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**ENGLISH SYLLABUS BREAKUP 2022-23**

**CLASS IX**

**TERM 1**

| <b>Time Duration</b> | <b>Name of the Chapter</b>  | <b>No. of Teaching Periods</b> | <b>Pedagogy</b>   | <b>Art Integrated Activities</b>   |
|----------------------|---|--------------------------------|---|--|
| April 1-15           | 1) The Fun They had   | 3                              | Introduction: Online Teaching Vs Offline Teaching<br>Experiential learning  | Express your opinion about the pros and cons of Online teaching and proper school teaching in the form of a G.O                |
|                      | 2) The Road Not Taken   | 3                              | (during Pandemic)<br>Brainstorming about choices in life  | Some such like Personalities who made remarkable progress despite their handicap   |
|                      | 3) The Sound of Music   | 4<br>=10                       |   |  |
| April 15- 30         | 1) The Lost Child<br>2) The adventures of Toto<br>3) Editing, Gap-filling   | 4<br>3<br>5<br>=12             | Use of real life examples<br>Class- discussion<br>Grammar practice will be given<br>Flip classroom -<br>Humour in the story and Toto's adventures | Suggest an alternative ending of this story  |
| May 1-20             | 1) The Little Girl<br>2) Wind<br>3) Omission  | 3<br>2<br>5<br>=10             | Active learning<br>Reading, Class discussion<br><br>Explanation of poem<br>Omission passage will be given   | Narrate an incident when you made a gift for your parents or gave them a pleasant surprise<br>A few groups will enact the play |
| July 1-15            | 1) Rain on the Roof<br><br>3) Diary Entry   | 4<br><br>3<br>=7               | Brainstorming<br>Reading, paraphrase of poem<br><br>Collaborative Learning<br>Basic guidelines on how to write a diary entry                      | Write a short poem on rain/ wind or any other element of nature<br><br>Anne Frank's Diary                                      |
| July 16-31           | 1) Story- Writing<br><br>2) A Truly beautiful Mind<br>3) Article writing<br>4) Grammar: Reordering, Cloze-filling | 2<br><br>4<br>2<br>2<br>=12    | Through multimedia<br>Video on Einstein<br>Brainstorming: Einstein's personality<br><br>Newspaper, magazine articles<br>Communicative approach    | Group-discussion   |
| August 1-15          | 1) The Legend of Northland<br><br>2) My Childhood   | 3<br><br>4<br><br>=8           | Collaborative Learning<br>Reading, explanation by students<br><br>Brainstorming: Autobiographical Account   | Role-Play- Poem Enactment<br><br>Debate  |
| August 16-31         | 1)Integrated Grammar Practice: Editing, Omission, Reported Speech<br>2) The Kingdom of fools                      | 3<br><br>3                     | Recapitulating previous knowledge of Reported Speech<br>Integrative grammar Practice<br>Active learning- Picture Study                            | Conduct an interview in class<br>Reported Speech Activity  |

|           |                                    |                      |  |                       |
|-----------|------------------------------------|----------------------|--|-----------------------|
|           | 3) ASL<br>4) Story writing         | 7<br><br>=13         | Developing Communication Skills  |                       |
| Sept 1-15 | 1) The Happy Prince<br>2) Revision | 3<br><br>3<br><br>=6 | Stimulating critical thinking<br><br>Writing Guidelines on writing a story | ASL will be conducted |

**TERM 2**

| <u>Time Duration</u> | <u>Name of the Chapter</u>   | <u>No. of Teaching Periods</u> | <u>Pedagogy</u>   | <u>Art Integrated Activities</u>  |
|----------------------|--|--------------------------------|---|---|
| Sept 16- 30          | 1) No Men are Foreign<br>2) Integrated Grammar   | 2<br>3<br>= 5                  | Interpreting illustrations<br>Stimulating Critical thinking<br>Title justification: removing barriers   | Poem recitation<br>Explanatory video  |
| Oct. 1-15            | 1) Packing<br>2) On Killing a Tree<br>3) Re-ordering   | 4<br>2<br>2<br>= 8             | Enjoy reading the story<br><br>Examples from real life situations<br><br>Significance of title<br>Participatory learning  | Write a humorous account of any incident (real/imaginary)<br><br>Reconstruct a dialogue between a child and speaking tree |
| Oct 16-31            | 1) Reach for the Top<br>2) Integrated grammar  | 4<br>3<br>= 10                 | Inspiring stories- values to be learnt<br>Digital Mode: PPT on Santosh Yadav & Maria  | Biographies of great personalities  |
| Nov. 1-15            | 1) The Duck and the Kangaroo<br>2) ASL   | 5<br>1<br>3<br>2<br>= 11       | Participatory learning<br>Communication Skills  | Honing the speaking and listening skills and building their confidence in using the language                              |
| Nov.16-30            | 1) Weathering the Storm in Ersma<br>2) The Last Leaf<br>3) Reported Speech<br>4) If I were You | 3<br>2<br>2<br>6<br>=13        | Interactive learning Class-discussion<br>Case study of cyclone<br>Cooperative learning<br>Active and dramatic approach. Role play, setting and other elements of play will be explained | Quiz on these lessons & grammar   |
| Dec. 1-15            | 1) The Bond of Love<br>2) The Snake Trying   | 4<br>2<br>= 6                  | Interactive learning<br>Compassion and love for all creatures<br>Active learning  | ASL will be conducted Topic Presentation & Problem solving<br>PPT, story-telling, speech will be conducted                |
| Dec.16-31            | 1) A House is not a Home<br>2) Writing-Skills<br>2) Grammar<br>3) Activity                     | 4<br>4<br>2<br>= 13            | House vs Home- student's interpretation<br>Participatory learning<br>Practice will be given   | Collect diary entries, letters of famous personalities  |
| Jan 1- 15            | 1) The Beggar  | 5<br><br>= 5                   | Interactive learning<br>Values imbibed from the story   | Extempore   |
| Jan 16- 31           | 1) Revision<br>2) Internal Assessment  | 8<br>5<br>= 13                 | Interactive learning Class  |   |
| Feb 1-15             | 1) Revision<br>Internal Assessment continued   | 8                              |   |   |

**Unit Test 1:**

The Fun They had  
The Road Not Taken  
The Sound of Music

Grammar: Editing, Gap-Filling

**Half Yearly**

Syllabus completed till the first week of September

**Annual Exam**

Complete Syllabus

**Subject Enrichment Activity**

➤ Art Integrated Project will be given

**Portfolio**

Assessment of notebooks on the basis of regularity, completion of work, neatness & overall participation of the student in the class.

