EDUCATIONAL TRUST KASHMIR

Syllabus cum ***Learning Outcomes***

Class 9th

Class: 9th Subject: English

Timeline	Contents	LEARNING OUTCOMES	SUGGESTIVE PEDAGOGICAL PROCESSES
Week 1 To Week 5	1. Packing 2. No Men Are Foreign 3. The Adventures of Toto 4. Grammar: Modals	The learner— • listens to announcements, instructions, read aloud texts, audio and videos for information, gist and details; responds by answering questions accordingly. • listens to and discusses literary/non-literary inputs in varied contexts to infer, interpret, and appreciate. • communicates thoughts, ideas, views and opinions verbally and non-verbally. • speaks fluently with proper pronunciation, intonation and pause, using appropriate grammar. • listens to and speaks on a variety of verbal inputs, viz. debate, speech, group discussion, power point presentation, radio programme, interview, mock parliament, etc. • reads aloud and recites poems/prose with proper stress, pause, tone, and intonation. • reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising. • reads silently with comprehension and interprets layers of meaning. • writes short answers, paragraphs, reports using appropriate vocabulary and grammar on a given theme. • writes letters both formal and informal, invitations, advertisements, notices, slogans, messages, and e-mails. • writes short dialogues and participates in role plays, skits, street plays, etc., for the promotion of social causes like Beti Bachao Beti Padhao, Swachh Bharat Abhiyaan, human trafficking, conservation of environment, child labour, drug abuse, promotion of literacy, etc. • uses appropriate punctuation marks and correct spelling of words while taking down dictation • takes notes and makes notes while listening to TV news, discussions, speech, reading aloud/silent reading of texts, etc., and summarises. • reads with understanding information in his environment outside the schools as in hoardings, advertisements, product labels, visiting market place, etc. • organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes. • interprets map, graph, table to speak or write a paragraph based on interpretation. • edits passages with appropriate punctuation marks, grammar and correct spelling. • uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc.	The learners may be provided opportunities individually or in groups and encouraged to— • comprehend audio/video scripts, read aloud texts and answer comprehension and inferential questions by listening. • use English news, films, songs, dramas, role-play, talks on internet, etc., as a resource to develop listening comprehension and understanding of the use of tone/intonation/stress, etc., in speech. • meet people and discuss on variety of issues, or listen to record discussions with people from different professions through face to face or electronic media. • participate in inter and intra school activities like school exhibitions, annual day celebration, debate competitions, discussions, quiz competitions and sports events. • make announcements during school functions, take interviews of people or personalities by framing questions, introduce a speaker; develop news items and present in class or school assembly. • organise and participate in discussions, present viewpoints or arguments, express contrasts with logic and reasoning, in the process develop problem solving and reasoning ability; and critical thinking. • recite poems with proper stress and intonation. • use audio-video or text materials for writing short skits, role plays, street plays and dramatise to communicate messages. • refer to dictionary, magazines and periodicals, thesaurus, encyclopedia, electronic media, visit library and consult various resources for improving English language proficiency. • ask questions on the texts read in the class and during discussions; be patient and respectful and take turns while listening to others and expressing their views. • share experiences of language used outside the classroom as in the market, post office, etc., and share their experiences such as journeys, visits, hobbies, etc. • understand different registers/use of appropriate words through a variety of listening and speaking activities on topics such as sports, cookery, music, gardening, riding; use these registers in their day-to-day life and use them wherever necessary. • read and narrate stories, describe incidents with fluency and in sequence. • take down dictation by listening, attentively, using appropriate punctuation marks. • to improve their listening and reading skills by taking down notes from passages read aloud, news on TV, during discussions in the class; understand the processes on how to make/take notes after reading a passage/article, etc., and then summarise. • use map to understand directions, space, and distance; look at graphs, charts, and tables to know how data has been given and interpreted. • connect the issues in the texts they read to the world outside and think on possible solutions. • design advertisements and invitations for celebrations, prepare weather reports,
Week 6 To Week 10	1. Gulliver in Lilliput-I & Gulliver in Lilliput-II 2.To Blossom 3.Beauty 4.Moti Guj-Mutineer 5.Use of Punctuation Marks		
Week 11 To Week 17	1. Saint of the Gutters 2. Shaikh Noor-ud-Din Wali(RA) 3.The Road Not Taken 4.I Cannot Remember My Mother 5.Old Man at the Bridge 6.If I Were You Writing Skills & Grammar 1. Paragraph 2. Letter (Formal/Informal) 3. Countable & Uncountable Nouns 4. Adjectives 5. Infinitive 6. Gerund 7. Adverb		
Week 18 To Week 22	1. The Fun They Had 2. On Killing a Tree 3. Cart Driver 4. The Last Leaf 5. Grammar: Tenses		
Week 23 To Week 30	1. The Tempest-I & The Tempest-II 2. How a client was Saved 3. To the Cuckoo 4. The Palanquin Bearers 5. The Child's Prayer 6. The Happy Prince 7. A Basketful Sea Trouts Paragraph Letter (Formal/ Informal) Dialoque Diary Entry E Mail Tenses Narration Articles Relative Clause Preposition Conjuction , etc		

