N.K.Bagrodia Public School, Sec-IV, Dwarka

CLASS IX (2019-20)

ENGLISH LANGUAGE AND LITERATURE

(Code No. 184) (2019-20)

ENGLISH LANGUAGE AND LITERATURE (Code No. 184) SYLLABUS CLASS – IX (2019-20)
SECTION – WISE WEIGHTAGE

Section		Total Weightage 80
A	Reading Skills	20
B	Writing Skills with Grammar	30
C	Literature Textbook and Supplementary Reading Text	30

Note-The annual board examination will be of 80 marks, with a duration of three hours. There will be internal assessment for 20 Marks.

SECTION A: READING

50 Periods

This section will have two reading passages. 20 Marks

1: A Factual passage 300-350 words with eight Objective Type Questions(including Multiple Choice Questions). 8 marks

2 A Discursive passages of 350-400 words with four Short Answer Type Questions to test inference, evaluation and analysis four Objective Type Questions (including Multiple Choice Questions) to test vocabulary.
12 marks

SECTION B: WRITING AND GRAMMAR

60 Periods

For writing tasks there will be internal choice.30 Marks

3: Writing an Article/Descriptive Paragraph (person/place/event/diary entry) in about 100-150 words based on visual or verbal cue/s. The questions will be thematically based on the prescribed books. 8 marks

4: Writing a short story based on a given outline or cue/s in about 150-200 words. 10 marks

The Grammar syllabus will include the following areas

i. Tenses
ii. Modals

iii. Use of passive voice
iv. Subject – verb concord
v. Reporting
vi. Commands and requests
vii. Statements
viii. Questions
ix. Clauses:
    a. Noun clauses
    b. Adverb clauses of condition and time
    c. Relative clauses

x. Determiners
xi. Prepositions

The above items may be tested through test types(grammar in context) as given below:

5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. 4 marks

6: Editing or omission 4 marks

7: Sentences reordering or sentence transformation in context. 4 marks **SECTION C: LITERATURE TEXTBOOKS**

60 Periods

There will be Internal Choice for every question . 30 Marks

8. One out of two extracts from prose/poetry/play for reference to the context. Four Objective Type Questions: two questions of one mark each on global comprehension and two questions of one mark each on interpretation. (1x4=4 marks)

9 Five Short Answer Type Questions from BEEHIVE AND MOMENTS (3 questions out of four from BEEHIVE and 2 questions out of three from MOMENTS) to test local and global comprehension of theme and ideas (to be answered in 30-40 words each) (2x5=10 marks)

10. One out two long answer type questions from the book BEEHIVE to assess creativity, imagination and extrapolation beyond the text and across the texts. ((to be answered in 100-150 words each) 8 marks

11 One out of two Long Answer Questions from the book MOMENTS on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch in about (100-150 words). 8 marks

Prescribed Books: Published by NCERT, New Delhi

- BEEHIVE – Textbook for class IX
- MOMENTS – Supplementary Reader for Class IX
- Words and Expressions-I, Workbook **NOTE: Teachers are advised to:**

(i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.

(ii) reduce teacher-talk time and keep it to the minimum,

(iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

Besides measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions.

1. Reading Section: Reading for comprehension, critical evaluation, inference and analysis are skills to be tested.
2. Writing Section: All types of short and extended writing tasks will be dealt with.
3. Grammar: Grammar items mentioned in the syllabus will be taught and assessed.

INTERNAL ASSESSMENT

Assessment of Listening and Speaking Skills 50 Periods

Assessment of Listening and Speaking Skills will be for 20 marks. It is recommended that listening and speaking skills should be regularly practiced in the class. Art-integrated activities like Role Play, Skit, Dramatization etc. can also be used.

