MATHEMATICS

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 (18 Periods)

1. Review of representation of natural numbers, integers, rational numbers on the number line. Representation of terminating / non-terminating recurring decimals on the number line through successive magnification. Rational numbers as recurring/ terminating decimals. 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. Existence of $\sqrt{x}$ for a given positive real number x and its representation on the number line with geometric proof.

5. 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.
6. 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* ≠ *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:
$(x + y + z)^2 = x^2 + y^2 + z^2 + 2xy + 2yz + 2zx$
$(x \pm y)^3 = x^3 \pm y^3 \pm 3xy\,(x \pm y)$
$x^3 \pm y^3 = (x \pm y)\,(x^2 \mp xy + y^2$
$x^3 + y^3 + z^3 - 3xyz = (x + y + z)\,(x^2 + y^2 + z^2 - xy - yz - zx)$
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*. Prove that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they 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 (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.

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

2. (Motivate) Triangles on the same (or equal base) base 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 60^o, 90^o, 45^o 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 group and to individual activities to motivate the concept; the experiments to be drawn from real - life situations, and from examples used in the chapter on statistics).

QUESTIONS PAPER DESIGN 2018-19 CLASS-IX

Mathematics (Code No. 041)						**Marks: 80**	
S. No.	**Typology of Questions**	**Very Short Answer (VSA) (1 Mark)**	**Short Answer-I (SA) (2 Marks)**	**Short Answer-II (SA) (3 Marks)**	**Long Answer (LA) (4 Marks)**	**Total Marks**	**% Weightage (approx.)**
1	**Remembering-(Knowledge based-** Simple recall questions, to know specific facts, terms, concepts, principles or theories; Identify, define, or recite, information)	2	2	2	2	20	25%
2	**Understanding-(Comprehension-** to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	1	4	23	29%
3	**Application (**Use abstract information in concrete situation, to apply knowledge to new situation; Use given content to interpret a situation, provide an example, or solve a problem)	2	2	3	1	19	24%
4	**Higher Order Thinking Skills (Analysis & Synthesis-** Classify, compare, contrast, or differentiate between different pieces of information; Organize and /or integrate unique pieces of information from variety of sources)	-	1	4	-	14	17%
5	**Evaluation (** Judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	-	-	1	4	5%
	Total	**6x1=6**	**6x2=12**	**10x3=30**	**8x4=32**	**80**	**100%**

INTERNAL ASSESSMENT **20 Marks**

- Periodical Test 10 Marks
- Note Book Submission 05 Marks
- Lab Practical (Lab activities to be done from the prescribed books) 05 Marks

SCIENCE

COURSE STRUCTURE CLASS IX

(Annual Examination) **Marks: 80**

Unit No.	Unit	Marks
I	Matter – Its Nature and Behaviour	**23**
II	Organisation in the Living World	**20**
III	Motion, Force and Work	**27**
IV	Our Environment	**06**
V	Food; Food Production	**04**
	Total	**80**
	Internal assessment	**20**
	Grand Total	**100**

Note: Above weightage includes the weightage of questions based on practical skills.

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 tough 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.

SOCIAL STUDIES

COURSE STRUCTURE CLASS IX

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

No.	Units	Marks	Periods
I	India and the Contemporary World - I	20	60
II	Contemporary India - I	20	55
III	Democratic Politics - I	20	50
IV	Economics	20	50
	Total	80	215

Unit 1: India and the Contemporary World - I

60 Periods

Themes	Objectives
Three themes in the first sub-unit and one each from the second sub unit could be studied. *Sub-unit 1.1 : Events and processes:(All the three themes are compulsory)* In this unit the focus is on three events and processes that have in major ways shaped the identity of the modern world. Each represents a different form of politics, and a specific combination of forces. One event is linked to the growth of liberalism and democracy, one with socialism, and one with a negation of both democracy and socialism. **I. The French Revolution:** (a) The Ancient Regime and its crises. (b) The social forces that led to the revolution. (c) The different revolutionary groups and ideas of the time. (d) The legacy. (Chapter-1) **II. Socialism in Europe and the Russian Revolution:** (a)The crises of Tzarism. (b) The nature of social movements between 1905 and 1917. (c) The First World War and foundation of Soviet state. (d) The legacy. (Chapter 2) **III. Nazism and the Rise of Hitler:** (a)The growth of social democracy (b) The crises in Germany. (b) The basis of Hitler's rise to power. (c) The ideology of Nazism. (d) The impact of Nazism. (Chapter 3)	• In each of the themes in this unit students would be made familiar with extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences. • Familiarize students with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it. Show how written, oral and visual material can be used to recover the history of revolutions. • Explore the history of socialism through a study of the Russian revolution. • Familiarize students with the names of people involved, the different types of ideas that inspired the revolution. Discuss the critical significance of Nazism in • shaping the politics of modern world. Familarise students with the speeches and writings of Nazi Leaders. •