		• uses words, phrases, idioms and word chunks for meaning-making in contexts. • understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus, and digital facilities. • reads literary texts for enjoyment/pleasure and compares, interprets and appreciates characters, themes, plots, and incidents and gives opinion. • explains specific features of different literary genres for interpretation and literary appreciation. • identifies and appreciates significant literary elements, such as, metaphor, imagery, symbol, simile, personification, onomatopoeia, intention or point of view, rhyme scheme, themes, titles, etc. • writes short stories and composes poems on the given theme or on their own. • exhibits in action and practice the values of honesty, cooperation, patriotism, and while speaking and writing on variety of topics • uses bilingual or multilingual abilities to comprehend a text and participates in activities like translations and bilingual and multilingual discourses on various themes. • uses Sign Language to communicate with fellow learners with hearing impairment in an inclusive set up. • reads poems, stories, texts given in Braille; graphs and maps given in tactile/raised material; interprets,	news items and discussions by using audio-video support. • jot down ideas, develop an outline, write the first draft, edit, revise, and then finalise (for writing short and long passages/paragraphs, notices, and reports, using these processes). • utilise the given visual input and graphs with the clues provided and write passages/paragraphs • edit writings of self or peers using appropriate punctuation marks such as capital letters, comma, semicolon, inverted commas, grammar, and correct spelling. • understand and learn to encode and decode texts of different genre through individual, pair, and group reading. • understand the functions of grammar, the usages for accuracy in language (both spoken and written) by the processes of noticing and identifying them in use and arriving at the rules. • familiarise with a variety of vocabulary associated with various themes using these in different contexts through various inputs like collocations, word webs, thematic vocabulary, and word puzzles. • be acquainted with proverbs, phrases, idioms, and their usage. • use creativity and imagination and connect the discourse with real life contexts while expressing themselves through speech and writing. • imagine and describe characters and situations using prompts, flash cards, verbal clues, pictures, and create stories. • be exposed to a variety of poems like lyric, ballad, ode, limerick, elegy, etc., and notice onomatopoeic sounds, symbols, simile, metaphors, alliteration, and personification, for appreciation. • identify comparisons, allusions, poet's or writer's point of view, literary devices, etc.

Class 9th

Mathematics

Timeline	Content	Learning Outcome	Suggestive Pedagogical Processes
Week 1 To Week 5	1. Number Systems 2. Construction	The learner— ➢ applies logical reasoning in classifying real numbers, proving their properties and using them in different situations. ➢ identifies/classifies polynomials among algebraic expressions and factorises them by applying appropriate algebraic identities. ➢ relates the algebraic and graphical representations of a linear equation in one or two variables and applies the concept to daily life situations. ➢ identifies similarities and differences among different geometrical shapes. ➢ derives proofs of mathematical statements particularly related to geometrical concepts, like parallel lines, triangles, quadrilaterals,	The learners may be provided with opportunities individually or in groups and encouraged to— ➢ work with real numbers and consolidate the concepts of numbers learnt in earlier classes. Some such opportunities could be: ➢ to observe and discuss real numbers. ➢ to recall and observe the processes involved in different mathematical concepts studied earlier and find situations in which they come across irrational numbers. For example, finding the length of the diagonal of a square with side, say, 2 units or area of a circle with a given radius, etc. ➢ to observe the properties of different types of numbers, such as, the denseness of the numbers, by devising different methods based on the knowledge of numbers gained in earlier classes. One of them could be by representing them on the number line. ➢ to facilitate in making mental estimations in different situations, such as, arranging numbers
Week 6 To Week 10	1. Polynomials 2. Linear Equation		