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)

Textbooks

Literature Reader- Course (2019-20) CLASS – IX

PROSE (Beehive)	
1. The Fun They Had	7. Packing
2. The Sound of Music	8. Reach for the Top
3. The Little Girl	9. The Bond of Love
4. A Truly Beautiful Mind	10. Kathmandu
5. The Snake and the Mirror	11. If I were you
6. My Childhood	

POETRY	
1. The Road Not Taken	6. No Men Are Foreign
2. Wind	7. The Duck and the Kangaroo
3. Rain on the Roof	8. On Killing a Tree
4. The Lake Isle of Innisfree	9. The Snake Trying
5. A Legend of the Northland	10. A Slumber did My Spirit Seal
SUPPLEMENTARY READER (Moments)	
1. The Lost Child	6. Weathering the Storm in Ersama
2. The Adventures of Toto	7. The Last leaf
3. Iswaran the Storyteller	8. A House is Not a Home
4. In the Kingdom of Fools	9. The Accidental Tourist
5. The Happy Prince	10. The Beggar

ENGLISH LANGUAGE AND LITERATURE

(Code No. 184) CLASS – IX (2019 – 20) Marks=80

Typology	**Testing Competencies**	**Objective Type Question including MCQs(1 mark each**	**Short Answer Question 30-40 words (2 marks each)**	**Long Answer Question 1 100-150 words (HOTS)(8 marks each)**	**Very Long Answer Question 150-200 words (HOTS) (10 marks each)**	**Total marks**
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	4 MCQ & 8 Objective Type Questions	4	-	-	20
Writing Skill and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	12	-	1	1	30
Literature Textbook and Supplementary Reading Text	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	4	5	2	-	30
Total		**1x28=28**	**2x9=18**	**8x3=24**	**10x1= 10**	**80**

MATHEMATICS (IX)

COURSE STRUCTURE CLASS –IX

Units	Unit Name	Marks
I	NUMBER SYSTEMS	08
II	ALGEBRA	17
III	COORDINATE GEOMETRY	04
IV	GEOMETRY	28
V	MENSURATION	13
VI	STATISTICS & PROBABILITY	10
	Total	**80**

UNIT I: NUMBER SYSTEMS

1. REAL NUMBERS (16 Periods)

1. Review of representation of natural numbers, integers, rational numbers on the number line. Representation of terminating / non-terminating recurring decimals onthe number line through successive magnification. Rational numbers as recurring/ terminating decimals. Operations on real numbers.

2. Examples of non-recurring/non-terminating decimals. 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, viz. every point on the number line represents a unique real number.

3. Definition of nth root of a real number.

4. Rationalization (with precise meaning) of real numbers of the type $\frac{1}{a+b\sqrt{x}}$ and $\frac{1}{\sqrt{x}+\sqrt{y}}$ (and their combinations) where x and y are natural number and a and b are integers.

5. 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.)

UNIT II: ALGEBRA

1. POLYNOMIALS (23) Periods

Definition of a polynomial in one variable, with examples and counter examples. Coefficients of a polynomial, terms of a polynomial and zero polynomial. Degree of a polynomial. Constant, linear, quadratic and cubic polynomials. Monomials, binomials, trinomials. Factors and

multiples. Zeros of a polynomial. Motivate and State the Remainder Theorem with examples. 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:
$(x + y + z)^2 = x^2 \quad y^2 + z^2 + 2xy + 2yz + 2zx$ +
$(x \pm y)^3 = x^3 \pm y^3 \pm 3xy\,(x \pm y)$
$x^3 \pm y^3 = (x \pm y)\,(x^2 \mp xy + y^2$
$x^3 + y^3 + z^3 - 3xyz = (x + y + z)\,(x^2 + y^2 + z^2 - xy - yz - zx)$
and
their use in factorization of polynomials.

2. LINEAR EQUATIONS IN TWO VARIABLES (14) Periods

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. Explain 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 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.

UNIT III: COORDINATE GEOMETRY

COORDINATE GEOMETRY (6) Periods

The Cartesian plane, coordinates of a point, names and terms associated with the coordinate plane, notations, plotting points in the plane.

UNIT IV: GEOMETRY

1. INTRODUCTION TO EUCLID'S GEOMETRY (Not for assessment) (6) Periods

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.

2. LINES AND ANGLES (13) Periods

1. (Motivate) If a ray stands on a line, then the sum of the two adjacent angles so formed is 180^O and the converse.