Sub-unit 1.2: Livelihoods, Economies and Societies: The themes in this section will focus on how different social groups grapple with the changes in the contemporary world and how these changes affect their lives. *Any one theme of the following:* **IV. Forest Society and Colonialism:** (a) Relationship between forests and livelihoods. (b) Changes in forest societies under colonialism. Case studies: Focus on two forest movements one in colonial India (Bastar) and one in Indonesia. (Chapter 4) **V. Pastoralists in the Modern World:** (a) Pastoralism as a way of life. (b) Different forms of pastoralism. (c) What happens to pastoralism under colonialism and modern states? Case studies: Focus on two pastoral groups, one from Africa and one from India. (Chapter 5) **VI. Peasants and Farmers:** (a) Histories of the emergence of different forms of farming and peasant societies. (b) Changes within rural economies in the modern world. Case studies: Focus on contrasting forms of rural change and different forms of rural societies (expansion of large-scale wheat and cotton farming in USA, rural economy and the Agricultural Revolution in England, and small peasant production in colonial India) (Chapter 6)	• Discuss the social and cultural world of forest communities through the study of specific revolts. • Understand how oral traditions can be used to explore tribal revolts. • Point to the varying patterns of developments within pastoral societies in different places. Look at the impact of colonialism on forest societies, and the implication of scientific forestry. • Show the different processes through which agrarian transformation may occur in the modern world. • Consider what happens to pastoralists and pastoralism in the modern world, with the formation of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets. • Understand how agricultural systems in India are different from that in other countries. Familiarize students with the idea that large scale farming, small scale production, shifting agriculture operate on different principles and have different histories.

Unit 2: Contemporary India - I

55 Periods

Themes	Objectives
1. India - Size and Location **2. Physical Features of India:** Relief, structure, major physiographic unit. **3. Drainage:** Major rivers and tributaries, lakes and seas, role of rivers in the economy, pollution of rivers, measures to control river pollution. (Chapter 3) **4. Climate:** Factors influencing the climate; monsoon- its characteristics, rainfall and temperature distribution; seasons; climate and human life. (Chapter 4) **5. Natural Vegetation and Wild Life:** Vegetation types, distribution as well as altitudinal variation, need for conservation and various measures. Major species, their distribution, need for conservation and various measures. **6. Population:** Size, distribution, age- sex composition, population change- migration as a determinant of population change, literacy, health, occupational structure and national population policy: adolescents as under-served population group with special needs. (Chapter 6) Note: Data of pg 53, 54 is to be updated by the teacher in the Text Book NCERT, Class IX Geography.	• To understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types. • To understand the river systems of the country and explain the role of rivers in the evolution of human society. • To identify the various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people. • To explain the importance and unifying role of monsoons. • To find out the nature of diverse flora and fauna as well as their distribution. • To develop concern about the need to protect the biodiversity of our country. • To analyse the uneven nature of population distribution and show concern about the large size of our population. • To understand the various occupations of people and explain various factors of population change. • To explain various dimensions of national policy and understand the needs of adolescents as under served group.

Project/Activity: Learners may identify songs, dances, festivals and special food preparations associated with certain seasons in their particular region, and whether they have some commonality with other regions of India.

Collection of material by learners on the flora and fauna of the region in which their school is situated. It should include a list of endangered species of the region and also information regarding efforts being made to save them.