Week 11 To Week 17	1. Lines and Angles 2. Triangles 3. Heron's Formula	circles, etc., by applying axiomatic approach and solves problems using them. ➢ finds areas of all types of triangles by using appropriate formulae and apply them in real life situations. ➢ constructs different geometrical shapes like bisectors of line segments, angles and triangles under given conditions and provides reasons for the processes of such constructions. develops strategies to locate points in a Cartesian plane. ➢ identifies and classifies the daily life situations in which mean, median and mode can be used. ➢ analyses data by representing it in different forms like, tabular form (grouped or ungrouped), bar graph, histogram (with equal and varying	like 2, 21/2, 23/2, 25/2, etc., in ascending (or descending) order in a given time frame or telling between which two integers the numbers like, √17, √23, √59, – √2, etc., lie. ➢ apply relevant results to factorise the polynomials. y draw and compare the graphs of linear equations in one or two variables. ➢ discuss the proofs of mathematical statements using axioms and postulates. ➢ play the following games related to geometry. ➢ For Euclid's axioms, if one group says, If equals are added to equals, then the results are equal. The other group may be encouraged to provide example such as, If a = b, then a + 3 = b + 3, another group may extend it further as a + 3 + 5 = b + 3 + 5, and so on. ➢ By observing different objects in the surroundings one group may find the similarities and the other group may find the differences with reference to different geometrical shapes— lines, rays, angles, parallel lines, perpendicular lines, congruent
Week 18 To Week 22	1. Co-ordinate Geometry 2. Statistics 3. Quadrilaterals		
Week 23 To Week 30	1. Area of parallelograms 2. Surface area and Volume 3. Circles 4. Probability	width and length), and frequency polygon. ➢ calculates empirical probability through experiments and describes its use in words. ➢ derives formulae for surface areas and volumes of different solid objects like, cubes, cuboids, right circular cylinders/ cones, spheres and hemispheres and applies them to objects found in the surroundings. y solves problems that are not in the familiar context of the child using above learning. These problems should include the situations to which the child is not exposed earlier.	shapes, non-congruent shapes, etc., and justify their findings logically. ➢ work with algebraic identities using models and explore the use of algebraic identities in familiar contexts. ➢ discuss in groups about the properties of triangles and construction of geometrical shapes such as, triangles, line segment and its bisector, angle and its bisector under different conditions y find and discuss ways to fix position of a point in a plane and different properties related to it. ➢ engage in a survey and discuss about different ways to represent data pictorially such as, bar graphs, histograms (with varying base lengths) and frequency polygons. ➢ collect data from their surroundings and calculate central tendencies such as, mean, mode or median. ➢ explore the features of solid objects from daily life situations to identify them as cubes, cuboids, cylinders, etc. ➢ play games involving throwing a dice, tossing a coin, etc., and find their chance of happening. ➢ do a project of collecting situations corresponding to different numbers representing probabilities. ➢ visualise the concepts using Geogebra and other ICT tools.

