

# CLASS 9th

## ENGLISH

### Unit Test - 1

1. The Fun They Had (Beehive)
  - 1.1. The Road Not Taken (Beehive)
2. The Sound of the Music Part-I & II (Beehive)
  - 2.1. Wind (Beehive)
3. The Little Girl (Beehive)
  - 3.1. Rain on the Roof (Beehive)
4. A Truly Beautiful Mind (Beehive)
  1. The Lost Child (Moments)
  2. The Adventures of Toto (Moments)

**Reading Section:** Reading Question based on the following kinds of unseen passages to assess inference, evaluation, vocabulary, analysis and interpretation:

1. Discursive passage (400-450 words)
2. Case based Factual passage (with visual input/ statistical data/ chart etc. 200-250 words)

#### **Writing Section:**

Creative Writing Skills: This section will have short as well as long writing tasks including compositions. I. Formal Letter based on a given situation in 100-120 words. One out of two questions is to be answered. II. II. Writing an Analytical Paragraph (100-120 words) on a given Map / Chart / Graph / Cue/. One out of two questions is to be answered/ Story writing and report writing

### Term - 1

1. The Fun They Had (Beehive)
  - 1.1. The Road Not Taken (Beehive)
2. The Sound of the Music Part-I & II (Beehive)
  - 2.1. Wind (Beehive)
3. The Little Girl (Beehive)
  - 3.1. Rain on the Roof (Beehive)

4. A Truly Beautiful Mind (Beehive)
  - 4.1 The Lake Isle of Innisfree (Beehive)
5. The Snake and the Mirror (Beehive)
6. A Legend of the Northland (Beehive)
  - 6.1. No Men Are Foreign (Beehive)
    1. The Lost Child (Moments)
    2. The Adventures of Toto (Moments)
    3. Iswaran The Story Teller (Moments)
    4. In the Kingdom of Fools (Moments)
    5. The Happy Prince (Moments)

**Grammar:** Tenses (Active Voice & Passive Voices) & Modals

**Reading Section:** Reading Question based on the following kinds of unseen passages to assess inference, evaluation, vocabulary, analysis and interpretation:

1. Discursive passage (400-450 words)
2. Case based Factual passage (with visual input/ statistical data/ chart etc. 200-250 words)

**Writing Section:** Creative Writing Skills: This section will have short as well as long writing tasks including compositions.

- I. Formal Letter based on a given situation in 100-120 words. One out of two questions is to be answered.
- II. Writing an Analytical Paragraph (100-120 words) on a given Map / Chart / Graph / Cue/. One out of two questions is to be answered/ Story writing and report writing

### Unit Test - 2

8. Reach for the Top (Beehive)
  - 8.1 On Killing a Tree (Beehive)
  - 9.1 The Snake Trying (Beehive)
10. Kathmandu (Beehive)
  - 10.1 A Slumber Did My Spirit Seal (Beehive)
11. If I Were You (Beehive)
7. The last Leaf (Moments)

8. A House is Not a Home (Beehive)

10. The Beggar (Moments)

**Grammar:** Subject-Verb Concord, Determiner & Reported Speech

**Reading Section:** Reading Question based on the following kinds of unseen passages to assess inference, evaluation, vocabulary, analysis and interpretation:

1. Discursive passage (400-450 words)
2. Case based Factual passage (with visual input/ statistical data/ chart etc. 200-250 words)

**Writing Section:**

**Creative Writing Skills:** This section will have short as well as long writing tasks including compositions.

I. Formal Letter based on a given situation in 100-120 words.

One out of two questions is to be answered.

II. Writing an Analytical Paragraph (100-120 words) on a given Map / Chart / Graph / Cue/. One out of two questions is to be answered/ Story writing and report writing

**Pre-Board**

Full Syllabus – 80 Marks

**Final Exam**

Full Syllabus – 80 Marks

**Learning Outcomes:**

**Literature - 1.** Read the lesson confidently, recall and narrate the story, expand their vocabulary, analyse characters and situations, compare and contrast the challenges and achievements or understand the role of determination, perseverance and persistent efforts in life.

