



**TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI**

**PARENT SYLLABUS (2022-23)  
CLASS IX**

**ENGLISH - CLASS IX**

**Books Prescribed:**

- a. *Beehive- Textbook in English for class IX- NCERT*
- b. *Moments- Supplementary Reader for class IX- NCERT*
- c. *Words and Expressions- Workbook for class IX*

MONTH	NO. OF PERIODS/ TOPIC	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
April	<b>Bridge Topics</b> 1. Tenses  2. Letter to the Editor  3. Reading Comprehension Passages  <b>BEEHIVE</b>	<b>Each student will be able to:</b> -frame sentences using the correct form of the verb. -fill up the gaps using appropriate verb forms. -attempt editing exercises. - attempt the Integrated grammar exercise in the worksheets. -recall the format of an informal letter -write a letter to the Editor independently -attempt reading comprehension passages  <b>Each student will be able to:</b>	<b>Students will do the following:</b>  Talk about Universal Truths, Geographical Facts and Habitual Actions (Present Tense)  Reflect and Share: My Experience of Online Classes (Past Tense)  Write an Article titled, <b>How I visualize schools in the year 2030</b> (Future Tense)  Write a letter to the Editor expressing your concern over the menace caused by stray dogs in your colony.  Two passages will be assigned for Reading Comprehension.  <b>Words and Expressions:</b> Text I and Text II (Page 2 – Page 7)  <b>Students will do the following:</b>  Reading of the text	<b>Students will be assessed through:</b>  -Oral Questioning in class  - Individual Tasking: Class and home assignments in English Register  -Practice Worksheet and Assignment  - Revision using the AMP technique  <b>Students will be assessed through:</b>

<p><b>April</b></p>	<p><b>Prose</b> <b>The Fun They Had</b></p>	<ul style="list-style-type: none"> <li>- complete a web chart listing traits of the characters of Margie and Tommy</li> <li>- prepare a list of five questions based on understanding</li> <li>- identify the exposition, climax and resolution points in the plot of the story</li> <li>- justify the title of the story</li> <li>- answer reference to context questions</li> <li>- compare ancient learning with virtual learning</li> <li>- list traits of a good teacher in a web chart</li> <li>- list features of an ideal school</li> </ul>	<p><b>Art Integration:</b> Create a Time Capsule</p> <p><b>Debate:</b> A human teacher is better than a mechanical teacher</p> <p><b>Discussion &amp; Web Chart:</b></p> <ul style="list-style-type: none"> <li>- Character traits of Margie and Tommy</li> </ul> <p><b>Practice Worksheet</b></p>	<ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments in English Register</li> <li>- Revision using the AMP technique</li> </ul>
<p><b>April</b></p>	<p><b>Poem</b> <b>The Road Not Taken</b></p>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>- list two reasons why they appreciate poetry</li> <li>- appreciate nuances and shades of literary meaning.</li> <li>- talk about literary devices like onomatopoeic sounds, symbols, metaphors, alliteration, comparison, allusion and the poet's or the writer's point of view</li> <li>- identify the poetic devices used in the poem</li> <li>- analyse the theme of the poem.</li> <li>- describe the roads that the speaker comes across</li> <li>- analyse whether the speaker was happy about the decision</li> </ul>	<p><b>Students will do the following:</b></p> <p><b>Art Integration:</b> Draw a sketch of the roads through the wood and write a short dialogue relating it to your life.</p> <p><b>Discussion:</b> What are the factors that determine one's decisions?</p> <p><b>Practice Worksheet</b></p>	<p><b>Students will be assessed through:</b></p> <ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments in English Register</li> <li>- Revision using the AMP technique</li> </ul>

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April	<b>MOMENTS</b> <b>The Lost Child</b>	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>- listen to a story and extract key information</li> <li>- form predictions about the next course of events in the story.</li> <li>- practise colour, clothing and hair vocabulary</li> <li>- listen and write descriptions of people</li> <li>- describe a fair scene</li> <li>- answer questions based on the chapter</li> <li>- identify descriptive writing (2 examples) in the story</li> <li>- draft a story as per the value points of CBSE.</li> </ul>	<b>Students will do the following:</b>  <b>Reading of the text</b>  <b>Think &amp; Share:</b> Imagine a fair scene and think of all the colours which come to your mind. List down/draw any five things which appeal to you visually in a fair  <b>Discussion:</b> Parent-child relationship as the theme of the lesson  <b>Practice Worksheet</b>	<b>Students will be assessed through:</b> <ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments in English Register</li> <li>- Revision using the AMP technique</li> </ul>
April	<b>Writing Skills</b> Descriptive writing: Person, Situation, Event	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>-classify the subjects for factual description into different categories</li> <li>-make a list of value points to use in each category</li> <li>-compare and contrast the value points of the different categories namely person, situation and event</li> <li>-propose a few value points which cannot be used in factual descriptions.</li> <li>-Use the acquired knowledge they are asked to collect facts for the value points</li> <li>- write factual descriptions for the given topics</li> <li>-Increase the use of adjectives in their writing</li> </ul>	<b>Students will do the following:</b>  <b>Group activity</b> How to make writings more descriptive. Students to list different ways to make writings more descriptive.	<b>Students will be assessed through:</b> <ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments in English Register</li> <li>- Revision using the AMP technique</li> </ul> <b>Weekly Test- 1</b> <b>06.05.2022</b>  <b>Syllabus Reading:</b>

		<p>-Create their own simile and /or metaphor Work in groups to make the given passage descriptive -create a framework by sequencing the value points in order such that the description gets a logical flow and a sense of completion</p>		<p>Comprehension Passage <b>Writing:</b> Descriptive Writing (Person) <b>Grammar:</b> Tenses, Determiners <b>Literature:</b> The Fun They Had, The Lost Child, The Road Not Taken</p>
May	<p><b>PROSE- BEEHIVE</b> <b>The Sound of Music</b></p>	<p><b>Each student will be able to:</b> - get inspiration from the real life experiences of a differently abled person. - draw connection with the lives of the characters - learn new words: xylophone, percussionist, impaired - acquaint each other with various musicians and instruments of Indian classical music. - pinpoint the importance of simplicity and hard work in one's life. - talk about their love for the motherland after reading Bismillah Khan's biography</p>	<p><b>Students will do the following:</b> <b>Reading of the text</b> <b>Experiential Learning Activity:</b> Bring your earplugs and listen to the music, try to pick up the vibrations from the floor with your bare feet, thus empathising with differently enabled persons. <b>Art Integration:</b> Students will discuss various musical instruments and their styles (percussion, bass etc). <b>Practice Worksheet</b></p>	<p><b>Students will be assessed through:</b> - Quiz using Google Form  - Oral questioning in the class  - Individual Tasking: Class and home assignments in English Register  - Revision using the AMP technique</p>
May	<p><b>BEEHIVE</b> <b>Poem</b> <b>Wind</b></p>	<p><b>Each student will be able to:</b> - talk about literary devices like onomatopoeic sounds, symbols, metaphors, alliteration, comparisons, allusion and the poet's point of view</p>	<p><b>Students will do the following:</b> <b>Discussion:</b> Message conveyed through the poem <b>Practice Worksheet</b> <b>Class activity:</b> Relate the wind to the challenges faced by you in real life.</p>	<p><b>Students will be assessed through:</b> - Oral questioning in the class  - Individual Tasking: Class and home assignments</p>

	<p><b>Grammar:</b> <b>-Determiners</b></p> <p><b>-Workbook - Unit 1 and 2</b></p>	<ul style="list-style-type: none"> <li>- write a short summary of the poem</li> <li>- make a fishbone diagram showing how the wind is both useful and destructive.</li> <li>- share at least one point about how this poem compares with the others.</li> <li>- write answers to the extract based and value based questions.</li> <li>-attempt the exercises in the workbook.</li> <li>identify missing determiners</li> <li>-list kinds of determiners.</li> <li>-attempt exercises in the workbook.</li> </ul>	<p><b>Worksheet</b> on Determiners</p>	<p>in English Register</p> <ul style="list-style-type: none"> <li>- Revision using the AMP technique</li> <li>- Revision using the AMP technique</li> </ul>
July	<p><b>MOMENTS</b> <b>The Adventures of Toto</b></p>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>- briefly recall any one previously read Ruskin Bond story</li> <li>- frame any one question after reading the story</li> <li>- write answers to the questions discussed in class</li> </ul>	<p><b>Students will do the following:</b></p> <p><b>Reading of the text</b></p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>- Pros and cons of having a pet</li> <li>- Character sketch of Toto</li> </ul> <p><b>Art Integration:</b> Create a poster on the topic 'Saving Wildlife'. While creating the poster, use eco-friendly colours (example - vermilion for red, rice flour for white etc. You may also use old newspapers, magazines etc</p> <p><b>Practice Worksheet</b></p>	<p><b>Students will be assessed through:</b></p> <ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments in English Register</li> <li>- Revision using the AMP technique</li> </ul>
July	<p><b>Grammar</b> <b>Reported Speech</b> (Statements, Commands and Requests,</p>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>- share their knowledge about</li> <li>-Various actions they do and which are observed</li> </ul>	<p><b>Students will do the following:</b></p> <p><b>ACTIVITY</b></p>	<p><b>Students will be assessed through:</b></p> <ul style="list-style-type: none"> <li>- Oral questioning in the class</li> </ul>

	Questions), <b>Forms of Tenses</b>	<ul style="list-style-type: none"> <li>- Acts of their past and their future plans</li> <li>- Different Verb forms and Time-Indicators</li> <li>- Transform sentences correctly from direct to Indirect speech in different situations</li> <li>- Report some incidents in their own words</li> </ul>	<b>Experiential Learning KWL Chart</b> <b>Mind Map:</b> Direct and indirect speech *Learning the concept and rules of Reported Speech through the mind map * Transforming sentences correctly from direct to Indirect speech in different situations created in the class	<ul style="list-style-type: none"> <li>- Individual Tasking: Class and home assignments in English Register</li> <li>- Revision using the AMP technique</li> </ul>
<b>July</b>	<b>Prose</b> <b>The Little Girl</b>  Kezia's fear related to her father -her birthday gift for him -Kezia's neighbours	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>- mention any one aspect of the story that they can relate to their own experiences.</li> <li>- draw connections using background knowledge from the text</li> <li>- mention what he or she liked or disliked about the story</li> <li>- sequence the main events-write character sketches.</li> <li>- answer the questions based on the class discussion</li> </ul>	<b>Students will do the following:</b> <b>Reading of the text</b>  <b>Discussion:</b> <ul style="list-style-type: none"> <li>- Poor/ lack of communication may lead to negativity/ misconceptions</li> <li>- Character traits of Kezia</li> </ul> <b>Practice Worksheet</b>	<b>Students will be assessed through:</b> <ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments in English Register</li> <li>- Revision using the AMP technique</li> </ul>
<b>July</b>	<b>Writing Skills:</b> Diary Entry	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>- Write a diary entry keeping in mind the correct format</li> <li>- Express his feelings beautifully in grammatically correct English</li> <li>- Understand how to begin and end a diary entry</li> </ul>	<b>Students will do the following: -</b> <b>Group Activity</b> How to begin a diary entry (format and the first two lines) What tenses to be used Student to list ways to make the diary entry captivating	<b>Students will be assessed through:</b> <ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments in English Register</li> </ul> <b>Weekly Test- 2</b> <b>15.07.2022</b>

<p><b>BEEHIVE</b> <b>Poetry</b> Rain on the Roof (3 classes)</p>	<p>To be able to</p> <ul style="list-style-type: none"> <li>*Relate at least one memory triggered in him or her by rain</li> <li>*Write a short summary of the poem</li> <li>* Identify the poetic devices in the poem.</li> <li>* Identify the rhyme scheme and rhyming words</li> <li>* Frame short objective type questions</li> <li>*Write answers to the questions given , based on the class discussion</li> <li>*Attempt the two worksheets</li> <li>*Successfully attempt the class test</li> </ul>	<p><b>Read and reflect activity</b> Read Tagore’s poem ‘I cannot remember my mother’ and Khalil Gibran’s Song of the Rain, compare it with this one.</p> <p><b>Art Integration</b> <b>Click and caption</b> Monsoon is around the corner. Bring out the photographer in you and capture the rain through your lens. You may use your mobile camera too. Give it a suitable caption.</p>	<p><b>Syllabus</b></p> <p><b>Reading:</b> Comprehension Passage</p> <p><b>Writing:</b> Diary Entry, Descriptive Writing</p> <p><b>Grammar:</b> Integrated Grammar</p> <p><b>Literature:</b> <b>BEEHIVE-</b> The Sound of Music, Wind</p> <p><b>MOMENTS:</b> Adventures of Toto</p> <p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments in English Register</p> <p>- Revision using the AMP technique</p>
<p><b>BEEHIVE</b> A Truly Beautiful Mind (2 classes)</p>	<p>Recall some interesting facts about Einstein</p> <ul style="list-style-type: none"> <li>* list some factors that contributed to Einstein’s success</li> </ul> <p>Match the paragraphs with the headings</p> <ul style="list-style-type: none"> <li>* prepare a concept map on Einstein</li> <li>*Share views on ‘Science should be solely devoted to the promotion of worldwide peace</li> </ul>	<p><b>Viewing link and reading Flipped Material for home will be provided</b></p> <p><b>Discussion – Small group discussion</b></p> <ul style="list-style-type: none"> <li>*Ways to build the genius in you</li> </ul> <p><b>RESEARCH</b> on geniuses like Newton and Da Vinci. What made them geniuses? Was it their study habits</p> <ul style="list-style-type: none"> <li>*Is Imagination more important than knowledge</li> </ul> <p><b>Experiential Learning Activity-</b> Build inter-subject cooperation - a science teacher to explain Einstein’s Theory of Relativity, to talk about</p>	<p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments in English Register</p>

		<p>and prosperity'</p> <ul style="list-style-type: none"> <li>* Learn some new words connected with .the passage</li> <li>*answer questions based on the passage</li> <li>*Express opinions on "Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it's stupid." – Albert Einstein</li> <li>*The role of creativity and curiosity as essential elements that makes a person truly great. Cite examples of people who have achieved greatness</li> <li>*Contribute meaningfully to a discussion on 'Genius or not, everyone is highly intelligent and capable of great accomplishments. No matter what, it is important to keep going, do your best in everything, and simply enjoy life</li> <li>. * Deduce the meanings of unfamiliar words.</li> <li>*Successfully attempt the class test</li> </ul>	Einstein,	- Revision using the AMP technique
<b>August</b>	<b>BEEHIVE Poetry</b> The Lake Isle of Innisfree (2 classes)	<p>To be able to</p> <ul style="list-style-type: none"> <li>*study and examine the contents of the poem closely.</li> <li>*List the things the poet sees and hears at Innisfree</li> <li>*present their views on the main ideas contained in each stanza</li> <li>. * Identify the poetic devices in the poem.</li> <li>* Identify the rhyme scheme and rhyming words</li> <li>* Frame short objective type</li> </ul>	<p><b>Discussion</b> – the setting, central idea and message</p> <p><b>Small group discussion</b> - The healing power of nature- relate it to the present lockdown</p> <p><b>Experiential Learning Activity</b>- Virtual tour of Mehrauli Archaeological Park.</p> <p><b>RESEARCH</b> Ireland and the Irish influence on Yeat's poetry</p>	<p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments in English Register</p> <p>- Revision using the AMP technique</p>

		<p>questions</p> <ul style="list-style-type: none"> <li>* write a bio sketch of the poet</li> <li>*Analyse the poem on the basis of the given questions.</li> <li>*Attempt the worksheet and the home assignment</li> <li>*Successfully attempt the class test</li> </ul>		
	<p><b>MOMENTS</b> Ishwaran The Storyteller (4 classes)</p>	<p>To be able to-</p> <ul style="list-style-type: none"> <li>Recall some interesting facts about the author</li> <li>* list some factors that contribute good storytelling</li> <li>Match the paragraphs with the headings</li> <li>* prepare a concept map on Ishwaran's art of narration</li> <li>* Learn some new words connected with the passage</li> <li>*answer questions based on the passage</li> <li>*Express opinions on</li> <li>*The role of creativity and curiosity as essential elements that makes a story truly engaging. Cite examples of people who are known for this art of storytelling</li> <li>* Deduce the meanings of unfamiliar words.</li> <li>*Successfully attempt the worksheets and the class test</li> </ul>	<p><b>RESEARCH</b> Professions in which the art of narration matters</p> <p><b>Think, pair and share- Suspense</b>, surprise adding interest in the narration of a story, despite a simple plot.</p> <p><b>Cooperative study Brainstorming</b> Concept mapping – The art of narration</p> <p><b>Art Integration activity</b> Design two puppets. Create a 5 minute story using these puppets and record it. Use the techniques of story telling as shared by Ishwaran. Share it with your teacher.</p>	<ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments in English Register</li> <li>- Revision using the AMP technique</li> </ul>
	<p><b>BEEHIVE</b> <b>Prose</b> The Snake and the Mirror (3 classes)</p>	<p>To be able to-</p> <ul style="list-style-type: none"> <li>*study and examine the contents of the passage closely.</li> <li>*present their views on the main ideas contained in each</li> </ul>	<p><b>ART INTEGRATION ACTIVITY</b></p> <ul style="list-style-type: none"> <li>*Design a business card for the doctor from the story. The business card should be relevant to the context and should indicate the details of the character as they are presented in the story. Use the technique of <b>calligraphy</b> to create your card.</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments in</li> </ul>

		<p>paragraph</p> <ul style="list-style-type: none"> <li>* Identify the Instances of humour in the story</li> <li>* Unlock the meanings of the unfamiliar words using different strategies</li> <li>* Frame sentences of their own with the new words</li> <li>* write a bio sketch of the author</li> <li>* Make a web chart listing out traits of the doctor</li> <li>* Identify similarities in the doctor and the snake</li> <li>*Write a descriptive paragraph based on the given visual in the book</li> <li>*Analyze the passage on the basis of the given questions.</li> <li>*Attempt the two worksheets</li> <li>*Successfully attempt the class test</li> <li>-attempt exercises in the workbook.</li> </ul>	<p><b>Group Activity</b></p> <ul style="list-style-type: none"> <li>* design a word puzzle, comprising a minimum of 15 words from the story. It can be a crossword or a Jumbled word game, The game must provide interesting clues/instruction to the readers to help them figure out the correct answer.</li> </ul> <p><b>Think, Pair and share</b></p> <ul style="list-style-type: none"> <li>* the theme in the story - how crisis makes people turn to God for help.</li> <li>* Describing a picture</li> </ul> <p>-Character sketch (WEB CHART)</p>	<p>English Register</p> <ul style="list-style-type: none"> <li>- Revision using the AMP technique</li> </ul>
	<p><b>BEEHIVE</b> <b>Prose</b> My Childhood</p>	<p>To be able to</p> <ul style="list-style-type: none"> <li>*Recall some interesting facts about Dr kalam</li> <li>* list some factors that contributed to his personality</li> <li>Match the paragraphs with the headings</li> <li>* prepare a concept map on Abdul Kalam</li> <li>* Learn some new words connected with .the passage</li> <li>*answer questions based on the passage</li> <li>*Express opinions on</li> </ul>	<p><b>Flipped Classroom technique</b></p> <p>Watch the videos sent on google group on Abdul Kalam'a humble beginnings</p> <p><b>Reading of the passage (flip material)</b></p> <p><b>Recalling–</b> Interesting facts about The people's President</p> <p><b>Think, pair and share-</b></p> <ul style="list-style-type: none"> <li>* tolerance, acceptance, broadmindedness and brotherhood are essential not only for all round growth but also for peace and harmony to prevail</li> </ul> <p><b>Cooperative study Brainstorming</b></p> <p>Concept mapping – Childhood influences on Abdul Kalam</p>	<ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments in English Register</li> <li>- Revision using the AMP technique</li> </ul>

		<p>Kalam's humility and his contributions to the country</p> <ul style="list-style-type: none"> <li>*Contribute meaningfully to a discussion on characters</li> <li>. Create a crossword on the chapter using the crossword maker</li> <li>*Successfully attempt the worksheets and the class test</li> </ul>	<p><b>Web chart</b> Character analysis of Abdul Kalam , his parents and <i>Sivasubramania Iyer</i></p> <p><b>Experiential Learning activity:</b> Virtual tour of Kalam Memorial Museum</p>	
	<p><b>BEEHIVE Poem</b> A Legend of the Northland</p>	<p>To be able to</p> <ul style="list-style-type: none"> <li>*Recall some interesting facts about the poet Phoebe Carey</li> <li>* list some legendary stories/myths read by them</li> <li>* Narrate the story to your partner</li> <li>* *compare the traits of the protagonists,</li> <li>*List some qualities displayed by them</li> <li>*compare the message conveyed in each of the stories</li> <li>* Analyse the title, tone, theme ,literary devices used in the poem</li> <li>* prepare a concept map on God's benediction- who receives them</li> <li>* Learn some new words connected with .the poem</li> <li>*answer questions in the two worksheets based on the poem</li> <li>*Express opinions on why one needs to be compassionate and kind</li> <li>. * Deduce the meanings of unfamiliar words.</li> <li>*Successfully attempt the class test</li> </ul>	<p><b>Flipped Classroom technique</b> Find out about any two legends/ myths or folktales from India</p> <p><b>Pair and share</b> - Narrate the story to your partner *Compare the moral of the story The story of St. Peter</p> <p><b>Think, pair and share-</b> *Features of a ballad *the legends and famous people of Northland, mentioned in the poem *The boy who faces hardship and struggle in life. *the moral</p> <p><b>Concept mapping</b> – the blessings of God– How can humans receive them</p> <p><b>Discussion</b> * the need to count our blessings * The value of giving and charity</p>	<p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments in English Register</p> <p>- Revision using the AMP technique</p>
September	<p><b>BEEHIVE</b> No Men are Foreign James Kirkup</p>	<p>To be able to-</p> <ul style="list-style-type: none"> <li>* understand the very idea of Vasudhaiva</li> </ul>	<p><b>Think, Pair and Share-</b> The Central Theme of the poem</p>	<p>- Oral questioning in the class</p>

