

ANNUAL
CURRICULUM
PLAN

CLASS IX

(SESSION: 2016-17)

SCHOOL CURRICULUM GOALS

The Curriculum will adopt the following goals:

- To create a connect between learners' spiritual, ethical, social, cognitive, mental and physical growth and development;
- To nurture individuality and thus enhance one's innate potentials;
- To foster constitutional literacy and tolerance for different cultures;
- To develop scientific outlook and transformative competences, in order to meet the demands of changing society.

The aim of education is not just to let learners obtain basic knowledge but to make them life-long learners. It is to nurture future citizens who are mentally and physically robust, assertive, confident, empathetic and helpful to the community, intellectually inquisitive and reflective, tolerant and with creative vision and global perspective.

Schools will accomplish such standards through the promotion of values based learning activities which emphasize humanity, practicality, individuality, inclusiveness, and modernity. Such activities involve collaborations between oneself and others, individuals and the community, as well as humans and nature.

To achieve this, we must guide our learners to achieve the following curriculum goals:

- To enhance self-awareness and explore innate potential;
- To develop creativity and the ability to appreciate art and showcase one's own talents;
- To promote capabilities related to goal setting, decision making and lifelong learning;
- To nurture assertive communication and interpersonal skills;
- To learn to be empathetic towards others, display dignity and respect to the opposite gender, to contribute for the community, and focus on preserving environment;
- To foster cultural learning and international understanding in an interdependent society;
- To strengthen knowledge and attitude related to livelihood skills;
- To acquire the ability to utilize technology and information for the betterment of humankind;
- To inspire the attitude of functional and participatory learning; and
- To develop abilities related to thinking skills and problem solving.

EXAMINATION SCHEDULE

SUMMATIVE ASSESSMENT SCHEDULE

As per CBSE guidelines:

The Summative Assessment I is to be held in the month of September and the Summative Assessment II between 10th March and 20th March. The date sheet would be given to the students when it is received from CBSE.

Continuous and Comprehensive Evaluation (CCE)

Continuous and Comprehensive Evaluation (CCE) refers to a system of evaluation that covers all aspects of students' development. It is an assessment system which attempts to shift the emphasis from Assessment to holistic learning. The major focus of CCE is on the continuous growth of a student to ensure intellectual, emotional, physical, cultural and social development. The CCE based system of assessment is divided into three parts:

Part 1 - Scholastic Area

For assessment in academic areas the academic year is divided into two terms. The First Term will be from April to September and the Second Term from October to March. Each Term will have two Formative Assessments (FAs) and one Summative Assessment (SA).

Formative Assessment – These are the Assessments conducted by the teacher to continuously monitor student's progress. The assessment would be in the form of pen-paper Assessments and also in the form of quizzes, projects, practicals, oral Assessment etc.

Summative Assessment – The Summative Assessment is the terminal assessment of performance at the end of instruction. It will be in the form of a pen-paper Assessment at the end of each term.

The weightage of Formative assessment (FA) and Summative Assessment (SA) shall be as follows:

Term I	FA1 10%	FA2 10%	SA1 30%	Total (FA1 + FA2 + SA1) 50%
Term II	FA3 10%	FA4 10%	SA2 30%	Total (FA3 + FA4 + SA2) 50%

Part 2 - Co-scholastic Areas
(Skills and suggestive activities)

2(A) Life Skills:

Thinking Skills:	Self Awareness, problem solving, decision making, critical and creative thinking
Social Skills:	Interpersonal relationships, effective communication and empathy
Emotional Skills:	Managing emotions and dealing with stress

2 (B) Work Education.

2(C) Visual and Performing Arts.

2(D) Attitude and Values towards: Teachers, schoolmates, school programmes and Environment and value systems.

Part 3(A) Co-scholastic Activities
(Any two to be assessed)

- | | | |
|---|---|---|
| 1. Literary and Creative Skills | : | Debate, declamation, creative writing, recitation, essay writing, poster making, slogan writing etc. |
| 2. Scientific Skills | : | Science Club, Projects, Maths Club, Science Quiz, Science exhibition, Olympiads etc. |
| 3. Information and Commn. Tech. (ICT) | : | PowerPoint presentation, website and cover page designing communication, animation, programming, E-books etc. |
| 4. Organizational and Leadership Skill (Clubs): | : | Eco Club, Integrity Club, Health and Wellness Club, Leadership Skills Club etc. |

Part 3(B) Health and Physical Activities
(Any two to be assessed)

- | | |
|-----------------------------|------------------------|
| 1. Sports/Indigenous Sports | 2. Yoga |
| 3. First Aid | 4. Gardening/Shramdaan |

Grading System: The result of the assessment in all areas would be given in the form of grades.

Scholastic Areas/Activities
(Grading on 9 point scale)

Grade	Marks Range	Grade Point
A1	91 – 100	10.0
A2	81 – 90	9.0
B1	71 – 80	8.0
B2	61 – 70	7.0
C1	51 – 60	6.0
C2	41 – 50	5.0
D	33 – 40	4.0
E1	21 – 32	3.0
E2	00 – 20	2.0

Co-scholastic Areas/Activities
(Grading on 5 point scale)

Marks Range	Grade Point
A	4.1 – 5.0
B	3.1 – 4.0
C	2.1 – 3.0
D	1.1 – 2.0
E	0 – 1.0

Promotion Policy:

1. Every student is required to get a qualifying grade 'D' or above in all the subjects for the purpose of promotion to next class.
2. A student getting 'E1' or 'E2' grade in scholastic areas in one or more subjects will be eligible for improvement of performance (EIOP) and he/she will have to improve his/her performance in one subsequent attempt to obtain qualifying grade 'D' in these subjects.

ENGLISH COMMUNICATIVE (CODE: 101)

The overall aims of the course are:

- To enable the learner to communicate effectively and appropriately in real-life situations.
- To use English effectively for study purposes across the curriculum.
- To develop and integrate the use of the four language skills, i.e., listening, speaking, reading and writing.
- To develop interest in and appreciation of literature.
- To revise and reinforce structures already learnt.

Teaching/Testing Objectives

READING

By the end of the course, students should be able to:

1. Read silently at varying speeds depending on the purpose of reading.
2. Adopt different strategies for different types of text, both literary and non-literary.
3. Recognise the organization of a text.
4. Identify the main points of a text.
5. Understand relations between different parts of a text through lexical and grammatical cohesion devices.
6. Anticipate and predict what will come next in a text.
7. Deduce the meaning of unfamiliar lexical items in a given context.
8. Consult a dictionary to obtain information on the meaning and use of lexical items.
9. Analyse, interpret, infer (and evaluate) the ideas in the text.
10. Select and extract from text information required for a specific purpose (and record it in note form).
11. Transcode information from verbal to diagrammatic form.
12. Retrieve and synthesise information from a range of reference material using study skills such as skimming and scanning.
13. Interpret texts by relating them to other material on the same theme (and to their own experience and knowledge).
14. Read extensively on their own.

WRITING

By the end of the course, students should be able to:

1. Express ideas in clear and grammatically correct English, using appropriate punctuation and cohesion devices.
2. Write in a style appropriate for communicative purposes.
3. Plan, organise and present ideas coherently by introducing, developing and concluding a topic.
4. Write a clear description (e.g. of a place, a person, an object or a system).
5. Write a clear account of events (e.g. a process, a narrative, a trend or a cause-effect relationship).
6. Compare and contrast ideas and arrive at conclusions.

7. Present an argument, supporting it with appropriate examples.
8. Use an appropriate style and format to write letters (formal and informal), biographical sketches, dialogues, speeches, reports, articles, e-mails and diary entries.
9. Monitor, check and revise written work.
10. Expand notes into a piece of writing.
11. Summarise or make notes from a given text.
12. Decode information from one text type to another (e.g. diary entry to letter, advertisement to report, and diagram to verbal form).

LISTENING

By the end of the course, students should be able to:

1. Adopt different strategies according to the purpose of listening (e.g. for pleasure, for general interest, for specific information).
2. Use linguistic and non-linguistic features of the context as clues to understanding and interpreting what is heard (e.g. cohesion devices, key words, intonation, gesture, background noises).
3. Listen to a talk or conversation and understand the topic and main points.
4. Listen for information required for a specific purpose, e.g. in radio broadcast, commentaries, airport and railway station announcements.
5. Distinguish main points from supporting details and relevant from irrelevant information.
6. Understand and interpret messages conveyed in person or by telephone.
7. Understand and respond appropriately to directive language, e.g. instruction, advice, requests and warning.
8. Understand and interpret spontaneous spoken discourse in familiar social situations.

SPEAKING

By the end of the course, students should be able to:

1. Speak intelligibly using appropriate word stress, sentence stress and intonation patterns.
2. Adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions).
3. Narrate incidents and events, real or imaginary in a logical sequence.
4. Present oral reports or summaries; make announcements clearly and confidently.
5. Express and argue a point of view clearly and effectively.
6. Take active part in group discussions, showing ability to express agreement or disagreement, to summarise ideas, to elicit the views of others and to present own ideas.
7. Express and respond to personal feelings, opinions and attitudes.
8. Convey messages effectively in person or by telephone.
9. Frame questions so as to elicit the desired response, and respond appropriately to questions.
10. Participate in spontaneous spoken discourse in familiar social situations.

GRAMMAR

By the end of the course, students should be able to use the following accurately and appropriately in context:

1. Verbs

Tenses:

- Present/Past Forms
- Simple/Continuous Forms
- Perfect Forms
- Future Time Reference
- Modals
- Active And Passive Voice
- Subject-Verb Concord
- Non-Finite Verb Forms (Infinitives And Participles)

2. Sentence Structure

- Connectors
- Types of Sentences
- Affirmative/Interrogative Sentences Negation
- Exclamations
- Types Of Phrases And Clauses
 - Finite And Non-Finite Subordinate Clauses
 - Noun Clauses And Phrases
 - Adjective Clauses And Phrases
 - Adverb Clauses And Phrases
- Indirect Speech
- Comparison
- Nominalisation

3. Other Areas

- Determiners
- Pronouns
- Prepositions

LITERATURE

By the end of the course, students should be able to understand, interpret, evaluate and respond to the following features in a literary text:

1 **Character**, as revealed through

- Appearance And Distinguishing Features,
- Socio-Economic Background,
- Action/Events,
- Expression of Feelings,
- Speech and Dialogues.

2 **Plot/Story/Theme**, emerging through main events,

- Progression of Events and Links Between Them;
- Sequence of events denoting theme.

3 **Setting**, as seen through time and place, socio-economic and cultural background, people, beliefs and attitudes.

4 **Form/Figures of Speech**

- Rhyme
- Rhythm
- Simile
- Metaphor
- Alliteration
- Pun
- Repetition

Open Text-Based Assessment

The open Text-Based Assessment will be included in reading section for 10 marks, as a part of SA-II. The 'OTBA' text will be based on the themes found in the course books. The section will consist of a case study accompanied by 1-2 questions based on that text. The aim is to test a student's ability for analytical and critical thinking drawing inferences expressing their point of view and justify them with suitable examples based on the case studies and their own experiences based on their interaction with peers and society in general. They will be assessed on the ability to understand and interpret the case study and offer appropriate suggestions and opinions on the given issues. The role of teachers is to motivate their learners and provide ample opportunities to apply their understanding of the given cases to real life through group work and discussion. The students responses would consist of the following:-

- (i) Objectives of the case studies
- (ii) Concepts involved
- (iii) Application of concepts to the given situation
- (iv) Description / explanation of the case and
- (v) Analysis with different perspectives.

Assessment of Speaking and Listening Skills (ASL)

As a part of teaching a language, it is necessary that all the skills of a language i.e. reading, writing, listening and speaking are given due weightage in all the four skills, both formatively and summatively. Therefore, the CBSE had introduced the Assessment of Speaking and Listening skills (ASL) in secondary Classes.

SPEAKING ASSESSMENT: PERFORMANCE DESCRIPTORS

INTERACTIVE COMPETENCE	5	4	3	2	1
Task Management	Contributions are highly effective and fulfil the task. Can fulfil the communicative functions of the level with spontaneity.	Contributions are effective and fulfil the task. Can fulfil the communicative functions of the level.	Contributions are adequate and fulfil the task. Can fulfil functions of the level but may not do so consistently.	Contributions are limited and there is some attempt at the task which is not fulfilled and/or may be repetitive.	There is almost no contribution and/or Contributions may not be related to the task.
Initiation & Turn-taking	Is prompt to initiate discussions on the themes/ functions at the given level appropriately. Contributes spontaneously to keep the interaction going; takes turn appropriately.	Is easily able to initiate discussions on the themes/functions at the given level appropriately. Contributes effectively to keep the interaction going and takes turn appropriately.	Is able to initiate discussions on the themes/ functions at the given level. Makes an effort to keep the interaction going; takes turn.	Struggles to initiate discussions on the themes/ functions at the given level. Makes little effort to keep the interaction going;	Does not initiate discussions. Makes no effort to keep the interaction going.
Appropriacy & Relevance	Speaks with a clear sense of purpose and audience in both formal and informal situations. Contributions are always appropriate to the context/situation.	Speaks with a fair sense of purpose and audience in both formal and informal situations. May be less confident in formal situations.	Speaks with an awareness of purpose and audience may not adapt register effectively. Contributions are appropriate to the context/situation.	Has unclear sense of purpose and may be unable to adapt register. Contributions may not be connected to the context/situation.	Has hardly any sense of purpose and cannot adapt to register.
FLUENCY	5	4	3	2	1
Cohesion & Coherence Speed of Delivery Sequence	Presents information in a Logical sequence of linked utterances with a clear connection between ideas, arguments and statements. Uses a range of cohesive devices. Speaks fluently with minimal hesitation. Has intelligible speed of delivery.	Presents information in a Logical sequence of linked utterances with a connection between ideas, arguments and statements. Uses with ease some cohesive devices. Speaks fluently with some hesitation. Has intelligible speed of delivery.	Presents information generally in a logical order but overall progression may not always be clear. Uses a range of Cohesive devices but some over/under use. Coherence may be affected by hesitancy or rephrasing. Intelligible speed of delivery	Presents information but without clear progression. Uses limited cohesive devices repetitively. Severe hesitation may impede communication. Speed of delivery impedes understanding.	Presents information with no progression and/or little control of organisational features. May use only isolated words and phrases.

PRONUNCIATION	5	4	3	2	1
Pronunciation, Stress & intonation	Has clear, natural pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.	Has pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.	Is intelligible though there are examples of some mispronunciation. Tries to speak, varying stress and intonation according to task, content and meaning.	Is not always intelligible and the listener may have to ask for repetition from time to time. Flat intonation and/or Inappropriate stress for the task, content or meaning	Is not intelligible...
LANGUAGE	5	4	3	2	1
Accuracy	Uses a range of grammatical patterns with accuracy, including some complex forms. Makes only negligible errors.	Uses a range of grammatical patterns with accuracy, including few complex forms and makes only noticeable errors.	There may be some mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There are mistakes which affect meaning but there is hardly an attempt to correct these mistakes.	Communicates with fragments of words and structures but does not manage to bridge the gaps or correct his/her mistakes.
Range	Uses an expressive and appropriate range of structures, words and phrases on topics appropriate to the level and to deliver an effective message.	Uses an expressive and appropriate range of words and phrases on topics appropriate to the level. These may be repetitive.	Can use the language of the level but is repetitive. May search for words with the risk of the message becoming weaker.	Uses basic, simple words and phrases for the level. There may be an effort to find suitable words, which may hamper the message.	Uses simple, isolated words for the level. There is little effort to find words.