2. (Prove) If two lines intersect, vertically opposite angles are equal.

3. (Motivate) Results on corresponding angles, alternate angles, interior angles when a transversal intersects two parallel lines.
4. (Motivate) Lines which are parallel to a given line are parallel.
5. (Prove) The sum of the angles of a triangle is 180^{O}.
6. (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.

3. TRIANGLES (20) Periods

1. (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).

2. (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).

3. (Motivate) Two triangles are congruent if the three sides of one triangle are equal to three sides of the other triangle (SSS Congruence).

4. (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. (RHS Congruence)

5. (Prove) The angles opposite to equal sides of a triangle are equal.

6. (Motivate) The sides opposite to equal angles of a triangle are equal.

7. (Motivate) Triangle inequalities and relation between ‘angle and facing side' inequalities in triangles.

4. QUADRILATERALS (10) Periods

1. (Prove) The diagonal divides a parallelogram into two congruent triangles.

2. (Motivate) In a parallelogram opposite sides are equal, and conversely.

3. (Motivate) In a parallelogram opposite angles are equal, and conversely.

4. (Motivate) A quadrilateral is a parallelogram if a pair of its opposite sides is parallel and equal.

5. (Motivate) In a parallelogram, the diagonals bisect each other and conversely.

6. (Motivate) In a triangle, the line segment joining the mid points of any two sides is parallel to the third side and in half of it and (motivate) its converse.

5. AREA (7) Periods

Review concept of area, recall area of a rectangle.

(Prove) Parallelograms on the same base and between the same parallels have equal area.

1. (Motivate) Triangles on the same base (or equal bases) and between the same parallels are equal in area.

6. CIRCLES (15) Periods

Through examples, arrive at definition of circle and related concepts-radius, circumference, diameter, chord, arc, secant, sector, segment, subtended angle.

1. (Prove) Equal chords of a circle subtend equal angles at the center and (motivate) its converse.
2. (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.
3. (Motivate) There is one and only one circle passing through three given non-collinear points.
4. (Motivate) Equal chords of a circle (or of congruent circles) are equidistant from the center (or their respective centers) and conversely.
5. (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.
6. (Motivate) Angles in the same segment of a circle are equal.
7. (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.
8. (Motivate) The sum of either of the pair of the opposite angles of a cyclic quadrilateral is 180° and its converse.

7. CONSTRUCTIONS (10) Periods

1. Construction of bisectors of line segments and angles of measure 60º, 90º, 45º etc., equilateral triangles.
2. Construction of a triangle given its base, sum/difference of the other two sides and one base angle.

3. Construction of a triangle of given perimeter and base angles.

UNIT V: MENSURATION

1. AREAS (4) Periods

Area of a triangle using Heron's formula (without proof) and its application in finding the area of a quadrilateral.

2. SURFACE AREAS AND VOLUMES (12) Periods

Surface areas and volumes of cubes, cuboids, spheres (including hemispheres) and right circular cylinders/cones.

UNIT VI: STATISTICS & PROBABILITY

1. STATISTICS (13) Periods

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.

2. PROBABILITY (9) Periods

History, Repeated experiments and observed frequency approach to probability.
Focus is on empirical probability. (A large amount of time to be devoted to groupand 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).

PRESCRIBED BOOKS:

1. Mathematics - Textbook for class IX - NCERT Publication
2. Mathematics - Textbook for class X - NCERT Publication
3. Guidelines for Mathematics Laboratory in Schools, class IX - CBSE Publication
4. Guidelines for Mathematics Laboratory in Schools, class X - CBSE Publication
5. Laboratory Manual - Mathematics, secondary stage - NCERT Publication
   http://www.ncert.nic.in/exemplar/labmanuals.html
6. Mathematics exemplar problems for class IX, NCERT publication.
7. Mathematics exemplar problems for class X, NCERT publication.