		<p>Kutumbakam (The world is a family)</p> <ul style="list-style-type: none"> <li>* understand the poet's message to stop all wars and look upon humanity as a unified entity</li> <li>* understand that peace brings prosperity and wars bring destruction</li> <li>* accept diversity.</li> <li>* identify literary devices like alliteration,metaphor, repetition</li> </ul>	<p>The Literary Devices employed in the poem</p> <p><b>Discussion –</b>  <b>Small group discussion</b></p> <ol style="list-style-type: none"> <li>1. Beneath all uniforms a single body breathes</li> <li>2. Theme of Universal Brotherhood</li> <li>3. Manmade barriers of class and creed are unnatural and undesirable.</li> </ol>	<p>- Individual Tasking: Class and home assignments in the English Register</p> <p>- Revision using the AMP technique</p>
	<p><b>MOMENTS</b> The Kingdom of Fools</p>	<p>To be able to-</p> <ul style="list-style-type: none"> <li>*Recall some interesting facts about the author</li> <li>* list some factors that contribute good storytelling</li> <li>Match the paragraphs with the headings</li> <li>* prepare a concept map on ishwaran's art of narration</li> <li>* Learn some new words connected with .the passage</li> <li>*answer questions based on the passage</li> <li>*Express opinions on</li> <li>*The role of creativity and curiosity as essential elements that makes a story truly engaging. Cite examples of people who are known for this art of storytelling</li> <li>*Contribute meaningfully to a discussion on</li> <li>. * Deduce the meanings of unfamiliar words.</li> <li>*Successfully attempt the class test</li> </ul>	<p><b>Think, pair and share-</b> Suspense and surprise adding interest in the narration of a story, despite a simple plot.</p> <p><b>Cooperative study Brainstorming</b> Concept mapping – The art of narration</p> <p><b>Art Integration</b>  <b>Creating a dialogue- Pair activity</b>  Pick up any two characters from the story and create a set of five to six dialogues between them.  Now, enact the same set of dialogues with your partner, record a video and send it to your teacher.</p>	<p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments in English Register</p> <p>- Revision using the AMP technique</p>
	<p><b>MOMENTS</b> The Happy Prince</p>	<p>To be able to</p> <ul style="list-style-type: none"> <li>*Recall some interesting facts about the author</li> </ul>	<p><b>Small group</b> *How does this story relate to your own life</p> <p><b>Web chart</b> Swallow and the prince</p> <p><b>Art Integration activity</b></p>	<p>- Oral questioning in the class</p> <p>- Individual Tasking:</p>

		<ul style="list-style-type: none"> <li>* list some factors that contribute good storytelling</li> <li>Match the paragraphs with the headings</li> <li>* prepare a concept map on the various themes and the main conflict</li> <li>* Learn some new words connected with the passage</li> <li>*answer questions based on the passage</li> <li>*Express opinions on whether the story is in the genre of a fairy tale</li> <li>*Contribute meaningfully to a discussion on</li> <li>. * Deduce the meanings of unfamiliar words.</li> <li>*Successfully attempt the worksheets and the class test</li> </ul>	<p><b>SHAPE POETRY</b></p> <p>Create a short poem of six-eight lines on any bird using the technique of shape poetry. You can also pick up the character of swallow from the story and frame your poem around it. Check out the links given below for ideas.</p> <p><a href="https://examples.yourdictionary.com/examples-of-shape-poems.html">https://examples.yourdictionary.com/examples-of-shape-poems.html</a></p> <p><a href="https://mendozamar.weebly.com/the-bird---concrete-poem.html">https://mendozamar.weebly.com/the-bird---concrete-poem.html</a></p>	<p>Class and home assignments in English Register</p> <p>- Revision using the AMP technique</p>
	<b>Revision for 1 week</b>	<p>To be able to</p> <ul style="list-style-type: none"> <li>*listen carefully to the podcast</li> <li>*use the language and vocabulary appropriately</li> <li>*attempt MCQs based on all the sections: Reading, Writing, Grammar and Literature.</li> </ul> <p><b>Revision</b></p> <p>To be able to</p> <ul style="list-style-type: none"> <li>-recall main value points of the stories and poems.</li> <li>- attempt MCQ exercises on grammar and writing skills</li> </ul>	<p><b>Revision</b></p> <p><b>Collaborative learning-</b> group wise focus on different aspects of each item and share the value points with the class.</p> <p><b>Whole group instruction-</b> clearing any doubts or explain certain concepts again</p> <p><b>Web charts and Mind maps-</b> to revise characters and themes.</p>	-Assessment through revision worksheet
	<p><b>1) ALS Listening and Speaking Skills</b></p> <p><b>2) Revision for Term 1</b></p>	<p>To be able to</p> <ul style="list-style-type: none"> <li>*listen carefully to the podcast</li> <li>Speak up confidently</li> <li>*use the language and vocabulary appropriately</li> </ul>	<p>Listening skills- based on Tagore</p> <p>Speaking skills- through Google Meet</p> <p><b>Revision</b></p>	<p><b>Rubrics for ALS</b></p> <p><b>1. Interactive competence</b> (Initiation &amp; turn taking, relevance to</p>

		<p><b>Revision</b>          To be able to          -recall main value points of the stories and poems          -attempt sample papers with MCQs based on the syllabus</p>	<p><b>Collaborative learning-</b> group wise focus on different aspects of each item and share the value points with the class.</p> <p><b>Whole group instruction-</b> clearing any doubts or explain certain concepts again</p> <p><b>Web charts and Mind maps-</b> to revise characters and themes.</p>	<p>the topic).  <b>2. Fluency</b>          (cohesion, coherence and speed of delivery).  <b>3.Pronunciation</b>  <b>4. Language</b>          (accuracy and vocabulary).</p> <p>-Assessment through revision worksheet</p> <p><b>Syllabus for Mid-Term Examination:</b>  <b>Reading:</b>          Discursive Passage, Case-Based Passage  <b>Writing:</b>          Diary Entry, Descriptive Writing  <b>Grammar:</b>          Integrated Grammar  <b>Beehive:</b>  <b>Prose</b>          The Fun They Had          The Sound Of Music          The Little Girl          A Truly Beautiful Mind          The Snake and the Mirror  <b>Poetry</b>          The Road Not Taken          Wind          Rain on the Roof</p>
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				<p>The Lake Isle of Innisfree</p> <p><b>Moments:</b> The Lost Child Adventures of Toto Iswaran the Storyteller In the Kingdom of Fools</p>
<b>:October</b>	<p><b>Writing Skills</b></p> <p>1) Story Writing</p>	<p>To be able to</p> <p>-write a story in proper format and expression</p>	<p>Story writing techniques</p> <p>-Dos and Don'ts of writing a story (Revision from Bridge syllabus)</p> <p>-Worksheets and exercises given by the teacher.</p>	<p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments in English Register</p> <p>- Revision using the AMP technique</p>
	<p><b>BEEHIVE Prose</b></p> <p><b>Reach for the Top</b></p> <p><b>-Santosh Yadav</b></p> <p><b>-Maria Sharapova</b></p> <p>(5-6 classes)</p>	<p>To be able to</p> <p>*get inspiration from the real life experiences of people who has struggled and sacrificed to reach the top</p> <p>*list the character traits of Santosh Yadav</p> <p>*list the character traits if Maria Sharapova.</p> <p>* Learn some new words connected with .the passage</p> <p>*answer questions based on the passage</p>	<p><b>Experiential Learning activity</b> – speak to any athlete and find out about the kind of effort and intensive training required and what were the sacrifices he/she made along the way. Discuss the same in the class.</p> <p><b>FLIPPED CLASSROOM</b></p> <p>Students to go through the following video Watch another mountaineer- Arunima Sinha <a href="https://www.youtube.com/watch?v=Wx9v_J34Fyo">https://www.youtube.com/watch?v=Wx9v_J34Fyo</a></p> <p><b>Newspaper Activity</b></p> <p>(Students will read the newspaper and find an article that talks about any individual's success story. They will paste it in their notebooks and discuss the same in the class.)</p> <p><b>Think and share:</b> Imagine you are Santosh Yadav/ Maria Sharapova. You have been invited to speak at an All India Girls' Athletic Meet as a chief guest. Prepare a short speech for the occasion motivating girls to think and dream big, not allowing</p>	<p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments in English Register</p> <p>- Revision using the AMP technique</p>

			difficulties to dissuade them.  <b>Practice Worksheet &amp; Assignment</b>	
	<b>MOMENTS:</b>  <b>The Last leaf- O. Henry</b> (4 classes)	To be able to: -listen to the story and extract key information • describe the feelings of the characters at each stage • listen and write descriptions of people *describe the scene in Johnsy's bedroom *answer questions based on the chapter	<b>Art Integration activity:</b>  <b>Reviving a life (Leaf Art):</b> Students will use the art form, 'Leaf Painting' and paint a dried leaf after watching the video below.  <a href="https://www.youtube.com/watch?v=BW4wG7-Bm6s">https://www.youtube.com/watch?v=BW4wG7-Bm6s</a>  On the leaf, students will also write a positive message for Johnsy. They will discuss the same in the class.  <b>Class discussion</b>  <b>Think- Pair share/ Web chart</b> – Character traits of Johnsy and Behrman  <b>Practice Worksheet &amp; Assignment</b>	-Quiz using Google form  - Oral questioning in the class  - Individual Tasking: Class and home assignments in English Register
November	<b>BEEHIVE POETRY</b> <b>On Killing a Tree –</b> Gieve Patel- 4 classes	To be able to: *point out the consequences of cutting down trees - write a summary of the poem -discuss poetic devices. -appreciate the central idea of the poem. - discuss at least five things each of us must do in order to protect our natural heritage.	<b>Art Integration Activity: Poetry Doodle</b>  Students will be asked to express what they interpreted from the poem in form of an image which they will create using doodle art.  Students could make their own interpretations of the author's message and articulate how they connected with the poem in the image they choose. They will then share their creative work with the class. Art used: Visual Arts  <b>Class Discussion:</b> Use of irony and satire in the poem.  <b>Practice Worksheet &amp; Assignment</b>  <b>AMP technique:</b> for asking questions.	- Oral questioning in the class  - Individual Tasking: Class and home assignments in English Register  <b>Term II - Weekly Test I (18.11.2022)</b> <b>Syllabus</b> <b>Reading:</b> Comprehension Passage <b>Writing:</b> Diary Entry, Descriptive Writing <b>Grammar:</b>

				<p>Integrated Grammar  <b>Literature:</b>  <b>BEEHIVE-</b>  My Childhood  A Legend of Northland  <b>MOMENTS-</b>  The Happy Prince</p>
<p><b>Grammar- Modals</b></p> <p><b>Tenses</b></p> <p><b>Subject –verb agreement</b></p> <p>(2-3 classes)</p>	<p>To be able to</p> <ul style="list-style-type: none"> <li>*attempt exercises on subject verb agreement</li> <li>*frame the sentences correctly</li> <li>*analyse the sentence structure and usage of clauses.</li> </ul>	<p>Whole group instruction- and sample exercises to be done on the board.</p> <p>Exercises to be done on worksheets on pair share basis.</p> <p>Flipped classroom: <a href="#">Subject-Verb Agreement   Learn English Grammar Online - YouTube</a>  <a href="https://www.youtube.com/watch?v=b2rY3uO7szs">https://www.youtube.com/watch?v=b2rY3uO7szs</a>  Subject Verb Concord Rules -  <a href="https://www.grammarbook.com/grammar/subjectVerbAgree.asp">https://www.grammarbook.com/grammar/subjectVerbAgree.asp</a></p>	<p>- Oral questioning in the class.</p> <p>- Individual Tasking: Class and home assignments in English Register</p>	
<p><b>Beehive Prose-</b></p> <p><b>Kathmandu</b></p> <p>(3 classes)</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>-comprehend the message of the text</li> <li>-equip themselves with the culture in Kathmandu</li> <li>-acquaint themselves with the culture of Buddhism and Hinduism</li> <li>-draft a travelogue based on the text</li> </ul>	<p><b>Activity:</b>  <b>Writing a travelogue</b>  During your last Durga pooja holidays you visited Kathmandu with your family .Write a travelogue describing your visit with the help of the following points 1-date and time 2-means of transport 3-description of the city Local people ,market, beauty of the city and monasteries. 4-return journey</p> <p><b>Reading of the text</b></p> <p><b>AMP technique</b></p> <p><b>Research:</b> Reading 'Heaven Lake' by Vikram Seth</p> <p>Kathmandu travel video guide  <a href="https://www.youtube.com/watch?v=Yu0WwVh4c6s#action=share">https://www.youtube.com/watch?v=Yu0WwVh4c6s#action=share</a></p> <p>Kathmandu culture and heritage</p>	<p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments in English Register</p>	

			<a href="https://www.youtube.com/watch?v=u7hJNOyzCro">https://www.youtube.com/watch?v=u7hJNOyzCro</a>	
	<b>Beehive Poetry- A Slumber Did My Spirit Seal</b>  (2 classes)	To be able to: -comprehend the message of the text -equip themselves with the culture in Kathmandu -acquaint themselves with the culture of Buddhism and Hinduism -draft a travelogue based on the text	<b>Flipped classroom videos:</b>  The Grieving Process: Coping With Death  <a href="https://www.youtube.com/watch?v=gsYL4PC0hyk">https://www.youtube.com/watch?v=gsYL4PC0hyk</a>  Draconian: A slumber did my spirit seal (Rock version) <a href="https://www.youtube.com/watch?v=JXhXk3uE_y4">https://www.youtube.com/watch?v=JXhXk3uE_y4</a>  <b>AMP Technique</b>  <b>Class discussion:</b> poetic devices used in the poem.	- Oral questioning in the class  - Individual Tasking: Class and home assignments in English Register
December	<b>Moments: A House is not a Home</b>  (4 classes)	To be able to: -Explain the term 'disaster'. -distinguish between natural and manmade disaster. - express their own experience about the old school and new school. -share their personal experience about loss if any.	Resources:  FLIPPED CLASSROOM VIDEO <a href="https://www.youtube.com/watch?v=nq1HLaFvQI4">https://www.youtube.com/watch?v=nq1HLaFvQI4</a> <b>DEALING WITH DISASTER</b> <a href="https://www.youtube.com/watch?v=YKqIYadRGjA">https://www.youtube.com/watch?v=YKqIYadRGjA</a> <b>Fire safety awareness training video</b>  <b>BALA:</b> Write a paragraph on the disaster management drill recently conducted by your school  <b>Art integration activity: Reporting an accident</b>  Imagine yourself as a journalist for The Times of India and make a video presenting a report on an incident in Mayur Vihar where a house caught fire.  <b>Practice worksheet and assignment</b>	- Oral questioning in the class  - Individual Tasking: Class and home assignments in English Register
	<b>Beehive Drama- If I Were You</b>  (5-6 classes)	<u>To be able to:</u> -observe and discuss the stage setting, stage directions, description of the characters, their movements, gestures and tonal variations.	<b>Art Integration Activity:</b>  <b>Its Showtime: #puppettheatre</b>  Students will make stick puppets of Gerrard and the intruder and make record a two-three minute conversation between them in	- Oral questioning in the class  - Individual Tasking: Class and home assignments in

		<ul style="list-style-type: none"> <li>-reflect on some examples of wit and irony.</li> <li>- learn and locate the right meanings of new words and phrases from the dictionary.</li> <li>-enact the play in the class-room.</li> <li>-draft the character sketch of important characters.</li> <li>-read the text using the technique of role play.</li> <li>-answer the text based and other questions</li> </ul>	<p>form of a video.</p> <p>They can add their own ideas or even incorporate an alternate ending to the play.</p> <p>They will be shown the following videos in the class for ideas.</p> <p><a href="https://www.youtube.com/watch?v=8xhCey23J5A">https://www.youtube.com/watch?v=8xhCey23J5A</a></p> <p><a href="https://www.youtube.com/watch?v=X4QaKvZqzX4">https://www.youtube.com/watch?v=X4QaKvZqzX4</a></p> <p><b>Practice worksheet and assignment</b></p> <p><b>AMP Technique</b>  <b>Role play:</b> while reading the text.</p>	<p>English Register</p> <p><b>Term II Weekly Test 2</b>  (16.12.2022)  <b>Syllabus Reading:</b>  Comprehension Passage  <b>Writing:</b> Diary Entry, Descriptive Writing  <b>Grammar:</b>  Integrated Grammar  <b>Literature:</b>  <b>BEEHIVE-</b>  Reach for the Top  No Men are Foreign  <b>MOMENTS-</b>  The Last Leaf</p>
	<p><b>MOMENTS</b>  <b>The Beggar</b>    <b>(4-5 CLASSES)</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>-reflect on the aftermath of alcoholism</li> <li>-explore the theme of change, dishonesty, compassion, desperation and struggle</li> <li>-answer text based questions and questions from the assignment</li> <li>- list some works of Anton Chekhov</li> </ul>	<p><b>Flipped classroom</b>  <a href="https://www.youtube.com/watch?v=wtZ9mEdewt0">https://www.youtube.com/watch?v=wtZ9mEdewt0</a>  A class discussion based on the video.</p> <ul style="list-style-type: none"> <li>-Whole group instruction</li> <li>-Concept mapping</li> <li>-AMP technique</li> <li>- Web Chart on characters using Mindomo</li> </ul> <p><b>Art Integration Activity: Creating a comic strip</b>  Students will create a comic strip based on any part of the lesson.</p> <p><b>Practice worksheet and assignment</b></p> <p><b>AMP technique</b></p>	<ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments in English Register</li> </ul>
<p><b>January</b></p>	<p><b>WRITING SKILLS</b>  Story Writing    <b>Essay-</b> Narrative/</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>-reflect on their errors in draft 2 and reframe a new draft</li> </ul>	<ul style="list-style-type: none"> <li>-AMP technique</li> <li>-Co-operative study</li> <li>-Brainstorming</li> <li>-Pair work</li> </ul>	<ul style="list-style-type: none"> <li>- Revision using the AMP technique</li> </ul>

	Descriptive Paragraph- Draft 3  Story Writing.	-reflect on their mistakes in the previous draft.  -revise story writing		-Individual Tasking
<b>January</b>	<b>ALS</b>  <b>Listening and Speaking Skills</b> <b>-Listening skills</b> <b>-Speaking skills</b>  <b>Revision</b>  <b>-Writing skills</b> -Diary Entry -Factual description -Story writing	To be able to *listen carefully to the podcast/teacher *attempt the google form based on what they heard. Speak up confidently *use the language and vocabulary appropriately  <b>Revision</b> To be able to -recall main value points of the stories and poems -recall the writing formats.	ALS activity (to be decided later)  <b>Revision</b> <b>Collaborative learning-</b> group wise focus on different aspects of each item and share the value points with the class  -Whole group instruction  -AMP technique. -Revision worksheet	<b>Rubrics for ALS</b> -Interaction - Vocabulary - Relevance -Coherence of ideas -Pronunciation  -Assessment through revision worksheet  - AMP technique
<b>February</b>	<b>Revision</b>  <b>-Literature</b> -Prose -Poetry -Practice Test  <b>Grammar</b> -Reported speech -Subject verb agreement -Tenses -Modals -Determiners	<b>Revision</b> To be able to -recall main value points of the stories and poems -recall the grammatical concepts -attempt exercises given by the teacher	<b>Revision</b> -Collaborative learning -Whole group instruction -AMP technique -Brainstorming -Revision worksheets	Assessment through revision worksheet  - AMP technique

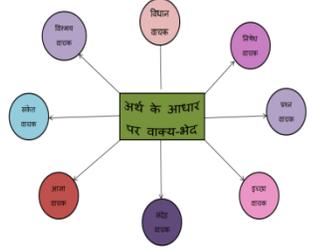
**END TERM EXAMINATION: FRIDAY, 17 FEBRUARY 2023 TO MONDAY, 27 FEBRUARY 2023**

**Syllabus for English Language and Literature: Click on this link (Ctrl+Click to follow)**

[https://cbseacademic.nic.in/web\\_material/CurriculumMain23/Sec/English\\_LL\\_2022-23.pdf](https://cbseacademic.nic.in/web_material/CurriculumMain23/Sec/English_LL_2022-23.pdf)

विषय- हिन्दी कक्षा- नौवीं

मास	कालांश/ विषय	अधिगम प्रतिफल	गतिविधियाँ		मूल्यांकन
			पाठाधारित	कला समेकित	
अप्रैल	अधिगम सेतु-अभ्यास कार्यपत्र स्पर्श- दुख का अधिकार स्पर्श-रैदास के पद  व्याकरण- अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय, शब्द और पद, अपठित गद्यांश लेखन – चित्र वर्णन, संवाद लेखन, अनुच्छेद, अनौपचारिक पत्र कालांश-18	प्रत्येक छात्र -मानवीय मूल्यों को समझ पाएगा। - विषय के आधार पर कम से कम दो प्रश्नों के उत्तर दे पाएगा। - कार्यपत्र में विषय पर आधारित प्रश्नों के उत्तर दे पाएगा। - पाठ पर आधारित व्याकरण का अभ्यास कार्य कर पाएगा।	फ़्लिपड कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु सामग्री।  पोशाक समाज में सम्मान दिलाती है। <b>-विषय पर वाद-विवाद।</b> छात्र परिवार के बुजुर्ग सदस्यों से नैतिक मूल्यों पर चर्चा करके उनसे प्राप्त दो शिक्षाओं को लिखेंगे। -अनुभवात्मक गतिविधि  <b>❖ कला समेकित गतिविधि</b> उपसर्ग व प्रत्यय की रंगोली  	विषय से संबंधित मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा।  लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्म्स द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, कार्यपत्र अभ्यास के द्वारा मूल्यांकन।	
मई	संचयन- गिल्लू व्याकरण- अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय, अर्थ के आधार पर वाक्य भेद,	-वाचन, श्रवण व लेखन कौशल का विकास। -करणीय और अकरणीय आचरण का ज्ञान।	फ़्लिपड कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु सामग्री। -जीव-जंतुओं के प्रति संवेदनशीलता- विषय पर कक्षा में चर्चा की जाएगी।	विषय से संबंधित मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा।	

	<p>लेखन- चित्र वर्णन, संवाद लेखन, अनुच्छेद, अनौपचारिक पत्र</p> <p>कालांश- 12</p>	<p>-पशु-पक्षियों के प्रति संवेदनशीलता का अनुभव कर पाएगा।</p>	<p>❖ कला समेकित गतिविधि (पाठ- गिल्लू)</p> <p>कहानी वाचन</p> 	<p>लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्म्स द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, कार्यपत्र अभ्यास के द्वारा मूल्यांकन।</p> <p><b>प्रथम सत्र साप्ताहिक परीक्षा-१</b> <b>१३.५.२०२२</b></p> <p>स्पर्श- दुख का अधिकार, पद(रैदास) व्याकरण- शब्द और पद, अनुस्वार, अनुनासिक, उपसर्ग व प्रत्यय, वाक्य भेद, अपठित गद्यांश, चित्र वर्णन</p>
<p>जुलाई</p>	<p>स्पर्श- एवरेस्ट: मेरी शिखर यात्रा रहीम के दोहे व्याकरण- अनुस्वार, अनुनासिक, उपसर्ग व प्रत्यय, स्वर संधि(दीर्घ व गुण) संवाद लेखन, अनौपचारिक पत्र</p> <p>कालांश- २०</p>	<p><b>-पठन कौशल व लेखन कौशल का विकास करना।</b> <b>-करणीय और अकरणीय आचरण का ज्ञान देना।</b> <b>- जोखिम उठाने की भावना का विकास करना।</b></p>	<p>हुक गतिविधि- विषय से संबंधित लघु कथा, प्रेरक प्रसंग, तात्कालिक घटना आदि। फ्लिपड कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु सामग्री। 'नैतिक मूल्य आज भी प्रासंगिक हैं'- विषय पर वाद-विवाद। -रहीम के अन्य दोहों का संकलन। -अधिगमाधारित गतिविधि छात्र परिवार के बुजुर्ग सदस्यों से नैतिक मूल्यों पर चर्चा करके उनसे प्राप्त दो शिक्षाओं को लिखेंगे। -अनुभवात्मक गतिविधि</p> <p><b>कला समेकित गतिविधि-</b> भाषा में कला (गायन)-</p>	<p>विषय से संबंधित मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा।</p> <p>लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्म्स द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, कार्यपत्र अभ्यास के द्वारा मूल्यांकन।</p> <p><b>प्रथम सत्र साप्ताहिक परीक्षा-२</b> <b>२२.७.२०२२</b></p> <p>स्पर्श- रहीम के दोहे</p>