ENGLISH COMMUNICATIVE (Code No. 101)
SYLLABUS

Summative Assessment (2016-17)

CLASS – IX

SECTION WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE

Section		Total Weightage
		90
A	Reading Skills	20
B	Writing Skills with Grammar	25
C	Literature Textbook and Long Reading Text	25
D	Assessment of Speaking and Listening (ASL)	20
	TOTAL	90

Note:

- It is a division of marks assigned to all the four skills of language. The distribution of marks for Formative Assessments carrying 40% weightage may be done by the schools themselves. A variety of activities to assess all the skills of language may be used for Formative Assessments.
- The Summative Assessment Question Papers, if developed by the schools themselves, may be for 70 marks to which 20 marks may be added for Assessment of Speaking and Listening skills making the paper of 90 marks. The one third of the 90 marks i.e. 30 should be added each in both Summative Assessments.
- Assessment of Speaking and Listening skills (ASL) will be done formally at the term end examination in Summative – II. Schools can conduct ASL for Summative - I themselves as per the guidelines provided by the CBSE. However, assessment of these skills may also be done under the Formative activities spread over two terms.

There will be one written paper of English at the end of each term carrying 70 marks. The time limit will be three hours.

SECTION A: READING

20 Marks

50 Periods

Qs 1-2. This section will have two/three reading passages. The arrangement within the reading section is as follows:

SA – I:

Q.1: A **Factual** passage 300-350 words with eight very short answer type questions. **8 marks**

Q.2: A **Discursive** passage of 350-400 words with four short answer type questions to test inference, evaluation and analysis with four very short answer questions to test vocabulary. **12 marks**

SA-II:

Q.1a: A **Factual** passage 200-250 words with five very short answer type questions with one question to test vocabulary. **5 marks**

Q. 1b: A **Literary** passage (Prose only – Fiction / Non-fiction) of 200-250 words with five short answer type questions to test inference, evaluation and analysis with one question to test vocabulary. **5 marks**

Q. 2: **Open text**-based assessment (OTBA) with 1–2 long answer questions to test analytical and critical thinking skills. **10 marks**

SECTION B: WRITING & GRAMMAR

25 Marks

60 Periods

Q. 3: Writing a diary/article in about 100–120 words will make use of visual or verbal cue/s and the questions will be thematically based on MCB. **5 marks**

Q. 4: Writing a short story based on a given outline or clues in about 150 - 200 words. **10 marks**

The Grammar syllabus will include the following areas in classes IX & X.

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject – verb concord
5. Reporting
 - (i) Commands and requests
 - (ii) Statements
 - (iii) Questions
6. Clauses:
 - (i) Noun clauses
 - (ii) Adverb clauses of condition and time
 - (iii) Relative clauses
7. Determiners, and
8. Prepositions

The above items may be tested through test types as given below:

- Q. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**
- Q. 6: Editing or Omission **4 marks**
- Q. 7: Sentences reordering or Sentence Transformation in context. **3 marks**

SECTION C: LITERATURE TEXT BOOK & LONG READING TEXT

25 Marks

60 Periods

- Q. 8. One out of two extracts from **prose/poetry/play** for reference to the context. Three very short answer questions. **3 marks**
One mark in each extract will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation.
- Q.9. **Four short answer** type questions from the **Literature Reader** to test local and global comprehension of theme and ideas (30-40 words each) **4x2 = 8 marks**
- Q.10. One out of two long answer type questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed (80-100 words). **4 marks**
- Q.11. **One out of two very Long Answer Questions** on theme, plot involving interpretation, inference and character sketch in about 150-200 words based on the prescribed novel. **10 marks**

Prescribed Books: Published by CBSE, New Delhi

Interact in English Series

- Main Course Book (Revised Editions)
- Workbook (Revised Editions)
- Literature Reader (Revised Editions)

Novel (either one)

- **Gulliver's Travels** (*unabridged*) by Jonathan Swift
- **Three Men in a Boat** (*unabridged*) by Jerome. K. Jerome

Speaking and Listening Skills:

50 Periods

Since the introduction of Assessment of Speaking and Listening Skills (ASL) in classes IX and X, it has become imperative to carryout speaking and listening activities in regular classroom teaching.

ENGLISH COMMUNICATIVE COURSE
Summative Assessment (2016-17)
CLASS IX

Text books	
Literature Reader	
Summative Assessment – I	Summative Assessment – II
PROSE	
1. How I Taught My Grandmother to Read	1. The Man Who Knew too Much
2. A Dog Named Duke	2. Keeping it from Harold
	3. Best Seller
POETRY	
1. The Brook	1. The Seven Ages
2. The Road Not Taken	2. Oh, I Wish I'd Looked After My Teeth
3. The Solitary Reaper	3. Song of the Rain
4. Lord Ullin's Daughter	
DRAMA	
1. Villa for Sale	2. The Bishop's Candlesticks
Main Course Book	
1. People	1. Mystery
2. Adventure	2. Children
3. Environment	3. Sports and Games
4. The Class IX Radio and Video Show	
Long Reading Text/ Novel (either one) Gulliver's Travels in four parts Unabridged Edition (2005) by Jonathan Swift Parts I & II Three Men in a Boat Unabridged Edition (1889) by Jerome K. Jerome - Chapters 1 – 10	Gulliver's Travels in four parts Unabridged Edition (2005) by Jonathan Swift - Parts III & IV Three Men in a Boat Unabridged Edition (1889) by Jerome K. Jerome - Chapters 11 – 19
WORK BOOK* - Suggested Break-up of Units for the Purpose of Classroom Teaching only-NOT FOR TESTING (see the note below)	
Term –I	Term – II
1. Verb Form	1. Connectors
2. Determiners	2. The Passive
3. Future Time Reference	3. Reported Speech
4. Modals	4. Prepositions

***Note on Workbook:** The suggested split up of the units of the Workbook reflects a distribution for the purpose of classroom teaching only. **Since grammar and usage is not to be tested directly, but in an integrated manner, the split up as shown above will not restrict questions in the grammar section of SA I and SA II question papers to the specific units shown in the split up of Workbook units.** Grammar will be tested by recycling grammar items learnt over a period of time in a comprehensive manner. Teachers may adapt this suggested distribution for classroom teaching making modifications according to their specific needs. Similarly Formative Assessment of grammar items may also be carried out in an integrated manner along with the skills of Reading, Writing, Speaking and Listening as well as Literature.

Class IX (SA-I)
English Communicative 2016-17 (Code No. 101)

Typology	Testing competencies/learning outcomes	VSAQ 1 Mark	Short answer Questions 30-40 words 2 marks	Long Answer Question-I 80-100 words 4 marks	Long answer Question- II 100-120 words 5 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	Marks
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	12	04	---	---	---	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.	10	---	---	01	01	25
Literature Textbook and Long Reading Texts	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	03	04	01	---	01	25
Total		25 x 01 = 25 marks	08 x 02 = 16 marks	01 x 04 = 04 marks	01 x 05 = 05 marks	02 x 10= 20 marks	70 Marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20 Marks
Total							90 marks

Class IX (SA–II)
English Communicative 2016-17 (Code No. 101)

Typology	Testing competencies/learning outcomes	VSAQ 1 Mark	Short answer Questions 30-40 words 2 marks	Long Answer Question-I 80-100 words 4 marks	Long answer Question- II 100-120 words 5 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	Marks
Reading Skills+ OTBA	Conceptual understanding, decoding, analyzing, inferring, interpreting, critical thinking and vocabulary.	10	---	---	02	---	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.	10	---	---	01	01	25
Literature Textbook and Long Reading Texts	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	03	04	01	---	01	25
Total		23 x 01 = 23 marks	04 x 02 = 08 marks	01 x 04 = 04 marks	03 x 05 = 15 marks	02 x 10= 20 marks	70 Marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20 Marks
Total							90 marks

English Curriculum Plan
Session (2016-2017)

Month	Literature Reader	Workbook/ Composition	MCB for Class IX	Three Men in a Boat	A/V Experience and Activity	F.A. - Task
April	Prose-1 How I Taught My Grandmother to Read	Lesson-1 Verb Forms Composition Diary Entry	Unit –1 : People	Chapter - 1 to 3	Video Showing 'Adult Education' and its importance Activity: Find out famous personalities of different states and present a one minute speech in front of the class on the same (Each student will be allocated a particular state).	F.A.-I Task-1 Group Activity (Conversation on the basis of Literature Lesson-1) Task-2 Individual Activity (Diary Entry)
May	Prose-2 A Dog Named Duke Poetry-1 The Brook Poetry-2 The Road Not Taken	Lesson-2 Determiners Composition Article Writing Story Writing	Unit -2: Adventure	Chapter – 4 to 6	Video Showing Video Showing Adventure Sports. Activity: Make a poster on the topic – 'Stop cruelty to animals'.	Task-3 Pen-Paper Test (Integrated Grammar Exercise) Task-4 H.W. and C.W. (includes timely submission of notebook for correction and maintenance of note book)
July	Drama 1 Villa for Sale Poetry-3 The Solitary Reaper	Lesson-3 Future Time References Composition E-mail Writing Letter Writing	Unit – 3: Environment	Chapter – 7 to 8	Video Showing Video Showing Global Warming. Activity: Write a poem on the theme 'Nature'.	F.A.-II Task Interdisciplinary Project (Group)

Month	Literature Reader	Workbook/ Composition	MCB for Class IX	Three Men in a Boat	A/V Experience and Activity	F.A. - Task
August	Poetry-4 Lord Ullin's Daughter	Lesson-4 Modals Composition Notice, Message	Unit – 4: Class IX Radio Show	Chapter - 9 to 10	Video Showing Stories with Moral Values Write an Essay/poem on the topic : 'India-The Next Global Destination'	F.A.-II Task Interdisciplinary Project (Group) (Continued)
September	SUMMATIVE ASSESSMENT - I					
Month	Literature Reader	Workbook/ Composition		Three Men in a Boat	A/V Experience	F.A. - Task
October	Poetry-5 The Seven Ages Prose-3 The Man Who Knew Too Much	Work Book Unit-5 Connectors Unit-6 The Passive Composition Debate Writing	Unit – 5: Mystery	Chapter – 11 to 13	Video Showing Mystery of Bermuda Triangle Activity: Role play depicting the stages of life (Group Activity).	F.A.-III Task-1 Individual Activity (Creative Writing-Writing Stories) Task -2 Pen Paper test (Literature Based)
November	Prose-4 Keeping it from Harold	Unit-7 Reported Speech Composition Speech Writing Story Writing	Unit- 6: Children	Chapter- 14 to 16	Video Showing We are the world Activity: Read other novels\stories written by Jerome K. Jerome.	Task-3 Group activity (Role Play on MCB unit-4 & 5) Task-4 H.W. and C.W. (includes timely submission of notebooks for correction and maintenance of note book)

Month	Literature Reader	Workbook/ Composition	MCB for Class IX	Three Men in a Boat	A/V Experience and Activity	F.A. - Task
December	Prose-5 Best Seller Poetry-6 Oh, I Wish I'd Looked After My Teeth	Unit-8 Preposition	Unit – 7: Sports and Games	Chapter- 17 to 19	Video Showing Unforgettable moments - Football	F.A.-IV Inter Disciplinary Project (Individual)
January	Drama-2 The Bishop's Candlesticks	Workbook Revision		Revision	Video Showing Stories with moral values	F.A.-IV Inter Disciplinary Project (Individual) (Continued)
February	REVISION FOR SUMMATIVE ASSESSEMENT – II					
March	SUMMATIVE ASSESSEMENT – II					

कक्षा 9 व 10 में मातृभाषा के रूप में हिंदी का उद्देश्य:

- ⊙ कक्षा आठ तक अर्जित भाषिक कौशलों (सुनना, बोलना, पढ़ना, लिखना और चिंतन) का उत्तरोत्तर विकास।
- ⊙ सृजनात्मक साहित्य के आलोचनात्मक आस्वाद की क्षमता का विकास।
- ⊙ स्वतंत्र और मौखिक रूप से अपने विचारों की अभिव्यक्ति का विकास।
- ⊙ ज्ञान के विभिन्न अनुशासनों के विमर्श की भाषा के रूप में हिंदी की विशिष्ट प्रकृति एवं क्षमता का बोध कराना।
- ⊙ साहित्य की प्रभावकारी क्षमता का उपयोग करते हुए सभी प्रकार को विविधताओं (राष्ट्रीयताओं, धर्म, लिंग, भाषा) के प्रति सकारात्मक और संवेदनशील रवैये का विकास।
- ⊙ जाति, धर्म, लिंग, राष्ट्रीयताओं, क्षेत्र आदि से संबंधित पूर्वाग्रहों के चलते बनी रूढ़ियों की भाषिक अभिव्यक्तियोंके प्रति सजगता।
- ⊙ विदेशी भाषाओं समेत गैर हिंदी भाषाओं की संस्कृति की विविधता से परिचय।
- ⊙ व्यावहारिक और दैनिक जीवन में विविध किस्म की अभिव्यक्तियों की मौखिक व लिखित क्षमता का विकास।
- ⊙ संचार माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी की प्रकृति से अवगत कराना और नए-नए तरीके से प्रयोग करने की क्षमता से परिचय।
- ⊙ सघन विश्लेषण, स्वतंत्र अभिव्यक्ति और तर्क क्षमता का विकास।
- ⊙ अमूर्तन की पूर्व अर्जित क्षमताओं का उत्तरोत्तर विकास।
- ⊙ भाषा में मौजूद हिंसा की संरचनाओं की समझ का विकास।
- ⊙ मतभेद, विरोध और टकराव की परिस्थितियों में भी भाषा के संवेदनशील और तर्कपूर्ण इस्तेमाल से शांतिपूर्णसंवाद की क्षमता का विकास।
- ⊙ भाषा की समावेशी और बहुभाषिक प्रकृति के प्रति ऐतिहासिक नज़रिए का विकास।
- ⊙ शारीरिक और अन्य सभी प्रकार की चुनौतियों का सामना कर रहे बच्चों में भाषिक क्षमताओं के विकास की उनकी अपनी विशिष्ट गति और प्रतिभा की पहचान।

हिंदी - Formative Assessment

श्रवण व वाचन संबंधी योग्यताएं

श्रवण(सुनना) कौशल

- ⊙ वर्णित या पठित सामग्री, वार्ता, भाषण, परिचर्चा, वार्तालाप, वाद-विवाद, कविता-पाठ आदि का सुनकर अर्थग्रहण करना, मूल्यांकन करना और अभिव्यक्ति के ढंग को जानना।
- ⊙ वक्तव्य के भाव, विनोद, व उसमें निहित संदेश, व्यंग आदि को समझना।
- ⊙ वैचारिक मतभेद होने पर भी वक्ता की बात को ध्यानपूर्वक, धैर्यपूर्वक व शिष्टाचारानुकूल प्रकार से सुनना व वक्ता के दृष्टिकोण को समझना।
- ⊙ ज्ञानार्जन, मनोरंजन व प्रेरणा ग्रहण करने हेतु सुनना।
- ⊙ वक्तव्य का आलोचनात्मक विश्लेषण कर सुनकर उसका सार ग्रहण करना।

