



# TERM-1 Curriculum & Assessment Annual Planner 2026 - 2027

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

Curriculum Planner				
<u>April(20)</u>	<u>May(15)</u>	<u>July(23)</u>	<u>Aug (21)</u>	<u>Sep (9)</u>
The Use of Coordinates  Introduction to Linear Polynomials	Introduction to Linear Polynomials (contd.)  The World of Numbers	Exploring Algebraic Identities  I'am Up & Down - Round & Round	Measuring Space- Perimeter & Area  Introduction to Probability  Exploring Sequences & Progression	Revision

Assessment Planner
<b><u>PA-1 (20 Marks)</u></b>
<ul style="list-style-type: none"> <li>● The Use of Coordinates</li> <li>● Introduction to Linear Polynomials</li> </ul>
<b><u>PA-2 / Half Yearly (80 Marks)</u></b>
<ul style="list-style-type: none"> <li>● The Use of Coordinates</li> <li>● Introduction to Linear Polynomials</li> <li>● The World of Numbers</li> <li>● Exploring Algebraic Identities</li> <li>● I'am Up &amp; Down - Round &amp; Round</li> <li>● Measuring Space- Perimeter &amp; Area</li> <li>● Introduction to Probability</li> <li>● Exploring Sequences &amp; Progression</li> </ul>
<b><u>Multiple Assessment : MA (5 marks)</u></b>
Maths Brochure - Classroom Activity <ul style="list-style-type: none"> <li>● <b><u>Term-1</u></b> :Exploring Algebraic Identities</li> </ul>
<b><u>Portfolio Assessment : PORT (5 Marks)</u></b>
Teachers will give instructions to the students before the summer vacations. Students will prepare the journal during the summer /winter vacations and submit when the school will reopen. <p>(i) Material to be used</p> <ul style="list-style-type: none"> <li>❖ Use four A-4 size coloured sheets (prefer light colours).</li> <li>❖ <b>DO NOT</b> use plastic covers. Use string to attach all four sheets.</li> <li>❖ First sheet details - Portfolio Assessment, Maths Journal, Student name, roll no, registration no, class, subject, Term: _____, date of submission</li> </ul> <p>(ii) Students will prepare mind map for the given topics:</p> <ul style="list-style-type: none"> <li>● <b><u>Term -1:</u></b> The Use of Coordinates , Introduction to Linear Polynomials</li> </ul>
<b><u>Subject Enrichment : SE (5 Marks)</u></b>
<ul style="list-style-type: none"> <li>● <b><u>Term -1 :</u></b> 4 Lab activities [linear equation, <math>\angle</math>s subtended by an arc of a circle, Square Root Spiral ; areas of <math>\Delta</math> &amp; // gm]</li> </ul>

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



## GRADE 9- Curriculum & Assessment Annual Planner

**2026-2027**

**SUBJECT:- HINDI**

**STUDENTS' COPY**

### LEARNING OUTCOMES

छात्र – निम्न कौशलों की क्षमता ग्रहण करेंगे |

साहित्य- नए पाठों के माध्यम से आलोचनात्मक चिंतन, तार्किकता, सराहना, मूल्यांकन, सृजनात्मकता, कल्पनाशीलता, अभिव्यक्ति में मौलिकता एवं जीवन-मूल्यों की पहचान सीखने-समझने में समर्थ होंगे |

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

रचनात्मक कार्य – रचनात्मक कार्य के माध्यम से अभिव्यक्ति की मौलिकता, सृजनात्मकता, भाषा में प्रवाह, उचित प्रारूप का प्रयोग,

संकेत बिन्दुओं का विस्तार व विचारों को सोदाहरण अभिव्यक्त करने में सक्षम होंगे।

### Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p><u>गंगा</u> – गद्य - दो बैलों की कथा</p> <p><u>व्याकरण</u> – समानार्थी शब्द, मुहावरे अनुच्छेद-लेखन, संवाद-लेखन।</p>	<p><u>गंगा</u>- गद्य- क्या लिखूँ?</p> <p><u>पद्य</u> - रैदास के पद</p> <p><u>व्याकरण</u> – संज्ञा सर्वनाम, निपात अपठित-गद्यांश,</p>	<p><u>गंगा</u>- गद्य - संवादहीन</p> <p><u>पद्य</u>- राम-लक्ष्मण-परशुराम- संवाद</p> <p><u>व्याकरण</u> – चित्र-वर्णन उपसर्ग-प्रत्यय, संवाद लेखन</p>	<p><u>गंगा</u>- गद्य- ऐसी भी बातें होती हैं (लता मंगेशकर से साक्षात्कार)</p> <p><u>व्याकरण</u> - विराम चिह्न अनौपचारिक पत्र लेखन अपठित-गद्यांश</p>	<p>प्रथम सत्र के गद्य व पद्य के समस्त कार्य का तथा व्याकरण कार्य का पुनः अभ्यास</p>
<u>Oct</u>	<u>Nov (18)</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb(16)</u>
<p><u>गंगा</u>- गद्य- आखिरी चट्टान तक</p> <p><u>पद्य</u> - भारती, जय, विजयकरे!</p> <p><u>व्याकरण</u>- अनौपचारिक-पत्र, संज्ञा सर्वनाम, निपात</p>	<p><u>गंगा</u>- गद्य- रीढ़ की हड्डी</p> <p><u>पद्य</u> - झाँसी की रानी</p> <p><u>व्याकरण</u>- चित्र वर्णन, संवाद-लेखन, विराम चिह्न</p>	<p><u>गंगा</u>- गद्य- मैं और मेरा देश</p> <p>निर्मल जीव सिंह 'सेखों'</p> <p><u>व्याकरण</u> – चित्र वर्णन अपठित-गद्यांश</p>	<p><u>गंगा</u>- <u>पद्य</u> घर की याद</p> <p>तब याद तुम्हारी आती है (साथ-साथ पढ़ें)</p> <p><u>व्याकरण</u> – अनौपचारिक-पत्र, संवाद-लेखन,</p>	<p>प्रथम सत्र व द्वितीय सत्र के गद्य व पद्य के समस्त कार्य का तथा व्याकरण कार्य का पुनः अभ्यास</p>

**Assessment Planner**

**PA-1 ( 20 marks )**

गंगा – गद्य - दो बैलों की आत्मकथा

व्याकरण – समानार्थी शब्द, मुहावरे, संवाद-लेखन,अपठित-गद्यांश।

रचनात्मक लेखन - अनुच्छेद लेखन

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

गंगा- गद्य- दो बैलों की कथा , क्या लिखूँ? संवादहीन, ऐसी भी बातें होती हैं (लता मंगेशकर से साक्षात्कार) -

पद्य - रैदास के पद, राम-लक्ष्मण-परशुराम संवाद

व्याकरण - समानार्थी शब्द, मुहावरे, उपसर्ग-प्रत्यय, विराम चिह्न, अपठित गद्यांश ।

रचनात्मक लेखन - अनुच्छेद, संवाद लेखन, अनौपचारिक पत्र लेखन,चित्र वर्णन।

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

गंगा गद्य- आखिरी चट्टान तक

व्याकरण - संज्ञा, सर्वनाम, निपात , अपठित गद्यांश

रचनात्मक लेखन -चित्र - वर्णन,अनौपचारिक-पत्र

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

MA1 - पठित – गद्यांश (कार्यपत्र )

MA2 - संवाद लेखन

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

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

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

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

SE1 - बस एक मिनट (मौखिक वाचन)

SE2 - श्रवण-कौशल कार्य (ASL-ACTIVITY)

**Annual Exam ( 80 marks )**

गंगा –गद्य- आखिरी चट्टान तक, रीढ़ की हड्डी, मैं और मेरा देश,निर्मल जीव सिंह 'सेखों'

पद्य – भारती, जय, विजयकरे! ,झाँसी की रानी, घर की याद

व्याकरण- समानार्थी शब्द, मुहावरे, उपसर्ग-प्रत्यय, संज्ञा, सर्वनाम, निपात, विराम चिह्न व अपठित गद्यांश ।

रचनात्मक लेखन - अनुच्छेद - लेखन, संवाद - लेखन, अनौपचारिक पत्र - लेखन, चित्र वर्णन ।