2. Read the poem confidently, identify the central idea of the poem, identify the poetic devices, expand the vocabulary, explain the consequences of killing a tree and analyse the urgency to conserve our planet.

3. Read, recall and narrate the story, expand the vocabulary, analyse the plot and situations, infer the thoughts and emotions of the characters, analyse the theme of selflessness and sacrifice.

4. Compose an effective and coherent descriptive paragraph describing a person, using suitable adjectives (to create a vivid word picture) and correct grammatical structures.

5. Differentiate between active and passive voice, identify the voice of the verb in a sentence and write sentences using passive voice

6. Comprehend the given passage, analyse the text, infer the theme/ideas, interpret the topic, expand their vocabulary and develop an understanding of different text genres.

**Grammar -** Define and understand the usage of all 12 tenses

- identify the verb and the tense in the given sentence
- explain and understand the structure, usage and rules of all 12 types of tenses
- use the tenses appropriately in grammatically correct sentences. Identify various modals and use them in grammatically correct sentences understand the differences between modals like must; should, should; ought to, should; have to.

**Reading -** Reading Comprehension

- Read, understand and interpret critically the texts in different contexts.
- Develop curiosity and creativity through extensive reading.

**Writing -** Understand the purpose and style of writing a letter/ Analyze and compare various formal letters to note differences of conventions, vocabulary, style and tone.

- Follow conventions of formal letter with respect to layout, solutions, etc.
- Recognize and demonstrate use of appropriate vocabulary, style and tone in formal letters.
- Write the address on the envelope clearly and in proper format.
- Write formal letters to people in immediate and extended social and academic environment for various purposes / learn to comprehend various type of paragraphs and to extract the information given in the charts/ maps/ cue card etc. / learn to write story and report writing

**हिन्दी**

**प्रथम इकाई परीक्षा पाठ्यक्रम**

**व्याकरण :** उपसर्ग, प्रत्यय, समास

**पुस्तक :** दो बैलो की कथा, साखियां एवम् सबद

**प्रथम सत्र परीक्षा पाठ्यक्रम**

**अपठित बोध :** अपठित गद्यांश, अपठित काव्यांश

**व्याकरण :** उपसर्ग, प्रत्यय, समास, वाक्य के भेद अर्थ के आधार पर, अलंकार

**गद्य खंड (पुस्तक)**

दो बैलो की कथा, लहासा की ओर, उपभोक्तावाद की संस्कृति

**काव्यखंड :** साखियां एवं सबद, वाख, सवैये

**कृतिका :** इस जल प्रलय में

**रचनात्मक लेखन :** अनुच्छेद, पत्र (औपचारिक, अनौपचारिक) लघुकथा या ई-मेल,

**संवाद लेखन या सूचना लेखन**

**द्वितीय इकाई परीक्षा पाठ्यक्रम**

**व्याकरण :** उपसर्ग प्रत्यय, समास अलंकार वाक्य के भेद अर्थ के आधार पर

**कविता :** ग्राम श्री, सांवले सपनों की याद

**द्वितीय सत्र परीक्षा पाठ्यक्रम**

**पूरा पाठ्यक्रम :**

**अपठित बोध :** अपठित गद्यांश, अपठित काव्यांश

- व्याकरण :** उपसर्ग, प्रत्यय, समास, अलंकार, वाक्य के भेद
- क्षितिज गद्यांश :** दो बैलो की कथा, लहासा की ओर, उपभोक्तावाद की संस्कृति, सांवल्लो सपनो की याद, प्रेमचंद के फटे जूते, मेरे बचपन के दिन
- काव्यखंड :** साखियां एवम सबद, वाख, सवैये, कैदी और कोकिला, ग्राम श्री, मेघाएँ, बच्चे काम पर जा रहे हैं
- कृतिका :** इस जल प्रलय, मेरे संग की औरते, रीढ की हडडी
- रचनात्मक लेखन :** अनुच्छेद, पत्र (औपचारिक, अनौपचारिक) लघुकथा या ईमेल, संवाद लेखन या सूचना लेखन

