
2. Write the steps to install, write, save and run programs in python.
3. Describe the 2 programming modes of python.
4. Execute simple Input and Output statements.
5. Explain variables and how to declare and assign values to them.
6. Elaborate data types and various operators in python.
7. Define precedence of operators in python.
8. Elucidate comments in python.
9. Explain the various conditional statements in python.
10. Elaborate looping statement (WHILE) along with python codes.
11. Write python programs using the concepts taught in class.

## **Curriculum Planner**

| <u>April</u>  | <u>May</u>   | <u>July</u>   | <u>Aug</u>   | <u>Sep</u>   |
|---|--|---|--|--|
| Chapter 1:<br>Introduction to<br>Python (Page 7 to<br>15) | Chapter 2: Data<br>Types and<br>Operators in<br>Python (Page 16 to<br>18 (before<br>Comments in<br>Python))<br><br><b><u>REVISION FOR<br/>PA-1 Syllabus</u></b><br><br><b>PA1 Exam</b> | Chapter 2: Data<br>Types and<br>Operators in<br>Python (Page 18<br>(From Comments<br>in Python) to 22)) | Chapter 2: Data<br>Types and Operators<br>in Python (Page 23<br>to 29) | <b><u>REVISION FOR<br/>TERM-1 (PA2)<br/>Syllabus</u></b><br><br><b>Term1(PA2)<br/>Exam</b> |
| <u>Oct</u>  | <u>Nov</u>   | <u>Dec</u>  | <u>Jan</u>   | <u>Feb</u>   |
| Chapter 3:<br>Conditional                                 | <b><u>REVISION FOR<br/>PA-3 Syllabus</u></b>   | Chapter 3:<br>Conditional   | Chapter 4: Looping<br>Statements in                                    | Chapter 4: Looping<br>Statements in  |

|   |   |  |                                  |  |
|---|---|--|----------------------------------|--|
| Statements in Python (Page 30 to 32 (Before Nested If)) | <b>PA3 Exam</b><br><br>Chapter 3: Conditional Statements in Python (Page 33 (From If...Elif...Else Ladder) to 34) | Statements in Python (Page 32 (From Nested If Statement) to 41)) | Python (Pages 46, 47, 51, 52 53) | Python (Page 53 Contd...)<br><br><b><u>REVISION FOR TERM-2 Syllabus</u></b><br><br><b>Term2 Exam</b> |
|---|---|--|----------------------------------|--|

### **Assessment Planner**

#### **PA-1 ( 20 marks )**

- Chapter 1: Introduction to Python(Page 7 to 15)
- Chapter 2: Data Types and Operators in Python (Page 16 to 18 (before Comments in Python))

#### **Half Yearly (PA-2) ( 40 marks )**

- Chapter 1: Introduction to Python(Page 7 to 15)
- Chapter 2: Data Types and Operators in Python(Page 16 to 29)

#### **PA-3 ( 20 marks )**

- Chapter 3: Conditional Statements in Python (Page 30 to 32 (Before Nested If))

#### **Multiple Assessment (MA) ( 5 marks )**

- MA1 : Debugging/Output of Python Program to assess the skills acquired by the students based on the concepts covered. The question must be based on Andaman and Nicobar Islands.
- MA2 : Debugging/Output of Python Program to assess the skills acquired by the students based on the concepts covered.

#### **Portfolio Assessment (PORT) ( 5 marks )**

- PORTFOLIO 1 : Notebook Evaluation + A presentation based on case study (Sikkim)
- PORTFOLIO 2 : Notebook Evaluation + Worksheet

#### **Subject Enrichment (SE) )(5 marks )**

**SE1** : Students will be asked to write a program in Python according to the instructions given. • It will be a hands-on experience on the computer.

**SE2** : Students will be asked to write a program in Python according to the instructions given. • It will be a hands-on experience on the computer.

#### **Annual Exam ( 40 marks)**

- Chapter 2: Data Types and Operators in Python(Page 16 to 29)
- Chapter 3: Conditional Statements in Python (Page 32 to 41)
- Chapter 4: Looping Statements in Python (Pages 46, 47, 51,52, 53)

**\*\* Subject to change as per CBSE DIRECTIVES**