QUESTION PAPER DESIGN
CLASS – IX (2019-20)

Time: 3 Hrs. **Max. Marks: 80**

S. No.	Typology of Questions	Very Short Answer-Objective type (VSA) (1 Mark)	Short Answer-I (SA) (2 Marks)	Short Answer-II (SA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	% Weightage (approx.)
1	**Remembering:** Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	6	2	2	1	20	25
2	**Understanding:** Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	6	1	1	3	23	29
3	**Applying:** Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	5	2	2	1	19	24
4	**Analysing :** Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations **Evaluating:** Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. **Creating:** Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions	3	1	3	1	18	22
	Total	20x1 =20	6x2 =12	8x3=24	6x4=24	80	100

INTERNAL ASSESSMENT	**20 MARKS**
Pen Paper Test and Multiple Assessment (5+5)	10 Marks
Portfolio	05 Marks
Lab Practical (Lab activities to be done from the prescribed books)	05 Marks

SCIENCE

(Code No. 086)

COURSE STRUCTURE CLASS IX

(Annual Examination) **Marks: 80**

Unit No.	Unit	Marks	Periods
I	Matter - Its Nature and Behaviour	**23**	**50**
II	Organization in the Living World	**20**	**45**
III	Motion, Force and Work	**27**	**60**
IV	Our Environment	**06**	**15**
V	Food; Food Production	**04**	**10**
	Total	**80**	
	Internal assessment	**20**	
	Grand Total	**100**	

Theme: Materials (50 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.

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.

Structure of atoms: Electrons, protons and neutrons, valency, chemical formula of common compounds. Isotopes and Isobars.

Theme: The World of the Living (45 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).

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 (60 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, Action and Reaction forces, Inertia of a body, Inertia and mass, Momentum, Force and Acceleration. Elementary idea of conservation of Momentum.

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

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: Balance in nature (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.

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

(30 Periods)

Practicals should be conducted alongside the concepts taught in theory classes. (LIST OF EXPERIMENTS)

1. Preparation of:
   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
2. Preparation of
   a) A mixture
   b) A compound using iron filings and sulphur powder and distinguishing 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
3. Separation of the components of a mixture of sand, common salt and ammonium chloride (or camphor).
4. Perform the following reactions and classify them as physical or chemical changes:
   a) Iron with copper sulphate solution in water
   b) Burning of magnesium ribbon in air
   c) Zinc with dilute sulphuric acid
   d) Heating of copper sulphate crystals
   e) Sodium sulphate with barium chloride in the form of their solutions in water

5. Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams.
6. Identification of Parenchyma, collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals, from prepared slides.
   Draw their labeled diagrams.
7. Determination of the melting point of ice and the boiling point of water.
8. Verification of the Laws of reflection of sound.
9. Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder.
10. Establishing 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.
11. Determination of the speed of a pulse propagated through a stretched string/slinky(helical spring).
12. Study of the characteristics 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.
13. 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.

14. Verification of the law of conservation of mass in a chemical reaction.
15. Study of the external features of root, stem, leaf and flower of monocot and dicot plants.

Class: IX (2019-20)
Subject: Science (086)

1) Board Examination –Theory

Maximum Marks: 80 Duration : 3 Hours

Sr. No.	Typology of Questions	Objective Type * (01 mark)	SA (03 marks)	LA (05 marks)	Total
1	**Remembering:** Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	07	02	01	22.5%
2	**Understanding:** Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	04	02	02	25%
3	**Applying:** Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	04	01	02	21.25%
4	**Analyzing and Evaluating**: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	05	02	01	20%
5	**Creating:** Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	-	03	-	11.25%
	Total	20 (20)	10 (30)	06 (30)	100%

All questions would be compulsory. However, an internal choice of approximately 33% would be provided.

2) Internal Assessment: 20 Marks

- Periodic Assessment – 05 marks + 05 marks
- Subject Enrichment (Practical Work) – 05 marks
- Portfolio – 05 marks

Note: Objective Section would have 10 MCQ. Besides this, the section would include VSA, Assertion-Reasoning type questions etc.