<table>
<tr><th>Timeline</th><th>Subject area</th><th>Chapter name</th><th>Learning Outcomes</th><th>Suggestive Pedagogical Processes</th></tr>
<tr><td>Week 1
To
Week 5</td><td>Chemistry</td><td>1. Matter in our surrounding.</td><td rowspan="3">The learner—
• differentiates materials, objects, organisms, phenomena, and processes, based on properties or characteristics, such as, prokaryotes and eukaryotes, plant cell and animal cell, diffusion and osmosis, simple and complex tissues, distance and displacement, speed and velocity, balanced and unbalanced forces, elements, compound and mixture, solution, suspension and colloid, isobars and isotopes, etc.
• classifies materials, objects, organisms, phenomena, and processes, based on properties or characteristics, such as, classification of plants and animals under various hierarchical sub-groups, natural resources, classification of matter based on their states (solid/liquid/gas) and composition (element/compound/ mixture), etc.
• plans and conducts investigations or experiments to arrive at and verify the facts, principles, phenomena or to seek answers to queries on their own, such as, how does speed of an object change? How do objects float/ sink when placed on the surface of a liquid? Is there any change in mass when chemical reaction takes place? What is the effect of heat on the state of substances? What is the effect of compression on different states of matter? Where are stomata present in different types of leaves? Where are growing tissues present in plants?
• relates processes and phenomena with causes and effects, such as, symptoms with diseases and causal agents, tissues with their functions, production with use of fertilisers. process of evaporation with cooling effect, various processes of separation with the physical and chemical properties of the substances, production of sound with vibrations of source, etc.
• explains processes and phenomena, such as, functions of different organelles, spread of diseases and their prevention, effect of force on the state of motion of objects, action and reaction, rotation and revolution of planets and satellites, conservation laws, principle of separation of different gases from air, melting, boiling, freezing, how bats use ultrasonic waves to catch prey, etc.</td><td rowspan="3">The learners may be provided with opportunities individually or in groups and encouraged to—
• observe, group or classify materials, such as mixtures, based on their properties, viz. solubility, passage of light, etc., by performing various activities. Based on the observations, a discussion may be facilitated to help arrive at the appropriate conclusions. Students with visual impairment or low vision may be motivated to observe solubility of the materials by touching (caution should be taken while using the materials).
• design and carry out activities. For example, `Tug of war to understand balanced and unbalanced forces. They may be encouraged to experiment by applying forces (equal and unequal) on an object in same and opposite directions, followed by peer group discussion to generalise.
• study the daily life experiences, using interdisciplinary approach such as the cause behind cooling of water in earthen pots. They may be encouraged to measure and compare the temperatures of water both in earthen pot and metal containers, thereby helping them to relate process of evaporation with cooling effect. Students with visual impairment or low vision may be encouraged to feel the difference in temperature by touching the surface of the containers.
• conduct survey to understand the process of spreading of diseases. They may be encouraged to collect data from doctors and nurses about various diseases. They can prepare a report on spread, causes, prevention, and cure of diseases. They may share their findings with the community through role plays, skits and also campaign for prevention present their observations / ideas/ learning through flow charts/ concept maps / graphs and ICT tools. gather data for calculating different physical quantities, such as distance, displacement, velocity, which can be shared and discussed in groups or with peers. Rubrics can be used to assess the conversion of units and reporting results.
• collect and analyse wide variety of graphs from newspapers, magazines or the internet. They may be encouraged to draw, analyse and interpret the graphs (for example, distance-time, speedtime, or acceleration-time graphs of motion of a vehicle on a straight road)</td></tr>
<tr><td>Week 6
To
Week 10</td><td>Physics</td><td>1. Motion
2. Force and laws of Motion</td></tr>
<tr><td></td><td>Biology</td><td>Why do we fall ill</td></tr>
<tr><td>Week 11
To
Week 17</td><td>Physics</td><td>1. Work Energy & Power</td></tr>
<tr><td></td><td>Chemistry</td><td>1. Is matter around us pure</td></tr>
<tr><td></td><td>Biology</td><td>1. Tissues
2. Natural resources</td></tr>
<tr><td>Week 18
To
Week 22</td><td>Physics</td><td>1. Floatation</td></tr>
<tr><td></td><td>Chemistry</td><td>1. Atoms and molecules</td></tr>
<tr><td></td><td>Biology</td><td>1. Improvement in food resources</td></tr>
<tr><td>Week 23
To
Week 30</td><td>Physics</td><td>1. Gravitation
2. Sound</td></tr>
<tr><td></td><td>Chemistry</td><td>1. Structure of atom</td></tr>
<tr><td></td><td>Biology</td><td>1. Diversity in Living organism
2. Preservation of drug abuse and sexuality transmitted diseases .</td></tr>
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			• calculates using the data given, such as, distance, velocity, speed, frequency, work done, number of moles in a given mass of substance, concentration of solution in terms of mass by mass percentage of substances, conversion of Celsius scale to Kelvin scale and vice versa, number of neutrons in an atom from atomic number and mass number, speed of sound, kinetic and potential energies of an object, boiling points of liquids to predict the order of their separation from the mixture, etc. • draws labelled diagrams, flow charts, concept maps, graphs, such as, biogeochemical cycles, cell organelles and tissues, human ear, distance-time and speed-time graphs, distribution of electrons in different orbits in an atom, process of distillation and sublimation, etc. • analyses and interprets graphs and figures such as, distance-time and velocity-time graphs, computing distance, speed, acceleration of objects in motion, properties of components of a mixture to identify the appropriate method of separation, crop yield after use of fertilisers, etc uses scientific conventions, symbols, and equations to represent various quantities, elements, and units, such as,	• write chemical formulae of simple compounds, chemical equations, etc., using playway methods such as a game of cards. • select and use appropriate devices for measuring physical quantities. They may be encouraged to find the minimum and maximum value that can be measured by an instrument and note down the readings correctly. • collect information from books, e-books, magazines, internet, etc., to appreciate the efforts of scientists made over time, for example, various models of atoms, discovery of microscope, etc., and showcase it in the form of a project or role play. • observe various technological devices and innovative exhibits such as waste management kits, water filtration system, using low-cost or no-cost eco friendly materials, develop them and showcase it in science exhibitions, clubs and parent-teacher meets. • share and discuss their beliefs and views regarding myths, taboos, superstitions, etc., by initiating an open ended debate, leading to the alignment of their beliefs to the scientifically proven facts. They may also be involved in awareness campaigns in the community.
			SI units, symbols of elements, formulae of simple compounds, chemical equations, etc. • measures physical quantities using appropriate apparatus, instruments, and devices, such as, weight and mass of an object using spring balance, mass using a physical balance, time period of a simple pendulum, volume of liquid using measuring cylinder, temperature using thermometer, etc. • applies learning to hypothetical situations, such as, weight of an object at moon, weight of an object at equator and poles, possibility of life on other planets, etc. • applies scientific concepts in daily life and solving problems, such as, separation of mixtures, uses safety belts in automobiles, covers walls of large rooms with sound absorbent material, follows intercropping and crop rotation, takes preventive measures to control disease causing agents, etc. • derives formulae, equations, and laws, such as, mathematical expressions for Newton's second law of motion, law of conservation of momentum, expression for force of gravity, equations of motion from velocity-time graphs, etc. • draws conclusion, such as, classification of life forms is	