Posters:

- River pollution
- Depletion of forests and ecological imbalance

Unit 3: Democratic Politics – I

50 Periods

Themes	Objectives
2. What is Democracy? Why Democracy?: What are the different ways of defining democracy? Why has democracy become the most prevalent form of government in our times? What are the alternatives to democracy? Is democracy superior to its available alternatives? Must every democracy have the same institutions and values? (Chapter 2)	• Develop conceptual skills of defining democracy • Understand how different historical processes and forces have promoted democracy • Developing a sophisticated defence of democracy against common prejudices • Develop a historical sense of the choice and nature of democracy in India • Introduction to the process of Constitution making
3.Constitutional Design: How and why did India become a democracy? How was the Indian Constitution framed? What are the salient features of the Constitution? How is democracy being constantly designed and redesigned in India? (Chapter 3) **4. Electoral Politics:** Why and how do we elect representatives? Why do we have a system of competition among political parties? How has the citizens' participation in electoral politics changed? What are the ways to ensure free and fair elections? (Chapter 4)	• Develop respect for the Constitution and appreciation for Constitutional values • Recognise that Constitution is a living document that undergoes changes • Introduce the idea of representative democracy via competitive party politics • Familiarise with our electoral system and reasons for choosing this • Develop an appreciation of citizen's increased participation in electoral politics • Recognise the significance of the Election Commission

5. Working of Institutions: How is the country governed? What does Parliament do in our democracy? What is the role of the President of India, the Prime Minister and the Council of Ministers? How do these relate to one another? (Chapter 5) **6. Democratic Rights :** Why do we need rights in a constitution? What are the Fundamental Rights enjoyed by the citizen under the Indian constitution? How does the judiciary protect the Fundamental Rights of the citizen? How is the independence of the judiciary ensured? (Chapter 6)	• Provide an overview of central governmental structures • Sensitise to the key role of the Parliament and its procedures • Distinguish between nominal and real executive authorities and functions • Understand the parliamentary system of executive's accountability to the legislature

Unit 4: Economics

50 Periods

Themes	Objectives
1. The Story of Village Palampur: Economic transactions of Palampore and its interaction with the rest of the world through which the concept of production (including three factors of production (land, labour and capital) can be introduced. (Chapter 1)	• Familiarising the children with some basic economic concepts through an imaginary story of a village.
2. People as Resource: Introduction of how people become resource / asset; economic activities done by men and women; unpaid work done by women; quality of human resource; role of health and education; unemployment as a form of non utilisation of human resource; sociopolitical implication in simple form. (Chapter 2)	• Familiarisation of a few population related concepts and sensitization of child that people as asset can participate and contribute in nation building.
3. Poverty as a Challenge: Who is poor (through two case studies: one rural, one urban); indicators; absolute poverty (not as a concept but through a few simple examples)- why people are poor; unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation. (Chapter 3)	• Understanding of poverty as a challenge and sensitization of the learner. • Appreciation of the government initiative to alleviate poverty.
4. Food Security in India: Source of foodgrains, variety across the nation, famines in the past, the need for selfsufficiency, role of government in food security, procurement of foodgrains, overflowing of granaries and people without food, public distribution system, role of cooperatives in food security (foodgrains, milk and vegetables ration shops, cooperative shops, two-three examples as case studies) (Chapter 4) **Note:** Current status of PDS mentioned in NCERT Class IX Economics to be deleted. (pg no. 49-51)	• Exposing the child to an economic issue which is basic necessities of life. • Appreciate and critically look at the role of government in ensuring food supply.

Suggested Activities / Instructions:

Theme I:

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

Theme II:

- Discuss the impact of unemployment.
- Debate on whether all the activities done by women should be included or not.
- Is it necessary to reduce population growth or family size? Discuss.

Theme IV:

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

Project Work: **05 Periods (5 Marks)**

Every student has to compulsorily undertake one project on Disaster Management (Pertaining to class IX curriculum of Disaster Management only). The project has to be carefully designed so as to –

a) Create awareness in learners

b) Enable them to understand and co-relate all aspects of Disaster Management

c) Relate theory with practice

d) Relation of different aspects with life

e) Provide hands on experience.

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. The teachers must ensure judicious selection of projects by students.