QUESTION PAPER DESIGN
Class: IX AND X (2019-20)
Subject: Science (086)

3) Board Examination –Theory

Maximum Marks: 80 Duration : 3 Hours

Sr. No.	Typology of Questions	Objective Type * (01 mark)	SA (03 marks)	LA (05 marks)	Total
1	**Remembering:** Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	07	02	01	22.5%
2	**Understanding:** Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	04	02	02	25%
3	**Applying:** Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	04	01	02	21.25%
4	**Analyzing and Evaluating**: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	05	02	01	20%
5	**Creating:** Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	-	03	-	11.25%
	Total	20 (20)	10 (30)	06 (30)	100%

All questions would be compulsory. However, an internal choice of approximately 33% would be provided.

4) Internal Assessment: 20 Marks

- Periodic Assessment – 05 marks + 05 marks
- Subject Enrichment (Practical Work) – 05 marks
- Portfolio – 05 marks

Note: Objective Section would have 10 MCQ. Besides this, the section would include VSA, Assertion-Reasoning type questions etc.

SOCIAL SCIENCE

(CODE NO. 087)

Theory Paper

Time: 3 Hrs.		**Max. Marks: 80**	
No.	**Units**	**No. of Periods**	**Marks**
I	India and the Contemporary World – I	60	20
II	Contemporary India – I	55	20
III	Democratic Politics - I	50	20
IV	Economics	50	20
Total		**215**	**80**

COURSE CONTENT

Unit 1: India and the Contemporary World – I	**60 Periods**
Themes	**Learning Objectives**
Section 1: Events and Processes: (All the three themes are compulsory)	In each of the themes in this unit students would get familiarized with distinct ideologies, 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.
The French Revolution: • French Society During the Late Eighteenth Century • The Outbreak of the Revolution • France Abolishes Monarchy and Becomes a Republic • Did Women have a Revolution? • The Abolition of Slavery • The Revolution and Everyday Life	• Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it. • Know the use of written, oral and visual material to recover the history of revolutions.
II. Socialism in Europe and the Russian Revolution: • The Age of Social Change • The Russian Revolution • The February Revolution in Petrograd What Changed after October? • The Global Influence of the Russian Revolution and the USSR	• Explore the history of socialism through the study of Russian Revolution. Familiarize with the different types of ideas that inspired the revolution

Nazism and the Rise of Hitler: • Birth of the Weimar Republic • Hitler's Rise to Power • The Nazi Worldview • Youth in Nazi Germany • Ordinary People and the Crimes Against Humanity ***Section 2: Livelihoods, Economies and Societies:*** ***Any one theme of the following:*** **III. Forest Society and Colonialism:** • Why Deforestation? • The Rise of Commercial Forestry • Rebellion in the Forest • Forest Transformations in Java	• Discuss the critical significance of Nazism in shaping the politics of modern world. • Get familiarized with the speeches and writings of Nazi Leaders. • 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

V. Pastoralists in the Modern World: • Pastoral Nomads and their Movements • Colonial Rule and Pastoral Life • Pastoralism in Africa	• Highlight varying patterns of developments within pastoral societies in different places. • Analyse 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. • Analyse the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world.

Unit 2: Contemporary India – I	55 Periods
Themes	**Learning Objectives**
1. India • Size and Location • India and the World • India's Neighbours	• Identify the location of India in the Indian subcontinent.
2. Physical Features of India: • Major Physiographic Divisions	• Understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types.
3. Drainage: • Major rivers and tributaries • Lakes • Role of rivers in the economy • Pollution of rivers	• Identify the river systems of the country and explain the role of rivers in the human society.
4. Climate: • Concept • Climatic Controls • Factors influencing India's climate • The Indian Monsoon • Distribution of Rainfall • Monsoon as a unifying bond	• Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people. • Explain the importance and unifying role of monsoons.
5. Natural Vegetation and Wild Life: • Factors affecting Vegetation • Vegetation types • Wild Life • Conservation	• Explain the nature of diverse flora and fauna as well as their distribution. • Develop concern about the need to protect the biodiversity of our country.
6. Population: □ Size • Distribution • Population Growth and Process of Population Change	• Analyse the uneven nature of population distribution and show concern about the large size of our population. • Identify the different occupations of people and explain various factors of population change. Explain various dimensions of National Population Policy and understand the needs of adolescents as underserved group.