			<p>1. छात्र रहीम के दोहों का सस्वर गायन करेंगे। मूल्यांकन-बिंदु-</p> <ul style="list-style-type: none"> <li>• अभिव्यक्ति</li> <li>• आरोह-अवरोह</li> <li>• उच्चारण</li> <li>• प्रस्तुतीकरण</li> </ul> <p>भाषा में कला (चित्रकला)</p> <p>2. जल-संरक्षण पर आधारित संवाद प्रस्तुति मूल्यांकन-बिंदु-</p> <ul style="list-style-type: none"> <li>• विषयवस्तु</li> <li>• शब्दों का चयन</li> <li>• भाषा की शुद्धता</li> <li>• समय-सीमा का पालन</li> <li>• प्रस्तुतीकरण</li> </ul>	<p>संचयन- गिल्लू व्याकरण- अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय, स्वर संधि(दीर्घ व गुण), श्रुतिसम भिन्नार्थक शब्द अपठित गद्यांश लेखन- संवाद लेखन</p>
अगस्त	<p>स्पर्श- तुम कब जाओगे अतिथि, संचयन- स्मृति व्याकरण -अनुस्वार, अनुनासिक, उपसर्ग व प्रत्यय, विराम चिह्न चित्र वर्णन व अनुच्छेद लेखन कालांश- १९</p>	<p><b>-पठन कौशल व लेखन कौशल का विकास करना।</b> <b>-वर्तमान समय में अतिथि का देवत्व कैसे सुरक्षित रह सकेगा- समझने की भावना का विकास।</b> <b>- जोखिम उठाने की भावना का विकास करना।</b></p>	<p>फ्लिपड कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु सामग्री। छात्र घर आए अतिथियों के सत्कार के अनुभव सुनाएंगे। - अनुभवात्मक गतिविधि <b>कला समन्वित गतिविधि-</b> भाषा में अभिनय - भूमिका निर्वहन सूत्रधार व अतिथि की भूमिका का निर्वहन।</p>	<p>विषय से संबंधित मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा।  लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्म्स द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, कार्यपत्र अभ्यास के द्वारा मूल्यांकन।</p>
सितंबर	स्पर्श- गीत-अगीत	<b>-पठन कौशल व लेखन</b>	फ्लिपड कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु	विषय से संबंधित मौखिक, गहन प्रश्नों का सक्रिय

	<p>व्याकरण- अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय, वाक्य-भेद</p> <p>मध्यावधि परीक्षा हेतु पुनरावृत्ति</p> <p>विषय- संवर्धन गतिविधि वाचन कौशल</p>	<p><b>कौशल का विकास करना।</b></p> <p>-अनुस्वार व अनुनासिक का प्रयोग</p> <p>- उपसर्ग व प्रत्यय युक्त शब्दों का निर्माण</p> <p>-अर्थ के आधार पर वाक्यों के प्रकार पहचानना व लिखना</p>	<p>सामग्री।</p> <p>विषय- संवर्धन गतिविधि</p> <p>वाचन कौशल</p> <p>श्रवण कौशल</p>	<p>मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा।</p> <p>लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्म्स द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, कार्यपत्र अभ्यास के द्वारा मूल्यांकन।</p> <p><b>मध्यावधि परीक्षा</b></p> <p>स्पर्श- दुख का अधिकार, एवरेस्ट:मेरी शिखर यात्रा, तुम कब जाओगे, अतिथि, गीत- अगीत, रहीम के दोहे</p> <p>संचयन- गिल्लू, स्मृति</p> <p>व्याकरण- अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय, स्वर संधि(दीर्घ व गुण), श्रुतिसम भिन्नार्थक शब्द, अर्थ के आधार पर वाक्य भेद, शब्द और पद</p> <p>लेखन- अनुच्छेद, अनौपचारिक पत्र, संवाद लेखन, चित्र वर्णन</p> <p>अपठित गद्यांश</p>
अक्टूबर	<p>स्पर्श-</p> <p>वैज्ञानिक चेतना के वाहक: चंद्रशेखर वेंकट रामन्</p> <p>व्याकरण- अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय,</p>	<p><b>-पठन कौशल व लेखन कौशल का विकास करना।</b></p> <p>-अनुस्वार व अनुनासिक का प्रयोग</p> <p>- उपसर्ग व प्रत्यय युक्त शब्दों का निर्माण</p>	<p>फ्लिपड कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु सामग्री।</p> <p>कक्षा गतिविधि-</p> <p>नोबल पुरस्कार प्राप्त करने वाले भारतीयों की जानकारी संग्रहित करना।</p>	<p>विषय से संबंधित मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा। लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्म्स द्वारा</p>

	स्वर संधि, विराम चिह्न कालांश- १३	-अर्थ के आधार पर वाक्यों के प्रकार पहचानना व लिखना		बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, कार्यपत्र अभ्यास के द्वारा मूल्यांकन।
नवंबर	स्पर्श- शुक्रतारे के समान व्याकरण- अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय, विराम चिह्न संचयन- मेरा छोटा सा निजी पुस्तकालय लेखन- अनुच्छेद, पत्र, कालांश- २१	<b>-पठन कौशल व लेखन कौशल का विकास करना।</b> <b>-कार्य में समर्पण की भावना का विकास करना।</b> -अनुस्वार व अनुनासिक का प्रयोग - उपसर्ग व प्रत्यय युक्त शब्दों का निर्माण	फ्लिपड कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु सामग्री। <b>कला समन्वित गतिविधि-</b> कक्षा परिचर्चा का आयोजन मूल्यांकन-बिंदु <ul style="list-style-type: none"> <li>विषयवस्तु</li> <li>भाषण क्षमता</li> <li>प्रस्तुतीकरण</li> </ul>	विषय से संबंधित मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा। लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्म्स द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, कार्यपत्र अभ्यास के द्वारा मूल्यांकन। <b>द्वितीय सत्र साप्ताहिक परीक्षा- १</b> <b>१८.११.२२</b> स्पर्श- वैज्ञानिक चेतना के वाहक: चंद्रशेखर वेंकट रामन्, शुक्रतारे के समान व्याकरण- अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय, विराम चिह्न, वाक्य भेद, संधि, श्रुतिसम भिन्नार्थक शब्द अपठित गद्यांश लेखन- चित्र वर्णन
दिसंबर	संचयन- कल्लू कुम्हार की उनाकोटी स्पर्श- नए इलाके में, खुशबू रचते हैं हाथ व्याकरण- अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय,	<b>पठन कौशल व लेखन कौशल का विकास करना।</b> <b>-उनाकोटी के साथ जुड़ी कहानी से अवगत कराना।</b> -अनुस्वार व अनुनासिक का प्रयोग	फ्लिपड कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु सामग्री। <b>कला समन्वित गतिविधि-</b> लोक कथा की सामूहिक प्रस्तुति। मूल्यांकन-बिंदु	विषय से संबंधित मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा। लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्म्स द्वारा बहुविकल्पीय प्रश्न,

	<p>वाक्य भेद लेखन- संवाद, चित्र वर्णन कालांश- २२</p>	<p>- उपसर्ग व प्रत्यय युक्त शब्दों का निर्माण। -चित्र वर्णन के द्वारा कल्पनाशक्ति का विकास।</p>	<ul style="list-style-type: none"> <li>• विषयवस्तु</li> <li>• अभिव्यक्ति</li> <li>• प्रस्तुतीकरण</li> </ul>	<p>प्रदत्त कार्य के माध्यम से, कार्यपत्र अभ्यास के द्वारा मूल्यांकन। <b>द्वितीय सत्र साप्ताहिक परीक्षा- २</b> <b>२३.१२.२२</b> स्पर्श- नए इलाके में, खुशबू रचते हैं हाथ संचयन- मेरा छोटा सा निजी पुस्तकालय व्याकरण- अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय, विराम चिह्न, वाक्य भेद, विराम चिह्न, श्रुतिसम भिन्नार्थक शब्द अपठित गद्यांश लेखन- अनौपचारिक पत्र</p>
जनवरी	<p>स्पर्श- अग्निपथ व्याकरण- भिन्नार्थक शब्द, संधि  लेखन- संवाद, अनुच्छेद कालांश- १३</p>	<p><b>पठन कौशल व लेखन कौशल का विकास करना।</b> <b>-जीवन में संघर्ष का महत्त्व बताना।</b> -अनुस्वार व अनुनासिक का प्रयोग - उपसर्ग व प्रत्यय युक्त शब्दों का निर्माण</p>	<p>फ्लिपड कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु सामग्री। <b>कला समन्वित गतिविधि-</b> कविता पाठ मूल्यांकन-बिंदु  <ul style="list-style-type: none"> <li>• विषयवस्तु</li> <li>• अभिव्यक्ति</li> <li>• प्रस्तुतीकरण</li> </ul> </p>	<p>विषय से संबंधित मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा।  लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्म्स द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, कार्यपत्र अभ्यास के द्वारा मूल्यांकन।</p>
फ़रवरी	<p>पुनरावृत्ति द्वितीय सत्र परीक्षा</p>	<p><b>पठन कौशल व लेखन कौशल का विकास करना।</b></p>	<p>कार्यपत्रों के माध्यम से पाठों का अभ्यास।</p>	<p><b>अंतावधि परीक्षा</b> स्पर्श- दुख का अधिकार, एवरेस्ट:मेरी शिखर यात्रा, तुम कब जाओगे अतिथि, शुक्रतारे के समान, गीत-अगीत, रहीम के दोहे, रैदास के पद,</p>

				<p>अग्निपथ  संचयन- गिल्लू, स्मृति, मेरा छोटा सा निजी पुस्तकालय, कल्लू कुम्हार की उनाकोटी व्याकरण- अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय, स्वर संधि, श्रुतिसम भिन्नार्थक शब्द, अर्थ के आधार पर वाक्य भेद, शब्द और पद, विराम चिह्न</p> <p>लेखन- अनुच्छेद, अनौपचारिक पत्र, संवाद लेखन, चित्र वर्णन</p> <p>अपठित गद्यांश</p>
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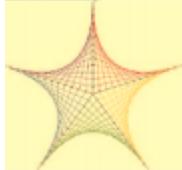
### CLASS IX – MATHEMATICS

<u>MONTH</u>	<u>TOPIC</u>	<u>LEARNING OUTCOME</u>	<u>ACTIVITIES</u>	<u>ASSESSMENTS</u>
April	Rational numbers (Bridge course) – (1)	Each student will be able to: - recall the properties of rational numbers - represent rational numbers on a number line. - find rational numbers between two rational numbers.	* Students will recall and revise the mentioned topics and clarify their doubts, if any. * Students will watch video link on representation of rational numbers shared on Google classroom	* Oral questioning * Quiz for diagnosing the learning gaps.
	Number System – (12)	Each student will be able to: - classify real numbers - distinguish between rational and irrational numbers - find rational numbers between two given rational numbers - represent irrational numbers on a number line - interpret the expansion of a rational number as	* Students will solve questions from NCERT Ex 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6 * Students will read the given flowchart, Mind Map and Handout on Number system.	* Class participation (Oral and written) * Few questions from NCERT textbook * Assignment-1 * Google form * Art Integration-1

		<p>terminating or non-terminating numbers</p> <ul style="list-style-type: none"> <li>- rationalize the denominator</li> <li>- apply laws of exponents for real numbers.</li> </ul>	<ul style="list-style-type: none"> <li>* Students will read solved examples of NCERT</li> <li>* Students will watch the related videos shared on Google classroom</li> </ul> <p><b>Art in Math</b> Students collect/draw pictures of naturally occurring square root spiral and paste them in their lab file.</p>	
	Algebraic Expressions and Identities (Bridge course) -(1)	<p>Each student will be able to</p> <ul style="list-style-type: none"> <li>-recall, revise multiplication of polynomials with another polynomial</li> <li>- recall, revise and apply identities</li> </ul>	<ul style="list-style-type: none"> <li>- Students will recall and revise the mentioned topics and clarify their doubts, if any.</li> <li>- Read NCERT textbook on: <ul style="list-style-type: none"> <li>i) multiplication of polynomials</li> <li>ii) algebraic identities and their applications.</li> </ul> </li> <li>-Students will be asked to watch video on algebraic expression and their application</li> </ul>	<ul style="list-style-type: none"> <li>*Oral questioning</li> <li>* Diagnostic Worksheet</li> <li>* Class participation (oral and written)</li> </ul>
April / May	Polynomials (7 + 12)	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>-recall the term polynomials</li> <li>- identify polynomials</li> <li>- classify the polynomial on the basis of terms and degrees.</li> <li>- evaluate the values and the zeros of polynomials.</li> <li>- apply the factor and remainder theorems effectively.</li> <li>- factorize the polynomials of various degrees using identities.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will watch video to understand co-efficient, zero and constant polynomial and its degree</li> <li>- Read NCERT material on zeroes of a polynomial and remainder theorem</li> <li>- Students will solve questions from Ex-2.1, 2.2, 2.3, 2.4 and 2.5 of NCERT Textbook</li> </ul> <p><b>Subject Enrichment activity</b> <u>Lab activity-2</u> To verify the algebraic identities by paper cutting and pasting.</p>	<ul style="list-style-type: none"> <li>* Oral questioning</li> <li>* Written class participation</li> <li>* Questions from NCERT textbook</li> <li>* Google form</li> <li>* Lab activity-1</li> <li>* Assignmnet-2</li> </ul>

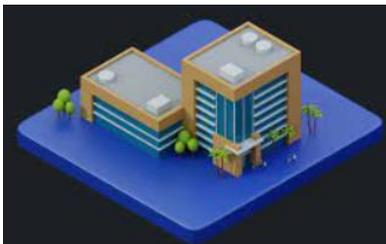
			$(a+b+c)^2 = a^2+b^2+c^2+2ab+2bc+2ac$	
May	Coordinate Geometry (7)	Each child will be able to: -define terms like Cartesian Plane, Coordinates, Quadrants, Abscissa, Ordinate and Origin - name horizontal and vertical axis. - identify the quadrant from the given coordinates - plot a point of given coordinates	- Students will watch video to understand the terms in coordinate geometry shared in the Google classroom - Students will be asked to find the importance of coordinate in other subjects/ various fields. - <a href="#">Read NCERT textbook</a> - <a href="#">Research on the Mathematician Rene Descartes and his contribution in coordinate geometry.</a> - Answer questions from NCERT textbook Ex 3.2 and plot the coordinates asked in Ex 3.3.	*Oral questioning * Written class participation Activity sheet * Questions from NCERT textbook * Assignment-3
	Linear equations in two variables (3)	Each child will be able to: *Make the concept of linear equation in one variable. * Set up linear equations in one and two variables. * Find solutions of the linear equations in two variables * Represent the solutions of the linear equation on a graph	-Read the handout of linear equations in two variables.  - Read NCERT textbook on how to find solutions of a linear equation and graph of linear equations in two variables.  -Watch video on what and why an equation is called a linear equation - Solve questions from NCERT textbook Ex4.1 and Ex 4.2	* Oral questioning * Written work and class participation * Few questions from NCERT textbook
July	Discussions on summer HHW (2)	Each student will be able to: *present their work to the class * share the experience while doing the holiday homework * discuss their learning outcomes	Video presentation of the summer holiday homework	*Summer HHW * Presentation skills
	Coordinate Geometry (3)	Each child will be able to: *locate and plot the coordinates on the cartesian plane. * state abscissa and ordinate of a given coordinate.	<b>Lab Activity-2</b> Plot a figure using given coordinates and its mirror image. Each student will plot points given	*Oral questioning * Lab activity-2 * Assignment-3 * Written work and class

			to them. Now they plot their mirrored points.	participation <b>Weekly Test -1</b> <b>Syllabus:</b> 1.Number system 2. Polynomials
	Linear Equations in two variables (4)	Each child will be able to: *state the standard form of a linear equation in two variables. *solve questions from the assignment and clarify the doubts if any.	- <b>Subject enrichment activity:</b> Create Riddle using the concept of linear equations in two variables	*Oral questioning * Assignment-4 * Subject enrichment activities. * Written work * Class participation * Google form
	Heron's Formula (7)	Each child will be able to  * Recall the formula Area of $\Delta = \frac{1}{2}$ base x height * Find the area of isosceles and equilateral triangles using the above formula and Pythagoras Theorem * State Heron's Formula $Area = \sqrt{s(s-a)(s-b)(s-c)}$ $S = \text{semi perimeter} = \frac{a+b+c}{2}$ Where a, b and c are sides of the triangle	*Students will solve questions from Ex 12.1 of NCERT Textbook. * Assignment on Heron's formula including case studies. <b>Hook activity</b> Find the area of the flower, if side of each square is 1cm.  <b>Art Integration</b> Tangram - Make cut outs 7 pieces of a Tangram and colour all pieces differently. - Join them side to side to make some interesting figure like flower, bird, animal etc. - Using Heron's formula find its area. 	*Oral questioning *Assignment-5 *Questions from NCERT textbook. *Google form *Art Integration-2 *Class participation

	Introduction to Euclid's Geometry (4)	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>*State the seven axioms of Euclid</li> <li>*State the five postulates of Euclid</li> <li>*Apply Euclid's axioms and postulates</li> <li>*Give different versions of Euclid's fifth postulate.</li> </ul>	<p><b>Experiential Activity:</b> Students will find out more about Euclid's Life and explain in their own words two axioms and two postulates with examples.</p>	<ul style="list-style-type: none"> <li>*Oral questioning</li> <li>*Experiential activity</li> <li>*Written work</li> <li>* Class participation</li> </ul>
July /Aug	Lines and Angles ( 8 and 2)	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>* State basic terms and definitions related to types of angles and pairs of angles.</li> <li>* Apply the concepts behind types of angles to find unknown values of angles marked in a given figure.</li> <li>* Name the angles formed by a transversal between two parallel lines.</li> </ul> <p>*State, prove and apply angle sum property of a triangle.</p> <p>* State and apply exterior angle property of a triangle.</p>	<ul style="list-style-type: none"> <li>* Students will solve questions from Ex 6.1, 6.2 and 6.3 of NCERT textbook</li> <li>* Assignment on Lines and angles</li> </ul> <p><b>Lab activity-3</b> Students draw parallel lines. Label the different pairs of angles formed. Verify the properties of these angles by measuring and tracing. When two lines are parallel: A pair of corresponding angles are equal A pair of alternate angles are equal.</p> <p><b>Art Integration</b> Student will design a card using lines, angles and colours.</p> 	<ul style="list-style-type: none"> <li>*Google form</li> <li>* Questions from NCERT textbook</li> <li>* Class participation (oral and written)</li> <li>*Assignment-6</li> <li>*Art Integration-3</li> <li>* Lab activity-3</li> </ul>
August	Triangles(12)	<p>Each child will be able to</p> <ul style="list-style-type: none"> <li>*Define the concept of congruence</li> <li>* Recall and list the various congruence conditions *</li> <li>State and prove SAS congruence criteria.</li> <li>* Apply the congruence conditions to solve the questions</li> </ul>	<ul style="list-style-type: none"> <li>* Students will solve questions from Ex 7.1, 7.2, 7.3 and 7.4 of NCERT textbook.</li> <li>*Assignment on Triangles</li> </ul> <p><b>Art Integration</b> How congruency in figures influenced the cultural heritage of our country specially the Tribal Art. Prepare an art work based on similarity and tribal art of India.</p>	<ul style="list-style-type: none"> <li>* Questions from NCERT textbook</li> <li>* Google form</li> <li>* Assignment-7</li> <li>*Class participation</li> <li>* Art Integration-4</li> <li>* Oral questioning</li> <li>* Written work</li> </ul>

				
	Statistics (10)	<p>Each child will be able to</p> <ul style="list-style-type: none"> <li>*Collect, analyse and interpret data.</li> <li>* Represent the data diagrammatically with the help of bar graphs, histograms.</li> <li>* Explain different measures of central tendency.</li> <li>* Compute the mean, median and mode of given data.</li> <li>* Understand, analyse and interpret various daily life situations like changes in Sensex, weather forecasting, population growth, etc</li> </ul>	<ul style="list-style-type: none"> <li>* Students will solve questions from Ex 14.1, 14.2, 14.3 and 14.4 of NCERT textbook</li> <li>* Assignment on Statistics including case studies</li> </ul> <p><b>Hook Activity:</b> Students will find the average distance from school to home of 20 students of the class, represent the data and analyse the data.</p> <p><b>Art Integration</b> Students will compose their own song relating the concepts of mean, median and mode.</p>	<ul style="list-style-type: none"> <li>* Questions from NCERT textbook</li> <li>*Google form</li> <li>* Class participation</li> <li>* Assignment-8</li> <li>* Written work</li> <li>* Art Integration-5</li> </ul>
August / September	Probability (2 & 7 )	<p>Each child will be able to</p> <ul style="list-style-type: none"> <li>*Compute the probability of any event.</li> <li>* Analyse daily life facts with the help of probability and hence obtain conclusions</li> <li>* Support the concept with its wide applications in other disciplines like Genetics.</li> <li>* Conclude about the likelihood of potential events and the underlying mechanics of complex systems</li> </ul>	<ul style="list-style-type: none"> <li>*Students will solve questions from Ex 15.1 of NCERT textbook</li> <li>* Assignment on Probability including case studies</li> </ul> <p><b>Value based activity</b> Students will be shown details of a survey conducted on children in a village in the age group 5 – 15 years and questions will be questions related to the survey.</p> <p><b>Hook activity</b> Students will be asked to play a game of rock papers and scissors and note the observations and find the probability of the outcomes.</p>	<ul style="list-style-type: none"> <li>* Questions from NCERT textbook</li> <li>* MCQ Google form</li> <li>*Activity sheet</li> <li>* Class participation (Oral and written)</li> <li>*Assignment-9</li> </ul> <p><b>05.08.22</b> <b><u>Weekly Test -2</u></b> <b>Syllabus:</b> 1.Coordinate Geometry 2. Linear Equation in two variables 3. Heron's Formula</p>
September	Revision for Mid-term(8)	Each student will be able to: recall, revise, state and apply the properties, theorems	* Students will recall, revise and solve questions including case studies.	<ul style="list-style-type: none"> <li>*Oral questioning</li> <li>* Google forms</li> <li>* Class tests for diagnosing</li> </ul>

		and formulae from the topics and clarify their doubts, if any.	* Students will clarify their doubts, if any.	the learning gaps <b>Mid-term Examination Syllabus</b> 1.Number System 2. Polynomials 3. Coordinate Geometry 4. Linear equations in two variables 5. Heron's Formula 6.Lines and Angles 7. Triangles
October	Quadrilateral (17)	Each child will be able to:  *Identify different types of quadrilaterals. * Recall the definition of quadrilaterals. * Define different quadrilateral under given conditions * Apply the concept of parallelogram. * Distinguish between rectangle, rhombus and square using the properties of parallelogram. * State, Prove and Apply the Mid-point theorem. * Solve problems related to the midpoint of sides of a triangle.	<b>Lab Activities:</b> 4)Verify angle sum property of a quadrilateral 5) Verify mid-point theorem. 6) Quadrilateral Formed by Joining Mid-points of Sides of a Quadrilateral	* Online quiz using Google forms * Class participation (Written and oral) * Assignment -10 Submission of work * Lab activities (4, 5, 6) Neatness and accuracy of paper work done
November /December	Circles (22)	Each student will be able to:  *Recall and identify circle and its parts. * Distinguishes between diameter and chord of a circle. * State and prove equal chords subtend equal angles at the center. * Apply the properties of circles to solve the problems. * State and prove perpendicular from the center on a chord bisect the chord. * State and prove equal chords of a circle are equidistant from the center. * State and prove angles in the same segment of a circle are equal. * State and prove angle subtended by an arc at the center is double the angle at any point on the circle.	<b>Hands on Activity:</b> 1. <u>Parts of a circle</u> On A 4 sheet students construct a circle and draw its parts. They label and define each of them. 2. Verify that Equal chords are equidistant from the center  <b>Lab Activity:</b> 7. In a circle angle subtended at the center is double the angle subtended by the same arc at any other point on the circle.  8. Angles in the same segment are	*Online quiz using Google forms * Class participation (Written and oral)  *Assignment -11 *(Submission of work) * Lab activity – 7 and 8  Neatness and accuracy of paper work done.