इस पाठ्यक्रम के अध्ययन से सीखे के प्रतिफल :

- क) विद्यार्थी अगले स्तरों पर अपनी रुचि और आवश्यकता के अनुरूप हिंदी की पढ़ाई कर सकेंगे तथा हिंदी में बोलने और लिखने में सक्षम हो सकेंगे।
- ख) अपनी भाषा दक्षता के चलते उच्चतर माध्यमिक स्तर पर विज्ञान, समाज विज्ञान और अन्य के साथ सहज संबंधता (अंतर्संबंध) स्थापित कर सकेंगे।
- ग) दैनिक जीवन व्यवहार के विविध क्षेत्रों में हिंदी के औपचारिक / अनौपचारिक उपयोग की दक्षता हासिल कर सकेंगे।
- घ) भाषा प्रयोग के परंपरागत तौर-तरीकों एवं विधाओं की जानकारी एवं उनके समसामयिक संदर्भों की समझ विकसित कर सकेंगे।
- ड) हिंदी भाषा में दक्षता का इस्तेमाल वे अन्य भाषा-संरचनाओं की समझ विकसित करने के लिए कर सकेंगे।

## MATHEMATICS

### Unit Test - 1

- Ch-1 Number Systems                      Ch-2 Polynomials
- TERM - I**
- Ch-1 Number Systems                      Ch-2 Polynomials
- Ch-3 Coordinate Geometry
- Ch-4 Linear Equations In Two Variables
- Ch-6 Lines And Angles                      Ch-10 Heron's Formula
- Ch-12 Statistics

### Unit Test - 2

- Ch-5 Euclid's Geometry
- Ch-11 Surface Areas And Volumes
- TERM - II**
- Ch-1 Number Systems                      Ch-2 Polynomials
- Ch-3 Coordinate Geometry
- Ch-4 Linear Equations In Two Variables
- Ch-5 Euclid's Geometry                      Ch-6 Lines And Angles

- Ch-7 Triangles                                      Ch-8 Quadrilaterals
- Ch-9 Circles                                      Ch-10 Heron's Formula
- Ch-11 Surface Areas And Volumes      Ch-12 Statistics

### Learning Objectives :

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

## SCIENCE

### Unit Test - 1

- PHYSICS :** Ch: Motion
- CHEMISTRY :** Ch: Matter in our surroundings
- BIOLOGY :** Ch: Cell (Fundamental unit of life)

### TERM - 1

- PHYSICS :** Ch: Motion  
Ch: Force and laws of motion  
Ch: Gravitation & Floatation
- CHEMISTRY :** Ch: Matter in our surrounding  
Ch: Nature of matter (Is matter around us pure?)
- BIOLOGY :** Ch: Cell (Fundamental unit of life)  
Ch: Tissues

### Unit Test - 2

- PHYSICS :** Ch: Work, Energy and Power

**CHEMISTRY** : Ch: Structure of atom

**BIOLOGY** : Ch: Improvement in food resources

### TERM - 2

**PHYSICS** : Ch: Motion

Ch: Force and laws of motion Ch: Gravitation

Ch: Floatation Ch: Work, Energy and Power

Ch: Sound

**CHEMISTRY** : Ch: Matter in our surrounding

Ch: Nature of matter (Is matter around us pure?)

Ch: Structure of atoms Ch: Atoms and Molecule

**BIOLOGY** : Ch: Cell (Fundamental unit of life)

Ch: Tissues Ch: Improvement in food resources

The three components of this course are:

Physics, Chemistry and Biology.

