Sudesh vatika convent school, Bhagiwander

Class-9th

**ENGLISH LANGAGUE & LITERATURE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Month** | **Topic** | **Methodology** | **Learning Outcomes** | **Working**  **Days** |
|  | **Beehive**  **1**.The Fun They Had | **Transaction Methodology**  **Brain Storming** - The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told about the author the significance of the topic.  Introduction of the topic - PPT and Digital Content would be shared | Understand the theme – futuristic education system vs current one. |  |
|  | **2.**The Sound of the Music | Discussion – Think of potential barriers to success and of people who have overcome them. | The students will be able to develop  sensitivity towards differently abled people. |  |
| **April** | **1.**The Road Not Taken  **(Poem)**  **Writing Skills**  Diary Entry | Discussion – Choice we make in our life.  The concept of diary writing would be discussed. The importance of writing diary would be established. The rule, format and style would be taught and discussed with examples | The students will get familiar with the idea of making choices in life.  To enable the students to generate their thoughts and feelings and express in a convincing style -to generate their interests towards writing. -to guide them to use language appropriately with a taste of creativity. -to make them able to present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria. | **18** |
| **May** | **2**.Wind **(Poem)** | Some lines from the poem are highlighted  and the students are asked to explain the words/ phrases and poetic devices. | Wind represents the difficulties and  challenges. The poem inspires us to face the challenges and hardships with | **19** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | courage, grit and firm determination. |  |
| **(Moments) 1.**The Lost Child | Write the dialogue between the man and  the child. (ask names, name of the village, what his parents were wearing, where he  lost them, etc. | The story mainly focuses on the significance of the parents. |
| **Grammar**  Tenses | The session would start with the proactivity- speaking about their “daily routine”.  Inductive method would be applied. The learners would be first taught the difference between the types of verbs and tenses and the connection between the two. The concept of ‘be’ verb and main verb would be discussed. All types of tenses would be discussed with the rules and formulae with examples. Learners would participate in communicative written and oral practice. | The learners would develop their  reasoning skills. They would be able to identify verbs in the sentences and extract the differences. The understanding and analyzing skills would be strengthened. |
| **June** | **Beehive**   1. The Little Girl 2. A Truly Beautiful Mind   **3.**Rain on the Roof **(Poem) Writing Skills**  Articles | Is there a generation gap between parents and children? The students will give examples to illustrate their point of view Students will collect detail information about any scientist.  The session would start with a pre-writing activity to create an interest towards writing. The teacher would define what an article is and discuss the purpose of article writing. | Student will realize the importance of the parents.  The students will be able to reflect on the contribution made by some famous scientists.  to enhance familiarizing with specific background  information of author/ book excerpt / History to express ideas fluently and spontaneously  without difficulty in expressions, grammar usage, format usage, relevant vocabulary. | **15** |
| **July** | **Writing Skills**  Speech /Debate  **Grammar**  Determiners | Pre-writing (brain storming) would be  assigned to stimulate the students’ creativity. The rules and process of evaluating, structuring and editing would be discussed in detail. Group compositions would be conducted.  The learners would be able to identify determiners and use them appropriately. | The students would be able to produce  independent writing thus strengthening their thinking skills, creative and evaluative skills.  Their listening skills would be enhanced through peer discussions. They would be able to evaluate their own language as well as of others and improve through checking the errors. | **22** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **(Moments)**  **2**.The Adventures of Toto | The comprehending skills would be  improved.  Discussion – Experience of having a pet | | To establish a clear understanding of  determiners  To enable the learners to identify the types of determiners and use them in sentences.  The students will be able to understand the needs of pets. |  |
