

Blooming Dales School, Hisar

Session - 2025-26

Annual Curriculum Pedagogy Assessment Plan

Class - IX

SUBJECT : ENGLISH

MONTHS: APRIL AND MAY

CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Beehive					
Chapter 1 – The Fun They Had	To enable the students: <ul style="list-style-type: none"> · To read, write, speak and understand English correctly. · To enrich vocabulary. · To understand difficult words and phrases. · To be familiarised with the scientific genre of writing. 	To enable the students: <ul style="list-style-type: none"> · To imbibe scientific temperament. · To identify elements of a story (character, theme, setting, conflict and resolution). · To do critical analysis of characters. · To differentiate between a human teacher and a mechanical teacher. 	Debate: Human Teacher Vs Mechanical Teacher	Students will be able to: <ul style="list-style-type: none"> · Read, write, speak and understand English correctly. · Use vocabulary in their daily communication. · Express their ideas correctly and clearly. · Do a critical analysis of the chapter characters. 	Reading Skills - <ul style="list-style-type: none"> · Chapter reading Writing Skill – <ul style="list-style-type: none"> · Imagine yourself as Margie and write a diary entry when you find a real old book. Comprehension Skill – <ul style="list-style-type: none"> · Q&A, character analysis.
Chapter 2 – The Sound of Music	<ul style="list-style-type: none"> · To enrich vocabulary. · To understand difficult words and phrases. · To get inspiration from the real-life experiences of differently-abled people. · To appreciate the rich heritage of Indian music and musical instruments. 	<ul style="list-style-type: none"> · To imbibe values and qualities like hardwork, simplicity, determination, optimism and perseverance. · To inculcate confidence to face adversities. 	Discussion: <ul style="list-style-type: none"> · About people/children who have overcome physical barriers and have success. · Integrating art: make a collage of famous Indian musicians along with their musical instruments. 	<ul style="list-style-type: none"> · Use new words and phrases in their language. · Understand the value of simplicity, optimism and perseverance. 	Reading Skills - <ul style="list-style-type: none"> · Chapter reading Writing Skill – <ul style="list-style-type: none"> · Short biography of Ustad Bismillah Khan. Comprehension Skill – <ul style="list-style-type: none"> · Q&A, character analysis.
Poem 1 – The Road Not Taken	<ul style="list-style-type: none"> · To read the poem with proper stress and intonation. · To enrich vocabulary. · To analyse, interpret and infer ideas from the text. · To enhance their creative and imaginative thinking. 	<ul style="list-style-type: none"> · To analyse the logical reasoning of the situation of making a decision. · To learn the skill to evaluate their progress, by doing revision and reviewing their work. · To comprehend Effective reading and listening skills. 	Group Discussion: <ul style="list-style-type: none"> · Discuss the poem with reference of M.S. Dhoni's 'The Untold Story' in which Dhoni was a TC and then chose the path to follow his passion. 	<ul style="list-style-type: none"> · Understand that the decisions taken by people shape their lives. · Describe the dilemma of the poet and the poetic devices used in the Poem. · Recite poem with correct stress and intonation. 	Reading Skills – <ul style="list-style-type: none"> · Poem recitation Life Skills - <ul style="list-style-type: none"> · Presentation Comprehension Skill – <ul style="list-style-type: none"> · Q&A, summary of the poem.

Poem 2 – Wind	<ul style="list-style-type: none"> · To read the poem with proper stress and intonation. · To enrich vocabulary. · To analyse, interpret and infer ideas from the text. · To enhance their creative and imaginative thinking. 	<ul style="list-style-type: none"> · To Learn to make their mental and logical ability stronger. · To enhance their spirit to appreciate poetry. · To comprehend Effective reading and listening skills. 	Integrating art: Make a picture showing the wind's behaviour with the weaklings.	<ul style="list-style-type: none"> · Grasp the theme of the poem. · Understand and identify various poetic devices (repetition, free verse, metaphor). · To know about the literature of other languages (Tamil). · Recite correctly. · Use new vocabulary in compassing their own poems. 	Reading Skills – <ul style="list-style-type: none"> · Poem recitation Creative Writing– <ul style="list-style-type: none"> · Compose a poem based on natural elements. Comprehension Skill – <ul style="list-style-type: none"> · Q&A, summary of the poem. · Value-Based – what values do you inculcate from the poem “Wind”?
Chapter 3 – The Little Girl	To enable the students: <ul style="list-style-type: none"> · To read, write, speak and understand English correctly. · To enrich vocabulary. · To understand difficult words and phrases. · Understanding child psychology. 	To enable the students: <ul style="list-style-type: none"> · Analyse their relationship with parents. · Identify elements of a story (character, theme, setting, conflict and resolution). · Critical analysis of characters. · Share their personal experience · Learn the usage of simple past tense. 	Debate: Strict Parents Vs Friendly Parents.	Students will be able to: <ul style="list-style-type: none"> · Read, write, speak and understand English correctly. · Use vocabulary in their daily communication. · Express their ideas correctly and clearly. · Do a critical analysis of the chapter characters. 	Reading Skills - <ul style="list-style-type: none"> · Chapter reading Writing Skill – <ul style="list-style-type: none"> · Write a diary entry based on the theme of the story. Comprehension Skill – <ul style="list-style-type: none"> · Q&A, character analysis.
Poem 3 – The Rain on the Roof	<ul style="list-style-type: none"> · Read the poem with proper stress and intonation. · Enrich vocabulary. · Analyse, interpret and infer ideas from the text. · Enhance their creative and imaginative thinking. · Appreciate the bliss of nature in the form of Rain. 	<ul style="list-style-type: none"> · Analyse the logical reasoning of the situation. · Appreciate the beauty of nature. · Learn the qualities of compassion and concern. · Identify the literary devices. · Comprehend Effective reading and listening skills. 	Quiz: To identify Literary Devices.	<ul style="list-style-type: none"> · Grasp the theme of the poem. · Understand and identify various poetic devices (repetition, free verse, metaphor). · Recite correctly. · Use new vocabulary in compassing their own poems. 	Reading Skills – <ul style="list-style-type: none"> · Poem recitation Creative Writing– <ul style="list-style-type: none"> · Compose a poem based on theme of rain. Comprehension Skill – <ul style="list-style-type: none"> · Q&A, summary of the poem. Writing Skills - <ul style="list-style-type: none"> · Write a letter to your parents appreciating them for all the little things they do.
Moments					
Chapter 1- The Lost Child	<ul style="list-style-type: none"> · To enrich vocabulary. · To understand difficult words and phrases. · Learn an idea of effective writing in simple language that conveys deeper meaning. · To be familiarised to the writer Mulk Raj Anand. 	<ul style="list-style-type: none"> · Do critical thinking by analysing the text. · Write open-ended stories. · Critical analysis of the characters of the story. · To write short stories on their own. 	Group discussion: How to ensure not to get lost.	<ul style="list-style-type: none"> · Analyse and interpret the character of the story. · Learn to write in simple language with immense depth. · Learn elements of story (plot, character, problem and resolution). 	Reading Skills – <ul style="list-style-type: none"> · Chapter reading Creative Writing– <ul style="list-style-type: none"> · Give an alternative to the story. Comprehension Skill – <ul style="list-style-type: none"> · Q&A, character analysis.

Chapter 2 – The Adventure of Toto (Reading)	<ul style="list-style-type: none"> · To know about the famous story writer Ruskin Bond. · Enrich Vocabulary. · Learn to write humorous short stories. 	<ul style="list-style-type: none"> · To imbibe values like humility, communal harmony and generosity. · Analyse the character traits of different characters. 	<ul style="list-style-type: none"> · Narrate the story in comic strip style. 	<ul style="list-style-type: none"> · Speak about the famous story writer Ruskin Bond. · Use new words in their practical lives. · Learn to write humorous short stories. 	Reading Skills – <ul style="list-style-type: none"> · Chapter reading
Chapter 3 - Ishwaran the Storyteller	<ul style="list-style-type: none"> · To enrich vocabulary. · To understand difficult words and phrases. · Imagine & write short stories. · Familiarise with Tamil thrillers (suspense writing). 	<ul style="list-style-type: none"> · Do critical thinking by analysing the text. · Critical analysis of the characters of the story. · To write short stories on their own. · Identify the elements of the story. 	Group discussion: Presence of Ghost in the story?	<ul style="list-style-type: none"> · Analyse and interpret the character of the story. · Learn to write in simple language with immense depth. · Learn elements of story (plot, character, problem and resolution). 	Reading Skills – <ul style="list-style-type: none"> · Chapter reading Creative Writing– <ul style="list-style-type: none"> · Give an alternative to the story. Comprehension Skill – <ul style="list-style-type: none"> · Q&A, character analysis.
Writing					
Formal Letter	<ul style="list-style-type: none"> · To learn to write letters in proper format with correct expression of language. 	<ul style="list-style-type: none"> · To express effectively to share complaints. 	<ul style="list-style-type: none"> · Practice exercise of Formal Letters will be provided. 	<ul style="list-style-type: none"> · Express their concerns correctly and effectively. 	<ul style="list-style-type: none"> · Practice questions.
Descriptive Paragraph	<ul style="list-style-type: none"> · To learn to write paragraphs in proper structure with correct expression of language. · To express their feeling and thoughts correctly. 	<ul style="list-style-type: none"> · To express effectively to share their ideas. · To retain information and describe the same. 	<ul style="list-style-type: none"> · Practice exercise for Descriptive paragraphs will be provided. 	<ul style="list-style-type: none"> · Express their thoughts correctly and effectively. · Enrich their writing expressions. · Differentiate the style of expressing different writing skills 	<ul style="list-style-type: none"> · Practice questions.
Grammar					
<ul style="list-style-type: none"> · Verbs Forms (Tenses) · Determiners 	<ul style="list-style-type: none"> · To understand and frame correct sentences. · To use different forms of tenses accurately and appropriately. 	<ul style="list-style-type: none"> · To get knowledge of correct expression through rules of grammar. 	<ul style="list-style-type: none"> · Practice exercises will be provided. 	<ul style="list-style-type: none"> · Write the correct expression by getting thorough knowledge of grammar rules. 	Analytical Thinking Skill – <ul style="list-style-type: none"> · Practice exercises.
<ul style="list-style-type: none"> · Future Tense · Modals 	<ul style="list-style-type: none"> · To understand and frame correct sentences. · To use different forms of tenses accurately and appropriately. 	<ul style="list-style-type: none"> · To get knowledge of correct expression through rules of grammar. 	<ul style="list-style-type: none"> · Practice exercises will be provided. 	<ul style="list-style-type: none"> · Write the correct expression by getting thorough knowledge of grammar rules. 	Analytical Thinking Skill – <ul style="list-style-type: none"> · Practice excersises.
			Resources: <ul style="list-style-type: none"> · Extra Marks Module' · Book, Green Board, · Mind Map (Characters), Notes. 		

MONTHS: JULY & AUGUST					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Beehive					
Chapter 4 - A Truly Beautiful Mind	· To introduce the students to the life and work of Albert Einstein.	· To analyse the relationship between characters and events in the story.	Integrating Art · With the help of diagram explain 'Einstein's theory of relativity'.	· Vocabulary enhancement. · Scientific temperament. · Speak about Albert Einstein.	Reading Skills - · Chapter reading Comprehension Skill · Character Analysis and Q&A.
Chapter 5 - The Snake and The Mirror	· To acquaint the students with the use of humour and sarcasm.	· To understand the characters of the story. · To face the adversity of the practical life.	Group discussion · "snake- A beautiful creation of god, an object of our love not hatred."	· Understand and analyse the characters of the story. · Speak about the adversity of practical life.	Reading Skills - · Chapter reading Comprehension Skill · Character Analysis and Q&A.
Chapter 6 - The Childhood	· To introduce the students to the life and work of former President APJ Abdul Kalam.	· To inculcate qualities and values like communal harmony, determination and perseverance.	Group discussion · APJ Abdul Kalam as a great scientist.	· Inculcate qualities and values like communal harmony, determination and perseverance. · Vocabulary enrichment. · Interpret the characters and events of the story.	Reading Skills - · Chapter reading Writing Skill · Descriptive paragraph on APJ Abdul Kalam. Comprehension Skill · Q&A
Poem 4 - The Lake Isle of Innisfree	· To appreciate the beauty of nature.	· To observe and adopt peace & tranquillity of nature in their lives.	Group discussion · Why does the poet want to go to Innisfree?	· Recite the poem with correct intonation and stress. · Identify figures of speech. · Enjoy the freerverse writing form of the poem.	Reading Skills – · Poem recitation Comprehension Skill · Summary, Q&A
Poem 5 - A Legend of the Northland	· To acquaint the students with the mythological stories and ballad form of the poetry.	· To understand the culture, lifestyle and beliefs of the people living in the region.	Group discussion · Talk to old people in the locality and find legends in their own language.	· Recite the poem with correct intonation and stress. · Identify figures of speech. · Enjoy the ballad writing form of the poem.	Reading Skills – · Poem recitation Comprehension Skill · Summary, Q&A
Poem 6 - No Men are Foreign	· To accept diversity with open-mindedness.	· To inculcate the values of care and concern for others. · War is the wastage of resources.	Group discussion · How are we all same?	· Recite the poem with correct intonation and stress. · Identify figures of speech. · War is the wastage of resources.	Reading Skills – · Poem recitation Comprehension Skill · Summary, Q&A

Moments					
Chapter 4 - In the Kingdom of Fools (Reading)	<ul style="list-style-type: none"> To acquaint the students with the use of humour and sarcasm. 	<ul style="list-style-type: none"> To realise the result of greed. To critically analyse the consequences which the king had to face. To find their own weaknesses. 	Integrating Art <ul style="list-style-type: none"> Narrate the story in comic strip style. 	<ul style="list-style-type: none"> Analyse and interpret the character of the story. Learn to write in simple language with immense depth. Learn elements of story (plot, character, problem and resolution). Realise the result of greed. 	Reading Skills – <ul style="list-style-type: none"> Chapter reading Creative Writing– <ul style="list-style-type: none"> Give an alternative to the story. Comprehension Skill – <ul style="list-style-type: none"> Q&A, character analysis.
Chapter 5 - The Happy Prince	<ul style="list-style-type: none"> To acquaint the students with the life and work of Oscar Wilde. 	<ul style="list-style-type: none"> To make students infer that good deeds are rewarded. 	Group discussion <ul style="list-style-type: none"> 'Great achievement is usually born of great sacrifices' 	<ul style="list-style-type: none"> Know about the works of Oscar Wilde. Inculcate the values like generosity, kindness and sacrifice. Learn about true friendship. 	Reading Skills – <ul style="list-style-type: none"> Chapter reading Creative Writing– <ul style="list-style-type: none"> Give an alternative to the story. Comprehension Skill – <ul style="list-style-type: none"> Q&A, character analysis.
Grammar					
<ul style="list-style-type: none"> Subject-verb-agreement Gap filling Passive voice Reported speech 	<ul style="list-style-type: none"> To identify the grammar concepts in chapter content. 	<ul style="list-style-type: none"> To use reported speech and passive voice in their daily conversation. To enhance their creative skills. 	<ul style="list-style-type: none"> Students Involvement in explanation of the certain concepts by asking them to frame questions and give answers. Practice exercises for each topic will be given Quiz will be conducted 	<ul style="list-style-type: none"> Write effectively with appropriate expressions, vocabulary and content. Apply the rules of grammar. 	<ul style="list-style-type: none"> Practice exercises will be given in the form of Quiz, games
Writing					
<ul style="list-style-type: none"> Story writing Format letter 	<ul style="list-style-type: none"> To use full stops and capital letters correctly. To use verbs correctly (Past tense) 	<ul style="list-style-type: none"> To express and develop the given hints creatively. 	<ul style="list-style-type: none"> Practice exercises of each writing skill will be given. 	<ul style="list-style-type: none"> Write within a given word limit such as 120-150 words. Express and develop the given hints creatively. 	<ul style="list-style-type: none"> Practice exercises will be given.
			Resources: <ul style="list-style-type: none"> Extra Marks Module, Book, Green Board, Mind Map (Character), Notes. 		