# GRADE 9 Curriculum & Assessment Annual Planner

2026-2027

SUBJECT :-SCIENCE

STUDENT'S COPY

## LEARNING OUTCOMES

The student will be able to:-

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

## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<b>Chemistry:</b>  Exploring mixtures and their separation   <b>Physics:</b>  Describing Motion Around Us (upto acceleration)	<b>Physics:</b>  Describing Motion Around Us (cont.)   <b>Biology:</b>  Cell: The Building block of Life	<b>Biology:</b>  Cell: The Building block of Life (cont.)   <b>Physics:</b>  How Forces Affect Motion?	<b>Biology:</b>  Tissues in action   <b>Physics:</b>  Earth as a system: Energy, Matter and Life	<b>Physics:</b>  Earth as a system: Energy, Matter and Life  (cont...)  Revision   <b>Chemistry: Journey Inside the Atom</b>

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<b>Chemistry:</b> <b>Journey Inside the Atom</b> (cont....)  <b>Biology:</b> <b>Reproduction : How Life Continues</b>	<b>Biology:</b> <b>Reproduction : How Life Continues</b>  Revision <b>Chemistry:</b> <b>Atomic Foundations of Matter</b>	<b>Chemistry:</b> <b>Atomic Foundations of Matter</b> (cont...)  <b>Physics:</b> <b>Work, Energy and Simple Machines</b>	<b>Physics:</b> <b>Work, Energy and Simple Machines (cont...)</b>  <b>Biology:</b> <b>Patterns in Life : Diversity and Classification</b>	<b>Physics:</b> <b>Sound Waves: Characteristics and Applications</b>  Revision

<b>Assessment Planner</b>
<p align="center"><b><u>PA-1 ( 20 marks )</u></b></p> <p><b>Chemistry: Exploring mixtures and their separation</b></p> <p><b>Physics: Describing Motion Around Us (till acceleration)</b></p>
<p align="center"><b><u>HALF YEARLY (PA2) 80 MARKS</u></b></p> <p><b>Chemistry: Exploring mixtures and their separation</b></p> <p><b>Physics: Describing Motion Around Us</b>  <b>Force and Laws of Motion,</b>  <b>Earth as a system: Energy, Matter and Life</b></p> <p><b>Biology : Cell: The Building block of Life</b>   <b>Tissues in action</b></p> <p><b>ALL PRACTICALS BASED ON CHAPTERS in TERM1</b></p>

**PA-3 ( 20 marks )**

Chemistry: Journey Inside the Atom

Biology: Reproduction : How Life Continues

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

MA1 - Class Tests

MA2 - Class Tests

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

**PORTFOLIO 1 NOTEBOOK EVALUATION**

Prepare a poster on a A4 size sheet so as to show any one biogeochemical cycle

**PORTFOLIO 2 NOTEBOOK EVALUATION**

Prepare an accordion journal to show diversity in plants OR animals in the partner state

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

SE1 Conduct of practicals and assessment of practical file

SE2 Conduct of practicals and assessment of practical file

**Annual Exam ( 80 marks )**

Chemistry: Exploring mixtures and their separation

Journey Inside the Atom

Atomic Foundations of Matter

Physics: Describing Motion Around Us

How Forces Affect Motion?

Earth as a system: Energy, Matter and Life

Work, Energy and Simple Machines

Sound Waves: Characteristics and Applications

Biology : Cell: The Building block of Life

Tissues in action

Reproduction : How Life Continues

Patterns in Life : Diversity and Classification

**ALL PRACTICALS BASED ON THE ABOVE CHAPTERS**

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



# GRADE 9 Curriculum and Assessment Annual

## Planner 2026

### Subject- English

### Students' planner

#### LEARNING OUTCOMES

#### Students will be able to:

- identify the main points of a text
- understand relations between different parts of a text through lexical and grammatical cohesive devices
- anticipate and predict to a certain extent, what would follow in the story
- deduce the meaning of unfamiliar lexical items in a given context;
- consult a dictionary to obtain information on the meaning and use of lexical items
- analyse, interpret, infer and evaluate the ideas in the text
- select and extract, from a text, information required for the purpose at hand
- express ideas in clear and grammatically correct English, using appropriate punctuation and cohesive devices
- write in a style appropriate for communicative purposes;
- plan, organise and present ideas coherently by introducing, developing and concluding a topic
- adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions)
- narrate incidents and events, real or imaginary in a logical sequence.

<b>Curriculum Planner</b>				
<b><u>April</u></b>	<b><u>May</u></b>	<b><u>July</u></b>	<b><u>Aug</u></b>	<b><u>Sep</u></b>
<b>LITERATURE :</b>  <b>Unit-1</b> <ul style="list-style-type: none"> <li>● How I Taught My Grandmother To Read</li> <li>● Bharat, our land</li> </ul> <b>WRITING :</b> <ul style="list-style-type: none"> <li>● Notice Writing</li> </ul>	<b>LITERATURE:</b>  <b>Unit-2</b> <ul style="list-style-type: none"> <li>● The pot maker</li> <li>● Gifts of Grace: Honouring our Vocations</li> </ul> <b>WRITING :</b> <ul style="list-style-type: none"> <li>● Letter to Editor</li> </ul>	<b>LITERATURE:</b>  <b>Unit-3</b> <ul style="list-style-type: none"> <li>● Winds of Change</li> <li>● Canvas of soil</li> </ul> <b>WRITING :</b> <ul style="list-style-type: none"> <li>● Factual Description</li> </ul>	<b>LITERATURE:</b>  <b>Unit-4</b> <ul style="list-style-type: none"> <li>● Vitamin -M</li> <li>● I cannot remember my mother</li> </ul> <b>WRITING:</b> <ul style="list-style-type: none"> <li>● Descriptive Essay</li> </ul>	<b>Term 1 Revision</b>

<p><b>GRAMMAR:</b> <b>-Topic-</b></p> <ul style="list-style-type: none"> <li>• Tenses</li> <li>• -I.G.E- Editing and Omission</li> </ul>	<p><b>GRAMMAR:</b> <b>Topic-</b></p> <ul style="list-style-type: none"> <li>• Determiners</li> <li>• I.G.E-Sentence Rearrangement</li> </ul>	<p><b>GRAMMAR:</b> <b>Topic-</b> Reported Speech</p> <ul style="list-style-type: none"> <li>• I.G.E- Sentence Transformation (based on reported speech )</li> </ul>	<p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>• <b>Topic-</b> Conditional clause-Type 1</li> <li>• I.G.E-Revision-</li> <li>• Editing omission</li> <li>• Sentence Rearrangement</li> <li>• Sentence Transformation</li> </ul>	
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<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p><b>LITERATURE :</b></p> <p><b>Unit-5</b></p> <ul style="list-style-type: none"> <li>• The world of limitless possibilities</li> <li>• Nine gold medals</li> </ul> <p><b>WRITING :</b></p> <ul style="list-style-type: none"> <li>• Informal Invitation</li> </ul> <p><b>GRAMMAR:</b> <b>Topic-</b></p> <ul style="list-style-type: none"> <li>• Modals</li> <li>• I.G.E- Practice</li> </ul>	<p><b>LITERATURE :</b></p> <p><b>Unit-6</b></p> <ul style="list-style-type: none"> <li>• Twin Melodies</li> <li>• <i>A friend found in music</i></li> </ul> <p><b>WRITING:</b></p> <ul style="list-style-type: none"> <li>• Formal Email</li> </ul> <p><b>GRAMMAR:</b> <b>Topic-</b></p> <ul style="list-style-type: none"> <li>• Clauses (noun, relative )</li> <li>• I.G.E- Practice</li> </ul>	<p><b>LITERATURE :</b></p> <p><b>Unit-7</b></p> <ul style="list-style-type: none"> <li>• Carrier of words</li> <li>• Words</li> </ul> <p><b>WRITING:</b></p> <ul style="list-style-type: none"> <li>• Magazine Article</li> </ul> <p><b>GRAMMAR:</b> <b>Topic-</b></p> <ul style="list-style-type: none"> <li>• Sub-verb Concord</li> </ul> <p><b>-I.G.E- Practice</b></p>	<p><b>LITERATURE :</b></p> <p><b>Unit-8</b></p> <ul style="list-style-type: none"> <li>• Follow that dream</li> <li>• Believe in yourself</li> </ul> <p><b>WRITING:</b></p> <ul style="list-style-type: none"> <li>• Narrative Essay</li> </ul> <p><b>GRAMMAR:</b> <b>Revision</b></p> <p><b>-I.G.E- Practice</b></p>	<p><b>Term 2 Revision</b></p>