| **August** | **Beehive**  **5.**A Legend of the Northland  **(Poem)**  **(Moments)**   1. In the Kingdom of Fools 2. The Happy Prince   **Grammar**  Reported Speech | The students will be asked to find out all possible connotations associated with the different words.  Role play - As the king and minister of the story construct a dialogue discussing their deeds after their death.  The teacher would start with a game board (whisper game) where the class would be divided into three groups involving direct and indirect dialogues to test the students’ prior knowledge.  The changes would be explained. The rules to change direct sentences to indirect would be explained through rule chart and examples. The changes in the verb, pronouns and time would be detailed. The learners would be taught about the usage of reporting verbs. | | The students will be able to differentiate between myths, legends and fables.  The students will be able to use the skill of organising their thoughts in a group and putting it in a sentence or two individually. speak without any written text in hand  The learners would be able to identify the use of punctuations in direct speech and the changes followed in the indirect speech.  -they would be able to spot the use of reporting verbs and the tense.  -they would be able to transform dialogues and speech with various reporting verb.  -the analyzing skills would be enhanced | **19** |
| **September** | **Assessment of Speaking and Listening Skills**  **REVISION & EXAMS** | | | | **22** |
| **October** | **Beehive**  **6.**My Childhood | Discussion – A. P. J. Abdul Kalam | Discuss about great personalities and their contribution in the betterment of the society. | | **19** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | State our fundamental rights and duties. |  |
| **7.**Packing | Students will be allowed to share their views in the open discussion. | Our life is also a journey and we meet with complex situations many times while containing our journey. |
| **6.**No Men are Foreign  **(Poem)**  **Writing Skills**  Story -Writing | Pre-writing (brain storming) would be assigned to stimulate the students’ creativity. The rules and process of evaluating, structuring and editing would be discussed in detail. | The students would be able to produce independent writing thus strengthening their thinking skills, creative and evaluative skills. Their listening skills would be enhanced through peer discussions. They would be able to evaluate their own language as well as of others and improve through checking the errors. |
| **November** | **Beehive**   1. Reach For the Top 2. The Bond of Love   **8.**On Killing a Tree **(Poem)**  **Arts Integrated Activity** | **Speech-** “The need of strengthening the bond of love between human beings and animals.”  Discussion about Importance of tree and nature.  **Painting Artwork**  You are encouraged to think about the rich and cultural heritage of Indian music after reading “The Shenai of Bismillah Khan”, and plan to visit Banaras. Create  a painting taking inspiration from the Banarasi Silk Saree, Flute and Rudraksh. | Love has no proper language. Even animals and birds understand the language of love.  The poet taunts how trees are to be killed.  They will better understand the rich and cultural heritage. | **07** |
|  | **(Moments)**  **6.** Weathering the Storm in Ersama | The students will be able to understand the term 'disaster'. distinguish between natural and human caused disasters. | Students learn that the single- minded determination and dedication help us overcome all the hurdles and emerge as a winner. |  |
| **December** | **7.**The Last Leaf  **Assessment of Speakingand Listening Skills** | Students will prepare a written piece in the form of a Diary Entry/description on the basis of the episode of the text assigned to them and present the same to the class. | Our positive thoughts work as a remedy for our illness and sufferings. | **16** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  | **Beehive**  **11.**If I were you | Before the police arrives, the intruder who enters Gerrard's house escapes by  breaking out of the cupboard. Working in groups, design a poster for his capture. | The presence of mind is always essential in the time of crisis. |  |
|  | **8**.A House is not a Home |  |  |  |
| **January** | **Writing Skills Descriptive Paragraph –** Person |  | It can help students clarify their understanding of new details about any person. | **18** |
|  | **Grammar**  Modals | Students will be given the knowledge of Modals with complete rules& Examples. | It will help students clarify their understanding about correct usage of Modals. |  |