			related to evolution, deficiency of nutrients affects physiological processes in plants, matter is made up of particles, elements combine chemically in a fixed ratio to form compounds, effect of action and reaction on two different bodies, etc. • describes scientific discoveries and inventions, such as, discovery of various atomic models, discovery of cell with invention of microscope, experiments of Lavoisier and Priestley, beliefs regarding motion, discovery of real cause for peptic ulcers, Archimedes principle, classification of living things, etc • designs models using eco-friendly resources, such as, 3D model of a cell, water purification system, stethoscope, etc. • exhibits values of honesty, objectivity, rational thinking, freedom from myths, superstitious beliefs while taking decisions, respect for life, etc., such as, records and reports experimental data exactly, myth that sexually transmitted diseases are spread by casual physical contact, belief that vaccination is not important for prevention of diseases, etc. • communicates the findings and conclusions effectively, such as, those derived from	
			experiments, activities, and projects both in oral and written form using appropriate figures, tables, graphs, and digital forms, etc. • applies the interdependency and interrelationship in the biotic and abiotic factors of environment to promote conservation of environment, such as, organic farming, waste management, etc.	

Class 9th

Social Science

Timeline	Subject area	Chapter name	Learning Outcomes	Suggestive Pedagogical Processes
Week 1 To Week 5	History	1 The French Revolution	The learner— • recognises and retrieves facts, figures and narrate processes, for example, • locates places, states, union territories, and other physical features on the map of India. • recognises and describes different physical features, types of forests, seasons, etc. • describes important terms in Geography such as, standard meridian, drainage basin, water divide, monsoon, weather, climate, flora, fauna, population density, etc. • estimates annual growth rate. • defines simple economic terms such as, poverty, literacy, unemployment, head-count ratio, food	The learners may be provided with opportunities individually or in groups and encouraged to— • observe political map of India or on School Bhuvan portal NCERT, mark with reference to location, extent, shape, size, etc., of States and UTs. • discuss and verify the information about the States and UTs from other sources, like the website of other states, textbooks, atlas, models, etc. engage in projects to collect
	Economics	1. Money and Banking		
	Geography	1. India- Size and location		
Week 6 To Week 10	History	**2.** Socialism in Europe and The Russian Revolution **3.** Nazism ad the rise of Hitler		
	Political Science	1. What is democracy? Why Democracy?		
	Geography	3. Physical features of India		

Week 11 To Week 17	History	Section II Livelihoods, Economies and Societies IV Forest, Society and Colonialism	security, exports and imports, etc. • lists various factors of production. • recalls names, places, years of some important socio-political and economic events that changed India and the world, such as, the American Revolution, French Revolution, Russian Revolution, and the Freedom Struggle of India. • locates places of historical importance on maps. • describes economies and livelihoods of a few social groups. • describes political terms and concepts associated with democracy and dictatorship, such as, free and fair election, freedom of expression, independent judiciary, accountability, rule of law, etc.	information about States and UTs in terms of languages, food, dress, cultural traditions, etc. • select the works of eminent thinkers like Jean-Paul Marat, Jean Jacques Rousseau, etc., and study the influence of their works on the outbreak of the French Revolution. • take part in discussion of the important political terms and concepts, such as, martial law, coup, veto, and referendum to recognise democracy as well as dictatorship. • discuss the details of: (a) the time when universal
	Pol. Science	2. Constitutional Design 3. Electoral Politics		
	Geography	3. Drainage 4. Climate		
	Disaster Management	4. Natural Disaster		
Week 18 To Week 22	History	V. Pastoralists in the Modern World- Life of peasants.		
	Pol. Science	4. Working of Institutions		
	Geography	5. Natural Vegetation and Wildlife		
	Disaster Management	5. Manmade Disaster		
Week 23 To Week 30	History	Section III Case Study VI The Integration of Princely States, A Case Study of Jammu and Kashmir	classifies and compares events, facts, data, and figures, for example, • classifies physical features in the surroundings and compare them with physical features of other places; • compares different data, such as, population and rainfall; • compares the course of events leading to important revolutions in the world such as, French and Russian Revolutions; • distinguishes different types of governments operating across the world; • compares levels of poverty and unemployment across Indian states; • compares different monarchies of contemporary times	adult franchise was first provided to the citizens and (b) how the end of colonialism took place. • collect informationand discuss the process of the making of the Indian Constitution. • collect the details of different factors of production like land, capital, and human resources from their surroundings. • visit a nearby ration shop, collect and compare the prices of items available with the local market and discuss the
	Pol. Science	6. Democratic rights 7. Electoral Politics in the erstwhile state of J&K		
	Geography	5. Population 6. Geography of J&K and Ladakh		
	Disaster Management	6. Road safety Education		
	Economics	. Understanding the Indian Economy		