Unit 3: Democratic Politics – I	50 Periods
Themes	**Learning Objectives**
1. What is Democracy? Why Democracy?: • What is Democracy? □ Features of Democracy □ Why Democarcy? • Broader Meaning of Democracy	• Develop conceptual skills of defining democracy. • Understand how different historical processes and forces have promoted democracy. • Develop a sophisticated defense of democracy against common prejudices. Develop a historical sense of the choice and nature of democracy in India.
2. Constitutional Design: • Democratic Constitution in South Africa □ Why do we need a Constitution? • Making of the Indian Constitution • Guiding Values of the Indian Constitution **3. Electoral Politics:** • Why Elections? • What is our System of Elections? • What makes elections in democratic India? **4. Working of Institutions:** • How is the major policy decision taken? • Parliament • Political Executive • Judiciary	Understand the process of Constitution making. Develop respect for the Constitution and appreciation for Constitutional values. Recognize Constitution as a dynamic and living document. Understand representative democracy via competitive party politics. Familiarize with Indian electoral system. Reason out for the adoption of present Indian Electoral System. Develop an appreciation of citizen's increased participation in electoral politics. Recognize the significance of the Election Commission. Get an overview of central governmental structures. Identify the role of Parliament and its procedures. Distinguish between political and permanent executive authorities and functions. Understand the parliamentary system of executive's accountability to the legislature. Understand the working of Indian Judiciary.

5. Democratic Rights: • Life without rights • Rights in a Democracy • Rights in the Indian Constitution • Expanding the scope of rights	• Recognize the need for rights in one's life. • Understand the availability /access of rights in a democratic system/government. • Identify and be able to comprehend the Fundamental Rights given by the Indian Constitution to its citizens. • Create awareness regarding the process of safeguarding rights.

Unit 4: Economics	**50 Periods**
Themes	**Objectives**
1. The Story of Village Palampur: • Overview • Organization of production • Farming in Palampur • Non-farm activities of Palampur	• Familiarize with basic economic concepts through an imaginary story of a village.
2. People as Resource: • Overview • Economic activities by men and women • Quality of Population Unemployment	• Understand the demographic concepts • Understand how population can be as asset or a liability for the nation.
3. Poverty as a Challenge: • Two typical cases of poverty • Poverty as seen by Social Scientists • Poverty Estimates • Vulnerable Groups • Interstate disparities • Global Poverty Scenario • Causes of Poverty • Anti-poverty measures • The Challenges Ahead	• Understand poverty as a challenge. • Identify vulnerable group and interstate disparities • Appreciate the initiatives of the government to alleviate poverty.
4. Food Security in India: • Overview • What is Food Security?	• Understand the concept of food security

• Why Food Security? • Who are food insecure? Food • Security in India What is • Buffer Stock? • What is the Public Distribution System? • Current Status of Public Distribution System •	• Appreciate and analyse the role of government in ensuring food supply.

PROJECT WORK
CLASS IX (2019-20)

05 Periods **05 Marks**

1. Every student has to compulsorily undertake ***one project on Disaster Management***

2. **Objectives:** The main objectives of giving project work on Disaster Management to the students are to:
    a. create awareness in them about different disasters, their consequences and management
    b. prepare them in advance to face such situations
    c. ensure their participation in disaster mitigation plans
    d. enable them to create awareness and preparedness among the community.
3. The project work should also help in enhancing the Life Skills of the students.

4. If possible, various forms of art may be integrated in the project work.

5. In order to realize the expected objectives completely, it would be required of the Principals / teachers to muster support from various local authorities and organizations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/ Deputy Commissioners, Fire Service, Police, Civil Defense etc. in the area where the schools are located.