| **February** | **(Moments) 10**.The Beggar  **9.**The Snake Trying **(Poem)**  **Grammar**  Subject–Verb Concord | Group Discussion  1. The teacher divides the class into pairs. 2. Each pair gives at least two reasons why people beg.  3. The teacher writes the main reasons on the board.  Students will be given the knowledge of correct usage of Subject – Verb Agreement with complete rules & Examples. | The students will be able to  learn the skill of organizing their thoughts in a group and putting it in a sentence or two individually. speak without any written text in hand.  It will help students clarify their understanding about correct usage of Subject – Verb Agreement. | **18** |

HINDI COURSE ‘B’

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MONTH** | **UNIT/TOPIC** | **METHODOLOGY/ ACTIVITIES** | **LEARNING OUTCOME** | **WORKING DAYS** |
| April | * ikB& nq[k dk vf/kdkj   ¼xn~;½   * ikB& in ¼jSnkl½ ¼in~;½ * ikB& fxYyw¼lap;u½ * vifBr xn~;ka'k o in~;ka'k * vuqPNsn ys[ku * i= ys[ku | * O;k[;ku fof/k * lLoj okPku * i'kq&if{k;ksa ls lacaf/kr   ?kVukvksa dk o kZu   * lrr vH;kl * ladsr fcanqvksa dk Li"Vhdj k | * lkekftd ,oa vkfFkZd vlekurk ls ifjfPkr djkuk * i'k&q if{k;ksa ds izfr laosnu'khyrk fodflr djuk * Hkk"kk Kku dk fodkl * dYiuk 'kfDr dk fodkl | 18 |
| May | * ikB& ,ojsLV% esjh f'k[kj   ;k=k ¼xn~;½   * ikB& jghe ds nksgs ¼in~;½ * ikB& Le`fr ¼lap;u½ * vuqLokj] vuqukfld] | * vU; {ks=ksa esa miyfC/k izkIr djus okys lkglh yksxksa dk o kZu * lLoj okPku    | * vkfRed n`<+rk dh izsj kk nsuk * HkkokRed vfHk#fp dk fodkl * dgkuh ds izfr #fp mRiUu djuk | 19 |
| June | * vifBr xn~;ka'k o in~;ka'k * laokn   i= ys[ku | * lrr vH;kl   fofHkUu 'kCnksa n~okjk vH;kl | * vFkZ xzg k dh {kerk esa o`n~f/k * dYiuk 'kfDr dk fodkl ys u dkS'ky dk fodkl | 15 |
| July | * ikB& ,d Qwy dh pkg   ¼in~;½   * vifBr xn~;ka'k o in~;ka'k * ukjk ys[ku * milxZ&izR;; | * lekt esa QSyh Nqvk&Nwr dh   ?kVukvksa dk o kZu   * lLoj okPku * lrr vH;kl | * #f<+okfnrk o dqjhfr;ksa dh tkudkjh nsuk * dYiuk 'kfDr dk fodkl * dYiuk 'kfDr dk fodkl | 22 |
| August | * ikB& rqe dc tkvksxs] vfrfFk ¼xn~;½ * ikB& gkfen [kk¡ ¼lap;u½ * vifBr xn~;ka'k o in~;ka'k * ikB & ?kwy * i= ys[ku | * ?kj esa vk, vfrfFk;ksa dk okZu * lkaiznkf;d ,drk ij vk/kkfjr   ?kVukvksa dk o kZu   * lLoj okPku * lrr vH;kl | * egaxkkbZ ds le; esa vfrfFk lRdkj dk vFkZ * /kkfeZd ,drk dk egRRo * /kwy dk egRRo crkuk * jpukRedrk dk fodkl * Hkk"kk dh 'kqn~/krk dk fodkl | 19 |
| September | * iqujko`fRr * izFke l= ijh{kk | * ijh{kk | * Kku dk ijh{k k | 22 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| October | * ikB& /keZ dh vkM+ ¼xn~;½ * ikB& fn;s ty mBs   ¼lap;u½   * vuqLokj] vuqukfld]   ¼iqujko`fRr½   * lans”k ys[ku * vifBr xn~;ka'k o in~;ka'k | * /kkfeZd ?kVukvksa dk okZu * la?k"kZ dj lQyrk izkIr djus okys egkiq#"kksa dk o kZu * ukfVdk * lLoj okPku * lrr vH;kl | * /keZ dh lPPkh vkRekuqHkwfr ls voxr djkuk * Tkhou dh pqukSfr;ksa dks Lohdkj djus ds fy, izsfjr djuk * ns'k HkfDr dh Hkkouk dks tkx`r djuk * dYiuk 'kfDr dk fodkl | 19 |
| November | * ikB& [kq'kcw jprs gkFk   ¼in~;½   * vifBr xn~;ka'k o in~;ka'k * laokn * i= ys[ku | * O;k[;ku fof/k * fuR; ubZ curh bekjrksa ds rFkk etnwjh djus okyksa ds mnkgj k * lLoj okPku | * etnwj oxZ dh n;uh; n'kk ls voxr djkuk o mlds lq/kkj ds fy, izsfjr djuk * dYiuk 'kfDr dk fodkl * ys u dkS'ky dk fodkl | 7 |
| December | * iqujko`fRr * JqfrlefHkUUkFkZd “kCn * Ik;kZ;okph ]foykse “kCn | * lrr vH;kl | * Kku dk ijh{k k * dYiuk 'kfDr dk fodkl | 16 |
| January | * iqujko`fRr |  |  | 18 |
| February | * iqujko`fRr |  |  | 18 |



 l aLd`r

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ekl% | ikB~;dze% | O;kdj k ¼ifjf”k’V%½ | mn~ns”;% | xfrfof/k;% | fnolk% |
| vizSy | Lo kZdkd% | mPpkj kLFkkukfu o kZla;kstue~  foU;kla p | Tkhous R;kxL;  egRROke fo’k;s vocks/kuk;A | vkSipkfjda i=e~] vO;;% inkfu]  ?kfVdk;k% le;ys[kue~ vkfnA | **18** |
| ebZ | lwfDrekSfDrde | lfU/k%&nh?kZ%] ; k~] xq k% | 'yksdkuka iz;ksxs k | jk’Vªh; /;s; okD;kfu] “kkdkfu  ukekfu fp= lfgre~ ]fp=k/kkfjra o kZue~ vuqPNsn ys[kue~ okA | **19** |
| twu | lwfDrekSfDrde~ | izR;;k%&rqequ~] DRok] Y;i~ | Hkk’kk;k%  lkSUn;Zo/kZue~A | jk’Vªh; /;s; okD;kfu] “kkdkfu  ukekfu fp= lfgre~ ]fp=k/kkfjra o kZue~ vuqPNsn ys[kue~ okA | **15** |
| tqykbZ | HkzkUrks cky% | fp=k/kkfjra o kZue ]vuqPNsn  ys[kue~ okA vkSipkfjda i=e~] lfU/k%& o`f)%] v;kfn | fo|k;k% egRoe~  fo’k;s vocks/kuk;A | “yksd ys[kue~ okpue~ pA  'yksdkuke~ vUo;su lfgra pkVZfuekZ ke~A | **22** |
| vxLr | Xkksnksgue~  la[;k Kkue~ | O;atulfU/k% ] folxZlfU/k%  iz”ufuekZ ke~A “kCn:ikf k fde~] xPNr~] fo}l~ | izkphu /kkfeZd  xzUFkkuke~ fo’k;s vocks/kuk;A | x`goLrwuka ukekfu lfp=e~A  “kCn:ik kka Jo ka ys[kue~ p]/kkrq:ikf k Jo ka ys[kua pA | **19** |
| flrEcj | iqujko`fRr%  v/kZokf’kZdijh{kk |  |  |  | **22** |
| vDVwcj | fldrklsrq% | vkSipkfjda i=e~] “kCn:ikf k]  xq#] fir`] ekr`A la[;kokph “kCnkuka :ikf k | fo|k;k% egRoe~  fo’k;s vocks/kuk;A | jkf’Vª;izrhdkuka ukekfu lfp=e~]  ijksidkjL; egRRoe~]ee m|kue~ | **19** |
| ucEcj | tVk;ks% “kkS;Ze~  fp=o kZue~ | fp=k/kkfjra o kZue~ | izd`rs% lksUn;Za  egRROke~ p vocks/kuk;A izkd`frd | “kCn:ik kka Jo ka ys[kue~  p]/kkrq:ikf k Jo ka ys[kua p | **07** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | vkink;k%  fuokj ke~ vocks/kuk;A izd`rs% laj{k k vocks/kuk;A |  |  |