**पाठ्यक्रम – हिंदी  
(2022-23)  
कक्षा – नवीं (IX)**

**प्रथम सत्र**

| क्रम संख्या | अवधि            | अध्यापन कालांश | पाठ/ कवर किया पाठ्यक्रम   | शिक्षण पद्धति  | पाठाधिगम आधारित/ कला समेकित गतिविधि   |
|-------------|-----------------|----------------|---|--|---|
| 1           | अप्रैल<br>1-15  | 9-10           | *दुख का अधिकार<br>*रैदास के पद<br>(परिचय)                               | *पाठन/वाचन,<br>*व्याख्या,अर्थबोध,<br>*दृश्य श्रव्य सामग्री<br>*समूह चर्चा<br>*कक्षा गतिविधि<br>*सहभागिता से प्रश्नोत्तर विचार    | परिचर्चा – “व्यक्ति की पहचान उसकी पोशाक से होती है।” / रोल प्ले   |
| 2           | अप्रैल<br>16-30 | 11-12          | *रैदास के पद<br>*अनुच्छेद लेखन<br>*उपसर्ग - प्रत्यय<br>*शब्द और पद      | *कवि परिचय और संदर्भ<br>*पाठन/वाचन,<br>*व्याख्या,अर्थ और भावबोध,<br>*समूह चर्चा /कक्षा गतिविधि<br>*सहभागिता से प्रश्नोत्तर विचार | * सिक्किम के कवियों का परिचय प्राप्त कीजिए और चित्र सहित प्रस्तुत कीजिए।<br>* दूसरे पद में आए कवियों का परिचय प्राप्त कीजिए और कक्षा में प्रस्तुत कीजिए।  |
| 3           | मई<br>1-20      | 9-10           | * गिल्लू<br>* अनुस्वार और अनुनासिक<br>*उपसर्ग-प्रत्यय<br>*अपठित गद्यांश | *संदर्भ, प्रस्तावना<br>*व्याख्या विधि<br>*आगमन विधि<br>*अभ्यास विधि<br>*स्पष्टीकरण<br>*अधिष्ठापन<br>*उद्बोधन और उदाहरण शैली      | * समाज में गरीबों की दयनीय स्थिति पर चिंता व्यक्त करते हुए अपने मित्र को पत्र लिखें।<br>* अनुच्छेद लेखन- सामाजिक विषमता / गरीबी<br>* प्रश्न निर्माण<br>*किन्ही पांच प्राणियों के चित्र लगाकर उनके व्यवहार की दो दो विशेषताएँ लिखिए और कक्षा में सुनाई।<br>*प्रश्न निर्माण |
| 4           | जुलाई<br>1-15   | 6-7            | *एवरेस्ट:मेरी शिखर यात्रा   | *संदर्भ<br>*व्याख्या विधि<br>*विश्लेषण विधि<br>*सहयोगात्मक<br>*प्रश्नोत्तरी  | * अपनी किसी पहाड़ी यात्रा का वास्तविक/काल्पनिक वर्णन और अनुभव संक्षेप में कक्षा में सुनाइए।   |

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|---|----------------|-------|--|--|--|
|   |                |       |  | *उदाहरण शैली   |  |
| 6 | जुलाई<br>16-31 | 12-13 | *एवरेस्ट: मेरी शिखर<br>यात्रा<br>*रहीम के दोहे                                     | *संदर्भ और वाचन<br>*व्याख्या विधि<br>*सहयोगात्मक विधि<br>*उदाहरण शैली<br>प्रश्नोत्तरी<br>*अभ्यास विधि  | *चित्राधारित परियोजना –<br>सिक्किम का धार्मिक परिवेश /<br>* नैतिक मूल्यों या सामाजिक<br>विसंगति जैसे विषय पर दोहा रचना<br>की गतिविधि |
| 7 | अगस्त<br>1-15  | 8-9   | * श्रुतिसम<br>भिन्नार्थक शब्द<br>*पर्यायवाची शब्द<br>*विलोम शब्द<br>*अनुच्छेद लेखन | *पाठन/वाचन,<br>*अर्थबोध<br>*दृश्य श्रव्य सामग्री<br>*समूह चर्चा<br>*कक्षा गतिविधि<br>*सहभागिता से प्रश्न<br>निर्माण  | * प्रश्न निर्माण गतिविधि<br>* अनुच्छेद लेखन गतिविधि<br>विषय :-<br>1- सामाजिक विषमता - एक<br>समस्या<br>2- प्रकृति के समक्ष चुनौतियाँ  |
| 8 | अगस्त<br>16-31 | 12-13 | *स्मृति<br>*अर्थ के आधार पर<br>वाक्य भेद<br>*नारा लेखन<br>* श्रवण और वाचन<br>कौशल  | *पाठन/वाचन,<br>*व्याख्या,अर्थबोध,भावबोध<br>*दृश्य श्रव्य सामग्री<br>*समूह चर्चा<br>*कक्षा गतिविधि<br>*सहभागिता से प्रश्नोत्तर<br>विचार<br>*आगमन विधि<br>*अभ्यास विधि | *प्रश्न निर्माण<br>*लेखन अभ्यास<br>*पाठाधारित स्वानुभूति वर्णन   |
| 9 | सितंबर<br>1-15 | 5-6   | *पुनरावृत्ति अभ्यास<br>*प्रथम सत्रीय परीक्षा                                       |  |  |

|                      |  |  |
|----------------------|--|--|
| यूनिट परीक्षा - 1    |  | *दुख का अधिकार<br>*रैदास के पद<br>*गिल्लू<br>*शब्द और पद<br>*अनुस्वार और अनुनासिक<br>*उपसर्ग-प्रत्यय<br>*अपठित गद्यांश<br>*अनुच्छेद लेखन |
|                      |  |  |
| प्रथम सत्रीय परीक्षा |  | अप्रैल से अगस्त तक पढ़ा गया संपूर्ण पाठ्यक्रम प्रथम<br>सत्रीय परीक्षा में पूछा जाएगा।  |

## द्वितीय सत्र

| क्रम संख्या | अवधि          | अध्यापन कालांश | पाठ/ कवर किया पाठ्यक्रम  | शिक्षण पद्धति   | गतिविधि / कला समेकित गतिविधि   |
|-------------|---------------|----------------|--|---|--|
| 10          | सितंबर 15-30  | 4-5            | *कल्लू कुम्हार की उनाकोटि (केवल पठन हेतु)<br>*वाचन एवं श्रवण कौशल मूल्यांकन (ASL)                                      | *पाठन और वाचन<br>*श्रवण और वाचन कौशल  | *वाचन एवं श्रवण  |
| 11          | अक्टूबर 1-15  | 7-8            | *तुम कब जाओगे:अतिथि<br>*संवाद लेखन / अपठित बोध   | *पाठन/वाचन,<br>*व्याख्या,अर्थबोध,भावबोध<br>*दृश्य श्रव्य सामग्री<br>*समूह चर्चा<br>*कक्षा गतिविधि<br>*सहभागिता से प्रश्नोत्तर विचार<br>*आगमन विधि<br>*अभ्यास विधि | *वाद-विवाद :- अतिथि देवता होता है ।  |
| 12          | अक्टूबर 16-31 | 9-10           | *दिये जल उठे<br>*लेखन/वाचन अभ्यास  | *अभ्यास विधि  | *पत्र लेखन अभ्यास<br>*प्रश्न निर्माण<br>* पॉडकास्ट- दांडी यात्रा जैसे स्वाधीनता के लिए किए गए अन्य किसी प्रयास पर  |
| 13          | नवंबर 1-15    | 10-11          | *खुशबू रचते हैं हाथ<br>*शब्द निर्माण- उपसर्ग, प्रत्यय<br>* श्रुतिसम भिन्नार्थक शब्द<br>*पर्यायवाची शब्द<br>*विलोम शब्द | *पाठन/वाचन,<br>*व्याख्या,अर्थबोध,भावबोध<br>*समूह चर्चा<br>*कक्षा गतिविधि<br>*सहभागिता से प्रश्नोत्तर विचार<br>*आगमन विधि<br>*अभ्यास विधि                          | * माचिस निर्माण, मोमबत्ती निर्माण, लिफाफा निर्माण,पापड़ निर्माण आदि लघु उद्योगों के विषय में जानकारी एकत्र करना और कक्षा में सचित्र प्रस्तुति<br>*समूह चर्चा |
| 14          | नवंबर 16-30   | 12-13          | *एक फूल की चाह<br>*पत्र लेखन,  | *पाठन/वाचन,<br>*व्याख्या,अर्थबोध,भावबोध<br>*दृश्य श्रव्य सामग्री<br>*समूह चर्चा<br>*कक्षा गतिविधि<br>*सहभागिता से प्रश्नोत्तर विचार                               | *संक्षिप्त कहानी के रूप में कविता की प्रस्तुति<br>*कविता के मूल भाव पर आधारित आँखों देखा वर्णन<br>*लेखन अभ्यास   |