श्रवण (सुनना) का मूल्यांकन

परीक्षक किसी प्रासंगिक विषय पर एक अनुच्छेद का स्पष्ट वाचन करेगा। अनुच्छेद तथ्यात्मक या सुझावात्मक हो सकता है। अनुच्छेद लगभग 150 शब्दों का होना चाहिए। परीक्षक को सुनते-सुनते परीक्षार्थी अलग कागज़ पर दिए हुए श्रवण बोधन के अभ्यासों को हल कर सकेंगे। अभ्यास रिक्त स्थान पूर्ति, बहुविकल्पी अथवा सत्य /असत्य का चुनाव आदि विधाओं में हो सकते हैं।

वाचन (बोलना) कौशल

- ⊕ बोलते समय भली प्रकार उच्चारण करना गति, लय, आरोह-अवरोह उचित बलाघात व अनुतान सहित बोलना,सस्वर कविता-वाचन, कथा-कहानी अथवा घटना सुनाना।
- ⊕ आत्मविश्वास, सहजता व धाराप्रवाह बोलना, कार्यक्रम-प्रस्तुति।
- ⊕ भावों का सम्मिश्रण जैसे हर्ष, विषाद, विस्मय, आदर आदि को प्रभावशाली रूप से व्यक्त करना, भावानुकूलसंवाद-वाचन।
- ⊕ औपचारिक व अनौपचारिक भाषा में भेद कर सकने में कुशल होना व प्रतिक्रियाओं को नियंत्रित व शिष्ट भाषामें प्रकट करना।
- ⊕ मौखिक अभिव्यक्ति को क्रमबद्ध, प्रकरण की एकता सहित व यथासंभव संक्षिप्त रखना।
- ⊕ स्वागत करना, परिचय करना, धन्यवाद देना, भाषण, वाद-विवाद, कृतज्ञता ज्ञापन, संवेदना व बधाई इत्यादिमौखिक कौशलों का उपयोग।
- ⊕ मंच भय से मुक्त होकर प्रभावशाली ढंग से 5-10 मिनट तक भाषण देना।

वाचन (बोलना) का परीक्षण

- ⊕ **चित्रों के क्रम पर आधारित वर्णन** :इस भाग में अपेक्षा की जाएगी कि परीक्षार्थी विवरणात्मक भाषा का प्रयोगकरें।
- ⊕ **किसी चित्र का वर्णन** : (चित्र लोगों या स्थानों के हो सकते हैं)।
- ⊕ किसी निर्धारित विषय पर बोलना, जिससे वह अपने व्यक्तिगत अनुभव का प्रत्यास्मरण कर सके।
- ⊕ कोई कहानी सुनाना या किसी घटना का वर्णन करना।

कौशलों के अंतरण का मूल्यांकन के लिए मापक्रम

श्रवण (सुनना)		वाचन (बोलना)	
1	विद्यार्थी में परिचित संदर्भों में प्रयुक्त शब्दों और पदों को समझने की सामान्य योग्यता है, किन्तु सुसंबद्ध आशय को नहीं समझ पाता।	1	शिक्षार्थी केवल अलग-अलग शब्दों और पदों के प्रयोग की योग्यता प्रदर्शित करता है किन्तु एक सुसंबद्ध स्तर पर नहीं बोल सकता।
2	छोटे सुसंबद्ध कथनों को परिचित संदर्भों में समझने की योग्यता है।	2	परिचित संदर्भों में केवल छोटे सुसंबद्ध कथनों का सीमित शुद्धता से प्रयोग करता है।
3	परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है। अशुद्धियाँ करता है जिससे प्रेषण में रुकावट आती है।	3	अपेक्षित दीर्घ भाषण में अधिक जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है अभी भी कुछ अशुद्धियाँ करता है। जिससे प्रेषण में रुकावट आती है।
4	दीर्घ कथनों की शृंखला को पर्याप्त शुद्धता से समझता है और निष्कर्ष निकाल सकता है।	4	अपरिचित स्थितियों में विचारों को तार्किक ढंग से संगठित कर धारा प्रवाह रूप में प्रस्तुत कर सकता है। ऐसी गलतियाँ करता है जिनसे प्रेषण में रुकावट नहीं आती।
5	जटिल कथनों के विचार-बिंदुओं को समझने की योग्यता प्रदर्शित करता है, उद्देश्य के अनुकूल सुनने की कुशलता प्रदर्शित करता है।	5	उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है, केवल मामूली गलतियाँ करता है।

पठन कौशल

पठन क्षमता का मुख्य उद्देश्य ऐसे व्यक्तियों का निर्माण करने में निहित है जो स्वतंत्र रूप से चिन्तन कर सकें तथा जिनमें नकेवल अपने स्वयं के ज्ञान का निर्माण की क्षमता हो अपितु वे इसका आत्मावलोकन भी कर सकें।

- ⊕ सरसरी दृष्टि से पढ़ पाठ का केंद्रीय विचार ग्रहण कर लेना।
- ⊕ एकाग्र चित्त हो एक अभीष्ट गति के साथ मौन पठन करना।
- ⊕ पठित सामग्री पर अपनी प्रतिक्रिया प्रकट कर सकना।
- ⊕ भाषा, विचार एवं शैली की सराहना कर सकना।
- ⊕ साहित्य के प्रति अभिरुचि का विकास करना।
- ⊕ संदर्भ के अनुसार शब्दों के अर्थ-भेदों को पहचान लेना।
- ⊕ किसी विशिष्ट उद्देश्य को ध्यान में रखते हुए तत्सम्बन्धी विशेष स्थल को पहचान लेना।
- ⊕ पठित सामग्री के विभिन्न अंशों का परस्पर संबंध समझना।
- ⊕ पठित अनुच्छेदों के शीर्षक एवं उपशीर्षक देना।
- ⊕ कविता के प्रमुख उपादान तुक, लय, यति आदि से परिचित होना।

लिखने की योग्यताएं

- ⊕ लिपि के मानक रूप का ही व्यवहार करना।
- ⊕ विराम-चिन्हों का सही प्रयोग करना।
- ⊕ लेखन के लिए सक्रिय (व्यवहारोपयोगी) शब्द भंडार की वृद्धि करना।
- ⊕ प्रभावपूर्ण भाषा तथा लेखन-शैली का स्वाभाविक रूप से प्रयोग करना।
- ⊕ उपयुक्त अनुच्छेदों में बाँटकर लिखना।
- ⊕ प्रार्थना पत्र, निमंत्रण पत्र, बधाई पत्र, संवेदना पत्र, आदेश पत्र, एस. एम. एस. आदि लिखना, तार लिखना और विविध प्रपत्रों को भरना ।
- ⊕ विविध स्रोतों से आवश्यक सामग्री एकत्र कर अभीष्ट विषय पर निबन्ध लिखना।
- ⊕ देखी हुई घटनाओं का वर्णन करना और उन पर अपनी प्रतिक्रिया प्रकट करना।
- ⊕ पढ़ी हुई कहानी को संवाद में परिवर्तित करना और संवाद को कहानी में।
- ⊕ समारोहों और गोष्ठियों की सूचना और प्रतिवेदन तैयार करना।
- ⊕ सार, संक्षेपीकरण, भावार्थ लिखना।
- ⊕ गद्य एवं पद्य अवतरणों की व्याख्या लिखना।
- ⊕ स्वानुभूत विचारों और भावनाओं का स्पष्ट, सहज और प्रभावशाली ढंग से अभिव्यक्त करना।
- ⊕ क्रमबद्धता और प्रकरण की एकता बनाए रखना।
- ⊕ अभिव्यक्ति में सौष्टव एवं संक्षिप्तता का ध्यान रखना।
- ⊕ लिखने में मौलिकता और सर्जनात्मकता लाना

रचनात्मक अभिव्यक्ति

● वाद - विवाद

विषय - शिक्षक विषय का चुनाव स्वयं करें।

आधार बिंदु - तार्किकता, भाषण कला, अपनी बात अधिकारपूर्वक कहना।

● कवि सम्मलेन

पाठ्यपुस्तक में संकलित कविताओं के आधार पर कविता पाठ

या

मौलिक कविताओं की रचना कर कवि सम्मेलन या अंत्याक्षरी

आधार बिंदु

- अभिव्यक्ति
- गति, लय, आरोह-अवरोह सहित कविता वाचन
- मंच पर बोलने का अभ्यास / या मंच भय से मुक्ति

❖ कहानी सुनाना / कहानी लिखना या घटना का वर्णन / लेखन

आधार बिंदु

- संवाद - भावानुकूल, पात्रानुकूल

- घटनाओं का क्रमिक विवरण
- प्रस्तुतीकरण
- उच्चारण
- **परिचय देना और परिचय लेना** - पाठ्य पुस्तक के पाठों से प्रेरणा लेते हुए आधुनिक तरीके से किसीनए मित्र से संवाद स्थापित करते हुए अपना परिचय सरल शब्दों में देना तथा उसके विषय में जानकारीप्राप्त करना।
- **अभिनय कला** - पाठों के आधार पर विद्यार्थी अपनी अभिनय प्रतिभा का प्रदर्शन कर भाषा में संवादों कीअदायगी का प्रभावशाली प्रयोग कर सकते हैं, नाटक एक सामूहिक क्रिया है । अतः नाटक के लेखन, निर्देशन संवाद, अभिनय, भाषा व उद्देश्य इत्यादि को देखते हुए शिक्षक स्वयं अंकों का निर्धारण कर सकता है।
- **आशु भाषण** - विद्यार्थियों की अनुभव परिधि से संबंधित विषय।
- **सामूहिक चर्चा** - विद्यार्थियों की अनुभव परिधि से संबंधित विषय।

मूल्यांकन के संकेत बिन्दुओं का विवरण

प्रस्तुतीकरण

- आत्मविश्वास
- हाव-भाव के साथ
- प्रभावशाली प्रस्तुति
- तार्किकता
- स्पष्टता

विषय वस्तु

- विषय की सही अवधारणा
- तर्क सम्मत

भाषा

- शब्द चयन व स्पष्टता, स्तर और अवसर के अनुकूल हों ।

उच्चारण

- स्पष्ट उच्चारण, सही अनुतान, आरोह-अवरोह पर अधिक बल देना चाहिए ।

इस अवस्था पर बल दिए जाने योग्य कुछ जीवन मूल्य

- सच्चाई, आत्म-अनुशासन
- सहकारिता, सहानुभूति
- न्याय, समानता
- पहल, नेतृत्व
- ईमानदारी, निष्ठा
- जनतांत्रिकता, देशभक्ति
- उत्तरदायित्व की भावना

हिंदी पाठ्यक्रम -अ 'कोड संख्या(002)

कक्षा नौवी हिंदी अ- 'संकलित परीक्षाओं हेतु पाठ्यक्रम विनिर्देशन 2016-2017

संकलित परीक्षा- 1 (भार 30%)(अप्रैल - सितम्बर) हेतु भार विभाजन				
		विषय वस्तु	उप भार	कुल भार
1		पठन कौशल गद्यांश व काव्यांश पर शीर्षक का चुनाव, विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर बहुविकल्पी प्रश्न		
	(अ)	दो अपठित गद्यांश (100 से 150 शब्दों के) (1X10)	10	20
	(ब)	दो अपठित काव्यांश (100 से 150 शब्दों के) (1X10)	10	
2		व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न (1 X 15)	15	15
3		पाठ्यपुस्तक क्षितिज भाग-1 व पूरकपाठ्यपुस्तक कृतिका भाग-1		
	(अ)	गद्य खण्ड	15	35
		1 क्षितिज से निर्धारित पाठों में से गद्यांश के आधार पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न। (2+2+1)	05	
		2 क्षितिज से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन व मनन क्षमताओं का आंकलन करने हेतु प्रश्न। (2X5)	10	
	(ब)	काव्य खण्ड	15	
		1 काव्यबोध व काव्य पर स्वयं की सोच की परख करने हेतु क्षितिज से निर्धारित कविताओं में से काव्यांश के आधार पर प्रश्न। (2+2+1)	05	
		2 क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु प्रश्न। (2X5)	10	
	(स)	पूरक पाठ्यपुस्तक कृतिका भाग-1	05	
		पूरक पुस्तिका 'कृतिका' के निर्धारित पाठों पर आधारित एक मूल्य परकप्रश्न पूछा जाएगा। इस प्रश्न का कुल भार पांच अंक होगा। ये प्रश्न विद्यार्थियों के पाठ पर आधारित मूल्यों के प्रति उनकी संवेदनशीलता को परखने के लिए होगा। (5X1)		
4		लेखन		
	(अ)	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत बिन्दुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 200 से 250 शब्दों में किसी एक विषय पर निबंध। (10X1)	10	20
	(ब)	अभिव्यक्ति की क्षमता पर केन्द्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर पत्र। (5X1)	05	
	(स)	किसी एक विषय पर 'प्रतिवेदन'। (5X1)	05	
		कुल		90

हिंदी पाठ्यक्रम -अ 'कोड संख्या(002)

कक्षा नौवी हिंदी अ- 'संकलित परीक्षाओं हेतु पाठ्यक्रम विनिर्देशन 2016-2017

संकलित परीक्षा- 2 (भार 30%)(अक्टूबर - मार्च) हेतु भार विभाजन				
		विषय वस्तु	उप भार	कुल भार
1		पठन कौशल गद्यांश व काव्यांश पर शीर्षक का चुनाव, विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर बहुविकल्पी प्रश्न		20
	(अ)	एक अपठित गद्यांश (100 से 150 शब्दों के) (1x10)	05	
	(ब)	एक अपठित काव्यांश (100 से 150 शब्दों के) (1x10)	05	
	(स)	मुक्त पाठ्यवस्तु पर आधारित 2-5 दीर्घ / लघु प्रश्न (5+5)	10	
2		व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न (1 x 15)	15	15
3		पाठ्यपुस्तक क्षितिज भाग-1 व पूरकपाठ्यपुस्तक कृतिका भाग-1		
	(अ)	गद्य खण्ड	15	
		1 क्षितिज से निर्धारित पाठों में से गद्यांश के आधार पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न। (2+2+1)	05	
		2 क्षितिज से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन व मनन क्षमताओं का आंकलन करने हेतु प्रश्न। (2x5)	10	
	(ब)	काव्य खण्ड	15	
		1 काव्यबोध व काव्य पर स्वयं की सोच की परख करने हेतु क्षितिज से निर्धारित कविताओं में से काव्यांश के आधार पर प्रश्न। (2+2+1)	05	35
		2 क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु प्रश्न। (2x5)	10	
	(स)	पूरक पाठ्यपुस्तक कृतिका भाग-1	05	
		पूरक पुस्तिका 'कृतिका' के निर्धारित पाठों पर आधारित एक मूल्य परक प्रश्न पूछा जाएगा। इस प्रश्न का कुल भार पांच अंक होगा। ये प्रश्न विद्यार्थियों के पाठ पर आधारित मूल्यों के प्रति उनकी संवेदनशीलता को परखने के लिए होगा। (5x1)		
4		लेखन		
	(अ)	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत बिन्दुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 200 से 250 शब्दों में किसी एक विषय पर निबंध। (10x1)	10	20
	(ब)	अभिव्यक्ति की क्षमता पर केन्द्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर पत्र। (5x1)	05	
	(स)	किसी एक विषय पर 'प्रतिवेदन'। (5x1)	05	
		कुल		90