| fnlEcj | i;kZoj ke~ | le;ys[kue] fp=k/kkfjra  o kZue~ vuqPNsn ys[kue~ ok] v'kqf) la”kks/kue~A | izkd`frd  vkink;k% fuokj ke~ vocks/kuk;A izd`rs% laj{k k vocks/kuk;A | “kCn#i&fde~] xPNr~] fo}l~ | **16** |
| tuojh | vuqoknfof/k%  iqujko`fRr% | lfU/k&; k~] v;kfn]  O;atulfU/k% ] folxZlfU/k%A iz'ufuekZ ke~ vifBRk x|ka'k%] vkSipkfjda i=e~A | Nk=k%  laLd`rEaHkk’k ks izoh kk% Hkos;q%A Nk=s’kq iBuk; fu;feRrk o/kZuk;A | Ekkgs”oj lw=kkf k milxkZ% f}deZd  /kkro%] laLd`rs vad ys[kue~ | **18** |
| Qjojh | iqujko`fRr% |  |  |  | **18** |



**Mathematics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MONTH** | **UNIT/TOPIC** | **METHODOLOGY/ ACTIVITIES** | **LEARNING OUTCOME** | **WORKING DAYS** |
|  | * **Number System** * **Irrational Numbers,** * **Real Numbers and their** | * **To obtain the square root of any given positive real number(say 6.9), through an activity, involving paper folding and geometrical construction.** * **To prepare the model for verifying the algebraic identity : (x+y)3= x3 + y3 + 3xy(x+y)** | Students are able to solve the questions of Number System. | 18 |
|  | **Decimal Expansions,** |  |  |
|  | * **Representing Real Number on** |  |  |
|  | **number line,** |  |  |
|  | * **Operation on real numbers** |  |  |
|  | * **Polynomial** |  |  |
| April | * **Polynomials In One Variable,** * **Zeroes Of A Polynomial,** |  |  |
|  | * **Remainder Theorem,** |  |  |
|  | * **Factorization Of Polynomials,** |  |  |
|  | * **Algebraic Identities** |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | * **Coordinate geometry** * **Cartesian system,** * **Plotting a point in the plane if its coordinates are given** | * **To obtain the mirror image of the given geometrical figures(a triangle) with respect to the x-axis and the y-axis on a graph paper.** * **To draw a geometric representation of a linear equation in two variables.** | Students are able to solve the questions of Coordinate Geometry and Linear Equation in two Variables |  |
|  | * **Linear Equation in two** |  |  |
| May | **variables** |  | 19 |
|  | * **Linear equations,** |  |  |
|  | * **Solution of a linear equation** |  |  |
|  | * **Graph of a linear equation in** |  |  |
|  | **two variables,** |  |  |
|  | * **Equations of lines parallel to x-** |  |  |
|  | **axis and y-axis** |  |  |
| June | * **Lines and Angles** * **Basic terms and definitions,** * **Intersecting lines and non- intersecting lines,** * **Pairs of angles,** * **Parallel lines and transversal,** * **Lines parallel to the same line,** * **Angle sum property of triangle** | * **To obtain the mirror image of the given geometrical figures(a triangle) with respect to the x-axis and the y-axis on a graph paper.** * **To find out the relation between two vertically opposite angles formed by the intersection of two straight lines at a point, using the method of tracing geometrical figures.** * **To verify that if the side of a triangle is produced, the exterior angle so formed is equal to the sum of the two interior opposite angles, using the method of paper cutting and pasting.** * **To verify the SAS criterion for congruence of** | Students are able to solve the questions of Lines and angles and Triangles | 15 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | * **Triangles** * **Congruence of a triangles,** * **Criteria of Congruency of a triangle,** * **Some more criteria of congruence of triangles,** * **Inequalities in a triangle** | **triangles, using the**  **method of tracing geometrical figures.** |  |  |
|  | * **Heron’s formula** * **Area of triangle-by Heron’s formula,** * **Application of Heron’s formula in finding area of quadrilaterals** * **Quadrilaterals** * **Angle sum property of a quadrilateral,** * **Types of quadrilateral ,** * **Properties of a ||gm,** * **Another condition for a quadrilateral to be a ||gm ,** | * **Area of triangle-by Heron’s formula,** * **Application of Heron’s**   **formula in finding area of** | Students are able to solve the questions of Heron’s Formula and Quadrilaterals |  |
|  | **quadrilaterals** |  |  |
| July | * **Angle sum property of a quadrilateral,** |  | 22 |
|  | * **Types of quadrilateral ,** |  |  |
|  | * **Properties of a ||gm,** |  |  |
|  | * **Another condition for a** |  |  |
|  | **quadrilateral to be a ||gm ,** |  |  |
| August | * **Quadrilaterals** * **The Mid-point theorem** * **Converse of Mid-point theorem** | * **The Mid-point theorem** | Students are able to solve the questions of Quadrilaterals | 19 |
| September | **Revision and exam** |  |  | 22 |