|    |                  |       |   |   |   |
|----|------------------|-------|---|---|---|
|    |                  |       |   | *आगमन विधि<br>*अभ्यास विधि  |   |
| 15 | दिसंबर<br>1-15   | 5-6   | *हामिद खाँ  | *संदर्भ<br>*पाठन और वाचन<br>*व्याख्या विधि<br>*सहयोगात्मक विधि<br>*प्रश्नोत्तरी   | *आशु वाचन – अच्छे<br>व्यवहार का महत्व   |
| 16 | दिसंबर 16-<br>31 | 12-13 | *धर्म की आड़<br>*वाक्य भेद  | *पाठन/वाचन,<br>*व्याख्या,अर्थबोध,भावबोध<br>*दृश्य श्रव्य सामग्री<br>*समूह चर्चा<br>*कक्षा गतिविधि<br>*सहभागिता से प्रश्नोत्तर विचार<br>*आगमन विधि<br>*अभ्यास विधि | *समूह चर्चा – “धर्म एकता<br>का माध्यम है।”<br>*वाक्य खेल  |
| 17 | जनवरी<br>1-15    | 5     | *शुक्रतारे के समान<br>(केवल पठन हेतु )<br>*अपठित बोध<br>*नारा लेखन                        | *पाठन/वाचन,<br>*व्याख्या,अर्थबोध,भावबोध<br>*विश्लेषण विधि<br>*दृश्य श्रव्य सामग्री<br>*समूह चर्चा<br>*कक्षा गतिविधि<br>*सहभागिता से प्रश्नोत्तर विचार             | *“स्वानुभूति” (कक्षा<br>गतिविधि) --गांधीजी की<br>आत्मकथा पढ़िए और<br>उससे होने वाली अनुभूति<br>को कक्षा में निष्कर्ष के रूप<br>में साझा कीजिए।  |
| 18 | जनवरी 16-<br>31  | 12-13 | *अग्निपथ<br>(केवल गतिविधि हेतु)<br>*संदेश लेखन, नारा<br>लेखन<br>*अभ्यास और<br>पुनरावृत्ति | *पाठन/वाचन,<br>*व्याख्या,अर्थबोध,भावबोध<br>*समूह चर्चा<br>*कक्षा गतिविधि<br>*सहभागिता से प्रश्नोत्तर विचार<br>*अभ्यास विधि  | *कविता एलबम-<br>“ जीवन संघर्षमय है इससे<br>घबराकर रुकना नहीं<br>चाहिए” इस विषय से<br>संबंधित अन्य कविताओं<br>की कविताओं को एकत्रित<br>कर एलबम निर्माण।<br>*अभ्यास<br>*प्रश्नोत्तरी (क्विज़) |
| 19 | फरवरी            | 7-8   | *पुनरावृत्ति और<br>प्रतिदर्श प्रश्न पत्र<br>*वार्षिक परीक्षा                              | *पुनरावृत्ति अभ्यास   | *अभ्यास   |

## यूनिट परीक्षा 2

- \*तुम कब जाओगे, अतिथि
- \*खुशबू रचते हैं हाथ
- \*दिये जल उठे
- \*अर्थ के आधार पर वाक्य भेद
- \*उपसर्ग-प्रत्यय

\*संदेश लेखन / नारा लेखन

\*पत्र लेखन

वार्षिक परीक्षा

प्रथम और द्वितीय सत्र का पूर्ण पाठ्यक्रम



# MATHEMATICS SYLLABUS

CLASS: IX (2022-23)

SEMESTER I

| S. No. | Duration                                  | Chapter/Topic                                    | No. of Teaching Periods | Concept Covered  | Pedagogy (learner centred)                       | Art Integrated/Other Activities   |
|--------|---|--|-------------------------|--|--|---|
| 1      | 1 <sup>st</sup> – 15 <sup>th</sup> April  | Number System                                    | 10                      | Introduction to Number System, Classification of Real numbers, Difference between rational and irrational, Operations on Real numbers, Rationalization.  | Deductive, Brainstorming, Problem Solving.       | Fun worksheet, Activity on construction of a Square Root Spiral                                   |
| 2      | 16 <sup>th</sup> – 30 <sup>th</sup> April | Number System <i>contd...</i>                    | 6                       | Laws of exponents, Representation of Real numbers on Number-line (Spiral method, Successive magnification)   | <i>-do-</i>                                      |   |
|        |   | Co-ordinate Geometry                             | 4                       | Cartesian plane, Terms and notations associated with cartesian plane, plotting of points, identifying coordinates of point.  | Problem Solving.                                 | Art integrated activity on map of Sikkim  |
|        |   | Linear equation in two variables                 | 2                       | Standard form of linear equation in two variables, solution and its interpretation.  | Deductive, Explicit instructions, Brainstorming. |   |
| 3      | 1 <sup>st</sup> – 20 <sup>th</sup> May    | Linear equation in two variables <i>contd...</i> | 3                       | Graph of linear equation in two variables, converting real-life word problems into equations   | <i>-do-</i>                                      | Converting a real-life problem to equation and then drawing graph of it, for further conclusions. |
|        |   | Lines and angles                                 | 7                       | Definition and classification of angles, special pair of angles (linear pair, vertically opposite angles, corresponding angles, alternate angles, co-interior angles), Angle sum property of triangle. | Problem Solving method, Heuristic approach.      | Activity on verifying exterior angle property of triangle.  |

|   |   |                                    |   |   |   |   |
|---|---|------------------------------------|---|---|---|---|
| 4 | 1 <sup>st</sup> – 15 <sup>th</sup><br>July    | Triangles                          | 7 | Meaning of congruency, Congruency criteria for triangles, Proof of ASA congruency   | Problem Solving, Heuristic approach.      | Activity on verifying triangle's inequality.  |
| 5 | 16 <sup>th</sup> – 31 <sup>st</sup><br>July   | Triangles <i>contd...</i>          | 6 | Application of congruency (SAS, SSS, ASA), Application of congruency (RHS), Isosceles triangle property, Triangles Inequality | -do-                                      |   |
|   |   | Heron's Formula                    | 7 | Area of triangle using Heron's formula, application on finding area of quadrilateral.   | Inducto-deductive Problem-Solving method. | Solving a real-life problem to find area of a field using heron's formula.  |
| 6 | 1 <sup>st</sup> – 15 <sup>th</sup><br>August  | Introduction to Euclid's Geometry* | 3 | Euclid's Axioms, Postulates, Playfair's axiom   | Analytico-synthesis method.               | Students can be asked to write small article on any one famous mathematical statement (like conjectures, paradoxes etc)   |
|   |   | Statistics                         | 5 | Introduction to Statistics: Collection of data, presentation of data – tabular form, ungrouped / grouped, bar graphs,         | Inducto-deductive Problem-Solving method. | Collecting data from real life and representing it graphically, Further analysing and interpreting it on various aspects. |
| 7 | 16 <sup>th</sup> – 31 <sup>st</sup><br>August | Statistics <i>contd...</i>         | 5 | Measures of Central tendencies  | -do-                                      |   |
|   |   | Internal Assessments and Revision  | 8 |   |   | Crossword (Multiple assessment)   |

### **PERIODIC ASSESSMENTS**

#### **UNIT TEST I**

Ch-1: Number system  
Ch-3: Coordinate Geometry  
Ch-4: Linear equations in two variables