#### Learning Outcomes:

The teaching of Science, at this stage, will help the learners to:

- \* Develop a scientific attitude and temper.
- \* Understand scientific concepts, principles and laws.
- \* Acquire the knowledge of scientific terms, facts, definitions and processes.
- \* Develop experimental skills, rational thinking ability to analyse and sharpen their sense of enquiry and creativity.
- \* Develop basic process skills in science like (measurement skills, observational skills and inferences) and to encourage the use of locally available resources.
- \* Inculcate science and technology related values.
- \* Recognize the relationship of science, technology, environment and society.
- \* Appreciate the contribution of science towards development.
- \* Create awareness and concern for a healthy environment and preservation of ecosystem.

## SOCIAL SCIENCE

### Unit Test-1

Ch1. What is Democracy? Why Democracy?

Ch1. The French Revolution

Ch1. India-Size and Location

### Term-1

**History** : Ch1. The French Revolution

Ch2. Socialism in Europe and the Russian Revolution

#### Map Work

Out line Political Map of France.

Outline political map of the World. Locate/label/identify Major countries of First World War: Central

Powers: Germany, Austria-Hungary, Turkey (Ottoman Empire).

Allied Powers – France, England, Russia and USA

Outline Political Map of World. Locate/label/identify Major

countries of Second World War Axis: Powers – Germany, Italy,

Japan Allied Powers – UK, France, Former USSR, USA

**Geography** : Ch1. India – Size and Location

Ch2. Physical features of India Ch3. Drainage

**Map Work** : India – States and Capitals

- Tropic of Cancer, Standard Meridian (Location and Labeling)

- Neighbouring Countries

Coastal Plains – Konkan, Malabar, Coromandel & Northern Circar

(Location and Labelling) Drainage system

Rivers (Identification only)

- The Himalayan River Systems – The Indus, The Ganges and The Sutlej
  - The Peninsular Rivers – The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi
  - Lakes – Wular, Pulicat, Sambhar, Chilika
- Coastal Plains – Konkan, Malabar, Coromandel & Northern Circar (Location and Labelling)
- \* Mountain ranges: The Karakoram, The Zaskar, The Shivalik, The Aravali, The Vindhya, The Satpura, Western and Eastern Ghats
  - Mountain Peaks – K2, Kanchan Junga, Anai Mudi
  - Plateau – Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau

Climate

- Annual rainfall in India, Monsoon wind direction

Population :

- Population density of all states
- The state having highest and lowest density of population

#### Civics :

Ch1. What is Democracy? Why Democracy?

Ch2. Constitutional Design

## **Economics :**

Ch1. The Story of Village Palampur

(To be assessed as part of Periodic Assessment only)

Ch2. People as Resource

### **Unit Test-2**

Ch3. Poverty as a Challenge

Ch3. Electoral politics.

Ch4. Climate

### **Term-2**

## **HISTORY :**

Ch1. The French Revolution

Ch2. Socialism in Europe and the Russian Revolution

Ch3. Nazism and the Rise of Hitler

Ch4. Forest, Society and Colonialism Interdisciplinary project as part of multiple assessments

(Internally assessed for 5 marks)

Ch5. Pastoralists in the Modern World

(To be assessed as part of Periodic Assessment only)

(Map work)

## **Geography :**

Ch1. India – Size and Location

Ch2. Physical features of India

Ch3. Drainage

Ch4. Climate

Ch5. Natural Vegetation and Wild Life

(Only map pointing to be evaluated in the annual examination.)

Interdisciplinary project as part of multiple assessments

(Internally assessed for 5 marks)

Ch6. Population(Map work)

## **Civics :**

Ch1. What is Democracy? Why Democracy?