संकलित परीक्षा 1	30%
संकलित परीक्षा 2	30%
फॉरमेटिव परीक्षा एफ.ए. - 1(भार 10%), अंतर्विषय रचनात्मक कार्य (भार 10%) एफ.ए. - 3(भार 10%), एफ.ए. - 4 (भार 10%)	40%
कुल भार	100%

(मूल्यपरक प्रश्न पूरक पाठ्य पुस्तक पर आधारित होगा |इसके लिए 5 अंक निर्धारित हैं |)

टिप्पणी:

1. संकलित परीक्षाओं का कुल भार 60 प्रतिशत तथा फॉरमेटिव परीक्षाओं का कुल भार 40 प्रतिशत होगा। फॉरमेटिव परीक्षाओं के 40 प्रतिशत में से प्रत्येक सत्र में 5 प्रतिशत भाग (संपूर्ण वर्ष में 10 प्रतिशत) श्रवण व वाचन कौशलों के परीक्षण हेतु आरक्षित होगा। शेष 30 प्रतिशत फॉरमेटिव मूल्यांकन, पाठ्यचर्या के अन्य अंगों जैसे पठन, लेखन, व्याकरण, पाठ्यपुस्तक व पूरक पाठ्यपुस्तक, पर आधारित होगा। इसमें बोलने, सुनने, लिखने व बोध पर आधारित मौखिक, लिखित अथवा कार्यकलापों पर आधारित परीक्षण किया जा सकता है |
2. संकलित परीक्षा एक (एस-1) 90 अंकों की होगी। 90 अंकों को मूल्यांकन के पश्चात 30 अंकों में से परिवर्तित कर लिया जाएगा तदुपरांत ग्रेड का निर्धारण किया जाएगा तथा संकलित परीक्षा दो (एस-2) 90 अंकों की होगी व 90 अंकों को मूल्यांकन के पश्चात 30 अंकों में से परिवर्तित करने के उपरांत ग्रेड का निर्धारण किया जाएगा।

कक्षा नौवीं हिन्दी 'अ'- संकलित एवं फॉरमैटिव परीक्षाओं हेतु पाठ्यक्रम का विभाजन
(2016-2017)

क्र.स.	पाठ्य पुस्तक	प्रथम सत्र (अप्रैल से सितम्बर)			द्वितीय सत्र (अक्टूबर से मार्च)		
		FA 1 10	FA 2 IDP 10	SA-I 30	FA 3 10	FA4/ IDP 10	SA-II 30
क्षितिज भाग-1 गद्य खण्ड							
1	प्रेमचंद - दो बैलों की कथा	✓		✓			
2	राहुल सांकृत्यायन - ल्हासा की ओर	✓		✓			
3	श्यामचरण दुबे - उपभोक्तावाद की संस्कृति		✓	✓			
4	जाबिर हुसैन - साँवले सपनों की याद		✓	✓			
5	चपला देवी - नाना साहब की पुत्री देवी मैना को भस्म कर दिया गया				✓		✓
6	हरिशंकर परसाई - प्रेमचंद के फटे जूते				✓		✓
7	महादेवी वर्मा - मेरे बचपन के दिन						✓
8	हज़ारीप्रसाद द्विवेदी - एक कुत्ता और एक मैना						✓
काव्य खंड		FA 1 10	FA 2 IDP 10	SA-I 30	FA 3 10	FA4/ IDP 10	SA-II 30
9	कबीर - साखियाँ एवं सबद	✓		✓			
10	ललद्यद - वाख	✓		✓			
11	रसखान - सवैये		✓	✓			
12	माखनलाल चतुर्वेदी - कैदी और कोकिला		✓	✓			
13	सुमित्रानंदन पंत - ग्राम श्री		✓	✓			
14	केदारनाथ अग्रवाल - चंद्र गहना से लौटती बेर				✓		✓
15	सर्वेश्वर दयाल सक्सेना - मेघ आए				✓		✓
16	चंद्रकांत देवताले - यमराज की दिशा						✓
17	राजेश जोशी - बच्चे काम पर जा रहे हैं						✓

क्र.स.	पाठ्य पुस्तक	प्रथम सत्र (अप्रैल से सितम्बर)			द्वितीय सत्र (अक्तूबर से मार्च)		
		FA 1 10	FA 2 IDP 10	SA-I 30	FA 3 10	FA4/ IDP 10	SA-II 30
कृतिका पूरक पाठ्य पुस्तक							
1	फणीश्वरनाथ रेणु - इस जल प्रलय में	✓		✓			
2	मृदुला गर्ग - मेरे संग की औरतें		✓	✓			
3	जगदीश चन्द्र माथुर - रीढ़ की हड्डी				✓		✓
4	माटी वाली - विद्यासागर नौटियाल				✓		✓
5	शमशेर बहादुर सिंह - किस तरह आखिरकार मैं हिन्दी में आया						✓
व्याकरण		FA 1 10	FA 2 IDP 10	SA-I 30	FA 3 10	FA4/ IDP 10	SA-II 30
1	शब्द निर्माण उपसर्ग - 2 अंक प्रत्यय - 2 अंक समास - 3 अंक	✓		✓	✓		✓
2	अर्थ की दृष्टि से वाक्य भेद - 4 अंक		✓	✓			✓
3	अलंकार - 4 अंक (शब्दालंकार अनुप्रास, यमक, श्लेष) (अर्थालंकार उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, मानवीकरण)	✓	✓	✓	✓		✓
4	अपठित गद्यांश (5+5=10 अंक)			✓			✓
5	अपठित काव्यांश (5+5=10 अंक)			✓			✓
6	पत्र लेखन (5 अंक)	✓		✓			✓
7	निबंध लेखन (10 अंक)			✓	✓		✓
8	प्रतिवेदन (5 अंक)		✓	✓			✓

निर्धारित पुस्तकें:

1. पाठ्य पुस्तक क्षितिज भाग-1 (कक्षा- नौवीं हेतु)
2. पूरक पुस्तक कृतिका-भाग-1 (कक्षा- नौवीं हेतु)

टिप्पणी:

1. फॉरमेटिव मूल्यांकन का अभिप्राय अधिगम के मूल्यांकन से है। इसलिए विद्यालय उपर्युक्त विभाजन का अपनी सुविधानुसार उपयोग कर सकते हैं।
2. फॉरमेटिव मूल्यांकन से संबंधित सभी कार्यक्रमलाप जैसे विभिन्न प्रकार के शैक्षिक खेल, पहेली, प्रतियोगिता, परियोजना (Project), भूमिका निर्वहन (Roleplay), कहानी लेखन, नाट्य रचनांतरण (Dramatisation), आदि कक्षा में अथवा विद्यालय में करवाये जाने वाले कार्यक्रमलाप हैं। यदि कोई ऐसा कार्यक्रमलाप है जिसमें विद्यालय से बाहर जाकर कार्य करने की आवश्यकता पड़ती है तो ऐसी स्थिति में यह कार्य शिक्षिका, के पर्यवेक्षण व मार्गदर्शन में होने चाहिए।

प्रश्नपत्र का प्रश्नानुसार विश्लेषण एवं प्रारूप

कक्षा-नौवीं हिन्दी पाठ्यक्रम-अ

समय: 3 घण्टे

संकलित परीक्षा (प्रथम)

अधिकतम अंक : 90

क्र.	प्रश्नों का प्रारूप	दक्षता परीक्षण/ अधिगम परिणाम	बहु विकल्पीय 1 अंक	अति लघूत्तरात्मक 1 अंक	लघूत्तरात्मक 2 अंक	निबंधात्मक 5 अंक	निबंधात्मक - 110 अंक	कुल योग
(क)	अपठित बोध	अवधारणात्मक बोध, अर्थग्रहण, अनुमान लगाना, विश्लेषण करना, शब्दज्ञान व भाषिक कौशल	20					20
(ख)	व्यावहारिक व्याकरण	व्याकरणिक सरंचनाओं का बोध और प्रयोग, विश्लेषण एवं भाषिक कौशल		15				15
(ग)	पाठ्यपुस्तक	प्रत्यास्मरण, अर्थग्रहण (भावग्रहण), लेखक के मनोभावो को समझना शब्दों का प्रसंगानुकूल अर्थ समझना, आलोचनात्मक चिंतन, तार्किकता, सराहना, साहित्यिक परंपराओं के परिप्रेक्ष में मूल्यांकन, विश्लेषण, सृजनात्मकता, कल्पनाशीलता, कार्य-कारण संबंध स्थापित करना, साम्यता एवं अंतरों की पहचान, अभिव्यक्ति में मौलिकता एवं जीवन मूल्यों की पहचान।		2	14	1		35
(घ)	रचनात्मक लेखक (लेखन कौशल)	संकेत बिंदुओं का विस्तार, अपने मत की अभिव्यक्ति, सांदाहरण समझाना, औचित्य निर्धारण, भाषा में प्रवाहमयता, सटीक शैली, उचित प्रारूप का प्रयोग, अभिव्यक्ति की मौलिकता, सृजनात्मकता एवं तार्किकता				2	1	20
		कुल	1 x 20 = 20	1 x 17 = 17	2 x 14 = 28	5 x 3 = 15	10 x 1 = 10	90

प्रश्नपत्र का प्रश्नानुसार विश्लेषण एवं प्रारूप

कक्षा-नौवीं हिन्दी पाठ्यक्रम-अ

संकलित परीक्षा (द्वितीय)

समय: 3 घण्टे

अधिकतम अंक : 90

क्र.	प्रश्नों का प्रारूप	दक्षता परीक्षण/ अधिगम परिणाम	बहु विकल्पीय 1 अंक	अति लघूत्तरात्मक 1 अंक	लघूत्तरात्मक 2 अंक	निबंधात्मक 5 अंक	निबंधात्मक - 110 अंक	कुल योग
(क)	अपठित बोध मुक्त पाठ्य पुस्तक	अवधारणात्मक बोध, अर्थग्रहण, अनुमान लगाना, विश्लेषण करना, शब्दज्ञान व भाषिक कौशल 5x2	10			2		20
(ख)	व्यावहारिक व्याकरण	व्याकरणिक सरंचनाओं का बोध और प्रयोग, विश्लेषण एवं भाषिक कौशल		15				15
(ग)	पाठ्यपुस्तक	प्रत्यास्मरण, अर्थग्रहण (भावग्रहण), लेखक के मनोभावों को समझना शब्दों का प्रसंगानुकूल अर्थ समझना, आलोचनात्मक चिंतन, तार्किकता, सराहना, साहित्यिक परंपराओं के परिप्रेक्ष्य में मूल्यांकन, विश्लेषण, सृजनात्मकता, कल्पनाशीलता, कार्य-कारण संबंध स्थापित करना, साम्यता एवं अंतरों की पहचान, अभिव्यक्ति में मौलिकता एवं जीवन मूल्यों की पहचान।		2	14	1		35
(घ)	रचनात्मक लेखक (लेखन कौशल)	संकेत बिंदुओं का विस्तार, अपने मत की अभिव्यक्ति, सांदाहरण समझाना, औचित्य निर्धारण, भाषा में प्रवाहमयता, सटीक शैली, उचित प्रारूप का प्रयोग, अभिव्यक्ति की मौलिकता, सृजनात्मकता एवं तार्किकता				2	1	20
		कुल	1 x 10 = 10	1 x 17 = 17	2 x 14 = 28	5 x 5 = 25	10 x 1 = 10	90

टिप्पणी: कक्षा नौवीं के लिए संकलित परीक्षा-2 के प्रश्नपत्र में मुक्त पाठ्य के आकलन हेतु 2 प्रश्न (2x5) सम्मिलित किये जायेंगे। जो कुल 10 अंक के होंगे। विद्यार्थियों को मामलों के अध्ययन (केस स्टडीज़) पहले ही से उपलब्ध करवाए जायेंगे। केस स्टडीज़ विद्यार्थियों की विश्लेषणात्मक व उच्च स्तरीय चिंतन कौशलों के परीक्षण हेतु बनाई जाएंगी। मुक्त पाठ्य की कसे स्टडीज़ 'महिला सशक्तिकरण' एवं 'पर्यावरण संरक्षण' विषय (थीम) पर केन्द्रित होगी।

पाठ्यक्रम-विभाजन कक्षा - नोर्वी

(सत्र : 2016-2017)

माह	पुस्तक नाम एवं पाठ नाम	रचनात्मक कार्य व द्रश्य , श्रव्य सामग्री	इकाई परीक्षा (पाठ्यक्रम)
अप्रैल	क्षितिज (1) दो बैलों की कथा (9) सखियाँ, सबद (10) वाख व्याकरण: अलंकार, उपसर्ग, प्रत्यय, समास	<ul style="list-style-type: none"> वन्य जीवों के संरक्षण पर आधारित चित्र या वीडियो कबीर के दोहों का वीडियो विभिन्न मुद्राओं के चेहरे चित्र या पीपीटी प्रदर्शन मान सरोवर कर्मभूमि निर्मला, सेवासदन आदि पुस्तक पठन दोहा वाचना 	FA I <ul style="list-style-type: none"> टास्क1-प्रेमचंद द्वारा रचित किसी कहानी पर नाट्य मंचन टास्क 2- दोहा वाचन
मई एवं जून	कृतिका (1) इस जल प्रलय मे व्याकरण: उपसर्ग, प्रत्यय, समास क्षितिज (2) लहासा की ओर (3) उपभोक्ता वाद की संस्कृति व्याकरण : पत्र, निबंध, अनुच्छेद	<ul style="list-style-type: none"> जंक फूड की हानियाँ विषय पर वीडियो क्लिपिंग बाढ़ पर आधारित वीडियो क्लिपिंग 'तिब्बती समाज की विशेषताएं' से सम्बन्धित कार्य प्रपत्र पानी पर आधारित मुहावरे 	<ul style="list-style-type: none"> टास्क 3- लिखित परीक्षा क्षितिज (1,9) टास्क 4- गृहकार्य एवम् कक्षा कार्य अवलोकन सुव्यवस्थित लेखन पुस्तिका जांच कार्य की नियमितता
जुलाई	क्षितिज (11) सवैये (4) सांवले सपनो की याद (12) कैदी और कोकिला (13) व्याम श्री कृतिका (2) मेरे संग की औरतें	<ul style="list-style-type: none"> श्री कृष्ण बाल लीला पर आधारित वीडियो क्लिप्स किसी स्वतंत्रता सेनानी की फिल्म (आनंदमठ ,शहीद भगत सिंह, सुभाषचंद्रबाँस) कृष्ण के बालरूप के अन्य पद या सवैये संचित करो जो पुस्तक में नाहो, पाठ में आये पर्यायवाची शब्द, प्रसिद्ध स्वतंत्रता सेनानियों की सूची चित्र सहित अलबम बनाएँ 	
अगस्त	व्याकरण (2) अर्थ की दृष्टि से वाक्य भेद, प्रतिवेदन, अलंकार क्षितिज, कृतिका पुनरावृत्ति	व्याकरण प्रपत्र दोहराई	FA II अंतर्विषय रचनात्मक कार्य (सामूहिक)