### **TERM I**

Ch-1: Number system  
Ch-3: Co-ordinate Geometry  
Ch-4: Linear equation in two variables  
Ch-6: Lines and angles  
Ch-7: Triangles  
Ch-12: Heron's Formula  
Ch-14: Statistics

**SEMESTER II**

| S. No. | Duration                                      | Chapter/Topic                        | No. of Teaching Periods | Concept Covered  | Pedagogy (learner centred)                                    | Art Integrated/Other Activities  |
|--------|---|--------------------------------------|-------------------------|--|---|--|
| 8      | 1 <sup>st</sup> – 15 <sup>th</sup> September  | Polynomials                          | 5                       | Definition and examples polynomial in one variable, Coefficients, Degree, Zero of polynomial   | Problem Solving, Inducto-deductive                            | Activity on factorization of polynomial by paper cutting method.   |
| 9      | 15 <sup>th</sup> – 30 <sup>th</sup> September | Polynomials                          | 6                       | Remainder theorem, Factor theorem, Algebraic identities and its application.   | -do-  |  |
| 10     | 1 <sup>st</sup> – 15 <sup>th</sup> October    | Quadrilaterals                       | 8                       | Definition, Types and Properties of quadrilaterals, Application of properties and theorems on questions.   | Brainstorming, Inducto-deductive                              | Activity on verifying Mid-point theorem.   |
| 11     | 16 <sup>th</sup> – 31 <sup>st</sup> October   | Area of parallelograms and triangles | 8                       | Relation between area of parallelogram-parallelogram, parallelogram-triangle, triangle-triangle, Result on median of a triangle.   | Brainstorming, Inducto-deductive                              | Activity to show that the area of a parallelogram is equal to the product of its base and corresponding height by using paper cutting and pasting. |
|        |   | Constructions                        | 2                       | Construction of bisectors of line segments and angles of specific angles, equilateral triangles.   | Problem Solving, Pictorial Method, Explicit Instructions      |  |
| 12     | 1 <sup>st</sup> – 15 <sup>th</sup> November   | Constructions                        | 7                       | 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 given perimeter and base angles | -do-  | Construction using geometrical instruments will be done by students  |
|        |   | Surface area and Volume              | 4                       | Surface areas of cubes, cuboids, spheres (including hemispheres)   | Inducto-deductive, Heuristic, Problem Solving, Brainstorming. | Activity to find formula for the Curved Surface Area of a Cylinder.  |

|    |   |  |    |  |   |   |
|----|---|--|----|--|---|---|
| 13 | 16 <sup>th</sup> – 30 <sup>th</sup><br>November | Surface area and<br>Volume <i>contd...</i> | 13 | Surface area of right circular cylinders/cones, Volumes of cubes, cuboids, spheres (including hemispheres) and right circular cylinders/cones.                             | -do-  | Activity to form a Cone from a Sector of a Circle   |
| 14 | 1 <sup>st</sup> – 15 <sup>th</sup><br>December  | Circles                                    | 6  | Through examples, arrive at definition of circle and related concepts-radius, circumference, diameter, chord, arc, secant, sector, segment, theorems and its applications. | Brainstorming,<br>Analytico-synthetic<br>method | Activity on exterior angle of a cyclic quadrilateral is equal to its interior opposite angle. |
| 15 | 16 <sup>th</sup> – 30 <sup>th</sup><br>December | Circles                                    | 13 | Concepts related to subtended angle, Theorems and its applications.  | -do-  | Activity on angles in the Same Segment  |
| 16 | 1 <sup>st</sup> – 15 <sup>th</sup><br>January   | Probability                                | 5  | Meaning of Probability, Experimental approach, properties of probability of an event.  | Inducto-deductive<br>Problem-Solving<br>method  | Classroom Activity verifying a property of probability  |
| 17 | 15 <sup>th</sup> – 30 <sup>th</sup><br>January  | Probability                                | 3  | Empirical formula and its application questions.   | -do-  |   |
|    |   | Internal Assessments and Revision          | 10 |  |   | Crossword (Multiple assessment)   |

## **UNIT TEST II**

Ch-2: Polynomials  
Ch-8: Quadrilaterals  
Ch-11: Constructions

Entire syllabus in FINAL EXAMINATION

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**PHYSICS SYLLABUS**  
**CLASS-IX (2021-22)**

**TERM-I**

| S. No. | Duration                                    | Chapter/Topic                   | No. of Teaching Periods | Syllabus Covered  | Pedagogy (learnercentred)   | Art Integrated/Other Activities  |
|--------|---|---------------------------------|-------------------------|---|---|--|
| 1.     | April 1 <sup>st</sup> -22 <sup>nd</sup>     | <b>Motion</b>                   | 4                       | Rest And Motion, Scalar and Vector Quantities, Distance and Displacement.         | Demonstration, E- learning, Brainstorming, Computational thinking                 | Using experimental data compute the distance and displacement in various daily life situations.  |
| 2.     | May 1 <sup>st</sup> -28 <sup>th</sup>       | <b>Motion</b>                   | 8                       | Speed And Velocity, Average speed And Velocity, Uniform Motion                    | Incidental Learning, Context Based Learning, Brainstorming                        | Plot position vs time graph for the following cases a) Stationary motion b)uniform motion c) non uniform motion  |
| 3.     | July 1 <sup>st</sup> – 30 <sup>th</sup>     | <b>Periodic Test1 + Motion</b>  | 6                       | Acceleration, Uniformly Accelerated Motion, Equations Of Motion(Graphical Method) | E- learning, Brainstorming, Computational Thinking                                | Plot velocity vs time graph for the following cases and calculate slope in each case a)uniform acceleration b) non uniform acceleration c) deceleration  |
| 4.     | August 1 <sup>st</sup> – 31 <sup>st</sup>   | <b>Laws Of Motion</b>           | 8                       | Newton’s laws Of Motion, Momentum, Law Of Conservation Of Momentum                | E-Learning, Experiential based learning, Argumentation, Incidental Based Learning | <b>Experiential based activity:</b><br>The students will be asked to perform fun filled activity to understand law of conservation of momentum using simple things like a balloon, a straw, thread, a pair of scissors and an adhesive tape. |
| 5.     | September 1 <sup>st</sup> -15 <sup>th</sup> | <b>Laws Of Motion+ Revision</b> | 2                       | Applications Of Law Of Conservation of Momentum + Revision                        | Context Based Learning, Brainstorming   |  |

**Note:** Students will be asked to record the practicals in their practical file as per the cbse syllabus.

**Periodic Test 1:**

Chapter-1: Motion

Chapter-2: Laws Of Motion

**Subject Enrichment Activity 1 :** Lab activities and their record.

**Multiple Assessment 1:**

Experiential Learning Activities, MCQ tests, Oral Tests, etc.