MONTHS: SEPTEMBER & OCTOBER					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Beehive					
Chapter 7 - Reach for the Top	<ul style="list-style-type: none"> To familiarise the students with the achievements and struggles faced by Santosh Yadav and Maria Sharapova. To enrich vocabulary. 	<ul style="list-style-type: none"> To be determined. To sensitize them towards the environment. To understand the complexities of life which can be conquered with great patience, courage and hardwork. 	Descriptive Paragraph <ul style="list-style-type: none"> Santosh Yadav. 	<ul style="list-style-type: none"> Learn the usage of new words, idioms and phrases. Write and speak about Santosh Yadav and her achievements. Inculcate the values like determination and hardwork. 	Reading Skills - <ul style="list-style-type: none"> Chapter reading Comprehension Skill <ul style="list-style-type: none"> Character analysis, Q&A
Chapter 8 - Kathmandu	<ul style="list-style-type: none"> To acquaint students with another writing style known as Travelogue. To learn the use of simple present tense. To know that diary entries can form the basis of a Travelogue. 	<ul style="list-style-type: none"> To respect the culture of other countries by widening their vision. To observe and share their experience. 	PPT Presentation <ul style="list-style-type: none"> Show the local culture of Kathmandu covering religious places, marketplaces, streets etc. 	<ul style="list-style-type: none"> Learn and write about the culture of Hinduism and Buddhism. Write a diary entry as a Travelogue. Comprehend the context. 	Reading Skills - <ul style="list-style-type: none"> Chapter reading Writing Skill <ul style="list-style-type: none"> Imagine yourself as the author and make a diary entry of your travelling experience to Kathmandu in 120-150 words. Comprehension Skill <ul style="list-style-type: none"> Q&A
Poem 7 - On Killing Tree	<ul style="list-style-type: none"> To comprehend the meaning of the poem. To understand the tree's point of view. Revise poetic devices. 	<ul style="list-style-type: none"> To understand the symbol 'Tree' used for mankind. Life is not easy to end. To sensitize towards mother earth. 	Group discussion <ul style="list-style-type: none"> How can humans save nature? What efforts can be made on the small level? 	<ul style="list-style-type: none"> Comprehend the meaning of the poem. Recite the poem with correct intonation and stress. Recognise various poetic devices like imagery, personification, and free verse. 	Reading Skill <ul style="list-style-type: none"> Poem recitation. Comprehension Skill <ul style="list-style-type: none"> Summary and Q&A
Poem 8 - A Slumber did my Spirit Seal	<ul style="list-style-type: none"> To comprehend the meaning of the poem. To revise poetic devices. 	<ul style="list-style-type: none"> To appreciate philosophical poems. To understand the complexities of the practical daily life. 	Group discussion <ul style="list-style-type: none"> Discuss with your parents and grandparents how they overcome the loss of their dear ones. 	<ul style="list-style-type: none"> Comprehend the meaning of the poem. Connect the poem with real life. Encouraged to compose philosophical sort of poems. Speak about the harsh realities of life. 	Reading Skill <ul style="list-style-type: none"> Poem recitation. Comprehension Skill <ul style="list-style-type: none"> Summary and Q&A

Moments					
Chapter 6 - The last Leaf	<ul style="list-style-type: none"> To understand the complexities of life and its connection with nature. To aware the students about depression and ways to overcome it. 	<ul style="list-style-type: none"> To understand that 'A Friend in Need is Friend in Deed'. To learn the importance of self-confidence and optimism. 	Group discussion <ul style="list-style-type: none"> Have there been times when you felt depressed and hopeless? If yes, write how and who helped you to combat that depressing moment? 	<ul style="list-style-type: none"> Comprehend the meaning of the text. Apply optimism in their life. Understand deep exploration of friendship and commitment. Learn that self-sacrifice is significant to some relationships. 	Reading Skills - <ul style="list-style-type: none"> Chapter reading Comprehension Skill Character analysis, Q&A
Chapter 7 - A House is not a Home	<ul style="list-style-type: none"> To read the chapter with the correct pronunciation. To aware students about disaster and human psychology to face disaster. 	<ul style="list-style-type: none"> To analyse the way the characters of the chapter deal with the disaster. To learn to be optimistic to overcome the loss. 	Make a project <ul style="list-style-type: none"> Disaster Management Write about the after-effects of manmade disasters like fire and what precautions can prevent them. 	<ul style="list-style-type: none"> Understand the term disaster. Distinguish between natural and manmade disasters. Share their personal experience about their loss if any in grammatically correct language. 	Reading Skills - <ul style="list-style-type: none"> Chapter reading Comprehension Skill Character analysis, Q&A
Grammar					
Editing, Preposition and Modals	<ul style="list-style-type: none"> To identify the grammar concepts in chapter content. 	<ul style="list-style-type: none"> To use reported speech and passive voice in their daily conversation. To enhance their creative skills. 	<ul style="list-style-type: none"> Students Involvement in explanation of the certain concepts by asking them to frame questions and give answers. Practice exercises for each topic will be given Quiz will be conducted 	<ul style="list-style-type: none"> Write effectively with appropriate expressions, vocabulary and content. Will be able to apply the rules of grammar. 	<ul style="list-style-type: none"> Practice exercises will be given in the form of Quiz, games
Writing					
<ul style="list-style-type: none"> Descriptive paragraph (Person) Diary entry 	<ul style="list-style-type: none"> To describe a person in simple language. To use full stops and capital letters correctly. To use verbs correctly (Past tense) 	<ul style="list-style-type: none"> To use correct adjectives and correct vocabulary. To express their thoughts clearly and freely. 	<ul style="list-style-type: none"> Practice exercises for each writing skill will be given. Resources: Extra Marks Module, BOOK, Green Bord, Mind Map (Characters) Notes. 	<ul style="list-style-type: none"> Write within a given word limit such as 120-150 words. Express and develop the given hints creatively. 	<ul style="list-style-type: none"> Practice exercises will be given.

MONTHS: NOVEMBER & DECEMBER					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Beehive					
Chapter 9 - If I Were You	<ul style="list-style-type: none"> To do a critical analysis of the character of the play. To enrich vocabulary. To acquaint students with stage setting, stage directions, description of the characters, their movements, gestures and tonal variations. 	<ul style="list-style-type: none"> To learn the skill of decision-making. To analyse the different situations. To learn how to handle difficult situations with patience and presence of mind. 	<ul style="list-style-type: none"> Roleplay 	<ul style="list-style-type: none"> Comprehend the text. Critical analysis of the characters. Understand some examples of wit and irony. 	Reading Skills - <ul style="list-style-type: none"> Chapter reading Comprehension Skill <ul style="list-style-type: none"> Character analysis, Q&A
Moments					
Chapter 8 - The Beggar	<ul style="list-style-type: none"> To comprehend the text. To develop the style of writing. To verbally communicate. To enhance their writing skills. 	<ul style="list-style-type: none"> To Inculcate Empathy, Character building - To analyze the different situations <ul style="list-style-type: none"> Sensible behaviour Care Developing confidence Sense of concern To identify the socioeconomic problems of beggars. To assess the government's services received by the beggars. To give remedial measures for improving their social status. 	Debate <ul style="list-style-type: none"> People who rise and help these people are no longer interested in helping them, because they know it's in vain. So, poor people can't be helped in INDIA because many of them like living that way. 	<ul style="list-style-type: none"> Comprehend the text. Be truthful irrespective of the situation. Understand the relationship between self-awareness, violation of personal space and helping behaviour. Identify the beggars and impress upon them the significance of dignified living. Persuade them to take up an alternative livelihood and to take such measures to equip them to attain such means of living. 	Reading Skills - <ul style="list-style-type: none"> Chapter reading Comprehension Skill <ul style="list-style-type: none"> Character analysis, Q&A
Grammar					
Dialogue Writing	<ul style="list-style-type: none"> To converse in fluent and correct English language. 	<ul style="list-style-type: none"> To Exchange their views with correct dialogue form. 	<ul style="list-style-type: none"> Students Involvement in explanation of the certain concepts by asking them to frame questions and give answers. Practice exercises for each topic will be given Quiz will be conducted Resources: <ul style="list-style-type: none"> Extra Marks Module, Book, Green Board, Mind Map (Characters), Notes. 	<ul style="list-style-type: none"> Write effectively with appropriate expressions, vocabulary and content. Apply the rules of grammar. 	<ul style="list-style-type: none"> Practice exercises will be given in the form of Quiz, games

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	KNOWLEDGE BASED	APPLICATION BASED			
साहित्य स्पर्श :					
साहित्य स्पर्श गद्य खंड – पाठ १ – दुख का अधिकार	<ul style="list-style-type: none"> छात्रों को कहानी के बारे में जानकारी देना कहानी का भावपूर्ण ढंग से पठन करना 	<ul style="list-style-type: none"> शब्दों का शुद्ध उच्चारण तथा प्रश्नों के सटीक उत्तर देने की योग्यता और कौशल का विकास करना छात्रों के शब्द भंडार में वृद्धि करना 	<p>गतिविधि –</p> <ul style="list-style-type: none"> पाठ से संबंधित किसी घटना को कहानी के रूप में लिखना सांप अनेक प्रजाति के होते हैं सभी छात्र एक पत्रिका बनाएंगे जिसमें सांपों की सभी प्रजाति का वर्णन चित्र सहित हो <p>संसाधन –</p> <ul style="list-style-type: none"> * पाठाधारित प्रश्नोत्तर 	<ul style="list-style-type: none"> यशपाल की कहानी द्वारा बच्चों के मन में दुखियों और निर्धनों के लिए प्यार और करुणा का भाव आना भावनाओं की समझ विचार प्रकट करने की क्षमता का विकास चरित्र-चित्रण 	<p>पठन कौशल</p> <ul style="list-style-type: none"> भाषा के विविध प्रकारों की पहचान कर, पढ़ते समय उपसर्गों और प्रत्ययों के अर्थ को समझना श्रवण कौशल ५ से ८ मिनट तक बोले गए शैक्षणिक पाठ को सुनकर नोटस बनाना * वाचन कौशल क्या मानवीय भावों की अभिव्यक्ति भी किसी विशेष वर्ग के लिए ही है ? – इस प्रश्न को लेखक ने पाठ में किस तरह रखा है, इस विषय पर छात्रों द्वारा विचार प्रस्तुत करना

<p>पाठ – रहीम (दोहे)</p>	<ul style="list-style-type: none"> • कविता का मूलभाव समझाना • रहीम के बारे में जानकारी देना • कविता का लयबद्ध ज्ञान, सही उच्चारण 	<ul style="list-style-type: none"> • नैतिक मूल्यों का विकास • रहीम के दोहों की विशेषताओं का ज्ञान • प्रस्तुतीकरण की क्षमता का विकास 	<p>गतिविधि –</p> <ul style="list-style-type: none"> • अभ्यास पत्र • वाक्य प्रयोग • भावार्थ लिखवाना • दोहों को याद करके कक्षा में सुनाना <p>संसाधन –</p> <ul style="list-style-type: none"> * पाठाधारित प्रश्नोत्तर 	<ul style="list-style-type: none"> • भावात्मक अभिरुचि का विकास • जीवन से संबंधित नैतिक मूल्यों को दोहे के माध्यम से जानकर अपने जीवन में उनके महत्व को छात्रों ने समझा 	<ul style="list-style-type: none"> * पठन कौशल • संदर्भ से शब्दावली अर्थ का अनुमान लगाने के लिए रणनीतियों के संयोजन का उपयोग करना * श्रवण कौशल • सुनते समय ५ से ८ मिनट तक बोले गए वक्तव्य के पैटर्न की पहचान कर उसका निष्कर्ष निकालना * वाचन कौशल • सस्वर दोहों का गायन * लेखन कौशल
<p>पाठ – एवरेस्ट मेरी शिखर यात्रा</p>	<ul style="list-style-type: none"> • दिए गए विषय पर विचार करना, धाराप्रवाह बोलना, कल्पनाशीलता, पूर्व ज्ञान का प्रयोग करना • विषयगत स्थितियों को ध्यान में रखकर रोचक अंदाज में, आरोह-अवरोह के साथ चित्रात्मक शैली में वर्णन करना 	<ul style="list-style-type: none"> • अपने लक्ष्य को पूर्णतः हासिल करने की जिद ठानना, साहस एवं हिम्मत से काम लेना • अपने सहयोगियों के प्रति सहृदयता, संवेदनशीलता के भाव जागृत करना बड़ों के प्रति सम्मान, ईश्वर के प्रति विश्वास 	<p>गतिविधि –</p> <ul style="list-style-type: none"> • मन के हारे हार है मन के जीते जीत – अनुच्छेद लेखन • प्रसिद्ध व्यक्तियों के संघर्ष को लिखना, प्रस्तुत करना • यात्रा वर्णन <p>संसाधन –</p> <ul style="list-style-type: none"> * पाठाधारित प्रश्नोत्तर 	<ul style="list-style-type: none"> • देखी सुनी पढ़ी और लिखी घटनाओं/रचनाओं पर स्पष्ट राय व्यक्त करना • अपने अनुभवों एवं कल्पनाओं को सृजनात्मक ढंग से लिखना • विद्यार्थियों को कुछ मशहूर पर्वतारोहियों के जीवन के बारे में बताते हुए उन्हें भी साहसिक कार्यों की ओर प्रेरित करना 	<ul style="list-style-type: none"> पठन कौशल • भाषा के विविध प्रकारों की पहचान कर, पढ़ते समय अनुस्वार, अनुनासिक, उपसर्गों और प्रत्ययों के अर्थ को समझकर अन्तर स्पष्ट करना * श्रवण कौशल • कैलाश मानसरोवर तथा केदारनाथ की यात्रा के आधारिक विडियो को विद्यार्थियों के समक्ष प्रस्तुत करना * वाचन कौशल • शारीरिक अक्षमताओं के बावजूद चुनौती झेलने की क्षमता और

<p>पाठ – तुम कब जाओगे अतिथि</p>	<ul style="list-style-type: none"> • बच्चों को व्यंग्य विधा से परिचित कराना, मौखिक एवं लिखित अभिव्यक्ति विकसित करना। • हाव-भाव के साथ बोलना, उचित विराम का प्रयोग। 	<ul style="list-style-type: none"> • मात्रा, विरामचिह्न शब्द चयन, उचित वाक्यों का प्रयोग कर लिखित अभिव्यक्ति को सशक्त बनाना। 	<p>गतिविधि –</p> <ul style="list-style-type: none"> • कहानी का नाटक रूपांतरण। • खेल एवं राजनैतिक लोगों पर किए गए व्यंग्य का लेखन। • संवाद – घर में आने वाले मेहमान से होने वाली परेशानी को बताते हुए। 	<ul style="list-style-type: none"> • निर्णय लेने की क्षमता का विकास करना। • समस्या-समाधान, विश्लेषण करना, प्रभावी सम्प्रेषण। 	<p>पठन कौशल</p> <ul style="list-style-type: none"> • पाठ में साहित्यिक उपकरणों की पहचान करना। * श्रवण कौशल • लेखक के विचारों की पहचान कर पाठ का औपचारिक सारांश बता सकेंगे। * वाचन कौशल • कक्षा में सुव्यवस्थित और सुविचारित ढंग से ५ से ६ मिनट तक पाठ के विषय में बोल सकेंगे। * लेखन कौशल • उपयुक्त विराम चिह्न और वर्तनी के साथ विभिन्न प्रकार के सरल, मिश्रित और जटिल वाक्यों का उपयोग करना।
<p>पाठ – रैदास</p>	<ul style="list-style-type: none"> • हाव-भाव के साथ उतार-चढ़ाव, उचित विराम का प्रयोग, गति और यति के साथ शुद्ध उच्चारण करते हुए दोहों एवं रैदास के पदों का सस्वर गायन। • भगवान एवं भक्त के अभिन्न सम्बंध को व्यक्त करना। 	<ul style="list-style-type: none"> • रैदास के पदों में दी गई शिक्षा की वर्तमान परिवेश में उपयोगिता 	<p>गतिविधि –</p> <ul style="list-style-type: none"> • सामाजिक विषमता – परिचर्चा • लघु प्रश्न निर्माण • प्रश्नोत्तरी <p>संसाधन –</p> <ul style="list-style-type: none"> * पाठाधारित प्रश्नोत्तर। 	<ul style="list-style-type: none"> • निर्णय लेना, आलोचनात्मक चिन्तन, तार्किकता, संवेदनशील बनाना। • विद्यार्थी रैदास के पदों में निहित ईश्वर के प्रति समर्पण की भावना में सक्षम होंगे। 	<p>* पठन कौशल</p> <ul style="list-style-type: none"> • भाषा के विविध प्रकारों की पहचान कर सकेंगे और पढ़ते समय उपसर्गों और प्रत्ययों के अर्थ को समझकर अंतर स्पष्ट कर सकेंगे। * श्रवण कौशल • दृश्य-श्रव्य सामग्री के माध्यम से रोचकता बनाए रखना। * वाचन कौशल • विभिन्न विषयों पर अपना मत प्रकट कर सकेंगे और उदाहरण और तथ्यों के साथ उसका समर्थन कर सकेंगे। * लेखन कौशल • कक्षा में सुव्यवस्थित और सुविचारित ढंग से ५ से ६ मिनट तक पाठ के विषय में लिख सकेंगे।

<p>पाठ – गिल्लू</p>	<ul style="list-style-type: none"> •संस्मरण नामक गद्य विधा को समझाना, जीव-जंतुओं के प्रति लगाव एवं उनकी सूक्ष्म भावनाओं एवं क्रिया-कलापों का निरीक्षण 	<ul style="list-style-type: none"> •जीव-जंतुओं के प्रति संवेदनशीलता, दया, प्रेम 	<p>गतिविधि –</p> <ul style="list-style-type: none"> •परिचर्चा – पालतू जीव-जंतुओं की देखभाल •पशु-पक्षियों से संबंधित घटनाओं का वर्णन •पाठ को संवादात्मक रूप में प्रस्तुत करना <p>संसाधन –</p> <ul style="list-style-type: none"> * पाठाधारित प्रश्नोत्तर 	<ul style="list-style-type: none"> • स्वजागरुकता, संवेदनशील बनाना, निर्णय लेना 	<p>पठन कौशल</p> <ul style="list-style-type: none"> • इस पाठ में भाषा के विविध प्रकारों की पहचान करना * श्रवण कौशल • सुनते समय ५ से ८ मिनट तक बोले गए वक्तव्य के पैटर्न की पहचान कर पाने तथा उसका निष्कर्ष निकालना * वाचन कौशल • जीव-जन्तुओं के प्रति अपने विचार प्रस्तुत करना * लेखन कौशल
<p>पाठ – गीत-अगीत</p>	<ul style="list-style-type: none"> • कविता लेखन एवं पठन लिखित अभिव्यक्ति का विकास • चिन्तन, मंथन, समस्या समाधान, निर्णय लेना, काल्पनिकता 	<ul style="list-style-type: none"> •भाव अभिव्यक्ति का महत्व, सौन्दर्य बोध का चिन्तन, प्रकृति के प्रति संवेदनशील बनाना 	<p>गतिविधि –</p> <ul style="list-style-type: none"> •कविता – स्वरचित कविता ' प्रकृति बचाओ •समूह चर्चा – विकास के नाम पर वृक्षों की कहां तक उचित है ? •आत्मकथा या अनुच्छेद लेखन- पशु, पक्षी, नदियों, पहाड एवं वृक्षों की भावनाएं 	<ul style="list-style-type: none"> •सृजनात्मकता, सौंदर्य बोध, काल्पनिकता का विकास 	<p>* पठन कौशल</p> <ul style="list-style-type: none"> •काव्यात्मक अंगों से परिचित कराना * श्रवण कौशल •सुनकर आलंकारिक भाषा को पहचानना * वाचन कौशल •जीव-जन्तुओं के प्रति अपने विचार प्रस्तुत करना * लेखन कौशल • आठ –दस नवीन तथा कठिन शब्दों को रेखांकित कर उनके अर्थ लिखना
<p>व्याकरण (शब्द-पद, अनुस्वार-अनुनासिक, विराम चिह्न, उपसर्ग-प्रत्यय, संधि)</p>	<ul style="list-style-type: none"> • शुद्ध लिखना, बोलना, पढ़ना, सिखाना, उच्चारण एवं तर्क वर्तनी शुद्ध करना 	<ul style="list-style-type: none"> •सृजन करना. क्रियात्मकता 	<p>गतिविधि –</p> <ul style="list-style-type: none"> •फ्लैश कार्ड बनाकर बिंदु तथा बिना बिंदु वाले शब्दों के अर्थ का भेद बताइए (वंश-वश, कंस- कस) एवं अन्य कई अनुनासिक के नियम बताते हुए नए शब्द बनाइए 	<ul style="list-style-type: none"> •भाषा की शुद्धता का विकास •शब्द और पद के माध्यम से भाषा के स्वतंत्र और सार्थक रूप को जानना •नवीन शब्दों के निर्माण की प्रक्रिया को समझा 	<p>पठन कौशल</p> <ul style="list-style-type: none"> •व्याकरण के नियमों से अवगत होना * श्रवण कौशल •उच्चारण एवं शुद्ध वर्तनी पर ध्यान केंद्रित करना * वाचन कौशल •शुद्ध उच्चारण करना