## **Assessment Planner**

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

**LITERATURE:** How I Taught My Grandmother To Read, Bharat our land,

**WRITING :** Notice Writing (All topics)

**GRAMMAR :** Editing/Omission, Sentence rearrangement

**READING :** Unseen Comprehension (descriptive/discursive/ case- based)

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

**LITERATURE:** How I Taught My Grandmother To Read, Bharat our land, The pot maker, Gifts of Grace: Honouring our Vocations, Winds of Change , Vitamin -M, Canvas of soil, I cannot remember my mother

**WRITING :** Notice Writing, Letter to Editor , Factual Description , Descriptive Essay

**GRAMMAR :** Integrated Grammar (Editing/Omission, Sentence reordering and Sentence transformation)

**READING :** Unseen Comprehension (descriptive/discursive/ case- based)

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

**LITERATURE:** The world of limitless possibilities, Nine gold medals

**WRITING :** Informal Invitation

**GRAMMAR :** Editing/Omission, Sentence Transformation

**READING :** Unseen Comprehension (descriptive/discursive/ case- based)

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

**MA1 :** Mélange Intra level activity

**MA2 :** JAM (Just A Minute)

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

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

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

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

**SE 1 :** Listening Skills (Paired state)

**SE 2 :** Poster Making

**Final Exam (80 marks )**

**LITERATURE:** How I Taught My Grandmother To Read, Bharat our land, The pot maker, Gifts of Grace: Honouring our Vocations, Winds of Change , Vitamin -M, Canvas of soil, I cannot remember my mother The world of limitless possibilities ,Nine gold medals ,Twin Melodies ,*A friend found in music*,Carrier of words ,Words , Follow that dream ,Believe in yourself

**WRITING :** Notice Writing, Letter to Editor , Factual Description , Descriptive Essay ,Informal Invitation, Formal Email , Magazine Article , Narrative Essay

**GRAMMAR :** Integrated Grammar (Editing/Omission, Sentence reordering and Sentence transformation)

**READING :** Unseen Comprehension (descriptive/discursive/ case- based)

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



GEO: CH 2 Life on Earth HIST: CH 4 India and the World (Intro)	HIST: CH 4 India and the World (Contd.)	GEO: CH 1 Oceans and Life (Intro)	Oceans and Life (Contd.)  HIST: CH 3 Resistance and Resilience  ECO: CH 7 Smart ways to manage your finances (Intro)	your finances (Contd.)
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### Assessment Planner

#### PA-1 (20 marks )

Hist.: Ch-4 Beginning of Civilisation (Till page 99; including Who were human ancestors)  
 Pol. Sc.: Ch-6 Democracy (Till page 137; including roots of Democracy in India)  
 Geo.: Ch. 2 Landforms: Earth's Living Canvas (Till page 19; including Agents of Denudation)

#### PA-3 (20 marks)

**Hist: Ch 4 India and the World (Till cultural connections)**  
**Geog: Ch 2 Life on Earth (Till Forests and ecotourism)**  
**Pol Sc: Ch 5 Authority (Till Evolution of authority structures in India)**

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

Hist: PART 1: Ch-4 Beginning of Civilisation Ch-5 State and Society  
 Geo: PART 1: Ch 2 Landforms: Earth's Living Canvas Ch- 3 Atmosphere and Climate  
 Pol. Sc: PART 1: Ch-6 Democracy Ch-7 Elections  
 Eco: PART1: Ch-6 Building blocks in Economics Ch-9 The Prize puzzle: What Drives the Market

#### Final Term Exam (80 marks)

Hist: PART 1: Ch- 4 Beginning of Civilisation Ch-5 State and Society  
 PART 2: Ch- 4 India and the World Ch- 3 Building a resilient India  
 Geo: PART 1: Ch 2 Landforms: Earth's Living Canvas Ch- 3 Atmosphere and Climate  
 PART 2: : CH 1 Oceans and Life CH 2 Life on Earth  
 Pol. Sc: PART 1: Ch-6 Democracy Ch-7 Elections  
 PART 2: CH 5 Authority  
 Eco: PART 1: Ch-6 Building blocks in Economics Ch-9 The Prize puzzle: What Drives the Market  
 PART 2: CH 6 From ideas to Start-ups CH 7 Smart ways to manage your finances

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

**MA1**

**Interdisciplinary project as part of multiple assessments**

- 1. GROUP PPT/GROUP PROJECT**
2. Poster making/Accordion Book on the partner state

**MA2**

- 1. CROSSWORD/MCQ**

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

**PORT. 1**

1. Map Work/Diagrams
2. Notebook evaluation

**PORT.2**

1. Map Work/Diagrams
2. Notebook evaluation

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

**SE1 Disaster Management Project: Art Integration Activity**

**Topic: Earthquake, Floods, Landslides**

**Students to research on preparedness and mitigation vis a vis Earthquake / Floods.**

**Students will compile a report on the same.**

**SE2 Disaster Management Project: Art Integration Activity**

**Topic: Earthquake, Floods, Landslides**

**Students to prepare a case study based on a recent Earthquake / Flood/ Landslide in India or world**

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

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



# GRADE 9- Curriculum & Assessment Annual Planner (2026-27)\*\*

## SUBJECT:- Computer Science

### STUDENT'S COPY

#### LEARNING OUTCOMES

Students will be able to:

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

#### CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Chapter 1: Introduction to Python (Page 7 to 15)	Chapter 2: Data Types and Operators in Python (Page 16 to 18 (before Comments in Python)) <b><u>REVISION-PA1</u></b> <b><u>Syllabus</u></b> <b>PA1 Exam</b>	Chapter 2: Data Types and Operators in Python (Page 18 (From Comments in Python) to 22))	Chapter 2: Data Types and Operators in Python (Page 23 to 29)	<b><u>REVISION FOR</u></b> <b><u>TERM-1 (PA2)</u></b> <b><u>Syllabus</u></b>  <b>Term1(PA2)</b> <b>Exam</b>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Chapter 3: Conditional Statements in Python (Page 30 to 32 (Before Nested If))	<b><u>REVISION-PA3</u></b> <b>PA3 Exam</b> Chapter 3: Conditional Statements in Python (Page 33 (From If...Elif...Else Ladder) to 34)	Chapter 3: Conditional Statements in Python (Page 32 (From Nested If Statement) to 41))	Chapter 4: Looping Statements in Python (Pages 46-49 (Before <b>Some more programs</b> ), 51-53)	Chapter 4: Looping Statements in Python (Contd...Page 53)  <b><u>REVISION-TERM2</u></b> <b><u>Syllabus</u></b> <b>Term2 Exam</b>

<b><u>ASSESSMENT PLANNER</u></b>
<b><u>PA-1 (20 marks )</u></b>
Chapter 1: Introduction to Python (Page 7 to 15) Chapter 2: Data Types and Operators in Python (Page 16 to 18 (before Comments in Python))
<b><u>HALF YEARLY-PA2- (40 marks )</u></b>
Chapter 1: Introduction to Python (Page 7 to 15) Chapter 2: Data Types and Operators in Python (Page 16 to 29)
<b><u>PA3- (20 marks)</u></b>
Chapter 3: Conditional Statements in Python (Page 30 to 32 (Before Nested If statement))
<b><u>ANNUAL EXAM (40 marks)</u></b>
Chapter 2: Data Types and Operators in Python (Page 16 to 29) Chapter 3: Conditional Statements in Python (Page 30 to 41) Chapter 4: Looping Statements in Python (Pages 46-49 (Before Some more programs), 51-53)
<b><u>MULTIPLE ASSESSMENT-(5 marks )</u></b>
<b>MULTIPLE ASSESSMENT-1 (MA1)</b> Debugging/Output of Python Program to assess the skills acquired by the students based on the concepts covered.
<b>MULTIPLE ASSESSMENT-2(MA2)</b> Debugging/Output of Python Program to assess the skills acquired by the students based on the concepts covered.
<b><u>PORTFOLIO ASSESSMENT-(5 marks )</u></b>
<b>PORTFOLIO ASSESSMENT (PORT-1)</b> <ul style="list-style-type: none"> <li>● Notebook Evaluation + A presentation based on case study (related to the Indian State in focus)</li> </ul> <b>PORTFOLIO ASSESSMENT (PORT-2)</b> <ul style="list-style-type: none"> <li>● Notebook Evaluation + Worksheet</li> </ul>
<b><u>SUBJECT ENRICHMENT (SE)-(5 marks)</u></b>
<b>SUBJECT ENRICHMENT1 (SE1)-</b> Students will be asked to write a program in Python according to the instructions given. • It will be a hands-on experience on the computer.
<b>SUBJECT ENRICHMENT2 (SE2)-</b> Students will be asked to write a program in Python according to the instructions given. • It will be a hands-on experience on the computer.