| October | * **Circles** * **Circles and its related terms,** * **Angle subtended by a chord at a point,** * **Perpendicular from the centre to a chord,** * **Circle through three points,** * **Equal chords and their** | * **To verify that the angle subtended by an arc of a circle at the centre is twice the angle subtended by it at any point on the remaining part of the circle, using the method of paper cutting , folding and pasting.** | Students are able to solve the questions of Circles and Construction | 19 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **distances from the centre,**   * **Angle subtended by an arc of a circle ,** * **Cyclic quadrilateral** * **Construction** * **Basic constructions,** * **Some construction of a triangles** | * Construction of a triangle of given Perimeter and base angles |  |  |
| November | * **Surface Area and Volume** * **Surface area of cube, cuboid, cylinder, cone , hemisphere, sphere** | * **To obtain the formula for the lateral surface area of a right circular cylinder, using the method of paper cutting and pasting.** | Students are able to solve the questions of Surface Area and Volume | 7 |
| December | * **Surface Area and Volume** * **Volume of cube, cuboid, cylinder, cone ,hemisphere, sphere.** * **Probability** * Repeated experiments and observed frequency approaches to probability * Focus is on Empirical probability   o **Art Integrated Activities**   * **How to make breathtaking art with Mathematics using X – axis and Y - axis** | * **To obtain the formula for the surface area of the sphere, using a given spherical plastic ball** * The experiments to be drawn from real life situations | Students are able to solve the questions of Surface Area and Volume and Probability | 16 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| January | * **Statistics** * **Collection of data, Presentation of data** | * To analyze a language text using graphical and pi charts techniques | Students are able to solve the questions of Statistics | 18 |
| February | **REVISON** |  |  | 18 |

**SOCIAL SCIENCE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Month | UNIT/TOPIC | LEARNING OUTCOME | METHODOLOGY | WORKING DAYS | |
|  | Geography – Lesson –1 India Size and Location-   Size and Location   India and the World   India’s Neighbours |  Identify the location of India in the Indian subcontinent. | Map file,Globe and Chart | 18 |  |
| April |  |  |  |  |
|  | Political Science – Lesson- 2 What is Democracy? Why is 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. | Cabinet Ministers with pictures.  Newspapers, Correlate with history |  |
|  | Economics- Lesson-I The story of Village Palampur   Overview   Organization of production   Farming in Palampur |  Familiarize with basic economic concepts through an imaginary story of a village. | Comparison between | 19 |
| May |  Non-farm activities of  Palampur |  Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that | village Palampur and any  other village, Power Point Presentation |  |
|  | History- Lesson-1 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 | shaped it. | Know the use of written, oral and visual material to recover the history of revolutions. Map, Correlation with political science |  |
| June | Geography-Lesson-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. | Map Skills  [https://www.youtube.com/watch?](https://www.youtube.com/watch?v=sFSDZMF1Au8) [v=sFSDZMF1A](https://www.youtube.com/watch?v=sFSDZMF1Au8)u8  Project Work – Indian Constitution- Composition and features  Flow chart, Newspaper, Power Point Presentation  INTEGRATED ART ACTIVITY- | 15 |
| July | Pol. Science- Lesson-3 Constitutional Design-   Democratic Constitution in South Africa   Why do we need a Constitution?   Making of the Indian Constitution   Guiding Values of the Indian Constitution |  Understand the process of Constitution making.   Develop respect for the Constitution and appreciation for Constitutional values.   Recognize Constitution as a dynamic and living document. | 22 |
|  | Economics-Lesson-2 People as |  Understand the demographic |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| August | Resource-   Overview   Economic activities by men and women   Quality of Population   Unemployment | concepts   Understand how population can be as asset or a liability for the nation. | To make collage on culture and  heritage of people living in Arunachal Pradesh or Meghalaya . | 19 |
|  | History –- L-3 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 andCrimes Against Humanity |  Discuss the critical significance of Nazism in shaping the politics of modern world.   Get familiarized with the speeches and writings of Nazi Leaders. |  |  |
| September | MID-TERM EXAMS | MID-TERM EXAMS | MID-TERM EXAMS | 22 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| October | Geography- Lesson-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. | Map Work  Map Skills- Geography  [https://www.youtube.com/watch?](https://www.youtube.com/watch?v=fHm4fD9IVrQ) v=fHm4fD9IVrQ  Project Work - Development, in context to Indian Economy  Data based on the schemes | 19 |