<p>लेखन (अपठित गद्यांश, अनौपचारिक पत्र, चित्र वर्णन)</p>	<ul style="list-style-type: none"> • संकेत बिंदुओं का स्पष्टीकरण 	<ul style="list-style-type: none"> • तर्क सहित सोचने व लिखने की शक्ति का विकास • क्रमबद्ध तरीके से तथ्यों को प्रस्तुत करना सिखाना 	<p>गतिविधि –</p> <ul style="list-style-type: none"> • दिये गए संकेत बिंदुओं के आधार पर विषय को प्रस्तुत करें • चित्र में दिखाई दे रहे तथ्यों व दृश्यों को कल्पना शक्ति के आधार पर अपने शब्दों में लिखें 	<ul style="list-style-type: none"> • कल्पना शक्ति का विकास • लेखन कौशल का विकास • अर्थग्रहण की क्षमता में वृद्धि • भाषाज्ञान का विकास • आत्मविश्वास, समस्या-समाधान, समीक्षात्मक चिन्तन, प्रभावी सम्प्रेषण सामंजस्य स्थापित करना 	<p>पठन कौशल</p> <ul style="list-style-type: none"> • पत्र लेखन के नियमों से अवगत होना * श्रवण कौशल • उच्चारण एवं शुद्ध वर्तनी पर ध्यान केंद्रित करना * वाचन कौशल • चित्र वर्णन करना * लेखन कौशल • अपठित गद्यांश व चित्र वर्णन का सतत अभ्यास
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MONTHS: JULY & AUGUST					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
पाठ – वैज्ञानिक चेतना के वाहक – चंद्रशेखर वेंकट रामन	<ul style="list-style-type: none"> उचित आरोह – अवरोह के साथ आदर्श पाठ वाचन तथा स्पष्टीकरण 	<ul style="list-style-type: none"> वैज्ञानिक दृष्टिकोण का विकास करना, साधनहीनता होने पर भी लक्ष्यपूर्ति का प्रयास करना, अपनी संस्कृति पर गर्व करना, देशप्रेम की भावना 	<p>गतिविधि –</p> <ul style="list-style-type: none"> अनुच्छेद लेखन- विषय-विज्ञान वरदान या अभिशाप परिचर्चा – विज्ञान सृजन या विनाश पत्र- बाधाएं सफलता का मार्ग बताती हैं, ऐसे भावों पर आधारित छोटे भाई को पत्रलेखन या चंद्रशेखर वेंकटरामन के जीवन से प्रेरणा लेने की सीख देते हुए भाई को पत्र 	<ul style="list-style-type: none"> चिन्तन, मन्थन, तर्क देकर अपनी बात कहना, कल्पनाशीलता संश्लेषण, विश्लेषण, बोलने की कला, समूह में अपने विचारों को प्रस्तुत करना सिखाना, धैर्यपूर्वक दूसरा की बातों को सुनना प्रभावी मौखिक अभिव्यक्ति हाव-भाव के साथ बोलना, आवाज का उतार-चढ़ाव उचित विराम चिह्नों का प्रयोग करना 	<p>पठन कौशल</p> <ul style="list-style-type: none"> पाठ पढ़ते समय भषायिक व्याकरण पर ध्यान देना * श्रवण कौशल * ५ से ८ मिनट तक बोले गए शैक्षणिक पाठ को सुनकर नोटस बनाना * वाचन कौशल * विद्यार्थी द्वारा अपने अनुभव अथवा जानकारी के आधार पर ई.स. रो. के बारे में बताना * लेखन कौशल * अन्य वैज्ञानिक या शोधकर्ता के
पाठ – अग्निपथ	<ul style="list-style-type: none"> कविता का स्पष्टीकरण मात्रा, विरामचिह्न शब्द चयन उचित वाक्यों का प्रयोग कर लिखित अभिव्यक्ति को सशक्त बनाना 	<ul style="list-style-type: none"> अपने विचारों को सटीक एवं तर्कपूर्ण भाषा में प्रस्तुत करना 	<p>गतिविधि</p> <ul style="list-style-type: none"> संघर्ष के भावों पर स्वरचित कविता लेखन कहानी लेखन – संघर्ष ही सफलता का आधार है अनुच्छेद लेखन या पत्र – जीवन केवल सुखों की राह नहीं 	<ul style="list-style-type: none"> दृढ़ इच्छाशक्ति, संघर्ष, त्याग से आगे बढ़ना, सुख सुविधाओं का त्याग करना परिश्रम का महत्व जानना 	<p>पठन कौशल</p> <ul style="list-style-type: none"> समभाव वाली कविता पढ़ना * श्रवण कौशल उच्चारण एवं शुद्ध वर्तनी पर ध्यान केंद्रित करना * वाचन कौशल * कक्षा में स्वरचित कविता वाचन * लेखन कौशल विषयगत स्थितियों को एकत्र कर उनका प्रयोग करना, व्यवस्थित रूप में विचारों को लिपिबद्ध करना

व्याकरण (अर्थ के आधार पर वाक्य भेद)	<ul style="list-style-type: none"> •अर्थ के आधार पर वाक्य के भेदों की जानकारी देना 	<ul style="list-style-type: none"> •स्वजागरुकता, समीक्षात्मक चिंतन, प्रभावी सम्प्रेषण योग्य बनाना 	गतिविधि – <ul style="list-style-type: none"> •संवाद लेखन – श्याम और सब्जीवाले के मध्य संवाद विभिन्न वाक्यों भेदों का उपयोग करते हुए 	<ul style="list-style-type: none"> •भाषा की औपचारिक तथा अनौपचारिक शैलियों का ज्ञान होना •हिंदी के किसी भी वाक्य को अनुतान परिवर्तन से 'कथनात्मक', 'प्रश्नात्मक', एवं विस्मयादिबोधक अर्थों में बोलना 	<ul style="list-style-type: none"> पठन कौशल •वाक्य भेदों में सूक्ष्म अंतर देखना * श्रवण कौशल •सुनकर वाक्य भेद पहचानना * वाचन कौशल •वाक्यों में अंतर बताना * लेखन कौशल
लेखन (संवाद लेखन)	<ul style="list-style-type: none"> •औपचारिक अथवा अनौपचारिक संवाद शैली से परिचित होना 	<ul style="list-style-type: none"> •वार्तालाप में शिष्ट भाषा प्रयोग सिखाना 	गतिविधि – <ul style="list-style-type: none"> •संवाद लेखन – डाक्टर मरीज के मध्य, छात्र अध्यापक के मध्य 	<ul style="list-style-type: none"> •शब्द ज्ञान में वृद्धि होना 	<ul style="list-style-type: none"> पठन कौशल •उदाहरण रूप संवाद को ध्यान से पढ़ना * श्रवण कौशल •छात्र-अध्यापक मध्य संवाद सुनना * वाचन कौशल •दो विद्यार्थियों के मध्य संवाद करना * लेखन कौशल •पिता-पुत्र मध्य परीक्षा की तैयारी को लेकर संवाद
पाठ – स्मृति	<ul style="list-style-type: none"> • संस्मरण नामक गद्य विधा को समझाना • कहानी के प्रति रुचि उत्पन्न करना 	<ul style="list-style-type: none"> •अन्य क्षेत्रों में उपलब्धि प्राप्त करने वाले साहसी लोगों का वर्णन 	<ul style="list-style-type: none"> •डायरी का एक पन्ना लिखें जिसमें बचपन में घटित कोई रोचक घटना का वर्णन हो 	<ul style="list-style-type: none"> •आत्मिक दृढता की प्रेरणा देना •भावात्मक अभिरुचि का विकास •साहस खतरों से न डरना •बड़ों का आदर करना, झूठ न बोलना 	<ul style="list-style-type: none"> पठन कौशल •पाठ का पठन करना * श्रवण कौशल •पाठ सुनकर अपने शब्दों में सार लिखना * वाचन कौशल •कठिन शब्दों के अर्थ जानकर वाक्यों में प्रयोग करना * लेखन कौशल •रचनात्मक लेखन कार्य करना
व्याकरण (अनुच्छेद लेखन)	<ul style="list-style-type: none"> • संकेत बिंदुओं का स्पष्टीकरण • प्रारूप पर चर्चा 	<ul style="list-style-type: none"> •तर्क सहित सोचने व लिखने की कला का विकास करना 	<ul style="list-style-type: none"> •अनुच्छेद लेखन – इंटरनेट की दुनिया 	<ul style="list-style-type: none"> •कल्पनाशक्ति का विकास •रचनात्मकता का विकास 	<ul style="list-style-type: none"> पठन कौशल •व्याकरण पुस्तक से अनुच्छेद पढ़ना * श्रवण कौशल •संकेत बिंदुओं को ध्यान से सुनना * वाचन कौशल •समूह चर्चा : प्रकृति और हम

MONTHS: SEPTEMBER & OCTOBER					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
पाठ- शुक्रतारे के समान	<ul style="list-style-type: none"> मौखिक अभिव्यक्ति का विकास हाव-भाव के साथ बोलना, वाक्यों का उतार-चढ़ाव, उचित विराम चिह्नों का प्रयोग 	<ul style="list-style-type: none"> महादेव भाई का प्रभावी व्यक्तित्व, कर्तव्य निष्ठा, समर्पण का भाव 	<ul style="list-style-type: none"> गतिविधि साक्षात्कार प्रश्नोत्तर शैली समाचार प्रस्तुत करना साबरमती आश्रम के बारे में जानकारी एकत्रित करके छात्र आश्रम का वर्णन अपने शब्दों में करेंगे 	<ul style="list-style-type: none"> कर्तव्यनिष्ठा, समर्पण का भाव जगाना देश भक्ति, दृढ़ संकल्प 	<ul style="list-style-type: none"> पठन कौशल गांधी जी की आत्मकथा- 'सत्य के प्रयोग' को पुस्तकालय से लेकर पढ़ेंगे श्रवण कौशल पाठ में आए मंत्रमुग्ध, साहित्यिक, पीर-वावर्ची-भिशती-खर, शब्दों के अर्थ सुनकर वाक्य प्रयोग करना वाचन कौशल स्वतंत्रता आंदोलन से संबंधित नारों का वाचन करेंगे जैसे- 'वंदे मातरम्, 'तुम मुझे खून दो, मैं तुम्हें आजादी दूंगा लेखन कौशल स्व-निर्मित प्रश्नों का निर्माण करना
पाठ – नए इलाके में , खूशबू रचते हैं हाथ 	<ul style="list-style-type: none"> उचित आरोह- अवरोह के साथ कविता वाचन एवं गायन प्रकृति के परिवर्तन संबंधित नियम से अवगत कराना बाल मजदूरी के कारण और देश व समाज का कर्तव्य पर विद्यार्थियों की सोच विकसित करना शिक्षा का महत्त्व समझाना 	<ul style="list-style-type: none"> समाज के प्रति जिम्मेदारी का अहसास करना समस्या को समझना, विचार करना समाधान निकालना, स्वयं जागरूक होना व अन्यो को भी जागरूक करना 	<ul style="list-style-type: none"> गतिविधि अनुच्छेद लेखन – उपेक्षित वर्ग की समस्याएं और समाधान बच्चों की नजर में परिचर्चा अथवा वाद-विवाद – बढ़ते निर्माण कार्य से देश की प्रगति संभव है विज्ञापन – बालश्रम निषेध पोस्टर – बढ़ती इमारतें और कटते वन, प्रभावित मानव जीवन 	<ul style="list-style-type: none"> संवेदनशील एवं जागरूक नागरिक बनाना व्यक्तिगत दायित्व लेना, प्रोत्साहन सहभागिता जीवन में नैतिक मूल्यों का महत्त्व समाझाना 	<ul style="list-style-type: none"> पठन कौशल बालश्रम संबंधित अन्य कोई कविता पढ़ेंगे श्रवण कौशल यूनिसेफ द्वारा बनाए गए ऑडियो/विडियो दिखाकर इस समस्या का वैश्विक स्वरूप दिखाया जाएगा वाचन कौशल कक्षा में बाल दिवस पर एक गोष्ठी आयोजित करके अपने विचार प्रस्तुत करना लेखन कौशल 'मजदूरी से महानता तक' विषय पर

MONTHS: NOVEMBER & DECEMBER					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
पाठ – कल्लू कुम्हार की उनाकोटि	<ul style="list-style-type: none"> •त्रिपुरा राज्य से संबंधित जानकारी देना •पाठ का आदर्श वाचन 	<ul style="list-style-type: none"> •यात्रा वृत्तांत में बच्चों की रुचि जगाना •संस्मरण के आधार पर लिखना सिखाना 	<ul style="list-style-type: none"> गतिविधि •पत्र लेखन – त्रिपुरा संबंधित जानकारी का रोचकपूर्ण ढंग से वर्णन करते हुए मित्र को पत्र •विज्ञापन लेखन – त्रिपुरा : जहां संस्कृति मिले प्रकृति से 	<ul style="list-style-type: none"> •लगन, साहस, अन्य संस्कृतियों का आदर 	<ul style="list-style-type: none"> पठन कौशल •अन्य किसी राज्य की विशेषताओं का पठन * श्रवण कौशल •भारत सरकार द्वारा सेनानियों के लिए रोचक औडियो / विडियो को सुनना * वाचन कौशल •समूह चर्चा – त्रिपुरा : जहां संस्कृति मिले प्रकृति से * लेखन कौशल •संस्मरण यात्रा वृत्तांत को अपने
पाठ – मेरा निजी पुस्तकालय	<ul style="list-style-type: none"> •लेखक की चारित्रिक विशेषताओं का वर्णन •पाठ का आदर्श वाचन एवं स्पष्टीकरण 	<ul style="list-style-type: none"> •जीवन के प्रति सकारात्मक नजरिया विकसित करना 	<ul style="list-style-type: none"> गतिविधि •अनुच्छेद लेखन – पुस्तक के हमारी सबसे अच्छी मित्र •प्रिय पुस्तकों की सूची तैयार करना •परिचर्चा – मन के हारे हार है, मन के जीते जीत 	<ul style="list-style-type: none"> •पुस्तकों का महत्त्व समझना •इच्छा शक्ति का महत्त्व जानना 	<ul style="list-style-type: none"> पठन कौशल •पुस्तकालय से कोई भी मनपसंद पुस्तक लेकर पढ़ना * श्रवण कौशल •५ से ८ मिनट तक बोले गए शैक्षणिक पाठ को सुनकर नोटस बनाना * वाचन कौशल •अपनी मनपसंद पुस्तक के विषय में विचार प्रकट करना * लेखन कौशल • लघु प्रश्न निर्माण करना

Blooming Dales School, Hisar

Session - 2025-26

Annual Curriculum Pedagogy Assessment Plan

Class - IX

SUBJECT : MATHS

MONTHS: APRIL & MAY

CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Chapter-1 Number System • Introduction to Number Systems • Irrational Numbers • Real Numbers and Their Decimal Expansions • Operations on Real Numbers • Laws of Exponents for Real Numbers	<ul style="list-style-type: none"> Express a given number as p/q to determine its rationality. Transform a non-terminating decimal into the fraction p/q format to ascertain its rationality. 	<ul style="list-style-type: none"> Compute and identify additional rational numbers between any two given rational numbers, demonstrating that there exists an infinite set of rational numbers within any given pair. Modify the denominator of a given expression containing a square root to rationalize it, resulting in an equivalent expression with a rational denominator. Extend the laws of exponents to simplify a given expression. 	Activity: <ul style="list-style-type: none"> Create a spiral using square roots. Resources: <ul style="list-style-type: none"> NCERT textbook of Mathematics Extra Reference Book 	Logical Skills <ul style="list-style-type: none"> Write the rational numbers between given two rational numbers. Represent different rational and irrational numbers on the number line. Rationalize the denominator of the given real number. Solve the problems with exponents and radicals. 	<ul style="list-style-type: none"> Problem Solving (M.C.Q, Class Quiz) Word Problems Notebook Class Test HOTS (Case study)

<p>Chapter-3 Co-ordinate Geometry</p> <ul style="list-style-type: none"> • Introduction to Coordinate Geometry • Cartesian Plane • Plotting a Point in the Plane if its coordinates are given. 	<ul style="list-style-type: none"> • Plot a point on the Cartesian plane to identify the quadrant in which the point is located. • Analyse a provided set of coordinates to make observations about its placement. 	<ul style="list-style-type: none"> • Apply concepts of coordinate geometry in order to simplify given word problems. 	<p>Activity:</p> <ul style="list-style-type: none"> • To obtain the mirror images of the given geometrical figure with respect to the x-axis and y-axis on a graph paper. <p>Resources:</p> <ul style="list-style-type: none"> • NCERT textbook of Mathematics • Extra Reference Book 	<p>Strategic thinking skills</p> <ul style="list-style-type: none"> • Develops strategies from understanding of coordinate geometry in order to locate points in a Cartesian plane. 	<ul style="list-style-type: none"> • Problem Solving (M. C.Q, Class Quiz) • Notebook • Class Test • HOTS (Case study)
<p>Chapter-6 Lines and Angles</p> <ul style="list-style-type: none"> • Basic Terms and Definitions • Intersecting Lines and Non-Intersecting • Lines • Pairs of Angles • Lines Parallel to the Same Line 	<ul style="list-style-type: none"> • Define segment, ray, collinear points, non-collinear points, acute angle, right angle, obtuse angle, straight angle, reflex angle, complementary angles, and supplementary angles to facilitate their identification within a given diagram. • Mark angles formed by the intersection of two lines to recognize vertically opposite pairs, adjacent angles, linear pairs, and pairs of angles that are complementary or supplementary. 	<ul style="list-style-type: none"> • Determine the values of unknown angles formed by a transversal in a given figure to deduce the parallelism of lines. • Establish the connection between angles formed when a triangle is positioned between two parallel lines, demonstrating that the exterior angle of a triangle is equivalent to the sum of its two opposite interior angles. 	<p>Activity:</p> <ul style="list-style-type: none"> • Verify that if a side of a triangle is produced the exterior angle so formed is equal to the sum of the two interior opposite angles. <p>Resources:</p> <ul style="list-style-type: none"> • NCERT textbook of Mathematics • Extra Reference Book. 	<p>Students will be able to understand:</p> <ul style="list-style-type: none"> • The different types of angles with their diagram • Linear Pair of Angles, Supplementary Angles, Complementary Angles and Adjacent Angles. • Different types of lines • Concept of parallel lines and transversal. 	<ul style="list-style-type: none"> • Problem Solving (M. C.Q, Class Quiz) • Notebook • Class Test • HOTS (Case study)