**Portfolio 1:** Assignments and Poster.

**TERM-II**

| S. No. | Duration                                  | Chapter/Topic                 | No. of Teaching Periods | Syllabus Covered  | Pedagogy (learner centred)  | Art Integrated/Other Activities  |
|--------|---|-------------------------------|-------------------------|---|---|--|
| 1.     | Sept. 16 <sup>th</sup> – 30 <sup>th</sup> | <b>Gravitation</b>            | 4                       | Newton's Law Of Gravitation and Acceleration due to gravity | Activity oriented, Use of Multimedia, Demonstration                               |  |
| 2.     | Oct. 1 <sup>st</sup> – 31 <sup>st</sup>   | <b>Gravitation (Contd.)</b>   | 8                       | Mass and Weight, weightlessness, Floatation                 | E-Learning, Experiential based learning, Argumentation, Incidental Based Learning | Perform activity using thread, A ball, liquids of different Densities (if possible in the school or through O-Labs)  |
| 3.     | Nov. 1 <sup>st</sup> - 30 <sup>th</sup>   | <b>Work, Energy And Power</b> | 6                       | Work and energy   | Demonstration, E-learning, Computational Learning                                 | Experiential Based Activity: Suppose that the book has a mass $m$ , and the table top is a distance $h$ above the floor. Write down an equation for the work $W$ done by gravity on the book as it falls from the table top to the floor |



|    |  |   |   |  |  |   |
|----|--|---|---|--|--|---|
| 4. | Dec1 <sup>st</sup> -<br>31 <sup>st</sup>   | <b>Revision + Work,<br/>Energy and<br/>Power (contd.)</b> | 4 | Power  | Activity<br>method,<br>Experiential<br>Learning ,<br>E-Learning                            | Data Analysis Of The Electrical<br>Energy Consumed In A Normal<br>Household and Calculate The<br>Electricity Bill |
| 5. | Jan. 1 <sup>st</sup> –<br>31 <sup>st</sup> | <b>Sound</b>  | 6 | Wave Motion,<br>categorisation<br>of waves,<br>characteristics<br>of waves | Learning Through<br>Argumentation,<br>Incidental<br>Learning,<br>Computational<br>Thinking | Design a poster showing two<br>musical instruments each of<br>the state of Delhi And Sikkim.                      |
| 6. | Feb. 1 <sup>st</sup> –<br>15 <sup>th</sup> | <b>Sound<br/>(Contd.)+Revision</b>                        | 2 | Structure Of<br>Human Ear  | E- learning,<br>Discussion,<br>Concept based<br>learning.                                  |   |

**Periodic Test 2:**

Chapter-1: Gravitation

**Subject Enrichment Activity 1 :** Lab activities and their record.

**Multiple Assessment 1:**

Experiential Learning Activities, MCQ tests, Oral Tests, etc.

**Portfolio 1:** Assignments and Poster.

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## CHEMISTRY SYLLABUS

### CLASS IX (2022-23)

#### TERM-I

| S. No. | Duration                                 | Chapter / Topic                          | No. of Teaching Periods | Syllabus Covered  | Pedagogy (learner centred)   | Art Integrated / Other Activities  |
|--------|--|--|-------------------------|---|--|--|
| 1.     | April 1 <sup>st</sup> – 30 <sup>th</sup> | Chapter 2:-<br>Is matter around us pure  | 6                       | Elements, compounds and mixtures, Heterogeneous and homogenous mixtures.  | Brainstorming, Argumentative, Incidental learning, Activity-oriented, E-learning.  | Activity to prepare a saturated solution of salt and sugar and check if the temperature increases the solubility.                          |
| 2.     | May 1 <sup>st</sup> – 21 <sup>st</sup>   | Chapter 2:-<br>continued                 | 8                       | Solutions, Colloids and suspensions, Separating the Components of a Mixture.  | Student-teacher interaction, Visualization, Integrative approach, Experiential learning, Compare- contrast matrix.           | 1. Activity to distinguish between true solutions, colloids and suspensions.<br><br>2. Mind map for separation of mixtures.                |
| 3.     | July 11 <sup>th</sup> – 31 <sup>st</sup> | Chapter 1:<br>Matter in our surroundings | 6                       | Definition of matter, States of matter, Characteristics of matter   | Peer- learning, Critical thinking, Heuristic approach, Embodied learning, Inquiry based approach.                            | Activity to show the rate of diffusion using ink and honey   |
| 4.     | Aug. 1 <sup>st</sup> – 31 <sup>st</sup>  | Chapter 1:-<br>continued                 | 8                       | Change of state: melting (absorption of heat), freezing, evaporation (cooling by evaporation), condensation, sublimation. | Questioning, Visualization, Daily life experiences, interdisciplinary approach, Computational thinking, Reflective approach. | 1. Activity to determine melting point of ice and boiling point of water.<br><br>2. Infographic for factors affecting rate of evaporation. |

|    |   |             |   |   |   |   |
|----|---|-------------|---|---|---|---|
| 5. | Sept. 12 <sup>th</sup> – 23 <sup>rd</sup> | Term-I Exam | - | - | - | - |
|----|---|-------------|---|---|---|---|

**NOTE:**

Students will be asked to perform and record the practicals in their practical file as per the CBSE syllabus.

| EXAM          | UNIT/LESSON            |
|---------------|------------------------|
| PT-1          | Chapter 2.             |
| PT-2 (Term-1) | Chapter 1 + Chapter 2. |

**TERM-II**

| S. No. | Duration                                      | Chapter / Topic                 | No. of Teaching Periods | Syllabus Covered   | Pedagogy (learner centred)  | Art Integrated / Other Activities   |
|--------|---|---------------------------------|-------------------------|--|---|---|
| 6.     | Sept. 26 <sup>th</sup> – 30 <sup>th</sup> Sep | Chapter 3:- Atoms and Molecules | 2                       | Laws of Chemical Combination, Dalton and Modern Symbols, Atom and atomic mass.   | Student – teacher interaction, Constructivist, collaborative learning, Independent practice, Creativity, Context based learning.  | Jewellery design for first 18 elements of periodic table.                         |
| 7.     | Oct. 1 <sup>st</sup> – 31 <sup>st</sup>       | Chapter 3:- continued           | 4                       | Molecules and ions, Chemical formulae, Molecular mass and Mole concept: Relationship of mole to mass of the particles and numbers. | Questioning, Constructivist, Problem solving, Communication, Compare- contrast matrix, Reflective and interdisciplinary approach. | Activity to write chemical formulae using play way methods such as game of cards. |

|     |   |                                  |    |   |   |  |
|-----|---|----------------------------------|----|---|---|--|
| 8.  | Nov. 1 <sup>st</sup> – 30 <sup>th</sup> | Chapter 4:-<br>Structure of atom | 7  | Charged particles in matter: Electrons, protons and neutrons; Models of atom.                           | Constructivist, Interrogative approach, Creativity, Collaboration. Critical Thinking, Multimedia content. | PPT/Video for explaining structure of atom   |
| 9.  | Dec. 1 <sup>st</sup> – 31 <sup>st</sup> | Chapter 4:-<br>continued         | 6  | Electron arrangement in different orbits; Valency; atomic number and mass number; Isotopes and Isobars. | Brainstorming, Problem solving, Communication, Integrative approach, Incidental learning.                 | 3 D model for displaying electronic configuration of elements in different orbits. |
| 10. | Jan. 1 <sup>st</sup> – 25 <sup>th</sup> | Revision                         | 12 | -   | -   | -  |

**NOTE:**

Students will be asked to perform and record the practicals in their practical file as per the CBSE syllabus.

| EXAM  | UNIT/CHAPTER     |
|-------|------------------|
| PT-3  | Chapter 3.       |
| Final | Entire syllabus. |