6. The ***distribution of marks*** over different aspects relating to Project Work is as follows:

S. No.	Aspects	Marks
a	Content accuracy, originality and analysis	**2**
b	Presentation and creativity	**2**
c	Viva Voce	**1**

7. The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.

8. All documents pertaining to assessment under this activity should be meticulously maintained by the schools.

9. A Summary Report should be prepared highlighting:

a. objectives realized through individual work and group interactions; b. calendar of activities;
c. innovative ideas generated in the process ;
d. list of questions asked in viva voce.

10. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.

11. The Project Report should be handwritten by the students themselves.

12. The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

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

Note: Please procure latest reprinted edition (2019) of prescribed NCERT textbooks.

QUESTION PAPER DESIGN
CLASS IX (2019-20)

Time: 3 Hours **Max. Marks: 80**

Sr. No.	Typology of Questions	Objective Type (1 mark)	SA (3 marks)	LA (5 marks)	Map Skill	Total Marks	Weightage %
1	**Remembering:** Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	9	3	1	-	23	29%
2	**Understanding:** Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	4	2	2	-	20	25%
3	**Applying:** Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	3	1	2	-	16	20%
4	**Analysing and Evaluating:** Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	2	1	1	-	10	12%
5	**Creating:** Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	2	1	-	-	5	6.5%
6	**Map Skill**				3+3	6	7.6%
	Total	1x20=20	3x8 =24	5x6=30	6	80	100%

○ Internal Assessment: 20 Marks

INTERNAL ASSESSMENT

<table>
<tr><th></th><th>Marks</th><th>Description</th></tr>
<tr><td>Periodic Assessment</td><td>10 Marks</td><td>
<table>
<tr><td>Pen Paper Test</td><td>5 marks</td></tr>
<tr><td>Assessment using multiple strategies
For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.</td><td>5 marks</td></tr>
</table>
</td></tr>
<tr><td>Portfolio</td><td>5 Marks</td><td>• Classwork
• Work done (Activities / Assignments) Reflections, Narrations, Journals, etc.
• Achievements of the student in the subject throughout the year
• Participation of the student in different activities like Heritage India Quiz</td></tr>
<tr><td>Subject Enrichment Activity</td><td>5 Marks</td><td> Project Work</td></tr>
</table>

LIST OF MAP ITEMS

SUBJECT - HISTORY

Chapter-1: The French Revolution

Outline Political Map of France (For locating and labeling / Identification)

- Bordeaux
- Nantes
- Paris
- Marseilles

Chapter-2: Socialism in Europe and the Russian Revolution

Outline Political Map of World (For locating and labeling / Identification)

- Major countries of First World War
  (Central Powers and Allied Powers)
  Central Powers - Germany, Austria-Hungary, Turkey (Ottoman Empire) ***Allied Powers*** - France, England, Russia, U.S.A.

Chapter-3: Nazism and Rise of Hitler

Outline Political Map of World (For locating and labeling / Identification)

- Major countries of Second World War ***Axis Powers*** – Germany, Italy, Japan
  Allied Powers – UK, France, Former USSR, USA
- Territories under German expansion (Nazi Power)
  Austria, Poland, Czechoslovakia (only Slovakia shown in the map), Denmark, Lithuania, France, Belgium

SUBJECT – GEOGRAPHY (Outline Political Map of India)

Chapter -1: India-Size and Location

- India-States with Capitals, Tropic of Cancer, Standard Meridian (Location and Labelling)

Chapter -2: Physical Features of India

- Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats
- Mountain Peaks – K2, Kanchan Junga, Anai Mudi
- Plateau - Deccan Plateau, Chotta Nagpur Plateau, Malwa Plateau
- Coastal Plains - Konkan, Malabar, Coromandal & Northern Circar (Location and Labelling)

Chapter -3: Drainage

- Rivers: (Identification only) ○ *The Himalayan River Systems*-The Indus, The Ganges, and The Satluj ○ *The Peninsular rivers*-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi
- Lakes: Wular, Pulicat, Sambhar, Chilika