<p>Chapter -7 Triangles</p> <ul style="list-style-type: none"> • Congruence of Triangles • Criteria for Congruence of Triangles • Some Properties of a Triangle 	<ul style="list-style-type: none"> • Examine the angles and sides of the provided figures to demonstrate their congruence or lack of congruence. • Illustrate the criteria for triangle congruence, including ASA, SAS, SSS, and RHS, through diagrams to establish relationships between given angles, sides, and triangles in a given figure. 	<ul style="list-style-type: none"> • Apply the congruence criteria for a triangle with two equal sides to establish the equality of the angles opposite those sides. • Implement this principle in given figure to find the measurement of an angle 	<p>Resources:</p> <ul style="list-style-type: none"> • E - Modules • NCERT textbook of Mathematics • Extra Reference Book 	<ul style="list-style-type: none"> • Students acquire knowledge and critical understanding particularly by the way of motivation and visualization. • They develop higher order thinking skills by identifying Axioms of congruency of triangles for various figures. 	<ul style="list-style-type: none"> • Problem Solving (M.C.Q, Class Quiz) • Word Problems • Notebook • Class Test • HOTS (Case study)
<p>Chapter-10 Heron's Formula</p> <ul style="list-style-type: none"> • Area of a Triangle by Heron's formula • Application of Heron's Formula in finding Areas of Quadrilateral. 	<ul style="list-style-type: none"> • Determine the area of a provided triangle and articulate the constraints or limitations associated with the standard formula. 	<ul style="list-style-type: none"> • Apply Heron's formula in order to calculate the area of a Triangle. • Decompose a provided polygon into triangles to determine the total area of the polygon as the sum of the areas of those individual triangles. 	<p>Activity:</p> <ul style="list-style-type: none"> • Verify the area of triangles using heron's formula. <p>Resources:</p> <ul style="list-style-type: none"> • NCERT textbook of Mathematics • Extra Reference Book 	<p>HOTS</p> <ul style="list-style-type: none"> • Applies appropriate formulae in order to find areas of all types of triangles. 	<ul style="list-style-type: none"> • Problem Solving (M.C.Q, Class Quiz) • Word Problems • Notebook • Class Test • HOTS (Case study)

MONTHS: JULY & AUGUST					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Chapter-2 Polynomials • Introduction to Polynomials • Polynomials in One Variable • Zeros of a Polynomial • Factorization of Polynomials • Algebraic Identities	<ul style="list-style-type: none"> Define and articulate the concept of polynomials, recognizing terms, coefficients, and degrees. Evaluate the polynomial $p(x)$ at the provided values for the variable 'x' to determine if the given value is a root of the polynomial. 	<ul style="list-style-type: none"> Factor a given polynomial using both the splitting middle-term method and the factor theorem to compare the outcomes of the two methods. Apply polynomial expressions to solve problems in everyday scenarios, such as calculating areas, volumes, or rates of change. 	Resources • E - Modules • NCERT textbook of Mathematics • Extra Reference Book	Analytical and Problem-Solving Skills • Distinguish and categorize polynomials within algebraic expressions to apply suitable algebraic identities for their factorization.	<ul style="list-style-type: none"> Problem Solving (M.C.Q, Class Quiz) Notebook Class Test HOTS (Case study)
Chapter-4 Linear Equation in Two Variables • Linear Equations • Solutions of Linear Equations • Applications of Linear Equations	<ul style="list-style-type: none"> Examine a provided linear equation and compare it to the standard form $ax + by + c = 0$ to deduce the values of a, b, and c. 	<ul style="list-style-type: none"> Apply principles of linear equations in order to formulate and solve for a variety of problems in real life situations. 	Activity: • Students will create real world problems based on linear equations. Resources: • NCERT textbook of Mathematics • Extra Reference Book.	Students will be able to: • Construct linear equations representing real-life situations, translating verbal descriptions into mathematical expressions.	<ul style="list-style-type: none"> Problem Solving (M.C.Q, Class Quiz) Word Problems Notebook Class Test HOTS (Case study)
Chapter -12 Statistics • Frequency Table • Bar Graph, Histogram • Frequency Polygon	<ul style="list-style-type: none"> Read a given bar graph/ histograms in order to infer a variety of information from it. Read the given data in order to create a frequency polygon for given data sets 	<ul style="list-style-type: none"> Analyses data by representing it in different forms like bar graph, histogram and frequency polygon. 	Resources: • E - Modules • NCERT textbook of Mathematics • Extra Reference Book	<ul style="list-style-type: none"> Presentation/Analytical skills Represents given data in different forms like, tabular form, bar graph, histogram Frequency polygon in order to analyse given data 	<ul style="list-style-type: none"> Problem Solving (M.C.Q, Class Quiz) Word Problems Notebook Class Test HOTS (Case study)

<p>Chapter – 5 Introduction to Euclid’s Geometry</p> <ul style="list-style-type: none"> • Introduction • Euclid’s Definitions, Axioms and Postulates 	<ul style="list-style-type: none"> • Reproduce Euclid's axioms in your own words in order to give examples for each. 	<ul style="list-style-type: none"> • Apply Euclid's postulates in order to prove basic geometrical concepts about lines, points, planes, shapes etc. 	<p>Resources:</p> <ul style="list-style-type: none"> • E – Modules • NCERT textbook of Mathematics • Extra Reference Book 	<ul style="list-style-type: none"> • HOTS • Applies axiomatic approach to geometrical concepts in order to solve problems using them. 	<ul style="list-style-type: none"> • Problem Solving (M.C.Q, Class Quiz) • Notebook • Class Test • HOTS (Case study)
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MONTHS: SEPTEMBER & OCTOBER					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Chapter – 8 Quadrilaterals • Properties of a Parallelogram • The Mid-Point Theorem	<ul style="list-style-type: none"> Enumerate the characteristics of quadrilaterals to categorize real-world objects into various types of four-sided figures. List the properties of parallelogram to ascertain if a given quadrilateral exhibits the properties associated with parallelogram. 	<ul style="list-style-type: none"> Apply the property of the sum of angles in a quadrilateral to find the measure of the unknown angle. Prove the midpoint theorem of triangles using concepts of congruency and transversal angles in order to extend the application to Quadrilaterals. 	Activity: <ul style="list-style-type: none"> To Verify Mid-Point Theorem for a triangle. Resources: <ul style="list-style-type: none"> NCERT textbook of Mathematics Extra Reference Book 	<ul style="list-style-type: none"> HOTS Apply an axiomatic approach to deduce proofs for mathematical statements, particularly those related to quadrilaterals, for problem-solving purposes. 	<ul style="list-style-type: none"> Problem Solving (M.C.Q, Class Quiz) Word Problems Notebook Class Test HOTS (Case study)
Chapter – 11 Surface Areas and Volumes • Surface Area of a Right Circular Cone • Surface Area of a Sphere • Volume of a Right Circular Cone • Volume of a Sphere	<ul style="list-style-type: none"> Visualize a right circular cone in 2-D in order to calculate the surface area (curved and total) Visualize a sphere in 2-D in order to calculate the surface area (curved and total) 	<ul style="list-style-type: none"> Calculate the surface area (curved and total) of the given shape to determine the cost of painting/covering the given surface. Calculate the volume of the given shape in order to infer the quantity of any substance it can hold 	Activity: Students will be able to relate and apply the formula to real-world objects. Resources: <ul style="list-style-type: none"> NCERT textbook of Mathematics Extra Reference Book 	<ul style="list-style-type: none"> Problem Solving Skills Derives formulas for surface areas and volumes of different solid objects like cones, spheres and hemispheres in order to apply them to objects found in the surroundings. 	<ul style="list-style-type: none"> Problem Solving (M.C.Q, Class Quiz) Word Problems Notebook Class Test HOTS (Case study)

MONTHS: NOVEMBER & DECEMBER					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Chapter – 9 Circles • Angle subtended by a chord of 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	• Define radius, chord, diameter, segment (major and minor), arc (major and minor), interior or exterior of a circle in order to illustrate and label them on a given circle. • List the properties of parallelogram in order to identify if a given quadrilateral, is a Parallelogram.	• Apply theorems regarding angle subtended by a chord in a circle in order to find the measure of an angle in the given figure. • Apply the property of perpendicular from the Centre to the chord in order to solve for the missing values (lengths and angles) in a given figure. • Interpret and apply theorems on the angles subtended by arcs of a circle in order to solve for unknown values in given examples. • Apply the relation between angles of a cyclic quadrilateral in order to solve for the value of a given angle	Activity: To show that angle subtended by an arc of a circle at the Centre is twice the angle subtended by it at any point on the remaining part of the circle. Resources: • E – Modules • NCERT textbook of Mathematics • Extra Reference Book	• HOTS • Applies axiomatic approach and derives proofs of mathematical statements particularly related to circles in order to solve problems using them.	• Problem Solving (M. C.Q, Class Quiz) • Word Problems • Notebook • Class Test • HOTS (Case study)

Blooming Dales School, Hisar

Session - 2025-26

Annual Curriculum Pedagogy Assessment Plan

Class - IX

SUBJECT : SCIENCE

MONTHS: APRIL & MAY

CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
PHYSICS					
Chapter 8- Motion	<ul style="list-style-type: none"> ● Concept of Distance and Displacement ● Types of motion ● Speed ● Computation of velocity/ time/distance 	<ul style="list-style-type: none"> ● To be able to differentiate between different types of motion. ● To be able to compute numerically velocity/time/distance 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ● To examine whether the motion of the objects is uniform or non-uniform ● identify one example each of the type of motion given below in your everyday life you come across a range of motions in which <ul style="list-style-type: none"> (a) acceleration is in the direction of motion, (b) acceleration is against the direction of motion, (c) acceleration is uniform, (d) acceleration is non-uniform. <p>RESOURCES</p> <ul style="list-style-type: none"> ● Science Kit ● Videos / e- modules 	<ul style="list-style-type: none"> ● To understand the calculations like mileage of the car, economy of the energy used. ● To be able to draw, analyze and interpret graphs. 	<ul style="list-style-type: none"> ● Numerical ● Short/long answer questions ● MCQ/one word ● Fill in the blanks ● Asser on and reasoning ● Case study

CHEMISTRY					
<p>CHAPTER-1 Matter in our surroundings</p> <p>Matter, classification of matter -characteristics of particle of matter, states of matter, -properties of different states of matter ,scales of measuring temperature, effect of change of Temperature and pressure on states of matter, determination of melting point and boiling point, sublimation, evaporation and factors affecting evaporation</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Define and identify matter on the basis of physical and chemical properties of matter. - Understand the characteristic of particles of matter. -recognize different types of matter on the basis of states viz solid, liquid and gases -Know various scales of measuring temperature - Understand the effect of change of temperature and pressure on different states of matter. - Define melting and boiling point - Determine the boiling point of water and melting point of ice. -Define latent heat of vaporisation and fusion -Define sublimation and evaporation -Differentiate between evaporation and boiling 	<p>By the end of this lesson student will be able to:-</p> <ul style="list-style-type: none"> - Classify matter on the basis of physical and chemical properties of matter -to find similarities and differences between particles of matter -Establishes relation between states of matter -Identify the shape and volume of solids, liquids and gases -to find characteristics and properties of matter -to distinguishes the process of diffusion in different states of matter Explain the forces of attraction between the particles of matter -to relate the knowledge of 	<p>Activities:-</p> <p>The student will be able to perform an activity to show various characteristics of particles of matter like :</p> <ol style="list-style-type: none"> a) Particles of matter have spaces between them. b) Particles of matter are very small c) Particles of matter are continuously in motion <p>RESOURCES:</p> <p>worksheets NCERT Books Audio Visual Aids</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> -explain matter and classification of matter on the basis of physical and chemical properties. -identifies the characteristics of particles of matter. - Classify matter into solid, liquid and gases on the basis of their physical properties. -develops relation between various scales of measuring temperature. -to understand the effect of change of temperature and pressure on different states of matter. -to explain melting and boiling point -to determination of boiling point of water and melting point of ice. -to compare Latent heat of 	<ul style="list-style-type: none"> •Assignment •Periodical test •Informal Assessment •MCQ/Short answer type •case studies •Daily life applications

BIOLOGY					
CHAPTER 5:THE FUNDAMENTAL UNIT OF LIFE	•Different cell organelles with their functions	•To be able to understand the basic unit of life.	Activities: •Lab manual practical of preparing a temporary mount of onion peel.	Skill:Learning & Innovation •To explain diffusion and osmosis depending on the different types of solutions.	•OTBA, Match the following,Fill in the blanks
	•Plant and animal cell.	•To be able to analyse the working or functioning of cell organelles as a single unit in living organism.	•Diagrams of plant cell and animal cell respectively.	Skill:Creativity & Innovation •To be able to draw and differentiate between an animal cell and plant cell.	•MCQ,Assertion and Reasoning Questions
	•How to prepare a temporary mount to view a cell.	•To be able to correlate the type of osmosis and diffusion in the given solution.	•Science exhibits for Intra-Inter competitions.	Skill:Flexibility & Adaptability •To be able to observe the apparatus hypotonic,hypertonic and isotonic solutions.	•Competency based questions ,Long answer questions
	•Study of different components of cell.	•To be able to identify the functioning of main components of a cell.	Resources: •Smart board module, NCERT book	Skill:Communication & Collaboration •To be able to appreciate the importance of main components of cell.	•Short answer type 1 and 2 questions.
	•Cell division and growth	•To be able to compare the different types of cell division that is Mitosis and Meiosis.	You tube Link: https://youtu.be/x-b4uLq4FZc?si=Hk9IJqBy-0FDS2_t	Skill:Information Literacy •To be able to identify the differences between the mitotic division and meiotic division.	

MONTHS: JULY & AUGUST					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
PHYSICS					
Chapter 9- Force and Laws of Motion	<ul style="list-style-type: none"> • Concept of Force and Motion • Newton's Laws of Motion • Concept of Inertia, Mass/Momentum • Conservation of Momentum • Concept of action and reaction force 	<ul style="list-style-type: none"> • To be able to differentiate between balanced and unbalanced forces. • To be able to understand and interpret laws of motion. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • To show the lowest coin is removed, the inertia of the other coins makes them 'fall' vertically on the table. • To demonstrate when the card is flicked with the finger the coin placed over it falls in the tumbler • To show that action and reaction forces are equal and opposite. <p>RESOURCES</p> <ul style="list-style-type: none"> • Science Kit • Videos / e- modules 	<ul style="list-style-type: none"> • To be able to differentiate between distance and displacement, speed, and velocity. • To be able to explain effect of force on the state of motion. 	<ul style="list-style-type: none"> • Numerical • Short/long answer questions • MCQ/one word • Fill in the blanks • Assertion and reasoning
Chapter 10- Gravitation	<ul style="list-style-type: none"> • Universal law of gravitation • Force of Gravitation of Earth • Concept of Acceleration due to Gravity, Mass, Weight, free fall 	<ul style="list-style-type: none"> • To be able Understand earth's magnetism through concept of gravitation. • To understand the concept of acceleration due to gravity and calculate it numerically. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • To show that a stone describing a circular path with a velocity of constant magnitude. • To demonstrate that an iron nail sinks and a cork floats when placed on the surface of water. • To demonstrate Archimedes' Principle. <p>RESOURCES</p> <ul style="list-style-type: none"> • Science Kit • Videos / e- modules 	<ul style="list-style-type: none"> • To be able to calculate the acceleration due to gravity. • To be able to relate with various laws of gravitation. • Will be able to differentiate between mass and weight. 	<ul style="list-style-type: none"> • Numerical • Short/long answer questions • MCQ/one word • Fill in the blanks • Assertion and reasoning

CHEMISTRY					
<p>Chapter :2 - Is matter around us pure?</p> <p>-Chemical classification of matter as pure and impure substances. -Classification of pure substances – element and compound, properties of element and compound and differences between them. -Mixtures: Types of mixture as homogeneous and heterogeneous mixture. -Concentration of solution: Ways to express concentration in Terms of -Mass by mass%, Mass by volume%. -Solubility and Factors effecting solubility -Classification of solution as True solution, colloidal solution and suspension.</p>	<p>The student will be able to:</p> <p>-</p> <p>-explain about pure and impure substances.</p> <p>-identify pure substances as element and compound.</p> <p>-recognize mixture into homogeneous and heterogeneous substances.</p> <p>-Learn various ways of expressing concentration.</p> <p>-interpret and calculate concentration in terms of mass and volume%.</p> <p>-Understand solubility and factors affecting solubility.</p> <p>-to identify solution into true solution, colloidal solution and suspension.</p> <p>- Illustrate the properties of true solution, colloidal solution and suspension.</p> <p>- Illustrate Tyndall effect and its applications.</p>	<p>By the end of this lesson the student will be able to :-</p> <p>-Recall the Matter and its classification.</p> <p>- differentiate between pure substance and mixture.</p> <p>-relate the properties of different types of mixture.</p> <p>- classify different techniques for the separation of mixtures.</p> <p>- Apply the knowledge of various separation techniques in daily life situations.</p> <p>- Demonstrate physical and chemical changes with examples</p> <p>- Differentiate between mixtures and compounds</p> <p>-identify tyndall effect and scattering phenomenon</p>	<p>Activities:-</p> <p>The student will be able to perform an activity to differentiate between true solution, colloidal solution and suspension on the basis of :</p> <p>i) Homogeneous and heterogeneous nature ii) Filterability iii) Stability</p> <p>RESOURCES:</p> <p>worksheets NCERT Books Audio Visual Aids"</p>	<p>The student will be able to :</p> <p>-explain about pure and impure substances.</p> <p>-classify pure substances as element and compound.</p> <p>calculate various ways of expressing the concentration in terms of mass and volume%.</p> <p>-explainsolubility and factors affecting solubility.</p> <p>-relates and differentiate the properties of true solution, colloidal solution and suspension.</p> <p>-explain various techniques to separate the components of mixture and their application.</p> <p>-differentiate between element, compound and mixture.</p> <p>-to explain tyndall effect and scattering phenomenon</p>	<p>-Assignment</p> <p>-Periodical test</p> <p>-Informal Assessment</p> <p>-MCQ/Short answer type</p> <p>-case studies</p> <p>-Daily life applications"</p>