**MONTFORT SCHOOL****SYLLABUS (2022-23)****CLASS: IX****SUBJECT: BIOLOGY****TERM I**

| <b>S.No.</b> | <b>Duration</b>                           | <b>Chapter/Topic</b>                   | <b>No. of Teaching Period</b> | <b>Syllabus Covered</b>                                      | <b>Pedagogy (learner centred)</b>   | <b>Art Integrated/Experiential learning Activities</b>   |
|--------------|---|--|-------------------------------|--|---|--|
| 1.           | April 1 <sup>st</sup> -15 <sup>th</sup>   | Ch – 5<br>The Fundamental unit of life | 5                             | Introduction<br>Discovery of cell<br>Cell theory             | Explanation and Discussion using audio visual aids or E-Learning                        | Make models of different types of cells.   |
| 2.           | April 16 <sup>th</sup> - 30 <sup>th</sup> | Ch – 5<br>The Fundamental unit of life | 5                             | Structural make up of cell<br>Plasma membrane                | Experiential learning, Activity based, E-Learning                                       | Study of osmosis with egg/raisins/apricots   |
| 3.           | May 1 <sup>st</sup> – 15 <sup>th</sup>    | Ch – 5<br>The Fundamental unit of life | 5                             | Cell wall<br>Nucleus   | Experiential learning, Activity based, E-Learning                                       | Study of plasmolysis on a peel of <i>Rhoeo</i> leaf  |
| 4.           | May 15 <sup>th</sup> – 28 <sup>th</sup>   | Ch – 5<br>The Fundamental unit of life | 6                             | Cytoplasm<br>Cell organelles<br>Cell division                | Explanation and Discussion using audio visual aids or E-Learning<br>Lab skills oriented | Preparation of Temporary mount of onion peel.  |
| 5.           | July 1 <sup>st</sup> – 15 <sup>th</sup>   | Ch- 6<br>Tissues                       | 6                             | Revision for UT 1 +<br>Plant tissues<br>Meristematic tissues | Explanation and Discussion using audio visual aids or E-Learning<br>Lab skills oriented | Observe and study the action of meristematic tissue in the roots of an onion bulb.             |
| 6.           | July 16 <sup>th</sup> -31 <sup>st</sup>   | Ch- 6<br>Tissues                       | 5                             | Simple Permanent Tissues<br>Parenchyma<br>Collenchyma        | Experiential learning, Activity based, E-Learning                                       | Study the characteristics of simple permanent plant tissues with the help of permanent slides. |
| 7.           | Aug. 1 <sup>st</sup> -15 <sup>th</sup>    | Ch- 6<br>Tissues                       | 5                             | Collenchyma<br>Scelerenchyma                                 | Explanation and Discussion using audio visual aids or E-Learning<br>Lab skills oriented |  |

|     |  |                          |   |  |  |   |
|-----|--|--------------------------|---|--|--|---|
| 8.  | Aug. 16 <sup>th</sup> -31 <sup>st</sup>  | Ch- 6<br>Tissues         | 5 | Complex permanent tissues<br>Xylem<br>Phloem | Experiential learning,<br>Activity based, E-Learning | Study the cross-section of the stem of a plant under the microscope.                            |
| 9.  | Sept. 1 <sup>st</sup> -15 <sup>th</sup>  | Revision and Examination | 5 | Revision + Term 1 Examination                | Experiential learning,<br>Activity based, E-Learning | Study the characteristics of Complex permanent plant tissues with the help of permanent slides. |
| 10. | Sept. 16 <sup>th</sup> -30 <sup>th</sup> | Revision and Examination | 6 | Term 1 Examination                           | Practice of HOTS and value based questions           |   |

## TERM II

|     |   |                              |   |  |   |   |
|-----|---|------------------------------|---|--|---|---|
| 11. | Oct. 1 <sup>st</sup> -15 <sup>th</sup>  | Ch- 6<br>Tissues             | 3 | Animal Tissues<br>Types of Epithelial tissues<br>Muscular tissue         | Experiential learning,<br>Activity based, E-Learning                                    | Study the characteristics of types of muscular tissues in animals using a microscope. |
| 12. | Oct. 16 <sup>th</sup> -31 <sup>st</sup> | Ch- 6<br>Tissues             | 3 | Connective tissue<br>Nervous tissue                                      | Explanation and Discussion using audio visual aids or E-Learning<br>Lab skills oriented | Observe blood cells under the microscope.   |
| 13. | Nov. 1 <sup>st</sup> – 15 <sup>th</sup> | Ch-13<br>Why do we fall ill? | 4 | Difference between being healthy and being disease free                  | Experiential learning,<br>Activity based, E-Learning                                    | Infer 'symptoms' and 'signs' of falling ill, in order to identify a disease.          |
| 14. | Nov. 16 <sup>th</sup> -30 <sup>th</sup> | Ch-13<br>Why do we fall ill? | 5 | Acute and chronic diseases<br><br>Infectious and non infectious diseases | Explanation and Discussion using audio visual aids or E-Learning<br>Lab skills oriented | Open discussion among students about current pandemic/Corona virus/Antibodies etc     |
| 15. | Dec 1 <sup>st</sup> -15 <sup>th</sup>   | Revision and Examination     | 5 | Revision + UT 2  | Practice of HOTS and value based questions  |   |
| 16. | Dec. 15 <sup>th</sup> -31 <sup>st</sup> | Ch-13<br>Why do we fall ill? | 5 | Significance of Health   | Experiential learning,<br>Activity based, E-Learning                                    |   |
| 17. | Jan 1 <sup>st</sup> -15 <sup>th</sup>   | Ch-13<br>Why do we fall      | 2 | Diseases and its Causes  | Explanation and   | Infer 'symptoms' and 'signs' of falling   |

|     |  |                              |   |  |  |   |
|-----|--|------------------------------|---|--|--|---|
|     |  | ill?                         |   |  | Discussion using audio visual aids or E-Learning Lab skills oriented                 | ill, in order to identify a disease.  |
| 18. | Jan 16 <sup>th</sup> -30 <sup>th</sup> | Ch-13<br>Why do we fall ill? | 6 | Infectious diseases<br>Principles of treatment<br>Principles of prevention | Explanation and Discussion using audio visual aids or E-Learning Lab skills oriented | Open discussion among students about current pandemic/Corona virus/Antibodies etc |
| 19. | Feb 1 <sup>st</sup> -15 <sup>th</sup>  | Revision and Examination     | 6 | Revision and Examination   | Practice of HOTS and value based questions   |   |
| 20. | Feb 16 <sup>th</sup> -28 <sup>th</sup> | Revision and Examination     | 6 | Revision and Examination   | Practice of HOTS and value based questions   |   |

### EXAMINATION SCHEDULE

| Examination             | Max Marks | Month     | Syllabus covered  |
|-------------------------|-----------|-----------|---|
| Unit test – I           | 50 Marks  | July      | Chapter -5 The Fundamental Unit of Life                       |
| First Semester (Term I) | 80 Marks  | September | Chapter -5 The Fundamental Unit of Life<br>Chapter -6 Tissues |
| Unit test – II          | 50 Marks  | December  | Chapter – 6 Tissues<br>Chapter – 7 Why do we fall ill?        |
| Final Exam(Term II)     | 80 Marks  | February  | Chapter – 6 Tissues<br>Chapter – 7 Why do we fall ill?        |

