

पाठ्यक्रम (Curriculum) 2025-26

विषय - संस्कृतम्

कक्षा - नवमी

अधिगम - सम्प्राप्ति:

- 1 - संस्कृतग्रन्थाः नैतिक-मूल्यानां आगाराः सन्ति।  
अतः छात्रेषु नैतिकमूल्यानां वृद्धिः भविष्यति।
- 2 - संस्कृतभाषया सद् विचाराणां वृद्धिः भविष्यति।
- 3 - संस्कृतभाषायाः ज्ञानं भविष्यति।

मासम् - अप्रैल

कार्यदिवसाः - 21

पाठः	शिक्षण-विधिः	अधिगम- सम्प्राप्तिः
(1) भारतीयवसन्तगीतिः (2) स्वर्णकाकः  व्याकरणम् • धातुरूप - पठ्, गम्, वद्, (पाँचों लकारों में) • सेव् (लट्, लृट्, लङ्गलकार) • प्रत्यय - क्त्वा • संख्या - 1 से 50	आदर्शवाचनम् अनुवाचनम् व्याख्यानात्मकम्	• वसन्तऋतोः सौन्दर्यम् • भारतीयऋतुनां परिचयः

मासम् - मई

कार्यदिवसाः - 17

पाठः	शिक्षण-विधिः	अधिगम- सम्प्राप्तिः
(3) गोदोहनम्  व्याकरणम् • व्यञ्जनसन्धेः निरूपणम् • शब्दरूपाणाम् प्रयोगः	आदर्शवाचनम् अनुवाचनम् व्याख्या काठिन्यनिवारणञ्च	• पाठस्य विषये (अधिगमने) समर्थाः भविष्यन्ति। • व्याकरणबिन्दवः ज्ञास्यन्ति।

**मासम् - जुलाई****कार्यदिवसाः - 25**

पाठः	शिक्षण-विधिः	अधिगम- सम्प्राप्तिः
(4) कल्पतरुः (5) सूक्तिमौक्तिकम्  व्याकरणम् • पाठान्तर्गताः • पत्रलेखनम्	आदर्शवाचनम् अनुकरणवाचनम् व्याख्यानात्मकम्	• पाठान्तर्गतलक्ष्याः • सूक्तिवचनानां जीवने समावेशः । • संस्कृतगानं प्रति अनुरागः ।

**मासम् - अगस्त****कार्यदिवसाः - 23**

पाठः	शिक्षण-विधिः	अधिगम- सम्प्राप्तिः
(6) भ्रान्तो बालः (7) प्रत्यभिज्ञानम्  व्याकरणम् • धातुरुपाणां प्रयोगः • क्त्वा, तुमुन्, प्रत्ययोः ज्ञानम्	आदर्शवाचनम् अनुवाचनम् काठिन्यानिवारणञ्च	• बुद्धे प्रयोगः • अविवेकेन महतीहानिः भवतीति बोधः।

**मासम् - सितम्बर****कार्यदिवसाः - 23**

पाठः	शिक्षण-विधिः	अधिगम- सम्प्राप्तिः
• कठिनपाठानां • पुनरावृत्तिः।  व्याकरणम् • शब्दरूपाणां प्रयोगः। • सन्धेः प्रयोगः। • पत्र पूरणम्। • संख्याः, संख्यावाचकाश्च।	आदर्शवाचनम् अनुवाचनम् व्याख्यानात्मकञ्च	• पाठितविन्दुषु नैपुण्यम्। • परीक्षार्थ-सज्जा

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### मासम् - अक्टूबर

कार्यदिवसाः - 21

पाठः	शिक्षण-विधिः	अधिगम- सम्प्राप्तिः
लौहतुला  व्याकरणम् • प्रत्ययाः - क्त, क्तवतु, ल्यप् • उपपद विभक्तेः प्रयोगः	आदर्शवाचनम् अनुवाचनम् व्याख्यानात्मकञ्च	• पाठबिन्दवः • व्याकरणसामर्थ्यज्ञानोत्पत्तिः

### मासम् - नवम्बर

कार्यदिवसाः - 22

पाठः	शिक्षण-विधिः	अधिगम- सम्प्राप्तिः
(8) सिकतासेतुः (9) जटायोः शौर्यम्  व्याकरणम् • विसर्ग सन्धि (उत्वम्, सत्वम्) • उपपदविभक्ति - पञ्चमी, षष्ठी, सप्तमी • धातुरूप - रक्ष्, हस्, कृ, स्मृ (पाँचौ लकार) • वन्द्, रुच् (लट्, लृट्, लङ्गलकार), श्रु, दा • उपसर्गाः	माध्यम-व्याख्यानात्मकम् अभिनयमाध्यमेन	• पाठस्यव्याकरण अंशाः • वीरताभावोत्पादनम् • 'जटायोः' गुणानां वर्णनम् • वाक्यसंरचना प्रबोधः

### मासम् - दिसम्बर

कार्यदिवसाः - 24

पाठः	शिक्षण-विधिः	अधिगम- सम्प्राप्तिः
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(10) पर्यावरणम् तथा पुनरावृत्ति व्याकरणम् • प्रत्यय - शतृ, शानच् • धातुरूप - मिल्, कुप् (पाँचो लकार) • संख्या - 50 से 100	आदर्शवाचनम् अनुवाचनम् व्याख्यानात्मकम्	<ul style="list-style-type: none"> <li>पर्यावरण-शुद्धता-भावोत्पादनम्</li> <li>परीक्षार्थ-सज्जा</li> </ul>
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#### मासम् - जनवरी

कार्यदिवसाः - 17

पाठः	शिक्षण-विधिः	अधिगम- सम्प्राप्तिः
पुनराभ्यास, परीक्षणम्, कक्षा-परीक्षा	आदर्शवाचनम् अनुवाचनम् व्याख्यानात्मकम्	परीक्षार्थ-सज्जा

#### मासम् - फरवरी

कार्यदिवसाः - 22

पाठः	शिक्षण-विधिः	अधिगम- सम्प्राप्तिः
परीक्षार्थ सज्जा तदर्थ कार्यसंयोजनम्/परीक्षणम्	व्याख्यानात्मकम्	परीक्षार्थ-सज्जा

ANNUAL CURRICULUM AND PEDAGOGICAL PLAN (ACPP )

CLASS : IX

NAME OF THE TEACHER: Bhavika Narang

SUBJECT : SOCIAL SCIENCE

Month	Chapter Name	Subject	Period s	Learning Outcomes	Teaching Learning Strategies/Activities	Resources	Assessment Tools  (a) for Identifying Learning Gaps (b) for determining understanding level	Interdisciplinary Approach
April	<b>India – Size and Location</b>  <b>Sub-topics</b>  Location of India in the Indian subcontinent  Size of India  Significance of	<b>Geography</b>	03	Understand the location and size of India and the significance of location of India on globe.  Identify the neighbors of India.	Venn diagram, case study debate, use of maps/charts	Textbooks  Digital platforms  Interactive tools  Class activities  Worksheets  Assessments and feedback tools	Worksheets, quizzes, concept map, reflection	History

	location of India on the globe  India and its neighbors							
<b>April</b>	<b>What is democracy?</b> <b>Why democracy?</b>  <b>Sub-topics</b> Features of democracy  Arguments for democracy  Arguments against democracy  Broader meaning of democracy	<b>Political Sci.</b>	10	Understand the features of democracy.  Analyse the arguments for and against democracy.  Understand the broader meanings of democracy.	mind map, case study discussions	Textbooks Digital platforms Interactive tools Class activities Worksheets Assessments and feedback tools	MCQ, Q&A	History and geography
<b>May</b>	<b>People as a Resource</b>  <b>Subtopics-</b>	<b>Economics</b>	10	Understand the demographic concepts.	Group discussion,	Textbooks Digital platforms Interactive tools	Quiz, Q&A	Biology

	<p>Economic activities by men and women</p> <p>Quality of population</p> <p>Unemployment</p>			Understand how population can be an asset or liability for the country.		<p>Class activities</p> <p>Worksheets</p> <p>Assessments and feedback tools</p>		
<b>May</b>	<p><b>The story of Village Palampur (to be assessed a part of periodic assessment only)</b></p> <p><b>Subtopics-</b></p> <p>overview of Palampur village</p> <p>Organization of production</p> <p>Farming in Palampur</p> <p>Different non-farming activities in Palampur</p>	<b>Economics</b>	02	Familiarize with basic economic concepts with imaginary story of village Palampur.	Group discussion	<p>Textbooks</p> <p>Digital platforms</p> <p>Interactive tools</p> <p>Class activities</p> <p>Worksheets</p> <p>Assessments and feedback tools</p>	Reading of chapter through NCERT, Class discussion	Geography and economics
<b>July</b>	<b>Physical</b>	<b>Geography</b>	12	Understand the	Group discussion,	Textbooks	Quiz, Q&A, map skills	Science

	<b>Features of India</b>  <b>Subtopics-</b> Major physiographic divisions of India – Himalayan mountains, Northern Plains, Peninsular plateau, Coastal Plains, Indian Dessert and Islands			major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types	flow charts	Digital platforms Interactive tools Class activities Worksheets Assessments and feedback tools		
July	<b>The French Revolution</b>  <b>Subtopics-</b> Society during the late Eighteenth century  The outbreak of revolution  France abolishes monarchy and becomes a	History	12	Familiarize with the names of people involved, the different types of idea that inspired the revolution, the wider forces that shaped it.  Know the use of visual, oral and written material to recover the history of revolutions.  Explore the history of revolutions.	Group discussion mind map	Textbooks Digital platforms Interactive tools Class activities Worksheets Assessments and feedback tools	Worksheets, quizzes Diagnostic worksheet, MCQ, map skills	Political science



	<p>republic</p> <p>Did women have a revolution</p> <p>Abolition of slavery</p> <p>The revolution and everyday life.</p>							
July	<p><b>Drainage</b></p> <p><b>Subtopics-</b></p> <p>Concept of drainage systems in India</p> <p>Himalayan rivers – The Ganga, The Indus and The Brahmaputra river systems.</p> <p>The Peninsular rivers – Narmada Basin, Tapi Basin, Godavari Basin, Krishna Basin, Mahanadi Basin,</p>	Geography	07	<p>Identify the river systems of the country</p> <p>Explain the role of rivers in human society</p>	<p>Comparative study for different river systems, discussion on rivers and causes of pollution.</p>	<p>Textbooks</p> <p>Digital platforms</p> <p>Interactive tools</p> <p>Class activities</p>	<p>Map skills, Q&amp;A, Quiz</p>	<p>EVS, biology, economics</p>

	<p>Kaveri Basin</p> <p>Lakes</p> <p>Role of rivers in the economy.</p> <p>River pollution</p>							
<b>August</b>	<p><b>Socialism in Europe and Russian revolution</b></p> <p><b>Subtopics-</b></p> <p>The age of social change</p> <p>The Russian revolution</p> <p>The February revolution in Petrograd</p> <p>What changed after October?</p> <p>Global influence of the Russian revolution and</p>	<b>History</b>	12	<p>Explore the history of socialism through study of Russian revolution.</p> <p>Familiarize with the different types of ideas that inspired revolution.</p>	<p>Discuss timeline of evolutions, mind map, class discussion</p>	<p>Textbooks</p> <p>Digital platforms</p> <p>Interactive tools</p> <p>Class activities</p>	<p>Q&amp;A, Class discussion, map skills</p>	<p>Political science and economics</p>

	the USSR.							
<b>August</b>	<b>Constitutional Design</b>  <b>Subtopics:</b>  Democratic constitution in South Africa  Why do we need a constitution?  Making of the Indian constitution.  Guiding values of the India constitution.	<b>Political Science</b>	08	Understand the process of constitution making.  Develop respect for constitution and appreciation for constitutional values.  Recognise constitution and dynamic and living document.	Activity on The Preamble, mind maps, case discussion	Textbooks Digital platforms Interactive tools Class activities	Worksheets, quizzes Diagnostic worksheet, MCQ	History, civics
<b>August</b>	<b>Democratic Rights</b>  <b>Subtopics</b>  Life without rights	<b>Political Science</b>	08	Recognize the need for rights in one's life.  Understand the availability /access of rights in a	Poster making on fundamental rights, class discussion	Textbooks Digital platforms Interactive tools Class activities	Worksheets, quizzes Diagnostic worksheet, MCQ	Law, language

	<p>Rights in a democracy</p> <p>Rights in Indian constitution</p> <p>Expanding scope of rights</p>			<p>democratic system/government.</p> <p>Identify and be able to comprehend the Fundamental Rights given by the Indian Constitution to its citizens.</p> <p>Create awareness regarding the process of safeguarding rights.</p>		<p>Worksheets</p> <p>Assessments and feedback tools</p>		
<b>September</b>	Revision for half yearly exams							
<b>October</b>	<p><b>Nazism and the rise of Hitler</b></p> <p><b>Subtopics-</b></p> <p>Birth of the Weimar republic</p> <p>Hitler's rise to power</p>	<b>History</b>	12	<p>Discuss the critical significance of Nazism in shaping politics of modern world.</p> <p>Get familiarized with the speeches and writings of Nazi leaders.</p>	Class discussion, timeline creation, story telling	<p>Textbooks</p> <p>Digital platforms</p> <p>Interactive tools</p> <p>Class activities</p> <p>Worksheets</p>	Quizzes, timeline arrangement tasks, comparison (Nazism vs democracy), map skills	Civics, literature, psychology