<p>CHAPTER-3 Atoms and molecules</p> <p>-Laws of chemical combination, -postulates of Dalton atomic theory., -atoms,molecules, molecule of element, molecule of compound, - Ions, formation of ions Cations and anions, -chemical formulae of compounds formation of chemical formula by criss cross method.. -Empirical formula, Average Atomic mass, molecular mass, formula unit mass. -Mole concept.</p>	<p>The student will be able to:-</p> <ul style="list-style-type: none"> - Understand various laws of chemical combination -Solve the numerical based on law of conservation of mass and law of constant proportion -Perform an experiment to verify law of conservation of mass. -Understand the postulates of Dalton atomic theory. -Differentiate between molecule of element and molecule of compound. -Understand formula formation by using criss cross method. -Understand mole concept. -Solve numerical based on mole concepts 	<p>By the end of the lesson the student will be able to:-</p> <ul style="list-style-type: none"> -differentiate the two laws- laws of conservation of mass and law of constant proportion. -verify law of conservation of mass. -explains postulates of Dalton's atomic theory. -differentiate between molecule of element and molecules of compound. -identify the formation of chemical compound by criss cross method. -differentiate between molecular mass and formula unit mass of compounds 	<p>Activities:-</p> <p>The student will be able to perform an activity to make the formulae of chemical compounds by criss cross method.</p> <p>RESOURCES:</p> <ul style="list-style-type: none"> •worksheets •NCERT Books •Audio Visual Aids 	<p>The student will be able to explain:-</p> <ul style="list-style-type: none"> -laws of conservation of mass and proportions -define postulates of Daltons atomic theory -identify symbols of an element -define molecule,ion and valency -learn rules for calculating molecular formula -explain mole concept and molecular mass 	<ul style="list-style-type: none"> -Assignment -Periodical test -Informal Assessment -MCQ/Short answer type -case studies -Daily life applications""
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BIOLOGY					
CHAPTER 6 TISSUES	•Plant Tissues-Simple permanent tissues	•To be able to understand the permanent tissues.	Activities: •Lab Practical: identification of parenchyma, collenchyma and sclerenchyma	Skill: Communication •To be able to explain the functions of simple permanent tissues and permanent tissues.	•OTBA ,Sample Paper
	•Complex permanent tissues	•To be able to compare the simple permanent tissue and complex permanent tissue.	•Diagrams relevant to plant tissues.	Skill:Information Literacy •To be able to identify the different kinds of tissues.	•MCQs/One Word Practice worksheets Assignments
	•Animal Tissues	•To be able to understand the epithelial tissues.	•Diagrams relevant to animal tissues.	Skill:Critical Thinking •To be able to differentiate the functions of epithelial tissues.	•Fill in the blanks, Case based Questions , Competency Based Questions.
	•Epithelial Tissue	•To be able to list the functions of animal tissues.	•Flow Charts	Skill:Creativity and Innovation •To be able to create the flow chart and draw the diagrams to justify the importance of tissues.	•Diagram Practice
	•Muscular Tissues	•To be able to understand the functioning of muscular tissues	•Diagram of voluntary,involuntary and cardiac muscles.	Skill:Creativity & Innovation •To be able to draw and differentiate between different kinds of muscular tissues.	•OTBA, Match the following,Fill in the blanks
	•Connective Tissues	•To be able to identify and comprehend the functions of different kinds of connective tissues.	•Lab Practical: identification of connective tissues	Skill:Information Literacy •To be able to identify the differences between the blood, tendon,ligament,adipose and areolar tissues as the connective tissues.	•MCQ,Assertion and Reasoning Questions

	•Nervous Tissue	•To be able to draw the neuron correctly.	•Diagram of a neuron	Skill:Creativity and Innovation •To be able to draw the diagram of a neuron to justify the importance of nervous tissues. Resources: • NCERT, NCERT Exemplar book, SmartBoard Module,You Tube Link https://youtu.be/fD6eqAIUxY8?si=I3asYXeIG3iy8aDy • https://youtu.be/ezy2WJdRXgw?si=dUnYObORuC_Syq_P	•Competency based questions ,Long answer questions
MONTHS: SEPTEMBER AND OCTOBER					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
PHYSICS					
Chapter 11- Work and Energy	<ul style="list-style-type: none"> • Concept of work done by a force, energy • Kinetic and Potential energy • Law of conservation of energy • Introduction to power Commercial unit of energy 	<ul style="list-style-type: none"> • To be able to understand change in forms of energy. • To be able to calculate amount of work done, energy used. • To be able to calculate power consumption. 	ACTIVITIES <ul style="list-style-type: none"> • To discuss with your friends whether work is done when the object is not displaced in spite of a force acting on it. • To list some situations from your daily life involving work. • Discuss in small groups how certain sources of energy are due to the Sun • Take a close look at the electric meter installed in your house. Observe its features closely. Compare your observations with the details given in the monthly electricity bill. RESOURCES <ul style="list-style-type: none"> • Science Kit • Videos / e- modules 	<ul style="list-style-type: none"> • To be able to calculate domestic power consumption. • To be able to calculate with given data – work done, energy used 	<ul style="list-style-type: none"> • Numerical • Short/long answer questions • MCQ/one word • Fill in the blanks • Assertion and reasoning

CHEMISTRY					
<p>Chapter-4 Structure of atom :</p> <p>-Discovery of electron, proton and neutron, -characteristics of anode rays and cathode rays. -Thomson model of an atom, -Rutherford scattering experiments and Rutherford model of an atom. -Bohr model of an atom, representation of an atom, -Distribution of atoms in shells, electronic configuration -Valency, Isotopes, Isobars . Applications of isotopes. -Calculation of average atomic mass</p>	<p>The student will be able to:</p> <p>-Understand the discharge discovery of electron, proton and neutron. - Understand the characteristics of anode rays and cathode rays. -Describe Thomson model ,Rutherford model and Bohrs model of an atom - Represent an atom with the help of symbols. - Write the configuration of atom. -Define the terms isotopes and isobar -Calculate average atomic mass of an atom - Determine the valency of an element. - Recall the uses of isotopes.</p>	<p>By the end of lesson,the student will be able to:</p> <p>-relate the size of atoms to objects in the physical world -list the subatomic particles and their locations within the atom in order to describe the structure of the atom, -recall the relative masses and charges of the subatomic particles -classify different models of an atom -differentiate between the concepts of Isotopes,Isobars -calculate atomic masses</p>	<p>Activities:-</p> <p>The student will be able to do worksheets on calculation of masses,no.of protons and neutrons</p> <p>RESOURCES:</p> <p>worksheets NCERT Books Audio Visual Aids</p>	<p>The student will be able to explain</p> <p>-discharge tube experiment. -the discovery of electron, proton and neutrons. -models of an t Thomson model of an atom, Rutherford model of an atom and Bohr model of an atom. - the drawback of Rutherford model of an atom. -The calculation of mass number, number of electron and protons - the distribution of electrons in different shells. -The determination o fthe valency of element. - the formation of ions . -calculation of average atomic mass. -terms like isotopes and isobars</p>	<p>-Assignment -Periodical test -Informal Assessment -MCQ/Short answer type -case studies -Daily life applications</p>

BIOLOGY					
CHAPTER 13: IMPROVEMENT IN FOOD RESOURCES	<ul style="list-style-type: none"> • Different group activities to increase the crop production 	<ul style="list-style-type: none"> • To be able to understand the agricultural activities to increase the crop production. 	Activities: <ul style="list-style-type: none"> • Flowcharts 	Skill: Communication & Collaboration <ul style="list-style-type: none"> • To be able to appreciate the importance of different group activities to increase the crop variety improvement. 	<ul style="list-style-type: none"> • OTBA, Match the following, Fill in the blanks
	<ul style="list-style-type: none"> • Crop variety improvement 	<ul style="list-style-type: none"> • To be able to analyse the factors for which the crop variety improvement program is done. 	<ul style="list-style-type: none"> • Preparing the list of factors for crop variety improvement. 	Skill: Creativity & Innovation <ul style="list-style-type: none"> • To be able to create the list of factors for which the crop variety improvement program is done. 	<ul style="list-style-type: none"> • MCQ, Assertion and Reasoning Questions
	<ul style="list-style-type: none"> • Crop production improvement 	<ul style="list-style-type: none"> • To be able to compare the manure with the fertilizers, different cropping patterns and irrigation systems. 	<ul style="list-style-type: none"> • Tabular structure 	Skill: Information Literacy <ul style="list-style-type: none"> • To be able to identify the differences between the manure and fertilizers, different cropping patterns and irrigation systems. 	<ul style="list-style-type: none"> • Competency based questions, Long answer questions
	<ul style="list-style-type: none"> • Crop protection management. 	<ul style="list-style-type: none"> • To be able to understand the ways to store the grains. 	Resources: <ul style="list-style-type: none"> • Smart board module, NCERT book 	Skill: Communication & Collaboration <ul style="list-style-type: none"> • To be able to derive new ways for the storage of grains. 	<ul style="list-style-type: none"> • Short answer type 1 and 2 questions.
	<ul style="list-style-type: none"> • Animal Husbandry 	<ul style="list-style-type: none"> • To be able to understand the livestock production. 	You tube Link: https://youtu.be/NmSvXovi3Xw?si=R9n2c9MDBCBrPoDt	Skill: Learning & Innovation <ul style="list-style-type: none"> • To explain cattle farming, pisciculture, pasturage depending on the resources available. 	<ul style="list-style-type: none"> • Case based questions.

MONTHS: NOVEMBER & DECEMBER					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Chapter 12 – Sound	<ul style="list-style-type: none"> To understand the basic concepts about sound energy. To understand how sound is produced. 	<ul style="list-style-type: none"> Develop comprehension about the propagation of sound. Analyse the various applications of ultrasound Applications of multiple reflection of sound. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> To show that a beam of light from a light source is made to fall on a mirror To show that sound cannot travel in vacuum by bell jar experiment. To show that a vibrating object creating a series of compressions (C) and rarefactions (R) in the medium. To show reflection of sound. <p>RESOURCES</p> <ul style="list-style-type: none"> Science Kit Videos / e- modules You tube Link:https://youtu.be/NmSvXovi3Xw?si=R9n2c9MDBCBrPoDt 	<ul style="list-style-type: none"> Production of Sound Propagation of Sound Sound needs a medium to travel Sound waves are longitudinal waves. Speed of sound in different media. 	<ul style="list-style-type: none"> Numerical Short/long answer questions MCQ/one word Fill in the blanks Assertion and reasoning
CHAPTER 13: IMPROVEMENT IN FOOD RESOURCES	•Animal Husbandry (CONT.)	<ul style="list-style-type: none"> To be able to understand the livestock production. To be able to categorize the fish culture and composite fish culture. 	<p>Activities:</p> <ul style="list-style-type: none"> Flowcharts Preparing the list of factors for composite fish culture . <p>Resources:</p> <ul style="list-style-type: none"> Smart board module, NCERT book Youtube: https://youtu.be/IQZQaCgtd80?si=rk6r5uTNOqpzndba 	<p>Skill: Learning & Innovation</p> <p>To explain cattlefarming, pisciculture, pasturage and apiculture depending on the resources available.</p>	•MCQ, Fill in the blanks

Blooming Dales School, Hisar

Session - 2025-26

Annual Curriculum Pedagogy Assessment Plan

Class - IX

SUBJECT : SOCIAL SCIENCE

MONTHS: APRIL & MAY

CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
INDIA AND THE CONTEMPORARY WORLD-I CHAPTER -1 THE FRENCH REVOLUTION Theme 1. French Society During the late Eighteenth Century Theme 2. The Outbreak of the Revolution Theme 3. France Abolishes Monarchy and Become a Republic Theme 4. Did Women have a Revolution? Theme 5. The Abolition of Slavery Theme 6. The Revolution and Everyday Life	<ul style="list-style-type: none"> Examine the case studies of the French society of three estates and subsistence crisis 	<ul style="list-style-type: none"> Recognize the efforts of the third estate in bringing end to the privileges of the first estates and value the social equality that they enjoy today 	Resources :- Smart Board, Concept Maps, World Map etc Activities :- <ul style="list-style-type: none"> Identifying the symbols stating liberty, equality, and fraternity. Locating the places on the France Map 	Brainstorming Skill <ul style="list-style-type: none"> Students will be able to identify the figures and narrate processes. 	<ul style="list-style-type: none"> NCERT Questions Map Work Picture Based Questions
	<ul style="list-style-type: none"> Students will get aware about the causes of the Outbreak 	<ul style="list-style-type: none"> Declaration of the rights of the Man and Citizen. Will help the build and carry on with the idea of unity in diversity. 		<ul style="list-style-type: none"> Students will be able to identify the various factors that led to the outbreak of the revolution. 	
	<ul style="list-style-type: none"> Describes phenomena, events and occurrence in order to explain cause and effect 	<ul style="list-style-type: none"> Interpret the symbol which stand for liberty, equality and fraternity. 		<ul style="list-style-type: none"> Students will be able to make difference between republic and monarchy 	
	<ul style="list-style-type: none"> Role of Women will be explained 	<ul style="list-style-type: none"> Relationship among the contemporary and French society women can be developed 		<ul style="list-style-type: none"> Students will be able to recognize the position of women in the French society. 	
	<ul style="list-style-type: none"> Abolition of slavery in the Jacobin regime 	<ul style="list-style-type: none"> Role of national Assembly in abolition the slavery 		<ul style="list-style-type: none"> Students will be able to learn the concept the slavery 	
	<ul style="list-style-type: none"> Define Democracy and Enumerates its features Four corners strategy to discuss "What and Why of Democracy?" Advantages and Disadvantages of Democracy. Knowing the different historical processes and forces that have contributed for the promotion of Democracy. 	<ul style="list-style-type: none"> Correlation between the earlier and contemporary democracies can be build. Examine the concept of Democracy, it's features in different countries. Structural components of Democracy and its forms. Appreciate, Accept And adopt that in Indian government people get equal participation. 		Resources:- Smart Board, Concept maps, Cartoons, Newspaper, etc. Activities:- <ul style="list-style-type: none"> Students to create a democratic governance model in the classroom. Cartoon interpretation to summarize the benefits of democracy. 	

CHAPTER 2 CONSTITUTIONAL DESIGN					
2.1 Democratic Constitution in South Africa 2.2 Why Do We Need A Constitution?	<ul style="list-style-type: none"> • Meaning of the Constitution. • Comprehend the purpose of Constitution. • Enumerates the essential features that need to be kept in mind while framing the Constitution. 	<ul style="list-style-type: none"> • Appreciate the efforts done by Nelson Mandela • Realisation of the condition of the people those were facing apartheid • Comparison between the case of South Africa and India. 	<p>Resources:- Smart Board, Concept Maps, Cartoons, Student's Diary, etc.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Poster Making for Comparing and contrasting between the Preamble of South Africa and Preamble of India. 	<p>Critical Thinking Students will be able to :-</p> <ul style="list-style-type: none"> • Make a difference between the constitution of South Africa and India. • Aware about the Importance of the Indian Constitution. 	<ul style="list-style-type: none"> • Class Discussion • Recitation of the Preamble • Concept Maps
Economics The story of Village Palampur	To explain different types of production activities such as farming, small-scale manufacturing, diary, transport etc which takes place in Palampur. Identify the land use pattern in village	Student will be able to analyze the four requirements for production of goods and services- land, labour, physical capital and human capital. The student will analyze the importance of modern farming methods and the need for capital. The students will be able to analyze the positive and negative aspects of green revolution.	Text book, PPT, Experiences from daily life. discussing land use pattern Debate On topic:Current situation of farmers in India	Student will understand that Palampur is a hypothetical village it has well developed system of road, transport, electricity, school, irrigation and primary health centres. Farming is the main production activity in Palampur. 75% of the people are dependent on this activity.	Students will be assessed on the basis of FAQs. Assessing prior knowledge, recall and understanding application.