Ch2. Constitutional Design

Ch3. Electoral politics

Ch4. Working of Institutions

Ch5. Democratic Rights

## **Economics :**

Ch1. The Story of village Palampur

(To be assessed as part of Periodic Assessment only)

Ch2. People as Resource

Ch3. Poverty as Challenge

Ch4. Food Security in India

**Project :** Every Student has to compulsorily undertake One Project on Disaster Management

### **Learning Outcomes :**

- Recognise the relevance of the domain of knowledge in establishing interlinkages with natural and social environment;
- Classify and compare the cause-and-effect relationship in the context of occurrence of events, natural and social processes and their impact on different sections of the society;
- Explain concepts like unity in diversity, democracy, development, diverse factors and forces that enrich our cultural heritage;
- Discuss the need to evolve plurality of approaches in understanding natural and social phenomena;
- Demonstrate a variety of approaches on integration and interrelation within and across
- Identify spatial variability of events, processes, and phenomena in the contemporary world;
- Identify democratic ethos, equity, mutual respect, equality, justice, and harmony;
- Demonstrate skills of observation, enquiry, reflection, empathy, communication, and critical thinking;
- Create awareness and sensitivity towards environmental issues, sustainable development,
- Gender disparities, marginalised section of the society and persons with special needs; and
- Illustrate concepts related to different subjects with the help of technology.

## **ARTIFICIAL INTELLIGENCE**

### **Unit Test-1**

### **Employability Skills :**

Unit-1: Communication Skills-II

Unit-3: ICT Skills-II

### **TERM-1**

### **Employability Skills :**

Unit-1: Communication Skills-II

Unit-2: Self-Management Skills-II

Unit-3: ICT Skills-II

### **Subject Specific Skills :**

Unit-1: Introduction to Artificial Intelligence

## UNIT TEST-2

### Subject Specific Skills :

Unit-1: Introduction to Artificial Intelligence

Unit 2: AI Project Cycle

### FINAL EXAM

### Employability Skills :

Unit-1: Communication Skills-II Unit-2: Self-Management Skills-II

Unit-3: ICT Skills-II Unit-4: Entrepreneurial Skills-II

Unit-5: Green Skills-II

### Subject Specific Skills :

Unit-1: Introduction to Artificial Intelligence

Unit 2: AI Project Cycle

Unit 3: Introduction of Python

### LEARNING OUTCOMES :

- Understand the concept of human Intelligence and its various components such as reasoning, problem solving and creativity.
- Understand the concept of AI and its domains.
- Explore the use of AI in real life.
- Learn about the ethical concerns involved in AI development, such as AI bias, data privacy and how they can be addressed.
- Understand the stages involved in the AI project cycle such as problem scoping, data collection, data exploration, modelling, evaluation.
- Learn about the importance of project planning in AI development and how to define project goals and objectives.
- Develop an understanding of the importance of data collection in AI and how to choose the right data sources
- Know various exploration techniques and its importance.
- Know about machine learning algorithms used to train AI models.
- Acquire introductory Python programming skills in a very user-friendly format.
- Demonstrate knowledge of various methods of communication.
- Apply basic skills for care and maintenance of computer
- List the characteristics of successful entrepreneur
- Demonstrate the knowledge of importance, problems and solutions related to sustainable development