|  | Pol. Science-L-4-Electoral Politics-   Why Elections?   What is our System of Elections?   What makes elections in India democratic? |  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. |  |
|  | Geography L-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 |  |
|  | Economics L-3- Poverty as a Challenge-   Two typical cases of poverty   Poverty as seen by Social |  Two typical cases of poverty   Poverty as seen by Social Scientists |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| November | Scientists |  Poverty Estimates | launched by the |  |
|  |  Poverty Estimates   Vulnerable Groups |  Vulnerable Groups   Interstate disparities | government, Google | 7 |
|  |  Interstate |  Global Poverty Scenario |  |  |
|  | disparities |  Causes of Poverty |  |  |
|  |  Global Poverty Scenario |  Anti-poverty measures |  |  |
|  |  Causes of Poverty |  The Challenges Ahead |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| December | Pol. Science-L-5-working of institutions-   How is the major policy decision taken?   Parliament   Political Executive   Judiciary |  Get an overview of central governmental structures.   Distinguish between political and permanent executive authorities and functions.   Understand the parliamentary system of executive’s accountability to the legislature. | Identify the role of Parliament and its procedures. | 16 |
|  | Natural Vegetation and WildLife-   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. | Data based on Flora and Fauna in India  https://[www.youtube.com/watch?](http://www.youtube.com/watch) v=wyO7KvjMdFM |  |
| January | History- L-2 – 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. | Case Study/ Correlation with Geography and Political Science | 18 |
| February | Revision |  |  | 18 |

**Physics**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Months** | **Chapters name** | **Content/topics** | **Methodology/Activities** | **Learning Out comes** | **Working**  **days** |
| **MARCH** | Motion | Motion, Uniform and Non- uniform motions, Speed, Velocity, Acceleration, | * Lecture method * Audio- Visual * Demonstration * Discussion | students will be able to answer:  What is situation of motion and rest position? | **21** |
| **APRIL** | Motion(CONT.) | Graphical representation of motion. Equations of motion, Uniform circular motion and numerical. | * Discussion on different examples | **WHAT IS UNIFORM AND NON-UNIFORM MOTION.** | **18** |
|  |  |  | * Promote student discussion and group activities. * Help students experience science in varied, interesting, and enjoyable ways. | students will be able to answer: |  |
| **MAY** | Force and Laws of Motion | Balanced and Unbalanced forces, Three laws of motion, Inertia, Conservation of momentum. | **What the three Laws Of Motion**. | **19** |
| **JUNE** | Force and Laws of Motion (CONT.) | Conservation of momentum. numerical | * Assess student understanding at frequent intervals throughout the learning process. | The students will be able to:  Express the motion of body in acceleration and deceleration conditions. | **15** |
| **JULY** | Gravitation | Gravitation, Universal law of gravitation, Free fall, Value of g, Mass, Weight, Weight  of an object on the moon. | * Lecture method * Demonstration * Discussion | students will be able to explain:  What is the function of  Gravitational force. | **22** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Pressure. |  |  | |  | |  |
| **AUGUST** | Work and Energy | Power, work, energy, K.E, P.E, laws of conservation of energy, Commercial unit of energy.  Numerical. | * Discussion on different examples * By Discussion and taking oral test. * By activity * By Play way(small project) | **Students will be able to explain what is conservation?** | | **19** | |
| **SEPTEMBER** | **FIRST TERM EXAMINATION ANS REVISION CLASSES.** | | |  | **22** | |  |  |
| **OCTOBER** | Sound | Wave motion and its types, production, Propagation, Reverberation. | * By giving example * Lecture Discussion Method * Ensure students attention span is   maintained | Students will be able to answer : How sound travels in medium | **19** | | |  |
| **NOVEMBER** | Sound (CONT.) | Characteristics of Reflection of sound, Echo, reverberation. | * By Discussion * By audio-visual * By activity | **HOW MOBILES WORKS.** | **7** | | |
| **DECEMBER** | Sound (CONT.) | Ultra sound and its application | * Discussion on different examples | **HOW BIRDS AND BATS OTHER ANIMALS CAN**  **COMMUNICATE.** | **16** | | |
| **JANUARY** | **REVISION, PRACTICALS,** | | |  |  | | **18** |
| **FEBRUARY** | **REVISION, PRACTICALS** | | |  |  | | **18** |