			like United Kingdom, Saudi Arabia, and Bhutan. explains cause and effect relationship between phenomena, events, and their occurrence, for example, • examines factors causing pollution and their impact on people's lives; • explains factors affecting course of a river, climate, population distribution, flora and fauna of a region. • explains the causes and effects of various revolutions. • illustrates how different social groups coped with changes in the contemporary world and describe these changes. • explains the difference between revolution and social change. • outlines the formation of democratic governance in	reasons for the differences. • analyse the role of cooperatives in food security. • explore various resources including the e- content on poverty, food security, human resource development, etc. • discuss how poverty line is estimated especially from the view point of social scientists. • gather information about physical features in their surroundings and discuss about these features with peers; visuals related to other physiographic divisions may be shown and their
			different countries of the world. • explains the process of change in democracies. • identifies democratic rights of Indian citizens and constitutional values such as, democracy, justice, liberty, equality, etc. • explains causes and impacts of economic issues such as, poverty, landlessness, and food insecurity. • analyses the impact of social exclusion and vulnerability. analyses and evaluates information, for example, • analyses different types of climate found in different regions of India and the world. • examines factors leading to deforestation. • outlines or assesses the working of Indian Parliament and the judiciary.	features may be explained to them. • show different physiographic divisions and data to look out for the similarities and differences. • use tactile maps and models to classify physical features of India. • collate the views from different secondary sources of Desmoulins and Robespierre to know how each one of them understands the use of state force. What does Robespierre mean by 'the war of liberty against tyranny?' How does Desmoulins perceive liberty? • gather information about

			• newspaper clippings related to socio • political issues • pie and bar diagrams of data related to agricultural production, literacy, poverty, and population. draws interlinkages within Social Science, for example, • explains inter-relationship between various passes and sea ports in India for trade and communication since historical times. • examines the geographical importance of electoral constituencies. • analyses food security as a component of agriculture. • analyses the linkages between population distribution and food security. • explains inter-relationships among livelihood patterns of various social groups	The students can add more information in this timeline on the French Revolution. • study features of different types of government and discuss. • design a group project on social exclusion as well as poverty. • interview vendors selling vegetables, newspaper; milkman, laundress (at least 10 people). They may be guided to develop simple questions and draw inference from information collected in the survey • explore various rivers, find details of their origin, course of river,
			including forest dwellers, economic development, and environmental conservation. identifies assumptions, biases, prejudices, and stereotypes about various aspects, for example, • texts • news items • visuals • political analysis • people in different geographical regions of India • important government welfare programmes demonstrates inquisitiveness, enquiry, i.e., pose questions related to— • geographical events such as, the mechanism of monsoon and causes of natural disasters. • impact of green revolution in India and their own area. • legacy of French Revolution in India and the world.	major cities, industries on the banks of a river; discuss how river affects the lives of people in cities leading to pollution of rivers. • work on group projects in which they can collect information from various sources, such as, books, magazines, newspapers, internet, elders, and plot the river and associated findings on a map and prepare a report. • work with tactile maps particularly by the children with special needs (CWSN). y identify social, economic, and political causes that led to
			constructs views, arguments, and ideas on the basis of collected or given information, for example, • people and their adaptation with different climatic conditions. • oral and written accounts of living historical legends. • people as a resource. extrapolates and predicts events and phenomena, for example, • weather • pollution and diseases • famine and poverty illustrates decision-making and problem-solvingskills, for example, • mitigating the impact of water pollution • conservation of resources • problem of food shortage • avoid hunger and famines in India • deciding on the appropriateness of	the Russian Revolution in 1905; use a variety of teaching aids like a flow chart, power point presentation, newspaper clippings, etc., belonging to that period (1905). • locate the places of French and Russian Revolutions on an outline map of the world. • participate in a discussion on the fall of Monarchy in February 1917, workers, strike, refusal of peasants to pay rent and activities of different political parties such as, Liberals, Social Democrats, and

