

4. SCIENCE

(Code No. 086 / 090)

The subject of science plays an important role in developing in children well-defined abilities in cognitive, affective and psychomotor domains. It augments the spirit of enquiry, creativity, objectivity and aesthetic sensibility.

Whereas the upper primary stage demands that plentiful opportunities should be provided to the students to engage them with the processes of science like observing, recording observations, drawing, tabulation, plotting graphs etc., the secondary stage expects abstraction and quantitative reasoning to occupy a more central place in the teaching and learning of science. Thus, the idea of atoms and molecules being the building blocks of matter makes its appearance, as does Newton's law of gravitation.

The present syllabus has been designed around six broad themes viz. Food, Materials, The World of The Living, How Things Work, Moving Things, People and Ideas, Natural Phenomenon and Natural Resources. Special care has been taken to avoid temptation of adding too many concepts than can be comfortably learnt in the given time frame. No attempt has been made to be comprehensive.

At this stage, while science is still a common subject, the disciplines of Physics, Chemistry and Biology begin to emerge. The students should be exposed to experiences as well as modes of reasoning that are typical of the subject.

General Instructions :

1. The units specified for each term shall be assessed through both Formative and Summative assessments.
2. In each term, there will be two formative assessments each carrying 10% weightage.
3. The summative assessment in each term will carry 30% weightage.
4. One Formative assessment carrying 10% weightage in each term would be based completely on hands on practicals.
5. Assessment of Practical Skills through MCQ will carry 20% weightage of term marks in each Summative Assessment.

COURSE STRUCTURE

CLASS IX

First Term		Marks : 90
Units		Marks
I.	Food	13
II.	Matter - Its Nature and Behaviour	29
III.	Organisation in Living World	18
IV.	Motion, Force and Work	30
Total		90

Theme : Food

(10 Periods)

Unit : Food

Plant and animal breeding and selection for quality improvement and management; use of fertilizers, manures; protection from pests and diseases; organic farming.

Theme : Materials

(22 Periods)

Unit : 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. Heterogenous and homogenous mixtures, colloids and suspensions.

Theme: The World of The Living

(22 Periods)

Unit: 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; 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 (four types in animals; meristematic and permanent tissues in plants).

Theme : Moving Things, People and Ideas

(36 Periods)

Unit : 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, 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, inertia of a body, inertia and mass, momentum, force and acceleration. Elementary idea of conservation of momentum, action and reaction forces.

Gravitation : Gravitation; universal law of gravitation, force of gravitation of the earth (gravity), acceleration due to gravity; mass and weight; free fall.

PRACTICALS

Practical should be conducted alongside the concepts taught in theory classes.

List of Experiments

1. To test (a) the presence of starch in the given food sample (b) the presence of the adulterant metanil yellow in dal.

2. To prepare
 - 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 of starch in water and egg albumin in water and distinguish between these on the basis of
 - transparency
 - filtration criterion
 - stability
3. To prepare
 - a) a mixture
 - b) a compoundusing iron filings and sulphur powder and distinguish 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.
4. To carry out the following reactions and classify them as physical or chemical changes.
 - a. Iron with copper sulphate solution in water.
 - b. Burning of magnesium in air.
 - c. Zinc with dilute sulphuric acid
 - d. Heating of copper sulphate
 - e. Sodium sulphate with barium chloride in the form of their solutions in water.
5. To prepare stained temporary mounts of (a) onion peel and (b) human cheek cells and to record observations and draw their labeled diagrams.
6. To identify parenchyma and sclerenchyma tissues in plants, striped muscle fibers and nerve cells in animals, from prepared slides and to draw their labeled diagrams.
7. To separate the components of a mixture of sand, common salt and ammonium chloride (or camphor) by sublimation.
8. To determine the melting point of ice and the boiling point of water.
9. To establish relationship between weight of a rectangular wooden block lying on a horizontal table and the minimum force required to just move it using a spring balance.
10. To determine the mass percentage of water imbibed by raisins.