<p>Geography Chapter 1: India - Size and Location</p>	<p>After going through the following topics the students will be able to:</p> <ul style="list-style-type: none"> •examine how the location of an area impacts its climate and time with reference to longitude and latitude. •explore and analyze the trading and cultural relationships of India with its neighboring countries. •evaluate the situation & reasons that made 82.5E* longitude as Time meridian of India. •Examine how location of India enables its position as a strategic partner in the subcontinent. 	<ul style="list-style-type: none"> •Interpreting Maps: Students will be able to read and interpret various maps showing the size and location of India in relation to its neighboring countries and major geographical features like oceans, seas, and mountain ranges. •Comparative Analysis: Students will be able to compare and contrast India's size and location with other countries or regions, highlighting similarities and differences in terms of geographical features, climate, economic development, and cultural diversity. •Exploring Economic Implications: Students would explore how India's size and location have influenced its economy. * Analyzing Climate Patterns: By studying India's size and location, students would be able to analyze the diverse climatic conditions prevailing across the country and explain how factors such as latitude, altitude, and distance from the sea influence these patterns. 	<p>Activities:</p> <ul style="list-style-type: none"> •Lecture •Class Discussion •Geographical Features Collage/Poster •Map work <p>Resources:</p> <ul style="list-style-type: none"> •Green Board •Smart Board •NCERT Text Book 	<ul style="list-style-type: none"> * Critical Thinking and Problem Solving: Students will be able to critically analyze the geographical factors influencing India's size and location. * Information Literacy: Students will develop the ability to gather, evaluate, and synthesize information from multiple sources, including maps, charts, graphs, and digital resources, to deepen their understanding of India's geographical features and their significance. * Communication Skills: Through discussions, and written assignments, students will enhance their ability to effectively communicate their ideas, findings, and perspectives on topics related to India's size and location, demonstrating clarity, coherence, and persuasive argumentation. Global Awareness: By studying India's size and location in the context of global geography, students will develop a broader perspective on interconnectedness, interdependence, and global trends 	<p>Students will be assessed on the basis of</p> <ul style="list-style-type: none"> * FAQs. *Assessing prior knowledge, recall and understanding application. * Map work
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<p>Geography Chapter 2 Physical Features of India</p>	<p>After going through the chapter students would be able to:</p> <ul style="list-style-type: none"> •Identifying Physical Features: Students would be able to identify and describe major physical features of India such as the Himalayas, Northern Plains, Peninsular Plateau, Coastal Plains, and Islands. •Understanding Geological Processes: Understand the geological processes that led to the formation of various physical features like mountains, plateaus, and plains. •Exploring Climate Zones: Understand how the physical features influence the climate zones in India, leading to diverse climatic conditions across the country. •Studying Natural Resources: Learn about the distribution of natural resources such as minerals, forests, and water bodies in different regions of India. 	<p>Analyzing Geographic Patterns: Apply knowledge of physical features to analyze geographic patterns such as rainfall distribution, vegetation zones, and agricultural practices in different regions of India.</p> <ul style="list-style-type: none"> •Interpreting Maps: Interpret topographic maps and satellite images to understand the relationship between physical features and human activities in various regions of India. •Comparative Analysis: Compare and contrast the physical features of India with other countries or regions, and analyze how these differences influence socio-economic development and cultural practices. •Examining Environmental Issues: Investigate environmental issues related to physical features such as deforestation, soil erosion, and water pollution, and propose sustainable solutions. 	<p>Activities: Questioning technique Explanation Discussions Audio Visual Aids</p> <p>Resources: * Green Board * Smart Board * NCERT Text Book</p>	<ul style="list-style-type: none"> •Critical Thinking and Problem-Solving: Students should be able to analyze complex geographical data related to India's physical features, identify patterns, and develop solutions to environmental challenges such as deforestation, soil erosion, and water scarcity. •Information Literacy: Develop the ability to access, evaluate, and use geographic information from various sources including maps, satellite imagery, scientific reports, and online databases to deepen understanding of India's physical geography. •Cultural Competence: Appreciate the cultural diversity of India's regions and communities shaped by its physical geography, fostering respect, empathy, and cultural competence in understanding how geography influences human societies and identities. •Lifelong Learning: Cultivate a curiosity for lifelong learning about India's physical geography and its dynamic interactions with human societies and the environment, fostering a growth mindset and a commitment to continuous self-improvement. 	<p>Map work</p> <ul style="list-style-type: none"> •Notebook work •NCERT Questions •Quiz
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MONTHS: JULY & AUGUST					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
INDIA AND THE CONTEMPORARY WORLD 1 CHAPTER 2 SOCIALISM IN EUROPE AND THE RUSSIAN REVOLUTION Theme 1 The age of Social Change Theme 2 The Russian Revolution Theme 3 The February Revolution in Petrograd Theme 4 What Changed after October? Theme 5 The Global Influence of the Russian Revolution and the USSR	<ul style="list-style-type: none"> Discuss the causes ,events and political results of the 1905 revolution. Concept of nationalized industries and banks and one party. Capitalist world v/s Socialism Political upheaval witnessed by different social groups . 	<ul style="list-style-type: none"> Construct the views on the basis of the written accounts of historical legend makers. Evaluate the circumstances that led to the division of the World in two warring groups European alliances and the Central Powers Impact of Socialism on the polity of the different nations in Europe. Transformation of the Socialism into a global face. 	Resources :- Smart Board, Concept Maps, World Map etc. Activities :- <ul style="list-style-type: none"> Comparative study between Radicals, Conservatives and Liberals. Locating the places on the World Map 	Thinking Skills Students will be able to :- <ul style="list-style-type: none"> Evaluate the situations that enabled Lenin's Communism. Interpret the different ideas of philosophers and leaders that shaped the revolution. To compare and contrast the situations that led to the rise of Russian Revolution and French Revolution. Differentiate between the ideology of Radicals, Conservatives and Liberals. 	<ul style="list-style-type: none"> Map Work (World Map) Question and Answer(NCERT) Concept Map Smartboard SLM
CHAPTER 3 NAZISM AND THE RISE OF THE HITLER Theme 1 Birth of the Weimar Republic Theme 2 Hitler's rise to Power	<ul style="list-style-type: none"> Discuss the critical significance of Nazism in shaping the politics of the modern world. Examine the Circumstances that led to the rise and fall of the Hitler. 	<ul style="list-style-type: none"> Analyse the role of the "Treaty of Versailles in that led to the rise of Hitler. Understanding the events like the defeat of Germany. 	Resources :- Smart Board, Concept Maps, World Map etc Activities :- Cartoon Interpretation and Image interpretation	Problem Solving Skill Students will be able to:- <ul style="list-style-type: none"> Evaluates the various character traits of Hitler Analyse the role of "Treaty of Versailles on the rise of Nazism and Hitler 	<ul style="list-style-type: none"> Concept maps Question Answer(NCERT)

<p>DEMOCRATIC POLITICS-1 CHAPTER 2 CONSTITUTIONAL DESIGN 2.3 Making of the Indian Constitution 2.4 Guiding values of the Indian Constitution</p>	<ul style="list-style-type: none"> Examine the role of the Constituent Assembly while framing the Constitution of India. Philosophical values of the Indian Constitution like Liberty, Equality etc 	<ul style="list-style-type: none"> Comprehend the roles and responsibilities as citizens of India. Enumerates the essential features that need to be kept in mind while drafting any constitution. 	<p>Resources:- Smart Board, Concept Maps, Cartoons, Student's Diary, etc.</p> <p>Activities: Poster Making for Comparing and contrasting between the Preamble of South Africa and Preamble of India.</p>	<p>Brainstorming Students will be able to :-</p> <ul style="list-style-type: none"> Understand the difference between written and unwritten constitution with reference to India and USA. Situations which led to the formation of the Indian Constitution. 	<ul style="list-style-type: none"> Carton Based Questions Class Discussion Question Answer(NCERT) Quiz (Smart Board) Concept Maps
<p>CHAPTER 3 ELECTORAL POLITICS 3.1 Why Elections? 3.2 What is our system of Elections? 3.3 What makes elections in India Democratic?</p>	<ul style="list-style-type: none"> Define the concept and system of elections. Discuss the essential features of democratic elections. Able to examine the challenges of Free and Fair elections. Get aware about the one person=one vote concept. Analyse the implications of power of vote and power of recall. 	<ul style="list-style-type: none"> Evaluate the conditions that make elections in India democratic. Comparative analysis of the countries that how non-democratic countries are also holding elections. Appraise the role of election commission for the conduct of free and fair elections. Correlate the election system with the General elections of 2024. 	<p>Resources:- Smart Board, Concept Maps, Cartoons, Student's Diary, etc.</p> <p>Activities:</p> <ul style="list-style-type: none"> Conducting Elections for the Class Monitors. Making/Filling up the nomination forms. 	<p>Critical Thinking Skill Students will be able to :-</p> <ul style="list-style-type: none"> Evaluate the role of political parties to adhere to the electoral promises. Summarize the essential features of the Indian Election System. Differentiate between representative democracy and Competitive party politics. Name of the current Election Commissioner of India. 	<ul style="list-style-type: none"> Carton Based Questions Class Discussion Question Answer(NCERT) Quiz (Smart Board) Concept Maps

<p>Economics. People as Resource</p>	<p>Students will be able to define what human resource is. Population need not be a liability. It can be turned into a productive asset by investment in human capital. The student will develop an understanding of the role of the people as resources in an organization. Demonstrate the knowledge and skills needed to effectively manage people as resources. The student will demonstrate an understanding of the traditional human resources functions and compares the conditions necessary for development of good Human Resource.</p>	<p>To understand the gender discrimination that exists in society. To understand the need to develop health and educational resources To develop critical thinking ‘why an individual becomes unemployed’ To analyze how labor movement has impact on any organization, the work environment. To understand the significance of good infrastructure helps for development of people as resource.</p>	<p>Group activity, brain storming, Panel discussion, case study.</p>	<p>The student will learn and demonstrates an understanding of the traditional human resources functions and compares the conditions necessary for development of good human resource Demonstrate knowledge of human behavior in organizations Examine and appraise contemporary issues as it relates to human resources Summarize how to implement successful training and development programs helps in building up of good human resources. Learn to integrate teamwork, leadership and motivational skills needed for organizational scenarios and evaluate outcomes.</p>	<p>Students will be assessed on the basis of their views put up confidently. Their awareness about the current scenario? Given suggestive measures on how this large population can convert into assets?</p>
<p>Chapter 3: Drainage</p>	<p>After going through the chapter <ul style="list-style-type: none"> •Students will differentiate between Himalayan and Peninsular rivers. •Explain the three major river system of Himalayas. •Differentiate between west flowing and east flowing rivers. •Explain the Narmada and Tapi river basin. Define Lakes, Lagoons, and Dams. Differentiate between natural and artificial lakes. Explain the factors that led to the formation of natural lakes. Explain the importance of lakes. <ul style="list-style-type: none"> •students will understand the importance of rivers in the Indian economy and concerns related to river pollution. •Students along with learning the type of lakes in India and their location will also understand their importance in maintaining ecological balance. </p>	<p>Skill development: Students will learn to identify the rivers They will know the location of Indian rivers and lakes. <ul style="list-style-type: none"> •Analyse the flow of different rivers of India to infer on their impact on livelihood. •They will also analyse the impact of urbanisation and industrialization on river pollution. </p>	<p>Activities: <ul style="list-style-type: none"> •Lecture. •Discussion •Map work •Group activity: Students will be divided into two groups. One group will collect information about Himalayan rivers and other for Peninsular rivers. They will then ask the questions from each other. •Map work Resources: Smart Board Green board Indian Political Map </p>	<ul style="list-style-type: none"> •Conceptualization: Recall the types of river systems in India. Sources of river and types of landforms built by them. •Describe the importance of rivers in the Indian economy. •Enlist the different rivers, the areas they serve and their impact on the economy of that area. •Enumerate the different lakes and describe their contribution to the Indian ecology. •)Present creative solutions to overcome the water pollution also 	<ul style="list-style-type: none"> •Map work •Notebook work •NCERT Questions •Quiz

<p>Geography Chapter 4: Climate</p>	<p>*Understanding Climate: Students should be able to define climate and differentiate it from weather, understanding climate as the long-term pattern of temperature, precipitation, humidity, and wind in a region.</p> <p>*Factors Influencing Climate: Students should learn about the factors that influence climate, including latitude, altitude, distance from the sea, ocean currents, and wind patterns.</p> <p>*Climate Zones: Students should be able to identify and describe different climate zones such as tropical, temperate, and polar climates, based on their temperature and precipitation patterns.</p> <p>* Examine and analyse the factors that determine the climate of India</p> <p>* Discuss the mechanisms of monsoons in Indian subcontinent.</p> <p>*Analyse and infer the reasons behind the wide difference between day and night temperatures at different geographical locations of India.</p> <ul style="list-style-type: none"> ● can interpret how monsoon acts as a Unifying bond 	<p>*Climate Classification: Students should apply their knowledge of climate factors to classify and map climate zones in different regions of the world, using climate data and geographic information systems (GIS) tools.</p> <p>*Weather Forecasting: Students should analyze climate data to make predictions about future weather conditions, considering factors such as temperature trends, air pressure systems, and precipitation patterns.</p> <p>*Climate Change Analysis: Students should examine the impact of human activities on climate change, using evidence from climate data, scientific research, and case studies to understand the causes and consequences of global warming.</p> <p>*Adaptation Strategies: Students should explore and propose adaptation strategies to cope with the impacts of climate change, such as water conservation measures, sustainable agriculture practices, and disaster preparedness plans.</p>	<p>Activities:</p> <ul style="list-style-type: none"> •Collect and Read the Weather reports and have a class room discussion to conclude about the factors controlling climate. •Poster making <p>Resources:</p> <ul style="list-style-type: none"> •Green Board •Smart Board •Indian Political Map 	<p>•Data Analysis and Interpretation: Students should be able to analyze climate data, including temperature, precipitation, and wind patterns, and interpret graphs and maps to understand regional climate variations and trends.</p> <p>•Critical Thinking and Inquiry: Students should develop critical thinking skills by questioning the factors influencing climate, evaluating evidence, and exploring alternative explanations for climate phenomena.</p> <p>•Global Perspective: Students should develop a global perspective on climate issues, understanding the interconnectedness of climate systems across different regions.</p> <p>•Lifelong Learning and Adaptability: Students should develop a mindset of lifelong learning and adaptability, recognizing the dynamic nature of climate systems</p>	<ul style="list-style-type: none"> •Map work •Notebook work •NCERT Questions •Quiz
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MONTHS: SEPTEMBER & OCTOBER					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
INDIA AND THE CONTEMPORARY WORLD 1 CHAPTER 3 NAZISM AND THE RISE OF THE HITLER 3.3 The Nazi Worldview 3.4 Youth in Nazi Germany 3.5 Ordinary People and the Crimes Against Humanity	<ul style="list-style-type: none"> Segregation of undesirable and violent nationalism. Discuss the critical significance of Nazism in shaping the politics of the Modern world. Appraise the war Compensation compelled on Germany in the name of the "Treaty of Versailles." 	<ul style="list-style-type: none"> Critically analysis the manipulated control of situations led by an Individuals Evaluate the various character traits of Hitler. Critique the genocidal war waged against Jews by the Nazis. 	Resources :- Smart Board, Concept Maps, World Map etc Activities :- Cartoon Interpretation and Image interpretation	Problem Solving Skill Students will be able to:- <ul style="list-style-type: none"> Evaluates the various character traits of Hitler Analyse the role of "Treaty of Versailles on the rise of Nazism and Hitler Learn about the two-fold injustice committed by Nazis, Racial hierarchy Germany defeat in First world war 	<ul style="list-style-type: none"> Concept maps Question Answer(NCERT) Smart Board(Quiz) Cartoon Based Questions
CHAPTER 4 FOREST SOCIETY AND COLONIALISM	Interdisciplinary project as part of multiple assessment(Internally assessed for 5 marks)				
DEMOCRATIC POLITICS-1 CHAPTER 4 WORKING OF INSTITUTIONS 4.1 How is the major Policy Decisions take place? 4.2 Parliament 4.3 Political Executive 4.4 The Judiciary	<ul style="list-style-type: none"> Difference between Political executive and Permanent executive. Examine the rule of law in India and its relevance Organs of the government and Levels of the government. Importance of the Judiciary. 	<ul style="list-style-type: none"> Critical analyzation of each institution those taking the decisions. Appreciate the Institution how their delays and complications are useful. Critical analysis of role of the Judiciary. Appreciate that the Judiciary is the most powerful in India Understand in democracy that political executive is more powerful than permanent executive. 	Resources :- Smart Board, Concept Maps, NCERT book, Parliament videos etc Activities :- Mock Parliament to convert Bill into Law.	Critical Thinking Students will be able to:- <ul style="list-style-type: none"> Distinguish between Political Executive and permanent Executive. Relevance of the Various Organs and Levels of the government. Correlate the Content with Contemporary scenario Role of Judiciary. 	<ul style="list-style-type: none"> Carton Based Questions Class Discussion Question Answer(NCERT) Quiz (Smart Board) Concept Maps
Economics Ch-3 Poverty as a Challenge.	Ch-3 Poverty as a Challenge. *Who is poor (through two case studies: one rural, one urban); indicators; absolute poverty (not as a concept but through a few simple examples)	*Why people are poor? unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation.	Group Discussion topic- Poverty-its causes and ways to alleviate it.		Class Discussion Slip test Concept Maps

<p>Geography Chapter 5 : Natural vegetation and wild life</p>	<ul style="list-style-type: none"> •Understanding of Natural Vegetation Types: Students would be able to identify and describe different types of natural vegetation such as tropical rainforests, deciduous forests, coniferous forests, grasslands, and deserts, based on their characteristics and geographical distribution. •Awareness of Wildlife Diversity: Students would learn about the diverse wildlife species found in different ecosystems, including mammals, birds, reptiles, amphibians, and fish, and understand their ecological roles and adaptations. •Knowledge of Factors Influencing Vegetation and Wildlife: Students would understand the factors influencing the distribution and characteristics of natural vegetation and wildlife, including climate, soil, topography, and human activities such as deforestation and habitat destruction. •Understanding of Conservation Strategies: Students should learn about conservation strategies and measures to protect natural vegetation and wildlife, including national parks, wildlife sanctuaries, biosphere reserves, protected areas, and wildlife corridors. •Knowledge of Endangered Species: Students should be aware of endangered and threatened species and understand the reasons for their decline, such as habitat loss, poaching, pollution, and climate change. 	<ul style="list-style-type: none"> •Ecosystem Mapping and Analysis: Students should apply their knowledge of natural vegetation and wildlife to map and analyze ecosystems in different regions. •Problem-Solving: Students will apply critical thinking and problem-solving skills to address conservation challenges. •Environmental Ethics: Students will develop ethical awareness and decision-making skills, considering the ethical implications of human actions on natural ecosystems and wildlife conservation. 	<p>Activities:</p> <ul style="list-style-type: none"> •Explanation •Group Discussion •Map work <p>Resources:</p> <p>Smart Board Green board Indian Political Map</p>	<ul style="list-style-type: none"> •Interdisciplinary Understanding: Students will integrate knowledge from various disciplines such as biology, ecology, geography, and environmental science to understand the complex interactions between natural vegetation, wildlife, and their ecosystems. •Systems Thinking: Students will develop a systems thinking approach to analyze how changes in natural vegetation and wildlife populations can have cascading effects on ecosystem dynamics, biodiversity, and human well-being. •Environmental Awareness and Sustainability: Students will recognize the importance of preserving natural habitats and biodiversity for ecological balance, sustainable resource management, and resilience to environmental changes. •Environmental Ethics: Students will develop ethical awareness and decision-making skills, considering the ethical implications of human actions on natural ecosystems and wildlife conservation. 	<ul style="list-style-type: none"> •Inter disciplinary project with chapter no IV of History “Forest, Society and Colonialism” •Map work
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MONTHS: NOVEMBER & DECEMBER					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
INDIA AND THE CONTEMPORARY WORLD 1					
CHAPTER 5 PASTORALIST IN THE MODERN WORLD	Only to be Assessed in Periodic Assessment				
5.1 Pastoral Nomads and their Movements 5.2 Colonial Rule and Pastoral Life 5.3 Pastoralism in Africa	<ul style="list-style-type: none"> Learn about the importance of Nomads. Construct views on the reduced Pasturelands Loss of Traditional occupation and deterioration of animal stock 	<ul style="list-style-type: none"> Recognize banjars as trading community Appraise the contribution of Pastoralists in the modern economy. 	Resources :- Smart Board, Concept Maps, NCERT Book,etc Activities :- Depiction of the evolutions of Nomadic society..	Brainstorming Students will be able to:- <ul style="list-style-type: none"> Compare and contrast the lives of Pastoralists pre and post colonialism. Analyse the situations that have created Nomadic Society. Know about the various communities of banjaras. 	<ul style="list-style-type: none"> Concept maps Smart Board(Quiz)
DEMOCRATIC POLITICS-1 CHAPTER 5 DEMOCRATIC RIGHTS 5.1 Life without rights 5.2 Rights in a democracy 5.3 Rights in the Indian Constitution 5.4 Expanding scope of Rights	<ul style="list-style-type: none"> Examine the case studies of prison in Guantanamo Bay. Appreciates the Democracy that how it gives rights to its citizens. Learn the relevance of Fundamental rights. Evaluate the role of rights in Democracy 	<ul style="list-style-type: none"> Comprehend what it is to be a responsible citizen while performing their prescribed duties verses claiming rights. Analyse the situation where people were deprived of their rights. Role of National Human right commission. 	Resources :- Smart Board, Concept Maps, NCERT book, Parliament videos etc Activities :- Declamation on need to have rights and importance of performing duties.	Critical Thinking Students will be able to :- <ul style="list-style-type: none"> Evaluate the statement "Democracy is meaningless without rights". Apply the process available to citizens for safeguarding rights. Summarize the flipped coexistence of rights versus duties. 	<ul style="list-style-type: none"> Carton Based Questions Class Discussion Question Answer(NCERT) Quiz (Smart Board) Concept Maps
Economics Ch-4 Food Security	Examine the critical role of food security for its masses. Justify the rationale for the system of food security in India.	Appraise the contributory role of Public Distribution system to address FSI. Substantiate the role of green revolution in strengthening the PDS.	Picture reading and story telling Topic: Public Distribution System: A solution to poverty and hunger	Enumerate various aspects of food security that will ensure continuity of supply to the masses. Examine, analyse and infer various sources of data that point to the rationale of FSI Enumerate different features of PDS that directly address FSI. Analyse and infer the impact of Green revolution in strengthening the PDS	Class Test * Observation * Question/Answer * Assignment