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



# GRADE 9 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT: -P.E

Teacher COPY

## LEARNING OUTCOMES

The students will be able to:

- 1. Apply and refine Locomotors Skills and concepts effort space and relationship to perform and create a variety of activities to improve Personal performance.**
- 2. Adopt and improve activity specific skills a variety of games.**
- 3. Select plan and create game that incorporates simple and more Challenging strategies and tactics.**
- 4. Adopt and improve activity specific skills in a variety of individual pursuits Eg: - Resistance Training Aerobics**
- 5. Communicate thoughts and feelings in an appropriate respectful Manner as they relate to participation in physical education.**
- 6. Discuss issues related to positive athletic / active living role.**
- 7. Demonstrate etiquette and fair play.**
- 8. Describe apply monitor and assess leadership and followership skills Related to physical activity.**
- 9. Develop and apply practice that contributes to team work.**
- 10. Identify and Demonstrate positive behaviour that show respect for self and other.**

## Curriculum Planner

<u>April</u> Working Day-20 SDG- 03,04	<u>May</u> Working Day -15 SDG- 03,04	<u>July</u> Working Day-21 SDG- 03,04	<u>Aug</u> Working Day -20 SDG- 03,04	<u>Sep</u> Working Day-10 SDG- 03,04
<p>1 Marching</p> <p>2. Athletics Selections Events 100M, 200M,400M</p> <p>3. Final Selections</p> <p>4. Games.</p>	<p>1 Marching</p> <p>2. Athletics Selections Events Long Jump Shot Put</p> <p>3. Final Selections</p> <p>4. Games.</p>	<p>1 Marching</p> <p>2. Athletics Practise</p> <p>3. Games.</p> <p>4.Surya Namaskar</p>	<p>1 Marching</p> <p>2. Athletics Practise</p> <p>3. Games.</p> <p>4.Surya Namaskar</p>	<p>1 Marching</p> <p>2. Athletics Practise</p> <p>3.Games.</p> <p>4.Assessment TERM 1</p>
<u>Oct</u> Working Day-21 SDG- 03,04	<u>Nov</u> Working Day-21 SDG- 03,04	<u>Dec</u> Working Day-16 SDG- 03,04	<u>Jan</u> Working Day-20 SDG- 03,04	<u>Feb</u> Working Day-14 SDG- 03,04
<p>1.Marching</p> <p>2. Athletics Practise</p> <p>3.Games.</p>	<p>1 Marching</p> <p>2. Athletics Practise</p> <p>3. Games.</p>	<p>1.Selection for inter class matches.</p> <p>2. Game practise of Football, Cricket and Basketball</p>	<p>1.Selection for inter class matches.</p> <p>2. Game practise of Football, Cricket and Basketball</p>	<p>1.Football skill Dribbling with ball.</p> <p>2.Basketball layup shot Assessment</p>

<b>Assessment Planner</b>		
<b><u>Half Yearly (5 marks)</u></b>		
<b>TERM -1 (Sep)</b>		<b>CHECK LIST</b>
<b>Grade criteria</b>	<b>Sport: - Yoga</b> <b>Skill: - Surya Namaskar</b>	
<b>Mark 5 A</b>		<b>1 BODY COORDINATION</b>
<b>Mark 4 B</b>		<b>2 EYE COORDINATION</b>
<b>Mark 3 C</b>		<b>3 TEAM WORK</b>
<b>Mark 2 C</b>		<b>4 ENDURANCE</b>
<b>Mark 1 C</b>		<b>5 DISCIPLINE</b>
<b><u>Annual (5 marks)</u></b>		
<b>TERM -2 (Feb)</b>		<b>CHECK LIST</b>
<b>Grade criteria</b>	<b>Game: - Cricket</b> <b>Skill: - HIGH CATCH WITH ORTHODOX CUP</b>	
<b>Mark 5 A</b>		<b>1 BALL CONTROL</b>
<b>Mark 4 B</b>		<b>2 EYES ON THE BALL</b>
<b>Mark 3 C</b>		<b>3 COME UNDER THE BALL</b>
<b>Mark 2 C</b>		<b>4 ORTHODOX CUP</b>
<b>Mark 1 C</b>		<b>5 DISCIPLINE</b>

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

# GRADE 9- Curriculum & Assessment Annual Planner (2026-2027)



## SUBJECT:-LIBRARY

### STUDENT'S COPY

#### LEARNING OUTCOMES

- Library rules - objective- to use library effectively.
- Related Vocabulary – objective – students will learn new words and their usage.
- Read Aloud will help students to enhance their reading skills and create interest in reading. It will also improve their pronunciation.
- Guided Reading will trigger their interest in reading. It develops the self-learning skills of students. It nurtures good moral values and principles in the children. It cultivates respect and love for the nation and its culture in the students

The following titles are for compulsory reading:

- LIFE OF PIE BY YANN MARTEL
- RICH DAD POOR DAD BY ROBERT KIYOSAKI

#### CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Library Rules- Prepared by students	Read and Question writing from the book given	Reading Speed and Retention test	Stamina Reading exercise	Quiz on current affair
Stamina Reading exercise	Books given for home	Word Bingo	Vocabulary building	
Vocabulary building	Vocabulary hunt	Books will given for home	Echo Line Retelling	
Quiz on current affair		Echo line retelling		

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>Read and Question writing from the book given</p> <p>Books given for home</p> <p>Vocabulary hunt</p>	<p>Favourite author discussion</p>	<p>Read and Question writing from the book given</p> <p>Books given for home</p> <p>Vocabulary hunt</p>	<p>Reading Speed and Retention test</p> <p>Word Bingo</p>	<p>Read and Question writing from the book given</p>

### ASSESSMENT PLANNER

#### HALF YEARLY

Assessment of the 1st term from the given activity

To prepare the poster on the given topic in the class

#### ANNUAL EXAM

Assessment of the 2<sup>nd</sup> term from the given activity

To prepare a Book Cover of the given book.

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



## **COUNSELING CURRICULUM (2026-2027)**

### **APRIL – SELF-AWARENESS (Knowing Myself)**

- **Grades 4–5**
  - My likes, dislikes, strengths
  - Identifying basic emotions
  - What makes me unique
- **Grades 6–7**
  - Personality traits
  - Emotional triggers
  - Strengths and weaknesses
- **Grades 8–10**
  - Self-concept and identity
  - Strengths, weaknesses, blind spots
  - Self-image vs others' perception

### **MAY – EMPATHY (Understanding Others)**

- **Grades 4–5**
  - Recognizing others' feelings
  - Being kind and helpful
- **Grades 6–7**
  - Perspective-taking
  - Understanding different situations
- **Grades 8–10**
  - Cognitive vs emotional empathy
  - Respecting differences (opinions, backgrounds)

### **JULY – EFFECTIVE COMMUNICATION**

- **Grades 4–5**
  - Kind vs hurtful communication
  - Listening skills
- **Grades 6–7**
  - Assertive communication
  - Expressing feelings appropriately
- **Grades 8–10**
  - Assertiveness vs aggression vs passivity
  - Handling conflicts through communication

## **AUGUST – INTERPERSONAL RELATIONSHIPS**

- **Grades 4–5**
  - Qualities of a good friend
  - Sharing and cooperation
- **Grades 6–7**
  - Peer influence
  - Friendship conflicts
- **Grades 8–10**
  - Healthy vs unhealthy relationships
  - Boundaries and respect

## **SEPTEMBER – DECISION-MAKING**

- **Grades 4–5**
  - Making simple choices
  - Understanding consequences
- **Grades 6–7**
  - Short-term vs long-term decisions
  - Responsibility for choices
- **Grades 8–10**
  - Decision-making under peer pressure

- Evaluating consequences and risks

## **OCTOBER – PROBLEM SOLVING & CRITICAL THINKING**

- **Grades 4–5**
  - Identifying problems
  - Thinking of possible solutions
- **Grades 6–7**
  - Steps of problem solving
  - Thinking before reacting
- **Grades 8–10**
  - Logical thinking and analysis
  - Recognizing thinking errors and biases

## **NOVEMBER – CREATIVE THINKING**

- **Grades 4–5**
  - Thinking differently
  - Exploring multiple ideas
- **Grades 6–7**
  - Flexible thinking
  - Looking at problems in new ways
- **Grades 8–10**
  - Reframing situations
  - Innovation and perspective shift