			resources in historical events and developments shows sensitivity and appreciation skills, for example, • empathises with differently abled and other marginalised sections of the society, such as, Scheduled Tribes. appreciates political diversity • appreciates cultural diversity • appreciates religious diversity • recognises language diversity • recognises social diversity • emphathises with the people who were affected by wars, holocaust, natural and human-made disasters • recognises how physical and mental violence leads to immense suffering of human beings • demonstrates or exhibits sense of citizenship such	Social Revolutionaries. • discussion may be initiated on the concepts of revolution and social change. • elucidate the idea that some revolutions like the French and Russian were results of blood shed. • discuss peaceful revolutions, such as, industrial revolution; Green, White and Blue revolutions in India. • collect current statements from media and from other sources and discussthe measure of success of democracy.
			as, observing hygiene and cleanliness, punctuality, follow rules, etc	• collect and discuss information about democratic countries of the world and their history of establishment, conditions under which those governments got established. • discuss democracy as a government of the people, by the people, and for the people by engaging with some examples. • discussion may be held on the newspaper clipping or the teacher may provide data from government report on poverty, food security, etc. • familiarise with major climatic
				poor as well as food insecure people followed by discussion • identify the chain of ration shops established in your nearby area to ensure the supply of essential commodities for the targeted population • compose a short speech on gender equality and dignity for all (marginalised as well as Group with Special Needs)

Class: 9th

Subject:Urdu

درجہ نویں: بہارستانِ اُردو

تقسیم نصاب و میقات	عنوانات	تدریسی طریقہ کار و مشق	آموزشی ماحصل
ہفتہ 1 تا ہفتہ 5	**نثر:** انسان کامل انفارمیشن ٹیکنالوجی اُردو کہاں پیدا ہوئی دیوان مرحوم کی یاد میں ماحولیاتی آلودگی	اسباق کی مکمل تدریس، تفہیم و توضیحات۔ معیاری اُردو پڑھنے لکھنے اور بولنے کی صلاحیت اُجاگر کرنا۔ سیرت نگاری کی جانکاری فراہم کرنا۔ گرائمر: واحد جمع اور تذکیر و تانیث کا فرق جملوں کے ذریعے واضح کرنا۔ نجی خطوط	طلبہ نصابی کتاب کے علاوہ مختلف ذرائع سے حاصل ہونے والی کتابیں بھی پڑھتے ہیں۔ نظموں اور کہانیوں کو مناسب لب و لہجے کے ساتھ پڑھتے ہیں۔ پڑھی ہوئی کہانیوں، نظموں اور خاکوں کو پڑھ کر ان کے بارے میں اپنی رائے تحریر کرسکتے ہیں۔ مختلف قسم کے نثری اور شعری اصناف کے درمیان فرق
ہفتہ 6 تا ہفتہ 10	**غزلیات:** فراق گورکھپوری	اشعار کی تشریح مع حوالہ شاعر۔ صنف شاعری۔ مختلف شعری اصناف کی جانکاری۔	
	میر غلام رسول نازکیؔ تنہا انصاری فیض احمد فیضؔ	گرائمر: الفاظ اور محاورات کو اپنے جملوں میں استعمال کرنا۔ دفتری خطوط۔ اسم مصدر، اسم صفت، اسم ضمیر، مطلع، حسن مطلع، مقطع، ردیف قافیہ کی جانکاری	کو واضح کرسکتے ہیں۔ چھوٹی چھوٹی نظمیں اور کہانیاں لکھ سکتے ہیں۔

درجہ نویں: بہارستانِ اُردو

تقسیم نصاب و میقات	عنوانات	تدریسی طریقہ کار و مشق	آموزشی ماحصل
ہفتہ 11 تا ہفتہ 17	**نظم:** حالیؔ اکبر الہ آبادیؔ اقبالؔ **مثنوی:** دینا کی ناپائیداری مرزا شوق	تشریح اشعار مع حوالہ شاعر۔ خلاصہ اسباق و نظم ادباء شعراء کی حیات اور ادبی کارناموں کی جانکاری۔ شعری اصناف کی جانکاری۔ گرائمر: فعل کے مختلف اقسام (مفرد، مرکب، لازم و معتدی، معروف، مجہول وغیرہ)	اپنے اردگرد رونما ہونے والے واقعات، حادثات اور مسائل کے تئیں حساس اور بیدار ہیں اور اُن کا آزادانہ تجزیہ بھی کرسکتے ہیں۔ زبان کے جمالیاتی ذوق سے واقف ہیں۔