	<p>The Nazi worldview</p> <p>Youth in Nazi Germany</p> <p>Ordinary people and crimes against humanity</p>							
October	<p><b>Pastoralists in the modern world (to be assessed in periodic assessment only)</b></p> <p><b>Subtopics-</b> Pastoral nomads and their movements</p> <p>Colonial rule and pastoral life</p> <p>pastoralism in Africa</p>	History	08	<p>Highlight varying patterns of developments Within pastoral societies in different places.</p> <p>Analyse the impact of colonialism on forest societies, and the implication of scientific forestry.</p> <p>Show the different processes through which Agrarian transformation may occur in the modern world.</p> <p>Analyse the impact of modern states, marking of</p>	Class discussion	<p>Textbooks</p> <p>Digital platforms</p> <p>Interactive tools</p> <p>Class activities</p> <p>Worksheets</p> <p>Assessments and feedback tools</p>	Class discussion and quiz	Geography, EVS and economics

				boundaries, processes of contraction of pastures, and expansion of markets on pastoralism in the modern world.				
<b>November</b>	<b>Electoral Politics</b>  <b>Sub topics -</b> Why Elections?  What is our System of Elections?  What makes elections in India democratic?	<b>Political Science</b>	08	Understand representative democracy via competitive party politics.  Familiarize with Indian electoral system. Reason out for the adoption of present Indian Electoral System.  Develop an appreciation of citizen's increased participation in electoral politics.  Recognize the significance of the Election commission.	Class discussion, mock elections in class.	Textbooks Digital platforms Interactive tools Class activities Worksheets	Quiz, Question-answers and assessment test, debate	History and language
<b>November</b>	<b>Working of</b>	<b>Political</b>	10	Get an overview of	Class discussion,	Textbooks	Mock parliament, flow chart,	Economics,

r	<b>institutions</b>  <b>Subtopics-</b>  How is the major policy decision taken?  Parliament Political Executive  The Judiciary	<b>Science</b>		central governmental structures.  Identify the role of Parliament and its procedures.  Distinguish between political and permanent executive authorities and functions.  Understand the parliamentary system of executive's accountability to the legislature.  Understand the working of Indian Judiciary.	lecture method	Digital platforms  Interactive tools  Class activities  Worksheets	real life examples, quizzes, worksheets	language, civics
<b>November</b>	<b>Poverty as a challenge</b>  <b>Subtopics-</b>  Overview Two typical cases of Poverty Poverty	<b>Economics</b>	10	Understand poverty as a challenge. Identify vulnerable group and interstate disparities. Appreciate the	Class discussion, discuss poverty indicators	Textbooks  Digital platforms  Interactive tools  Class activities  Worksheets	Report writing on anti-poverty programmes, chart on urban vs rural poverty comparison, question and answers, quizzes	Civics

	as seen by Social Scientists Poverty Estimates Vulnerable Groups Interstate Disparities Global Poverty Scenario Causes of Poverty Anti-Poverty measures The Challenges Ahead			initiatives of the government to alleviate poverty.				
December	<b>Food security in India</b> <b>Subtopics-</b>  Overview What is Food Security? Why Food Security? Who are food insecure? Food Security in India What is Buffer Stock? What is	<b>Economics</b>	12	Understand the concept of food security.  Appreciate and analyse the role of government in ensuring food supply.	Class discussion, analysis method, assignments.	Textbooks Digital platforms Interactive tools	Worksheets, flow charts, quizzes and question answers, class debate	Geography and science



	the Public Distribution System? Current Status of Public Distribution System Role of Cooperative s in food security							
<b>December</b>	<b>Climate</b> <b>Subtopics-</b> Concept Climatic Controls Factors influencing India’s climate – Latitude, Altitude, Pressure and Winds (excluding Jet Streams and Western Cyclonic Disturbance s and related figures).  The Seasons – Cold Weather Season, Hot Weather Season, Advancing Monsoon, Retreating/Post	<b>Geography</b>	12	Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people.  Explain the importance and unifying role of monsoons.	Class discussion, case study analysis on impact of monsoon	Textbooks Digital platforms Interactive tools Class activities Worksheets	Question and answers along map skills, conduct weather diary project of a week	Science and Economics

	<p>Monsoons</p> <p>Distribution of Rainfall</p> <p>Monsoon as a unifying bond</p>							
December	<p><b>Natural vegetation and wildlife (Only map pointing to be evaluated in the annual examination)</b></p> <p><b>Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)</b></p> <p><b>Subtopics-</b></p> <p>Types of Vegetation – Tropical Evergreen Forests, Tropical Deciduous Forests, Thorn Forests and Shrubs, Montane Forests, Mangrove</p>	Geography	03	<p>Explain the nature of diverse flora and fauna as well as their distribution.</p> <p>Develop concern about the need to protect the biodiversity of our country.</p>	Interactive discussion and map skills.	<p>Textbooks</p> <p>Digital platforms</p> <p>Interactive tools</p> <p>Class activities</p> <p>Worksheets</p> <p>Assessments and feedback tools</p>	Map skills	Biology and EVS

	Forests Wild Life							
January	<b>Population</b> <b>Subtopics-</b> Population Size and Distribution  India's Population Size and Distribution by Numbers  India's Population Distribution by Density  Population Growth and Processes of Population Change  Population Growth, Processes of Population Change/ Growth	<b>Geography</b>	05	Analyse the uneven nature of population distribution and show concern about the large size of our population.	Group discussions, interactive lecture with map skills	Textbooks Digital platforms Interactive tools Class activities Worksheets Assessments and feedback tools	Quizzes, short and long answer questions, map skills	Economics and Biology
January	<b>Revision + Internal</b>	All Syllabus	As needed	Reinforce concepts, bridge	Practice papers, group revision games,	Worksheets	Mock tests, oral revision	Integrated review

	Assessments			learning gaps, and prepare for exams.	mock tests	Assessments and feedback tools		
February	Revision for Annual exams							
March	Annual exams							

	ANNUAL CURRICULUM AND PEDAGOGICAL				
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	<b>PLAN (ACPP)</b>				
<b>CLASS : IX</b>		<b>ENGLISH COMMUNICATIVE</b>	<b>NAME OF THE TEACHER:</b>	<b>JYOTI VIRMANI</b>	
<b>Topic/ No. of Periods Date</b>	<b>Learning Outcomes</b>	<b>Assessment Tools (a) for Identifying Learning Gaps (b) for determining understanding level</b>	<b>Teaching Learning Strategies/ Activities</b>	<b>Resources</b>	<b>Inter-Disciplinary approach</b>
<b>Topic : Notice Writing</b>	<b>Students will be able to :</b>	(a) For Identifying Learning Gaps:	Approach :	1. Notice writing templates	1. Connection to communication skills
<b>MONTH - APRIL NO. OF PERIODS: 3</b>	1. Write clear and concise notices.	1. Notice writing exercise	1. Model notice analysis	2. Online resources (notice writing guides)	2. Link to language and literature
<b>Sub-topics</b>	2. Identify purpose and audience.	2. Peer review	2. Guided writing practice		3. Integration with real-life scenarios
Format and Structure	3. Use appropriate format and language.	(b) For Determining Understanding Level:	3. Real-life examples		
2. Effective Communication		1. Rubric-based assessment	<b>Activities and strategies</b>	1. Dialogue writing guides	1. Connection to literature (character development)
3. Purpose and Audience		2. Class discussion	1. Notice Board Simulation Activity	2. Scripts (movies, plays)	2. Link to communication skills
			2. Notice Writing Relay		3. Integration with drama or theater arts

			3. Peer Review and Correction Workshop		
<b>TOPIC -Dialogue Writing (100 words)</b>	Students will be able to:	(a) For Identifying Learning Gaps:	1. Model dialogue analysis		
<b>MONTH - APRIL NO. OF PERIODS: 3</b>	1. Write coherent and engaging dialogues.	1. Dialogue writing exercise	2. Guided writing practice		
<b>Sub-Topics:</b>	2. Use context-specific language.	2. Peer review	<b>Activities and strategies</b>		
1. Structure and Format	3. Develop character voices.	(b) For Determining Understanding Level:	3. Group role-playing		
2. Effective Communication		1. Rubric-based assessment			
3. Contextual Relevance		2. Role-playing activity			
<b>TOPIC: Paragraph Writing (120 words)</b>					
<b>MONTH - APRIL NO. OF PERIODS: 3</b>	Students will be able to:	(a) For Identifying Learning Gaps:	1. Guided writing practice	1. Writing guides and templates	1. Connection to language and literature
	1. Write coherent and engaging paragraphs.	1. Paragraph writing exercise	2. Picture description activity	2. Picture prompts and biographical examples	2. Link to visual arts (picture composition)
Sub-Topics:	2. Use descriptive language effectively.	2. Peer review	3. Biographical sketch project		3. Integration with history or social studies (biographical sketches)

1. Descriptive Writing (Picture Composition)	3. Organize ideas logically.	(b) For Determining Understanding Level:			
2. Narrative Writing (Event Description)		1. Rubric-based assessment			
3. Biographical Writing (Bio-sketch)		2. Portfolio evaluation			
<i>How I Taught My Grandmother to Read</i> by Sudha Murty	Analyze themes of perseverance and empowerment through education	(a) Identifying Learning Gaps	approach:	Prescribed NCERT textbook	Sociology: Discuss gender and generational roles in education
<b>MONTH - APRIL NO. OF PERIODS: 5</b>	Evaluate character motivations and relationships	Diagnostic quiz on key events and themes	Collaborative learning: Group analysis of character arcs and moral dilemmas	Excerpts from Sudha Murty's other works for comparative analysis	Psychology: Study motivation and self-efficacy in learning
1. Sub-Topics	Reflect on societal attitudes toward education and age	Peer-review worksheets for spotting errors in comprehension	Interactive questioning: Socratic discussions on societal norms vs. personal growth	Audiovisual aids (recordings of author interviews)	Art: Design posters promoting adult literacy campaigns
Literary analysis of themes (education, determination, intergenerational bonding)	Develop critical thinking through textual interpretation	Self-assessment checklists for understanding literary devices	Differentiated instruction: Tailored tasks for varied reading proficiencies		
Character study (grandmother's transformation, Sudha's role as a		(b) Determining Understanding Level	Activities		

teacher)					
Moral and social values (literacy, respect, lifelong learning)		Structured short-answer questions (e.g., “Why did the grandmother decide to learn?”)	Role-play: Enact pivotal scenes (e.g., grandmother’s request to learn)		
		Group discussions with rubric-based evaluation	Debate: “Is age a barrier to education?”		
		Creative tasks (diary entry from grandmother’s perspective)	Project: Create a timeline of the grandmother’s literacy journey		
<b>TOPIC: Poetry: "The Road Not Taken" by Robert Frost</b>	<b>Learning Outcomes:</b>	<b>Assessment Tools:</b>	<b>Teaching-Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH - APRIL NO. OF PERIODS: 5</b>	Students will be able to:	(a) Identifying Learning Gaps	Collaborative analysis: Small-group discussions on the poem’s ambiguity	Prescribed NCERT textbook ENGLISH COMMUNICATIVE	Psychology: Study cognitive biases in decision-making (e.g., hindsight bias)
<b>Sub-Topic:</b>	Interpret the metaphor of divergent roads as life choices	Diagnostic quiz on metaphors and literal vs. symbolic interpretations	Socratic questioning: Debates on whether the speaker’s choice was regretful or empowering	Audio recordings of Frost reciting the poem	Sociology: Discuss societal pressures influencing life choices
Symbolism of choices and life decisions	Identify literary devices and their impact on meaning	Peer-reviewed annotations of poetic devices in selected stanzas	Differentiated tasks: Tiered assignments based on comprehension levels (literal vs. inferential analysis)	Supplementary worksheets on metaphor analysis	Art: Create visual metaphors for “paths” in personal/career decisions
Analysis of poetic	Reflect on the consequences	Self-assessment checklist	Approach		



devices (metaphor, alliteration, repetition)	of decision-making in personal/societal contexts	for identifying themes and tones			
Exploration of themes: individuality, regret, and life's unpredictability	Construct critical perspectives on the poem's ambiguous conclusion	(b) Determining Understanding Level	Student-centered: Encourage personal connections to themes of choice and consequence		
		Short-answer questions (e.g., "Why does the speaker sigh in the final stanza?")	Critical thinking: Analyze how Frost subverts traditional "moral lessons" about decisions		
		Group presentations analyzing Frost's use of imagery	Reflective practice: Link the poem to real-life decision-making scenarios		
		Creative writing task: Rewrite the poem from the perspective of the "road not taken"	Activities		
			Role-play: Enact the speaker's internal debate at the crossroads		
			Mind-mapping: Visualize the poem's structure, symbols, and themes		
			Comparative analysis: Contrast Frost's message with similar-themed texts (e.g., <i>Ozymandias</i> )		

<b>TOPIC: Fiction: "The Dog Named Duke"</b>	<b>Learning Outcomes:</b>	<b>Assessment Tools:</b>	<b>Teaching-Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH - MAY NO. OF PERIODS: 5</b>	Students will be able to:	(a) For Identifying Learning Gaps:	Collaborative learning: Group analysis of Chuck-Duke interactions	Prescribed NCERT book (Literature Reader)	Psychology: Study emotional support animals and mental health
<b>ub-Topic:</b>	1. Analyze character relationships and development.	1. Reading comprehension quiz	Socratic questioning: Debates on dependency vs. independence in recovery	Excerpts from real-life human-animal bond stories	Biology: Discuss animal cognition and empathy
1. Character Analysis (Duke and his owner)	2. Understand themes of loyalty and friendship.	2. Character map exercise	Differentiated instruction: Tiered tasks (e.g., visual summaries for struggling learners)	Audiovisual aids (documentaries on therapy animals)	Ethics: Debate responsibilities toward pets/working animals
2. Themes of Loyalty and Friendship	3. Identify narrative techniques.	(b) For Determining Understanding Level:	<b>Approach</b>		
3. Narrative Techniques and Style		1. Essay question on themes and character analysis	Student-centered: Connect themes to personal experiences of perseverance		
		2. Group discussion on narrative techniques	Critical thinking: Analyze how adversity shapes character development		
			Empathy-building: Discuss emotional bonds between humans and animals		
			<b>Activities</b>		

			Role-play: Enact Chuck’s first steps with Duke’s assistance		
			Timeline creation: Map Chuck’s recovery milestones		
			Comparative analysis: Contrast Duke’s role with therapy animals in modern contexts		
<b>Fiction: THE MAN WHO KNEW TOO MUCH</b>	<b>Learning Outcomes:</b>	<b>Assessment Tools:</b>	<b>Teaching Learning Strategies</b>	<b>Resources:</b>	<b>Interdisciplinary Approach:</b>
<b>MONTH - MAY</b> <b>NO. OF PERIODS: 5</b>	• Identify and describe key traits of Private Quelch	(a) For Identifying Learning Gaps	• Group discussions on key incidents (e.g., Quelch correcting the Sergeant)	• NCERT textbook and supplementary notes	• Psychology: Effects of overconfidence and social behavior
Sub-topic:	• Analyze how excessive display of knowledge affects relationships	• Short comprehension quizzes (MCQs, true/false)	• Creative assignments (poster, diary entry from another character’s perspective)	• Audio-visual aids (short videos on army life, humility)	• History/Social Science: Military hierarchy and discipline
• Character analysis of Private Quelch (“The Professor”)	• Reflect on the importance of humility and teamwork	• Oral questioning and peer discussion	<b>Activities:</b>	• Character trait charts and summary handouts	• Art: Poster-making or comic strips depicting key scenes
• Themes: Knowledge vs. humility, social dynamics in groups		(b) For Determining Understanding Level	• Role-play: Enact scenes highlighting Quelch’s behavior		