माह	पुस्तक नाम एवं पाठ नाम	रचनात्मक कार्य व द्रश्य , श्रव्य सामग्री	इकाई परीक्षा (पाठ्यक्रम)										
सितम्बर	प्रथम सत्रीय परीक्षा												
अक्टूबर	क्षितिज (5) नाना साहब की पुत्री मैना को भस्म कर दिया गया (6) प्रेमचंद के फटे जूते	<ul style="list-style-type: none"> पक्षियों की आवाज पर आधारित ऑडियो विभिन्न पक्षियों के चित्र पीपीटी पर दिखाए जायेंगे, अपने जीवन के सपने की अभिव्यक्ति, पर्यटक स्थलों के नाम, 1857 की क्रांति के क्रांतिकारियों से सम्बंधित वीडियो क्लिपिंग। वर्ग पहेली कार्यप्र पत्र <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>गो</td> <td>कु</td> <td>ल</td> <td></td> <td></td> </tr> <tr> <td>ब</td> <td>गो</td> <td>गा</td> <td></td> <td></td> </tr> </table>	गो	कु	ल			ब	गो	गा			FA III टास्क -1 लिखित परीक्षा टास्क -2 वीर रस पर आधारित कविता वाचन टास्क -3 गृहकार्य एवम् कक्षा कार्य अवलोकन <ul style="list-style-type: none"> सुव्यवस्थित लेखन पुस्तिका जांच कार्य की
गो	कु	ल											
ब	गो	गा											
नवम्बर	क्षितिज (14) चंद्र गहना से लौटती बेर (15) मेघ आये कृतिका (3) रीढ़ की हड्डी	<ul style="list-style-type: none"> गांव के प्राकृतिक सौंदर्य को दर्शाते हुए कुछ वीडियो क्लिपिंग या चित्र। गांव की वेशभूषा, शिक्षा, प्रगति, पंचायतव परिश्रम आदि विषय पर (प्रश्न मंच) 	टास्क -4 नुक्कड़ नाटिका (स्त्री जीवन)										
दिसम्बर	क्षितिज (7) मेरे बचपन के दिन (8) एक कुता और एक मैना (16) यमराज की दिशा (17) बच्चे काम पर जा रहे हैं कृतिका (4) माटीवाली	<ul style="list-style-type: none"> बालश्रम पर आधारित वीडियो अथवा फिल्म विस्थापना की समस्या पर आधारित वीडियो क्लिपिंग, कोई फिल्म व्यक्ति की पोशाक महत्वपूर्ण है या उसकी उपलब्धि इस विषय पर वाद विवाद वाल श्रम (चर्चा) 	—FA IV अंतर्विषय रचनात्मक कार्य (व्यक्तिगत)										
जनवरी	कृतिका (5) किस तरह आखिरकार मैं हिंदी में आया	हिंदी साहित्यकारों की तस्वीरें	----- -----										
फरवरी	कृतिका क्षितिज व्याकरण पुनरावृत्ति												
मार्च	द्वितीय सत्रीय परीक्षा												

MATHEMATICS (CODE: 041)

Objectives

- The broad objectives of teaching of Mathematics at secondary stage are to help the learners to:
- Consolidate the Mathematical knowledge and skills acquired at the upper primary stage.
- Acquire knowledge and understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles and symbols and underlying processes and skills.
- Develop mastery of basic algebraic skills.
- Develop drawing skills.
- Feel the flow of reason while proving a result or solving a problem.
- Apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method.
- To develop positive ability to think, analyze and articulate logically.
- To develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of gender biases.
- To develop necessary skills to work with modern technological devices such as calculators, computers etc.
- To develop interest in mathematics as a problem-solving tool in various fields for its beautiful structures and patterns etc.
- To develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics.
- To develop interest in the subject by participating in related competitions.
- To acquaint students with different aspects of mathematics used in daily life.
- To develop an interest in students to study mathematics as a discipline.

General Instructions:

- As per CCE guidelines, the syllabus of Mathematics for classes IX and X has been divided term-wise.
- The units specified for each term shall be assessed through both Formative and Summative Assessments.
- In each term, there will be two Formative Assessments, each carrying 10%.
- The Summative Assessment in term I will carry 30% weightage and the Summative Assessment in the II term will carry 30% weightage.
- Listed laboratory activities and projects will necessarily be assessed through Formative Assessments.

**QUESTIONS PAPER DESIGN 2016–17
CLASS–IX**

Mathematics (Code No. 041)		Time: 3 Hours				Marks: 90	
S.No.	Typology of Questions	Very Short Answer (VSA) (1 Mark)	Short Answer-I (SA) (2 Marks)	Short Answer-II (SA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	% Weightage
1.	Remembering - (Knowledge based) Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)	1	2	2	3	23	26%
2.	Understanding- (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	1	4	23	26%
3.	Application (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem)	1	2	3	2	22	24%
4.	High Order Thinking Skills (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources	-	1	4	-	14	16%
5.	Creating, Evaluation and Multi-Disciplinary- (Generating new ideas, product or ways of viewing things. Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values	-	-	-	2*	8	8%
Total		4x1=4	6x2=12	10x3=30	11x4=44	90	100%

Note: The question paper will include a section on Open Text based assessment (questions of 10 marks). The case studies will be supplied to students in advance. These case studies are designed to test the analytical and higher order thinking skills of students.

*One of the LA (4 marks) will be to assess the values inherent in the texts.

MATHEMATICS
COURSE STRUCTURE
(FIRST TERM)
CLASS -IX

First Term

Marks: 90

Units		Marks
I	NUMBER SYSTEMS	12
II	ALGEBRA	25
III	GEOMETRY	37
IV	COORDINATE GEOMETRY	11
V	MENSURATION	
	Total (Theory)	90

COURSE STRUCTURE
(SECOND TERM)
CLASS -IX

Second Term

Marks: 90

Units		Marks
II	ALGEBRA (contd.)	16
III	GEOMETRY (contd.)	38
V	MENSURATION (contd.)	18
VI	STATISTICS	10
VII	PROBABILITY	08
	Total (Theory)	90

PRESCRIBED BOOKS:

1. Mathematics - Textbook for class IX - NCERT Publication.
2. Guidelines for Mathematics Laboratory in Schools, class IX - CBSE Publication
3. A Handbook for Designing Mathematics Laboratory in Schools - NCERT Publication
4. Laboratory Manual - Mathematics, secondary stage - NCERT Publication
5. Mathematics exemplar problems for class IX, NCERT publication.

**Mathematics Curriculum Plan
Session (2016-2017)**

Month	Topics	Sub Topics	A/V Experience & Activities	F.A.-Task
April	Chapter 1 Real Numbers	<ul style="list-style-type: none"> ➤ Review of representation of natural numbers, integers, and rational numbers on the number line. ➤ Representation of terminating / non-terminating recurring decimals, on the number line through successive magnification. ➤ Rational numbers as recurring/terminating decimals. ➤ Examples of non-recurring / non-terminating decimals such as $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$, etc. Existence of non-rational numbers (irrational numbers) such as $\sqrt{2}$, $\sqrt{3}$ and their representation on the number line. ➤ Explaining that every real number is represented by a unique point on the number line and conversely, every point on the number line represents a unique real number. ➤ Rational numbers as recurring/terminating decimals. ➤ Existence of \sqrt{x} for a given positive real number x (visual proof to be emphasized). ➤ Definition of nth root of a real number. ➤ Recall of laws of exponents with integral powers. ➤ Rational exponents with positive real bases (to be done by particular cases, allowing learner to arrive at the general laws.) ➤ Rationalization (with precise meaning) of real numbers of the type (and their combinations) $\frac{1}{a + b\sqrt{x}}$ and $\frac{1}{\sqrt{x} + \sqrt{y}}$, where x and y are natural number and a and b are integers 	Worksheet 'Observe and Answer' (types of numbers and relation between various types of numbers)	F.A.-I Task -1. (Individual activity) Lab Activity - To Make Spiral
	Chapter 2 Polynomials	<ul style="list-style-type: none"> ➤ Definition of a polynomial in one variable, its coefficients, with examples and counter examples, its terms, zeroes of a polynomial. ➤ Degree of a polynomial. ➤ Constant, linear, quadratic and cubic polynomials; monomials, binomials, trinomials. Factors and multiples. ➤ Zeroes/roots of a polynomial / equation ➤ State and motivate the Remainder Theorem with examples and analogy to integers. 		

Month	Topics	Sub Topics	A/V Experience & Activities	F.A.-Task
May	Chapter 2 Polynomials (contd.)	<ul style="list-style-type: none"> ➤ Statement and proof of the Factor Theorem. ➤ Factorization of $ax^2 + bx + c$, $a \neq 0$ where a, b and c are real numbers, and of cubic polynomials using the Factor Theorem ➤ Recall of algebraic expressions and identities. ➤ Verification of identities of the type $(x + y + z)^2 = x^2 + y^2 + z^2 + 2xy + 2yz + 2zx$, $(x \pm y)^3 = x^3 \pm y^3 \pm 3xy(x \pm y)$, $x^3 \pm y^3 = (x \pm y)(x^2 \pm xy + y^2)$, $x^3 + y^3 + z^3 - 3xyz = (x + y + z)(x^2 + y^2 + z^2 - xy - yz - zx)$ and their use in factorization of polynomials. Simple expressions reducible to these polynomials. 	Quiz on 'Polynomials'	Task- 2 Group Activity Quiz on topic real number and polynomials. Task -3 Individual Activity Pen paper test based on polynomials Task -4 CW/HW (Includes timely submission of notebooks for correction and maintenance of note books)
	Chapter 3 Co-ordinate Geometry	<ul style="list-style-type: none"> ➤ The Cartesian plane ➤ Coordinates of a point ➤ Names and terms associated with the coordinate plane ➤ Plotting of points in the plane. 		
June	Chapter 5 Introduction To Euclid's Geometry	<ul style="list-style-type: none"> ➤ History - Geometry in India and Euclid's geometry. ➤ Euclid's method of formalizing observed phenomenon into rigorous mathematics with definitions, common/obvious notions, axioms/postulates and theorems. ➤ The five postulates of Euclid. ➤ Equivalent versions of the fifth postulate. ➤ Showing the relationship between axiom and theorem, for example: (Axiom) 1. Given two distinct points, there exists one and only one line through them. (Theorem) 2. (Prove) Two distinct lines cannot have more than one point in common. 	Video on Euclid's Geometry	

Month	Topics	Sub Topics	A/V Experience & Activities	F.A.-Task
July	Chapter 6 Lines And Angles	<ul style="list-style-type: none"> ➤ (Motivate) If a ray stands on a line, then the sum of the two adjacent angles so formed is 180° and the converse. ➤ (Prove) If two lines intersect, vertically opposite angles are equal. ➤ (Motivate) Results on corresponding angles, alternate angles, interior angles when a transversal intersects two parallel lines. ➤ (Motivate) Lines which are parallel to a given line are parallel. ➤ (Prove) The sum of the angles of a triangle is 180°. ➤ (Motivate) If a side of a triangle is produced, the exterior angle so formed is equal to the sum of the two interior opposite angles 	LAB ACTIVITY Prove that <ul style="list-style-type: none"> ➤ Sum of angles of a triangle is 180°. ➤ Vertically opposite angles are equal 	
	Chapter 7 Triangles	<ul style="list-style-type: none"> ➤ (Motivate) Two triangles are congruent if any two sides and the included angle of one triangle is equal to any two sides and the included angle of the other triangle (SAS Congruence). ➤ (Prove) Two triangles are congruent if any two angles and the included side of one triangle is equal to any two angles and the included side of the other triangle (ASA Congruence). ➤ (Motivate) Two triangles are congruent if three sides of one triangle are equal to three sides of the other triangle (SSS Congruence). ➤ (Motivate) Two right triangles are congruent if the hypotenuse and a side of one triangle are equal (respectively) to the hypotenuse and a side of the other triangle. ➤ (Prove) The angles opposite to equal sides of a triangle are equal. ➤ (Motivate) The sides opposite to equal angles of a triangle are equal. ➤ (Motivate) Triangle inequalities and relation between 'angle and facing side' inequalities in triangles. 	Group Activity on congruency (By paper cutting and pasting)	F.A. – II Inter Disciplinary Project (Group Activity)
August	Chapter 12 Areas	<ul style="list-style-type: none"> ➤ Area of a triangle using Heron's formula (without proof) ➤ Its application in finding the area of a quadrilateral 		
September	SUMMATIVE ASSESSMENT – I			

Month	Topics	Sub Topics	A/V Experience & Activities	F.A.-Task
October	Chapter 4 Linear Equations in Two Variables	<ul style="list-style-type: none"> ➤ Recall of linear equations in one variable. ➤ Introduction to the equation in two variables. ➤ Focus on linear equations of the type $ax + by + c = 0$. ➤ Prove that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they seem to lie on a line. ➤ Graph of linear equations in two variables. ➤ Examples, problems from real life, including problems on Ratio and Proportion and with algebraic and graphical solutions being done simultaneously. 	<p>Group Activity Formation of linear equation from daily life situations</p> <p>Worksheet based on 'Analysis from Graph'</p>	<p>F.A.-III Task- 1: (Individual Activity) Puzzle on Basic Concepts of Linear Equations (Worksheet)</p>
	Chapter 15 Probability	<ul style="list-style-type: none"> ➤ History ➤ Repeated experiments and observed frequency approach to probability. ➤ Focus is on empirical probability. (A large amount of time to be devoted to group and to individual activities to motivate the concept; the experiments to be drawn from real - life situations, and from examples used in the chapter on statistics). 		<p>Task-2 (Group Activity): To find experimental probability by tossing two coins.</p> <p>Task – 3 Pen Paper Test on (i) Linear Equations and (ii) Probability</p>
November	Chapter 11 Constructions	<ul style="list-style-type: none"> ➤ Construction of bisectors of line segments and angles of measure 60°, 90°, 45° etc. ➤ Construction of Equilateral triangles. ➤ Construction of a triangle given its base, sum/difference of the other two sides and one base angle. ➤ Construction of a triangle of given perimeter and base angles. 		