**Chemistry**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MONTHS** | **TOPIC** | **METHODOLOGY /ACTIVITIES** | **LEARNING OUTCOME** | **WORKIN DAYS** |
| **April** | **Is Matter Around Us Pure**   * Pure and Impure substances * Elements and compounds and mixtures | With the help of some live examples from their everyday life children would be made aware about pure and impure substances **.** | To make the students aware about Metals , non -metals and metalloids , Mixtures , Compounds Types of mixtures, | 18 |
| **May** | * Heterogeneous and homogenous mixtures * colloids and suspensions. | Active learning is facilitated through students’ activities and by promoting student engagementin preparing the mixtures by themselves in the labs /home. | To give them practice for solving the numerical problems based on concentration percentage. | 19 |
| **June** | **Atoms and molecules**   * Atoms and molecules * Law of constant proportions | Activities can be organized in classroom sessions where a group of students can take the role of atoms or molecules to study a chemical reaction or they can represent a scientist group to demonstrate the particular scientist’s laws. | Law ofStudents will learn the formation of Chemical formulae. they wll also be able to learn | 15 |
| **July** | * Mole concept * Relationship of mole to mass of the particles and numbers | With the help of flow charts students would be taught about the mole concept | They will understand to make the formula,andIons , they would solve the numericals based on Mole concept, | 22 |
| **August** | **Revision** |  |  | 19 |
| **September** | **First term exam** |  |  | 22 |
| **October** | **Structure of atom**   * Electrons, protons and neutrons * Valency | **Projects based on integral art**  which would be a group activity that helps students to showcase the application side of what they learnt through theory.  This method involves choosing the idea, | Students will learn about the nature of electron proton and neutron.  They will understand the | 19 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | building a plan, executing the plan and  finally evaluating it. When students pass through these stages, they can improve their skills to express ideas, problem solving, overcoming the challenges, team work and self assessment. By using the tools of  **Multimedia Approach, Video clips**  **,Power Points/ science fairs/ role play** [**to**](https://www.sciencebuddies.org/science-fair-projects/science-fair/the-value-of-a-science-fair-project)  [**/or by science songs**topromot](https://www.sciencebuddies.org/science-fair-projects/science-fair/the-value-of-a-science-fair-project)e students interest in the subject as well as to evaluate their level of understanding.  Or a competition, students can be given a time frame to answer a question or perform a task through a range of experiments and research. They showcase the output in the form of reports, display board, or as  models. | structure of atom  Integral art learning project involves choosing the idea, building a plan, executing the plan and finally evaluating it. When students pass through these stages, they can improve their skills to express ideas, problem solving, overcoming the challenges, team work and self assessment. |  |
| **November** | * Chemical formula of common compounds * Isotopes and Isobars | Puzzles based on ions and formulas can be  given stosolve .  It refers to understanding science step-by- step through the discovery process and involves the collection and processing of data, debugging and explaining it through intriguing puzzles, structured hands-on activities and right presentation of information.  The conceptually difficult or counter- intuitive topics are better handled with this approach. | Students will learn the use of isotopes | 7 |
| **December** | * Isotopes and Isobars | Worksheets based on isotopes and isobars  may be given and they can be shown  movie on carbon dating and treating goitre with the isotopes of iodine. | Students will learn the use of  isotopes in various fields | 16 |
| **January** | Revision |  |  | 18 |
| **February** | Revision |  |  | 18 |

Biology

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MONTH | UNIT/TOPIC | METHODOLOGY/ACTIVITIES | LEARNING OUTCOME | WORKING DAYS |
| March | Cell/Shape and size of cell, types of cell, structure of cell  Diffusion and osmosis | * Lecture method * Audio- Visual * Demonstration * Discussion | Aftercompleting this chapter, the learners will be able to:  Explain Why we have different shape and size of the cell in the body. | 21 |
|  |  |  | Important role of diffusion and osmosis in daily life |  |
| April | Prokaryotic and eukaryotic cell, Plant and animal Cell, Cell organelle | * Promote student discussion and group activities. * Help students experience science in varied, interesting, and enjoyable ways. * Assess student understanding at frequent intervals throughout the learning process. | Able to differentiate between prokaryotes and eukaryotes and plant and animal cell. | 18 |