• Consequences of overconfidence and showing off		• Character sketches and incident narration			
		• Role-play or debate on “knowledge vs. humility”			
<b>TOPIC - LITERATURE READER POETRY - THE BROOK</b>	<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT TOOLS</b>	<b>TEACHING-LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>INTERDISCIPLINARY APPROACH</b>
<b>MONTH - JULY NO. OF PERIODS: 5</b>	Students will be able to:	<b>(a) For Identifying Learning Gaps</b>	• Silent reading followed by guided reading of the poem	• NCERT Class 9 English textbook	• Geography: Study of landforms mentioned in the poem (valleys, ridges, thorpes)
<b>SUB-TOPICS</b>	• Analyze the poem’s central theme of eternity versus transience	• Pre-reading questionnaire about streams and rivers	• Group activity: Divide class into groups to identify sound words and movement words	• Audio recording of the poem	• Science: Water cycle and river systems
• Introduction to Lord Alfred Tennyson and his works	• Identify and explain the personification of the brook	• Word association activity related to nature	• Flow chart creation of the brook’s journey	• Visual aids showing brooks, rivers, and related landscapes	• Environmental Studies: Importance of water bodies in ecosystems
• Journey of the brook - physical aspects	• Recognize the parallelism between the brook’s journey and human life	• Quick quiz on poetic devices	• Discussion on the eternal nature of the brook versus transient human life	• Word cards for vocabulary building	• Art: Drawing/painting the brook’s journey as described in the poem
• Personification of the brook	• Identify and explain various poetic devices used in the poem	• Concept mapping of journey metaphors	<b>ACTIVITIES</b>	• Flow chart templates	• Music: Creating sound patterns to mimic the brook’s movements
• Symbolism and	• Categorize movement and	• Diagnostic worksheet on	Visualization exercise:	• Digital presentation on	• Values Education: Lessons

parallelism with human life	sound words used in the poem	personification	Drawing the brook's path based on poem descriptions	Lord Alfred Tennyson	on resilience and perseverance from the brook's journey
• Poetic devices in "The Brook"	• Interpret the symbolic meaning of the brook's journey	<b>(b) For Determining Understanding Level</b>	• Recitation practice with focus on rhythm and intonation	• Video clips of brooks and streams in nature	
• Rhyme scheme and structure	• Appreciate the vivid imagery created through skillful use of words	• Multiple-choice questions on poem comprehension	• Vocabulary enrichment through contextual understanding	• Reference materials on poetic devices	
• Imagery and sound patterns	• Recognize the significance of the refrain "For men may come and men may go, But I go on forever"	• Reference-to-context questions	• Paraphrasing activity to enhance comprehension		
		• Flow chart completion of the brook's journey	• Think-pair-share on the significance of the refrain		
		• Identification of rhyme scheme and poetic devices			
		• Competency-based questions on themes and symbolism			
		• Creative writing task based on the poem's themes			
		• Oral recitation with proper intonation and expression			
<b>Topic: <i>Villa for Sale</i> - Drama</b>	<b>Learning Outcomes</b>	<b>Assessment Tools</b>	<b>Teaching-Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH - JULY</b>	Analyze characters'	<b>(a) Identifying Learning</b>	Role-play: Enact key	Prescribed NCERT book	Business Studies: Discuss

<b>NO. OF PERIODS:</b> 7	motivations and conflicts	<b>Gaps</b>	scenes (e.g., Gaston negotiating with Mrs. Al Smith)	(Literature Reader)	profit motives and ethical business practices
<b>Sub-Topics</b>	Evaluate themes of greed and opportunism vs. emotional needs	Diagnostic quiz on key events (e.g., Gaston’s deal with Mrs. Al Smith)	Socratic questioning: Debate Gaston’s ethics and Juliette’s desperation	Excerpts from other comedies of manners (e.g., Oscar Wilde)	Psychology: Analyze decision-making under financial pressure
Analysis of themes: materialism, opportunism, human relationships	Interpret dramatic irony and humor in situational comedy	Peer-review worksheets for identifying character traits and themes	Collaborative analysis: Map character interactions and conflicts	Audiovisual clips of dramatic irony in plays	Sociology: Explore family dynamics and societal expectations
Character study (Gaston’s shrewdness, Juliette’s desperation, Jeanne’s naivety)	Reflect on ethical implications of profit-driven decisions	Self-assessment checklist for understanding dramatic devices	<b>Approach</b>		
Dramatic techniques: humor, irony, dialogue-driven plot		<b>(b) Determining Understanding Level</b>	Student-centered: Relate themes to real-world business ethics		
		Short-answer questions (e.g., “Why does Gaston resell the villa?”)	Critical thinking: Analyze how humor underscores societal critique		
		Group discussions on ethical dilemmas in the play	Reflective practice: Discuss consequences of opportunistic behavior		
		Creative task: Rewrite the ending from Juliette’s perspective	<b>Activities</b>		
			Character Hot-Seating: Students answer as		

			Gaston/Juliette to justify actions		
			Venn Diagram: Compare motivations of Gaston and Jeanne		
			Debate: “Is Gaston’s profit-making justified?”		
<b>Topic: <i>Unit 1 People</i> (Class IX NCERT English Reader)</b>	<b>Learning Outcomes</b>	<b>Assessment Tools</b>	<b>Teaching-Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH - JULY</b> <b>NO. OF PERIODS:</b> <b>3</b>	Analyze traits of exemplary leaders and ordinary individuals	<b>(a) Identifying Learning Gaps</b>	Collaborative analysis: Group discussions on ethical decision-making	Prescribed NCERT book (English Reader)	Psychology: Study empathy and emotional intelligence
<b>Sub-Topics</b>	Evaluate ethical decisions in interpersonal relationships	Diagnostic quiz on key terms (e.g., empathy, leadership)	Socratic questioning: Debate moral dilemmas in texts	Excerpts from speeches (e.g., APJ Abdul Kalam)	Sociology: Discuss social roles and ethical responsibilities
Analysis of biographical narratives and human qualities	Interpret textual evidence to infer character motivations	Peer-review worksheets for identifying character traits	Role-play: Enact scenarios to explore empathy and leadership	Audiovisual clips on leadership and empathy	Ethics: Debate moral choices in leadership scenarios
Character motivation and ethical dilemmas (e.g., leadership, empathy)	Construct empathetic responses to real-life human situations	Self-assessment checklists for understanding textual inferences	<b>Approach</b>		
Literary techniques in portraying human behavior		<b>(b) Determining Understanding Level</b>	Student-centered: Relate themes to students’ social interactions		

		Short-answer questions (e.g., “What defines an exemplary leader?”)	Critical thinking: Analyze how language shapes perceptions of people		
		Group discussions with rubric-based evaluation	Reflective practice: Connect character choices to personal ethics		
		Creative tasks (diary entry from a character’s perspective)	<b>Activities</b>		
			Case-study analysis: Compare real-life leaders with textual examples		
			Empathy mapping: Visualize characters’ emotions and decisions		
			Debate: “Can true leadership coexist with personal ambition?”		
<b>Topic: <i>Unit 2 People</i> (Class IX NCERT English Reader)</b>	<b>Learning Outcomes</b>	<b>Assessment Tools</b>	<b>Teaching-Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH - JULY NO. OF PERIODS: 3</b>	Evaluate how individuals overcome challenges (e.g., physical disabilities, societal barriers)	<b>(a) Identifying Learning Gaps</b>	Collaborative analysis: Group discussions on biographical narratives and their societal impact	Prescribed book of NCERT (Beehive/Literature Reader)	Psychology: Study resilience and growth mindset in overcoming challenges
<b>Sub-Topics</b>	Analyze character growth and decision-making in critical	Diagnostic quiz on key themes (e.g., resilience,	Socratic questioning: Debate the role of support	Excerpts from inspirational speeches (e.g., APJ Abdul	Sociology: Discuss societal perceptions of disability and



	situations	empathy)	systems in personal success	Kalam)	success
Analysis of resilience and determination (e.g., overcoming adversity)	Interpret textual evidence to understand themes of perseverance and empathy	Peer-review worksheets for identifying character traits and conflicts	Case-study method: Compare fictional/real-life examples of resilience	Audiovisual clips on overcoming adversity (e.g., interviews with differently-abled achievers)	Ethics: Debate moral responsibilities toward marginalized individuals
Character motivations and ethical choices in biographical narratives	Relate narratives to real-life examples of resilience and leadership	Self-assessment checklists for understanding narrative structure	<b>Approach</b>		
Literary techniques in depicting human struggles and triumphs		<b>(b) Determining Understanding Level</b>	Student-centered: Connect narratives to students' personal challenges		
		Short-answer questions (e.g., "How does Evelyn Glennie's determination reflect her success?")	Critical thinking: Analyze how adversity shapes character development		
		Group discussions on ethical dilemmas in overcoming adversity	Empathy-building: Discuss emotional and psychological aspects of overcoming obstacles		
		Creative tasks (diary entry from a character's perspective during a pivotal moment)	<b>Activities</b>		
			Role-play: Enact pivotal moments from biographical texts (e.g., Evelyn		

			Glennie’s audition)		
			Mind-mapping: Visualize challenges and solutions in characters’ journeys		
			Debate: “Is success driven more by individual grit or external support?”		
<b>Topic: <i>Unit 3 Environment</i> (Class IX NCERT English Reader)</b>	<b>Learning Outcomes</b>	<b>Assessment Tools</b>	<b>Teaching-Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH - JULY NO. OF PERIODS: 3</b>	Analyze threats to endangered species and propose conservation strategies	<b>(a) Identifying Learning Gaps</b>	Collaborative learning: Group discussions on case studies (e.g., Project Tiger)	Prescribed book of NCERT (Main Course Book)	Biology: Study ecosystems and species interdependence
<b>Sub-Topics</b>	Evaluate causes and consequences of environmental degradation	Diagnostic quizzes on key terms (e.g., carbon footprint, biodiversity)	Role-play: Simulate debates between conservationists and industrialists	Audiovisual clips on global warming and conservation	Geography: Analyze climate change impacts on glaciers/coastal regions
Conservation of endangered species (rhinoceros, yak, tiger)	Construct solutions for reducing carbon footprints and pollution	Peer-review worksheets for identifying errors in environmental reports	Project-based learning: Research and present solutions for local environmental issues	Case studies (e.g., Project Tiger, Himalayan yak preservation)	Civics: Discuss policy-making for environmental protection
Causes and effects of pollution (air, water, global warming)	Demonstrate skills in report writing, role-play, and collaborative discussion	Self-assessment checklists for understanding conservation strategies	<b>Approach</b>		
Role of individual actions in		<b>(b) Determining Understanding Level</b>	Inquiry-based: Encourage critical analysis of real-		

environmental protection			world environmental data		
		Short-answer questions (e.g., “How does deforestation affect tigers?”)	Participatory: Foster empathy through role-play (e.g., “Save Mother Earth” campaigns)		
		Group presentations on pollution solutions	Solution-oriented: Focus on actionable steps for sustainability		
		Project-based evaluation (e.g., carbon footprint reduction plans)	Activities		
			Report writing: Draft conservation reports for the World Wildlife Federation		
			Role-play: Enact interviews with environmentalists (e.g., Manu Srivastava)		
			Skit performance: Create and present skits on animal freedom/right		
<b>Topic: POETRY - The Solitary Reaper (Literature Reader)</b>	<b>Learning Outcomes</b>	<b>Assessment Tools</b>	<b>Teaching-Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH - AUGUST NO. OF PERIODS:</b>	Interpret the poem’s portrayal of human-nature harmony	<b>(a) Identifying Learning Gaps</b>	Collaborative analysis: Group discussions on Wordsworth’s romantic	Prescribed NCERT Literature Reader	Music: Study how melody transcends language barriers

6			elements		
Sub-Topics	Identify literary devices and their role in evoking emotions	Diagnostic quiz on poetic terms (e.g., metaphor, alliteration)	Socratic questioning: Debate the poem's focus on mundane vs. profound beauty	Audio recordings of nightingale/cuckoo songs for comparison	Psychology: Explore solitude's impact on creativity and emotion
Analysis of nature's impact on human emotions	Analyze the universality of music and its emotional resonance	Peer-review worksheets for identifying themes/imagery	Visual mapping: Illustrate imagery (e.g., "vale profound overflowing with sound")	Excerpts from Wordsworth's other nature poems (e.g., <i>Daffodils</i> )	Environmental Science: Discuss nature's role in inspiring art
Poetic devices (imagery, alliteration, metaphor)	Relate the poem's themes to personal experiences of solitude	Self-assessment checklists for stanza-wise comprehension	Approach		
Themes: solitude, beauty in simplicity, timelessness of art		(b) Determining Understanding Level	Student-centered: Connect solitude in the poem to students' experiences of introspection		
		Short-answer questions (e.g., "Why does the poet compare the song to a nightingale's?")	Critical thinking: Analyze how simplicity evokes universal emotions		
		Group discussions on the poem's emotional impact	Empathy-building: Discuss the girl's song as a metaphor for unspoken struggles		
		Creative tasks (diary entry from the poet's perspective)	Activities		
			Role-play: Enact the poet's encounter with the reaper		

			Creative writing: Compose a poem on a “moment of beauty” in daily life		
			Comparative analysis: Contrast the reaper’s song with modern music’s emotional role		
<b>Topic: <i>Unit 1 Verb Forms</i> (Class IX NCERT Workbook)</b>	<b>Learning Outcomes</b>	<b>Assessment Tools</b>	<b>Teaching-Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH - AUGUST</b> <b>NO. OF PERIODS: 3</b>	Identify and use correct verb forms across tenses	<b>(a) Identifying Learning Gaps</b>	Collaborative practice: Pair exercises for sentence transformation	Prescribed NCERT Workbook	History: Use past tense for describing historical events
<b>Sub-Topic</b>	Differentiate between regular and irregular verb patterns	Diagnostic quiz on tense identification (e.g., past vs. past participle)	Visual aids: Tense charts/timelines for clarity	Printable tense charts and verb lists	Science: Apply present tense for experiment steps/findings
Tenses (present, past, future) and their structures	Construct grammatically accurate sentences using appropriate verb forms	Peer-review worksheets for error spotting in verb conjugation	Gamification: Tense-based quizzes (e.g., "Identify the tense" races)	Online grammar quizzes (supplementary)	Creative Writing: Use varied tenses for narrative depth
Regular vs. irregular verb conjugation	Apply verbs in real-life contexts (e.g., storytelling, formal writing)	Self-assessment checklists for sentence construction	<b>Approach</b>		