		<ul style="list-style-type: none"> <li>* Identify cyclic quadrilateral and its properties.</li> <li>* Apply the theorems in order to solve the given problems.</li> </ul>	equal	
December/ Jan	Surface Areas and Volumes	<p><b>Each student will be able to:-</b></p> <ul style="list-style-type: none"> <li>• Differentiate between TSA and LSA of cube and cuboid.</li> <li>• State and apply the formulae for calculating TSA and LSA of solid shapes (cube, cuboid, cylinder, cone and sphere.)</li> <li>• State and apply the formulae for calculating volume (or capacity) of solid shapes (cube, cuboid, cylinder, cone and sphere.)</li> <li>• Establish the relationship of volume among different object when some basic parts are kept same.</li> <li>• Discriminate between surface areas and volumes.</li> <li>• Derive formulae by using previous knowledge of surfaces and edges.</li> </ul> <p>Apply the concept in finding the objects and its quantities he requires in his day-to-day life.</p>	<p><b>Art Integration</b> Create a solid shape by combining two or more basic solid shapes using various materials such as clay, plaster of paris, plastic sheets, bamboo, wire thread, papers and cardboards, and other throw-away available materials. Estimate its volume and surface area</p>  <p><b>Subject enrichment activity:</b> 1. Create 2 story-based riddles on Surface areas and volumes (ppt/images/story boards) 2. Find solutions of the same. 3. Present the riddles in the class.</p>	<ul style="list-style-type: none"> <li>*Online quiz using Google forms</li> <li>*Class participation (written and oral)</li> <li>*Assignment -12 (submission of work)</li> <li>* Art integrated learning</li> <li>* Subject Enrichment activity</li> <li>*Neatness and accuracy of paper work done.</li> </ul> <p><b><u>Weekly test -3</u></b> <b>Syllabus</b> 1. Statistics 2. Probability 3. Quadrilaterals</p> <p><b><u>Weekly test -4</u></b> <b>Syllabus</b> 1. Circles 2. Surface Areas and Volumes</p>
February	Revision for Term End examination	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>*Solve the revision questions</li> <li>*Recall and remember all the formulae related to mensuration</li> <li>* Construct triangles when one of its side, base angle and sum of two sides are given</li> <li>* Construct triangles when one of its side, base angle and difference between two sides is given</li> </ul>	Students will recall, revise and apply the mentioned topics and clarify their doubts, if any	<ul style="list-style-type: none"> <li>• Google forms</li> <li>• Oral tests</li> <li>• Class test</li> <li>• Practice questions</li> </ul>

		* Represent linear equations in two variables on a graph sheet * State and prove theorem related to quadrilateral and circles		End term- Examinations
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**SOCIAL SCIENCE  
CLASS IX (2022-23)**

Month	No of Periods / Topics covered	Learning outcome	Activities	Assessments
<b>April 18 days</b>	<b>Revision of concepts ( 8 classes /1 week )</b>  <b>HISTORY: The French Revolution 14 classes (35 mins each)</b>  The ancient regime and its crisis.  The three Estates  The social forces that led to the revolution  The different revolutionary groups and ideas of the time.  Reign of Terror in Maximillian Robespierre's rule  Napoleon Bonaparte's reign  Slavery in France – the Triangular Slave Trade Route  Role of women in France	Each student will be able to:  - explain the causes and effects of the French revolution  - compare the course of events leading to the French revolution  -explain the division between the three estates in France before the revolution  - name the important books and their authors which contributed to the ideas of the middle class during the French revolution  - analyse why Maximillian Robespierre's reign was termed as a Reign of Terror in 1793-94  - locate places of historical importance on the map of France	Students will be asked to :  prepare for Flipped classes  make graphic organisers  make a list of important keywords  Students will be asked to  - draw sketches or portraits of either Rousseau or John Locke or Montesquieu holding the book he had written which ignited the minds of the common educated people in France  -draw up a list of rights which the people of France fought for example: Right to equality, freedom etc. (Then decorate it and make it look as a scroll)  documentary on French Revolution and discussion	Map Activity – Map of France – Paris, Nantes, Bordeaux, Marseilles  Google quiz  Assignments – HOTS questions  Oral questions  Class participation – written and oral  Revision questions

	The legacy of the revolution		<b>Art Integration</b> – Poster to analyse the ‘Role of women’ in France in the 17 <sup>th</sup> century (before and during the revolution)	
	<p><b>GEOGRAPHY - India – size and location</b>  <b>8 classes (35 mins each)</b></p> <p>Important latitudes and longitude</p> <p>India and the world.</p> <p>India and her neighbours</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>- locate places, states, union territories in India</li> <li>- analyse why the Standard Meridian is the most important longitude in India</li> <li>- explain the latitudinal and longitudinal extent of India</li> <li>- analyze the impact of location of India on its culture, civilization and economic development</li> <li>-name the island groups in the Bay of Bengal and Arabian Sea which belong to India</li> </ul>	<p>Students will be asked to :</p> <p>prepare for Flipped classes</p> <p>-make a short presentation on the dance forms of four states of India – east, west, North, South</p> <p>-collect information and make a colourful collage on the neighbouring countries of India (with reference to the languages spoken, food eaten, clothes worn etc.)</p>	<p>Google quiz</p> <p>Assignments – HOTS questions</p> <p>Oral questions</p> <p>Class participation – written and oral</p> <p>Revision questions</p> <p>Mapwork of India on states/capitals/ latitudes/ longitudes</p>
<b>May 18 days</b>	<p><b>POLITICAL SCIENCE:</b></p> <p><b>What is democracy? Why democracy?</b>  <b>10 classes (35 mins each)</b></p> <p>What is democracy?</p> <p>Difference between democratic and non-democratic governments</p> <p>Features of democracy – Free and fair elections, One person,</p>	<p>Each student will be able to:</p> <p>Explain the meaning of democracy</p> <p>identify various forms of government</p> <p>differentiate between Democratic and non-democratic government</p> <p>explain the features of democracy</p> <p>evaluate the merits and demerits of democracy</p> <p>analyse difficulties faced by people in</p>	<p>Students will be asked to :</p> <p>prepare for Flipped classes</p> <p>prepare a cartoon illustration or caricature to show any one merit or demerit of democracy</p> <p>Research and discuss in Pair-share on the broader meaning of democracy</p>	<p>MCQs and very short answer type questions</p> <p>Worksheet</p> <p>Practice questions assignment</p> <p><b>Weekly Test I: 20.05.2022</b></p>

	<p>one vote, one value, Rule of Law and respect of rights</p> <p>Do we need a democracy? Why?</p> <p>Arguments for and against democracy</p> <p>Broader meaning of democracy – representative democracy, democracy applicable to every sphere of life – family, classroom etc.</p>	<p>a non-democratic country</p> <p>Apply the principle of democracy to any sphere of life and understand that democracy can take many forms</p> <p>justify the relevance of democracy in the contemporary world find location of the countries discussed in the topic on the World map</p>		
	<p><b>ECONOMICS:</b> <b>Story of Village Palampur</b> <b>12 classes (35 mins each)</b></p> <p>Description of the village</p> <p>Organisation of production and the four requirements of production</p> <p>Farming in Palampur and the results of farming</p> <p>Land distribution in Palampur</p> <p>Labour</p> <p>Capital</p> <p>Sale of surplus farm products</p> <p>Non-farming activities in Palampur</p>	<p>Each student will be able to:</p> <p>explain some basic economic concepts related to production through an imaginary story of a village</p> <p>evaluate the changes that occurred due to green revolution in India</p> <p>identify the land distribution pattern in Indian villages</p> <p>evaluate measures to increase farm production</p> <p>identify cropping seasons in India</p> <p>sustainability of land</p> <p>Differentiate between traditional and modern farming methods</p> <p>Suggest various steps to increase non- farm activities in the villages</p>	<p>Students will be asked to :</p> <p>prepare for Flipped classes</p> <p>research on the handicrafts industries of any state of their choice (life and working conditions) and</p> <p>prepare a poster on promoting the Indian handicrafts and link it with Prime Minister’s <b>Atma Nirbhar Abhiyan</b> to boost Indian economy to overcome the Pandemic COVID-19</p>	<p>MCQs and very short answer type questions</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheet</p> <p><b>Weekly Test 1 – 20<sup>th</sup> May, 2022</b></p> <p><b>1.History – French Revolution</b> <b>2.Geography – India: size and location</b> <b>3.Political Science – What is democracy? Why democracy?</b> <b>4. Economics – Story of Village Palampur</b></p>

	<p><b>GEOGRAPHY: Physical features of India</b> (9 classes) (35 mins each)</p> <p>Major Physiographic Divisions Of India</p> <p>Map of India – Physical features of India</p>	<ul style="list-style-type: none"> <li>differentiate between the physical features on the map of India</li> <li>recognise and describe the different physical features</li> <li>classify the physical features in the surroundings and compare them with physical features of two neighbouring countries of India</li> <li>list the adjacent countries of India and describe the major landform features of India and underlying geological structure</li> </ul>	<p>Make a jigsaw puzzle with different coloured pieces of cloth or coloured paper to show the breaking away of Gondwanaland and the landmasses drifting away</p> <p>find out/research the different kinds of folk music of the mountains, plateau, hills, deserts and plains and make a presentation on it</p> <p>Graphic organisers</p> <p>List of keywords</p> <p>Practice worksheet</p> <p>Written assignment</p>	<p>MCQs and very short answer type questions</p> <p>Practice Worksheet</p> <p>Written assignment</p> <p>mapwork of India on the different physical features</p>
	<p><b>Disaster Management</b></p> <p><b>(Summer HHW Project) – SE1 - 5 m –</b></p> <p><b>Explanation of the project – 2 classes</b></p>	<p>Students will be able to:</p> <p>create awareness in them about different disasters, their consequences and management</p> <p>prepare them in advance to face such situations</p> <p>ensure their participation in disaster mitigation plans</p> <p>enable them to create awareness and preparedness among the community</p> <p>enhance the life skills of the students</p>	<p>Will be given as HHW</p>	<p><b>SE 1 - 5 m</b></p> <p><b>(Summer holiday homework)</b></p>
<p><b>July</b> <b>20 days</b></p>	<p><b>Nazism and the Rise of Hitler</b> Birth of the Weimar Republic</p>	<p>Each student will be asked to: Examine the causes of the First World War</p>	<p>Students will be asked to: prepare Graphic organisers</p>	<p>Assignments – HOTS questions</p> <p>Oral questions</p>

	<p>Hitler's Rise to Power</p> <p>The Nazi Worldview Youth in Nazi Germany</p> <p>Ordinary people and the crimes against humanity</p>	<p>Describe the effects of the War</p> <p>Explain the years of depression</p> <p>Explain the destruction and reconstruction of the economy.</p> <p>Explain racial utopia.</p> <p>Describe the Nazi cult of motherhood.</p> <p>Explain Holocaust</p>	<p>List of keywords</p> <p>World Map: Central powers and Axis powers</p> <p>Case studies</p>	<p>Class participation – written and oral</p> <p>Revision questions</p> <p><b>Weekly Test – 29.7.2022 (35m)</b></p>
	<p><b>GEOGRAPHY -Drainage</b> (10 classes/35 mins each)</p> <p>The Concept Of Drainage</p> <p>Drainage System In India</p> <p>Different Drainage Patterns</p> <p>The Himalayan And The Peninsular Rivers</p> <p>River Pollution –and the solution</p> <p>Role Of Rivers In The Economy</p> <p>Map of India – showing the rivers and lake as per revised CBSE syllabus – Himalayan and Peninsular rivers</p>	<p>Each student will be able to: Draw the drainage pattern of rivers in India and locate and label important rivers flowing through India</p> <p>Describe the origin and flow of different rivers of India</p> <p>Analyze the role of rivers in the economy of our country</p> <p>Describe the factors causing water pollution</p> <p>Locate and label the important rivers flowing in India and identify some lakes - as per CBSE Map syllabus</p>	<p>Students will be asked to: use atlas maps for understanding various concepts examine factors causing pollution and their impact on people's lives</p> <p>Make a list of the tributaries of the Himalayan and Peninsular rivers</p>	<p>Assignments – HOTS questions</p> <p>Oral questions</p> <p>Class participation – written and oral</p> <p>Revision questions</p> <p>Mapwork on rivers of India</p>
<p><b>August</b> <b>19 days</b></p>	<p><b>ECONOMICS –</b> <b>People as Resource</b></p> <p>Economic activities by men and women</p>	<p>Each student will be able to:</p> <p>Explain the term 'people as a resource'.</p>	<p>Students will be asked to :</p> <p>collect newspapers and magazines to show the impact of the concentration of</p>	<p>Assignments – HOTS questions</p> <p>Oral questions</p>

	<p>Quality of population</p> <p>Health</p> <p>Education</p> <p>Unemployment</p>	<p>Differentiate human resources from other resources like land and physical capital.</p> <p>Explain the role of education and health in human capital formation</p> <p>Distinguish between economic and non-economic activities</p> <p>Explain terms like Infant mortality rate, seasonal and disguised unemployment</p>	<p>resources in the hands of few and illustrate the cause and impact of inequality in terms of distribution of resources between the rich and the poor</p> <p>choose photographs of persons engaged in different occupations in rural and urban areas and categorise into three sectors of the economy</p>	<p>Class participation – written and oral</p> <p>Revision questions</p>
	<p><b>POLITICAL SCIENCE</b></p> <p><b>Constitutional Design</b></p> <p>Why do we need a Constitution?</p> <p>Making of the Indian Constitution</p> <p>Democratic Constitution in South Africa</p> <p>Preamble to the Indian constitution</p> <p>Guiding values of the Indian Constitution</p>	<p>Each student will be able to:</p> <p>Explain the term constitution</p> <p>Analyse the reasons for the need for a Constitution in a democracy</p> <p>Explain the process of making of Indian Constitution</p> <p>Describe the constitution of South Africa</p> <p>Explain the important terms in the Preamble e.g. democratic republic, sovereignty, secular etc.</p> <p>Mention the guiding values of the Indian Constitution</p>	<p>Students will be asked to : study the Constitutional provisions available to improve conditions of disadvantaged groups, minorities; promotion of patriotism, unity of the country, equality of people, respect for all human beings, and doing one's duties, etc</p> <p>collect information and discuss the process of making of the Indian Constitution</p>	<p>Assignments – HOTS questions</p> <p>Oral questions</p> <p>Class participation – written and oral</p> <p>Revision questions</p>
	<p><b>Economics</b></p> <p><b>Poverty as a Challenge</b></p> <p>Introduction</p> <p>Poverty Line</p>	<p>Each student will be able to:</p> <p>Describe how the poverty line is estimated in India.</p> <p>Describe poverty trends in India since 1973.</p>	<p>Students will be asked to:</p> <p>use India's map of the states to identify and colour the following</p> <p>(i) high and low poverty</p> <p>(ii) levels of literacy</p>	<p>Assignments – HOTS questions</p> <p>Oral questions</p> <p>Class participation – written and oral</p>

	<p>Poverty Estimates</p> <p>Vulnerable Groups</p> <p>Global Poverty Scenario</p> <p>Causes of Poverty</p> <p>Anti-Poverty Measures</p> <p>The Challenges Ahead</p>	<p>Explain the major reasons for poverty in India.</p> <p>Distinguish between urban and rural poverty</p> <p>Explain the terms – social exclusion and vulnerability</p> <p>Analyse different government schemes to ensure food security, employment generation, promotion of health and education in their area</p>	<p>(iii) production of food grains and interpret in terms of reasons for above differences amongst states</p> <p>compile data from their surroundings and Government reports on</p> <p>(i) unemployment existing in urban and rural areas</p> <p>(ii) poverty existing in different states</p> <p>raise questions to secure health care, education and job security for its citizens</p> <p>explain a particular economic problem showing vulnerability faced by the disadvantaged groups.</p>	<p>Revision questions</p>
<p><b>September</b> <b>22 days</b></p>	<p>Geography</p> <p>Climate</p> <p>Climatic controls</p> <p>Factors affecting India's climate</p> <p>The Indian Monsoon</p> <p>The onset of monsoon and withdrawal</p> <p>The seasons</p> <p>Distribution of rainfall</p> <p>Monsoon as a unifying bond</p>	<p>Each student will be able to:</p> <p>Describe the controls that affect the climate of India.</p> <p>Explain the type of climate in India.</p> <p>Explain important terms like Ferrel's law, Coriolis force, etc</p> <p>Describe the controls that affect the climate of India.</p> <p>Explain the factors affecting India's climate</p>	<p>Students will be asked to:</p> <p>gather information related to weather and population, from different sources such as daily newspapers and analyse recorded data/ information</p> <p>discuss how the climate of hilly regions is significantly different from the plains</p> <p>ask questions to understand the mechanism of monsoon for e.g. the effect of differential heating of land and water, shifting of Inter Tropical Convergence Zone (ITCZ), El</p>	<p><b>Mid-Term Exams from 21<sup>st</sup> September, 2022 to 30<sup>th</sup> September, 2022</b></p>

	<b>Revision for the Mid-Term Exams</b>	<p>Explain the type of climate India has with reference to the south-west monsoons</p> <p>Locate and label on the map of India the regions having high rainfall and less rainfall during the monsoon months</p> <p>Explain the distribution of rainfall in different regions in India</p> <p>Analyse the importance and unifying role of monsoons in India</p>	Nino and how jet streams influence monsoon	
<b>October 13 days</b>	<p><b>HISTORY</b></p> <p><b>Pastoralists in the Modern World</b></p> <p>Pastoral nomads and their movements</p> <p>Colonial rule and Pastoral life</p> <p>Pastoralism in Africa</p>	<p>Each student will be able to:</p> <p>Analyze the impact of modern states, mark the boundaries</p> <p>identify processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world.</p>	<p>Students will be asked to:</p> <p>Video conference (connected classrooms) with a nation having Pastoral Communities. (Tentative)</p> <p>Face Painting on the Pastoralists and Nomadic Communities in India.</p> <p>Class Quiz</p> <p>Map Work on the different pastoral communities in Africa.</p>	<p>Assignments – HOTS questions</p> <p>Oral questions</p> <p>Class participation – written and oral</p> <p>Revision questions</p>
<b>November 21 days</b>	<p><b>POLITICAL SCIENCE Electoral politics</b></p> <p>Is it good to have a political competition?</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Develop respect for the Constitution and appreciation for Constitutional values.</li> <li>•</li> <li>• Recognize the Constitution as</li> </ul>	<p>Students will be asked to:</p> <p>Make a list of keywords</p> <p>Practice worksheet</p>	<p>Assignments – HOTS questions</p> <p>Oral questions</p> <p>Class participation – written and oral</p>

	<p>What is our system of elections?</p> <p>What makes elections in India democratic?</p>	<p>a dynamic and living document.</p> <p>Understand representative democracy via competitive party politics</p>	<p><b>Art in education:</b> Design a symbol for your political party and prepare a Manifesto.</p>	<p>Revision questions</p>
	<p><b>GEOGRAPHY</b> <b>Population</b></p> <p>Population Size and Distribution</p> <p>Population growth and Processes of Population Change</p> <p>Population Growth</p> <p>Processes of Population Growth</p>	<p>Each student will be able to:</p> <p>State the causes of the declining rate of population growth in India.</p> <p>Discuss the major components of population growth.</p> <p>Explain the factors related to population change</p>	<p>Students will be asked to:</p> <p>Map work showing the density of population.</p> <p>Statistical figures showing the age structure of the population.</p> <p>Pie chart on the 5 most populated states of India.</p>	<p>Assignments – HOTS questions</p> <p>Oral questions</p> <p>Class participation – written and oral</p> <p>Revision questions</p> <p><b>Weekly Test III: 25.11.2022</b></p>
<p><b>December</b> <b>22 days</b></p>	<p><b>POLITICAL SCIENCE</b> <b>Working of Institutions</b></p> <p>The Parliament of India- Role and Functions</p> <p>The Political Executive – The Prime Minister, Council Of Ministers, President</p> <p>The Judiciary – Its structure, independence in functioning and the judiciary as the guardian of Fundamental Rights.</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Analyse the role of the Election Commission of India during elections.</li> <li>• Explain the central governmental structures.</li> <li>• Discuss the role of Parliament and its procedures.</li> <li>• Distinguish between political and permanent executive authorities and functions.</li> </ul> <p>Explain the working of the Indian Judiciary.</p>	<p>Students will be asked to:</p> <p>Make a list of keywords</p> <p>Flipped Class on the Election Commission of India</p> <p>Practice worksheet</p> <p>Written assignment</p>	<p>Assignments – HOTS questions</p> <p>Oral questions</p> <p>Class participation – written and oral</p> <p>Revision questions</p>
	<p><b>HISTORY</b> <b>Russian Revolution</b></p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between ideas of</li> </ul>	<p>Students will be asked to:</p> <p>Prepare a Flipped class on</p>	<p>Assignments – HOTS questions</p> <p>Oral questions</p>