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

S.NO.	ASPECTS	MARKS
1.	Content accuracy and originality	1
2.	Presentation and creativity	1
3.	Process of Project Completion : Initiative, cooperativeness, participation and punctuality	1
4.	Viva or written test for content assimilation	2

The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc. All documents pertaining to assessment under this activity should be meticulously maintained by the concerned schools. A Summary Report should be prepared highlighting:

o objectives realized through individual or group interactions; o calendar of activities;

o innovative ideas generated in this process ; o list of questions asked in viva voce

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. The Project Report should be handwritten by the students themselves and comprise of not more than 15 foolscap pages. 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

QUESTION PAPER DESIGN – SOCIAL SCIENCE
CLASS -IX SESSION 2018-19

S. No.	Typology of Questions	Very Short Answer (VSA) 1 Mark	Short Answer (SA) 3 Marks	Long Answer (LA) 5 Marks	Total Marks	% Weightage
1	Remembering (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite information)	--	2	2	16	20%
2	Understanding (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	3	1	2	16	20%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situations, use given content to interpret a situation, provide an example, or solve a problem)	2	3	2	21	26%
4	High Order Thinking Skills (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)	2	3	1	16	20%
5	Creating, Evaluation and MultiDisciplinary (Generating new ideas, product or ways of viewing things, appraise, judge, and/or justify)	--	2	--	6	08%
6	Map Skill	-	-	1	5*	06%
	Total	1x7=7	3x11 = 33	5x8 = 40	80 (26)	100%

*01 Map question of 5 marks having 5 items carrying 01 mark each.

CLASS-IX 2018-2019 LIST OF MAP ITEMS FOR SOCIAL SCIENCE

Subject - History

Chapter-1: The French Revolution

Outline map of France (For locating and labelling/Identification)

- Bordeaux
- Nantes
- Paris
- Marseilles

Chapter-2: Socialism in Europe and the Russian Revolution

Outline map of World (For locating and labelling/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), America

Chapter-3: Nazism and the Rise of Hitler

Outline map of World (For locating and labelling/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

CH-1: INDIA-SIZE AND LOCATION

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

CH-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)

CH-3: DRAINAGE

Rivers: (Identification only)

a. The Himalayan River Systems-The Indus,The Ganges, and The Satluj

b. The Peninsular rivers-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi

Lakes: Wular, Pulicat, Sambhar, Chilika, Vembanad, Kolleru

CH-4: CLIMATE

1. Cities to locate: Thiruvananthapuram, Chennai, Jodhpur, Bangalore, Mumbai, Kolkata, Leh, Shillong, Delhi, Nagpur (Location and Labelling)
2. Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

CH-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

: Sariska, Mudumalai, Rajaji, Dachigam (Location and Labelling)

CH-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

हिंदी

पूर्व इकाई (अप्रैल-जुलाई)	
स्पर्श (गद्य खंड)	1. तुम कब जाओगे अतिथि 2. शुक्रतारे के समान
स्पर्श (काव्य खंड)	1. रैदास के पद 2. आदमीनामा 3. अग्निपथ 4. नए इलाके मै
संचयन	1. गिल्लू
व्याकरण	1. वर्ण विच्छेद (2 अंक) 2. उपसर्ग –प्रत्यय (3 अंक) 3. चित्र वर्णन (5 अंक) 4. पत्र (अनौपचारिक) (5 अंक) 5.विज्ञापन (5अंक)
मध्य इकाई (अगस्त-अक्टूबर) (मध्य इकाई मे पूर्व इकाई का समस्त पाठ्यक्रम भी सम्मिलित होगा।)	
स्पर्श (गद्य –खंड)	3. एवरेस्ट मेरी शिखर यात्रा 4. कीचड़ का काव्य 5. दुःख का अधिकार
स्पर्श (काव्य –खंड)	5 .रहीम के पद
संचयन	2. स्मृति 3. हामिद खां
व्याकरण	6. संधि (4 अंक) 7. अनुस्वार –अनुनासिक (2 अंक) 8. अनुच्छेद (5 अंक) 9. विज्ञापन (5 अंक)
उत्तर -मध्य इकाई (नवम्बर-दिसम्बर) (उत्तर-मध्य इकाई मे पूर्व और मध्य पाठ्यक्रम भी सम्मिलित होगा।)	
स्पर्श (काव्य –खंड)	6. एक फूल की चाह
संचयन	4. दीये जल उठे
व्याकरण	10. नुक्ता (1 अंक) 11. विराम चिन्ह (3 अंक)) 12. संवाद (5 अंक)
शेष पाठ्यक्रम (जनवरी)	
स्पर्श (गद्य –खंड)	6. धर्म की आड.
	समस्त पाठयक्रम की पुनरावर्ति
	वार्षिक परीक्षा (तत्काल निर्धारित)
	समस्त पाठ्यक्रम (अप्रैल –जनवरी) सम्मिलित होगा।

SANSKRIT

Sanskrit (Code-122)

Class – IX (2018-19)