Application of verbs in sentences (affirmative, negative, interrogative)		<b>(b) Determining Understanding Level</b>	Structured practice: Gradual progression from simple to complex verb forms		
		Fill-in-the-blank exercises with mixed verb forms	Contextual learning: Relate tense usage to real-life scenarios (e.g., diary entries)		
		Group tasks to convert sentences between tenses	Error analysis: Address common mistakes (e.g., "has went" vs. "has gone")		
		Creative writing assignments (e.g., short paragraphs using specific tenses)	<b>Activities</b>		
			Tense timeline creation: Map verbs across past-present-future		
			Verb charades: Act out actions for peers to guess in specific tenses		
			Story chain: Build narratives using assigned tenses/verbs		
<b>Topic: <i>Unit 2 Determiners</i> (Class IX NCERT</b>	<b>1. Learning Outcomes</b>	<b>Assessment Tools</b>	<b>Teaching-Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>

Workbook)					
MONTH - AUGUST NO. OF PERIODS: 3	Identify and classify determiners in sentences	(a) Identifying Learning Gaps	Collaborative practice: Pair/group tasks to complete determiner-based exercises	Prescribed NCERT Workbook	Geography: Use determiners to describe specific/non-specific locations (e.g., "the Himalayas")
Sub-Topics	Apply appropriate determiners based on context (specificity, quantity, possession)	Diagnostic quiz on determiner types (e.g., "Identify the article in the sentence")	Visual aids: Charts categorizing determiner types (articles, possessives)	Printable worksheets with determiner exercises	Science: Apply quantifiers in lab reports (e.g., "some chemicals," "a few drops")
Types of determiners (articles, demonstratives, possessives, quantifiers)	Construct error-free sentences using correct determiners	Peer-review worksheets for error correction in determiner usage	Error analysis: Discuss common mistakes (e.g., "a honest" vs. "an honest")	Online quizzes for supplementary practice	Creative Writing: Craft stories using varied determiners for clarity and specificity
Usage rules for definite/indefinite articles (a, an, the)	Distinguish between general and specific references (e.g., "a book" vs. "the book")	Self-assessment checklists for sentence-level accuracy	Approach		
Application of determiners in sentence construction		(b) Determining Understanding Level	Rule-based learning: Emphasize grammar rules (e.g., "an" before vowel sounds)		
		Fill-in-the-blank exercises with mixed determiners	Contextual application: Relate determiner usage to real-life scenarios (e.g., dialogues)		
		Multiple-choice questions (MCQs) on quantifiers (some, any, few)	Differentiated tasks: Tiered exercises for varying proficiency levels		

		Passage editing tasks (spotting incorrect determiners in a paragraph)	<b>Activities</b>		
			Determiner hunt: Identify and classify determiners in provided passages		
			Sentence transformation: Convert general statements to specific ones using "the"		
			Role-play: Create dialogues requiring correct determiner usage (e.g., shopping scenarios)		
<b>Topic: <i>Unit 3</i> <i>Modals</i> (Class IX NCERT Workbook)</b>	<b>Learning Outcomes</b>	<b>Assessment Tools</b>	<b>Teaching-Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH - AUGUST NO. OF PERIODS: 3</b>	Identify and use modals appropriately based on context	<b>(a) Identifying Learning Gaps</b>	Contextual practice: Role- play dialogues requiring polite requests (e.g., "May I...?")	Prescribed NCERT Workbook	Sociology: Discuss social norms using modals (e.g., "People should respect elders")
<b>Sub-Topic</b>	Differentiate between obligation (must), advice (should), and permission (may/can)	Diagnostic quiz on modal types (e.g., "Choose the correct modal for obligation")	Error analysis: Discuss common mistakes (e.g., "might" vs. "could" for past ability)	Printable modal charts and error-correction worksheets.	Science: Apply modals in lab instructions (e.g., "You must wear goggles")



Types of modals (can, could, may, might, must, shall, should, will, would)	Construct sentences with modals for hypothetical situations and polite requests	Peer-review worksheets for error spotting in modal sentences	Collaborative tasks: Group exercises to rewrite sentences using modals	Online quizzes for supplementary practice.	Ethics: Debate moral obligations (e.g., "We ought to protect the environment")
Usage rules for permission, obligation, possibility, and necessity	Analyze errors in modal usage (e.g., "might" vs. "must" for certainty)	Self-assessment checklists for sentence construction accuracy	<b>Approach</b>		
Application of modals in formal and informal contexts		<b>(b) Determining Understanding Level</b>	Rule-based learning: Emphasize modal rules (e.g., "must" for necessity, "may" for permission)		
		Fill-in-the-blank exercises with mixed modals	Scenario-based application: Relate modals to real-life situations (e.g., asking for help)		
		Multiple-choice questions (MCQs) on hypothetical scenarios (e.g., "What modal fits?")	Differentiated instruction: Tiered tasks (basic fill-in-the-blank to advanced hypotheticals)		
		Dialogue completion tasks	<b>Activities</b>		
			Modal charades: Act out scenarios for peers to guess the correct modal		
			Sentence transformation: Convert direct commands to polite requests (e.g., "Shut the door" → "Could		

			you shut the door?")		
			Debate: Discuss ethical dilemmas using modals (e.g., "Students must/should not use phones")		
<b>Topic: Unit: Reported Speech (Class IX NCERT Workbook)</b>	<b>Learning Outcomes</b>	<b>Assessment Tools</b>	<b>Teaching-Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH - AUGUST NO. OF PERIODS: 6</b>	Convert direct speech to indirect speech with accurate tense and pronoun shifts	<b>(a) Identifying Learning Gaps</b>	Rule-based practice: Drill tense shifts (present → past, will → would)	Prescribed NCERT Workbook	History: Report historical speeches/events indirectly (e.g., "Gandhi said...")
<b>Sub-Topic</b>	Apply reporting verbs (said, told, asked) appropriately in sentences	Diagnostic quiz on tense changes (e.g., "He said, 'I am tired'" → "He said he was tired")	Role-play: Enact dialogues to practice direct/indirect conversions	Printable charts for tense/pronoun conversion rules	Journalism: Practice converting witness statements into news reports
Rules for converting direct to indirect speech (tense, pronoun, time/place shifts)	Construct error-free indirect speech for various sentence types (commands, exclamations)	Peer-review worksheets for spotting errors in pronoun/time shifts	Error analysis: Discuss common mistakes (e.g., retaining original tenses)	Online quizzes	Literature: Analyze reported speech in prose/drama excerpts
Reporting statements, questions, commands, and exclamations	Analyze and correct mistakes in reported speech structures	Self-assessment checklists for sentence transformation accuracy	<b>Approach</b>		

Common errors in reported speech (e.g., incorrect tense changes)		<b>(b) Determining Understanding Level</b>	Structured progression: Start with statements, then questions/commands		
		Fill-in-the-blank exercises (e.g., converting "She said, 'I will go'" → "She said she would go")	Contextual learning: Use real-life scenarios (e.g., reporting conversations)		
		MCQ quizzes on reporting verb usage (e.g., "said to" vs. "told")	Differentiated tasks: Tiered exercises for varying proficiency levels		
		Passage editing tasks (correcting reported speech errors in paragraphs)	<b>Activities</b>		
			Sentence relay: Teams convert direct speech sequentially (e.g., "I am..." → "He was...")		
			Dialogue conversion: Rewrite conversations from stories/plays into reported speech		
			Error hunt: Identify and fix incorrect reported speech in sample passages		
<b>Topic: <i>Unit: Future Time Reference</i></b> <b>(Class IX NCERT</b>	<b>Learning Outcomes</b>	<b>Assessment Tools</b>	<b>Teaching-Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>

Workbook)					
<b>MONTH - AUGUST NO. OF PERIODS: 3</b>	Identify and use correct future tense forms based on context	<b>(a) Identifying Learning Gaps</b>	Contextual practice: Match sentences to future scenarios (e.g., predictions vs. plans)	Prescribed NCERT Workbook (including exercises on future time reference)	Geography: Predict environmental changes using future perfect tense (e.g., "Glaciers will have melted by 2050")
<b>Sub-Topic</b>	Differentiate between predictions ("will"), plans ("going to"), and fixed schedules (present continuous)	Diagnostic quiz on tense identification (e.g., "Choose between 'will' and 'going to'")	Visual aids: Timelines/charts for tense structures (e.g., Future Perfect vs. Continuous)	Printable tense charts and conversion rules	Economics: Discuss future career plans using modal verbs (e.g., "I will pursue engineering")
Forms of future tense (simple, continuous, perfect, perfect continuous)	Construct error-free sentences with future time markers (e.g., "by tomorrow," "next week")	Peer-review worksheets for error spotting in future tense usage	Collaborative tasks: Group discussions on real-life future plans (e.g., career goals)	Online quizzes for supplementary practice	Science: Apply future continuous for experiment predictions (e.g., "The solution will be reacting by noon")
Usage of "will," "shall," "going to," and present continuous for future	Analyze and convert sentences between future tense forms (e.g., simple → perfect continuous)	Self-assessment checklists for sentence construction accuracy	<b>Approach</b>		
Context-based application (predictions, promises, planned actions)		<b>(b) Determining Understanding Level</b>	Rule-based learning: Emphasize tense structures (e.g., "will + V1" for predictions)		
		Fill-in-the-blank exercises with mixed future forms (as in CBSE Workbook Ex. 3)	Scenario-based application: Relate tenses to specific contexts (e.g., weather forecasts using "will")		
		MCQ quizzes on time markers (e.g., "by 2025" →	Differentiated instruction: Tiered exercises (basic fill-		

		future perfect)	in-the-blank to complex conversions)		
		Passage editing tasks (correcting future tense errors in paragraphs)	<b>Activities</b>		
			Tense relay: Teams construct sentences using assigned future forms (e.g., Future Continuous)		
			Dialogue creation: Write conversations using future tenses (e.g., planning a trip with "going to")		
			Error hunt: Identify and correct future tense errors in sample passages (CBSE Workbook Ex. 3)		
<b>Integrated Grammar Practice</b>	<b>Learning Outcomes</b>	<b>Assessment Tools</b>	<b>Teaching-Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH: SEPTEMBER</b> <b>NO. OF PERIODS: 3</b>	Students will be able to:	<b>(a) For Identifying Learning Gaps:</b>	1. Practice exercises (worksheets and quizzes)	Workbook	1. Connection to writing skills (effective sentence construction)
<b>Sub-Topics:</b>				1. Grammar practice worksheets	2. Link to reading comprehension (understanding grammatical structures)
1. Gap Filling	1. Apply grammatical rules to	1. Grammar exercises (gap	2. Group work (peer editing	2. Online resources	3. Integration with language

	complete sentences.	filling, error identification)	and feedback)	(grammar guides and exercises)	skills (listening, speaking, reading, and writing)
2. Editing of Paragraph (Omission and Error Finding)	2. Identify and correct errors in paragraphs.	2. Diagnostic tests (sentence construction)	3. Game-based learning (grammar games)	3. Sentence construction and editing software	
3. Reordering Words and Sentences	3. Rearrange words and sentences for coherence.	<b>(b) For Determining Understanding Level:</b>	4. Individual projects (creative writing)		
		1. Editing tasks (paragraph editing)			
		2. Sentence reordering exercises			
<b>TOPIC - LITERATURE READER POETRY - "The Seven Ages" by WILLIAM SHAKESPEARE</b>	<b>Learning Outcomes</b>	<b>Assessment Tools</b>	<b>Teaching Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH: OCTOBER NO. OF PERIODS: 5</b>	Students will be able to identify and explain the seven stages of life as described in Shakespeare's "The Seven Ages"	<b>(a) For Identifying Learning Gaps</b>	<b>Approach</b>	Prescribed book of NCERT	Link with Social Science: Discussion of life stages in different cultures and historical periods.
<b>Sub-Topics</b>	Students will interpret the use of literary devices (such as metaphor and simile) in the poem	Oral questioning and discussion to uncover misconceptions about the stages or literary devices	Student-centered and activity-based, encouraging interpretation, discussion, and creativity	Handouts of the soliloquy divided into seven parts for group work	Link with Drama: Performing scenes or monologues to explore character and expression.
Introduction to the	Students will analyze how	Observation during group	Use of questioning, peer	Dictionary or digital	Link with Art: Creating visual

Poem and the Central Metaphor	Shakespeare presents life as a series of roles or "acts" on a stage	activities and presentations to note areas of confusion or incomplete understanding	collaboration, and real-life connections to deepen understanding	devices for vocabulary support	representations (drawings, posters) of each age.
The world as a stage and humans as actors: "All the world's a stage, And all the men and women merely players" <a href="#">13</a> .	Students will relate the concept of the seven ages to their own lives and modern society	Short formative quizzes on key terms and stages to identify specific gaps	<b>Activities</b>		
The concept of life divided into seven acts or ages.		<b>(b) For Determining Understanding Level</b>	Group work: Students are divided into groups, each assigned a stage to interpret and present as a tableau or "frozen scene"		
Literary Devices		Written assignments where students summarize each stage and its characteristics.	Think-Pair-Share: Students reflect individually, discuss with a partner, and then share insights with the class about how the poem relates to their own experiences		
		Group presentations or "sculptures" representing different ages, evaluated for accuracy and depth of understanding	Creative writing: Students compose their own soliloquy or poem reflecting the "seven ages" in a modern context		
		Class quizzes or polls to gauge comprehension of main ideas and vocabulary	Vocabulary exercises: Identifying and explaining key terms from the poem		