Chapter - 4: Climate

- Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

Chapter - 5: Natural Vegetation and Wild Life

- Vegetation Type: Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove- For identification only
- National Parks: Corbett, Kaziranga, Ranthambor, Shivpuri, Kanha, Simlipal & Manas
- Bird Sanctuaries: Bharatpur and Ranganthitto
- Wild Life Sanctuaries: Sariska, Mudumalai, Rajaji, Dachigam (Location and Labelling)

Chapter - 6: Population (location and labelling)

- The state having highest and lowest density of population
- The state having highest and lowest sex ratio
- Largest and smallest state according to area

INFORMATION TECHNOLOGY (CODE NO. 402)
CLASS IX (SESSION 2019-2020)

Information Technology (Code no. 402) Class IX (Session 2019-2020)	
Theory	50 marks
Practical	50 marks
Total Marks	**100 marks**

- **PART A: EMPLOYABILITY SKILLS**
  - Unit 1- Communication Skills
  - Unit 2- Self-Management Skills
  - Unit 3- Basic ICT Skills
  - Unit 4- Entrepreneurial Skills
  - Unit 5- Green Skills
- **PART B:**
  - Unit 1- Introduction to IT-ITeS industry
  - Unit 2- Data Entry & Keyboarding Skills
  - Unit 3- Digital Documentation
  - Unit 4- Electronic Spreadsheet
  - Unit 5- Digital Presentation
- **PART C: PRACTICAL WORK**
  - Practical Examination
  - Written Test
  - Viva Voce
- **PART D: PROJECT WORK / FIELD VISIT**
  - Practical File / Student Portfolio
  - Viva Voce

FRENCH

Book - Entre

FIRST PERIODIC

Au lycée

La famille

Une journée bien règlée

HALF YEARLY

Les Saisons

Voyages

Les loisirs et les sports

Revision for Half Yearly

SECOND PERIODIC

L'argent de poche

Faire des achats

Un diner en famille

SYLLABUS TO BE COVERED IN DECEMBER AND JANUARY

La mode

Les fetes

La francophonie

February : Revision

ANNUAL EXAMINATION

Full Syllabus

PHYSICAL EDUCATION

April : Hockey- General Rules and Regulation, Co-ordination exercise and conditioning work.

May : Track Events (races) – hurdle-100 mtrs (girls 110 mtrs) (boys 400 mtrs) (boys/girls)

July : Athletics (long distance races) 5000m, 10,000 mtrs- (Girls) 20 km, 50km (boys)

August : Athletics (cross country) -12.5 k.m. (boys) (marathon) 42.195km (boys/girls)

September : Athletics (throws) shot put- glide, rotation

October : Basket ball:- Rules and Regulations, Co-ordination exercises & conditioning work

November : Basic and fundamental skill of basket ball, dribbling, Passes, shooting.

December : Basket ball (offensive techniques) fast break rebound.
-knowledge about important tournaments
(National /international)
-Important sports personalities and sports awards.

January : Volleyball: rules and regulations, co-ordination exercise and conditioning work

February & March: Volley ball – (passes) underhand pass; one hand Pass, two hand pass, jump pass, dig pass backward Volley pass.
-knowledge about important tournaments
(National/international)
-Important sports personalities and sports awards.

YOGA

April	Natrajasana	Kurmasana
	Gomukhasana	Tadasana
	Ustrasana	
May	Vattayanasana	Ardhamatsyendrasana
	Sarvangsana	Yoganidarasana
July	Chakrasana	Navasana
	Karnapidasana	Sirsasana
August	Vibhktna a Paschimottanasana	Purna Dhanurasana
	Omkarasana	Padma Bakasana
September	Koundinyasana	Trivikramasana
	Utthita Paschimottanasana	Ardha Baddha Padmottanasana
October	Padangushtha Dhanurasana	Setu Bandha Chakrasana
	Virbhadrasan	Padam Mayurasana
November	Eka Pada Chakrasana	Rajakapotasana
	Bhujangasana	Parbatasana
December	Halasana	Padmasana
	Balasana	Vajrasana
January	Makrasana	Konasana
	Mayurasana	Buddhasana
February	Purna Chakrasana	Padma Bakrasana
	Hanumanasana	Koundsnyasana