**SOCIAL SCIENCE MONTH WISE BREAK UP OF SYLLABUS (2022-23)**  
**CLASS IX**

| <b>S.NO</b> | <b>DURATION</b> | <b>NO. OF TEACHING PERIODS</b> | <b>TOPICS / SYLLABUS TO BE COVERED</b>                                | <b>PEDAGOGY</b>   | <b>ART INTEGRATED ACTIVITIES</b>   | <b>OTHER ACTIVITIES</b>  |
|-------------|-----------------|--------------------------------|---|---|--|--|
| 1.          | 1.4.22-15.4.22  | 10                             | 1. India Size and Location<br><br>2. The French Revolution            | Demonstration, audio visuals, Critical thinking, Globe reading, Map skills<br><br>Explanation , Discussion, story telling, Videos, Model charts, Timelines, Activity based learning                     | Map work- location and labelling<br><br>Drawing and Interpretation of Political Symbols during eighteenth century France | Group activity/Role play highlighting the personalities of Louis XVI, Napoleon, Maximillian Robespierre                                |
| 2.          | 16.4.22-30.4.22 | 12                             | The French Revolution (cont.)<br><br>3. The story of village Palampur | Explanation , Discussion, story telling, Videos, Model charts, Timelines, Activity based learning<br><br>Discussion, Narration, Storytelling, PPT, Critical thinking and analysis of data, Case studies | Drawing and Interpretation of Political Symbols during eighteenth century France   | Group activity highlighting the personalities of Louis XVI, Napoleon, Maximillian Robespierre<br><br>Poster Making on World Labour Day |
| 3.          | 1.5.22-20.5.22  | 10                             | 4. What is Democracy? Why Democracy?                                  | Explanation, Interaction, PPTS, Pictorial analysis, Stories on democracy and dictatorships, Brainstorming   |  | Debate/ Group discussion on different forms of government  |
| 4.          | 1.7.22-15.7.22  | 7                              | 5. Physical Features Of India   | Description, PPTS, Analysis and Synthesis, Experiential learning through group activity   | Students (in Groups) to prepare a presentation on the different physiographic divisions of India with                    | Map Activity   |



|    |                   |    |  |  | their strategic importance   |  |
|----|-------------------|----|--|--|--|--|
| 5. | 16.7.22-31.7.22   | 13 | Physical Features Of India(contd)<br><br>6.Constitutional Design | Collaborative learning, Analysing the role of the Constituent Assembly, Discussion on the contributions of Nelson Mandela and Mahatma Gandhi in the making of the Constitution of their respective countries<br>Critical and creative thinking | Poster making on the Preamble of the Constitution  | Role play (Dr. B.R.Ambedkar , Mahatma Gandhi, Nelson Mandela)              |
| 6. | 1.8.22-15.8.22    | 8  | 7.People As Resource   | Interactive and collaborative learning, explanation, Classification of economic activities<br>Brainstorming  |  | Activity on International Youth Day  |
| 7. | 16. 8. 22-31.8.22 | 13 | 8.Socialism and the Russian Revolution                           | Interaction, Explanation, Storytelling, Peer group Discussion ,Audio-visualse, Timelines<br>Interactive and collaborative learning,  | Map Skills- Location and labelling of the Allied Powers and Axis Powers on the World Map | Group discussions /presentations on various aspects related to the chapter |
| 8. | 1. 9.22-23.9.22.  |    | Revision + 1st Term Exams  |  |  |  |

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| 9.  | 1.10.22-15.10.22  | 8  | <p>Socialism and the Russian Revolution (contd.)</p> <p>9.Poverty As a Challenge</p> | <p>Interaction, Explanation, Storytelling, Peer group Discussion, Audio visuals<br/>Timelines<br/>Interactive and collaborative learning,</p> <p>Context based learning, discussion, PPTs, analysis of data, Critical evaluation of the anti poverty schemes , activity based learning</p> | <p>Map Skills- Location and labelling of the Allied Powers and Axis Powers on the World Map</p>    | <p>Group discussions / Role play on various aspects related to the chapter(World War 1, Tsar Nicholas -II, Vladimir Lenin, Stalin, Kerenskii)</p> <p>Activity on International Poverty Eradication Day</p> |
| 10. | 16.10.22-30.10.22 | 10 | 10.Electoral Politics  | <p>Explanation , Discussion on stages of elections, Critical thinking, audio visuals , Case studies, examples, activity based learning</p>   |  | <p>Role play (different stages of elections)/Case study on Assembly elections of a given state</p>   |
| 11. | 1.11.22-15.11.22  | 11 | 11.Working of Institutions   | <p>Explanation, Peer group discussion, PPTs, Analysis, Comprehension<br/>Brainstorming<br/>Direct teaching,</p>  | <p>Poster Designing on the three Institutions of India(Any one to be taken up by the students)</p> | <p>Youth Parliament/Debate on the role of the Parliament, Executive and Judiciary of our country.</p>  |
| 12. | 16.11.22-30.11.22 | 13 | 12.Nazism and the rise of Hitler   | <p>Direct teaching, Brain Storming, discussion, Videos /movies related to Hitler, Bio Sketch</p>   | <p>Map activity (axis and allied powers of world war 2)</p>  | <p>Students in group to give a presentation on different aspects of Hitler's life</p>  |

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| 13. | 1.12.22-15.12.22  | 6  | 13.Natural Vegetation and Wildlife | Discussion, classification of forests, description of flora and fauna of India, group activity, Collaborative learning, Brainstorming   | Map Skills/ Brochure on climate /physiographic division of any one state of India(paired state with Delhi) |  |
| 14. | 16.12.22-31.12.22 | 13 | 14.Climate                         | Descriptive method, Direct teaching, Interpretation of data, Analysis of various terms Experiential learning through observation of different seasons and their characteristics | Map Activity   | Activity- To find out the climatic condition of a given place and the factors responsible for it |
|     | 1.1.23-15.1.23    | 5  | Climate (contd)                    | Direct teaching, experiential learning, audio - Visuals, Peer group discussion.   |  |  |
| 15. | 16.1.23-31.1.23   | 13 | Revision for Final exams.          |   |  |  |

### **SYLLABUS FOR PERIODIC TEST 1**

**India size and location**

**The story of village Palampur**

**French Revolution**

### **SYLLABUS FOR HALF YEARLY EXAM/ PERIODIC TEST 2**

**French Revolution**

**India Size and Location**

**Physical features of India**

**What is democracy? Why democracy?**

**Constitutional design**

**The Story of Village Palampur**

**People As Resource**

### **SYLLABUS FOR PERIODIC TEST 3**

**Electoral Politics**

**Nazism and the rise of Hitler**

### **SYLLABUS FOR FINAL EXAM**

**Russian Revolution**

**Nazism and the rise of Hitler**

**Climate**

**Natural Vegetation and Wildlife**

**Electoral Politics**

**Working of Institutions**

**Poverty as a Challenge**

### **INTERNAL ASSESSMENT (20 Marks)**

**1.PORTFOLIO (Classwork/Assignments/Map Activities/ participation of students in different activities like Heritage India Quiz/ ) – 5 MARKS**

**2.PERIODIC TESTS Pen Paper Test – 5 Marks**

**3. Assessment using MULTIPLE STRATEGIES -For Example-Quiz, Debate, Role play, viva, Group Discussion, Visual Expression , interactive bulletin board, Gallery Boards, Exit cards, Concept Maps, Peer assessment, self assessment etc. 5 Marks**