TOPIC: Workbook Unit 5: Connectors.	Learning Outcomes:	3. Assessment Tools	Teaching Learning Strategies	Resources	Interdisciplinary Approach
MONTH: OCTOBER NO. OF PERIODS: 3	Students will be able to	(a) For Identifying Learning Gaps	Direct instruction on types and functions of connectors.	Prescribed book of NCERT.	Link to Language Arts: Enhancing writing and reading skills through connector usage.
Sub-Topics	Identify and classify different types of connectors.	Fill-in-the-blank exercises focusing on connector usage.	Guided practice through workbook exercises and worksheets.	Supplementary worksheets and online grammar resources.	Link to Social Science: Using connectors to explain cause- effect relationships in historical events.
Types of Connectors: Conjunctions, relative pronouns, and transitional adverbs.	Use connectors appropriately to join sentences and ideas.	Observation during group activities and oral questioning.	Collaborative learning through pair and group activities.	Visual aids (charts, posters) showing types of connectors.	Link to Science: Describing processes and experiments using appropriate connectors.
Functions of Connectors: Linking sentences and ideas, showing relationships (cause- effect, contrast, sequence, etc.).	Understand the logical relationships shown by connectors (cause-effect, contrast, time, etc.).	Analysis of student errors in written assignments.	Use of real-life examples and contextual sentences	Digital tools for interactive exercises	Link to Mathematics: Explaining steps and logical sequences using connectors
Common Examples: <i>and, but, because, therefore, whereas, when, until, so, after, while.</i>	Apply connectors to improve the flow and coherence of their writing	(b) For Determining Understanding Level	Approach		
Usage in Sentences: Filling blanks, joining sentences,		Written assignments and sentence-joining exercises.	Interactive and student- centered, focusing on active participation.		



and improving coherence in writing.					
		Multiple-choice and short-answer quizzes on connector functions.	Step-by-step explanation followed by practice.		
		Peer review and self-assessment activities	Use of examples from the Prescribed book of NCERT and daily life.		
			Encouragement of peer learning and feedback <sup>51</sup> .		
			<b>Activities</b>		
			Fill-in-the-blank exercises from the Prescribed book of NCERT.		
			Sentence-joining and paragraph-writing tasks.		
			Group discussions and presentations on connector usage.		
			Error correction and peer editing activities		
<b>TOPIC: Workbook Unit – Prepositions</b>	<b>Learning Outcomes:</b>	<b>Assessment Tools</b>	<b>Teaching Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH: OCTOBER NO. OF PERIODS:</b>	Students will be able to	<b>(a) For Identifying Learning Gaps</b>	Explicit instruction on types and usage of prepositions.	Prescribed book of NCERT.	Language Arts: Enhancing writing and reading skills through correct preposition

<b>3</b>					usage.
<b>Sub-Topics</b>	Identify and classify different types of prepositions.	Fill-in-the-blank exercises focusing on preposition usage.	Guided practice through workbook exercises.	Supplementary worksheets and online grammar resources.	Social Science: Describing locations and directions in maps and historical contexts.
Definition and Types: Understanding prepositions (time, place, direction, agent).	Use prepositions accurately in sentences and paragraphs.	Oral questioning and classroom observation during practice.	Collaborative learning (pair/group activities).	Visual aids (charts, posters) showing types of prepositions.	Science: Explaining processes and relationships (e.g., “water flows from the tap”).
Common Prepositions: <i>in, on, at, under, beside, between, by, for, from, to, with, etc.</i>	Recognize and correct common preposition errors.	Analysis of errors in student writing assignments.	Use of real-life examples and contextual sentences.	Digital tools for interactive exercises.	Mathematics: Describing positions and relationships (e.g., “the box is under the table”).
Usage in Sentences: Correctly placing prepositions in context.	Apply prepositions in real-life communication and writing tasks.	<b>(b) For Determining Understanding Level</b>	<b>Approach</b>		
Phrasal Verbs: Introduction to common phrasal verbs using prepositions.		Written assignments (sentence construction, paragraph completion).	Interactive and student-centered, focusing on active participation.		
		Multiple-choice and short-answer quizzes on prepositions.	Step-by-step explanation followed by practical application.		
		Peer review and self-assessment activities.	Use of examples from the Prescribed book of NCERT		

			and daily life.		
			Encouragement of peer learning and feedback.		
			<b>Activities</b>		
			Fill-in-the-blank exercises from the Prescribed book of NCERT.		
			Sentence and paragraph writing using prepositions.		
			Group discussions and presentations on preposition usage.		
			Error correction and peer editing activities.		
<b>TOPIC -FICTION - KEEPING IT FROM HAROLD</b>	<b>Learning Outcomes:</b>	<b>Assessment Tools</b>	<b>Teaching Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH: OCTOBER &amp; NOVEMBER</b> <b>NO. OF PERIODS: 6</b>	Students will be able to:	<b>(a) for Identifying Learning Gaps</b>	<b>a. Approach:</b>	Prescribed book of NCERT	Connect with Social Studies: Exploring family structures and societal expectations.
<b>SUB-TOPIC</b>	Summarize the plot and main themes of "Keeping It From Harold"	Short quizzes on character traits and plot events	Student-centered, discussion-based learning		Link to Ethics: Debating honesty versus protection in family life.
Family dynamics and	Analyze character motivations	Oral questioning to check	Textual analysis with		Relate to Psychology:

secrets in "Keeping It From Harold"	and relationships in the story	understanding of key moments	reference to prescribed questions		Understanding child development and parental influence.
Impact of parental decisions on children	Discuss the effects of secrecy and honesty within a family context	Written reflections on the moral dilemma faced by the Brambles	Integrating personal reflection on family and honesty		
Honesty, perception, and identity within the Bramble family		<b>(b) for Determining Understanding Level</b>	<b>b. Activities:</b>		
		Group discussions to gauge comprehension of themes	Role-play scenes to explore character perspectives		
		Worksheets with sequencing and character analysis tasks	Group debates on whether the Brambles were right to hide the truth		
		Peer assessment through role-play or dramatization of scenes	Vocabulary exercises using key terms from the story		
<b>TOPIC: Poetry - SONG OF THE RAIN</b>	<b>Learning Outcomes:</b>	<b>Assessment Tools</b>	<b>Teaching Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH: NOVEMBER NO. OF PERIODS: 6</b>	Students will be able to:	(a) for Identifying Learning Gaps	<b>Approach:</b>	Prescribed book of NCERT.	Science: Understanding the water cycle and the importance of rain for ecosystems.
<b>SUB-TOPIC</b>	Explain the personification of rain and its journey from the sea to the fields	Short quizzes on literary devices and poetic imagery.	Interactive reading and analysis of the poem.		Geography: Exploring rainfall patterns and their impact on agriculture.

Personification of rain and its life cycle in "Song of the Rain"	Identify and interpret key metaphors and similes in the poem	Oral recitation and explanation of selected lines.	Use of multimedia resources for visual and auditory engagement.		Art: Creating visual representations of the poem's imagery.
The role of rain as a life-giving force in nature	Relate the poem's themes to the importance of rain in sustaining life	Written responses on the symbolic meanings of rain.	Encouraging personal connections with nature and poetry.		Language Arts: Analyzing poetic devices and writing skills.
Literary devices and imagery in the poem	Express the emotions evoked by the poet's imagery of rain	<b>(b) for Determining Understanding Level</b>	<b>Activities:</b>		
		Group discussions on the poem's main themes and messages.	Recitation and dramatic reading of the poem4.		
		Worksheets with reference to context questions	Drawing or painting scenes inspired by the poem.		
		Creative writing tasks on the impact of rain on life.	Writing a short poem or paragraph from the perspective of rain.		
<b>TOPIC - Poetry: Oh! I wish I'd Looked after My Teeth</b>	<b>Learning Outcomes:</b>	<b>Assessment Tools</b>	<b>Teaching Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH: NOVEMBER NO. OF PERIODS: 5</b>	Students will be able to:	<b>(a) for Identifying Learning Gaps</b>	<b>Approach:</b>	Prescribed book of NCERT.	Science: Understanding dental health and the effects of sugar on teeth.
<b>SUB-TOPIC</b>	Identify the poet's regret and the reasons behind it.	Short quizzes on the poem's main events and themes.	Interactive reading and analysis of the poem.		Health Education: Discussing preventive health and hygiene practices.

Regret and consequences of neglecting dental hygiene	List the consequences of poor dental hygiene as described in the poem.	Oral questioning to check understanding of key stanzas.	Encouraging connections between the poem and students' own experiences.		Language Arts: Analyzing poetic devices and narrative style.
Humorous and reflective tone in the poem	Discuss the importance of preventive care and self-discipline.	Written reflections on personal habits and their long-term effects.	Use of multimedia (audio/video) to enhance engagement.		Art: Creating awareness posters on dental care.
Importance of preventive habits and self-care	Appreciate the use of humour and reflection in poetry.	<b>(b) for Determining Understanding Level</b>	<b>Activities:</b>		
		Group discussions on the poem's message and tone.	Recitation and dramatic reading of the poem.		
		Worksheets with reference to context questions.	Role-play of a visit to the dentist.		
		Creative tasks: writing a diary entry from the poet's perspective.	Poster-making on dental hygiene tips inspired by the poem.		
<b>TOPIC: ENGLISH READER UNIT-5 MYSTERY</b>	<b>Learning Outcomes:</b>	<b>Assessment Tools</b>	<b>Teaching Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH: NOVEMBER NO. OF PERIODS: 5</b>	Students will be able to:	<b>(a) for Identifying Learning Gaps</b>	<b>Approach:</b>	Prescribed book of NCERT	Science: Exploring real-life mysteries and scientific inquiry.
<b>SUB-TOPIC</b>	Identify the key elements and structure of a mystery story.	Short oral quizzes on plot events and character actions.	Activity-based, student-centered learning focusing on group work and	Audio/visual clips of mystery stories (from educational platforms or	Social Studies: Understanding how mysteries reflect societal concerns and values.

			discussion.	YouTube)	
Exploration of mystery as a literary genre	Analyze how suspense and plot twists are created in the text.	Observation during group discussions and role-plays.	Use of multimedia and interactive storytelling techniques.	Supplementary worksheets and online summaries	Language Arts: Developing narrative, inference, and oral communication skills.
Analysis of suspense, plot twists, and character motives in mystery stories (e.g., Bermuda Triangle, The Invisible Man, The Tragedy of Birlstone)	Infer character motives and draw conclusions based on clues.	Peer feedback on participation in mystery-solving activities.	Emphasis on oral communication, critical thinking, and collaboration.		ICT: Using digital tools for research and multimedia presentations.
Development of critical thinking and inference skills through mystery narratives	Discuss and reflect on the moral or message in mystery stories.	<b>(b) for Determining Understanding Level</b>	<b>Activities:</b>		
		Group presentations of a mystery story summary or re-enactment.	Group mystery-solving tasks based on the stories.		
		Worksheets with inference-based and multiple-choice questions.	Role-play of key scenes to explore character motives and plot twists.		
		Teacher observation of students' ability to predict outcomes and justify reasoning.	Listening and discussing audio or video versions of mystery stories.		
			Creating a short, simple mystery scenario in groups and presenting it.		

<b>TOPIC: ENGLISH READER UNIT - 6 CHILDREN</b>	<b>Learning Outcomes:</b>	<b>Assessment Tools</b>	<b>Teaching Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH: NOVEMBER NO. OF PERIODS: 5</b>	Students will be able to:	<b>(a) for Identifying Learning Gaps</b>	<b>Approach:</b>	Prescribed book of NCERT	Social Studies: Exploring child rights, poverty, and social inequality.
<b>SUB-TOPIC</b>	Describe the different realities and experiences of children as depicted in the unit.	Oral quizzes on key events and characters in the stories.	Activity-based, student- centered learning with a focus on empathy and discussion.	Audio/visual clips or documentaries on children's lives (from educational platforms or YouTube).	Psychology: Understanding resilience and emotional development in children.
Understanding the lives and challenges of children from diverse backgrounds in India and globally	Compare and contrast the lives of children from various backgrounds (as in stories of Shravan Kumar and Narendra Kumar)	Observation during group discussions and role-plays.	Use of multimedia and real- life case studies to enhance understanding.	Supplementary worksheets and online summaries	Language Arts: Enhancing narrative, empathy, and oral communication skills.
Exploring themes of childhood, resilience, and aspirations in literature	Discuss the importance of empathy, resilience, and hope in children's lives.	Peer feedback on participation in empathy- building activities.	Encouraging critical thinking and personal reflection.		Art: Creating visual representations of children's stories and aspirations.
Reflecting on the impact of environment and circumstances on children's lives	Relate the stories to real-life situations and social issues affecting children.	<b>(b) for Determining Understanding Level</b>	<b>Activities:</b>		
		Group presentations on the lives of children from the unit.	Role-play of scenes from the lives of children in the stories.		



		Worksheets with comparison and reflection questions.	Group discussions and debates on children's rights and challenges.		
		Teacher observation of students' ability to connect stories to broader social themes.	Poster-making or short presentations on inspiring children or child heroes.		
			Listening to and analyzing audio or video stories about children's lives.		
<b>TOPIC: ENGLISH READER UNIT - 7 GAMES AND SPORTS</b>	<b>Learning Outcomes:</b>	<b>Assessment Tools</b>	<b>Teaching Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH: DECEMBER NO. OF PERIODS: 5</b>	Students will be able to:	<b>(a) for Identifying Learning Gaps</b>	<b>Approach:</b>	Prescribed book of NCERT.	Physical Education: Understanding the physical and mental benefits of sports
<b>SUB-TOPIC</b>	Explain the significance of sports and games in building character and teamwork.	Oral quizzes on key events and characters in the sports stories.	Activity-based, experiential learning with a focus on collaboration and discussion.	Audio/visual clips or documentaries on sports personalities and events (from educational platforms or YouTube).	Psychology: Exploring motivation, resilience, and teamwork in sports
Importance of sports and games in personal and social development	Summarize and analyze inspiring sports stories from the unit.	Observation during group discussions and role-plays.	Use of multimedia and real-life case studies to enhance engagement.	Supplementary worksheets and online summaries	Social Studies: Discussing the role of sports in society and national identity.