## **DECEMBER – COPING WITH EMOTIONS**

- **Grades 4–5**
  - Identifying emotions
  - Basic emotion control
- **Grades 6–7**

- Managing anger and frustration
- Understanding emotional reactions
- **Grades 8–10**
  - Emotional regulation
  - Thought–emotion connection

## **JAN–FEB – COPING WITH STRESS (EXAM FOCUS)**

- **Grades 4–5**
  - Understanding stress
  - Basic calming strategies
- **Grades 6–7**
  - Stress and body responses
  - Managing academic pressure
- **Grades 8–10**
  - Performance anxiety
  - Building resilience and coping strategies



# GRADE 9 Curriculum & Assessment Annual Planner

2026-27

SUBJECT :- Painting

Student Copy

## LEARNING OUTCOMES

**The learner will be able to:**

- Identify 2D and 3D Art forms.
- Explain the Elements of Art.
- Appreciate the beauty of nature, colour, form, light shades and different textures.
- Explore different methods of learning art and art materials.
- Identify tools, equipment and material used in different art forms.
- Recognize contemporary folk and regional art forms
- Appreciate different art forms- paintings, sculpture, photographs, graphics, crafts etc.
- Reflect on the work of artists and artisans critically.
- Explain the beauty of man-made designs.
- Appreciate and apply painting skills and styles of traditional and folk painters to create new paintings.
- Use creative skills while planning an art activity.
- Identify resources and composing art expressions.
- Create art works and communicate art emotions skillfully and artistically through selected medium of art.
- Apply artistic and aesthetic sensibility in day-to-day life.
- Display concerns for safe use and maintenance of tools and equipment.
- Maintain art material, art work and artefacts with sensitivity.

## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p><b>Theory-</b> <b>Understanding and appropriate use of tools</b></p> <p>a) Pencils b) Paper c) Brushes d) Paints e) Palette</p> <p><b>Elements of Art-</b> (Line)</p> <p><b>Practical-</b> Basic shapes and stroke practice</p>	<p><b>Theory - Elements of Art</b></p> <p>a) Shape b) Form c) Space d) Texture</p> <p><b>Practical-</b></p> <p>a) Object Drawing b) Still life</p>	<p><b>Theory-</b> <b>Elements of Art</b></p> <p>a) Value b) Colour</p> <p><b>Practical-</b></p> <p>a) Still life b) One point Perspective c) Seascape</p>	<p><b>Theory-</b> <b>Painting Material</b></p> <p>a) Poster colour b) Water Colour c) Oil Pastels d) Pencil colour</p> <p><b>;Appreciation of Indian paintings</b></p> <p>-Wizard's dance(Bhimbetka caves)</p> <p><b>Practical-</b></p> <p>Poster Design Still life</p> <p>Save Water</p>	<p><b>Theory-</b> <b>Indian Sculpture</b></p> <p>Yaksha – Yakshi at R.B.I New Delhi (done by Ramkinker Baij)</p> <p><b>Practical-</b></p> <p>-My Family -Birthday Party</p>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p><b>Theory-</b> <b>Architecture</b></p> <p>-Sun Temple (Konark Odisha)</p> <p><b>Practical-</b></p> <p>-Landscape</p>	<p><b>Theory-</b> <b>Indian Floor Art</b></p> <p>Paintings (Floor decoration)</p> <p>Alpana Rangoli</p>	<p><b>Theory-</b> <b>Indian Floor Art</b></p> <p>Mandana</p> <p><b>Practical-</b></p> <p>Mandana Art</p>	<p><b>Theory-</b></p> <p>Tools and Material</p> <p>(Revision)</p> <p><b>Practical-</b></p> <p>Drawing composition</p>	<p>(Revision)</p>

-Kite Flying	<b>Practical-</b> -Rangoli -Alpana			
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**Assessment Planner**

**PA-1 ( 20 marks )**

**1-Elements of Art**

**2- Use of art tools**

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

**Theory Exam- 30 marks**

**Syllabus**

1-Elements of Art

2-Understanding of tools

3-Painting Material- Poster Colour, Water Colour, Oil Pastels and Pencils

4- Wizard dance (Bhimbetka Caves)

**Practical (50 marks)**

1) Still life

2) Drawing Composition

**PA-3 ( 20 marks )**

**Yaksha Yakshi (sculpture) (10marks)**

**Sun Temple (architecture) (10marks)**

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

MA1- class test
MA2- Quiz

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

**PORTFOLIO 1**

**Five best drawings done during the session**

**PORTFOLIO 2**

**Five best drawings done during the session**

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

**SE1- Project based on EBSB paired state**

**SE2- Project based on SDG topic**

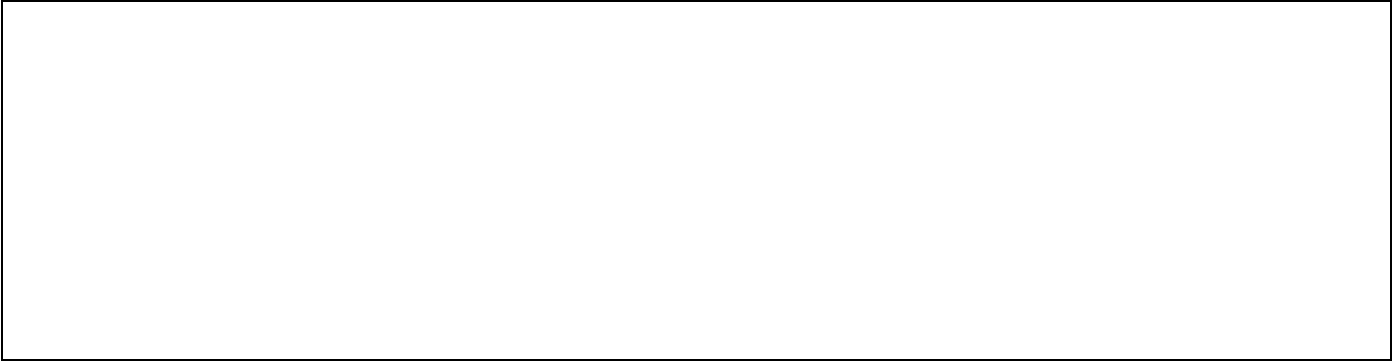
**Annual Exam ( 80 marks )**

**Theory-**

**Entire year's syllabus done in the class (30 marks)**

**Practical- (50 marks)**

1- Still Life



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



# GRADE 9-Curriculum & Assessment Annual Planner 2026-27\*\*

## SUBJECT :- **Computer Applications**

### STUDENT'S COPY

#### LEARNING OUTCOMES:

1. Ability to familiarise with basics of computers.
2. Ability to navigate the file system.
3. Ability to create and edit documents, spread sheets, and presentations.
4. Ability to perform basic data manipulation using spread sheets and use Indian languages in documents.
5. Ability to send and receive emails, follow email etiquette, and communicate over the internet.
6. Ability to create and upload videos.
7. Ability to safely and correctly use websites, social networks, chat sites, and email.

#### Curriculum Planner

APRIL	MAY <b>PA1</b>	JULY	AUGUST	SEPTEMBER <b>TERM1(PA2)</b>
<b>Theory:</b> <b>Chapter 1-</b> Computing Technology <b>Chapter 2-</b> Input and Output Devices <b>Theory &amp; Practical:</b> <b>Chapter 3-</b> Computer Software and Operating System	<b>Theory:</b> <b>Chapter 2-</b> Input and Output Devices (contd.) <b>Theory &amp; Practical:</b> <b>Chapter 3-</b> Computer Software and Operating System <b>Chapter 6-</b> Word Processing Tool (MS Word Basics)	<b>Theory:</b> <b>Chapter 4-</b> Communication Technology <b>Theory &amp; Practical:</b> <b>Chapter 7-</b> MS word Document Formatting <b>Chapter 8-</b> Graphics, Tables and Columns in MS word <b>Chapter 9-</b> Advanced Features and Mail Merge in MS word	<b>Theory:</b> <b>Chapter 4-</b> Communication Technology(contd.) <b>Theory &amp; Practical</b> <b>Chapter 10-</b> Presentation Tool (MS Powerpoint) <b>Chapter 11-</b> Managing Powerpoint Slides <b>Chapter 12-</b> Audio,Video, Animation and Slide Show in MS Powerpoint	<b>Theory &amp; Practical:</b> <b>Chapter 12-</b> Audio,Video, Animation and Slide Show in MS Powerpoint(contd.) <b>Chapter 13-</b> Spreadsheet Tool: MS Excel Basics)
OCTOBER	NOVEMBER <b>PA3</b>	DECEMBER	JANUARY	FEBRUARY <b>TERM2</b>
<b>Theory:</b> <b>Chapter 5 -</b> Cyber Safety <b>Theory &amp; Practical:</b> <b>Chapter 13-</b> Spreadsheet Tool: (MS Excel Basics) <b>Chapter 14-</b> Formatting data, Formula and Functions in MS Excel	<b>Theory</b> <b>Chapter 5 -</b> Cyber Safety (contd.) <b>Theory &amp; Practical:</b> <b>Chapter 14-</b> Formatting data, Formula and Functions in MS Excel(contd.) <b>Chapter 15-</b> Working with MS Excel Charts	<b>Theory and Practical</b> <b>Chapter 14-</b> Formatting data, Formula and Functions in MS Excel - (Revision) <b>Chapter 15-</b> Working with MS Excel Charts	<b>Theory and Practical</b> Revision(LMP)	<b>REVISION (LMP)</b>