| May | Tissue/ Plant tissue | * Make connections to current events and everyday phenomena. * Consider using slides, videos, filmsand computer simulations to enhance   presentations. |  | 19 |
| June | Animal tissue epidermal | * Discussion * By giving example * Lecture Discussion Method | After reading this chapter the learners will be able to: | 8 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | * Ensure students attention span is maintained | 1. Describe organisation of Epidermal cell |  |
| July | Connective Tissue, Muscular, Nervous tissue | * By Discussion * By audio-visual * By activity * Learning by teaching * By flow chart | . Identify the common properties of muscle and their tissue level.  3. Characteristics feature of four basic tissue and their  location. | 22 |
| August | Revision of Ch.- Cell and Tissue | * By Discussion and taking oral test. * By activity * By Play way * Learning by teaching | Students are able to give answer of questions from cell and tissue | 19 |
| September | Revision and  Exam | Exam |  | 22 |
| October | Integrated learning of Science. | * Role play on different topic by Students to show the Importance of Science. * To survey the neighbourhood for persons suffering from and chronic disease | Students enjoy by role play and learn the concept easily. | 19 |
| November | Health and Disease | Begin the lesson by asking your students if they have ever had a cold or the flu. | * describe   different types of diseases. | 7 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| December | Principle of treatment of infectious diseases | By Discussion.  By showing Presentation. | * identify   different types of diseases   * describe basic information about some common diseases | 16 |
| January | Antibiotics Principle of Treatment Principles of Prevention | * By research method, where student find out about   different antibiotics by them self and then discuss in class. | Students will get to know the importance of antibiotics. | 18 |
| February | Revision | By oral test By written test  By solving sample papers |  | 18 |

INFORMATION TECHNOLOGY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MONTH** | **UNIT/TOPIC** | **METHODOLOGY/ ACTIVITIES** | **LEARNING OUTCOME** | **WORKING DAYS** |
| April | Fundamental of Computers | Identifying the Name of the parts. | Students easily Recognized the parts of Hardware.  Students understand the working of every part. | 18 |
| May | Fundamental of  Computers | PPT making on Parts of Computer & its uses. | 19 |
| June | Fundamental of Computers | Online Test Activity on Fundamental of Computers. | 08 |
| July | Spreadsheet | Preparation of Hotel Bill in MS-Excel with required formulas. | Students start making the calculations sheets for various purposes like Bill, Result etc.  Students understand the need and use of freezing, filters, sorting, Functions, Charts etc in Excel sheet to make work easier, faster and  meaningful. | 22 |
| August | Spreadsheet,  Digital Presentation | Online Test Activity on MS-Excel  PPT making on CORONA VIRUS by using advanced features of PowerPoint like- Custom Show, Animation etc. | Students will learn to make the PPT with all advanced features. Students learn to apply animations, background effects, custom show etc to make presentation effective and meaningful. | 19 |
| September | REVISION & EXAM | | | 22 |
| October | Digital Presentation ,  Word Processing | Online Test Activity on PowerPoint  Making a Report of Medical Services Availability in  India (**MIZORAM, ARUNACHAL & UP**) with all required figures and charts. | Students learn to do Mail Merging with data in Excel, table making, shapes making, design, layout etc to do work faster and good looking. | 19 |
| November | Word Processing | Online Test Activity on Ms-Word | 16 |
| December | Email Messaging | Create Email Id and Compose an Email to the Ministry of Medicines paying worries on Corona Attack & its affect on peoples of India. | Students learn to create ID, drafting with or without attachment, deleting, reply, reply all, forwarding, forwarding all, signature etc.  Students will learn to secure email account with passwords and take care of various threats of  Internet while using Email. | 16 |
| January | Mastering Typing | Conducting a Online Test Letter Writing (Dictating by  teacher) test to test Speed of the Writer.\*Best speed recorded was 212 words per minute(WPM) in 2005 | Students typing will increase and they will learn to use the keyboard in an effective way. | 18 |
| February | Functional English (Basic) | Letter writing on Importance of IT in daily life. | Students will learn about English terms, phrases etc to do effective communication over network. | 18 |