Analysis of real-life sports stories and achievements (e.g., Grandmaster Koneru Humpy, Leander Paes)	Relate the themes of perseverance, discipline, and fair play to their own lives.	Peer feedback on participation in sports-themed activities.	Encouraging critical thinking and personal reflection on sports values.		Language Arts: Enhancing narrative, oral, and analytical skills through sports stories.
Understanding teamwork, discipline, and values through sports narratives	Discuss the impact of support systems (family, mentors) in achieving success	<b>(b) for Determining Understanding Level</b>	<b>Activities:</b>		
		Group presentations or dramatizations of sports events or athlete stories.	Role-play of sports events or interviews with sports personalities.		
		Worksheets with reflection and analysis questions.	Group discussions on the importance of fair play and discipline in sports.		
		Teacher observation of students' ability to connect sports values to real-life situations.	Creating posters or short presentations on inspiring sports figures.		
			Listening to and analyzing sports commentaries or athlete interviews.		
<b>TOPIC- WORKBOOK- THE PASSIVE</b>	<b>Learning Outcomes:</b>	<b>Assessment Tools</b>	<b>Teaching Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH: DECEMBER</b>	Students will be able to:	<b>(a) for Identifying Learning Gaps</b>	<b>Approach:</b>	Prescribed book of NCERT.	Language Arts: Enhancing grammar and writing skills

<b>NO. OF PERIODS:</b> <b>3</b>					through passive voice practice.
<b>SUB-TOPIC</b>	Identify and construct sentences in the passive voice.	Oral quizzes on converting sentences between active and passive voice.	Activity-based, student-centered learning with a focus on practice and application.	Supplementary worksheets	Social Studies: Analyzing the use of passive voice in news reports and official documents.
Understanding the structure and usage of the passive voice in English	Convert sentences from active to passive and passive to active.	Observation during classroom activities and group tasks.	Use of real-life examples and multimedia resources to enhance understanding.	Audio/visual clips or news reports demonstrating passive voice usage.	Science: Understanding how passive voice is used in scientific descriptions and reports.
Transforming sentences from active to passive and vice versa	Use the passive voice appropriately in various real-life situations.	Peer feedback on sentence transformation exercises.	Encouraging peer learning and collaborative tasks.		ICT: Using digital tools for grammar exercises and interactive learning.
Recognizing the use of passive voice in different contexts (news, instructions, descriptions)	Distinguish between active and passive voice in reading and writing.	<b>(b) for Determining Understanding Level</b>	<b>Activities:</b>		
		Worksheets with sentence transformation and error correction tasks.	Sentence transformation games (active to passive and vice versa).		
		Group presentations or dramatizations using passive voice.	Role-play of news reporting or instructions using passive voice.		
		Teacher observation of students' ability to use passive voice in context.	Group discussions on the use of passive voice in different contexts.		

			Creating posters or short skits using passive voice structures.		
<b>TOPIC: FICTION-BEST SELLER</b>	<b>Learning Outcomes:</b>	<b>Assessment Tools</b>	<b>Teaching Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH: DECEMBER</b> <b>NO. OF PERIODS: 7</b>	Students will be able to:	<b>(a) for Identifying Learning Gaps</b>	<b>a. Approach:</b>	Prescribed book of NCERT	Sociology: Exploring class differences and social mobility
<b>SUB-TOPIC</b>	Summarize the plot and main events of "Best Seller"	Short quizzes on plot events and character traits	Interactive reading and analysis of the story	Video explanations and summaries (e.g., YouTube channels for Class 9 English)	Psychology: Understanding motivation, self-awareness, and hypocrisy
Hypocrisy and irony in real-life versus fiction in "Best Seller"	Analyze the irony and hypocrisy in the protagonist's actions and beliefs	Oral questioning to check understanding of key scenes	Encouraging critical thinking about hypocrisy and irony	Online summary and analysis	Language Arts: Analyzing narrative techniques and irony in literature
The journey and character of John A. Pescud	Discuss the themes of love, class differences, and self-awareness	Written reflections on the story's main message	Relating story themes to students' own experiences		Ethics: Discussing honesty and self-reflection in personal life
Themes of love, class, and self-awareness	Interpret character motivations and relationships in the story	<b>(b) for Determining Understanding Level</b>	<b>b. Activities:</b>		
		Group discussions on irony and hypocrisy in the story	Role-play of key scenes to explore character perspectives		
		Worksheets with character	Group debates on whether		

		analysis and thematic questions	Pescud is truly a hypocrite		
		Creative tasks: rewriting an ending or a scene from another character's perspective	Writing a diary entry from Pescud's or Jessie's point of view		
<b>TOPIC: DRAMA: THE BISHOP'S CANDLESTICKS</b>	<b>Learning Outcomes:</b>	<b>Assessment Tools</b>	<b>Teaching Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>MONTH: DECEMBER NO. OF PERIODS: 10</b>	Students will be able to:	<b>(a) for Identifying Learning Gaps</b>	<b>a. Approach:</b>	Prescribed book of NCERT	Ethics/Religion: Exploring the values of forgiveness and compassion.
<b>SUB-TOPIC</b>	Summarize the plot and main events of the play.	Short quizzes on plot and character understanding.	Interactive reading and dramatization of the play.	Online summaries and explanatory videos	Psychology: Understanding transformation and the impact of kindness.
The power of forgiveness and redemption in "The Bishop's Candlesticks"	Analyze the Bishop's actions and their impact on the convict.	Oral questioning to check comprehension of key scenes.	Encouraging empathy and critical thinking about forgiveness.	Supplementary worksheets and extra questions	Sociology: Discussing rehabilitation and social reintegration.
The transformation of the convict through kindness and compassion	Relate the themes of forgiveness, redemption, and compassion to real-life situations.	Written reflections on the central themes of the play.	Connecting the play's themes to students' own values and experiences.		Language Arts: Analyzing dramatic techniques and character development.

Themes of sacrifice, generosity, and moral courage	Discuss character motivations and the message of the play.	<b>(b) for Determining Understanding Level</b>	<b>b. Activities:</b>		
		Group discussions on the Bishop's role and the convict's transformation.	Role-play of key scenes to explore character emotions and motivations.		
		Worksheets with character analysis and thematic questions.	Group debates on whether the Bishop's actions were justified.		
		Creative tasks: writing a diary entry from the convict's or Bishop's perspective.	Poster-making on the themes of forgiveness and redemption.		
<b>TOPIC: ENGLISH READER UNIT:4 RADIO &amp; VIDEO SHOW</b>	<b>Learning Outcomes:</b>	<b>Assessment Tools</b>	<b>Teaching Learning Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Approach</b>
<b>ACTIVITY BASED</b>	Students will be able to:	<b>(a) for Identifying Learning Gaps</b>	<b>a. Approach:</b>	Prescribed book of NCERT	Media Studies: Understanding broadcasting and scriptwriting.
<b>SUB-TOPIC</b>	Explain the key features and differences between radio and video shows.	Observation during group activities and role-plays.	Activity-based, experiential learning focused on collaboration.	Sample radio and video show scripts (from online resources or teacher-created)	Language Arts: Enhancing oral and listening skills.
Understanding the structure and purpose of a radio and video show	Participate in scriptwriting and role-play activities for a mock show.	Oral questioning after each activity to check concept clarity.	Emphasis on oral communication and practical application.	Audio/visual clips of radio and video shows (from educational platforms or YouTube)	ICT: Using technology for recording and editing audio/video.

Exploring scriptwriting and presentation skills for audio-visual media	Demonstrate effective oral communication and teamwork.	Peer feedback on participation and communication skills.	Minimal written work; focus on speaking, listening, and creative expression.		Social Studies: Exploring the role of media in society.
Recognizing the difference between radio and video formats	Identify the importance of planning and organization in media production.	<b>(b) for Determining Understanding Level</b>	<b>b. Activities:</b>		
		Group presentations of a short radio or video show.	Scriptwriting and rehearsal for a mock radio/video show in groups.		
		Self-assessment checklists for participation and collaboration.	Role-playing as hosts, guests, or technical crew.		
		Teacher observation of script planning and role-play execution.	Listening to sample radio shows and analyzing their structure.		
			Creating a short video or audio clip using available resources.		
			<b>JANUARY - PRE BOARD</b>		
			<b>FEBRUARY - FINAL TERM EXAMINATION</b>		

डी.ए.वी.पब्लिक स्कूल,  
बृज विहार गाजियाबाद

पाठ योजना

विषय: हिंदी कोर्स 'बी'  
कालांश: 5-6  
उपविषय: दोहे( रहीम)

कक्षा: नवीं  
सत्र: प्रथम

<b><u>Learning Outcomes प्रतिफल :</u></b>	<b><u>Previous knowledge required: पूर्व ज्ञान</u></b>
<ol style="list-style-type: none"><li>1. चारों भाषाई कौशलों में सक्षम हो सकेंगे।</li><li>2. उचित बलाघात उतार-चढ़ाव सुरलय पिच व गति द्वारा दोहा वाचन कर सकेंगे ।</li><li>3. भक्ति कालीन कवि रहीम के दोहों में निहित नीति और ज्ञान की संदेश को जीवन में समाहित कर सकेंगे।</li></ol>	<ol style="list-style-type: none"><li>1. छात्र चारों भाषायी कौशलों से पूर्व परिचित है ।</li><li>2. छात्र आठवीं कक्षा में कबीर रहीम बिहारी के दोहे पढ़ चुके हैं।</li></ol>



<p>4. दोनों में प्रयोग की गई शब्दावली द्वारा शब्दकोश के भंडार में वृद्धि कर सकेंगे।</p> <p>5. दोहों का रसास्वादन व सराहना कर सकेंगे।</p> <p>6. <b>सतत विकास लक्ष्य4 गुणवत्तापूर्ण शिक्षा</b> तथा 6 स्वच्छ जल व स्वच्छता से परिचित होकर चर्चा कर सकेंगे।</p> <p>7. परोपकार पर मित्रता एवं जल के महत्व जैसे जीवन मूल्यों से प्रेरित हो सकेंगे।</p> <p>8. दोहों में प्रयुक्त अनुस्वार और अनुनासिक युद्ध शब्दों की सूची बना सकेंगे।</p>	<p>3. अन्य किसी कवि का ज्ञान परक दोहे का गायन करवाया जाएगा।</p> <p>4. विद्यार्थी अनुस्वार अनुनासिक युक्त शब्दों से परिचित हैं तथा ब्रजभाषा के कुछ शब्दों की पहचान रखते हैं।</p>
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<p><b>Day-wise sub-topics:</b> उप विषय</p> <ul style="list-style-type: none"> <li>● रहीम व उनके दोहों का वीडियो द्वारा परिचय ।</li> <li>● अध्यापिका द्वारा दोहों का सस्वर गायन व कुछ छात्रों द्वारा अनुकरण वाचन ।</li> <li>● कठिन शब्दों को रेखांकित करवा कर उनके अर्थ लिखवाना ।</li> <li>● दोहों की व्याख्या व भावार्थ (श्री राम का चित्र एवं धागे द्वारा) ।</li> <li>● वाक्य निर्माण हेतु नवीन शब्द एवं शब्दावली चक्र ।</li> <li>● पाठ से संबंधित प्रश्नों पर परिचर्चा व उत्तरों का निर्माण(C-R-A-B WORKSHEET)</li> <li>● दोहों में निहित नैतिक मूल्यों की आज के संदर्भ में प्रासंगिकता पर चर्चा ।</li> <li>● अनुस्वार व अनुनासिक युक्त शब्दों का शब्दावली चक्र ।</li> <li>● सतत विकास लक्ष्य -</li> </ul> <p>(4) गुणवत्तापूर्ण शिक्षा पर परिचर्चा</p> <p>(6) स्वच्छ जल व स्वच्छता पर अनुच्छेद लेखन</p>	<p><b>Teaching aids used:</b> शिक्षण सामग्री</p> <p>विधियाँ:- व्याख्यात्मक विधि ,दृष्टांत विधि, प्रश्नोत्तरी विधि , तुलनात्मक विधि , यू ट्यूब लिंक</p> <p><b>उपकरण :-</b></p> <ul style="list-style-type: none"> <li>● लोटस ग्रीड</li> <li>● मैट्रिक्स</li> <li>● स्टील कैरेक्टर</li> <li>● बर्गर टेक्निक</li> <li>● यू ट्यूब लिंक</li> <li>● क्रैब वर्कशीट</li> </ul> <p>रहीम जी के दोहों से जोड़ने हेतु उनका जीवन परिचय दिया जाएगा तत्पश्चात कुछ लघु प्रश्न पूछे जाएँगे ।</p>
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### दिवसानुसार शिक्षा प्रणाली

दोहे तथा कवि का सामान्य परिचय, दोहों की व्याख्या तथा सस्वर वाचन, कठिन शब्दार्थ, महत्वपूर्ण प्रश्न, व्याकरण शब्दावली, गतिविधि उदाहरण (कक्षा कार्य, गृह कार्य )

**दिवस: 1** CONCEPT INITIATION प्रस्तावना

10 मिनट

STEP-1 पाठ प्रवेश के लिए कुछ प्रश्न

1. अध्यापिका द्वारा कुछ दोहे सुना कर उन पर कवियों के नाम पूछे जाएंगे आपने पिछली कक्षाओं में दोहे सुने हैं और जानते हैं कि यह दोहा किसका है?
2. दोहे और कविता में क्या अंतर होता है?

STEP-2 दृश्य श्रव्य वाचन गतिविधि

10 मिनट

रहीम जी के दोहों का वीडियो यूट्यूब लिंक द्वारा दिखाया जाएगा।

**वीडियो लिंक:**

[https://drive.google.com/file/d/1UBeVcWV6VZXcLXyVn3oYQR\\_2SHWYrzob/view?usp=sharing](https://drive.google.com/file/d/1UBeVcWV6VZXcLXyVn3oYQR_2SHWYrzob/view?usp=sharing)

अंखियों के झरोखे से मूवी वीडियो दिखाई जाएगी और उससे संबंधित प्रश्न पूछे जाएंगे। 25 मिनट

रहीम जी के दोहों (पाठ्य पुस्तक) पर आधारित वीडियो-

वीडियो लिंक:

<https://drive.google.com/file/d/1hULof01V4aJVPmPhYEBG-iBcSkVkF9Fk/view?usp=sharing>

उपर्युक्त वीडियो पर आधारित निम्नलिखित प्रश्न पूछे जाएँगे।

1. रहीम जी ने मन की व्यथा को छुपाने के लिए क्यों कहा है?
2. चित्रकूट किस नाम से प्रसिद्ध है?
3. मानव जीवन में पानी का क्या महत्व है?
4. प्रेम का धागा टूटने पर क्या होता है?