Time 3 Hrs **Total Marks: 80** **No of Periods: 195**

The Question paper will be divided into four Sections -

Section – A	**Reading Comprehension**	**5 Marks**	**15 Periods**
Section – B	**Writing Skills**	**15 Marks**	**35 Periods**
Section – C	**Grammar**	**25 Marks**	**50 Periods**
Section – D	**Literature**	**35 Marks**	**95 Periods**

Design of Question Paper

No of Questions	No of Marks Per Question	Total No. of Marks
Section – A		**5 Marks**
Q. No. I		
VSA 2Q	2x½ = 1	
LA 2Q	2x1 = 2	
SA 4Q	4x½ = 2	
Section – B		**15 Marks**
Q. No. II Patralekhanam		
LA (10 Blanks)	10x½ = 5	
Q. No. III		
LA (5 Sentences) Chitravarnam	5x1 = 5	
Q. No. IV		
LA (5 Sentences to translate)	5x1 = 5	
Section – C		**25 Marks**
Q. No. V – Varna Vinyasah	2x½ = 1	
VSA 1 of 2		
- Uchcharana Sthanam	2x1 = 2	
SA 1 of 2		
Q. No. VI – Sandhi	4x1 = 4	
SA 1 of 4		
Q. No. VII – Shabda Roopani	6x1 = 6	
SA 1 of 6		
Q. No. VIII – Dhatu Roopani	3x1 = 3	
SA 1 of 3		
Q. No. IX – Karaka + Upapada Vibhakti	4x1 = 4	
SA 1 of 4		
Q. No. X – Pratyayah	3x1 = 3	
SA 1 of 3		
Q.No. XI – Upasargah	4x½ = 2	
SA 1 of 4		

Section – D		35 Marks
Q. No. XII Gadyanshah VSA Q (Ekapadena) SA Q (Poorna Vakyena) SA Q (Bhashik Karyam)	 2x1 = 2 2x1 = 2 4x½ = 2	
Q. No. XIII Padyanshah VSA Q (Ekapadena) SA Q (Poorna Vakyena) SA Q (Bhashik Karyam)	 2x1 = 2 2x1 = 2 4x½ = 2	
Q. No. XIV Natyanshah VSA Q (Ekapadena) SA Q (Poorna Vakyena) SA Q (Bhashik Karyam)	 2x1 = 2 2x1 = 2 4x½ = 2	
Q. No. XV -Prashna Nirmanam LA Q 1 of 5	5x1 = 5	
Q. No. XVI –Shloka Anvayah **क** (4 Blanks) **ख** (4 Blanks)	 4x½ = 2 4x½ = 2	
Or Bhavarthah LA Q 1of 1	1x4 = 4	
Q.No. XVII – Ghatanakramanusar Vakyalekhanam LA Q 1 of 8	8x½ = 4	
Q. No. XVIII –Paryaya / Vilom VSA Q 1 of 4	4x1 = 4	

संस्कृतम् (कोड नं०-122)
कक्षा : नवमी (2018-2019)

वार्षिकमूल्याङ्कनाय परीक्षापत्रे चत्वारः खण्डाः भविष्यन्ति ।

'क' खण्डः	अपठित-अवबोधनम्	5 अङ्काः
'ख' खण्डः	रचनात्मक-कार्यम्	15 अङ्काः
'ग' खण्डः	अनुप्रयुक्त-व्याकरणम्	25 अङ्काः
'घ' खण्डः	पठित-अवबोधनम्	35 अङ्काः

खण्डानुसारं विषयाः मूल्यभारः च -

खण्डः	विषयाः	प्रश्नप्रकाराः	प्रश्नसङ्ख्याः	मूल्यभारः
'क'	**अपठित - अवबोधनम्**			
1.	एकः अनुच्छेदः	अति-लघु-उत्तरात्मकाः पूर्णवाक्यात्मकाः लघु-उत्तरात्मकाः (भाषिककार्यम्)	1	5
	योगः			**5**

'ख'	**रचनात्मक - कार्यम्**			
2.	औपचारिकम् अथवा अनौपचारिकं पत्रम्	निबन्धात्मकः	1	5
3.	चित्रवर्णनम् अथवा अनुच्छेदलेखनम्	निबन्धात्मकः	1	5
4.	हिन्दीभाषया आङ्ग्लभाषया वा लिखितानां पञ्चसरलवाक्यानां संस्कृतेन अनुवादः	पूर्णवाक्यात्मकाः	1	5
	योगः			**15**