**4.SUBJECT ENRICHMENT- (project on Disaster Management/Art Integrated Activity)- 5 MARKS**



**Computer Sc. SYLLABUS****CLASS-9 (2022-23)****TERM-I**

| <b>S. No.</b> | <b>Duration</b>                           | <b>Chapter/Topic</b>                              | <b>No. of Teaching Periods</b> | <b>SyllabusCovered</b>  | <b>Pedagogy (learner-centred)</b>                         | <b>Art Integrated/Other Activities</b>   |
|---------------|---|---|--------------------------------|---|---|--|
| 1.            | April 1 <sup>st</sup> – 15 <sup>th</sup>  | <b>Digital Documentation (Open office Writer)</b> | 2                              | Creating, saving and formatting a document in Open Office Writer.   | Demonstration of the software, Activity oriented          | Write a paragraph and format it using formatting features and save the file.   |
| 2.            | April 16 <sup>th</sup> – 30 <sup>th</sup> | <b>Digital Documentation</b>                      | 2                              | Alignment, Spell check, Thesaurus   | Practical Exercises, Demonstration through screen sharing | Check spelling mistakes in the document, find synonym of a given word.   |
| 3.            | May 1 <sup>st</sup> – 15 <sup>th</sup>    | <b>Digital Documentation</b>                      | 2                              | Font dialog box, Margins, Page orientation, Change case, Bullets and numbering, Find and Replace                | Practical Exercises, Demonstration through screen sharing | Page and character formatting. Create a list of subjects.  |
| 4.            | May 16 <sup>th</sup> – 28 <sup>th</sup>   | <b>Digital Documentation</b>                      | 2                              | Working with tables   | Demonstration, Activity oriented                          | Create class timetable and format it.  |
| 5.            | July 1 <sup>st</sup> – 15 <sup>th</sup>   | <b>Digital Documentation</b>                      | 2                              | Creating Styles , Inserting images, image properties  | Activity oriented, creative skills                        | Create a style and load it in a file. Insert an image in the document, crop it, use filter effects, apply text wrapping. |
| 6.            | July 16 <sup>th</sup> – 31 <sup>st</sup>  | <b>Communication Skills</b>                       | 4                              | Types of communication, barriers in communication.  | Brainstorming, e-learning, Activity oriented              | Demonstrate cycle of communication.  |
| 7.            | August 1 <sup>st</sup> – 15 <sup>th</sup> | <b>ICT skills</b>                                 | 2                              | Components of computer system, Internet and its applications, Operating system, Working with files and folders. | Multimedia tools, E-learning, Activity oriented           | Write application area of various input / output devices.  |

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| 8. | August 16 <sup>th</sup> – 31 <sup>st</sup> | <b>Spreadsheet (Open office Calc.)</b> | 4 | Workbook and worksheet<br>-Basic calculations<br>-Format cells | Demonstration, e-learning, Activity oriented | Create a worksheet to enter students name and marks of 5 subjects. Find total marks. Change the color of the cells. |
| 9. | Sept. 1 <sup>st</sup> – 15 <sup>th</sup>   | <b>Spreadsheet</b>                     | 2 | Functions in Open office Calc.                                 | Practical session, demonstration             | Use MAX, MIN, AVERAGE, SUM functions in a worksheet   |

**Subject Enrichment Activity 1:**

Art Integrated Project, Practical sessions through screen sharing, Project work.

**Multiple Assessment 1:**

Experiential Learning Activities/ Online activities, MCQ tests, Practical Tests, etc.

**TERM-II**

| S. No. | Duration                                  | Chapter/Topic                            | No. of Teaching Periods | Syllabus Covered  | Pedagogy (learner-centred)                           | Art Integrated/Other Activities   |
|--------|---|--|-------------------------|---|--|---|
| 1.     | Sept. 16 <sup>th</sup> – 30 <sup>th</sup> | <b>Spreadsheet</b>                       | 2                       | Cell referencing, creating charts   | Activity oriented, Demonstration, practical exercise | Use absolute referencing to calculate simple interest for a given principle amount, time, keeping rate fixed. Represent data visually using charts. |
| 2.     | Oct. 1 <sup>st</sup> – 15 <sup>th</sup>   | <b>Spreadsheet</b>                       | 2                       | Cell address, Using simple formulas   | Activity oriented, Brainstorming, demonstration      | Write formula to find total marks obtained by each student in the worksheet.  |
| 3.     | Oct. 16 <sup>th</sup> – 31 <sup>st</sup>  | <b>Entrepreneur skills, Green skills</b> | 3                       | Types of business activities, - Characteristics of entrepreneurship, Green economy. | Brainstorming, inductive learning.                   | Make a presentation on Green skills implemented through waste management, water management, green transport, green building etc.                    |

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| 4.  | Nov. 1 <sup>st</sup> – 15 <sup>th</sup>  | <b>Advanced features of Spreadsheet</b>                                | 4 | Using Subtotal, Consolidate data in Calc.  | Activity method, Inductive-Deductive, online Practical session | Create a worksheet to implement subtotals, consolidate data from multiple sheets   |
| 5.  | Nov. 16 <sup>th</sup> – 30 <sup>th</sup> | <b>Self management skills, Introduction to IT and ITeS</b>             | 4 | Importance of positive attitude, self confidence, grooming. BPO and BPM services | Brainstorming, E-learning                                      | Discuss importance of self management in one's life.   |
| 6.  | Dec. 1 <sup>st</sup> – 15 <sup>th</sup>  | <b>Digital presentation (Open office Impress)</b>                      | 2 | Creating, saving and viewing a presentation, Presentation views                  | Activity oriented, demonstration, Practical session            | Create a presentation on internet services, change slide theme.  |
| 7.  | Dec. 16 <sup>th</sup> – 31 <sup>st</sup> | <b>Digital presentation</b>  | 4 | Transitions and animations   | Activity oriented, demonstration, Practical session            | Give animation and transition effect on the presentation.  |
| 8.  | Jan. 1 <sup>st</sup> – 15 <sup>th</sup>  | <b>Web Applications and Security</b>                                   | 1 | Working with accessibility options.  | Brainstorming, e-Learning, Inductive-Deductive                 | Perform the following activities on computer<br>1. Use StickyKeys option<br>2. Use Sound entry option<br>3. Use High Contrast<br>4. Use SerialKeys option        |
| 9.  | Jan. 16 <sup>th</sup> – 31 <sup>st</sup> | <b>Web Applications and Security Data entry and keyboarding skills</b> | 4 | Types of keys, mouse operations, networking fundamentals                         | Activity Method, E-learning, web tools                         | List any 3 ISP's available in your city. After collecting information such as connectivity type, speed and charges, compare them and state which is the best ISP |
| 10. | Feb. 1 <sup>st</sup> – 15 <sup>th</sup>  | Assessment, Revision   | 2 | Practical test, revision, internal assessments                                   | Activity Method, Practical exercise                            | Practical exercise based on Open office Calc, Impress  |



**Subject Enrichment Activity 2:**

Practical Activities, Experiential Learning Activities, project work.

**Multiple Assessment 2:**

MCQ tests, Practical sessions, Oral test etc.

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# Art Education

Class IX, 2022-23

## I Semester

### April to July:

Two dimensional or pictorial works

**Topic:** Drawing and Colouring

- 1) Fashion Drawing
- 2) Garment Designing/dress designing
- 3) Indian traditional art
- 4) Cartoons and Caricature

### August to September

**Topic:** Painting

- 1) Water colour painting
- 2) Pastel/Pencil Colour painting

## II Semester

### October

**Topic:** Calligraphy Art

### November to December

**Topic:** Collage Painting

**January to February 2023:** Three dimensional or Sculptural Activities

**Topic:** Clay Modelling

- 1) Making different forms and shape with clay
- 2) Making shapes and forms of human figures, Birds, Animals, Vegetables, Fruits and Jewellery etc

## HOLIDAY HOMEWORK

Picture composition on 1/4th cartridge sheet and colour it in any medium.

## Physical Education –IX (2022-23)

### Semester –I

#### **Track and field (Boys/Girls)**

1. 100m race
2. 200m race
3. 400m race
4. 4x100m race
5. Long Jump
6. Standing broad jump(fitness test)
7. Height and Weight (Boys/Girls)

### Semester – II

1. Cricket – Boys/Girls
2. Volleyball – Boys
3. Throwball – Girls

**Cricket :** Practice the techniques learnt in previous classes.

**Volleyball :**

- Rules and regulations.
- Measurement.
- Under arm service.
- Under arm pass
- Rotation.

**Throwball:**

- Rules and regulations.
- Measurement.
- Service.
- Catching and throwing.

**Shuttle Run (fitness test)**