	<p>Industrial society and social changes</p> <p>Russian Empire</p> <p>Causes of the Russian Revolution</p> <p>The February Revolution in Petrograd in 1917</p> <p>The October Revolution in 1917</p> <p>Bolsheviks and their role in the revolution</p> <p>Global influence of the Russian</p>	<p>the Liberals, Radicals and the Conservatives in Europe</p> <ul style="list-style-type: none"> <li>•</li> <li>• Analyse the causes of the Russian revolution</li> <li>•</li> </ul> <p>Describe the events which led to the February revolution of 1917</p> <p>Explain the consequences of the October revolution of 1917</p> <p>Distinguish between the Bolsheviks and the Mensheviks</p> <p>Analyse the global influence of the Russian Revolution and the USSR</p>	<p>the views of the Liberals, Radicals and the Conservatives in Europe</p> <p>Locate on the map of the world – the major countries of the First World War and the Central Powers and Allied Powers – as per CBSE map syllabus</p>	<p>Class participation – written and oral</p> <p>Revision questions</p>
	<p><b>POLITICAL SCIENCE</b></p> <p><b>Democratic Rights</b></p> <p>Introduction</p> <p>Life without Rights</p> <p>Rights in a democracy</p> <p>Rights in the Indian Constitution</p> <p>Securing our Fundamental Rights</p> <p>Expanding scope of Rights</p>	<p>Each student will be able to:</p> <p>Recognize the need for rights in one's life.</p> <p>Understand the availability /access of rights in a democratic system/government.</p> <p>Identify and be able to comprehend the Fundamental Rights given by the Indian Constitution to its citizens. Create awareness regarding the process of safeguarding rights.</p>	<p>Students will be asked to:</p> <p>Find out instances of Rights violation from the Newspaper of the day and present this in class.(EL)</p> <p>Research the internet on cases of Human Rights violations</p> <p>Why are Fundamental Rights considered fundamental?</p> <p>As a minor your punishment for offences committed is different from that of an adult. Discuss whether this is relevant in today's context.</p>	<p>Assignments – HOTS questions</p> <p>Oral questions</p> <p>Class participation – written and oral</p> <p>Revision questions</p> <p><b>Weekly Test IV: 30.12.2022</b></p>
<p><b>January</b></p>	<p><b>ECONOMICS</b></p>	<p>Each student will be able to:</p>	<p>Students will be asked to:</p>	<p>Assignments – HOTS questions</p>

<p><b>13 days</b></p>	<p><b>Food Security in India</b></p> <p>Introduction</p> <p>What and why of food security</p> <p>Who is food insecure?</p> <p>Green Revolution and Buffer stock</p> <p>PDS – success and failure</p> <p>Role of cooperatives</p>	<p>Discuss why food security is necessary.</p> <p>Identify the vulnerable groups in India</p> <p>Discuss the case studies of Ramu and Ahmad (case studies)</p> <p>Analyse the graph on hunger in India</p> <p>Critically examine the effectiveness of the PDS</p> <p>Analyse the role of cooperatives in India (Amul, Mother Dairy)</p> <p>Understand the concept of food security.</p> <p>Appreciate and analyse the role of the government in ensuring food supply.</p>	<p>Graph on Production of food grains (Wheat and Rice) in major states of India.</p> <p>Plot a comparative bar graph to analyse the rise in food production in India (last decade)</p> <p>Research on the recent government schemes to alleviate food insecurity.</p>	<p>Oral questions</p> <p>Class participation – written and oral</p> <p>Revision questions</p>
	<p><b>GEOGRAPHY</b></p> <p><b>Natural Vegetation and Wildlife</b></p> <p>Factors influencing natural vegetation and wildlife of a place</p> <p>types of vegetation</p> <p>wildlife</p> <p>Medicinal plants</p> <p>conservation of natural vegetation</p>	<p>Each student will be able to:</p> <p>Explain the nature of diverse flora and fauna as well as their distribution</p> <p>Develop concern about the need to protect the biodiversity of our country</p> <p>Explain virgin vegetation, flora, fauna.</p>	<p>Students will be asked to:</p> <p>Poster on conserving Wetlands</p> <p>Quiz on wildlife reserves and endangered species</p> <p>Presentation on medicinal herbs</p>	<p>Assignments – HOTS questions</p> <p>Oral questions</p> <p>Class participation – written and oral</p> <p>Revision questions</p>

	and wildlife	<p>Discuss the factors that determine the distribution of flora and fauna in India.</p> <p>Explain the types of vegetation found in India.</p> <p>Locate and label the types of vegetation on the outline map of India.</p>		
<b>February 20 days</b>	<b>Revision for End Term Examination</b>	Revision for End Term Examination	Revision for End Term Examination	Revision for End Term Examination End Term Examination 2022-2023

## Class IX – 2022-23 Biology Syllabus

Month	Topic Covered	Learning Outcomes	Activities	Assessment
<b>April</b>	<p><b>Bridge Classes</b></p> <ul style="list-style-type: none"> <li>➤ Cell: Structure &amp; Functions</li> <li>➤ Reproduction in Animals (2 classes)</li> </ul> <p><b>The Fundamental Unit of Life</b></p> <ul style="list-style-type: none"> <li>➤ What are living organisms made up of? (1 class)</li> <li>➤ Structural organisation of a cell (1 class)                             <ul style="list-style-type: none"> <li>◆ Plasma membrane or cell membrane (1 class)</li> <li>◆ Cell wall (1 class)</li> </ul> </li> <li>◆ Osmosis &amp; Diffusion (2 classes)</li> </ul>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>• name the structural and functional unit of life</li> <li>• cite two examples of unicellular organisms</li> <li>• differentiate between cell membrane and cell wall</li> <li>• list the functions of various cell organelles</li> <li>• describe the variety in shape and size of cells in different organisms and infer that cells are functionally similar despite structural differences</li> <li>• describe the process of osmosis &amp; diffusion.</li> </ul>	<p><b>Experiential Activity</b> Students will compare the cells which are building blocks of life to the bricks of the school/ home building.</p> <p><b>Reading assignment</b> -Study Of plasmolysis in epidermal peels by analysing experimental data</p> <p><b>Experiment (Biology Lab)</b> ⇒ Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells &amp; to record observations and draw their labelled diagrams.</p>	<ul style="list-style-type: none"> <li>⇒ Assessment Worksheet</li> <li>⇒ Weekly Assignment</li> <li>⇒ Google Quiz</li> <li>⇒ Class Participation Assessment (oral &amp; written)</li> </ul>
<b>May</b>	<p><b>The Fundamental Unit of Life</b></p> <ul style="list-style-type: none"> <li>➤ Cell organelles</li> <li>◆ Nucleus (1 class)</li> <li>◆ Cytoplasm (1 class)</li> <li>◆ Endoplasmic reticulum (1 class)</li> <li>◆ Golgi apparatus</li> <li>◆ Lysosomes (1 class)</li> <li>◆ Mitochondria</li> <li>◆ Vacuoles</li> </ul>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>• differentiate between prokaryotic and eukaryotic cells</li> <li>• differentiate between types of endoplasmic reticulum and identify their functions</li> <li>• name the cell organelle responsible for storage, modification and packaging of products in a cell</li> <li>• explain the functioning of mitochondria in a cell</li> <li>• elaborate the role of chromosomes during cell division</li> </ul>	<p><b>Cell Riddles (Game)</b> (Toy Pedagogy)– to discuss the structure &amp; function of cell organelles.</p> <p><b>Venn diagram</b> to compare prokaryotic and eukaryotic cell</p> <p><b>Art Integration: “Model Making”</b> “My edible plant/ animal cell”</p>	<ul style="list-style-type: none"> <li>⇒ Assessment Worksheet</li> <li>⇒ Weekly Assignment</li> <li>⇒ Google Quiz</li> <li>⇒ Class Participation Assessment (oral &amp; written)</li> </ul>

	<p>(1 class) ◆Plastids (1 class)</p> <p>➤ Cell Division -Mitosis &amp; Meiosis (2 classes)</p>			
July	<p><b>Tissues</b> ➤ Are Plants and Animals Made of Same Types of Tissues? (2 classes)</p> <p>➤ <b>Plant Tissues</b> <b>Meristematic Tissues</b> -Apical -Lateral -Intercalary (2 classes)</p> <p><b>Simple Permanent Tissues</b> -Parenchyma -Collenchyma -Sclerenchyma (2 classes)</p> <p><b>Complex Permanent Tissues</b> -Xylem -Phloem (2 classes)</p>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>• differentiate between plant tissues and animal tissues</li> <li>• describe the characteristics of plant tissues</li> <li>• state the role of epidermis in plants</li> <li>• differentiate between meristematic tissues and permanent tissues</li> <li>• draw the diagram showing the location of different types of meristems-apical, lateral &amp; intercalary</li> <li>• list the functions of the three types of meristems</li> <li>• classify permanent plant tissues as simple and complex tissues</li> <li>• differentiate between xylem tissues and phloem tissues</li> <li>• describe the role of xylem in transport of water and minerals</li> <li>• describe the role of phloem in the transport of nutrients</li> </ul>	<p><b>Get it Right-</b> to illustrate the location of the different meristems in the plant body</p> <p><b>Graphic Organizer</b> to compare simple permanent plant tissues and complex permanent plant tissues</p> <p><b>Diagram</b> – Types of Complex Tissues.</p> <p><b>Graphic Organizer</b> to compare simple permanent tissues</p> <p><b>Experiment (Biology Lab)</b> ⇒ Identification of Parenchyma, Collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibres and nerve cells in animals, from prepared slides. Draw their labelled diagrams.</p> <p><b>Mind Map-</b> to show different types of plant tissues.</p>	<p>⇒Assessment Worksheet ⇒Weekly Assignment ⇒Google Quiz ⇒Class Participation Assessment (oral &amp; written) ⇒ <b>Weekly Test I</b> <b>08.07.2022</b> Syllabus: The Fundamental Unit of Life</p>
August	<b>Tissues</b>	Each child will be able to:	<b>Venn diagram</b> to compare the	⇒Assessment

	<p>➤ <b>Animal Tissues</b></p> <p><b>-Epithelial tissues</b> Simple Squamous, Stratified Squamous, Columnar, Ciliated, Cuboidal &amp; Glandular (2 classes)</p> <p><b>-Connective tissues</b> Blood, Bone, Ligament, Tendon, Cartilage, Areolar &amp; Adipose. (2 classes)</p> <p><b>-Muscular tissues</b> -Skeletal, Non-skeletal &amp; Cardiac (1 class)</p> <p><b>-Nervous tissue</b> (1 class)</p>	<ul style="list-style-type: none"> <li>• name the different types of animal tissues</li> <li>-list the functions of the various epithelial tissues</li> <li>-differentiate between bone and cartilage; tendon and ligament</li> <li>•distinguish between striated and un-striated muscles</li> <li>•state the specific function of the cardiac muscle</li> <li>•draw different types of muscle fibres</li> <li>•describe the structure of neuron</li> <li>•draw the diagram of neuron.</li> </ul>	<p>tissues of plants and animals</p> <p><b>Reading assignment</b> – connective tissues (pages 74-75 of NCERT text book)</p> <p><b>Get it Right</b>- labelling of the parts of a neuron.</p> <p><b>Specialized Cells Matchup</b> Cut &amp; paste in the register. Match name of cell, picture and function. (Information sheet with will be shared with students for this activity)</p>	<p>Worksheet</p> <p>⇒ Weekly Assignment</p> <p>⇒ Google Quiz</p> <p>⇒ Class Participation Assessment (oral &amp; written)</p> <p>⇒ <b>Weekly Test II</b> <b>12.08.2022</b></p> <p>Syllabus: Plant Tissues</p>
September	<p><b>Natural Resources</b> <b>ONLY FOR INTERNAL ASSESSMENT</b></p> <p>➤ The Atmosphere (1 class)</p> <p>➤ The breath of life – air</p> <p>➤ Air pollution (1 class)</p> <p>➤ Water: A Wonder Liquid</p> <p>➤ Water Pollution (1 class)</p> <p>➤ Soil: Formation, Pollution &amp; Conservation (1 class)</p>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>-describe biosphere and name its components</li> <li>-state three ways by which atmosphere regulates the average temperature on earth</li> <li>-explain the formation of acid rain</li> <li>-describe the harmful effects of air pollution and water pollution</li> <li>-mention the various factors which help in soil formation</li> <li>-give reason as to why soil is a mixture</li> <li>-explain soil erosion</li> <li>-list the methods of preventing soil pollution</li> <li>-describe biogeochemical cycles</li> <li>-draw and explain the water cycle, nitrogen cycle and carbon cycle.</li> </ul>	<p><b>Portfolio Work</b>-learners will be assigned to read this chapter and will be guided to prepare a brief write up on any concept of this chapter in their Portfolio.</p> <p><b>Poster Making</b> – Air Pollution</p> <p><b>Slogan Writing</b> – Water Pollution</p> <p><b>VLOGGING</b> - Awareness Video on ways to save the planet/ Being a Green-Hero</p>	<p>⇒ Assessment Worksheet</p> <p>⇒ Weekly Assignment</p> <p>⇒ Google Quiz</p> <p>⇒ Class Participation Assessment (oral &amp; written)</p> <p>⇒ <b>Mid-Term Examination</b> <b>21.09.2022 – 30.09.2022</b></p> <p>Syllabus:</p> <ul style="list-style-type: none"> <li>◆ The Fundamental Unit of Life</li> <li>◆ Tissues</li> </ul>
October	<p><b>Improvement in Food Resources</b></p>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>• explain the dependence of humans on plants and animals</li> </ul>	<p><b>Meeting of the Minds</b> - Holding discussion on how to bring about improvement in food resources.</p>	<p>⇒ Assessment Worksheet</p> <p>⇒ Weekly Assignment</p>

	<ul style="list-style-type: none"> <li>➤ Dependence of humans on plants and animals (2 classes)</li> <li>➤ Crop -Agricultural Revolutions (2 classes)</li> <li>➤ Types of crops: Kharif and Rabi crops (1 class)</li> </ul>	<ul style="list-style-type: none"> <li>• name the different revolutions in the field of agriculture and state their importance</li> <li>• compare rabi crops and kharif crops</li> </ul>	<p><b>Venn diagram</b> to compare manures and fertilizers.</p> <p><b>Experiential Learning: Using Google Earth Creation Tools-</b> Decode the Colour-Coded Revolutions</p>	<p>⇒Google Quiz ⇒Class Participation Assessment (oral &amp; written)</p>
<b>November</b>	<p><b>Improvement in Food Resources</b></p> <ul style="list-style-type: none"> <li>➤ <b>Improved agricultural activities</b></li> <li>➤ Crop variety improvement - Methods of crop variety improvement- GM crops, HYV seeds, Hybridization. (2 classes)</li> <li>➤ Nutrients: Micronutrients and macronutrients. (1 class)</li> <li>➤ Mineral replenishment methods: Manures, fertilisers and organic farming (1 class)</li> <li>➤ Irrigation and various irrigation systems (1 class)</li> <li>➤ Cropping Systems and patterns: Crop rotation, Mixed cropping, Inter-cropping (1 class)</li> <li>➤ Protection of crop from pests, pathogens and weeds. (1 class)</li> <li>➤ Storage of grains. (1 class)</li> </ul>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>• suggest at least three methods of crop variety improvement</li> <li>• differentiate between micronutrients and macronutrients</li> <li>• compare and contrast the effect of using manures and fertilizers</li> <li>• explain organic farming</li> <li>• compare the modern and traditional methods of irrigation</li> <li>• describe cropping systems and patterns</li> <li>• list ways of crop protection</li> <li>• differentiate between insecticide and weedicide</li> <li>• suggest effective methods of storage of grains.</li> </ul>	<p><b>Reading Labels</b> - Label reading is a valuable skill to learn, because it is the only way you can be sure of exactly what you are eating.</p> <p><b>Growing Microgreens</b> - Microgreens hold a macro-level nutritional profile and exhibit several health benefits.</p>	<p>⇒Assessment Worksheet ⇒Weekly Assignment ⇒Google Quiz ⇒Class Participation Assessment (oral &amp; written)</p>
<b>December</b>	<b>Improvement in Food</b>	Each child will be able to:	<b>Virtual Trip: To Amul Milk Factory</b>	⇒Assessment

	<b>Resources</b> <b>➤ Animal Husbandry</b>  ➤ Cattle farming (2 classes) ➤ Poultry farming (2 classes) ➤ Fish farming (2 classes) ➤ Apiculture (2 classes)	<ul style="list-style-type: none"> <li>• describe various animal farming methods for increased food production</li> <li>• differentiate between milch animals and draught animals</li> <li>• describe the commonly used method for improving cattle breeds</li> <li>• explain the benefits of poultry farming</li> <li>• describe the steps taken to maximise egg production</li> <li>• compare and contrast marine and inland fisheries</li> <li>• describe the advantages of bee-keeping</li> <li>• name some Indian as well as foreign varieties of honey bees.</li> </ul>	- To understand the various steps of milk production from the cattle to the milk packets we use at homes. <b>Debate over Branding</b> - The advantages and disadvantages of cattle branding are discussed.	Worksheet ⇒ Weekly Assignment ⇒ Google Quiz ⇒ Class Participation Assessment (oral & written)
January	Revision	Oral & Written Revision using Practice Questions and Sample Papers.		
February	Revision	Oral & Written Revision using Practice Questions and Sample Papers.		

## CLASS IX PHYSICS

Month	Topics	Learning outcome	Activities	Assessments
APRIL  No. of classes: 7	BRIDGE COURSE  MOTION	Each student will be able to: <ul style="list-style-type: none"> <li>○ explain the state of rest and motion of an object</li> <li>○ identify the reference point or origin in a given daily life situation</li> <li>○ classify the scalar and vector quantities</li> <li>○ distinguish between distance and displacement</li> <li>○ apply their knowledge to solve numericals based on distance and displacement</li> <li>○ analyse uniform and non- uniform motion</li> <li>○ illustrate uniform and non-uniform motion</li> <li>○ interpret the data based on uniform and non-uniform motion</li> <li>○ differentiate between speed and velocity</li> <li>○ discuss average speed and average velocity using daily life examples.</li> <li>○ determine speed, velocity, average speed and average velocity</li> </ul>	<ul style="list-style-type: none"> <li>○ To demonstrate the states of rest and motion using real objects.</li> <li>○ Pair activity: Students will be divided into pairs to create a concept map.</li> <li>○ On a political map of India, students will be asked to mark the journey of two friends from Himachal Pradesh to Punjab through different two routes.                First route – Himachal Pradesh to Punjab directly                Second route – Himachal Pradesh to Uttarakhand to Uttar Pradesh to Madhya Pradesh to Rajasthan to Punjab</li> <li>● Task: (i) To identify the points where they were in the state of rest and motion                (ii) To mark the origin and reference point for their journeys.                (iii) To identify the initial and the final points                (iv) To calculate distance and displacement                (v) To determine speed and velocity in the given time</li> <li>○ Lab Activity-                To determine the velocity of a pulse propagated through a slinky or a stretched string</li> </ul>	-Assignment  - Quiz  -Plotting of graph on the basis of uniform motion and non-uniform motion

<p>MAY</p> <p>No. of classes: 7</p>	<p>MOTION (CONTD.)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>○ describe acceleration and derive the SI unit of acceleration</li> <li>○ state examples of uniform and non – uniform acceleration</li> <li>○ list the differences between positive and negative acceleration</li> <li>○ calculate positive and negative acceleration</li> </ul>	<ul style="list-style-type: none"> <li>○ Students will present the role play on acceleration</li> </ul>	<p>-Assignment</p> <p>- Quiz</p>
<p>JULY</p> <p>No. of classes: 8</p>	<p>MOTION (CONTD.)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>○ plot and interpret the distance-time graph and velocity-time graph for different types of motion</li> <li>○ evaluate slope and area under the given graph</li> <li>○ relate uniform circular motion with motion of celestial body</li> <li>○ compute uniform speed of a moving object on a circular track</li> </ul>	<ul style="list-style-type: none"> <li>○ Art Integration Activity: Create five multiple choice questions on distance-time and velocity-time graphs. This needs to be presented in a creative manner using multimedia like powerpoint, word doc, etc.</li> <li>○ To demonstrate that a body in uniform circular motion changes its direction of motion at every point.</li> <li>○ (A ball describing a circular path with a velocity of constant magnitude like a spinning top).</li> <li>○ To observe the change in direction of motion of an object moving on a circular path and draw a diagram highlighting the change of direction at each point on circular turn.</li> </ul>	<p>-Oral questions</p> <p>-Google quiz</p> <p>-Assignment</p> <p>-Weekly Test (08.07.2022)</p>

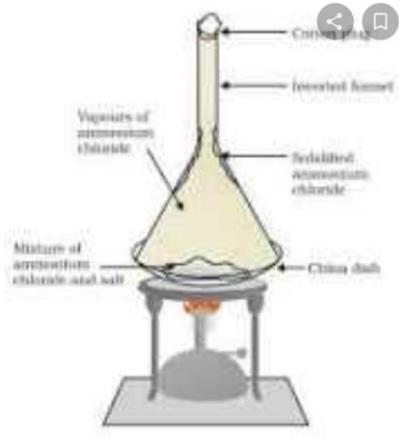
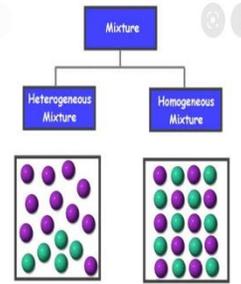
<p>JULY (CONTD.)</p> <p>No. of classes: 8</p>	<p>FORCE AND LAWS OF MOTION</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>○ list the effects of force</li> <li>○ illustrate balanced and unbalanced forces</li> <li>○ relate mass and inertia.</li> <li>○ state Newton's first and second laws and apply these laws in daily life.</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstration of the property of inertia: Dust can be removed from a carpet by shaking it, or by beating it with a stick.</li> <li>○ Students will observe the movement of pendulum about its mean position, draw and measure the distance of the extreme position with respect to mean position and identify the three types of inertia.</li> </ul>	<p>-Objective questions</p> <p>-Quiz</p> <p>-Assignment</p>
<p>AUGUST</p> <p>No. of classes: 6</p>	<p>FORCE AND LAWS OF MOTION (CONTD.)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>○ state Newton's third law and apply it in practical life.</li> <li>○ list simple examples on action-reaction forces.</li> </ul>	<ul style="list-style-type: none"> <li>○ Art Integration Activity: Design your own creative activity based on any concept of force and laws of motion and demonstrate it. Make a video of your demonstration and post it on the google classroom.</li> <li>○ Lab. Activity: To determine the density of a solid (denser than water) by using a spring balance and a measuring cylinder.</li> </ul>	<p>-Assignment</p> <p>-Weekly Test (12.08.2022)</p>
<p>AUGUST (CONTD.)</p> <p>No. of classes: 6</p>	<p>GRAVITATION</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>○ explain centripetal force and centripetal acceleration</li> <li>○ generalise the topic to revolution of planets, celestial bodies, etc.</li> <li>○ state the law of gravitation</li> <li>○ derive the formula for force of gravitation</li> <li>○ illustrate and explain the term 'free fall'</li> </ul>	<ul style="list-style-type: none"> <li>○ To understand the concept of centripetal force by doing an activity (using marble and thread).</li> <li>○ Determine the direction of motion for an object travelling in a circle (The motion of satellites revolving in almost circular paths or orbits around planets.)</li> <li>○ To demonstrate the dependence of air resistance on surface area (using a stone and a sheet of paper).</li> <li>○ Art Integration Activity: Make a video to compare and analyse whether acceleration due to gravity is acting same on all objects despite of their mass or not.</li> </ul>	<p>-Objective questions</p> <p>-Quiz</p> <p>-Assignment</p>