<p>Geography Chapter 5: Population</p>	<p>After completion of the topic, the students will be able to:–</p> <ul style="list-style-type: none"> • Understand the need of population control. • Develop an attitude of Gender Equality. • Critically analyze the importance of literacy and health on the quality of population. • Develop the habit of balanced diet and good moral values 	<ul style="list-style-type: none"> • Population Projections: Students should apply their knowledge of demographic data and trends to make population projections for different regions, using mathematical models and statistical techniques. • Analysis of Population Data: Students should analyze census data, population surveys, and demographic indicators to identify patterns and trends in population growth, distribution, and composition. • Evaluation of Population Policies: Students should evaluate the effectiveness of population policies in achieving their objectives, considering factors such as access to healthcare, education, women's empowerment, and socio-economic development. • Impact Assessment: Students should assess the impact of population growth and urbanization on infrastructure, environment, public health, and quality of life in urban and rural areas. • Comparative Studies: Students should conduct comparative studies of population trends and policies across different countries and regions to understand variations in demographic patterns and policy responses. • Data Analysis Skills: Students should develop skills in collecting, organizing, and analyzing demographic data using statistical software, spreadsheets, and databases. • Critical Thinking Skills: Students should critically evaluate population theories, demographic data, and policy documents to assess their validity, reliability, and relevance to contemporary population issues. • Problem-Solving Skills: Students should apply problem-solving skills to address population-related challenges such as overpopulation, aging populations, migration, and disparities in healthcare and education access. 	<p>Activities:</p> <ul style="list-style-type: none"> • Group Discussion and Explanation • Illustration of pie-diagram • Data and graph interpretation <p>Resources:</p> <ul style="list-style-type: none"> Smart Board Green board Indian Political Map 	<p>Data Literacy and Analysis: Students will develop proficiency in analyzing population data, including birth rates, death rates, migration patterns.</p> <p>Interdisciplinary Understanding: Students will integrate knowledge from various disciplines such as geography, sociology, economics, and public health to understand the complex factors influencing population growth, distribution, and demographic transitions.</p> <p>Sustainable Development Goals (SDGs): Students will recognize the relevance of population dynamics to achieving the United Nations Sustainable Development Goals (SDGs), particularly goals related to poverty reduction, gender equality, education, health, and environmental sustainability.</p> <p>Ethical Considerations: Students will explore ethical considerations related to population policies and reproductive rights, including issues of social justice, human rights, gender equity, and reproductive health.</p> <p>Policy Analysis : Students will analyze population policies and programs</p>	
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Blooming Dales School, Hisar

Session - 2025-26

Annual Curriculum Pedagogy Assessment Plan

Class - IX

विषय : संस्कृत**पुस्तक : मणिका****माह- अप्रैल / मई**

पाठ/विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सिखाने की संप्राप्ति कौशल पर आधारित	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित			
व्या० – वर्णों का उच्चारण स्थान , शब्द रूप – अकारान्त, उकारान्त , ईकारान्त – नदीवत् , किं शब्द रूप तीनों लिङ्गों में , अस्मद्- युष्मद् रूप सन्धि – स्वर सन्धि , साहित्य- पाठ – १ अविवेकः परमापदां पदं पाठ-२ पाथेयम्	* छात्रों के शब्द भण्डार में वृद्धि करना * छात्रों को संस्कृत से हिंदी में अनुवाद करवाना। * वर्णों के उच्चारण स्थान को समझना	* पाठ का हिंदी में भावार्थ समझाकर व्याख्या के आधार पर अति लघु प्रश्नों का उत्तर देना। * भाषिक कार्य के प्रश्नों को उचित रूप से समझ कर उनका उत्तर देना	गतिविधि – * दोनों पाठ को दैनिक जीवन से जोड़कर समझाना। * छात्रों को सन्धि युक्त शब्दों को पहचान कर उनकी एक सूची बनाना संसाधन – * सन्धि पर आधारित अभ्यास पत्र तथा सैम्पल पेपर में दिए गए प्रश्नों के आधार पर अभ्यास पत्र	* छात्र पाठ का अर्थ समझेंगे। * विभिन्न शब्दों का परिचय समझेंगे। * छात्र व्याकरणिक प्रश्नों को हल कर सकेंगे।	पठन कौशल (पाठ का पठन) * श्रवण कौशल (पाठ के भावार्थ को ध्यान से सुनना) (वर्णों के उच्चारण को बोलकर समझना) * वाचन कौशल (पाठ का उचित उच्चारण के साथ सस्वर वाचन) * लेखन कौशल (प्रश्नोत्तर कार्य), सन्धि पर आधारित अभ्यास कार्य

माह : जुलाई

पाठ/विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सीखाने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित			
साहित्य- पाठ – ३ विजयतां स्वदेशः पाठ-४ विद्यया भान्ति सद्गुणाः व्या० – प्रत्यय -क्त्वा, तुमुन्, ल्यप्	*छात्रों के शब्द भण्डार में वृद्धि करना। *छात्रों को संस्कृत से हिंदी में अनुवाद करवाना।	*पाठ का हिंदी में भावार्थ समझाकर व्याख्या के आधार पर अति लघु तथा दीर्घ प्रश्नों का उत्तर देना।	गतिविधि – * पाठ तथा उसमें आये हुए श्लोकों को दैनिक जीवन से जोड़कर समझना। *छात्र धातु तथा प्रत्यय से युक्त शब्दों की रचना करेङ्गे तथा दिए हुए शब्दों में धातु तथा प्रत्यय की पहचान करेङ्गे। संसाधन – सैम्पल पेपर में दिए गए प्रश्नों के आधार पर अभ्यास पत्र।	*छात्र पाठ तथा श्लोकों का अर्थ समझेंगे। *विभिन्न शब्दों का परिचय समझेंगे। *छात्र व्याकरणिक प्रश्नों को हल कर सकेंगे।	पठन कौशल (पाठ तथा श्लोकों का पठन) * श्रवण कौशल (श्लोकों तथा पाठ के भावार्थ को ध्यान से सुनना) * वाचन कौशल (श्लोकों का सस्वर वाचन) * लेखन कौशल (प्रश्नोत्तर कार्य) प्रत्यय अभ्यास कार्य
माह : अगस्त					
पाठ/विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सीखाने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
साहित्य- पाठ – ५ कर्मणा याति संसिद्धिम् व्या० – प्रत्यय -क्त्वा, तुमुन्, ल्यप् पत्र लेखन, संख्यावाची शब्द, उपपद विभक्ति, अव्यय पदानि	*छात्रों के शब्द भण्डार में वृद्धि करना। *छात्रों को संस्कृत से हिंदी में अनुवाद करवाना।	*पाठ का हिंदी में भावार्थ समझाकर व्याख्या के आधार पर अति लघु तथा दीर्घ प्रश्नों का उत्तर देना। * शब्द रूपों का नियमानुसार वाक्य में प्रयोग करना।	गतिविधि – * पाठ को दैनिक जीवन से जोड़कर समझाना। *छात्र संख्यावाची शब्दों का वाक्य में प्रयोग तथा अव्यय पदों को वाक्य में उचित स्थान पर प्रयोग करेङ्गे। संसाधन – सैम्पल पेपर में दिए गए प्रश्नों के आधार पर अभ्यास पत्र	*छात्र पाठ का अर्थ समझेंगे। *विभिन्न शब्दों का परिचय समझेंगे। * छात्र व्याकरणिक प्रश्नों को हल कर सकेंगे।	पठन कौशल (पाठ तथा श्लोकों का पठन) * श्रवण कौशल (श्लोकों तथा पाठ के भावार्थ को ध्यान से सुनना) * वाचन कौशल (श्लोकों का सस्वर वाचन) * लेखन कौशल (प्रश्नोत्तर कार्य) वाक्य पूर्ति तथा संख्या प्रयोग

माह : अक्तूबर

पाठ/विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सिखाने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित			
साहित्य- पाठ – ६ तत् त्वमसि पाठ-7 तरवे नमोअस्तु व्या० – प्रत्यय – शतृ प्रत्यय सन्धि- व्यञ्जन और विसर्ग सन्धि , अशुद्धि संशोधन	* छात्रों के शब्द भण्डार में वृद्धि करना * छात्रों को संस्कृत से हिंदी में अनुवाद करवाना।	* पाठ का हिंदी में भावार्थ समझाकर व्याख्या के आधार पर अति लघु तथा दीर्घ प्रश्नों का उत्तर देना।	गतिविधि – * पाठ तथा उसमें आये हुए श्लोकों को दैनिक जीवन से जोड़कर समझाना। * छात्र धातु तथा प्रत्यय से युक्त शब्दों की रचना करेङ्गे तथा दिए हुए शब्दों में धातु तथा प्रत्यय की पहचान करेङ्गे संसाधन –सैम्पल पेपर में दिए गए प्रश्नों के आधार पर अभ्यास पत्र	*छात्र पाठ तथा श्लोकों का अर्थ समझेंगे। * विभिन्न शब्दों का परिचय समझेंगे। * छात्र व्याकरणिक प्रश्नों को हल कर सकेंगे *पाठ में आये हुए शब्दों में सन्धि, प्रत्यय उपपद विभक्ति को पहचानेङ्गे	पठन कौशल (पाठ तथा श्लोकों का पठन) * श्रवण कौशल (श्लोकों तथा पाठ के भावार्थ को ध्यान से सुनना) * वाचन कौशल (श्लोकों का सस्वर वाचन) * लेखन कौशल (प्रश्नोत्तर कार्य) प्रत्यय तथा सन्धि अभ्यास कार्य
माह : नवम्बर					
पाठ/विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सिखाने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
साहित्य- पाठ –8 न धर्मवृद्धेषु वयः समीक्ष्यते पाठ-9 कवयामि वयामि यामि व्या० – अपठित गद्यान्श, पत्र लेखन, चित्र वर्णन अभ्यास	* छात्रों के शब्द भण्डार में वृद्धि करना * छात्रों को संस्कृत से हिंदी में अनुवाद करवाना।	* पाठ का हिंदी में भावार्थ समझाकर व्याख्या के आधार पर अति लघु तथा दीर्घ प्रश्नों का उत्तर देना।	गतिविधि – पाठ तथा उसमें आये हुए श्लोकों को दैनिक जीवन से जोड़कर समझाना। अपठित गद्यान्श पर आधारित प्रश्नों के उत्तर देना संसाधन –सैम्पल पेपर में दिए गए प्रश्नों के आधार पर अभ्यास पत्र	* छात्र पाठ तथा श्लोकों का अर्थ समझेंगे। * विभिन्न शब्दों का परिचय समझेंगे। * छात्र व्याकरणिक प्रश्नों को हल कर सकेंगे	* पठन कौशल (पाठ का पठन) * श्रवण कौशल (श्लोकों तथा पाठ के भावार्थ को ध्यान से सुनना) * वाचन कौशल (पाठ का सस्वर वाचन) * लेखन कौशल (प्रश्नोत्तर कार्य) पत्र तथा चित्र वर्णन अभ्यास कार्य

माह : दिसंबर

पाठ/विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सिखाने की संप्राप्ति कौशल पर आधारित	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित			
साहित्य- पुनरावृत्ति व्या० – पुनरावृत्ति	<ul style="list-style-type: none">* पठित पाठ पर आधारित विविध प्रकार के प्रश्न पूछना * व्याकरण के सभी प्रकरणों से सम्बद्ध प्रश्न पूछना 	<ul style="list-style-type: none">* पाठ का हिंदी में भावार्थ समझाकर व्याख्या के आधार पर अति लघु तथा दीर्घ प्रश्नों का उत्तर देना 	<p>गतिविधि –</p> <ul style="list-style-type: none">* विविध पाठों पर आधारित प्रश्नों के उत्तर देना * व्याकरणिक प्रश्नों के उत्तर देना <p>संसाधन –सैम्पल पेपर में दिए गए प्रश्नों के आधार पर अभ्यास पत्र</p>	<ul style="list-style-type: none">* छात्र पाठ तथा श्लोकों का अर्थ समझेंगे * विभिन्न शब्दों का परिचय समझेंगे * छात्र व्याकरणिक प्रश्नों को हल कर सकेंगे 	<p>पठन कौशल (पाठ तथा श्लोकों का पठन)</p> <ul style="list-style-type: none">* श्रवण कौशल (श्लोकों तथा पाठ के भावार्थ को ध्यान से सुनना)* वाचन कौशल (श्लोकों का सस्वर वाचन)* लेखन कौशल (प्रश्नोत्तर कार्य) प्रत्यय अभ्यास कार्य

Blooming Dales School, Hisar

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Class - IX

SUBJECT : ARTIFICIAL INTELLIGENCE

MONTH: APRIL & MAY

CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
PART A: Employability Skills Unit 1: Communication Skills-I	<ul style="list-style-type: none"> • Demonstrate knowledge of various methods of communication. 	<ul style="list-style-type: none"> •writing pros and cons of written verbal, and non-verbal communication. •Listing do's and don't for avoiding common body language mistakes. 	ACTIVITIES: <ul style="list-style-type: none"> •Categorising actions into verbal and non-verbal communication 	<ul style="list-style-type: none"> •Demonstrate knowledge of various methods of communication. 	<ul style="list-style-type: none"> • MCQ • Short answer questions. •Long answer questions.
	<ul style="list-style-type: none"> • Meaning, importance and elements of communication 	<ul style="list-style-type: none"> • able to identify sender, ideas, encoding, communication channel, receiver, decoding and feedback 	<ul style="list-style-type: none"> •Draw a diagram of communication cycle. 	<ul style="list-style-type: none"> • Identify elements of communication cycle. 	
	<ul style="list-style-type: none"> • Factors affecting perspective in communication. • Visual perception, Language, Past experience, Prejudices, Feelings, Environment. 	<ul style="list-style-type: none"> •Enlisting barriers to effective communication. •Apply measures to overcome barriers in communication. •Constructing sentences that convey all facts required by the receiver. 	<ul style="list-style-type: none"> •Group discussion on factors affecting perspectives in communication. • Demonstrate and practice of writing sentences and paragraphs on topics related to the subject. Resources: Smart Board, Powerpoint Presentation, Book	<ul style="list-style-type: none"> •Identify the factors affecting our perspective in communication. • Demonstrate the knowledge of basic writing skills. 	