## दिवस 2

STEP-1

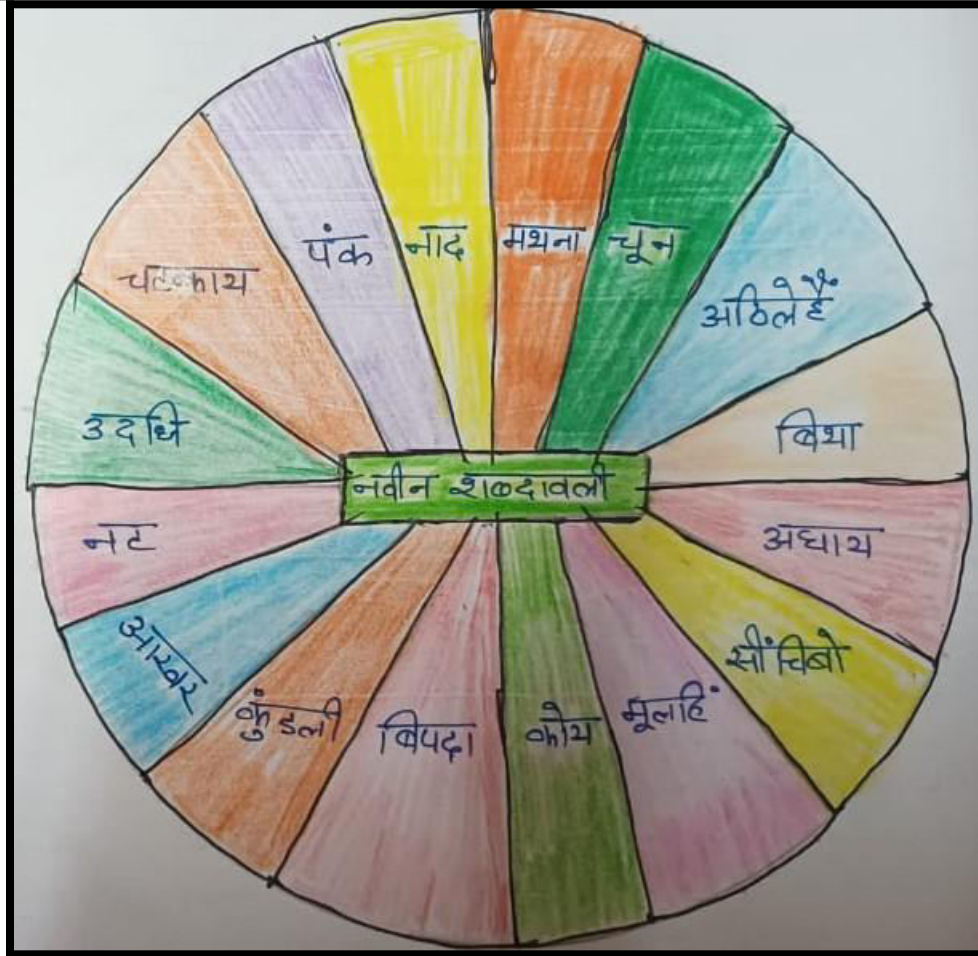
5 मिनट

अध्यापिका द्वारा दोहों के सरलार्थ एवं भावार्थ समझाए जाएँगे।

STEP-2

25 मिनट

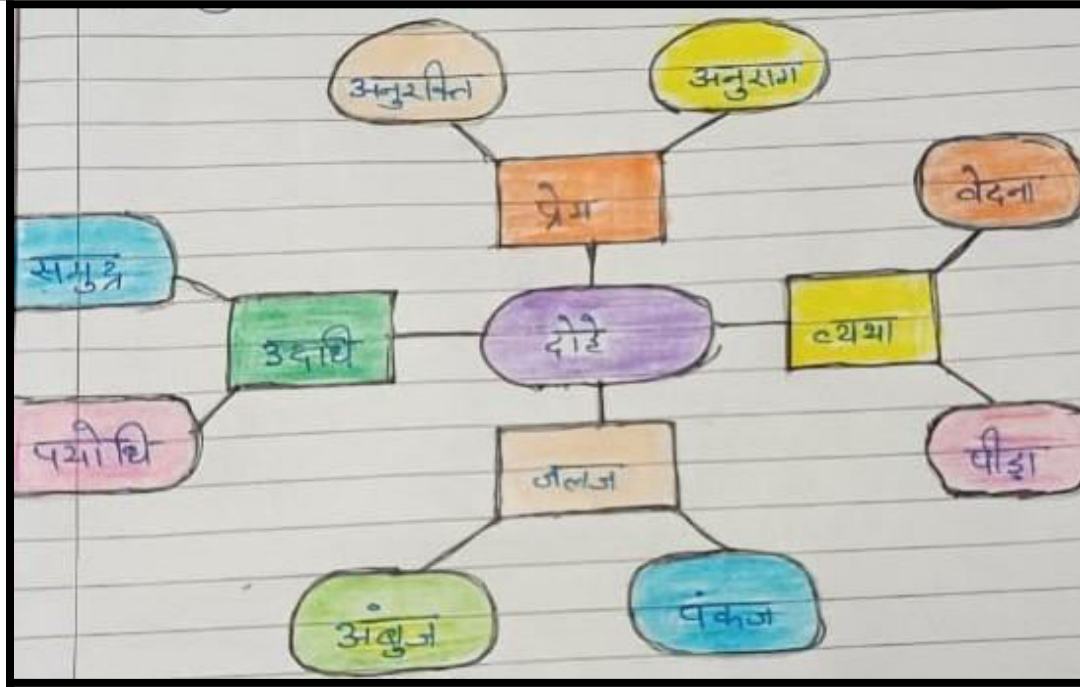
- शब्दावली चक्र द्वारा शब्दार्थ समझाए जाएँगे।



STEP-3

5 मिनट

पाठ में आए शब्दों के पर्यायवाची शब्द लोटस ग्रीड गतिविधि के द्वारा करवाए जाएँगे।



1. मीरा ने भगवान के नाम की तुलना किससे की है?
2. मीरा ने जन्म-जन्म की पूँजी किसे माना है?
3. इस पूँजी की क्या विशेषताएँ हैं?

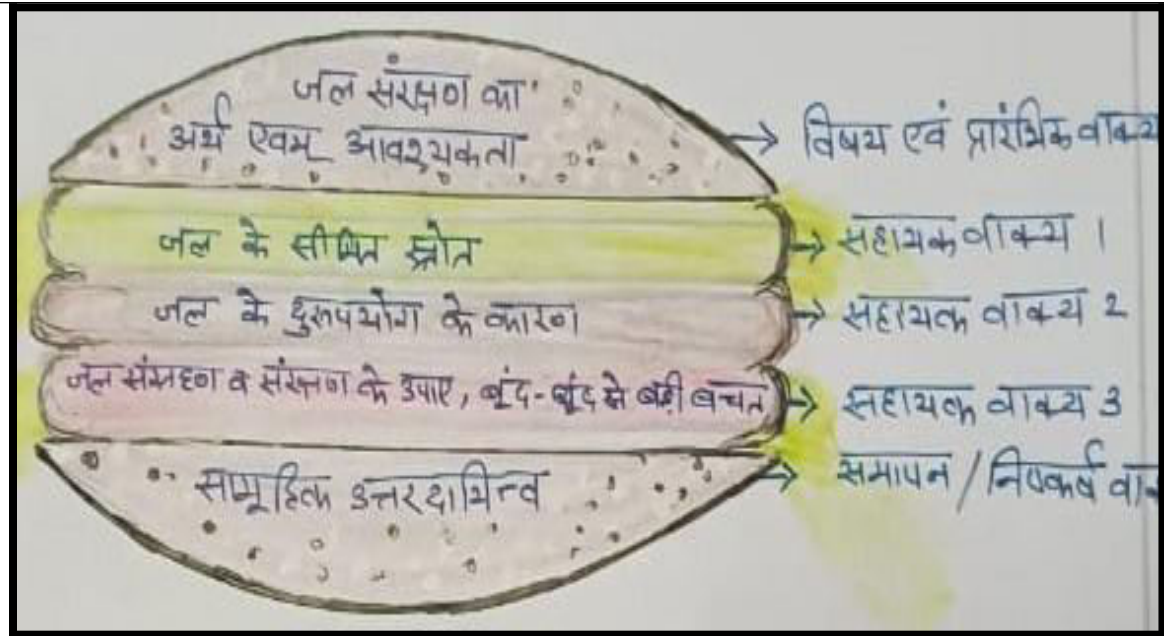
दिवस 3

STEP 1

5 मिनट

- दोहों में प्रयुक्त अनुस्वार अनुनासिक युक्त शब्द पर आधारित Matrix गतिविधि करवाई जाएगी।

अनुस्वार	अनुनासिक
कुंडली, सींचिबो, संपत्ति	जहाँ, गाँठ, बाँटि
<p>कक्षा में विद्यार्थियों से कुछ समय के अंतराल में दोनों से संबंधित प्रश्न पूछे जाएंगे जिससे कक्षा में सजगता पूर्ण वातावरण बना रहे ।</p> <p>STEP 220 मिनट</p> <ul style="list-style-type: none"><li>● <b>SDG सतत विकास लक्ष्य गुणवत्तापूर्ण शिक्षा</b> से संबंधित गतिविधि समाज के उत्थान के लिए वांछनीय नैतिक मूल्यों पर परिचर्चा ।</li></ul> <p>STEP 310 मिनट</p> <ul style="list-style-type: none"><li>● स्वच्छ जल व स्वच्छता पर Burger Technique द्वारा अनुच्छेद लेखन करवाया जाएगा ।</li></ul>	



#### दिवस 4

STEP 1 15 मिनट

छात्रों की सहभागिता से अभ्यास के प्रश्न पर पर चर्चा की जाएगी, उत्तर अध्यापिका द्वारा लिखे जाएंगे।

STEP 2 20 मिनट

परीक्षा तथा परीक्षा उपयोगी अन्य महत्वपूर्ण प्रश्नों पर भी चर्चा की जाएगी।

C-R-A-B Worksheet



## CRAB कार्यपत्रक

### CHALLENGING (विश्लेषण व मूल्यांकन आधारित)

1. आपके पड़ोसी जल की बर्बादी करते हैं। आप उन्हें कौन-कौन से उदाहरण देकर जल का महत्व बताएंगे।
2. **रहिमन देखि बड़ेन को, लघु न दीजिये डारि।  
जहाँ काम आवे सुई, कहा करे तलवारि॥'**  
उपर्युक्त दोहे के लिए कौन-सा मुहावरा उपयुक्त है -  
(क) जिसकी लाठी उसकी भैंस  
(ख) एक पंथ दो काज  
(ग) जहाँ चाह वहाँ राह  
(घ) जिसका काम उसी को साजे
3. आज के परिवेश में संबंधों में मिठास बनाए रखने के लिए कौन-कौन से गुण आवश्यक है ?
4. नीचे दिए गए प्रश्न में दो कथनों को अभिकथन और कारण के रूप में चिह्नित किया गया है, सही उत्तर का चुनाव कीजिए:-  
A अभिकथन-- कमल का फूल नष्ट हो सकता है।  
R कारण-- क्योंकि सूर्य की रोशनी के साथ पानी भी आवश्यक होता है।  
(क) 'A' सत्य है लेकिन 'R' असत्य है।  
(ख) 'A' और 'R' दोनों सत्य हैं और 'R' 'A' की सही व्याख्या नहीं है।  
(ग) 'A' और 'R' दोनों सत्य हैं और 'R' 'A' की सही व्याख्या है।  
(घ) 'A' असत्य है लेकिन 'R' सत्य है।
5. 'पंक युक्त तालाब' के जल की श्रेष्ठता सिद्ध करने के लिए कवि रहीम ने क्या तर्क दिया है?

### RECAP (ज्ञान व बोध पर आधारित)

1. श्री राम को चित्रकूट क्यों जाना पड़ा?
2. सुई की जगह तलवार काम क्यों नहीं आ सकती ?
3. लाख कोशिश करने पर भी बिगड़ी बात क्यों नहीं बन सकती ?
4. एक को साधने से सब कैसे सध जाता है?

5. संकट के समय मनुष्य की वास्तविक रक्षा किसके द्वारा की जाती है?

**ADVANCE (संश्लेषण व रचनात्मकता पर आधारित)**

1. प्रेम- संबंधों से तनाव मुक्त बनाने हेतु अपने मित्र को क्या सलाह देंगे?
2. आपके मित्र ने आपकी किसी निजी बात को सार्वजनिक कर दिया है तो आपकी क्या प्रतिक्रिया होगी ?
3. यदि आप कोई पौधा लगाते हैं तो उसकी देखभाल आप कैसे करते हैं ?
4. रहीम के अनुसार हिरन अपना सर्वस्व कैसे न्यछावर कर देता है ?
5. उच्च शिक्षा प्राप्त करने के लिए यदि आपको घर से दूर जाना पड़े तो आप कैसा अनुभव करेंगे ? अपने विचार लिखिए।
- 6.