Month	Topics	Sub Topics	A/V Experience & Activities	F.A.-Task
November	Ch-8 Quadrilaterals	<ul style="list-style-type: none"> ➤ (Prove) The diagonal divides a parallelogram into two congruent triangles. ➤ (Motivate) In a parallelogram opposite sides are equal, and conversely. ➤ (Motivate) In a parallelogram opposite angles are equal, and conversely. ➤ (Motivate) A quadrilateral is a parallelogram if a pair of its opposite sides are parallel and equal. ➤ (Motivate) In a parallelogram, the diagonals bisect each other and conversely. ➤ (Motivate) In a triangle, the line segment joining the mid points of any two sides is parallel to the third side and (motivate) its converse. 	Video on 'Parallelograms'	Task -4 CW/HW (Includes timely submission of note books for correction and maintenance of note books)
	Chapter 9 Areas of Parallelograms and Triangles	<ul style="list-style-type: none"> ➤ Review concept of area, recall area of a rectangle. ➤ (Prove) Parallelograms on the same base and between the same parallels have the same area. ➤ (Motivate) Triangles on the same base and between the same parallels are equal in area and its converse 	Lab activity on Parallelograms on the same base and between the same parallels have the same area.	
December	Chapter13 Surface Areas And Volumes	<ul style="list-style-type: none"> ➤ Surface areas and volumes of cubes, cuboids, spheres (including hemispheres) and right circular cylinders/cones 	Demonstration of relation between volume of cylinder and sphere of same radius and same height.	FA -4 Inter Disciplinary Project (Individual Activity)

Month	Topics	Sub Topics	A/V Experience & Activities	F.A.-Task
December	Chapter 10 Circles	<ul style="list-style-type: none"> ➤ Through examples, arrive at definitions of circle, related concepts: radius, circumference, diameter, chord, arc, subtended angle. ➤ (Prove) Equal chords of a circle subtend equal angles at the center and (motivate) its converse. ➤ (Motivate) The perpendicular from the center of a circle to a chord bisects the chord and conversely, the line drawn through the center of a circle to bisect a chord is perpendicular to the chord. ➤ (Motivate) There is one and only one circle passing through three given non-collinear points. ➤ (Motivate) Equal chords of a circle (or of congruent circles) are equidistant from the center(s) and conversely. ➤ (Prove) The angle subtended by an arc at the center is double the angle subtended by it at any point on the remaining part of the circle. ➤ (Motivate) Angles in the same segment of a circle are equal. ➤ (Motivate) If a line segment joining two points subtends equal angle at two other points lying on the same side of the line containing the segment, the four points lie on a circle. ➤ (Motivate) The sum of the either pair of the opposite angles of a cyclic quadrilateral is 180° and its converse. 	<p>Videos on ‘Circles’</p> <p>Lab Activity</p> <p>Prove</p> <ul style="list-style-type: none"> ➤ Equal chords of a circle subtend equal angles at the center. ➤ The angle subtended by an arc at the center is double the angle subtended by it at any point on the remaining part of the circle. 	
January	Chapter 15 Statistics	<ul style="list-style-type: none"> ➤ Introduction to Statistics. ➤ Collection of data ➤ Presentation of data — tabular form, ungrouped /grouped, bar graphs, histograms (with varying base lengths), frequency polygons. ➤ Mean, median and mode of ungrouped data. 	<p>Group Activity</p> <p>Collection of data(Primary and Secondary data), present it graphically, find its mean median and mode</p>	
February	REVISION FOR SUMMATIVE ASSESSMENT – II			
March	SUMMATIVE ASSESSMENT – II			

SCIENCE (CODE: 086)

The subject of Science plays an important role in developing well-defined abilities in cognitive, affective and psychomotor domains in children. It augments the spirit of enquiry, creativity, objectivity and aesthetic sensibility.

Whereas the upper primary stage demands that a number of opportunities should be provided to the students to engage them with the processes of Science like observing, recording observations, drawing, tabulation, plotting graphs, etc., the secondary stage expects abstraction and quantitative reasoning to occupy a more central place in the teaching and learning of Science. Thus, the idea of atoms and molecules being the building blocks of matter makes its appearance, as does Newton's law of gravitation.

The present syllabus has been designed around six broad themes viz. Food, Materials, The World of The Living, How Things Work, Moving Things, People and Ideas, Natural Phenomenon and Natural Resources. Special care has been taken to avoid temptation of adding too many concepts than can be comfortably learnt in the given time frame. No attempt has been made to be comprehensive.

At this stage, while science is still a common subject, the disciplines of Physics, Chemistry and Biology begin to emerge. The students should be exposed to experiences as well as modes of reasoning that are typical of the subject.

General Instructions:

1. The units specified for each term shall be assessed through both Formative and Summative Assessments.
2. In each term, there will be two Formative Assessments each carrying 10% weightage.
3. The Summative Assessment in each term will carry 30% weightage.
4. Hands on Practical examination will be conducted through Formative Assessment in every term with 20% weightage of total term marks.
5. Assessment of Practical Skills through Practical Based Questions (PBQ) will carry 15 marks in every term end Summative Assessment.

QUESTION PAPER DESIGN FOR SCIENCE (CODE NO. 086/090)

Class-IX (2016-17)

Time: 3 Hours

Max. Marks: 90

S.No.	Typology of Questions	Very Short Answer (VSA) 1 Mark	Short Answer-I (SAI) 2 Marks	Short Answer-II (SAII) 3 Marks	Long Answer (LA) 5 Marks	Total Marks	% Weight Age
1.	Remembering (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define or recite, information)	3	-	1	1	11	15%
2.	Understanding (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	-	1	4	1	19	25%
3.	Application (Use abstract information in concrete situation, to apply knowledge to new situations, use given content to interpret a situation, provide an example, or solve a problem)	-	-	4	1	17	23%
4.	High Order Thinking Skills (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)	-	2	-	1	9	12%
5.	Inferential and Evaluative (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	-	2+1*	2	19	25%
Total (Theory Based Questions)		3x1=3	3x2=6	12x3= 36	6x5=30	75(24)	100%
Practical Based Questions (PBQs)		9x1=9	3x2=6	-	-	15(12)	
Total		12x1=12	6x2=12	12x3=36	6x5=30	90(36)	

Note: The question paper of SA–II will include a section on Open Text Based Assessment (OTBA) of 10 marks. The case studies will be supplied in advance. This material is designed to test the analytical and higher order thinking skills of students.

* One question of 3 marks will be included to assess the values inherent in the texts.

SCIENCE (CLASS IX) COURSE STRUCTURE

First Term

Marks : 90

Unit No.	Unit	Marks
I	Matter - Its Nature and Behaviour	29
II	Organisation in the Living World	18
III	Motion, Force and Work	30
IV	Food; Food Production	13
	Total	90

Theme: Materials

(22 Periods)

Unit I: Matter-Nature and Behaviour

Definition of matter, solid, liquid and gas, characteristics - shape, volume, density; change of state-melting (absorption of heat), freezing, evaporation (cooling by evaporation), condensation, sublimation.

Nature of matter: Elements, compounds and mixtures. Heterogeneous and homogenous mixtures, colloids and suspensions.

Theme: The World of the Living

(22 Periods)

Unit II: Organization in the Living World

Cell - Basic Unit of life : Cell as a basic unit of life, prokaryotic and eukaryotic cells, multicellular organisms, cell membrane and cell wall, cell organelles and cell inclusions; chloroplast, mitochondria, vacuoles, endoplasmic reticulum, Golgi apparatus, nucleus, chromosomes – basic structure, number.

Tissues, Organs, Organ System, Organism:

Structure and functions of animal and plant tissues (only four types of tissues in animals; Meristematic and Permanent tissues in plants).

Theme: Moving Things, People and Ideas

(36 Periods)

Unit III: Motion, Force and Work

Motion: Distance and displacement, velocity, uniform and non-uniform motion along a straight line, acceleration, distance-time and velocity-time graphs for uniform motion and uniformly accelerated motion, derivation of equations of motion by graphical method, elementary idea of uniform circular motion.

Force and Newton's laws: Force and Motion, Newton's Laws of Motion, Inertia of a body, Inertia and mass, Momentum, Force and Acceleration. Elementary idea of conservation of Momentum, Action and Reaction forces.

Gravitation: Gravitation, Universal Law of Gravitation, Force of Gravitation of the earth (gravity), Acceleration due to Gravity, Mass and Weight, Free fall.

Theme: Food

(10 Periods)

Unit V: Food Production

Plant and animal breeding and selection for quality improvement and management, Use of fertilizers and manures, Protection from pests and diseases, Organic farming.

PRACTICALS - FIRST TERM (LIST OF EXPERIMENTS)

1. To test

- a) The presence of starch in the given food sample,
- b) The presence of the adulterant metanil yellow in dal.

2. To prepare:

- a) A true solution of common salt, sugar and alum
- b) A suspension of soil, chalk powder and fine sand in water
- c) A colloidal solution of starch in water and egg albumin/milk in water and distinguish between these on the basis of
 - Transparency
 - Filtration criterion
 - Stability

3. To prepare

- a) A mixture
- b) A compound

Using iron filings and sulphur powder and distinguish between these on the basis of:

- i. Appearance, i.e., homogeneity and heterogeneity
- ii. Behaviour towards a magnet
- iii. Behaviour towards carbon disulphide as a solvent
- iv. Effect of heat

4. To carry out the following reactions and classify them as physical or chemical changes:

- a) Iron with copper sulphate solution in water
- b) Burning of magnesium in air
- c) Zinc with dilute sulphuric acid
- d) Heating of copper sulphate
- e) Sodium sulphate with barium chloride in the form of their solutions in water

5. To prepare stained temporary mounts of (a) onion peel and (b) human cheek cells and to record observations and draw their labeled diagrams.
6. To identify parenchyma and sclerenchyma tissues in plants, striped muscle fibers and nerve cells in animals, from prepared slides and to draw their labeled diagrams.
7. To separate the components of a mixture of sand, common salt and ammonium chloride (or camphor) by sublimation.
8. To determine the melting point of ice and the boiling point of water.
9. To establish relationship between weight of a rectangular wooden block lying on a horizontal table and the minimum force required to just move it using a spring balance.
10. To determine the mass percentage of water imbibed by raisins.

SCIENCE (CLASS IX) COURSE STRUCTURE

Second Term

Marks: 90

Unit No.	Unit	Marks
I	Matter - Its Nature and Behaviour	18
II	Organisation in the Living World	26
III	Motion, Force and Work	36
IV	Our Environment	10
	Total	90

Theme: Materials **(28 Periods)**

Unit I: Matter-Its Nature and Behaviour

Particle nature, basic units: Atoms and molecules. Law of constant proportions. Atomic and molecular masses.

Mole Concept: Relationship of mole to mass of the particles and numbers. Valency. Chemical formula of common compounds.

Structure of atom: Electrons, protons and neutrons; Isotopes and isobars.

Theme: The World of the Living **(23 Periods)**

Unit II: Organization in the Living World

Biological Diversity: Diversity of plants and animals - basic issues in scientific naming, basis of classification. Hierarchy of categories / groups, Major groups of plants (salient features) (Bacteria, Thallophyta, Bryophyta, Pteridophyta, Gymnosperms and Angiosperms). Major groups of animals (salient features) (Non-chordates upto phyla and chordates upto classes).

Health and Diseases: Health and its failure. Infectious and Non-infectious diseases, their causes and manifestation. Diseases caused by microbes (Virus, Bacteria and Protozoans) and their prevention; Principles of treatment and prevention. Pulse Polio programmes.

Theme: Moving Things, People and Ideas **(24 Periods)**

Unit III: Motion, Force and Work

Floatation: Thrust and Pressure. Archimedes' Principle; Buoyancy; Elementary idea of Relative Density.

Work, Energy and Power: Work done by a Force, Energy, power; Kinetic and Potential energy; Law of conservation of energy.

Sound: Nature of sound and its propagation in various media, speed of sound, range of hearing in humans; ultrasound; reflection of sound; echo and SONAR. Structure of the Human Ear (Auditory aspect only).

Theme: Natural Resources **(15 Periods)**

Unit IV: Our Environment

Physical Resources: Air, Water, Soil.

Air for respiration, for combustion, for moderating temperatures; movements of air and its role in bringing rains across India.

Air, water and soil pollution (brief introduction). Holes in ozone layer and the probable damages.

Bio-geo chemical cycles in nature: Water, Oxygen, Carbon and Nitrogen.

PRACTICALS - SECOND TERM

LIST OF EXPERIMENTS

1. To verify the Laws of reflection of sound.
2. To determine the density of solid (denser than water) by using a spring balance and a measuring cylinder.
3. To establish the relation between the loss in weight of a solid when fully immersed in
 - a. Tap water
 - b. Strongly salty water, with the weight of water displaced by it by taking at least two different solids.
4. To observe and compare the pressure exerted by a solid iron cuboid on fine sand/wheat flour while resting on its three different faces and to calculate the pressure exerted in the three different cases.
5. To determine the velocity of a pulse propagated through a stretched string/slinky.
6. To study the characteristic of *Spirogyra/Agaricus*, Moss/Fern, Pinus (either with male or female cone) and an Angiospermic plant. Draw and give two identifying features of the groups they belong to.
7. To observe the given pictures/charts/models of earthworm, cockroach, bony fish and bird. For each organism, draw their picture and record:
 - a. One specific feature of its phylum.
 - b. One adaptive feature with reference to its habitat.
8. To verify the law of conservation of mass in a chemical reaction.
9. To study the external features of root, stem, leaf and flower of monocot and dicot plants.
10. To study the life cycle of mosquito.

**SCIENCE (NCERT) CURRICULUM PLAN
(SESSION: 2016-2017)**

MONTH	CHAPTER NAME	SUB - TOPICS	AUDIO VISUAL EXPERIENCE/ ACTIVITY	F.A. –TASK
April	Chapter no:1 Matter in our surroundings	Definition of matter; solid, liquid and gas; characteristics - shape, volume, density; change of state-melting (absorption of heat), freezing, evaporation, condensation, sublimation.	Video on Characteristics of solid, liquid and gas Practical No. 4,8	F.A.-I Task: 1 Group Activity Role Play activity to explain the forces of attraction between particles of different states of matter and explain their properties
	Chapter no:2 Is matter around us pure?	Nature of matter: Elements, compounds and mixtures, solution, colloids and suspension, Heterogeneous and Homogenous mixtures	-Video on Tyndall Effect. -Lab Experiments Practical No. 2,3,7	
	Chapter no: 15 Improvement in Food Resources	Plant and animal breeding and selection for quality improvement and management, use of fertilizers, manures protection from pests and diseases : organic farming	1.Videos on Crop variety improvement – hybridization and genetic modification 2. Video to show cropping pattern- mixed, inter and crop rotation Lab experiment Practical No. 1	Task:2 Individual Activity Worksheet (Flowchart based) on improvement in food resource
May & June	Chapter no:5 Cell-The Fundamental Unit of Life	Cell as a basic unit of life: prokaryotic and eukaryotic cells: multicellular organisms : cell membrane and cell wall , cell organelles ; chloroplast , mitochondria, vacuoles, endoplasmic reticulum, golgi apparatus, nucleus, chromosome basic structure, number	Video on Cell structure and function of various cell organelles Lab experiment Practical No. 5 & 10	Task :3 Pen Paper Test on Ch. Cell

	Chapter no:6 Tissues	Organ, organ system, Organisms, Structure and functions of animal and plant tissues (four types in animals; meristematic and permanent tissues in plants	Video to show plant tissue Video to show animal tissue Lab experiment Practical No. 6 Assessment Diagram based activity	TASK:4 H/W and C/W (includes timely submission of notebook for correction and maintenance of note book)
July	Chapter no:8 Motion	Concept of Distance and Displacement, velocity, uniform and non-uniform motion along a straight line, Concept of speed, velocity, acceleration Graphs distance-time, velocity-time Equations of motion, Elementary idea of uniform circular motion	Role play to explain concept of 1. Distance and displacement 2. Speed and velocity	F.A.-II Task Group Activity Interdisciplinary Project
	Chapter no:9 Laws of Motion	Concept of Force and Motion, Newton's Laws of Motion Concept of Inertia, Mass, Concept of Momentum, Conservation of Momentum Concept of action and reaction force	Video on laws of motion Video on inertia and momentum Assessment Worksheet based on topic 'Laws of Motion'	
August	Chapter no:10 Gravitation	Universal law of gravitation Force of Gravitation of Earth, Concept of Acceleration due to Gravity, Concept of Mass, Weight and free fall	Video on law of gravitation Lab Experiment – 9 Assessment Worksheet based on topic 'Gravitation'	
September	SUMMATIVE ASSESSMENT – I			