#### **IMPORTANT NOTE-**

1. **Report File** work will continue throughout the academic session. Tasks will be allotted and have to be submitted by the deadline specified.
2. **Project File** work will be done by the students in the months of November –December as it will involve all practical concepts taught in Class IX. It has to be submitted by the deadline specified.

**Periodical Assessment-1 (20 marks)**

**Theory test based on**

- Chapter 1- Computing Technology
- Chapter 2- Input and Output Devices
- Chapter 3-Computer Software and Operating System
- Chapter 6-Word Processing Tool (MS Word Basics)

**TERM1 Exam (Periodical Assessment-2) (80 marks)**

**Practical Exam- 30 marks**

- a) Hands-on (25 marks)
- b) VIVA (5 marks) – based on the syllabus covered

**Syllabus for Practical Exam –**

- Chapter 3-Computer Software and Operating System
- Chapter 6-Word Processing Tool (MS Word Basics)
- Chapter 7-MS word Document Formatting
- Chapter 8-Graphics, Tables and Columns in MS word
- Chapter 9-Advanced Features and Mail Merge in MS word
- Chapter 10- Presentation Tool (MS Powerpoint)
- Chapter 11-Managing Powerpoint Slides
- Chapter 12- Audio, Video, Animation and Slide Show in MS Powerpoint

**Theory Exam – 50 marks**

**Syllabus**

- Chapter 1- Computing Technology
- Chapter 2- Input and Output Devices
- Chapter 3-Computer Software and Operating System
- Chapter 4-Communication Technology
- Chapter 6-Word Processing Tool (MS Word Basics)
- Chapter 7-MS word Document Formatting
- Chapter 8-Graphics, Tables and Columns in MS word
- Chapter 9-Advanced Features and Mail Merge in MS word
- Chapter 10- Presentation Tool (MS Powerpoint)
- Chapter 11-Managing Powerpoint Slides
- Chapter 12- Audio, Video, Animation and Slide Show in MS Powerpoint

**Periodical Assessment-3-(20 marks)**

**Practical Exam-**

**Syllabus: -**

- Chapter 13- Spreadsheet Tool: (MS Excel Basics)
- Chapter 14- Formatting data, Formula and Functions in MS Excel

**TERM2 EXAM (100 marks)**

**A. Practical Exam(50 marks)**

**1. Hands on-30 marks**

**SYLLABUS:**

- Chapter 3-Computer Software and Operating System
- Chapter 6-Word Processing Tool (MS Word Basics)
- Chapter 7-MS word Document Formatting
- Chapter 8-Graphics, Tables and Columns in MS word
- Chapter 9-Advanced Features and Mail Merge in MS word
- Chapter 10- Presentation Tool (MS Powerpoint)
- Chapter 11-Managing Powerpoint Slides
- Chapter 12- Audio, Video, Animation and Slide Show in MS Powerpoint
- Chapter 13- Spreadsheet Tool: (MS Excel Basics)
- Chapter 14- Formatting data, Formula and Functions in MS Excel
- Chapter 15- Working with MS Excel Charts(Revision)

**2. Report File- 8 Marks**

**3. Project File- 10 Marks**

**4. Viva (Based on Report File)- 2 Marks**

**B. Theory Exam( 50 marks)****SYLLABUS:**

- Chapter 1-** Computing Technology  
**Chapter 2-** Input and Output Devices  
**Chapter 3-**Computer Software and Operating System  
**Chapter 4-**Communication Technology  
**Chapter 5 -**Cyber Safety  
**Chapter 6-**Word Processing Tool (MS Word Basics)  
**Chapter 7-**MS word Document Formatting  
**Chapter 8-**Graphics, Tables and Columns in MS word  
**Chapter 9-**Advanced Features and Mail Merge in MS word  
**Chapter 10-** Presentation Tool (MS Powerpoint)  
**Chapter 11-**Managing Powerpoint Slides  
**Chapter 12-** Audio,Video, Animation and Slide Show in MS Powerpoint  
**Chapter 13-** Spreadsheet Tool: (MS Excel Basics)  
**Chapter 14-** Formatting data, Formula and Functions in MS Excel  
**Chapter 15-** Working with MS Excel Charts (Revision)

Unit No.	Unit Name	Marks
<b>Theory</b>		
1.	Basics of Information Technology *	20
2.	Cyber safety	15
3.	Office Tools *	15
<b>Theory</b>		<b>50 marks</b>
<b>Practical</b>		<b>50 marks</b>
<b>Total</b>		<b>100 marks</b>

**\*Please refer to the book for Unit wise chapter details.**

**Practical (30 marks)**

Word processing	10 marks
Handling spreadsheets	10 marks
Creating presentations	10 marks

**Viva(2marks)**

Based on the content of the Report and the Project Files

**Project File(10 marks)**

**Project based on a company of your choice. This project must include all concepts that have been learnt INCLUDING:**

- **Text Editing(3m)**- Poster for the Company- Including products manufactured by the company.
  - Letters of invitation for an important meeting to any three dealers using Mail Merge.
- **Presentation(4m)**- A Powerpoint based presentation containing atleast 10 slides, using the concept of formatting, inserting text, wordart, images, audio, video, lists, table, charts, hyperlinks etc.
- **Spreadsheet(3m)**- An Excel spreadsheet containing the company's sales for one financial year, including
  - Various products, monthly sales in amount, monthly sales in units.
  - Find Total sales – amount wise and Unit wise.
  - Find the maximum, minimum and average sales amount.
  - Display the details using Charts on two separate Chart sheets– amount wise and Unit wise.

**Report File( 8marks)**

**Report file must contain:**

- 4 documents using a word processor
- 4 documents using spreadsheet
- 4 documents using presentation tool

**The tasks will be shared in CA Google Classroom as assignments. They have to be submitted as a packaged folder along with the media necessary in the respective assignments.**

**\*\* - Subject to change as per CBSE directives**



# CLASS 9 Curriculum & Assessment Annual Planner\*

## SUBJECT :- Elements of Business (EBS) 2026-2027

### STUDENT'S COPY

#### LEARNING OUTCOMES:

The students will be able to:

- read and understand the instructions given.
- critically analyse the concepts and differentiate between the merits and demerits of different concepts.
- Skim for the main idea and present facts related
- retain, recall and present facts pertaining to a specific concept.
- Recall and apply knowledge gained pertaining to various concepts.
- Differentiate between the two given concepts
- Conduct independent/ as group research and collate information related to a given topic
- Co-relate concepts related to business and real-life situations.