Unit 2: Self-Management Skills-I	<ul style="list-style-type: none"> • Meaning of self-management. • Positive results of self-management. • Self-management skills. • Factors that help in building self-confidence-social,cultural, and physical factors. • Self-confidence building tips. 	<ul style="list-style-type: none"> • Identification of self-management skills. • Strength and weakness analysis. 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Make a list of most common and useful stress management techniques. •List the challanges and your weaknesses which you think might create problems in achieving your goals. <p>RESOURCES:Smart Board, Power point presentation,Book</p>	<ul style="list-style-type: none"> • Describe the meaning and importance of self-management. • Identify the factors that helps in building self-confidence. 	<ul style="list-style-type: none"> • Oral Questions • MCQs • Short Answer Questions. • Long Answer Questions.
Unit 3: ICT skills-I	<ul style="list-style-type: none"> • Introduction to ICT. • ICT tools- Mobile, tab, radio, TV, email, etc. • Basic components of computer system. • Hardware and Software • Primary and secondary memory. • Input, Output and storage devices. 	<ul style="list-style-type: none"> • Role and importance of ICT in our daily life. • Identify and name the various components of computer system. • Identify and name the primary and secondary memory. • Identify the various input, output and storage devices. 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Create a file/folder and apply following operations: Rename, move/copy to another location, delete it, restore the file. • Enlist types of operating systems and Antiviruses. <p>RESOURCES:Smart Board, Book, Computer Lab</p>	<ul style="list-style-type: none"> • Describe the role of ICT in day-to-day life. • Identify the various components of computer system. • Identify and name the primary and secondary storage. 	<ul style="list-style-type: none"> •Practical Test • Quiz • Short Answer Questions. • Long Answer Questions

MONTHS: JULY & AUGUST

CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Unit 3: ICT skills-I (continued)	<ul style="list-style-type: none"> • Various peripheral devices and their use. • Operating System and its types. • Introduction to Internet. • Applications of Internet 	Start the computer in proper sequence and get the initial screen. <ul style="list-style-type: none"> • Identify the desktop and its various components. • Components of an e-mail. • Sending and receiving 	ACTIVITIES: <ul style="list-style-type: none"> • Create E-mail account. • Determine which version(32 bit/64bit) is installed on your computer system. RESOURCES: Smart Board, Book, Computer Lab	<ul style="list-style-type: none"> • Identify the various peripheral devices. • Perform basic computer operations. • Connect with the world using Internet and its applications. • Use of social media for 	<ul style="list-style-type: none"> • Practical Test • Quiz • Short Answer Questions. • Long Answer Questions
	Excite <ul style="list-style-type: none"> • Understanding Artificial Intelligence. • Human Intelligence v/s Artificial Intelligence 	<ul style="list-style-type: none"> • Gain the habit of solving problems by practicing critical thinking and self-directed learning. • To imagine, examine and reflect on the skills required for futuristic job opportunities. 	ACTIVITIES: Game Time Link for Game 1 (Rock, Paper and Scissors): https://www.afiniti.com/corporate/rock-paperscissors Link for Game 2 (Mystery Animal): https://experiments.withgoogle.com/mystery-animal Link for Game 3 (Emoji Scavenger Hunt): https://emojiscavengerhunt.withgoogle.com <ul style="list-style-type: none"> • Writing a letter to one's future self RESOURCES: Computer Lab	<ul style="list-style-type: none"> • To identify and appreciate Artificial Intelligence and describe its applications in daily life. • Identification of Domains of AI in our daily life. 	<ul style="list-style-type: none"> • AI Quiz

<p>Part B: Unit :1 Introduction to AI</p>	<p>Relate</p> <ul style="list-style-type: none"> • Smart Cities, Smart Home, Smart School • Technologies for Smart Cities, Smart Home and Smart School • Benefits and disadvantages of Smart Cities, Smart Home and Smart School 	<ul style="list-style-type: none"> • Students gain an awareness of where Artificial Intelligence is relevant in their lives • Practice storytelling using an open source AI tool. 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Draw a floor plan of a home/school/city and write an interactive story around it using Story Speaker extension in Google docs. <p>RESOURCES: Video on Smart City/Home/School Link for Smart cities video: https://www.youtube.com/watch?v=eRMiKt81nAE Link for Smart Home video: https://www.youtube.com/watch?v=1CajaUoI3vU Link to install Story Speaker extension for Story Speaker: https://chrome.google.com/webstore/detail/storyspeaker/ohfibfhhfbhknfdkijpdopbnegkbkjpj Introduction to Story Speaker: https://www.youtube.com/watch?v=wsrzvYYvhH8&feature=youtu.be Link to read more about Story Speaker: https://docs.google.com/document/d/1hFrBtsBbF2LoZ1FFpXEH7L6fWH1lj24W1-itXnKSXK8/edit Basic Template of Story Speaker: https://docs.google.com/document/d/1rXPSayQVVQT5cWlhxPbOCc2UJEZTbVWkxqOnC_RnDE/edit?usp=sharing</p>	<ul style="list-style-type: none"> • Gain an awareness of where Artificial Intelligence is relevant in their own lives • Practice storytelling using an open source AI tool. 	<ul style="list-style-type: none"> • Practical Test • Short Answer Questions. <p>Project: Prepare an Art-Integrated file on the Topic- Smart City/ Smart Home/ Smart School using AIoT</p>
	<p>Purpose</p> <ul style="list-style-type: none"> • Introduction to 17 Sustainable development goals. • Impact of AI on sustainable development goals. 	<ul style="list-style-type: none"> • Appreciate the complexity of social issues. • Be able to determine where AI solutions would be appropriate 	<p>Activities: Go Goals Board Game To gain an understanding of social issues through a board game about the Sustainable Development Goals (SDGs).</p> <p>Resources: Link to Download Go-Goals Game Material: https://go-goals.org/downloadablematerial/</p>	<ul style="list-style-type: none"> • Identify leverage points which are appropriate for achieving SDGs using AI solutions. 	<ul style="list-style-type: none"> • Competency based questions. • MCQ • Short Answer Questions. • Long Answer Questions

	<p>Possibilities</p> <ul style="list-style-type: none"> • Present AI trends. • Future trends of AI. • AI jobs skills of the future. • Effective communication and collaborative work skills. 	<ul style="list-style-type: none"> • To showcase local case studies of people using AI for good or working in the AI field • To gain awareness on the skill sets needed for jobs in the AI field 	<p>Activities: Learners will listen to various case studies of inspiring start-ups, companies or communities where AI has been involved in real-life.</p> <p>Resources: AI based startup stories Links https://www.youtube.com/watch?v=2jRZyifNyu8&t=61s https://www.youtube.com/watch?v=KGYVDvyTEp0&t=160s https://www.youtube.com/watch?v=vgUWKXVvO9Q</p>	<ul style="list-style-type: none"> • Describe how AI has been affecting jobs in various industries. • Identify skill sets needed for jobs in the AI field 	<ul style="list-style-type: none"> • MCQ • Short Answer Questions. • Long Answer Questions
	<p>AI Ethics</p> <ul style="list-style-type: none"> • Ethical issues around AI. • Examples of AI Ethical issues. • AI bias and AI access. • Training data in AI. • Reducing and Mitigating AI Bias 	<ul style="list-style-type: none"> • Gain awareness of ethical concerns about AI • Critically think about the cost and benefits of AI technology 	<p>Activities: Balloon Debate Students divide in teams of 3 and 2 teams are given same theme. One team goes in affirmation to AI for their section while the other one goes against it. They have to come up with their points as to why AI is beneficial/harmful for the society.</p> <p>Resources: Link for Video: https://www.youtube.com/watch?v=vgUWKXVvO9Q</p>	<ul style="list-style-type: none"> • Describe some ethical concerns of AI with respect to inclusion, bias and privacy • Be able to evaluate the cost and benefits of AI technology 	<ul style="list-style-type: none"> • Describe some ethical concerns of AI with respect to inclusion, bias and privacy • Be able to evaluate the cost and benefits of AI technology
<p>Unit 2 : AI Project Cycle</p>	<p>Problem Scoping</p> <ul style="list-style-type: none"> • Introduction to AI Project Cycle. • Choosing a theme for problem scoping. • Identify problems around the selected topic • 4 W canvas • Set actions around the goal. • Data analysis and validation. 	<ul style="list-style-type: none"> • Students will know how they can get started on an AI project. • To problem scope with the help of template/worksheet. 	<p>Activities:</p> <ul style="list-style-type: none"> • Brainstorm around the theme provided and set a goal for the AI project. • To set actions around the goal. <p>Resources: Smart Board, Book, Video</p>	<ul style="list-style-type: none"> • Apply the problem scoping framework. • Frame a Goal for the project. 	<ul style="list-style-type: none"> • MCQ • Short Answer Questions. • Long Answer Questions • Competency based questions.

	<p>Data Acquisition</p> <ul style="list-style-type: none"> Identifying data requirements and data features. Finding reliable data sources. 	<ul style="list-style-type: none"> Students will learn various ways to acquire data. Students will learn about data features. Students will learn about System Maps. 	<p>Activity: Draw the System Map for the Water Cycle</p> <p>Resources: Link to make System maps Online using an Animated tool: https://ncase.me/loopy/</p>	<ul style="list-style-type: none"> Identify data required regards a given problem. Draw System Maps. 	<ul style="list-style-type: none"> Practical test Very-short Answer Questions. Short Answer Questions.
	<p>Data Exploration</p> <ul style="list-style-type: none"> Data visualisation and its need. Ways to visualize data in the form of Charts, Graphs, Maps, Temporal, Network, Infographics 	<ul style="list-style-type: none"> Students will explore various types of graphical representations. Students will learn how to visualize the data they have. 	<p>Activity:</p> <ul style="list-style-type: none"> List down 5 new data visualisation techniques which you learnt from https://datavizcatalogue.com/ To know the different visualization techniques and to use the right graph to display the data. <p>Resources: Link to visualisation website: https://datavizcatalogue.com/</p>	<ul style="list-style-type: none"> Recognize different types of graphs used in data visualization. Exploring various patterns and trends out of the data explored. 	<ul style="list-style-type: none"> Quiz Practical Test
	<p>Modelling</p> <ul style="list-style-type: none"> Types of AI technologies- Machine learning and Deep Learning Types of AI model Decision Trees 	<ul style="list-style-type: none"> Students are introduced to common regression, classification and clustering models Students are introduced to the decision tree algorithm as an example of rulebased models Students are introduced to image classification model. 	<p>Activities:</p> <ul style="list-style-type: none"> To design a Decision Tree based on the data given. Pixel It- To know how the computer classifies images as well as how the computer reads them. <p>Resources: Smart board, Video link: https://youtu.be/TcVCjetCC7Q</p>	<ul style="list-style-type: none"> List common regression, classification and clustering models Explain how decision trees work Describe the process involved in image classification 	<ul style="list-style-type: none"> Practical test Very-short Answer Questions. Short Answer Questions. Long Answer Questions.

MONTHS: SEPTEMBER & OCTOBER

CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Part B:Unit 3: Neural Network	<ul style="list-style-type: none"> • Introduction to Neural network. • Structure of Artificial Neural Network (ANNs). 	<ul style="list-style-type: none"> • Describe how a neural network works 	<p>ACTIVITIES: Creating a Human Neural Network Students split in four teams each representing input layer (X students), hidden layer 1 (Y students), hidden layer 2 (Z students) and output layer (1 student) respectively.</p> <ul style="list-style-type: none"> • Input layer gets data which is passed on to hidden layers after some processing. The output layer finally gets all information and 	<ul style="list-style-type: none"> • Understand and appreciate the concept of Neural Network through gamification. 	<ul style="list-style-type: none"> • Write a program to add the elements of the two lists. • Write a program to calculate mean, median and mode using Numpy • Write a program to display line chart from (2.5) to (9.10)
Unit 4: Introduction to Python	<ul style="list-style-type: none"> • Introducing python programming and its applications. 	<ul style="list-style-type: none"> • How to use different modes of python. • How to run python program. 	<p>Activity: Introduction to programming using Online Gaming portals like Code Combat.</p> <p>Practical: Python Basics</p> <ul style="list-style-type: none"> • Students go through lessons on Python Basics (Variables, Arithmetic Operators, Expressions, Data Types - integer, float, strings, using print() and input() functions) • Students will try some simple problem solving exercises on Python Compiler. <p>Practical: Python Lists</p> <ul style="list-style-type: none"> • Students go through lessons on Python Lists (Simple operations using list) • Students will try some basic problem solving exercises using lists on Python Compiler. 	<ul style="list-style-type: none"> • Acquire introductory Python programming skills in a very userfriendly format. 	<ul style="list-style-type: none"> • Practical Test

MONTHS: NOVEMBER & DECEMBER

CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Part A : Unit 4: Entrepreneurial Skills-I	<ul style="list-style-type: none">• Types of businesses-service, manufacturing, hybrid.• Types of businesses found in our community, Business activity around us.• Meaning of entrepreneurship development.• Distinguishing characteristics of entrepreneurship.• Role and rewards of entrepreneurship.	Understanding types of Businesses.	ACTIVITIES: Listing the entrepreneurial qualities-analysis of strengths and weaknesses. RESOURCES: CBSE Handbook, Reference Book, Smartboard.	List the characteristics of successful entrepreneur.	<ul style="list-style-type: none">•MCQs• Short Answer Questions.• Long Answer Questions.

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Class - IX

SUBJECT : ART & CRAFT**MONTHS: APRIL & MAY**

CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Fruit composition	Form identification	Pencil Shadings	Sketching	Strokes	Discussion on the topic
Nature study	Shape recognition	Fine Motor Skills Hand Eye Co- ordination	Strokes Study	Creativity	Discussion on the topic
Mandala rt	Detailing	Colour Sense	Detailing	Imagination	Discussion on the topic

MONTHS: JULY & AUGUST

CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Animal study	Object study	Pencil Shadings	Sketching	Strokes	Discussion on the topic
Landscape	Shape recognition	Fine Motor Skills Hand Eye Co- ordination	Strokes Study	Creativity	Discussion on the topic
Still life	Creative thinking	Colour Sense	Detailing	Imagination	Discussion on the topic
Calligraphy	Line drawing				

MONTHS: SEPTEMBER & OCTOBER

CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
3D art	Creative thinking	Pencil Shadings	Sketching	Strokes	Discussion on the topic
Rangoli design	Geometrical composition	Fine Motor Skills Hand Eye Co-ordination	Strokes Study	Creativity	Discussion on the topic
Knife painting	colour composition	Colour Sense	Detailing	Imagination	Discussion on the topic
Cartoon character	Perspective				

MONTHS: NOVEMBER & DECEMBER

CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Diya decoration	How to decorate	Pencil Shadings	Sketching	Strokes	Discussion on the topic
Diwali scene	Composition of colours	Fine Motor Skills Hand Eye Co-ordination	Strokes Study	Creativity	Discussion on the topic
Mehndi art composition	Creative thinking	Colour Sense	Detailing	Imagination	Discussion on the topic

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Class - IX

SUBJECT : DANCE

MONTHS: APRIL & MAY					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
1. Project file about : any folk dance any classical dance any western dance 2.Punjabi folk dance steps 3. Investiture ceremony dance-free style steps	summary of punjabi folk dance / one classical dance / one western dance	use in various stage performance	Music system	encourages creativity. no matter the style, dance encourages students to be more creative and to express themselves in many ways	Practical exam and file work.
MONTHS: JULY & AUGUST					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
1.Pahadi (Uttarakhand) folk dance-foot movements and hand movements. 2.Patriotic dance - free style steps	knowledge of the particular folk style	use in various stage performance	Music system	Dance boosts confidence. learning dance will not only improve your fitness but will also improve your social confidence, posture and your coordination	Practical exam and file work.

MONTHS: SEPTEMBER & OCTOBER					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
1.Details of hasta mudra in kathak dance. 2. semi classical dance - free style dance steps	knowledge about hand movements used in classical dance	use in various stage performance	Music system	STRESS REDUCTION the rhythmic movement can reduce stress and promote relaxation dancing is a great stress reliever and mental exercise	Practical exam and file work.
MONTHS: NOVEMBER & DECEMBER					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
1. western dance-steps of salsa.	knowledge about salsa dance	use in various stage performance	Music system	Students learn valuable life skills through dance, such as responsibility, communication skills, greet and accountability	Practical exam and file work.

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Class - IX

SUBJECT : INDIAN MUSIC

MONTHS: APRIL & MAY

CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
1. Group Song for Orientation, Hai Thaan liya humane 2. Group song for Investiture Ceremony	1. Motivational 2. One English song	Use in various programs	Group performance & Blackboard for lyrics	1. Students will be able to sing a song and will be encouraged. 2. Students will be able to sing english song.	Practical exam and file work.

MONTHS: JULY & AUGUST

CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
1. Patriotic Song 2. Folk Song 3. Bhajan for Janmashtami 4. Ghazal (light music) 5. Raga Jaijaiwanti & Deshkar	Knowledge of the particular songs and knowledge of hindustani classical music	Use in various programs and competitions	Solo and Group singing & Blackboard for lyrics	Students will be able to learn various songs and classical & light music. It will help them to perform in various school programs and inter school/zonal competitions.	Practical exam and file work.

MONTHS: SEPTEMBER & OCTOBER					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
1. Song for teacher's day assembly 2. Definition of Raga & Thaata 3. Song for the Gandhi Jayanti assembly 4. Motivational Song	Knowledge of the particular songs	Use in various programs and competitions	Solo and Group singing & Blackboard for lyrics	Students will be able to sing various songs. They will learn the theory of classical music.	Practical exam and file work.
MONTHS: NOVEMBER & DECEMBER					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
1. Song for the children's day special assembly 2. Christmas carols	Knowledge of the particular songs	Use in specific programs	Group singing & Blackboard for lyrics	Students will be able to sing a song and analyze music of the western and classical music.	Practical exam and file work.

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Annual Curriculum Pedagogy Assessment Plan

Class - IX

SUBJECT : INSTRUMENTAL MUSIC

MONTHS: APRIL & MAY					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Dhun for Orientation , Vandematram	Knowledge of song	Different Instruments	Individual Performance	Able to play	Individual Performance
MONTHS: JULY & AUGUST					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Patriotic Dhun , Prayer	Knowledge of patriotic dhun	Different Instruments	Individual Performance	Able to play	Individual Performance
MONTHS: SEPTEMBER & OCTOBER					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Annual Day Orchestra	Knowledge of song	Different Instruments	Individual Performance	Able to play	Individual Performance
MONTHS: NOVEMBER & DECEMBER					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Christmas Song, Some short Dhun	Knowledge of song	Different Instruments	Individual Performance	Able to perform	Individual Performance

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Class - IX

SUBJECT : PHYSICAL EDUCATION

MONTHS: APRIL & MAY

CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Badminton	<p>General Warming up exercise jogging, running & Simple Stretching exercise, Game: Badminton: - Fundamental skill Of Badminton like Grip of the racket, Stance Footwork Pivot, Forehand return. Backhand return etc, Participation in exercise schedules for improving different motor components namely speed, strength, endurance, flexibility and coordinative abilities. Game: Basketball:- latest General rules of the game, Fundamental Skill of Basketball like Handling ball, Passing. Pivoting. Dribbling. Shooting. Rebounding. Defensive Attack etc, For improving the Agility of the student doing; Pushups. Situps and Shuttle run</p>	<p>Preparing for Inter-school competition and physical development.</p>	Racket & Shuttle	learn basic rules of badminton	general warming up exercise & Runing ,cool down exercise.

MONTHS: JULY & AUGUST

CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
football	<p>Warming –up Cooling down exercise, Game Football: Fundamental Skill of Football: Kicking, Ball, Control. Dribbling. Tackling. Trapping. Passing etc, Marching, Positions of Attention Stand at-ease, Right-turn, Left-turn, About-turn, Marching on the spot (Kadamtal)</p>	<p>Preparing for Inter-school competition and physical development.</p>	football & stopwatch watch	learn basic rules of fotball	General warming exercise & runing , cooldown exercise.

MONTHS: SEPTEMBER & OCTOBER					
CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
Basketball	- latest General rules of the game, Fundamental Skill of Basketball like Handling ball, Passing. Pivoting. Dribbling. Shooting. Rebounding. Defensive Attack etc, For improving the Agility of the student doing; Pushups. Situps and Shuttle run	Preparing for Inter-school competition and physical development.	Basketball & stopwatch	learn basic rules of Basketball	General warming up exercise and cool down exercise

MONTHS: NOVEMBER & DECEMBER

CHAPTER / TOPIC	LEARNING OBJECTIVE		ACTIVITIES & RESOURCES	EXPECTED LEARNING OUTCOMES	ASSESSMENTS
	KNOWLEDGE BASED	APPLICATION BASED			
General Warming up exercise jogging.	Marching: Positions of Attention:- Stand- at-ease, Right-turn, Left-turn, About-turn, Marching on the spot(Kadamtal) Minor Games. Leg Cricket, Doges ball, Relay race,etc. Warming –up exercise, wining of arms, body rotation, Game. Kho-Kho, Fundamental skill Of Kho-Kho like give kho, Tapping Trapping Diving Fake	Preparing for Inter-school competition and physical development.	School drum	learn basic rules of marching	General warming up exercise