'ग'	**अनुप्रयुक्त - व्याकरणम्**			
5.	संस्कृतवर्णमाला वर्णसंयोजनं विच्छेदः वा - 1 अङ्कः उच्चारणस्थानानि - 2 अङ्कौ	लघु-उत्तरात्मकाः	1	3
6.	सन्धिकार्यम् स्वरसन्धिः - 1 अङ्कः व्यञ्जनसन्धिः - 2 अङ्कौ विसर्गसन्धिः - 1 अङ्कः	लघु-उत्तरात्मकाः	1	4

7.	शब्दरूपाणि पुल्लिङ्गशब्दाः - 1 अङ्कः स्त्रीलिङ्गशब्दाः - 1 अङ्कः सर्वनामशब्दाः - 1 अङ्कः नपुंसकलिङ्गशब्दाः - 1 अङ्कः सङ्ख्यावाचकशब्दाः - 2 अङ्कौ	लघु-उत्तरात्मकाः	1	6
8.	धातुरूपाणि परस्मैपदिनः - 2 अङ्कौ आत्मनेपदिनः - 1 अङ्कः	लघु-उत्तरात्मकाः	1	3
9.	कारकपरिचयः उपपदविभक्तयः च	लघु-उत्तरात्मकाः	1	4
10.	प्रत्ययाः	लघु-उत्तरात्मकाः	1	3
11.	उपसर्गाः	लघु-उत्तरात्मकाः	1	2
	योगः			**25**

'घ'	**पठित - अवबोधनम्**			
12.	गद्यांशः	अति-लघुत्तरात्मकाः पूर्णवाक्यात्मकाः लघु-उत्तरात्मकाः (भाषिककार्यम्)	1	6
13	पद्यांशः	अतिलघु-उत्तरात्मकाः पूर्णवाक्यात्मकाः लघु-उत्तरात्मकाः (भाषिककार्यम्)	1	6
14	नाट्यांशः	अति- लघु-उत्तरात्मकाः पूर्णवाक्यात्मकाः लघु-उत्तरात्मकाः (भाषिककार्यम्)	1	6
15.	प्रश्ननिर्माणम्	पूर्णवाक्यात्मकाः	1	5
16.	अन्वयः - 4 अङ्काः **अथवा** एकस्य श्लोकस्य भावार्थः - 4 अङ्काः	लघु-उत्तरात्मकाः पूर्णवाक्यात्मकाः	1	4
17	घटनाक्रमानुसारं वाक्यलेखनम् -	पूर्णवाक्यात्मकाः	1	4
18	पर्यायमेलनम् /विलोममेलनम्	बहुविकल्पात्मकम्/ लघु-उत्तरात्मकाः	1	4
	योगः			35

सम्पूर्णयोगः **80 अङ्काः**

संस्कृतम् (कोड नं० - 122)

कक्षा : नवमी 2018-2019

वार्षिकमूल्याङ्कनम् **80 अङ्काः**

'क' खण्डः अपठित – अवबोधनम्

एकः गद्यात्मकः खण्डः 5 अङ्काः

70 – 80 शब्दपरिमितः गद्यांशः, सरलकथा वर्णनं वा

- एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् 3
- अनुच्छेद – आधारितं भाषिककार्यम् 2

भाषिककार्याय तत्त्वानि –

- वाक्ये कर्तृ-क्रिया-पदचयनम्
- कर्तृ-क्रिया-अन्वितिः
- विशेषण-विशेष्य-चयनम्
- सर्वनामप्रयोगः
- पर्याय-विलोमपद-चयनम्

'ख' खण्डः रचनात्मकं कार्यम् 15 अङ्काः

(i) सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकं पत्रम् 5

(ii) चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम् 5

(iii) हिन्दीभाषायाम् आङ्ग्लभाषायां वा लिखितानां पञ्चसरलवाक्यानां संस्कृतभाषायाम् अनुवादः 5

'ग' खण्डः अनुप्रयुक्त - व्याकरणम् 25 अङ्काः

1. संस्कृतवर्णमाला **3**
   (अ) वर्तनी – वर्णसंयोजनं वर्णविच्छेदश्च 1
   (आ) उच्चारणस्थानानि 2