October	Chapter no:10 Floatation	Concept of thrust and pressure Archimedes' Principle, Concept of buoyancy, Concept of Density, Concept of Relative Density	Video on Archimedes' Principle Lab Experiment –2,3,4	F.A.-III Task -1 Individual Activity Worksheet based on conversion of energy
	Chapter no:7 Diversity in living being	Diversity of plants and animals-basic issues in scientific naming, basis of classification. Hierarchy of categories /groups. Major groups of plants (salient features) (Bacteria, Thallophyta, Bryophyta, Pteridophyta, Gymnosperm, Angiosperm. Major group of animals (salient features) (Non-chordates upto phyla and Chordates upto classes	Video to show Plant division Animal phylum Lab experiment Practical No. 6 & 7	Task-2 Group Activity Putting up a display on the Bulletin Board on Biodiversity
	Chapter no:13 Why do we fall ill?	Health and its failure. Infectious and non-infectious diseases, their causes and manifestation. Diseases caused by microbes (Virus, Bacteria, and Protozoans) and their prevention. Principle of treatment and prevention Pulse Polio programs	Video to show Types of diseases Mode of transmission of diseases Lab experiment Practical No. 10 Assessment: Flow chart based worksheet	Task-3 Pen paper test on Ch. Why do we fall ill?
November	Chapter no:11 Work, Energy &Power	Concept of work done by a force, energy , Kinetic and Potential energy, Law of conservation of energy, Introduction to power Commercial unit of Energy	Video on Law of Conservation of Energy	Task:4 H/W and C/W (includes timely submission of notebook for correction and maintenance of note book)
December	Chapter no:12 Sound	Nature and propagation in various media , Speed of sound, Concept of range of hearing in humans, Concept and uses of	Lab Experiment – 1, 5 Page no.36 Worksheet based on topic Sound	

		ultra sound Reflection of sound echo and SONAR Function & Working of Human Ear.	Video on Ultrasound and SONAR	
	Chapter no:3 Atoms & Molecules	Particle nature, basic units: Atoms and molecules. Law of conservation of mass, Law of constant proportion, atomic and molecular masses. Chemical formulae, ions and their types, atomic mass unit and mole concept, Dalton's Atomic theory. Valency, relationship of mole to mass of the particles and numbers	Videos to explain atomic mass. Lab Experiment: Practical No. 8 Assessment: Task: Crossword puzzle on structure of atom	
	Chapter no:4 Structure of Atom	Electrons , protons and neutron, Various models of atoms like (a) Thomson's model of atom (b) Rutherford's model of an atom (c) Bohr's model of an atom. Electronic configuration, Valency, atomic number, atomic mass and isobars and isotopes.	Video on different models of atoms. Video on applications of isotopes. Chart making on symbols- atomic number and mass number of elements 1-20.	
January	Chapter no:14 Natural resources	PHYSICAL RESOURCES: Air, water, Soil. Air for respiration, for combustion, for moderating temperatures, movement of air and its role in bringing rains across India. Air, water and soil pollution. Holes in ozone layer and the probable damages. Biogeochemical cycle in nature: water , oxygen, carbon, nitrogen	Video to show Movement of winds Ozone layer and depletion Biogeochemical cycle water, oxygen carbon, nitrogen. Assessment: MCQ based worksheet	F.A-1V Individual Interdisciplinary Project
February	REVISION FOR SUMMATIVE ASSESSMENT - II			
March	SUMMATIVE ASSESSMENT II			

SOCIAL SCIENCE (CODE: 087)

Objectives

The main objectives of this syllabus are:

- to develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved.
- to make learners realise that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space.
- to develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development.
- to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country.
- to help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
- to deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives.
- to facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
- to develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation.
- to promote an understanding of the issues and challenges of contemporary India-environmental, economic and social, as part of the development process.
- to help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community.
- to develop scientific temper by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations.
- to develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms- cooperating with others, taking initiatives and providing leadership in solving others' problems.
- to develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

COURSE STRUCTURE (CLASS IX)

Time: 3 Hrs.

Marks: 90

No.	Units	Term – I	Term - II
I	India and the Contemporary World – I	23	23
II	Contemporary India – I	23	23
III	Democratic Politics – I	22	22
IV	Economics	22	12+10 (OTBA)
V	Disaster Management (Through Project & Assignments)	-	-
	Total	90	90

The Formative Assessment will comprise of projects, assignments, activities and class tests/periodic tests for which Board has already issued guidelines to the schools. The Summative Assessment will comprise of Theory paper as per the prescribed design of the Question Paper.

Unit 1: India and the Contemporary World - I

40 Periods

Themes	Objectives
<p>Term I Two themes from the first sub-unit and one each from the second and third sub-units could be studied.</p> <p>Sub-unit 1.1 : Events and processes: In this unit the focus is on three events and processes that have in major ways shaped the identity of the modern world. Each represents a different form of politics, and a specific combination of forces. One event is linked to the growth of liberalism and democracy, one with socialism, and one with a negation of both democracy and socialism.</p> <p>Two themes of the following:</p> <p>I. The French Revolution: (a)The Ancient Regime and its crises. (b) The social forces that led to the revolution. (c) The different revolutionary groups and ideas of the time. (d) The legacy. (Compulsory Chapter-1)</p> <p>II. Socialism in Europe and the Russian Revolution: (a)The crises of Tzarism. (b) The nature of social movements between 1905 and 1917. (c) The First World War and foundation of Soviet state. (d) The legacy. (Chapter 2)</p> <p>III. Nazism and the Rise of Hitler: (a)The growth of social democracy (b) The crises in Germany. (b) The basis of Hitler's rise to power. (c) The ideology of Nazism. (d) The impact of Nazism. (Chapter 3)</p> <p>Map Work - Theme one only (3 marks)</p> <p>Term II Sub-unit 1.2: Livelihoods, Economies and Societies: The themes in this section will focus on how different social groups grapple with the changes in the contemporary world and how these changes affect their lives.</p>	<ul style="list-style-type: none"> ➤ In each of the themes in this unit students would be made familiar with extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences. ➤ Familiarize students with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it. ➤ Show how written, oral and visual material can be used to recover the history of revolutions. ➤ Explore the history of socialism through a study of the Russian revolution. ➤ Familiarize students with the names of people involved, the different types of ideas that inspired the revolution. ➤ Discuss the critical significance of Nazism in shaping the politics of modern world. ➤ Familiarize students with the speeches and writings of Nazi leaders.

Themes	Objectives
<p>Any one theme of the following:</p> <p>IV. Forest Society and Colonialism: (a) Relationship between forests and livelihoods. (b) Changes in forest societies under colonialism. Case Studies: Focus on two forest movements one in colonial India (Bastar) and one in Indonesia. (Chapter 4)</p> <p>V. Pastoralists in the Modern World: (a) Pastoralism as a way of life. (b) Different forms of pastoralism. (c) What happens to pastoralism under colonialism and modern states? (b) Case studies: Focus on two pastoral groups, one from Africa and one from India. (Chapter 5)</p> <p>VI. Peasants and Farmers: (a) Histories of the emergence of different forms of farming and peasant societies. (b) Changes within rural economies in the modern world. Case studies: focus on contrasting forms of rural change and different forms of rural societies (expansion of large-scale wheat and cotton farming in USA, rural economy and the Agricultural Revolution in England, and small peasant production in colonial India) (Chapter 6)</p> <p>Map Work Based on theme 4/5/6. (Internal choice will be provided) (3 marks)</p> <p>Term II</p> <p>Sub-unit 1.3: Everyday Life, Culture and Politics: The themes in this unit will consider how issues of culture are linked up to the making of contemporary world.</p> <p>Any one of the following:</p> <p>VII. History and Sport: The Story of Cricket: (a) The emergence of cricket as an English sport. (b) Cricket and colonialism. (c) Cricket nationalism and de-colonialization. (Chapter 7)</p> <p>VIII. Clothing: A Social History: (a) A short history of changes in clothing. (b) Debates over clothing in colonial India. (c) Swadeshi and the movement for Khadi. (Chapter 8)</p>	<ul style="list-style-type: none"> ➤ Discuss the social and cultural world of forest communities through the study of specific revolts. ➤ Understand how oral traditions can be used to explore tribal revolts. ➤ Point to the varying patterns of developments within pastoral societies in different places. ➤ Look at the impact of colonialism on forest societies, and the implication of scientific forestry. ➤ Show the different processes through which agrarian transformation may occur in the modern world. ➤ Consider what happens to pastoralists and pastoralism in the modern world, with the formation of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets. ➤ Understand how agricultural systems in India are different from that in other countries. ➤ Familiarize students with the idea that large scale farming, small scale production, shifting agriculture operate on different principles and have different histories. ➤ Suggest how sports also have a history and that it is linked up with the politics of power and domination. ➤ Introduce students to some of the stories in cricket that have historical significance. ➤ Show how clothing has a history, and how it is linked to questions of cultural identity. ➤ Discuss how clothing has been the focus of intense social battles.

Unit 2: Contemporary India - I

Themes	Objectives
<p>Term I</p> <p>1&2.India - Size and Location & Physical Features of India: relief, structure, major physiographic units. (Chapter 1&2)</p> <p>3. Drainage: Major rivers and tributaries, lakes and seas, role of rivers in the economy, pollution of rivers, measures to control river pollution. (Chapter 3)</p> <p>Map Work (3 marks)</p> <p>Term II</p> <p>4. Climate: Factors influencing the climate; monsoon- its characteristics, rainfall and temperature distribution; seasons; climate and human life. (Chapter 4)</p> <p>5. Natural Vegetation and Wild Life: Vegetation types, distribution as well as altitudinal variation, need for conservation and various measures. Major species, their distribution, need for conservation and various measures.</p> <p>6. Population: Size, distribution, a-ge-sex composition, population change-migration as a determinant of population change, literacy, health, occupational structure and national population policy adolescents as under-served population group with special needs. (Chapter 6)</p> <p>Map Work (3 marks)</p>	<ul style="list-style-type: none"> ➤To understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types. ➤To identify the various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people. ➤To understand the river systems of the country and explain the role of rivers in the evolution of human society. ➤To explain the importance and unifying role of monsoons. ➤To find out the nature of diverse flora and fauna as well as their distribution. ➤To develop concern about the need to protect the bio-diversity of our country. ➤To analyse the uneven nature of population distribution and show concern about the large size of our population; ➤To understand the various occupations of people and explain various factors of population change; ➤To explain various dimension of national policy and understand the needs of adolescents as under served group.

Project/Activity: Learners may identify songs, dances, festivals and special food preparations associated with certain seasons in their particular region, and whether they have some commonality with other regions of India. Collection of material by learners on the flora and fauna of the region in which their school is situated. It should include a list of endangered species of the region and also information regarding efforts being made to save them.

Posters:

River pollution, Depletion of forests and ecological imbalance.

Unit 3: Democratic Politics - I

40 Periods

Themes	Objectives
<p>Term I</p> <p>1&2. Democracy in the Contemporary World & What is Democracy? Why Democracy?: What are the different ways of defining democracy? Why has democracy become the most prevalent form of government in our times? What are the alternatives to democracy? Is democracy superior to its available alternatives? Must every democracy have the same institutions and values? (Chapter 1&2)</p> <p>(Part 1.3 and 1.4 (pages 10-18 of prescribed NCERT Textbook) will be assessed through formative assessment only)</p> <p>3. Constitutional Design: How and why did India become a democracy? How was the Indian constitution framed? What are the salient features of the Constitution? How is democracy being constantly designed and redesigned in India? (Chapter 3)</p> <p>Term II</p> <p>4. Electoral Politics: Why and how do we elect representatives? Why do we have a system of competition among political parties? How has the citizens' participation in electoral politics changed? What are the ways to ensure free and fair elections? (Chapter 4)</p> <p>5. Working of Institutions: How is the country governed? What does Parliament do in our democracy? What is the role of the President of India, the Prime Minister and the Council of Ministers? How do these relate to one another? (Chapter 5)</p> <p>6. Democratic Rights Why do we need rights in a constitution? What are the Fundamental Rights enjoyed by the citizen under the Indian constitution? How does the judiciary protect the Fundamental Rights of the citizen? How is the independence of the judiciary ensured? (Chapter 6)</p>	<ul style="list-style-type: none"> ➤ Develop conceptual skills of defining democracy ➤ Understand how different historical processes and forces have promoted democracy. ➤ Developing a sophisticated defence of democracy against common prejudices ➤ Develop a historical sense of the choice and nature of democracy in India. ➤ Introduction to the process of Constitution making ➤ Develop respect for the Constitution and appreciation for Constitutional values ➤ Recognise that constitution is a living document that undergoes changes. ➤ Introduce the idea of representative democracy via competitive party politics ➤ Familiarise with our electoral system and reasons for choosing this ➤ Develop an appreciation of citizen's increased participation in electoral politics ➤ Recognise the significance of the Election Commission ➤ Provide an overview of central governmental structures ➤ Sensitise to the key role of the Parliament and its procedures ➤ Distinguish between nominal and real executive authorities and functions ➤ Understand the parliamentary system of executive's accountability to the legislature ➤ Develop citizens awareness of their rights ➤ Introduction to and appreciation of the Fundamental Rights ➤ Recognition of the ways in which these rights are exercised and denied in real life situations. ➤ Introduction to judicial system and key institutions like the Supreme Court, High Courts and National Human Rights Commission.

Themes	Objectives
<p>Term I</p> <p>1. The Story of Village Palampur: Economic transactions of Palampur and its interaction with the rest of the world through which the concept of production (including three factors of production (land, labour and capital) can be introduced. (Chapter 1)</p> <p>2. People as Resource: Introduction of how people become resource / asset; economic activities done by men and women; unpaid work done by women; quality of human resource; role of health and education; unemployment as a form of non-utilisation of human resource; socio-political implication in simple form. (Chapter 2)</p> <p>Term II</p> <p>3. Poverty as a Challenge: Who is poor (through two case studies: one rural, one urban); indicators; absolute poverty (not as a concept but through a few simple examples) – why people are poor? ; unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation. (Chapter 3)</p> <p>4. Food Security in India: Source of Food grains, variety across the nation, famines in the past, the need for self sufficiency, role of government in food security, procurement of food grains, overflowing of granaries and people without food, public distribution system, role of cooperatives in food security (food grains, milk and vegetables ration shops, cooperative shops, two-three examples as case studies) (Chapter 4)</p>	<ul style="list-style-type: none"> ➤ Familiarising the children with some basic economic concepts through an imaginary story of a village. ➤ Familiarisation of a few population related concepts and sensitization of child that people as asset can participate and contribute in nation building. ➤ Understanding of poverty as a challenge and sensitization of the learner; ➤ Appreciation of the government initiative to alleviate poverty; ➤ Exposing the child to an economic issue which is basic necessities of life; ➤ Appreciate and critically look at the role of government in ensuring food supply.

Suggested Activities / Instructions:

Theme I: Give more examples of activities done by different workers and farmers. Numerical problems can also be included. Some of the ways through which description of villages are available in the writings of Prem Chand, MN Srinivas and RK Narayan. They may have to be referred.