<p>SEPTEMBER</p> <p>No. of classes: 4</p> <p>Mid-term examinations</p>	<p>GRAVITATION (CONTD.)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>○ list the differences between mass and weight</li> <li>○ solve the numericals on mass and weight</li> </ul>	<ul style="list-style-type: none"> <li>○ Create five multiple choice questions on mass and weight</li> </ul>	<p>-Oral questions</p> <p>-Assignment</p> <p>-Mid-term examinations</p>
<p>OCTOBER</p> <p>No. of classes: 4</p>	<p>GRAVITATION (FLOATATION) – (CONTD.)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>○ relate thrust and pressure</li> <li>○ apply the concepts of thrust and pressure in real life</li> <li>○ solve the numericals on thrust and pressure</li> <li>○ describe buoyancy and its applications</li> </ul>	<ul style="list-style-type: none"> <li>○ To figure out and analyse the face of cuboidal block that will exert more pressure on the table.</li> <li>○ Depiction of upthrust with the help of a simple activity</li> <li>○ To observe the pressure exerted by the water coming out from holes at different heights in the bottle.</li> </ul>	<p>-Objective questions</p> <p>-Assignment</p>
<p>NOVEMBER</p> <p>No. of classes: 7</p>	<p>GRAVITATION (FLOATATION) – (CONTD.)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>○ state Archimedes' principle</li> <li>○ list the application of Archimedes' principle</li> </ul>	<ul style="list-style-type: none"> <li>○ Lab Activity: To establish the relation between the loss in weight of a solid when fully immersed in: (a) tap water, (b) strong salty water, with the weight of water displaced by it taking at least two different solids.</li> </ul>	<p>-Oral questions</p> <p>-Assignment</p>
<p>NOVEMBER (CONTD.)</p> <p>No. of classes: 7</p>	<p>WORK AND ENERGY</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>○ develop the understanding of the term 'work'</li> <li>○ classify work as a scalar quantity</li> <li>○ calculate the work done by a constant force</li> <li>○ discuss about energy and derive its SI unit</li> <li>○ differentiate between kinetic and potential energies</li> </ul>	<ul style="list-style-type: none"> <li>○ To draw and find the ratio of work done on an object (wooden block) raised to height h via two different paths.</li> <li>○ To show the potential energy stored in a stretched / compressed spring, slinky or rubber band.</li> </ul>	<p>-Objective questions</p> <p>-Quiz</p> <p>-Assignment</p>

<p>DECEMBER</p> <p>No. of classes: 8</p>	<p>WORK AND ENERGY (CONTD.)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>○ explain the conservation of mechanical energy</li> <li>○ apply the conservation of energy in daily life situations</li> <li>○ calculate the rate of doing work</li> </ul>	<ul style="list-style-type: none"> <li>○ Study the types of energy and give relevant examples to show the conservation of energy</li> <li>○ To demonstrate and analyse the conversion of energy from one form to another with the help of an activity. Also, write the series of conversions taking place.</li> <li>○ Art Integration Activity- Simulation: To draw the pattern of any path taken by the skater and then to analyze the change in kinetic energy and potential energy.</li> </ul>	<p>-Oral questions</p> <p>-Assignment</p> <p>-Weekly Test (09.12.2022)</p>
<p>DECEMBER (CONTD.)</p> <p>No. of classes: 8</p>	<p>SOUND</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>○ describe sound as a form of energy</li> <li>○ explain the production of sound</li> <li>○ give day-to-day examples of production of sound</li> <li>○ discuss the propagation of sound</li> <li>○ list the characteristics of sound wave</li> <li>○ explain reflection of sound</li> </ul>	<ul style="list-style-type: none"> <li>○ To show production of sound using a tuning fork, rubber pad and cardboard.</li> <li>○ To observe production of sound from the vibrating part of different musical instruments.</li> <li>○ Demonstration of resonance using two tuning forks of same frequency.</li> <li>○ Students will observe the motion of ping-pong ball attached with the second tuning fork due to the vibrations produced in first.</li> </ul>	<p>-Objective questions</p> <p>-Quiz</p> <p>-Assignment</p>
<p>JANUARY</p> <p>No. of classes: 4</p>	<p>SOUND (CONTD.)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>○ list the various applications of multiple reflection of sound</li> <li>○ describe the range of hearing in humans</li> <li>○ explain about ultrasound</li> </ul>	<ul style="list-style-type: none"> <li>○ Lab Activity- To verify the laws of reflection of sound</li> </ul>	<p>-Oral questions</p> <p>-Assignment</p> <p>-Weekly Test (16.01.2023)</p>
<p>FEBRUARY</p> <p>No. of classes: 4</p> <p>End term examinations</p>	<p>SOUND (CONTD.)</p>	<p>list the applications of ultrasound in daily life</p>	<ul style="list-style-type: none"> <li>○</li> </ul>	<p>-End term examinations</p>

## CLASS IX CHEMISTRY

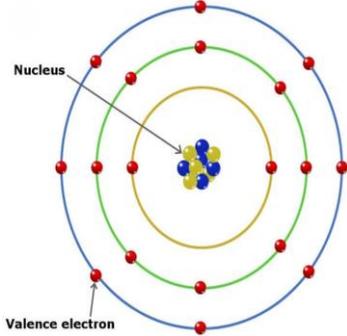
Month	No of classes / Topics covered	Learning outcome	Activities	Assessments
APRIL	<p><b>Bridge Course-</b> Revision of basics related to materials/ matter, States of Matter and its properties, Symbols of elements, Atoms and molecules.(2)</p> <p><b>Matter in Our Surroundings</b> (4)</p>	<p><b>Each student will be able to:-</b></p> <ul style="list-style-type: none"> <li>● classify Material/Matter in various ways such as shape, texture, color state.</li> <li>● recognize symbols of atoms elements and molecules.</li> </ul> <p><b>Each student will be able to :-</b></p> <ul style="list-style-type: none"> <li>● define Matter.</li> <li>● explain the properties of matter.</li> <li>● distinguish between Solids, liquids and gasses on the basis of physical and chemical properties.</li> <li>● state and explain Diffusion.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Group Discussion</b> On different states of matter</li> <li>● <b>Art Integration</b>  Prepare flash cards on symbols of elements.</li> </ul> <p><b>Demonstration of experiment</b></p> <ul style="list-style-type: none"> <li>● Determination of the melting point of ice and boiling point of water.</li> <li>● <b>Art Integration activity: -</b> Make a concept map on classification of matter based on physical basis.</li> <li>● Find out the compressibility of a gas and liquid using syringe.</li> </ul>	<p>Class Participation assessment</p> <p>Practice worksheet</p> <p>Weekly assignment (worksheet/ submission of work)</p> <p>Assessment worksheet</p>

<p><b>MAY</b></p>	<p><b>Matter in Our Surroundings (contd ) (6)</b></p> <p><b>Is Matter around us pure(2)</b></p>	<p><b>Each child will be able to:-</b></p> <ul style="list-style-type: none"> <li>● identify different states of matter and process of their inter conversion.</li> <li>● compare latent heat of fusion and latent heat of vaporization.</li> <li>● convert <math>^{\circ}\text{C}</math> to K and K to <math>^{\circ}\text{C}</math>.</li> <li>● differentiate between evaporation and boiling.</li> <li>● list the factors affecting evaporation.</li> <li>● define terms condensation and sublimation.</li> </ul> <p><b>Each student will be able to:-</b></p> <ul style="list-style-type: none"> <li>● classify matter as pure substances and mixtures.</li> <li>● differentiate between homogeneous and heterogeneous.</li> </ul>	<p><b>Art Integration activity</b></p> <ul style="list-style-type: none"> <li>● Drawing flow chart showing interconversion of states of matter</li> <li>● Drawing mind map of factors affecting evaporation.</li> </ul> <p>❖ <b>Demonstration activity</b> Sublimation of ammonium chloride</p>  <p>❖ <b>Art Integration</b></p> <ul style="list-style-type: none"> <li>● Draw mind map to classify matter</li> <li>● Collage making of pure and impure substances</li> <li>● Draw diagrams to differentiate between Homogeneous and heterogeneous mixtures.</li> </ul> 	<p>Weekly Assignment/ Worksheet (submission of work)</p> <p>Assessment worksheet</p> <p>Class participation Assessment (written + oral)</p> <p>Art integration Assessment</p>
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<p><b>JULY</b></p>	<p><b>Is Matter Around Us Pure (Contd.) (8)</b></p>	<p><b>Each student will be able to:-</b></p> <ul style="list-style-type: none"> <li>● compare the properties of solutions, suspensions and colloids</li> <li>● explain tyndall effect with examples from day to day life.</li> <li>● calculate the solubility and concentration of the solution.</li> <li>● give examples of various types of colloids.</li> </ul>	<p><b>Demonstration Experiment</b></p> <ul style="list-style-type: none"> <li>● Prepare a solution of salt in water or sugar in water, a suspension of sand, soil or mud in water and a colloid of starch or milk in water and find out the difference between them on the basis of:-</li> <li>● Transparency</li> <li>● Filtration criterion</li> <li>● stability</li> <li>● Making saturated and unsaturated solutions using either salt or sugar.</li> <li>● Preparation of homogeneous and heterogeneous mixtures with things available at home and compare them.</li> <li>● <b>Demonstration of experiment</b></li> <li>● To prepare: <ul style="list-style-type: none"> <li>(i) a mixture</li> <li>(ii) a compound using Iron filings and Sulfur powder and to distinguish between them on the basis of <ul style="list-style-type: none"> <li>(i) appearance</li> <li>(ii) behavior towards a magnet</li> <li>(iii) behavior towards carbon disulphide as a solvent.</li> <li>(iv) Effect of heat.</li> </ul> </li> </ul> </li> </ul>  <p>The diagram illustrates a magnetism experiment. At the top, two small bowls are labeled 'Iron filings' and 'Sulphur'. Below them, a hand holds a red horseshoe magnet over a larger bowl labeled 'Sulphur and Iron filings'. Dotted lines with arrows show the magnet attracting particles from both the 'Iron filings' and 'Sulphur' bowls into the bottom bowl. The word 'Magnetism' is written above the diagram.</p>	<p>Practice worksheet Objective worksheet</p> <p>Class participation Assessment ( written + oral)</p> <p>Assessment worksheet</p> <p>Online quiz using Google form</p> <p><b>Weekly Test 8/07/22</b> ( <b>Matter in Our Surroundings</b>)</p>
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<p><b>SEPTEMBER</b></p>	<p><b>Atoms and Molecules (Contd.) (1)</b></p> <p><b>Revision (3)</b></p>	<p><b>Each student will be able to:-</b></p> <ul style="list-style-type: none"> <li>● relate the postulates of Dalton's atomic theory with the laws of chemical combination.</li> <li>● point out the demerits of Dalton's Atomic theory.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Group discussion</b> Students will be divided into groups and discuss important demerits of Dalton's Atomic theory.</li> </ul>	<p>Practice worksheets</p> <p>Weekly assignment</p> <p>Class participation Assessment (written + oral)</p> <p><b>Mid Term examination (21/09/22 to 30/09/22)</b></p>
<p><b>October</b></p>	<p><b>Atoms and Molecules (Contd.) (6)</b></p>	<p><b>Each student will be able to:-</b></p> <ul style="list-style-type: none"> <li>● compare an atom with molecule.</li> <li>● find out the atomicity of elements and compounds.</li> <li>● explain the history of the atom's discovery.</li> <li>● describe atom, atomic mass, symbols of elements, how atoms exist.</li> <li>● explain molecules, its types as molecules of elements &amp; molecules of compounds with examples.</li> <li>● understand about ions, cations &amp; anions with examples and names &amp; symbols of ions.</li> <li>● write chemical formulas of simple chemical compounds &amp; their name.</li> <li>● understand &amp; calculate molecular mass of molecules &amp; compounds.</li> <li>● solve the problems based on molar explain Bohr's atomic model and the distribution of sub atomic particles in mass .</li> </ul>	<p><b>Flash cards</b> will be prepared by students to learn about atoms and molecules.</p> <p><b>Molecular model using clay.</b></p> <p><b>Acronym activity</b> to memorize the first 20 atomic numbers.</p> <p><b>Group activity</b> One group will have flash cards and other will have valency of elements on flash cards. One student from each group will make combinations according to valency. Use of flash cards to teach formation of chemical formulas.</p> <p><b>Interdisciplinary activity</b> Molecular mass of compounds will be calculated by using the BODMAS Rule.</p>	<p>Online quiz using Google form</p> <p>Assessment worksheet</p> <p>Weekly assignment</p> <p>Art Integration assessment</p>
<p><b>November</b></p>	<p><b>Structure of atom (8)</b></p>	<p><b>Student will be able to :-</b></p> <ul style="list-style-type: none"> <li>● explain the experimental evidences</li> </ul>	<p><b>Art Integration activity</b></p>	<p>Online quiz using Google form</p>

		<p>associated with discovery of subatomic particles and their properties.</p> <ul style="list-style-type: none"> <li>describe, analyze and compare different atomic models(Thomson model, Rutherford model )and advances which resulted in their failure.</li> </ul>	<p>Drawing a mind map to show the difference between subatomic particles of an atom.</p> <p>Prepare a <b>3D model</b> to represent the Bohr Idea of an atom.</p>  <p><b>Role Play</b> One student will act as the nucleus in the center and another act as alpha ray to explain the Rutherford model of an atom.</p>	<p>Weekly assignment</p> <p>Art Integration assessment Assessment worksheet</p>
<p><b>December</b></p>	<p><b>Structure of atom (contd)(8)</b></p>	<p><b>Each student will be able to :-</b></p> <ul style="list-style-type: none"> <li>explain Bohr's atomic model and the distribution of sub atomic particles in it.</li> <li>relate properties of atoms with distribution of subatomic particles. understand and explain the concept like valency .</li> <li>critically examine different atoms to understand the concept of isotopes and isobars.</li> </ul>	<p><b>Button map activity</b> Use of button to represent valency. Blank diagram of the structure of an atom with blank different shells will be filled with the correct number of buttons. (electrons)</p>  <p><b>Presentation</b></p>	<p>Practice Worksheet</p> <p>Objective worksheet</p> <p>Assessment Worksheet</p> <p>Class participation Assessment (written + oral) <b>Weekly Test</b> <b>09/12/2022</b> <b>(Atoms and Molecules)</b></p>

			Application of isotopes and isobars.	
January	Revision(3) <ul style="list-style-type: none"> <li>• Atoms and molecules</li> <li>• Structure of atom</li> </ul>			Practice worksheet Objective Worksheet Assessment worksheet Question Bank <b>Weekly test</b> <b>16/01/22</b> <b>(Structure of atom)</b>
February	Revision(3) <ul style="list-style-type: none"> <li>• Is matter around us pure</li> <li>• Matter in our surroundings</li> </ul>			<b>Term II examination</b>

**HOME SCIENCE  
CLASS IX**

**TEXTBOOK:** Comprehensive Home Science class IX by Laxmi

<b><u>NO. OF PERIODS/TOPICS COVERED</u></b>	<b><u>LEARNING OUTCOME</u></b>	<b><u>ACTIVITIES</u></b>	<b><u>ASSESSMENTS</u></b>
<b>APRIL</b> <b>CONCEPT AND SCOPE OF HOME SCIENCE</b> <ul style="list-style-type: none"> <li>• INTRODUCTION AND IMPORTANCE OF HOME SCIENCE</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- define the term home science</li> <li>- list the importance of home science</li> </ul>	Padlet activity on the importance and scope of home science.	1) Google form 2) Kahoot quiz

<ul style="list-style-type: none"> <li>• FIELDS OF HOME SCIENCE</li> <li>• SCOPE OF HOME SCIENCE AND RECENT TRENDS IN HOME SCIENCE</li> </ul>	<p>- state the relevance of study of home science and career options.</p> <p>-elaborate on the recent trends in home science.</p>		
<p><b><u>MAY</u></b> <b><u>HUMAN GROWTH AND DEVELOPMENT</u></b></p> <ul style="list-style-type: none"> <li>• INTRODUCTION and DIFFERENCE BETWEEN GROWTH AND DEVELOPMENT</li> <li>• FACTORS AFFECTING GROWTH AND DEVELOPMENT</li> <li>• MILESTONE OF GROWTH AND DEVELOPMENT</li> <li>• PRINCIPLES OF DEVELOPMENT</li> <li>• HURLOCK DEVELOPMENTAL STAGE</li> </ul>	<p><b>Students will be able to:</b></p> <p>-define and differentiate between the terms growth and development</p> <p>-state the differences between growth and development</p> <p>-list the factors affecting growth and development</p> <p>-analyze the principles of growth and development</p>	<p>Learn to read and understand the immunization chart and growth chart prescribed by your pediatrician.</p>	<ol style="list-style-type: none"> <li>1) Google form</li> <li>2) Class test</li> <li>3) Quizzes.com</li> </ol>
<p><b><u>JULY</u></b> <b><u>FAMILY AND VALUES</u></b></p> <ul style="list-style-type: none"> <li>• CONCEPT OF FAMILY</li> <li>• TYPES OF FAMILY</li> <li>• ROLE OF FAMILY IN THE DEVELOPMENT OF AN INDIVIDUAL</li> <li>• ETHICAL AND VALUE BASED SOCIETY</li> <li>• IMPORTANCE OF GIRL CHILD</li> </ul>	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1) Define the term family</li> <li>2) Tabulate the different types of families and their importance</li> <li>3) List the role played by different family members</li> <li>4) State the ethical values in the society</li> <li>5) Elaborate the importance of girl child and the important factors of the society.</li> </ol>	<p>Preparation of a chart or a collage and elaborating the role of family members in the society.</p>	<ol style="list-style-type: none"> <li>1) Kahoot quiz</li> <li>2) Assignment questions</li> <li>3) Padlet</li> <li>4) Worksheet</li> </ol>

<ul style="list-style-type: none"> <li>• VARIOUS FACTORS IN A FAMILY</li> </ul>			
<p><b><u>AUGUST</u></b></p> <p><b><u>FOOD, NUTRITION AND HEALTH</u></b></p> <ul style="list-style-type: none"> <li>• MEANING OF FOOD, HEALTH, NUTRITION PROCESS AND NUTRIETNS</li> <li>• FOOD AND ITS FUNCTION</li> <li>• RELATION BETWEEN FOOD, HEALTH AND DISEASES</li> <li>• MALNUTRITION</li> <li>• BALANCED DIET</li> </ul>	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1) Define the terms food, health, nutrition and nutrients</li> <li>2) List the functions of food</li> <li>3) Elaborate the relation between food and diseases</li> <li>4) Explain the concept of malnutrition</li> <li>5) State the importance of balanced diet</li> </ol>	<ol style="list-style-type: none"> <li>1) To identify and write the uses of different kitchen appliances</li> <li>2) Conversion of ounce, gram, cup, teaspoon, tablespoon and use of kitchen weighing scale</li> </ol>	<ol style="list-style-type: none"> <li>1) Assignment questions</li> <li>2) Quizzes.com on nutrients</li> <li>3) Worksheet</li> <li>4) Class test</li> <li>5) 6<sup>th</sup> August 2021 weekly test</li> </ol>
<p><b><u>SEPTEMBER</u></b></p> <p><b><u>FOOD, NUTRITION AND HEALTH</u></b></p> <ul style="list-style-type: none"> <li>• METHODS AND IMPORTANCE OF COOKING</li> <li>• PROCESS OF GERMINATION AND FERMENTATION</li> <li>• NUTRIENTS: SOURCES AND FUNCTIONS</li> <li>• VITAMINS A, B, C, D, E AND K</li> <li>• MINERALS: IODINE, IRON, CALCIUM</li> </ul>	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1) Identify the different methods of cooking</li> <li>2) Elaborate the process of germination and fermentation</li> <li>3) Tabulate the various nutrients, their sources and functions</li> </ol>	<p>Identify the different fruits and vegetables and list their selection criteria</p>	<ol style="list-style-type: none"> <li>1) Assignment questions</li> <li>2) Worksheet</li> <li>3) kahoot</li> </ol>
<p><b><u>OCTOBER</u></b></p> <p><b><u>FIBERS AND FABRICS</u></b></p>	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1) define terms like: yarn, thread, fiber and fabric</li> </ol>	<p>Identify and paste ten different types of fibers in your practical files and label them neatly.</p>	<ol style="list-style-type: none"> <li>1) Assignment questions</li> <li>2) Quizzes.com on nutrients</li> <li>3) Worksheet</li> </ol>

<p>a) Definition of Fiber and Yarn b) Classification of fiber on the basis of origin and length c) Characteristics of fibers: feel, appearance, color fastness, length, strength, absorbency, shrinkage, elasticity, effect of heat and sunlight.</p>	<p>2) state the characteristics of different fibers 3) classify fibers into origin and length.</p>		<p>4) Class test</p>
<p><b><u>NOVEMBER</u></b> <b><u>RESOURCE MANAGEMENT</u></b> a) Resources: Definition and characteristics b) Types of resources (Human: Time, Energy, Knowledge and attitude Non-Human: Money, materialistic goods and community resources) c) Waste Management – Need to refuse, reduce, reuse, repair and recycle waste. d) Proper disposal of kitchen waste (Biodegradable: Composting, Vermicomposting, biogas and bagasse. Non-Biodegradable: Incineration, Landfills and recycle)</p>	<p><b>Students will be able to:</b> 1) define the term resources 2) classify and identify different types of resources 3) list the importance of different types of gases 4) find out the meaning of biodegradable and non-biodegradable</p>	<p>Find out about the landfill in your state and mention its merits and demerits,</p>	<p>1) Assignment questions 2) Quizzes.com on nutrients 3) Worksheet 4) Class test</p>
<p><b><u>DECEMBER</u></b> <b><u>Measures of Safety and Management of Emergencies</u></b> a) Accident prone / Unsafe Zones at home b) Need of safety at home c) Measures of safety against burns, electric shocks, cuts, fractures, bites, poisoning d) First Aid: Concept and Importance</p>	<p><b>Each student will be able to:</b> 1) list the importance of first aid 2) find out the different ways to give first aid to different members of the community. 3) elaborate on the accident-prone areas in and around your house 4) list the importance and need of safety at home.</p>	<p>Preparation of a first aid box including all the material required immediately at the time of accident.</p>	<p>1) Assignment questions 2) Quizzes.com on nutrients 3) Worksheet 4) Class test</p>

**TEXT BOOK: ENTRE JEUNES I  
TERM-I**

MONTH	CONTENT	LEARNING OUTCOMES	ASSESSMENT	ACTIVITIES
APRIL	<p><b><u>La famille</u></b></p> <ul style="list-style-type: none"> <li>• Présenter quel qu'un</li> <li>• Se Présenter</li> <li>• Un arbre de famille</li> <li>• Les Articles</li> <li>• Les Verbes</li> <li>• Les Nombres</li> <li>• La Carte de la France</li> <li>• La Carte de l'Inde</li> </ul>	<p>Students will be able to –</p> <ul style="list-style-type: none"> <li>• Describe each member of their family using the newly learnt vocabulary.</li> <li>• Use the correct articles before the nouns based on their gender and number.</li> <li>• Conjugate all regular and irregular verbs in the present tense using the rules of conjugation.</li> <li>• Write number names 1-100 in French.</li> <li>• Identify and name the various physical and political features on a map of France and compare them to those in India.</li> </ul>	<p><b>Worksheets –</b> Compréhension Ecrite, Grammaire, Question Bank</p> <p>Worksheet-le grammaire</p>	<p>Carte de la France</p> <p><b>Expression Ecrite -</b> Décrivez votre famille / camarade</p>
	<p><b><u>Au Lycée</u></b></p> <ul style="list-style-type: none"> <li>• Les Objets dans un sac</li> <li>• Décrivez quel qu'un</li> <li>• Les Adjectifs Possessifs</li> <li>• Les Adjectifs Démonstratifs</li> <li>• Les Adjectifs Qualificatifs</li> <li>• Les Prépositions</li> </ul>	<p>Students will be able to –</p> <ul style="list-style-type: none"> <li>• Name the various stationary items in French.</li> <li>• Identify and describe various famous personalities.</li> <li>• Enumerate the nationalities and names of countries in French.</li> <li>• Describe a person using adjectives, characteristics, etc.</li> <li>• Use the correct adjectif qualificatif, possessif &amp; démonstratifs before the nouns in sentences.</li> <li>• Correlate various nouns using the correct prepositions in a sentence.</li> </ul>	<p>Comprehension passage. <b>(Assessment of Understanding Skill)</b></p> <p>Se Presenter <b>(Assessment of Speaking Skill)</b></p> <p><b>Worksheets-</b> Grammaire, Question bank</p>	<p><b>Art Integration</b> Jeu de role</p>