2. वाक्येषु अनुच्छेदेषु वा सन्धिकार्यम् (पाठाधारितम्) 4
   (अ) स्वरसन्धिः
   - दीर्घः, गुणः, वृद्धिः 1

   (ब) व्यञ्जनसन्धिः 2
   - म् स्थाने अनुस्वारः
   - णत्वविधानम्
   - वर्गीय-प्रथम-अक्षराणां तृतीये परिवर्तनम्
   - त् स्थाने ल्
   - र् पूर्वस्य रेफस्य लोपः दीर्घत्वं च

   (स) विसर्गसन्धिः 1
   - विसर्गस्य उत्वं रत्वं च

3. शब्दरूपाणि **6**

क. पुल्लिङ्गशब्दाः- 1

- अकारान्ताः – बालकवत्, इकारान्ताः – मुनिवत्

ख. स्त्रीलिङ्गशब्दाः (अजन्ताः) 1

- आकारान्ताः – लतावत् , ईकारान्ताः – नदीवत्

ख. नपुंसकलिङ्गशब्दाः – 1

- अकारान्ताः –फलवत, इकारान्त –वारि

घ. सर्वनामशब्दाः 1

- तत् , किम् (त्रिषु लिङ्गेषु)

ङ. सङ्ख्यावाचकशब्दाः 2

- एकतः – चतुर्पर्यन्तम् (त्रिषु लिङ्गेषु)

4. धातुरूपाणि **3**

अ. परस्मैपदिनः 2

- अस् , भू, पठ् (लट्, लृट्, लङ्, लोट्, विधिलिङ् इति 5 लकारेषु)

आ. आत्मनेपदिनः 1

- सेव् , लभ् (लट्, लृट् लकारयोः)

5. उपपदविभक्तीनां प्रयोगः **4**

(अनुच्छेदे , वार्तालापे, लघुकथायां वाक्येषु वा)

- द्वितीया – समया, प्रति, धिक्, विना, अभितः, परितः,उभयतः
- तृतीया – विना, अलम्, काणः, सह
- चतुर्थी – कुप्, स्वस्ति, नमः, स्वाहा
- पञ्चमी – ऋते, बहिः, अनन्तरम्, भी
- षष्ठी – अन्तः, उपरि, पुरः, अधः
- सप्तमी – प्रवीणः, चतुरः, श्रेणीनिर्धारणम्

6. प्रत्ययाः वाक्येषु प्रयोगः **3**

- क्त्वा, तुमुन् , ल्यप्

7. उपसर्गाः (प्र, परा-आदयः २२ उपसर्गाः) **2**

'घ' खण्डः पठित - अवबोधनम् 35 अङ्काः

(शेमुषी-पाठ्यपुस्तकम् अधिकृत्य)

1. गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् **6**
   प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि , भाषिककार्यं च ।
2. पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् **6**
   प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि , भाषिककार्यं च ।
3. नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् **6**
   प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि , भाषिककार्यं च ।
4. श्लोकान्वयः(द्वयोः श्लोकयोः) / एकस्य श्लोकस्य भावार्थः **4**
5. वाक्येषु रेखाङ्कितपदानि अधिकृत्य पञ्च-प्रश्नानां निर्माणम् **5**

6. घटनाक्रमानुसारं कथालेखनम् **4**
7. पर्यायपदानां विलोमपदानां वा मेलनम् अथवा वाक्येषु प्रयोगः **4**

(पाठान् आधृत्य बहुविकल्पात्मकाः / लघु-उत्तरात्मकाः प्रश्नाः)

पुस्तकम् – 'शेमुषी' संस्कृतपुस्तकम् (नवमश्रेण्यै)

पाठसङ्ख्या	पाठनाम
प्रथमः पाठः	भारतीवसन्तगीतिः
द्वितीयः पाठः	स्वर्णकाकः
तृतीयः पाठः	सोमप्रभम्
चतुर्थः पाठः	कल्पतरुः
पञ्चमः पाठः	सूक्तिमौक्तिकम्
षष्ठः पाठः	भ्रान्तो बालः
सप्तमः पाठः	प्रत्यभिज्ञानम्
अष्टमः पाठः	लौहतुला
नवमः पाठः	सिकतासेतुः
दशमः पाठः	जटायोः शौर्यम्
एकादशः पाठः	पर्यावरणम्
द्वादशः पाठः	वाङ्मनः प्राणस्वरूपम्