Theme II: Discuss the impact of unemployment. Debate on whether all the activities done by women should be included or not. Is begging an economic activity? Discuss. Is it necessary to reduce population growth or family size? Discuss.

Theme IV: Visit a few farms in a village and collect the details of food grains cultivated. Visit a nearby ration shop and collect the details of goods available. Visit a regulated market yard and observe how goods are transacted and get the details of the places where the goods come and go.

Unit 5: Disaster Management

25 Periods

Term I

1. **Introduction to Disaster Management**

(Chapter 1)

2. **Common Hazards** - Prevention and Mitigation

(Chapter 2)

Term II

3. **Man made disasters** - Nuclear, Biological and Chemical.

(Chapter 3)

4. **Community Based Disaster Management**

(Chapter 4)

Note: Projects, activities and other exercises in Unit 5 should encourage students to place 'Disasters' and "Disaster Management" in:

(i) The wider context of Social Science knowledge as covered through History, Geography, Political Science and Economics textbooks of class IX.

(ii) Other problems faced by our country and the world from time to time.

PRESCRIBED BOOKS:

1. India and the Contemporary World - I History - Published by NCERT

2. Contemporary India - I Geography - Published by NCERT

3. Democratic Politics - I Published by NCERT

4. Economics - Published by NCERT

5. Together, Towards a Safer India - Part II, a textbook on Disaster Management for Class IX - Published by CBSE

Social Science Curriculum Plan 2016-17

Month	Name of the Book and Name of the Chapter	A/V Experience and Activities	F.A - Task
April	<p>Democratic Politics – I Ch-1 Democracy in the Contemporary World *What are the different ways of defining democracy? *Why has democracy become the most prevalent form of government in our times?</p> <p>Contemporary India - I Ch-1 India - Location and Size *Relief, structure, major physiographic units.</p> <p>Economics Ch-1 The Story of Village Palampur *Economic transactions of Palampur. *Its interaction with the rest of the world through which the concept of production. *Three factors of production -land, labour and capital.</p>	<p>Video on development of democracy in the world. Debate on the topics- "Does UN appear to be a democratic organ?" "Democracy is the best form of government".</p> <p>Video on Location and Size of India.</p> <p>Video on Green Revolution. Survey on Disparities in Income & Standard of Living.</p>	<p>F.A-I Task-1 (Group Activity) Making album/ collage / bulletin board topics (any one): What makes a government democratic? What makes a government non-democratic? What are the reasonable demands of people in India?</p> <p>Task – 2 (Individual Activity) Map Making and Filling, Worksheet. Geography Ch. 01</p>
May & June	<p>India and the Contemporary World - I Ch-1 French Revolution *The Ancient Regime and its crises. *The social forces that led to the revolution. *The different revolutionary groups and ideas of the time. *The legacy to the world.</p> <p>Contemporary India - I Ch-2 Physical Features of India. *Relief, structure, major physiographic units.</p> <p>Democratic Politics - I Ch-2 What is Democracy? Why Democracy? *What are the alternatives to democracy? *Is democracy superior to its available alternatives? *Must every democracy have the same institutions and values?</p> <p>Disaster Management Ch. 1. Introduction to Disaster Management Ch-2 Common Hazards - Prevention and Mitigation.</p>	<p>Video on French Revolution Crossword Puzzle Terms/concepts used in the lesson – French Revolution</p> <p>Video on Physical Features of India.</p> <p>Newspaper Clipping- Collect a recent disaster clipping and discuss the impact on the area and how to control it?</p>	<p>Task-3 Pen Paper Test (Ch-1 of History French Revolution)</p> <p>Task-4 Home work and Class work (Includes maintenance of notebooks and timely submission of notebooks for correction.)</p>

July	<p>Democratic Politics - I Ch-3 Constitutional Design *How and why did India become a democracy? *How was the Indian Constitution framed? *What are the salient features of the Constitution? *How is democracy being constantly designed and redesigned in India?</p> <p>Contemporary India - I Ch-3 Drainage *Major rivers and tributaries, lakes and seas. *Role of rivers in the economy. *Pollution of rivers, measures to control river pollution.</p> <p>Economics Ch-2 People as Resource *Introduction of how people become resource *Economic activities done by men and women; unpaid work done by women; quality of human resource; *Role of health and education</p>	<p>Video on constitutional design (record of constitution assembly, drafting committee) Project work /making a scrap book on the comparison between Nelson Mandela and Mahatma Gandhi</p> <p>Video on Drainage pattern of Indian Rivers Video on River Ganga and Brahmaputra Delta Group Discussion –‘Sharing of River Waters’</p> <p>Graph Analysis Topic- Literacy rates in India</p>	<p>F.A-II Interdisciplinary Project (Group)</p>
August	<p>India and the Contemporary World - I Ch-3 Nazism and the Rise of Hitler *The growth of social democracy. * The crises in Germany. *The basis of Hitler's rise to power. *The ideology of Nazism. *The impact of Nazism.</p>	<p>Video on Hitler and Spread of Nazism</p> <p>Worksheet on Nazism and the Rise of Hitler</p>	
Sep	SUMMATIVE ASSESSMENT - I		
October	<p>Democratic Politics -I Ch-4 Electoral Politics in Democracy. *Why and how do we elect representatives? *Why do we have a system of competition among political parties? *How has the citizens’ participation in electoral politics changed? *What are the ways to ensure free and fair elections?</p> <p>Contemporary India - I Ch-4 Climate *Factors influencing the climate. *Monsoon- its characteristics, rainfall and temperature distribution. *Climate and human life.</p> <p>Economics Ch-3 Poverty as a Challenge. *Who is poor (through two case studies: one rural, one urban); indicators; absolute poverty (not as a concept but through a few simple examples) *Why people are poor? unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation.</p>	<p>Video clips on Various phases of Election in India</p> <p>Chart making (topic- Election process in India)</p> <p>Video on Climate factors. Video on monsoon and its theories.</p> <p>Activity on Picture Identification on climate and dwelling of people. (Based upon ch-4 of geography)</p> <p>Group Discussion topic- Poverty-its causes and ways to alleviate it.</p>	

November	<p>India and the Contemporary World- I Ch-6 Peasants and Farmers *Histories of the emergence of different forms of farming and peasant societies. *Changes within rural economies in the modern world. *Case studies: focus on contrasting forms of rural change and different forms of rural societies (expansion of large-scale wheat and cotton farming in USA. *Rural economy and the Agricultural Revolution in England, and small peasant production in colonial India)</p> <p>Contemporary India - I Ch-5 Natural Vegetation and Wildlife *Vegetation types, distribution as well as altitudinal variation, *Need for conservation and various measures. *Major species, their distribution, need for conservation and various measures.</p> <p>Disaster Management Ch-3 Man made disasters - Nuclear, Biological and Chemical. Ch-4 Community Based Disaster Management.</p>	<p>Video clips on Farmers of India, Europe and America</p> <p>Video on Wild life in India</p> <p>Video on Biomes of India PPT on natural vegetation and wildlife.</p> <p>Activity -Prepare a scrap book on migratory birds visiting our country.</p>	<p>F.A-III Task-1 Pen Paper Test (Chapter 5 of geography) (Natural Vegetation and Wildlife)</p> <p>Task 2 Group Activity Prepare a case study on the life of a peasant.(Ch.6 Farmers and Peasants)</p> <p>Task – 3 (Individual Activity) Make a project report on the causes and consequences of chemical disaster that occurred in 2009 at Jaipur.</p> <p>Task-4 Home work and Class work (Includes maintenance of notebooks and timely submission of notebooks for correction)</p>
December	<p>India and the Contemporary World -I Ch-7 The Story of Cricket *The emergence of cricket as an English sport. * Cricket and Colonialism. *Cricket nationalism and de-colonialization.</p> <p>Democratic Politics -I Ch-5 Working of the Institutions * How is the country governed? *What does Parliament do in our democracy? *What is the role of the President of India, the Prime Minister and the Council of Ministers? *How do these relate to one another?</p> <p>Contemporary India - I Ch-6 Population *Size, distribution, age-sex composition. *Population change-migration as a determinant of population change, literacy, health. *Occupational structure and national population policy. *Adolescents as under-served population group with special needs.</p>	<p>Debate topic- Is excess of money in cricket spoiling the game?</p> <p>Video clips on working of Parliament</p> <p>Worksheet on Ch-5 of political science (Working of the Institutions)</p> <p>Group Discussion on the following topics:-</p> <ol style="list-style-type: none"> 1. Girl Child to be protected 2. More People More Income 3. Young India – A boon or bane 	<p>F.A-IV Interdisciplinary Project (Individual)</p>

January	<p>Democratic Politics -I Ch-6 Democratic Rights</p> <ul style="list-style-type: none"> *Why do we need rights in a constitution? *What are the Fundamental Rights enjoyed by the citizen under the Indian constitution? *How does the judiciary protect the Fundamental Rights of the citizen? *How is the independence of the judiciary ensured? <p>Economics Ch-4 Food Security</p> <ul style="list-style-type: none"> *Source of Food grains. *Variety across the nation. *Famines in the past. *The need for self sufficiency. *Role of government in food security 	<p>Video on Human Rights and Fundamental Rights</p> <p>Debate-Job reservations are not a violation of the "Right to Equality."</p> <p>Picture reading and story telling</p> <p>Topic: Public Distribution System: A solution to poverty and hunger</p>	
February	REVISION OF SUMMATIVE ASSESSMENT –II		
March	SUMMATIVE ASSESSMENT - II		

Computer Curriculum Plan Session (2016-2017)

Month	Chapter	Topic	A/V Experience and Activities	Assessment Syllabus
April	Basics of Information Technology	<ul style="list-style-type: none"> ➤ Characteristics of Computer ➤ Components of a computer-CPU (CU & ALU), memory, storage devices & I/O Devices ➤ Difference between Primary & Secondary Memory. ➤ Units of Memory (Bytes, KB, MB, GB) ➤ I/O Devices-KeyBoard, Mouse, Printer, joystick, Scanner, Microphone, OCR, MICR, Light pen, Digital Camera etc. ➤ Types of Software -System Software, Application Software and Utility software 	<ul style="list-style-type: none"> • Finding out about the input, output and storage devices • Categorizing the various softwares into system, application and utility 	S.A. I
May	Information Processing Tools	<ul style="list-style-type: none"> ➤ Basic concepts of an Operating System. ➤ Need of an Operating System ➤ Functions of Operating System- File Management, Processor Management, Memory Management and Device Management ➤ Types of Operating Systems-Interactive, Real Time & distributed ➤ Examples of Various Operating Systems available 	<ul style="list-style-type: none"> • PPT on finding the differences among various Operating Systems 	S.A. I
July	Information Processing Tools (Contd.)	<ul style="list-style-type: none"> ➤ The basic components of a GUI Windows desktop, Frame, Title Bar, Menu Bar, Status Bar, scrollbars. ➤ Basic operations of left & right buttons of mouse. ➤ Creating shortcut of a file/folder ➤ Basic tools like text editor, painting tool, and calculator. ➤ Different types of menu & menu selection ➤ Running an application, setting system date & time. ➤ Concept of folders and directories ➤ Creating/ moving /renaming/ deleting files & folders ➤ Minimize, Restore and Maximize forms of windows. 	<ul style="list-style-type: none"> • Setting System Date and Time • Changing screensaver • Creating, renaming, copying and deleting folders • Changing mouse settings • Identifying title bar, menu bar, status bar, scrollbars in a window 	S.A.- I

Month	Chapter	Topic	A/V Experience and Activities	Assessment Syllabus
August	Office Tools	<ul style="list-style-type: none"> ➤ Word Processor ➤ Creating & saving a document. ➤ Editing & Formatting a document ➤ Formatting Paragraphs with line or spacing. ➤ Adding Headers and Footers ➤ Numbering Pages, ➤ Using Grammar & Spell Check utilities ➤ Using Subscript & superscript, inserting Symbols ➤ Print Preview & Printing a Document. ➤ Inserting Pictures & Tables. ➤ Deleting Rows & Columns in a table. 	<ul style="list-style-type: none"> • Writing Letter, correcting spelling and grammar and applying formatting. • Writing Class in header and page number in footer • View the letter in Print Preview • Insert personal information of 5 students in the form of a table. 	• S.A.- I
September	Communication Technology	<ul style="list-style-type: none"> ➤ What is Computer Networking? ➤ Types of Networking- LAN, MAN, WAN, Internet, Interspace. ➤ Wired Networking Technologies like Co-axial Cable, Ethernet Cable, Optical Fibre ➤ Wireless Networking Technology like Bluetooth, Infrared & Wifi. 	• PPT on wired and wireless technologies	S.A.- I
	Content Technology	<ul style="list-style-type: none"> ➤ Difference between Data and Information ➤ Introduction to Multimedia (Picture/ image, Audio, Video, Animation) 		S.A.- I
SUMMATIVE ASSESSMENT - I				
October	Presentation Tools	<p>The Concept of Slide Shows</p> <ul style="list-style-type: none"> ➤ Basic elements of a slide. ➤ Different types of slide layouts ➤ Creating & saving a presentation. ➤ Different Views of a slide. ➤ Editing & formatting a slide. ➤ Adding titles, subtitles, text, & background. ➤ Watermarks, Header, Footer. ➤ Inserting pictures from files. ➤ Animating pictures and text with sound effects ➤ Grouping & Ungrouping Objects. 	• Creating a presentation on responsibilities of a Discipline Prefect using the method of design template	S.A.- II

Month	Chapter	Topic	A/V Experience and Activities	Assessment Syllabus
November	Spreadsheet Tool	<ul style="list-style-type: none"> ➤ What are spreadsheets? ➤ Concepts of Worksheets & Workbook. ➤ Creating & saving a Worksheet. ➤ Entering numbers, text, date/time, series using AutoFill. ➤ Editing & Formatting a worksheet including changing color, size, font, alignment of text, inserting or deleting cells, rows & columns, ➤ Entering Formula in a cell, using operators (+, -, *, /) in formulae. ➤ Using Simple statistical functions- SUM (), AVERAGE (), MAX (), MIN (), IF (). ➤ Inserting tables in worksheet. ➤ Embedding Charts of Various types: Line, Pie, Scatter, Bar and Area in a Worksheet. 	<ul style="list-style-type: none"> • Calculating total, average, maximum and minimum marks of math's subject in SA-I • Creating a donut chart for the latest cricket match. Taking names of Indian players and runs scored by each player. Title will be cricket score distribution, Indian cricket team as sub-title. Place the legend on the left side. 	S.A.- II
December	Word Processing Tools	<ul style="list-style-type: none"> ➤ Use auto-format ➤ Mail Merge ➤ Track Changes ➤ Review Comments ➤ Insert drawing tools, shapes & mathematical symbols. 	<ul style="list-style-type: none"> • Writing a letter to convey thanks to 5 parents for participating in PTA using mail merge feature. 	S.A.- II
January	Societal Impacts of IT	<ul style="list-style-type: none"> ➤ Benefits of ICT in Education, Healthcare, Governance, Business, design & Manufacturing Plagiarism, Privacy etc. 		S.A.- II
February	REVISION			
March	SUMMATIVE ASSESSMENT - II			

Note: Teaching will also include how to find 'knowledge' within the ocean of 'information' called Internet. They will be made aware about the best educational resources online. The students should be aware of all the care and caution required to be a social networker.