<b>MAY</b>	<u>Une journée de Pauline.</u> <ul style="list-style-type: none"> <li>• L'Heure</li> <li>• Les jours / Les mois</li> <li>• Les Repas</li> <li>• La vie quotidienne</li> <li>• Les verbes pronominaux</li> <li>• Les messages</li> <li>• La lettre</li> </ul>	Students will be able to – <ul style="list-style-type: none"> <li>• Describe a day in their life using pronominal verbs.</li> <li>• Identify the various food items eaten for each meal.</li> <li>• Write messages in French.</li> <li>• Tell time in French.</li> </ul>	<b>Practice Assessment</b> – Leçons 1 & 2 <b>(Assessment Based Activity)</b>  <b>Worksheets-</b> Grammaire, Question bank  <u>13.05.22-Weekly Test</u>  <u>Subject Enrichment-</u> Compréhension écoute  Practice worksheets	<b>Expression Ecrite-</b> Écrivez une histoire en utilisant enfin, d'abord, puis, etc.          <b>Holiday Homework :</b> <u>Art Integration-</u> une affiche
<b>JULY</b>	<u>Une journée de Pauline.</u> <ul style="list-style-type: none"> <li>• L'Heure</li> <li>• Les jours / Les mois</li> <li>• Les Repas</li> <li>• La vie quotidienne</li> <li>• Les messages</li> <li>• La lettre</li> </ul>	Students will be able to – <ul style="list-style-type: none"> <li>• Identify the various food items eaten for each meal.</li> <li>• Write messages in French.</li> <li>• Tell time in French.</li> </ul>	Decrivez votre journée (Assessment Based Activity)  Worksheets- Grammaire, Question bank <u>13.05.22-Weekly Test</u>	Decrivez l'image Un court métrage
<b>JULY</b>	<u>Les Saisons</u> <ul style="list-style-type: none"> <li>• exprimer la cause/consequence</li> <li>• La météo</li> <li>• Les Saisons</li> <li>• Les Vêtements</li> <li>• Quel temps fait-il ?</li> <li>• L'Impératif</li> <li>• Le FuturProche</li> <li>• Le Futur Simple</li> <li>• La Basilique de Fourvière</li> <li>• Le Théâtre de Guignol</li> </ul>	Students will be able to – <p>Describe each season of France and compare them with the seasons in India.</p> <p>Report the weather of a place in French.</p> <p>List the various dresses which are worn in various seasons.</p> <p>Use the Imperative form of verbs in sentences.</p>	(Assessment of Listening Skill).- Compréhension Orale : La Météo Rubriques : 5 questions of 1 mark each. 5 Fill in the Blanks of 1 mark each.  Worksheet – Les verbes	ART INTEGRATION - Record a video with a weather report for a news channel.  Comprehension orale   Lyon et Delhi, une etude coomparative  Faites une brochure/ creez un événement

		<p>Differentiate when to use futur simple and futur proche in sentences and conjugate the verbs correctly.</p> <p>Name the monuments of Lyon.</p>		
<b>AUGUST</b>	<p><b><u>Voyages</u></b></p> <ul style="list-style-type: none"> <li>• Les moyens de transport</li> <li>• À la Gare</li> <li>• La Publicité</li> <li>• Les Cartes Postales</li> <li>• Les Expressions avec être &amp; avoir</li> <li>• Le Passé Composé</li> </ul>	<p>Students will familiarize themselves with SNCF, Air France and other modes of transport of France.</p> <p>They will write dialogues for booking travel tickets.</p> <p>They will make a travel brochure of a place and then write a postcard from the same place.</p> <p>They will revise past tense of verbs and all its exceptions.</p>	<p>ART INTEGRATION - Jeu de Rôle (Assessment of Speaking Skill)</p> <p>Rubriques :</p> <p>1 mark – content</p> <p>1 mark- teamwork</p> <p>1 mark- clarity of speech</p> <p>1 mark- pronunciation</p> <p>1 mark – creativity</p> <p>(Assessment Based Activity)</p> <p>Worksheet – Le passé composé</p> <p><b><u>Weekly Test</u></b> <b><u>22.07.22</u></b></p> <p><b>Syllabus :</b> <b>Leçons – 3 et 4</b></p>	<p>ART INTEGRATION- Brochure/ affiche – un endroit touristique</p>
<b>AUGUST</b>	<p><b><u>Les Loisirs et les Sports</u></b></p> <ul style="list-style-type: none"> <li>• Les Loisirs</li> <li>• Les Sports</li> <li>• L'Imparfait</li> <li>• Exprimer l'Obligation</li> <li>• La Tour de France</li> </ul>	<p>Students will be able to –</p> <p>List the various hobbies of French students and compare them with those of the Indian students.</p> <p>Conjugate verbs in the Imparfait form and use them in sentences.</p> <p>Understand a comprehension</p>	<p>Comprehension Écrite ( Assessment of Understanding skill)</p> <p>Allez-vous : Les loisirs et les sports (Assessment of Listening Skill)</p>	<p>Créez un événement sportif- une affiche</p>

		passage on Tour de France and answer questions based on it.		
<b>SEPTEMBER</b>	<u>Revision -</u> <u>Leçons : 1 to 6</u> <u>All grammar topics</u> <u>Writing Skills</u> <u>Civilisation</u>	Students will be able to answer questions based on the topics done in the first term.	<b>Term –I Examination</b> 1. L. 1 – La famille 2. L. 2 – Au lycée 3. L. 3 – Une journée de Pauline 4. L. 4 – Les saisons 5. L. 5 – Les voyages 6. L. 6 - Les loisirs et les sports	

### TERM-II

MONTH	CONTENT	LEARNING OUTCOME	ASSESSMENT	ACTIVITIES
<b>OCTOBER</b>	<u>L'argent de poche.</u> • 'Argent de Poche – Comment gagner / Comment dépenser / Comment économiser • La Carte junior • Les Adjectifinterrogatifs • Les PronomsPersonnels • La Négation	Students will be able to do- • Comment gagner / Comment dépenser / Comment économiser • La Carte junior • Les Adjectifs interrogatifs • Les PronomsPersonnels • La Négation	Compréhension Orale ( listening Intelligence) ( 5 marks)  Worksheet- les pronoms  Worksheet- la négation	Art Integration Un jeu de role  Un sondage- l'argent de poche
<b>NOVEMBER</b>	<u>Faire des achats.</u>  Les magasins et les produits	Students will be able to do- • Le conditionnel de politesse • Le pronom partitif «en»	Traductions(Linguistic Intelligence) (5marks)  Role Play (Kinesthetic	Préparez une grille des marchands et les produits  De petites vidéos

	Le conditionnel du présent	<ul style="list-style-type: none"> <li>• Les expressions de Quantité</li> <li>• Les magasins (la boulangerie/ la crèmerie/ l'épicerie/...) Le supermarché/</li> <li>• le centre commercial</li> <li>• Les produits divers</li> </ul>	Intelligence) (5 marks) <b>Rubrics:</b> Presentation(1) Content (2) Expressions (2)	Worksheet- les magasins
<b>NOVEMBER</b>	<b><u>La mode (only grammar topic)</u></b> • Les pronoms personnels (revision) • Les Pronoms Toniques	Students will be able to do- • Les pronoms personnels (revision) • Les Pronoms Toniques	<b>Weekly Test-Term-II</b> <b>18.11.22</b> Leçons-7	Worksheet- les pronoms  Un collage- des produits français
<b>DECEMBER</b>	<b><u>Les fêtes (only grammar topic)</u></b>	<ul style="list-style-type: none"> <li>• Les Fêtes Françaises</li> <li>• Le Noël et Diwali</li> <li>• <b>Les pronoms relatifs.</b></li> <li>• La lettre</li> <li>• Les Congés Français et Indiens</li> <li>• La Fête Nationale En France et en Inde</li> </ul>	Decrivez votre fete favorite. (Linguistic Intelligence)  Weekly Test-Term-II <b>23.12.22</b> Leçons- 8 , pronoms, pronoms relatifs simples	Une présentation- votre fête favorite
<b>JANUARY 23</b>	<b>REVISION</b>	<b>Term End Exam</b> <b>Lessons 1 – 8</b> , pronoms personnels, y, en , pronoms relatifs simples Grammar Sample papers Comprehension écrite Expression écrite	<b>Term –II Exam</b> 1. L. 1 – La famille 2. L. 2 – Au lycée 3. L. 3 – Une journée de Pauline 4. L. 4 – Les saisons 5. L. 5 – Les voyages 6. L. 6 - Les loisirs et les sports 7. L. 7 – L'argent de poche 8. L. 8 – Faire des achats Unseen passage, letter writing, message/ post card writing, grammar, culture and	Practice worksheets and sample papers

			civilisation.	
<b>FEBRUARY 23</b>			<b>Term End Exam- 80 Marks</b> 1. L. 1 – La famille 2. L. 2 – Au lycée 3. L. 3 – Une journée de Pauline 4. L. 4 – Les saisons 5. L. 5 – Les voyages 6. L. 6 - Les loisirs et les sports 7. L. 7 – L’argent de poche 8. L. 8 – Faire des achats Unseen passage, letter writing, message/ post card writing, grammar, culture and civilisation	Practice worksheets and sample papers

### COMPUTER APPLICATION

MONTH	TOPICS/ SUBTOPICS	LEARNING OUTCOMES	Activities	ASSESSMENT
<b>April</b>	<b>Topic :</b> Cyber-safety <b>Sub Topics:</b> Safely browsing the web and using social networks: identity protection. proper usage of passwords, privacy, confidentiality of information cyber stalking, reporting cybercrimes Safely accessing websites: viruses and malware , adware	Each student will be able to: <ul style="list-style-type: none"> <li>• Identify the safely browsing methods, protection of passwords and keep the information confidentially.</li> <li>• Identify different types of cyber-crimes and report them</li> <li>• Safely access the websites and avoids different types of malwares entering into the system</li> </ul>	<ul style="list-style-type: none"> <li>•Reading</li> <li>•Listening</li> <li>•Speaking</li> <li>•Thinking</li> <li>•Creating presentation(Quiz on Cyber Safety)</li> <li>•Creating Posters</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•Worksheet</li> <li>•Test</li> </ul>
<b>May</b>	<b>Topic :</b> Office tools -1 <b>Sub Topics:</b> Introduction to a word processor: create and save a document. Edit and format text: text style (B, I, U), font type, font size, text colour, alignment of text. Format paragraphs with line and/or paragraph spacing. Add headers and footers, numbering pages, grammar and spell check utilities,	Students will be able to familiarise with inserting pictures, animations, sound and video in PowerPoint. They will also be able to create simple worksheets in Spreadsheets and format them.	<ul style="list-style-type: none"> <li>•Reading</li> <li>•Listening</li> <li>•Speaking</li> <li>•Thinking</li> <li>•Creating Paragraphs</li> <li>•Writing letters in Ms. Word</li> <li>•Creating Greeting card using symbols in Ms. Word</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>•Worksheets</li> </ul>

	subscript and superscript, insert symbols, use print preview, and print a document			
<b>July</b>	<p><b>Topic :</b> Office tools -1 (Contd.)</p> <p><b>Sub Topics:</b>  Insert pictures, change the page setting, add bullets and numbering, borders and shading, and insert tables – insert/delete rows and columns, merge and split cells.  Use auto-format, track changes, review comments, use of drawing tools, shapes and mathematical symbols.</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Insert pictures, bullets and numbering</li> <li>• Insert and use tables, modify them</li> <li>• use the tools available for auto-formatting, tracking the changes</li> <li>• inset and use drawing tools and symbols</li> </ul>	<ul style="list-style-type: none"> <li>•Reading</li> <li>•Listening</li> <li>•Speaking</li> <li>•Thinking</li> <li>•Quiz on word processor</li> <li>•Picture Collage</li> <li>•Greeting Card Using Shapes</li> <li>•Time Table using Tables</li> </ul>	<ul style="list-style-type: none"> <li>•Worksheet</li> <li>•Group discussion</li> </ul>
<b>August</b>	<p><b>Topic :</b> Presentation tool:</p> <p><b>Sub Topics:</b>  Understand the concept of slide shows, basic elements of a slide, different types of slide layouts, create and save a presentation, and learn about the different views of a slide set – normal view, slide sorter view and hand-outs.</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the difference between Presentation tool and Word processor.</li> <li>• Create simple presentations</li> <li>• Switch between various Views</li> </ul>	<ul style="list-style-type: none"> <li>•Reading</li> <li>•Listening</li> <li>•Speaking</li> <li>•Thinking</li> <li>•Quiz on presentation tool</li> <li>•Create a presentation using basic formatting tools.</li> </ul>	<ul style="list-style-type: none"> <li>•Worksheet</li> <li>•Quiz on Kahoot</li> </ul>
<b>September &amp; October</b>	<p><b>Topic :</b> Presentation tool:</p> <p><b>Sub Topics:</b>  Edit and format a slide: add titles, subtitles, text, background, and watermark, headers and footers, and slide numbers.  Insert pictures from files, create animations, add sound effects, and rehearse timings.</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Edit and format a slide</li> <li>• Add watermark, headers and footers</li> <li>• Insert pictures, create animations</li> <li>• Add sound effects and use the rehearse timings feature</li> </ul>	<ul style="list-style-type: none"> <li>•Reading</li> <li>•Listening</li> <li>•Speaking</li> <li>•Thinking</li> <li>•Quiz on presentation tool</li> <li>•Make a presentation using animation, all edit and format tools, rehearse timing.</li> </ul>	<ul style="list-style-type: none"> <li>•Group discussion</li> </ul>
<b>November</b>	<p><b>Topic :</b> Basics of Information Technology</p> <p><b>Sub Topics:</b>  Computer Systems: characteristics of a computer, components of a computer system – CPU, memory, storage devices and I/O devices  Memory: primary (RAM and ROM) and secondary memory  Storage devices: hard disk, CD ROM, DVD, pen/flash drive, memory stick  I/O devices: keyboard, mouse, monitor, printer, scanner, web camera  Types of software: system software (operating system, device drivers), application software including mobile applications</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Define the fundamentals of computer</li> <li>• Identify the components of computer system</li> <li>• Compare the memory devices and I/O devices</li> <li>• Classify the types of software</li> <li>• Explain the computer networking types</li> <li>• Define the multimedia components</li> </ul>	<ul style="list-style-type: none"> <li>•Reading</li> <li>•Listening</li> <li>•Speaking</li> <li>•Thinking</li> <li>•Quiz on basics of IT</li> </ul>	<ul style="list-style-type: none"> <li>•Worksheet</li> </ul>

	Computer networking: Type of networks: PAN, LAN, MAN, WAN, wired/wireless communication, Wi-Fi, Bluetooth, cloud computers (private/public) Multimedia: images, audio, video, animation			
<b>December</b>	<b>Topic :</b> Spreadsheets <b>Sub Topics:</b> Spreadsheets: concept of a worksheet and a workbook, create and save a worksheet. Working with a spreadsheet: enter numbers, text, date/time, series using auto fill; edit and format a worksheet including changing the colour, size, font, alignment of text; insert and delete cells, rows and columns. Enter a formula using the operators (+, -, *, /), refer to cells, and print a worksheet.	Each student will be able to: <ul style="list-style-type: none"> <li>• Identify the concepts of a spreadsheet</li> <li>• Work within a worksheet</li> <li>• Enter data in the sheet</li> <li>• Use formatting features</li> <li>• Insert and delete cells, rows and columns</li> </ul>	<ul style="list-style-type: none"> <li>•Reading</li> <li>•Listening</li> <li>•Speaking</li> <li>•Thinking</li> <li>•Quiz on spreadsheets</li> <li>•Worksheets using Excel using simple formulas</li> </ul>	<ul style="list-style-type: none"> <li>•Worksheet</li> <li>•Test</li> </ul>
<b>January</b>	<b>Topic :</b> Spreadsheets <b>Sub Topics:</b> Use simple statistical functions: SUM (), AVERAGE (), MAX (), MIN (), IF () (without compound statements); embed charts of various types: line, pie, scatter, bar and area in a worksheet.	Each student will be able to: <ul style="list-style-type: none"> <li>•Use functions</li> <li>• Create compound statements</li> </ul> Embed charts in a worksheet	<ul style="list-style-type: none"> <li>•Reading</li> <li>•Listening</li> <li>•Speaking</li> <li>•Thinking</li> <li>•Quiz on spreadsheet</li> <li>•Worksheets in Ms. Excel using functions.</li> </ul>	<ul style="list-style-type: none"> <li>•Worksheet</li> <li>•Presentation making</li> </ul>

### Class IX - German

TEXT BOOK : Beste Freunde B1.1 by Goyal Publishers.

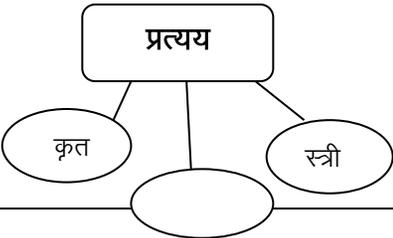
MONTH / NO. OF CLASSES	TOPIC	LEARNING OUTCOMES	ASSESSMENT
<u>April</u> 20 <u>Classes</u>	Revision of concepts done in the previous class.  <b>Lektion 1 : Allein zu Hause</b> <ul style="list-style-type: none"> <li>• Konnektoren : wenn</li> <li>• Zu + infinitiv</li> <li>• Brauchen++zu+infinitiv</li> </ul>	Students will be able to – Give and take suggestions from each other	<b>Arbeitsbuch Übungen</b>

	<ul style="list-style-type: none"> <li>• Email</li> <li>• Dialog</li> <li>• Genetiv Artikel</li> <li>• Während</li> <li>• Nomen mit Artikel</li> </ul>	Plan and organize Party, distribute responsibilities	
<b>May</b> 20 Classes	<b>Lektion 2 : Wir kaufen nichts</b> <ul style="list-style-type: none"> <li>• damit</li> <li>• um..zu+ infinitiv</li> <li>• Email</li> <li>• Dialog</li> <li>• Vokabular..</li> </ul>	Students will be able to – Use the concept of um zu and Damit in sentences to express their purpose in life And how one can live without money.	<b>Arbeitsbuch Übungen</b>
<b>July</b> 20 Classes	<b>Lektion 3 : Das würde ich nie tun !</b> <ul style="list-style-type: none"> <li>• Vokabular</li> <li>• Email</li> <li>• Dialog</li> <li>• Fragewort : Wo(r) + Präposition.</li> <li>• Pronomen da(r) + Präposition.</li> <li>• Würden + infinity.</li> </ul> <b>Wiederholung für UT-1</b>	Students will be able to – Express their opinions and ask the same to others How one can agree or disagree with the statements And what they would like to become	<b>Arbeitsbuch Übungen</b>
<b>August</b> 20 Classes	<b>Lektion 3 Das würde ich nie tun !</b> <ul style="list-style-type: none"> <li>• Feste Präposition</li> <li>• Dialog</li> <li>• Email</li> <li>• Partzip Perfekt</li> <li>• Redemittals</li> </ul>	Students will be able to – Express about their past experiences. Create Dialog and Email using fixed Präposition	<b>Arbeitsbuch Übungen</b>
<b>September</b> 7 Classes	<b>Wiederholung für die Prüfung.</b>	Revision	
<b>October</b>	<b>Lektion 4: Hamburg,wir</b>	Students will be able to -	

<u>8 Classes</u>	<b>kommen</b> <b>Wo ist Tina?</b> <ul style="list-style-type: none"> <li>• Konjunktiv II: sollen</li> <li>• Konjunktion Während,Bevor</li> <li>• Konjunktion: dass,weil,deshalb</li> <li>• Email Schreiben</li> <li>• Dialog Schreiben</li> </ul>	<ul style="list-style-type: none"> <li>• Give and take suggestions.</li> <li>• Create sentences using different Konnektors</li> <li>• To talk where they would like to travel and why</li> </ul>	<b>Worksheets</b> <b>Arbeitsbuch Übungen</b>
<u>November</u> <u>22 Classes</u>	<b>Lektion 5: Ende gut alles gut</b> <ul style="list-style-type: none"> <li>• Kausale Präposition: wegen + Genetiv</li> <li>• Zweiteilige Konjunktion zwar...aber</li> <li>• Vokabular: Konflikte.</li> <li>• Email Schreiben</li> <li>• Dialog Schreiben</li> </ul>	Students will be able to - <ul style="list-style-type: none"> <li>• Give reasons</li> <li>• Create sentences using different konnektors</li> <li>• ask and give suggestions and express, what they like or not</li> </ul>	<b>Worksheets</b> <b>Arbeitsbuch Übungen</b>
<u>December</u> <u>20 Classes</u>	<b>Lektion 5: Ende gut alles gut</b> <ul style="list-style-type: none"> <li>• Relativpronomen:Nominativ, Akkusativ und Dativ</li> <li>• Email Schreiben</li> <li>• Dialog Schreiben</li> </ul>	Students will be able to - <ul style="list-style-type: none"> <li>• Create Email and Dialog on different topics</li> <li>• describe Relativsatz</li> </ul>	<b>Worksheets</b> <b>Arbeitsbuch Übungen</b>
<u>January</u> <u>20 Classes</u>	<b>Schreiben</b> <ul style="list-style-type: none"> <li>• Email</li> <li>• Dialog</li> <li>• SMS</li> <li>• Partizip perfekt</li> <li>• Futur 1.</li> </ul>	Students will be able to - <ul style="list-style-type: none"> <li>• Create Email and Dialog on different topics</li> <li>• Create Past perfekt sentences.</li> <li>• Describe their wishes using Futur 1</li> </ul>	<b>Worksheets</b> <b>Arbeitsbuch Übungen</b>
<u>February</u>	<b>Widerholung und Erklärungen von Lektion 4 und 5</b>	Exam Revision	<b>Worksheets</b>

