

VAILANKANNI VOICE - JUNE 2023

| GRADE 9 | | | LEARNING OUTCOME | NO.OF ASSIGNMENTS/ WORKSHEETS | NO.OF ASSESSMENTS |
|---------|------|--|--|----------------------------------|----------------------|
| SUBJECT | WEEK | TOPICS TO BE COVERED | | | |
| ENGLISH | I | | | | |
| | II | The fun They Had | Knowing about the Future of Education | | |
| | III | Tenses | Application | | |
| | IV | Wind, The Lost Child | SWOT analysis | Workbook (assignment) | 1 |
| TAMIL | I | | | | |
| | II | தமிழ் விடு தூது, வளரும் செல்வம் | தமிழ்ச் சொற்களையும் பிறமொழிச் சொற்களையும் வேறுபடுத்தி அறிந்துக் கொள்ளுதல் | 1 | 1 |
| | III | தொடர் இலக்கணம், புத்தகப் பயிற்சி | தொடர்களின் அமைப்பினை அறிந்து பயன்படுத்துதல் | 1 | 1 |
| | IV | இயல்: 2 நீரின்றி அமையாது உலகு, பட்ட மரம் | நீரின் இன்றியமையாமை யை உணர்ந்து நீர் நிலைகளை பாதுகாக்கும் முறைகளை தெரிந்து கொள்ளுதல். | 1 | 1 |
| HINDI | I | | | | |

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| | II | धूल, रैदास (पद), वर्ण विच्छेद। | छात्र निराशा से लड़ना सीखेंगे। जीवन के लक्ष्य को प्राप्त करने के लिए किस प्रकार आगे भाड़े यह सीखेंगे। भाषा का विकास होगा। व्यवहारिकता में भाषा शब्द प्रयोग सीख पाएंगे। शब्द भंडार का विकास होगा। | 1(A) | 1 |
| | III | दुख का अधिकार, रहीम(दोहे), अनुस्वार, | छात्रों का मानसिक व बौद्धिक विकास होगा। जीवन में करणीय और | 1(W) | 1 |
| | IV | | | | |
| MATHS | I | | | | |
| | II | Numbers system-Ex:1.5 & 1.6 | Classifying rational/irrational numbers,simplifying rational numbers | | |
| | III | Number system -Ex:1.6 Coordinate geometry- Ex:3.1 | Solving the sums using Laws of exponents.Understanding cartesian plan . | 1 | 1 |
| | IV | Polynomials-Ex:2.1 & 2.2 | Understanding polynomials with one variable and finding it's zeroes. | | 1 |
| PHYSICS | I | | | | |
| | II | Motion: Distance and displacement, velocity; | Students should understand the terms to describe motion | Worksheet -1 | Numericals |
| | III | uniform and non-uniform motion along a straight line; acceleration | learn to identify uniform and non uniform motion | Worksheet -2 | Numericals |
| | IV | distance-time and velocity-time graphs for uniform motion and uniformly accelerated motion, elementary idea of uniform circular motion. | Learn to draw the graphical representation of motion | Worksheet -3 | Test-1 |

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| CHEMISTRY | I | | | | |
| | II | <p>Matter, Characteristics of particles of Matter, Physical classification of Matter</p> <p>Activity: Particles of Matter are continuously moving. Physical nature of Matter, Activity: Particles of Matter have space between them, Particles of matter are very small, Diffusion:</p> | Students are able to list the characteristics of particles of matter, Define diffusion. | 1 | 1 |
| | III | <p>Physical and Chemical Classification of Matter. States of Matter, Activity: Compressibility of Solids, Liquids And Gases, Rigidity and Fluidity. Two more states of Matter</p> | Students are able to differentiate Physical and Chemical Classification of Matter, Understand compressibility of Solids, Liquids And Gases, Rigidity and Fluidity, relate the two more states of matter with the other three states of matter. | | 1 |
| | IV | <p>The Solid Liquid and Gaseous State, Change of state of Matter</p> <p>Comparison of three states of matter, Effect of change of temperature on states of Matter Boiling or Vapourisation, Melting, Factors affecting Melting Point, Factors affecting boiling Point, Condensation, Freezing</p> | Students are able to recall the change of state of Matter Compare the three states of matter, judge the effect of change of temperature on states of Matter, define boiling point, melting point, condensation and freezing. | 1 | 1 |
| | I | | | | |

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| BIOLOGY | II | Cell as a basic unit of life | Students able to understand how organisms functions | | |
| | III | Prokaryotic and Eukaryotic cells | Students able to differentiate organisms based on their cell types | 1 | |
| | IV | | | | |
| SOCIAL SCIENCE | I | | | | |
| | II | <p>His: The French Revolution</p> <p>(i)The Outbreak of the Revolution</p> <p>(ii) France Abolishes Monarchy and becomes a Republic</p> <p>Civics: (i) What is Democracy</p> <p>(ii) Features of Democracy</p> <p>(iii) Summary Definition</p> <p>(iv) Arguments Against Democracy</p> | <p>Students will be able to :</p> <p>His: Comprehend the structure of French society, analysis the role of the crisis in the revolution</p> <p>Civics: Analyse the importance of democratic principles</p> | | <p>Civics: Debate on the topic "Democracy or Non Democracy</p> <p>His: Map Activity: on the outline of map of France, locate and label the following: A. Nantes, B. Paris C. Marseilles, D. Bordeaux</p> |
| | III | <p>His: The French Revolution</p> <p>(i)Did women have a Revolution</p> <p>(ii) The Abolition of Slavery</p> <p>Civics: (i) Arguments for Democracy</p> <p>(ii) Broader meaning of Democracy</p> | <p>Students will be able to :</p> <p>His: analysis the role of the crisis in the revolution</p> <p>Civics: See the pattern of democratic wave and associate it with historical changes in the world, developing conceptual skills of defining democracies</p> | | 1 |

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| | IV | <p>Geo: Physical Features of India</p> <p>(i) The Himalayan Mountain</p> <p>(ii) The Northern Plain</p> <p>(iii) The Pennisular Plateau</p> <p>His: The Revolution and everyday life</p> | <p>Students will be able to:</p> <p>Geo: Recall the physical features of India and plate boundries, identify the regions, will analysis the importance of northern plain, various peninsular regions</p> <p>His: write a summary of the outbreak of the revolution-main events</p> | <p>Map activity:</p> <p>Locate and label the following in a political map of India</p> <p>Moutain and hill ranges, peaks, plateaus, Indian Desert, Island</p> | |
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