निर्धारित – पाठ्यपुस्तकानि –

1. 'शेमुषी' प्रथमो भागः, पाठ्यपुस्तकम् संशोधितसंस्करणम् (प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)
2. 'अभ्यासवान् भव'-प्रथमो भागः – व्याकरणपुस्तकम् (प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)
3. 'व्याकरणवीथिः'- व्याकरणपुस्तकम् (प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)

FRENCH

CLASS – IX (2018-19)

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

A) Reading Section: **10 Marks**

One unseen prose passage (factual/descriptive) (100-150 words)

B) Writing Section: **20 marks**

One long composition (Informal letter) 80 words
Two short compositions -: (recipe, message, post card, description of a person with visual input and clues) (30-35 words)

C) Grammar Section: **30 marks**

Based on the prescribed textbook (Lessons 1-12)
articles, possessive adjectives, demonstrative adjectives, prepositions, verbs (présent, futur proche, futur, pronominal verbs, passé composé, impératif, imparfait, passé récent , conditionnel présent), question formation, negatives, personal pronouns, interrogative adjectives and pronouns, relative pronouns

D) Culture and Civilization **20 marks**

Questions based on text book

a) Short answer questions	5x2	10 marks
b) MCQ (True or false/odd one out/ match the following/ fill in the blanks) (Any 2)		10 marks

1. L. 1 – La famille
2. L. 2 – Au lycée
3. L. 3 – Une journée de Pauline
4. L. 4 – Les saisons
5. L. 5 – Les voyages
6. L. 6 - Les loisirs et les sports
7. L. 7 – L'argent de poche
8. L. 8 – Faire des achats
9. L. 9 – Un dîner en famille
10. L. 10- La mode
11. L.11 – Les fêtes
12. L.12 – La Francophonie

Prescribed textbook: Entre Jeunes, Class IX (CBSE) Textbook Lessons 1-12.

FRENCH (CODE: 018)
CLASS – IX (2018-19)

The Question Paper will be divided into four sections:

Time: 3 Hrs.

Section - A: Reading Comprehension - 10 marks
Section - B: Writing - 20 marks
Section - C: Grammar - 30 marks
Section - D: Culture and Civilization - 20 marks

Section wise weightage:

Section	**Details of Topics/Sections**	**Types of Questions**	**Marks**
Section – A (Understanding)	1 Unseen prose passage (150-200 words)	Short answer question Vocabulary Search: Noun and verb forms/opposites/synonyms /adjectives/adverbs True or False – context or theme based	10
Section – B (Creating)	1 Long composition (informal letter – 80 words) Any 2 short compositions (30-35 words): Message/Describing a person/Recipe/Post card	Creative long answers Creative short answers	10 05 05
Section – C (Applications)	Grammar	Articles	03
		Adjectifs possessifs	03
		Adjectifs démonstratifs	03
		Prépositions	03
		Verbes (Présent, future, simple, impératif, future, proche, passé composé, imparfait, impératif, passé recént, conditionnel présent), verbes, pronominaux	03
		Trouvez la question	03
		Négatifs	03
		Pronoms (COD, COID, toniques, y, en)	03
		Interrogatifs (adjectifs et pronoms)	03
		Pronos relatifs	03
Section – D (Remembering and analyzing)	Culture and Civilization Lessons 1 – 12	Short answers MCQ (True or False) 4 x ½ Find the odd one 4 x ½ Match the following 6 x ½ Fill in the blanks 6 x ½	10 02 02 03 03
		Total marks	**80**

ART

HALF YEARLY

- 2 D & 3 D Shapes
- Nature Study
- Elements of Art
- Textures
- Still Life
- Mehandi Design
- Book Cover
- Sketching
- Typography
- Children's Park
- Potter
- T-Stall
- Landscape

ANNUAL SYLLABUS

- Poster
- Logo Designing
- Character Designing
- Free-hand Designing
- Story Board
- Market Scene
- Beggar
- Calligraphy
- Folk Art
- Village Scene
- Tree Plantation
- Rangoli

WORK EXPERIENCE

- Mobile Pouch
- Gift Wrapping Sheet
- Paper Mosaic
- Book Mark
- Button Stitching
- Paper Tearing Collage
- Mask Making
- Greeting Card with Waste
- Fabric Painting

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	ArdhaBaddha Padmottanasana
October	Padangushtha Dhanurasana	SetuBandha 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