विषय – संस्कृत

मास	कालांश/विषय/उपविषय	प्राप्त उपलब्धियाँ/ अधिगम बोध	गतिविधियाँ/ रचनात्मक-क्रियाकलाप	मूल्यांकन
अप्रैल	<p><b>शेमुषी(प्रथमो भागः)</b> कालांश-२ <b>अधिगम सेतु-</b> कारक-प्रयोग व धातुरूपों का चित्र-वर्णन तथा संस्कृत-अनुवाद में प्रयोग। <b>शेमुषी(प्रथमो भागः)</b> कालांश-३ <b>भारतीयसन्तगीतिः</b> कालांश -६ <b>"स्वर्णकाकः"</b> कालांश -२ <b>व्याकरणं</b> <b>शब्दरूप -</b> पुल्लिंग- अकारान्त(बालकवत्), इकारान्त (कविवत्), उकारान्त( साधुवत्), ऋकारान्त (पितृवत्), स्त्रीलिंग-आकारान्त लतावत्),ईकारान्त (नदीवत्), ऋकारान्त(मातृवत्) सर्वनामशब्दरूप-अस्मद्, युष्मद् किम्,इदम्, तत् -(त्रिषु लिंगेषु) <b>धातुरूप -</b>पठ्, गम्, वद्, भू कृ, क्रीड् (पञ्चसु लकारेषु) कालांश -५ <b>संधिः</b> - स्वर-संधिः-दीर्घ, गुण, वृद्धि, यण्, अयादि</p>	<p>-प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्यों द्वारा कर पाएगा। -हिन्दीभाषा के वाक्यों का संस्कृतभाषा में अनुवाद कर पाएगा। -प्रत्येक छात्र त्यागभाव, ईमानदारी, सत्यता व विश्वसनीयता आदि गुणों से होने वाले लाभों को पुनः जान पाएगा। मानव कल्याण के लिए विद्यारूपी धन व ईमानदारी की अनिवार्यता को समझकर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। -पर्यायपदों, विशेषण-विशेष्य बताकर लिख पाएगा। -विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा। -संधि व उसके भेदों को नियमों सहित समझ कर कम से कम चार शब्दों का संधि/संधिच्छेद बताते हुए अभ्यास कार्य कर पाएगा। -अभिव्यक्ति- प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा। -पूछे गए कठिन शब्दों में से न्यूनतम दो-तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा।</p>	<p>धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु धारणा-मानचित्र(सी.एम.) - संधि हेतु तथा समापन-सार हेतु <b>प्रवाह-चित्र (प.च.) -</b> विषय के पठन हेतु</p> <div style="text-align: center;"> </div> <p><b>मत्स्यपात्र (सक्रिय मानसिक सहभागिता)</b></p>	<p>कार्यपत्रों द्वारा मूल्यांकन- <b>भारतीयसन्तगीतिः</b> <b>"स्वर्णकाकः"</b> आधारिता(कार्यपत्र)। <b>कला-समेकित-शिक्षण-विषयाधारित</b> <b>बहुविध-मूल्यांकन</b> श्लोक-गायन चित्र माध्यम से श्लोक-भावार्थ भूमिका-निर्वहन कथा वाचन <b>कक्षा परीक्षा-१</b> भारतीयसन्तगीतिः <b>कक्षा परीक्षा-२</b> व्याकरण पर आधारित <b>कक्षा परीक्षा-३</b> स्वर्णकाकः <b>कक्षा परीक्षा-४</b> <b>रचनात्मक कार्यम-</b> चित्रवर्णन व संस्कृतानुवाद गूगल फॉर्म्स व असेसप्रीप के माध्यम से ऑनलाइन मूल्यांकन</p>
मई	<p><b>शेमुषी (प्रथमो भागः)</b> कालांश-६ <b>गोदोहनम्</b> कालांश-६ <b>सूक्तिमौक्तिकम्</b> कालांश-६ <b>व्याकरण</b> <b>उपपदविभक्तिः</b> द्वितीया-उभयतः, धिक्, परितः,</p>	<p>-“कार्य को सही समय पर परिश्रम व लगन से करने पर असाध्य कार्यों को करना भी संभव है”-पर चर्चा की जाएगी। -प्रत्येक छात्र धैर्य व विवेकशक्ति की आवश्यकता व महत्त्व को तथा परोपकार की आवश्यकता व महत्त्व को जान पाएगा तथा चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा।</p>	<p>धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु धारणा-मानचित्र(सी.एम.) - <b>उपपदविभक्ति</b> हेतु समापन-सार हेतु <b>उपपदविभक्ति-तालिका</b> <b>मत्स्यपात्र (सक्रिय मानसिक सहभागिता)</b> <b>कला-समेकित-शिक्षण-विषयाधारित</b> <b>बहुविध-मूल्यांकन</b></p>	<p>कार्यपत्रों द्वारा मूल्यांकन- <b>गोदोहनम्</b> <b>सूक्तिमौक्तिकम्</b> पत्र-पूर्तिः, अपठित-गद्यांश गतिविधि: - स्वपरिचयः <b>कला-समेकित-शिक्षण-विषयाधारित</b> <b>बहुविध-मूल्यांकन</b> भूमिका निर्वहन, चित्रपट्टिका <b>कक्षा परीक्षा-१</b></p>

	<p>समया, निकषा, प्रति, विना तृतीया-सह/साकम्/समम्/सार्धम्, विना, अलम्, सदृश, हीन चतुर्थी-रुच्,दा(यच्छ), नमः, कुप्, स्वस्ति</p> <p><b>भाषा अभिवर्धन-गतिविधि:</b> श्रुतलेखः</p>	<p>-प्रत्येक छात्र सारगर्भित तथा सरल श्लोकों के द्वारा जीवन को सरल व समृद्ध बना पाएगा।</p> <p>-मानव कल्याण के लिए सदाचरण, परोपकार तथा प्रिय वाणी की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा।</p> <p>-श्लोक द्वारा बताई गई सज्जनता व मानवता की बातों को जीवन में आत्मसात कर लाभान्वित हो पाएगा।</p> <p>-समाज व देश के हित हेतु अच्छी आदतों को अपने जीवन में अपना पाएगा।</p> <p>-श्लोकों का अन्वय व सरलार्थ लिख पाएगा।</p> <p>-विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा।</p> <p>-उचित-उपपदविभक्तिपदों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर पाएगा।</p> <p>-उचितपदों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर पाएगा।</p> <p>-अभिव्यक्ति- प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा।</p> <p>-पूछे गए कठिन शब्दों में से न्यूनतम दो-तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा।</p>	<p>भूमिका निर्वहन चित्रपट्टिका श्लोक-गायन चित्र माध्यम से श्लोक-भावार्थ</p>	<p>गोदोहनम् <b>कक्षा परीक्षा-२</b> व्याकरण पर आधारित <b>कक्षा परीक्षा-३</b> सूक्तिमौक्तिकम् <b>कक्षा परीक्षा-४</b> रचनात्मक कार्यम्- पत्र पूर्ति अपठित गद्यांश गूगल फॉर्म के माध्यम से ऑनलाइन मूल्यांकन <b>प्रथमा साप्ताहिकी परीक्षा - १३.५.२०२२</b> <b>शेमुषी(प्रथमो भागः)</b> <b>भारतीयसन्तगीतिः</b> <b>स्वर्णकाकः</b> <b>व्याकरणम्</b> <b>स्वरसंधिः - दीर्घः, गुणः</b> <b>शब्दरूप -</b> पुल्लिंग- अकारान्त(बालकवत्), इकारान्त (कविवत्), ऋकारान्त(पितृवत्), स्त्रीलिंग-आकारान्त लतावत्),ईकारान्त (नदीवत्), ऋकारान्त(मातृवत्) सर्वनामशब्दरूप-अस्मद्, युष्मद् किम्, तत् -(त्रिषु लिंगेषु) <b>धातुरूप -पठ्, गम्, वद्, भू कृ, क्रीड्</b> (पञ्चसु लकारेषु) <b>रचनात्मक कार्यम्-</b> चित्रवर्णन व संस्कृतानुवाद</p>
<p><b>जुलाई</b></p>	<p><b>शेमुषी (प्रथमो भागः)</b> कालांश -७ <b>"भ्रान्तोबालः"</b> <b>व्याकरण</b> कालांश -५ <b>•उपपदविभक्तिः</b> पंचमी -विना,बहिः,रक्ष्,भी,ऋते षष्ठी -उपरि,अधः,पुरतः,पृष्ठतः,निर्धारणे सप्तमी -सिनह,निपुणः,विश्वस्,पटु <b>•धातुरूप-लेखन</b></p>	<p>-मानव कल्याण के लिए विद्याध्ययन की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा।</p> <p>-श्लोक में बताई गई सज्जनता व मानवता की बातों को जीवन में आत्मसात कर लाभान्वित हो पाएगा।</p> <p>-श्लोक का अन्वय व सरलार्थ कर पाएगा।</p> <p>-पर्यायपदों,विशेषण-विशेष्य बताकर लिख पाएगा।</p> <p>-विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास</p>	<p><b>धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु धारणा-मानचित्र(सी.एम.) - संधि हेतु तथा समापन-सार हेतु प्रवाह-चित्र (प.च.) - प्रत्यय पठन हेतु</b></p> 	<p>कार्यपत्रों द्वारा मूल्यांकन- <b>"भ्रान्तोबालः"</b> <b>उपपदविभक्तिः</b> पंचमी,षष्ठी, सप्तमी <b>धातुरूप-लेखन</b> सेव्, लभ् (५ लकार) <b>प्रत्यय-</b> क्त्वा,तुमुन्, ल्यप,क्त,क्तवतु, शतृ,शानच् <b>कक्षा परीक्षा-१</b> <b>"भ्रान्तोबालः"</b> <b>कक्षा परीक्षा-२</b></p>





				<p>–नियतसमयानुसार 1 –प्रस्तुतीकरण 1</p>
सितम्बर	<p><b>शेमुषी (प्रथमो भागः)</b> कालांश –४ अव्ययपदानि –स्थानबोधक –कालबोधक –प्रश्नबोधक –अन्यानि कालांश–१८ •पुनरावृत्तिः</p>	<p>–प्रत्येक छात्र पुनरावृत्ति द्वारा निर्धारित विषय का अभ्यास कर जाएगा। –धातुरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर जाएगा। –प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्य निर्माण द्वारा। –प्रदत्तापठित–गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास।</p>	<p>–परीक्षा हेतु विषय निर्धारित विषय की पुनरावृत्ति। –धातुरूप–लेखनतथा शब्दरूप–लेखन द्वारा वाक्यपूर्ति। –प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्य निर्माण द्वारा। –प्रदत्तापठित–गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास। –गतिविधियों / रचनात्मक–क्रियाकलापों द्वारा विषय की पुनरावृत्ति।</p>	<p>कार्यपत्रों द्वारा मूल्यांकन। <b>मध्यावधि–परीक्षा</b></p>
अक्टूबर	<p>कालांश –४ <b>अपठित–गद्यांश</b> <b>रचनात्मक–कार्य</b> पत्र–पूर्तिः संस्कृत–अनुवाद चित्र–वर्णन <b>व्याकरण</b> कालांश –५ <b>व्यंजनसंधिः</b> –जशत्व (वर्गीयप्रथम वर्णस्य तृतीयवर्णे परिवर्तनम्), 'म्' स्थाने अनुस्वारः <b>विसर्गसंधिः</b> –उत्वम्, सत्वम् कालांश –४ <b>वाचन–श्रवण–परीक्षण</b> <b>भाषा अभिवर्धन–गतिविधिः</b> श्रुतलेखः</p>	<p>–पर्यायपदों, विशेषण–विशेष्य बताकर लिख जाएगा। –युग्म में तथा समूह में प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख जाएगा। –विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर जाएगा। –प्रदत्तापठित–गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास कर जाएगा। –प्रदत्तपत्र की पूर्ति मंजूषा में दिए शब्दों द्वारा कर जाएगा। –प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्यों द्वारा कर जाएगा। –हिन्दी वाक्यों का संस्कृत–अनुवाद कर जाएगा। –संधि व उसके भेदों को धारणा मानचित्र (concept map) द्वारा नियमों सहित समझ कर कम से कम चार शब्दों का संधि व संधिविच्छेद करते हुए अभ्यास कार्य कर जाएगा। –अभिव्यक्ति– प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर</p>	<p><b>धारणा–मानचित्र(सी.एम.)</b> –विषय समापन –सार <b>प्रवाह–चित्र (प.च.)</b> – विषय के पठन हेतु</p> <p><b>मत्स्यपात्र (सक्रिय मानसिक सहभागिता)</b> <b>गतिविधि</b></p>	<p>कार्यपत्रों द्वारा मूल्यांकन– व्यंजनसंधिः विसर्गसंधि आधारिता (कार्यपत्र) <b>कक्षा परीक्षा-१</b> अपठित गद्यांश <b>कक्षा परीक्षा-२</b> व्याकरण पर आधारित <b>कक्षा परीक्षा-३</b> रचनात्मक कार्यम्- पत्र पूर्ति संस्कृत–अनुवाद चित्र–वर्णन</p>

		<p>पाएगा।          –पूछे गए कठिन शब्दों में से न्यूनतम दो-तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा।</p>		
नवम्बर	<p><b>शेमुषी (प्रथमो भागः)</b>          कालांश –६  <b>“जटायोः शौर्यम्”</b>          कालांश –२  <u>अपठित-गद्यांश</u>          कालांश –३  <u>रचनात्मक-कार्य</u>          पत्र-पूर्ति:          संस्कृत-अनुवाद          चित्र-वर्णन          कालांश –६  <u>व्याकरण (अभ्यास-कार्य)</u>          कालांश –४  <u>वाचन-श्रवण-परीक्षण</u>  <u>भाषा अभिवर्धन-गतिविधि:</u>          श्रुतलेखः</p>	<p>–प्रत्येक छात्र शूरवीरता को अपनाकर जीवन को सरल व समृद्ध बना पाएगा।          –मानव जीवन में शौर्य की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा।          –पर्यायपदों, विशेषण-विशेष्य बताकर लिख पाएगा।          –श्लोकों का अन्वय व सरलार्थ कर पाएगा।          –विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा।          –प्रदत्तापठित-गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास कर पाएगा।          –प्रदत्तपत्र की पूर्ति मंजूषा में दिए शब्दों द्वारा कर पाएगा।          –हिन्दी वाक्यों का संस्कृत-अनुवाद कर पाएगा।          –प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्यों द्वारा कर पाएगा।</p>	<p><b>धारणा-मानचित्र(सी.एम.) –विषय</b>          समापन –सार  <b>मत्स्यपात्र (सक्रिय मानसिक सहभागिता)</b>  <b>गतिविधि</b>  <u>कला-समेकित-शिक्षण-विषयाधारित</u>  <u>बहुविध-मूल्यांकन</u>          श्लोक-गायन          चित्र माध्यम से श्लोक-भावार्थ</p>  <p>भूमिका-निर्वहन</p>	<p><b>तृतीया साप्ताहिकी परीक्षा -</b>          १८.११.२०२२  <b>शेमुषी(प्रथमो भागः)</b>          कार्यपत्रों द्वारा मूल्यांकन-  <b>“जटायोः शौर्यम्”</b></p> <p><b>कक्षा परीक्षा-१</b>          “जटायोः शौर्यम्”  <b>कक्षा परीक्षा-२</b>          अपठित गद्यांश  <b>कक्षा परीक्षा-३</b>  <u>रचनात्मक कार्यम्-</u>          पत्र पूर्ति          संस्कृत-अनुवाद          चित्र-वर्णन  <b>कक्षा परीक्षा-४</b>          व्याकरण पर आधारित  <u>कला-समेकित-शिक्षण-विषयाधारित</u>  <u>बहुविध-मूल्यांकन</u>          श्लोक-गायन  <u>मूल्यांकन-बिन्दुः-</u>          –भावाभिव्यक्ति 1          –उच्चाणशुद्धता 1          –कण्ठस्थीकरण 1          –आत्मविश्वास 1          –प्रस्तुतीकरण 1  <u>कला-समेकित-शिक्षण-विषयाधारित</u>  <u>बहुविध-मूल्यांकन</u>          भूमिका-निर्वहन  <u>मूल्यांकन-बिन्दुः-</u>          –भावाभिव्यक्ति 1          –उच्चाणशुद्धता 1          –कण्ठस्थीकरण 1          –आत्मविश्वास 1          –प्रस्तुतीकरण 1</p>

				<p>कला-समेकित-शिक्षण-विषयाधारित बहुविध-मूल्यांकन चित्र माध्यम से श्लोक-भावार्थ मूल्यांकन-बिन्दु:- -विषयवस्तु 1 -मौलिकता 1 -रचनात्मकता 1 -नियतसमयानुसार 1 -प्रस्तुतीकरण 1</p>
दिसम्बर	<p>शेमुषी (प्रथमो भागः) कालांश-८ "पर्यावरणम्" कालांश -२ अपठित-गद्यांश कालांश -३ रचनात्मक-कार्य पत्र-पूर्ति: संस्कृत-अनुवाद चित्र-वर्णन कालांश -६ व्याकरण (अभ्यास-कार्य) कालांश -२ भाषा अभिवर्धन-गतिविधि: श्रुतलेखः</p>	<p>-प्रत्येक छात्र महानगरों की यांत्रिक-बहुलता के कारण हो रही वायुमण्डल और भूमण्डल की मलिनता को जान पाएगा। -मानव कल्याण के लिए पर्यावरण शुद्धि की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। -पर्यायपदों, विशेषण-विशेष्य बताकर लिख पाएगा। -प्रत्येक छात्र पर्यावरण की रक्षा की आवश्यकता मित्र/अनुज/अनुजा को लिखे गए पत्र की पूर्ति कर पाएगा। -विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा। -प्रदत्तापठित-गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास कर पाएगा। -प्रदत्तपत्र की पूर्ति मंजूषा में दिए शब्दों द्वारा कर पाएगा। -हिन्दीभाषा के वाक्यों का संस्कृतभाषा में अनुवाद कर पाएगा। -प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्यों द्वारा कर पाएगा।</p>	<p>धारणा-मानचित्र(सी.एम.) -विषय समापन -सार मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि कला-समेकित-शिक्षण-विषयाधारित बहुविध-मूल्यांकन श्लोक-गायन पोस्टर-स्लोगन-लेखन</p> 	<p>चतुर्थी साप्ताहिकी परीक्षा - २३.१२.२०२२ शेमुषी(प्रथमो भागः) कार्यपत्रों द्वारा मूल्यांकन- "पर्यावरणम्" आधारित (कार्यपत्र)। कक्षा परीक्षा-१ "पर्यावरणम्" कक्षा परीक्षा-२ अपठित गद्यांश कक्षा परीक्षा-३ रचनात्मक कार्यम्- पत्र पूर्ति संस्कृत-अनुवाद चित्र-वर्णन कक्षा परीक्षा-४ व्याकरण पर आधारित</p> <p>कला-समेकित-शिक्षण-विषयाधारित बहुविध-मूल्यांकन श्लोक-गायन मूल्यांकन-बिन्दु:- -भावाभिव्यक्ति 1 -उच्चाणशुद्धता 1 -कण्ठस्थीकरण 1 -आत्मविश्वास 1 -प्रस्तुतीकरण 1</p> <p>पोस्टर-स्लोगन-लेखन मूल्यांकन-बिन्दु:- -विषयविस्तु 1</p>

				-मौलिकता 1 -रचनात्मकता 1 -नियतसमयानुसार 1 -प्रस्तुतीकरण 1
जनवरी	<b>शेमुषी (प्रथमो भागः)</b> कालांश -५ <b>“वाङ्मनः प्राणस्वरूपम्”</b> कालांश -१ <b>अपठित-गद्यांश</b> कालांश -३ <b>रचनात्मक-कार्य</b> पत्र-पूर्ति: संस्कृत-अनुवाद चित्र-वर्णन कालांश -४ <b>व्याकरण (अभ्यास-कार्य)</b>  <b>भाषा अभिवर्धन-गतिविधि:</b> श्रुतलेखः	-प्रत्येक छात्र ज्ञान-प्राप्ति के सरल उपायों तथा साधनों के द्वारा जीवन को सरल व समृद्ध बना पाएगा। -प्रत्येक छात्र जीवन में ज्ञान/विद्या प्राप्ति की आवश्यकता व उपयोगिता को जान पाएगा। -मानव के लिए ज्ञान-प्राप्ति तथा मन-प्राण-वाणी की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। -पर्यायपदों, विशेषण-विशेष्य बताकर लिख पाएगा। -विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा। -प्रदत्तापठित-गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास कर पाएगा। -प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्यों द्वारा कर पाएगा। -प्रदत्तपत्र की पूर्ति मंजूषा में दिए शब्दों द्वारा कर पाएगा। -हिन्दीभाषा के वाक्यों का संस्कृतभाषा में अनुवाद कर पाएगा।	<b>धारणा-मानचित्र(सी.एम.) -विषय</b> समापन -सार <b>मत्स्यपात्र (सक्रिय मानसिक सहभागिता)</b> <b>गतिविधि</b> <b>कला-समेकित-शिक्षण-विषयाधारित</b> <b>बहुविध-मूल्यांकन</b> भूमिका-निर्वहन पोस्टर-स्लोगन-लेखन	<b>कार्यपत्रों द्वारा मूल्यांकन-</b> <b>“वाङ्मनः प्राणस्वरूपम्”</b> आधारित (कार्यपत्र)। <b>कक्षा परीक्षा-१</b> “वाङ्मनः प्राणस्वरूपम्” <b>कक्षा परीक्षा-२</b> अपठित गद्यांश <b>कक्षा परीक्षा-३</b> रचनात्मक कार्यम्- पत्र पूर्ति संस्कृत-अनुवाद चित्र-वर्णन <b>कक्षा परीक्षा-४</b> व्याकरण पर आधारित  <b>कला-समेकित-शिक्षण-विषयाधारित</b> <b>बहुविध-मूल्यांकन</b> भूमिका-निर्वहन <b>मूल्यांकन-बिन्दु:-</b> -भावाभिव्यक्ति 1 -उच्चाणशुद्धता 1 -कण्ठस्थीकरण 1 -आत्मविश्वास 1 -प्रस्तुतीकरण 1  <b>पोस्टर-स्लोगन-लेखन</b> <b>मूल्यांकन-बिन्दु:-</b> -विषयवस्तु 1 -मौलिकता 1 -रचनात्मकता 1 -नियतसमयानुसार 1 -प्रस्तुतीकरण 1

<p>फरवरी</p>	<p>शेमुषी (प्रथमो भागः) कालांश -२० •पुनरावृत्ति: <u>रचनात्मक-कार्यम्-</u> चित्र-वर्णन पत्र-पूर्ति: परीक्षा के लिए निर्धारित सभी पाठ। पुनरावृत्ति द्वारा निर्धारित विषय का अभ्यास।</p>	<p>-प्रत्येक छात्र पुनरावृत्ति द्वारा निर्धारित विषय का अभ्यास कर जाएगा। -धातुरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर जाएगा। -प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्य निर्माण द्वारा। -पत्र-लेखन का अभ्यास कर जाएगा। -हिन्दीभाषा के वाक्यों का संस्कृतभाषा में अनुवाद कर जाएगा। -प्रदत्तापठित-गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास।</p>	<p>-परीक्षा हेतु विषय निर्धारित विषय की पुनरावृत्ति। -धातुरूप-लेखन तथा शब्दरूप-लेखन द्वारा वाक्यपूर्ति। -प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्य निर्माण द्वारा। -प्रदत्तापठित-गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास। -गतिविधियों/रचनात्मक-क्रियाकलापों द्वारा विषय की पुनरावृत्ति।</p>	<p>कार्यपत्रों द्वारा पुनरावृत्ति। <b>अंतावधि-परीक्षा</b></p>
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