## ਪੰਜਾਬੀ

### ਯੂ. ਟੀ. 1

ਕਵਿਤਾ - ਸਮਾਂ  
 ਕਹਾਣੀ - ਜਨਮਦਿਨ  
 ਵਿਰੋਧੀ ਸ਼ਬਦ, ਲਿੰਗ ਬਦਲੇ

## ਟਰਮ 1

### ਪਾਠ ਪੁਸਤਕ :

ਕਵਿਤਾਵਾਂ - 1. ਸਮਾਂ 2. ਵਿਸਾਖੀ ਦਾ ਮੇਲਾ  
 ਵਾਰਤਕ - 1. ਵਹਿਮੀ ਤਾਇਆ 2. ਮੁੜ ਵੇਖਿਆ ਪਿੰਡ  
 ਕਹਾਣੀਆਂ - 1. ਜਨਮ ਦਿਨ 2. ਸਾਂਝੀ ਕੰਧ  
 ਇਕਾਂਗੀ - ਮੋਨਧਾਰੀ  
 ਵਿਆਕਰਨ - 1. ਵਿਰੋਧੀ ਸ਼ਬਦ 2. ਲਿੰਗ ਬਦਲੇ  
 3. ਵਿਸਮਿਕ 4. ਮੁਹਾਵਰੇ (ੳ,ਅ,ੲ,ਸ,ਹ)  
 5. ਲੇਖ 6. ਪੱਤਰ (ਨਿੱਜੀ ਤੇ ਬਿਨੈ ਪੱਤਰ)  
 7. ਚਿੱਤਰ ਵਰਣਨ 8. ਅਣਡਿੱਠਾ ਪੈਰਾ  
 9. ਅਣਡਿੱਠੀ ਕਾਵਿ ਟੱਕੜੀ

### ਯੂ. ਟੀ. 2

ਕਵਿਤਾ - ਮੈਂ ਪੰਜਾਬੀ, ਪੰਜਾਬ ਦਾ ਕਹਿਣ ਵਾਲਾ  
 ਕਹਾਣੀ - ਸਾਂਝੀ ਕੰਧ  
 ਪੱਤਰ (ਨਿੱਜੀ ਜਾਂ ਦਫਤਰੀ)

## ਟਰਮ 2

1. ਅਣਡਿੱਠਾ ਪੈਰਾ 2. ਅਣਡਿੱਠੀ ਕਾਵਿ ਟੱਕੜੀ  
 3. ਵਿਰੋਧੀ ਸ਼ਬਦ 4. ਲਿੰਗ ਬਦਲੇ  
 5. ਵਿਸਮਿਕ 6. ਸ਼ਬਦ ਸ਼ੁੱਧੀ  
 7. ਕਿਰਿਆ 8. ਮੁਹਾਵਰੇ (ੳ,ਅ,ੲ,ਸ,ਹ ਤੱਕ)

### 2. ਪ੍ਰਭਾਵ ਸ਼ਾਲੀ ਲਿਖਣ ਕੌਸਲ

1. ਲੇਖ ਰਚਨਾ (ਵਿਚਾਰ ਪ੍ਰਧਾਨ ਅਤੇ ਆਮ ਵਿਸ਼ੇ)  
 2. ਪੱਤਰ - ਰਚਨਾ (ਨਿੱਜੀ ਤੇ ਬਿਨੈਪਤਰ)  
 3. ਤਸਵੀਰ ਵਰਣਨ  
 3. ਪਾਠ ਪੁਸਤਕ ਸਾਹਿਤ ਮਾਲਾ

ਕਾਵਿ ਰਚਨਾਵਾਂ - 1. ਸਮਾਂ 2. ਵਿਸਾਖੀ ਦਾ ਮੇਲਾ  
 3. ਮੈਂ ਪੰਜਾਬੀ 4. ਨਵੀਂ ਪੁਰਾਣੀ ਤਹਿਜ਼ੀਬ  
 5. ਮਾਤਾ ਗੁਜਰੀਜੀ

### ਵਾਰਤਕ -

1. ਵਹਿਮੀ ਤਾਇਆ 2. ਮੁੜ ਵੇਖਿਆ ਪਿੰਡ  
 3. ਖੁਸ਼ੀਆ ਆਪੇਨਹੀਂ ਆਉਂਦੀਆਂ 4. ਬੇਬੇਜੀ

### ਪਾਠ ਪੁਸਤਕ ਵੰਨਗੀ

ਕਹਾਣੀਆਂ - 1. ਜਨਮਦਿਨ 2. ਸਿਰਜਣਾ  
 2. ਸਾਂਝੀ ਕੰਧ 3. ਬਸ ਕੰਡਕਟਰ  
 ਇਕਾਂਗੀ - 1. ਮੋਨਧਾਰੀ