ہفتہ 18 تا ہفتہ 22	**نثر:** لاٹری کا ٹکٹ درد کا مارا میں ایک شہر تھا غالبؔ کے خطوط نذیر احمد کی کہانی کچھ میری کچھ ان کی زبانی	تدریس اسباق مع تفہیم و توضیح اور سلیس۔ خلاصہ اسباق و نظم اور شعری اصناف۔ گرائمر: حروف کا بیان، نثری اصناف کی جانکاری، نجی، دفتری اور کاروباری خطوط۔ مختلف موضوعات پر مضمون لکھوانا۔ خاکہ، ناول اور خطوط نگاری سے متعلق جانکاری دینا	مختلف نثری اور شعری اصناف سے واقف ہیں شاعروں اور نثر نگاروں کے بارے میں لکھ سکتے ہیں۔ خود بھی ڈراما لکھنے کی کوشش کرتے ہیں۔ مختلف نثری اصناف جیسے: ناول، افسانہ، خاکہ، اور ڈراما وغیرہ سے واقف ہیں۔

درجہ نویں: بہارستانِ اُردو

تقسیم نصاب و میقات	عنوانات	تدریسی طریقہ کار و مشق	آموزشی ماحصل
	غزلیات: شوریدہ کاشمیریؔ شہریارؔ	معیاری اُردو پڑھنے، لکھنے اور بولنے کی صلاحیت اُجاگر کرنا۔ اشعار کی تشریح مع مصنف و شاعر کا حوالہ۔ ادباء شعراء کی	طلبا اشعار کی تشریح کرتے ہیں اور خود بھی اشعار لکھنے کی کوشش کرتے ہیں۔ قواعد کے بارے میں جانتے ہیں۔
ہفتہ 23 تا ہفتہ 30	عابد مناوریؔ پرتپال سنگھ بے تابؔ **نظمیں:** چکبستؔ شاہ زور کاشمیریؔ اختر الایمانؔ	حیات اور ادبی کارنامے۔ شعری اصناف کی جانکاری دینا۔ خلاصہ نظم گرائمر: واحد جمع اور تذکیر و تانیث کا فرق جملوں کے ذریعے واضح کرنا۔ مرکب اضافی، مرکب جاری، مرکب توصیفی، مرکب اشاری، جملہ اسمیہ خبریہ۔ ترکیب نحوی، جملہ اسمیہ۔	

(اساتذہ سے گذارش ہے کہ درس و تدریس کے دوران آموزشی ماحصل دستاویز (LO,s) کو پوری طرح مدنظر رکھیں۔)

مضمۆن: کاشُر جماتھ: نۆم

Course/Period	Content	Learning Outcome (ہیچھن تر)
1 پیٹھہ 17 ہفتہ	کاشُر زبان، اوزۆن تہ فضاہچ آلودگی، خۆن تہ خونچ کمی شاہ اسرارالدینؒ، کینہہ کاشُری تلمیح، کُتہ جہ بچہ تہ الہ بیول، منیتہ توگ نہ کینہہ، روپیہ، فائیڈ، اینڈہی از اَوٹ، مُجرِم	دِنہ آمتہن سبقن ہُندہ ن سوالن ہُندی جواب لکھنی۔ مرکب لفظ بناوُنی۔ ناوُت تہ اِشارناوُت۔ پنہ نس اُندی پکھس متعلق شُری زانی یاب کرنی۔ کراوُت، رُکہ کراوُت، ڈکھہ کراوُت تہ کراوُل۔ مختلف کال۔ تلمیح صنف ہنزز ان دِنی۔ ملوُت (Preposition)، بنڈت (Conjunction)، کراوُت (verb)، کرووُمت (object)، کراوُل (subject)۔ نثرس سلیس کرُن۔ مضمۆن لکھُن۔ چٹھی تہ درخاس لکھُن۔ ڈراما صنفہ ہنزز ان دِنی۔ اِشتہار لکھُن۔
18 پیٹھہ 30	نعت، لیلا، غزل (محمد ایوب بیتاب)، غزل (منشو ربانہالی) کراُج تُلان ہی مالہ گرفساد، انسانس کُن، خاندر نامہ، یادوستو، کُشیر، رُباعیہ	دِنہ آمتہن سبقن ہُندہ ن سوالن ہُندی جواب لکھنی۔ نعت، لیلا تہ غزل صنفن ہنزز ان دِنی۔ پوت لوگ تہ بڑوٹھہ لوگ۔ لکھ کتھہ، خاکہ صنفن ہنزز ان دِنی۔ واحِد، جمع۔ مُذکر، مونث تہ مُتضاد الفاظ ہیچھناوُنی۔ نظم، مثنوی تہ رُباعی صنفن ہنزز ان دِنی۔ نثرس سلیس کرُن۔ شعرن تشریح کرنی۔ مضمۆن لکھُن۔ چٹھی تہ درخاس لکھُن۔