<p style="text-align: center;"><u>April</u></p> <p><b>Theory:</b> <b>Unit 1 - Fundamentals of Business Activities</b></p> <p>(a)Characteristic s of Business Activities (b) Business as an Activity – How it is different from</p> <ul style="list-style-type: none"> <li>• Profession</li> <li>• Employment</li> <li>• Business</li> </ul>	<p style="text-align: center;"><u>May PA1</u> <b>Contd</b></p> <p><b>Theory:</b> <b>Unit 1 - Fundamentals of Business Activities</b></p> <p>(c) Characteristics of vocational activities (d) Factors affecting business</p> <ul style="list-style-type: none"> <li>• Economic</li> <li>• Social</li> <li>• Political</li> </ul>	<p style="text-align: center;"><u>July</u></p> <p><b>Unit 2- Operative Activities in Business</b></p> <p>(a) Industry- concept (b) Industry- Characteristics Types &amp; Nature</p>	<p style="text-align: center;"><u>August</u> <b>Contd</b></p> <p><b>Operative Activities in Business</b></p> <p>(c) Commerce – concept (d) Commerce</p> <ol style="list-style-type: none"> <li>1. Banking</li> <li>2. Insurance</li> <li>3. Transportation</li> <li>4. Trade</li> </ol>
<p style="text-align: center;"><u>October</u></p> <p><b>Theory:</b> <b>Unit 3 - Steps Involved in Establishing Business</b></p> <p>(a) Nature &amp; forms of Business Organizatio n</p> <p><b>Practical:</b> Unit 1, Unit 2</p>	<p style="text-align: center;"><u>November PA3</u></p> <p><b>Theory:</b> Unit 3 – continued</p> <p>(b) Sole Proprietorship - Meaning and Features (c) Partnership - Meaning, Features &amp; Types</p>	<p style="text-align: center;"><u>December</u></p> <p><b>Theory:</b> <b>Unit 4 – Fundamental Areas of Business</b></p> <p>(a) Finance - Meaning</p> <p><b>Practical:</b> Unit 1, Unit 2, Unit 3</p>	<p style="text-align: center;"><u>January</u></p> <p><b>Theory:</b> <b>Unit 4: Fundamental Areas of Business- continued</b></p> <p>(b) Marketing - Meaning (c) Human Resources - Meaning</p>

## Assessment Planner

### PA-1 ( 20 marks )

Theory test based on

- Unit 1 - Fundamentals of Business Activities

Tool

**STANDARDIZED TEST**

### TERM1 EXAM (PA-2) ( 80 marks )

Theory test based on

- Unit 1 - Fundamentals of Business Activities
- Unit 2- Operative Activities in Business

Tool

**STANDARDIZED TEST**

### PA-3( 20 marks )

Theory test based on

- Unit 3 - Steps Involved in Establishing Business

Tool

**STANDARDIZED TEST**

### Annual Exam(100 marks)

Theory: 70 Marks Practical/ Project: 30 Marks Unit		Marks
I	Fundamentals of Business Activities	20
II	Operative Activities in Business	20
III	Steps Involved in Establishing Business	15
IV	Fundamental Areas of Business	15
<b>Practical / Project</b>		<b>30</b>
<b>Total</b>		<b>100</b>

Theory test (70 marks) based on

- Unit 1 - Fundamentals of Business Activities
- Unit 2- Operative Activities in Business
- Unit 3 - Steps Involved in Establishing Business
- Unit 4 – Fundamental Areas of Business

Tool

**STANDARDIZED TEST**

- Project Work- 20 marks
- Viva -10 marks

### **Viva (10 marks)**

Based on the content of the Project File

### **Project File (20 marks)**

Practical based on any one topic from syllabus

\*- Subject to change as per CBSE directives.



# CLASS 9 Curriculum & Assessment Annual Planner\*

## SUBJECT :- RETAIL 2026-2027

### STUDENT'S COPY

### EMPLOYABILITY SKILLS

#### LEARNING OUTCOMES

#### On completion of the course, students should be able to:

1. Demonstrate knowledge of various methods of communication
2. Identify elements of communication cycle
3. Identify the factors affecting our perspectives in communication
4. Demonstrate the knowledge of basic writing skills
5. Describe the meaning and importance of self-management
6. Identify the factors that helps in building self confidence
7. Describe the role of Information and Communication Technology (ICT) in day-to-day life and workplace
8. Identify components of basic computer system and their functions
9. Demonstrate use of various components and peripherals of computer system
10. Demonstrate basic computer skills
11. Identify various types of business activities
12. Demonstrate the knowledge of distinguishing characteristics of entrepreneurship
13. Demonstrated the knowledge of the factors influencing natural resource conservation
14. Describe the importance of green economy and green skills

#### **Curriculum Planner (Employability Skills)**

<u>April</u>	<u>May PA1</u>	<u>July</u>	<u>Aug</u>	<u>Sep TERM1</u>
<p><b><u>UNIT 1- Communication Skills-I</u></b></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Verbal</li> <li>3. Non-verbal</li> <li>4. Writing Skills: Parts of Speech</li> <li>5. Writing Skills: Sentences</li> </ol>	<p><b><u>Unit 1- Communication Skills-I</u></b></p> <ol style="list-style-type: none"> <li>6. Pronunciation basics</li> <li>7. Greetings &amp; Introduction</li> <li>8. Talking about Self</li> <li>9. Asking questions-I</li> <li>10. Asking Questions-II</li> </ol>	<p><b><u>Unit2- Self- Management Skills-I</u></b></p> <ol style="list-style-type: none"> <li>1. Introduction to Self-Management</li> <li>2. Strength &amp; weakness Analysis</li> <li>3. Self- confidence</li> <li>4. Personal Hygiene</li> <li>5. Grooming</li> </ol>	<p><b><u>Unit 5- Green Skills-I</u></b></p> <ol style="list-style-type: none"> <li>1. Society &amp; Environment</li> <li>2. Conserving Natural resources</li> </ol> <p style="text-align: center;"><b>REVISION</b></p>	<p><b><u>Unit 5- Green Skills-I</u></b></p> <ol style="list-style-type: none"> <li>3. Sustainable Development &amp; Green Economy.</li> </ol>
<u>Oct</u>	<u>Nov PA3</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb TERM2</u>
<p><b><u>Unit 4- Entrepreneurship Skills</u></b></p> <ol style="list-style-type: none"> <li>1. What is Entrepreneurship</li> <li>2. Role of Entrepreneurship</li> <li>3. Qualities of a successful Entrepreneur.</li> </ol>	<p><b><u>Unit 4- Entrepreneurial Skills- I</u></b></p> <ol style="list-style-type: none"> <li>4. Characteristics of Entrepreneurship &amp; Wage employment.</li> <li>5. Types- Business activities</li> <li>6. Product, Service &amp; Hybrid Businesses</li> <li>7. Entrepreneurship development Process</li> </ol>	<p><b><u>Unit 3- ICT Skills-I</u></b></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. ICT Tools: Smartphones and Tablets-I</li> <li>3. ICT Tools: Smartphones and Tablets-II</li> <li>4. Parts of Computer &amp; Peripherals</li> </ol>	<p><b><u>Unit 3- ICT Skills-I</u></b></p> <ol style="list-style-type: none"> <li>5. Basic Computer operations</li> <li>6. Performing Basic file operations</li> <li>7. Communication &amp; Networking- Basic of Internet Browsing</li> </ol>	<p><b>REVISION</b></p>

# RETAIL

**LEARNING OUTCOMES:**

**The students will be able to:**

- To familiarize the students regarding various dimensions of retail management and career opportunities available in these fields.
- To develop practical understanding among the students associated with retailing through classroom discussion/ participation and projects.
- To develop transferrable skills among the students for managing retail operation efficiently so that they could be ready to join the retail industry.
- To provide knowledge to students in concise and understandable format so that students could learn and apply these concepts in their career for the growth.
- To provide brief insight about floor operation, product display, product handling, inventory management and retail sales.

<b>April</b>	<b>May (PA1)</b>	<b>July</b>	<b>August</b>
<p><b>Theory: Unit 1</b>  <b>Introduction to Retail</b>            1. <u>Basics of Retailing</u></p> <ul style="list-style-type: none"> <li>• Meaning of retailing</li> <li>• Function and essential requirements of retailers</li> <li>• Retailer’s services to customers</li> </ul> <p>2. <u>Organised and Unorganised Retailing</u></p> <ul style="list-style-type: none"> <li>• Meaning of organised and unorganised retailing</li> <li>• Differences between organised and unorganised retail.</li> </ul>	<p><b>Theory: Unit 1</b>  <b>Introduction to Retail</b>            3. <u>Store and Non-store Retailing</u></p> <ul style="list-style-type: none"> <li>• Meaning of store and non-store retailing</li> <li>• Classification of store and non-store retailing</li> <li>• Identify the various store retailing from the given retail Formats.</li> <li>• Identify the various non-store given retail formats.</li> </ul>	<p><b>Theory: Unit 1</b>  <b>Introduction to Retail</b>            4. <u>Indian and Global Retailers</u></p> <ul style="list-style-type: none"> <li>• Major player of Indian and global retailers</li> <li>• Differentiate between Indian and global retailers</li> </ul> <p><b>Unit 2</b>  <b>Receiving and Storage of Goods</b>            1. <u>Classification of Goods</u></p> <ul style="list-style-type: none"> <li>• Types of consumer goods</li> <li>• Give example of consumer and durable goods</li> </ul> <p>2. <u>Procedure for Receiving and Dispatching Stock to Stores</u></p> <ul style="list-style-type: none"> <li>• Dispatching stock to stores</li> <li>• Refusal procedure of goods delivered</li> <li>• List out the various check points while receiving goods</li> </ul>	<p><b>Theory: Unit 2</b>  <b>Receiving and Storage of Goods</b>            3. <u>Storage of Goods in Retail Operations</u></p> <ul style="list-style-type: none"> <li>• Techniques of storage of goods</li> <li>• Precautions for storage of goods</li> <li>• Advantages of various storage techniques</li> <li>• Recording procedure of goods received</li> </ul> <p>4. <u>Process of Goods Handling</u></p> <ul style="list-style-type: none"> <li>• Importance of goods handling</li> <li>• Precautions to be taken while handling good</li> <li>• Name the types of material handling equipment’s.</li> <li>• Factors affecting selection of equipment’s.</li> <li>• Manage material handling services performed during retailing process.</li> </ul>