**BASIC (ज्ञान, बोध व अनुप्रयोग पर आधारित)**

1. टूटे हुए प्रेम संबंधों की तुलना किससे की गई है और क्यों ?
2. समुद्र का जल जीवों की प्यास क्यों नहीं बुझा पाता?
3. लोग हमारा दुख सुनकर क्या करते हैं?
4. अवध के राजा कौन थे?
5. 'जलज' शब्द में से मूल शब्द और प्रत्यय अलग कीजिए।

**जाँच सूची**

भाषा कौशल	अनुभावात्मक गतिविधि	सतत विकास लक्ष्य(SDG)	समस्या आधारित गतिविधि (PBL)	कला समेकित गतिविधियाँ	बहु बुद्धि सिद्धांत(MI)
● श्रवण	1. गमले में एक पौधा लगाकर उसकी देखभाल को अपने	गुणवत्तापूर्ण शिक्षा (4)	1. हितैषी मित्र के अभाव में मानसिक	1. पाठेतर किन्हीं पाँच दोहों का संकलन कर भी	1.भाषायी 2.सांगीतिक 3.शारीरिक

<ul style="list-style-type: none"> <li>• वाचन</li> <li>• पठन</li> <li>• लेखन</li> </ul>	<p>अनुभव को साझा कीजिए।</p> <p>2.कक्षा में अपने सहपाठियों के साथ दोहो की अंताक्षरी का आनंद लीजिए ।</p> <p>3.घर में एक कटोरी आटा और पानी मिलाकर घुटने का अभ्यास कीजिए ।</p> <p>4.जिन्हें समुद्र तट पर जाने का अवसर मिले पानी को चखकर उसके स्वाद का अनुभव कीजिए।</p>	स्वच्छ जल व स्वच्छता (6)	<p>परेशानियों से राहत पाने के लिए हमें कैसी गतिविधि करनी चाहिए?</p> <p>अपनी धन संपत्ति के अभाव में कैसी चुनौतियों का सामना करना पड़ता है?</p> <p>2.</p> <p>क्रैब C-R-A-B कार्यपत्रक</p>	<p>भित्ती चार्ट बनाएँ ।</p> <p>2.जल संरक्षण पर दो स्लोगन बनाइए।</p> <p>3.सरकस में बाजीगर के किन्हीं चार करतबों को चित्र सहित लिखिए ।</p>	<p>गतिविधि</p> <p>4.अंतर वैयक्तिक</p> <p>5.तार्किकता</p>
एकीकृत जीवन कौशल / मूल्य	आपसी भाईचारा ,सद्भाव, प्रेम, आत्मविश्वास ,परोपकार ,धैर्य रखना, सदाचार की भावना, शब्द व्यवहार ,निर्णय लेने की क्षमता।				
नवीन शब्दावली	बिलोना, मथना, इठलाना, व्यथा ,सीचना ,जड, धन्य।				

अधिन्यास कार्य / MLMs	कैब कार्यपत्रक (C.R.A.B)
उपचार / निदानात्मक प्रक्रिया	अनुच्छेद लेखन: “जल संरक्षण का महत्व”
आंतरिक मूल्यांकन प्रक्रिया	नवीन शब्दों का वाक्यों में अनुप्रयोग, रचनात्मक लेखन प्रक्रिया, दोहा गायन द्वारा छात्रों का कक्षा में अंत्याक्षरी का आयोजन।
शिक्षिका का नाम एवं हस्ताक्षर	
विभागाध्यक्ष नाम व हस्ताक्षर	

**D.A.V. PUBLIC SCHOOL BRIJ VIHAR GHZIABAD**

**CURRICULUM OF CLASS IX**

**(SESSION 2025-26)**

**SUBJECT : ICT CODE NO -402**

**CLASS : IX**

**NAME OF THE TEACHER :MRS REENU KAUSHAL**

**MONTH AND YEAR APRIL 2025**

**NO OF WORKING DAYS :21**

TOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATEGIES	RESOURCES
<b>Periods : 10</b>  <b>Introduction to IT-IT es Industry</b>	<ul style="list-style-type: none"> <li>To make the students aware of the keywords</li> <li>Come to know about cloud computing, digital transaction</li> <li>IT- BPM Industry</li> </ul>	Oral and Written test along with Practical assessment	Explanation through Web Charts and demonstration in the Lab	N. C.E.R.T. Book And Computer Lab  N. C.E.R.T Book And Computer Lab
<b>Period 11</b>  <b>Information and Communication Technology</b>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Basic components of a computer and peripherals</li> <li>Basic computer operations</li> </ul>	Written and Practical of the components of Computer	Interactive method of teaching. Demonstration of Various Devices in the Lab.	N.C.E.R.T Book and Computer Lab

**MONTH AND YEAR : May 2025**

**NO OF WORKING DAYS :17**

TOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATEGIES	RESOURCES
<b>Periods : 17</b>  <b>Data Entry and Keyboarding Skills</b>	<ul style="list-style-type: none"> <li>Will be able to correlate the keywords used</li> <li>Types of Keys</li> <li>Keyboarding Skills</li> <li>Position of fingers on the keyboard.</li> </ul>	Interactive Method  Practical assessment	Explanation through Web Charts and demonstration in the Lab	N. C.E.R.T Book And Computer Lab  N. C.E.R.T Book And Computer Lab

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**MONTH AND YEAR : July 2025**

**NO OF WORKING DAYS : 25**

TOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATEGIES	RESOURCES
<b>Periods : 12</b> <b>Communication Skills</b>	<b>Meaning of Communication</b> <b>Perspectives of Communication</b> <b>Methods of Communication</b> <b>Writing Skills</b>	<b>Classroom Discussion</b>	<ul style="list-style-type: none"> <li>• Explanation through web Charts</li> <li>• Interactive method</li> <li>• Lab : Creation of web Charts using different shapes</li> </ul>	<b>N. C.E.R.T Book</b> <b>And Computer Lab</b>
<b>Periods :13</b>		<b>Practical assessment</b>		
<b>Self Management Skills</b>	<b>The meaning of Self Management</b> <b>Self Confidence.</b>	<b>Interactive Method</b>		<b>N.C.E.R.T. BOOK</b> <b>And Computer Lab</b>

**MONTH AND YEAR : August 2025**

**NO OF WORKING DAYS : 23**

TOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATEGIES	RESOURCES
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<b>Periods : 23</b> <b>Digital Documentation</b>	<ul style="list-style-type: none"> <li>• <b>Creating a document</b></li> <li>• <b>Applying editing features</b></li> <li>• <b>Applying formatting Features</b></li> <li>• <b>Creating and working with tables in Word.</b></li> </ul>	<b>Classroom Discussion</b>  <b>Practical assessment</b>	<ul style="list-style-type: none"> <li>• <b>Explanation through web Charts.</b></li> <li>• <b>Discussion Method</b></li> </ul>	<b>N. C.E.R.T Book</b> <b>And Computer Lab</b>
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**MONTH AND YEAR : September 2025**

**NO OF WORKING DAYS**

**Practical and written Exam revision to be conducted.**

**MONTH –OCTOBER**

**NO OF WORKING DAYS : 21**

TOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATEGIES	RESOURCES
<b>Periods : 12</b>  <b>Entrepreneurship Skills –I</b>	<ul style="list-style-type: none"> <li>• <b>Distinguishing Characteristics of Entrepreneurship</b></li> <li>• <b>Roles and Rewards of Entrepreneurship</b></li> <li>• <b>Types of Business</b></li> </ul>	<b>Classroom Discussion</b>  <b>Practical assessment</b>	<b>Expplanation of Chapter through Discussion Method and Lab Session</b>	<b>N. C.E.R.T Book</b> <b>And Computer Lab</b>

**MONTH –NOVEMBER**

**NO OF WORKING DAYS : 22**



TOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATEGIES	RESOURCES
Periods 10 Green Skills -I	<ul style="list-style-type: none"> <li>The Security and the environment</li> <li>Conservation</li> <li>Green Economy</li> </ul>	Classroom Discussion  Practical assessment	Explanation of Chapter through Discussion Method Web Charts and Lab Session	N. C.E.R.T Book And Computer Lab
Periods : 12 Electronic Spreadsheet	<ul style="list-style-type: none"> <li>Creating Spreadsheets</li> <li>Applying Formula and Functions in a Spreadsheet.</li> <li>Formatting Data in a Spreadsheet.</li> </ul>	Worksheet, Class Discussion and Lab Assessment	Explanation of Chapter by an Interactive Session  Demonstration of Spreadsheet in a Lab and create spreadsheets	N.C.E.R.T Book Computer lab

**MONTH :DECEMBER**

**NO OF WORKING DAYS : 24**

TOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATEGIES	RESOURCES
Periods :24  Digital Presentation	<ul style="list-style-type: none"> <li>Understanding the characteristics of a good presentation</li> <li>Creating a Presentation</li> <li>Working with Slides</li> </ul>	Classroom Discussion  Practical assessment	Explanation of Chapter through Discussion Method Web Charts and Lab Session	N. C.E.R.T Book And Computer Lab

**MONTH – JANUARY (WORKING DAYS 17 )**

**Revision of Entire Syllabus**

**MONTH – FEBRUARY (WORKING DAYS 22 )**

**Practical exam and Viva to be taken .**

ANNUAL CURRICULUM AND PEDAGOGICAL PLAN (ACPP) 2025-26

CLASS : IX

SUBJECT : MATHEMATICS

NAME OF TEACHER : ASHOK KUMAR SHARMA

Topic/No. of Periods/Date	Learning Outcomes	Assessment Tools a) For identifying Learning Gaps b) for determining understanding level	Teaching Learning Strategies/ Activity	Resources	Inter-disciplinary approach
<b>Topic 1 : NUMBER SYSTEMS</b> Sub-topic : * Irrational numbers * Real numbers and their Decimal Expansions * Operations on Real Numbers * Laws of Exponents for Real Numbers No. of Periods : 12 April 2025	After studying this lesson students will be able to : * to write the rational and Irrational numbers between given two rational numbers * to represent different rational and irrational numbers on the number line * to rationalize the denominator of the given real number * to solve the problems with exponent and radicals	a) Oral questions, worksheets  b) Class Test	Number line activity  Spiral square root activity  Classification cards	NCERT Text book  Chart papers	Connected with Science (exponents)

<b>Topic 2 : POLYNOMIALS</b> Sub-topic : * Polynomials in One Variable * Zeroes of a polynomial * Factorization of Polynomials * Algebraic Identities No. of Periods : 18 April 2025	After studying this lesson students will be able to : * differentiate between algebraic expression and polynomials, types of polynomials on the basis of terms and on the basis of their degrees, zeroes and coefficients of polynomials, remainder and factor theorem and at least ten algebraic identities.	a) Practice worksheet  b) Quiz, MCQs	Polynomial Puzzle cards,  Group worksheet	Graph papers	Connected with Algebra in Physics
<b>Topic 3 : COORDINATE GEOMETRY</b> Sub-topic : * Cartesian System No. of Periods : 4 May 2025	After studying this lesson students will be able to understand the cartesian coordinate plane, x-axis, y-axis, horizontal line, vertical line, origin, abscissa, ordinate and different quadrants. Students also know the representation of different points in the cartesian coordinate plane	Plotting Activities  Graph based test	Graphing games  Coordinates bingo	Graph sheets,  Colored pens	Geography  Map reading
<b>Topic 4 : LINEAR EQUATIONS IN TWO VARIABLES</b> Sub-topic : * Linear Equations * Solution of a Linear Equation No. of Periods : 10 May 2025	1. After studying this lesson students will know and understand the concept of linear equation in one variable and linear equation in two variables. 2. students should know the method of finding the points on the number line and able to draw its graph	Application based worksheet  Class test	Real life problem worksheets	NCERT,  Real-world data	Economics  Cost-profit analysis
<b>Topic 5 : INTRODUCTION TO EUCLID'S GEOMETRY</b>	After studying this lesson students are able to understand the term geometry and its origin. Students should know about the	Definition exercises  True/false	History of Geometry  Logical reasoning	Charts  Story boards	History-ancient Greece

* Euclid's Definitions, Axioms and Postulates No. of periods : 5 July 2025	great mathematician Euclid and his contributions in mathematics. Students should also know about the axioms and postulates of Euclid Geometry				
<b>Topic 6 : LINES AND ANGLES</b> Sub-topic : * Basic Terms and Definitions * Intersecting Lines and Non-intersecting Lines * Pairs of Angles * Lines Parallel to the Same Line No. of Periods : 15 July 2025	After studying this lesson students will be able to understand 1. the different types of angles with their diagrams 2. linear pair of angles, supplementary angles, complementary angles, adjacent angles. 3. different types of Lines 4. concept of parallel lines and transversal 5. properties of triangles with Proof	Diagrams  Problem solving worksheet	Angle hunt in classroom	Protractors  Model angles	Art-summery and design
<b>Topic 7 : TRIANGLES</b> Sub-topic : * Congruence of Triangles * Criteria for Congruence of Triangles * Some Properties of a Triangle * Some More Criteria for Congruence of Triangles No. of Periods : 15 August 2025	After studying this lesson students will be able to understand the : 1. different types of triangles 2. different congruence conditions 3. proof of the important Theorems	Diagram based quiz  Proof writing	Paper folding for congruency	Geometry tools  Cut-outs	Architecture Triangle strength
<b>Topic 8 : QUADRILATERALS</b>	After studying this lesson students will be able to	Worksheets	Group activity to identify quadrilaterals	Geometry kits	Art-patterns

Sub-topic : * Properties of a Parallelogram * The Mid-point Theorem No. of Periods : 15 August 2025	understand the 1. different types of quadrilaterals and their properties 2. Relationship between different types of quadrilaterals 3. able to apply different theorems in the problems 4. able to draw different types of quadrilaterals	Diagrams  Application sums  Quiz	Visual cut-and-paste of shapes	Flashcards  Formula charts  Scissors	Design-floor planning
<b>Topic 9 : CIRCLES</b> Sub-topic : * Angle Subtended by a Chord at a Point * Perpendicular from the Centre to a Chord * Equal Chords and their Distances from the Centre * Angle Subtended by an Arc of a Circle * Cyclic Quadrilaterals No. of Periods : 15 October 2025	After studying this lesson students should : 1. able to understand the definition of centre, radius, diameter, chord, sector and segment of a circle. 2. Understand the theorems and their applications in different problems 3. understand the cyclic quadrilateral and their properties and their applications in different problems.	Lab activities  Diagrams	Circle creation with compass	Compass  Thread	Physics Circular motion
<b>Topic 10 : HERON'S FORMULA</b> * Area of Triangle-by Heron's Formula No. of Periods : 10 October 2025	After studying this lesson students will be able to understand different types of triangles 1. method of finding perimeter of different types of triangles 2. method of finding the area of different triangles by using different methods 3. students should know the Heron's formula and its applications in finding the	Word problems  Application worksheet	Real-world triangle measurements	Rulers  calculators	Geography  Land areas

	area of triangle .				
<b>Topic 11 : SURFACE AREAS AND VOLUMES</b> Sub-topic : * Surface Area of a Right Circular Cone * Surface Area of a Sphere * Volume of a Right Circular Cone * Volume of a Sphere No. of Periods : 12 November 2025	After studying this lesson students will be able to understand 1. different types of solid figures, their vertices, edges and faces 2. all the formulas of surface area and volume of solid figures 3. the application of the different formulas in finding the surface area and volume of different solid figures and in the combination of the solid figures.	Problem sets  Model-based assessment	Model making of solids	Nets of solids, clay	Engineering  Packaging
<b>Topic 12 : STATISTICS</b> Sub-topic : Graphical Representation of Data No. of Period : 15 December 2025	After studying this lesson students will be able to understand 1. different type s of Data 2. frequency distribution table 3. different geometrical methods of representing the data Bar graph, Histogram, Frequency polygon	Survey report  Histogram test	Class survey and chart making	Graph papers  Survey sheets	Social science  Population data