<p style="text-align: center;"><b><u>October</u></b></p> <p><b>Theory: Unit 2</b>  <b>Receiving and Storage of Goods</b>  3. <u>Storage of Goods in Retail Operations</u>  • Techniques of storage of goods  • Precautions for storage of goods  • Advantages of various storage techniques  • Recording procedure of goods received</p> <p>4. <u>Process of Goods Handling</u>  • Importance of goods handling  • Precautions to be taken while handling good  • Name the types of material handling equipment's.  • Factors affecting selection of equipment.  • Manage material handling services performed during retailing process.</p>	<p style="text-align: center;"><b><u>November (PA3)</u></b></p> <p><b>Theory: Unit 3</b>  <b>Stock Levels in Storage</b>  1. <u>Stock Levels in Retail Stores</u>  • Types of stock levels  • Need for managing stock level in retail</p> <p>2. <u>Documents Required for Stock Handling</u>  • Procedure for checking stock levels  • Reporting deviations</p> <p>3. <u>Reporting Storage Space</u>  • Allocation of space  • Types of space  • Shortage storage space</p>	<p style="text-align: center;"><b><u>December</u></b></p> <p><b>Theory: Unit 2</b>  <b>Receiving and Storage of Goods</b>  4. <u>Handling Equipment</u>  • Meaning of handling equipment  • Factors affecting selection of equipment's.  • Types of handling equipment in retail store  • Functions of the handling equipment in retail store</p> <p><b>Unit 4 - Customer Service</b>  1. <u>Customer Needs and Service</u>  • Meaning of consumer and customer  • Basic needs of the customer at retail outlet  • Customer service concepts • Role of customer service in retail  • Elements of customer services • Advantages of customer service</p>	<p style="text-align: center;"><b><u>January</u></b></p> <p><b>Theory: Unit 4 - Customer Service</b>  2. <u>Effective Customer Service</u>  • Effective customer service  • Dealing effectively with customer at retail outlet  • Effective ways to build customers rapport</p> <p>3. <u>Organization Standards</u>  • Standard set for staff appearance  • Precautions taken by male and female staff  • Staff behaviour in an organization  • Dealing with the customer  • Dealing with the superior  • Dealing with the colleague</p> <p>4. <u>Customer Expectation</u>  • Meaning of customer expectation  • Identify customer expectation  • Customer expectation from retailer  • Confirm customer expectation  • Respond to customers</p>
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<b>Assessment Planner</b>	
<b><u>PA-1 (20 marks)</u></b>	
<b>Theory test based on</b>	<b><u>Tool</u> -STANDARDIZED TEST</b>
<b>1. Employability Skills- 4 marks</b> Unit 1-Communication Skills-I	
<b>2. Retail – 16marks</b> Unit 1: Introduction to Retail-16marks	
<b><u>TERM1 EXAM (PA-2) (80 marks )</u></b>	
<b><u>Theory - 50 marks and Practical - 30 marks</u></b>	<b><u>Tool</u> -STANDARDIZED TEST</b>
<b>Theory test based on</b>	
<b>1. Employability Skills- 10 marks</b> Unit 1-Communication Skills-I Unit 2: Self-Management Skills-I	
<b>Retail – 40 marks</b> Unit 1 - Introduction to Retail Unit 2- Receiving and Storage of Goods	

**Practical - 30 marks****Practical file (BASED ON TOPICS COVERED IN TERM1): - 15 marks****Demonstration of skill: - 10 marks****Viva: - 5 marks****PA-3 ( 20 marks)****Theory test based on****Tool: STANDARDIZED TEST****1. Employability Skills- 4 marks**

Unit 3- ICT Skills-I

**2. Retail – 16marks**

Unit 3 - Stock Levels in Storage

**Annual Exam (100 marks)**

<b>Employability Skills</b>	<b>Theory: 10 Marks</b>	<b>Mark s</b>
Unit 1 : Communication Skills-I		2
Unit 2 : Self-Management Skills-I		2
Unit 3 : ICT Skills-I		2
Unit 4 : Entrepreneurial Skills-I		2
Unit 5 : Green Skills-I		2
<b>Total</b>		<b>10</b>

<b>RETAIL</b>	<b>Theory: 40 Marks</b>	<b>Mark s</b>
Unit 1 : Introduction to Retail		10
Unit 2 : Receiving and Storage of Goods		10
Unit 3 : Receiving and Storage of Goods		10
Unit 4 : Customer Service		10
<b>Total</b>		<b>40</b>

<b>PRACTICAL WORK: 50 Marks</b>	<b>Mark s</b>
Project	10
Viva	5
Practical File	15
Demonstration of skill competency	20
<b>Total</b>	<b>50</b>

**\*- Subject to change as per CBSE directives.**



# GRADE 9 Curriculum & Assessment Annual Planner

2026-27

SUBJECT :- Art Education

Student's Copy

## LEARNING OUTCOMES

**The learner will be able to:**

- Identify 2D and 3D Art forms.
- Explain the Elements of Art.
- Appreciate the beauty of nature, colour, form, light shades and different textures.
- Explore different methods of learning art and art materials.
- Identify tools, equipment and material used in different art forms.
- Recognize contemporary folk and regional art forms
- Appreciate different art forms- paintings, sculpture, photographs, graphics, crafts etc.
- Reflect on the work of artists and artisans critically.
- Explain the beauty of man-made designs.
- Appreciate and apply painting skills and styles of traditional and folk painters to create new paintings.
- Use creative skills while planning an art activity.
- Identify resources and composing art expressions.
- Create art works and communicate art emotions skillfully and artistically through selected medium of art.
- Apply artistic and aesthetic sensibility in day-to-day life.
- Display concerns for safe use and maintenance of tools and equipment.
- Maintain art material, art work and artefacts with sensitivity.

## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Zentangle art Stippling Clay work	Still life Ruth asawa art	Theory- History of art <b>Practical-</b> Introduction to journaling Still life study (oil pastel)	<b>Theory-</b> <b>Elements of Art &amp; Principles of art</b> <b>Practical-</b> <b>Sketching</b> <b>journaling</b>	<b>Practical-</b> <b>Project report</b>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<b>Theory-</b> <b>Method &amp; Material</b> <b>Practical-</b> <b>Journaling</b> <b>Folk art of India</b>	<b>Theory-</b> <b>Colour theory</b> Perspective <b>Practical-</b> <b>Journaling</b> Landscape	<b>Theory-</b> <b>Comic strip</b> <b>Practical-</b> <b>Comic strip</b>	<b>Theory-</b> Branches of Visual art	(Revision) Submission of - Portfolio Art Journal

## Assessment Planner

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

**Theory Exam- 30 marks**

**Syllabus**

**1- History of Art**

2-Elements of Art

3- Principles of Art

4-Understanding of tools

**Practical 50 marks**

1) Still life

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

MA1- Experiential progress

MA2- Viva

**Portfolio Assessment (PORT) ( 10 marks )**

**PORTFOLIO**

**Portfolio 1- Five best artworks done during the session**

**Portfolio 2- Art Journal**

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

**SE1- Project based on paired artist**

**SE2- Folk art based on the paired state**

**Annual Exam ( 80 marks )**

**Theory-**

**Entire year's syllabus done in the class (30 marks)**

**Practical- (50 marks)**

Composition

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