

Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.

BOY

Beginning of Year assessment to help you identify learning gaps.

Bridge Course

Supports you in reteaching and recapping critical prerequisite skills.

Term 1

Chapter 1

Number Systems (18 LPs)

Chapter 3

Coordinate Geometry (13 LPs)

UASM 1

This unit assessment will assess concepts learned in Chapters 1 and 3.

Chapter 5

Introduction to Euclid's Geometry (7 LPs)

Chapter 6

Lines and Angles (24 LPs)

UASM 2

This unit assessment will assess concepts learned in Chapters 5 and 6.

Chapter 2

Polynomials (19 LPs)

Chapter 4

Linear Equations in Two Variables (13 LPs)

Learning Journey for the Year

UASM 3

Chapter 7

Chapter 8

UASM 4

This unit assessment will assess concepts learned in Chapters 2 and 4.

Triangles (19 LPs)

Quadrilaterals (12 LPs)

This unit assessment will assess concepts learned in Chapters 7 and 8.

MOY

Middle of Year Assessment

Term 2

Chapter 11

Chapter 9

Chapter 10

Chapter 12

UASM 5

Chapter 13

Chapter 14

7 chapters comprising 92 Lesson Plans (LPs) to be covered in 69 days.

Constructions (13 LPs)

* Chapter dropped as per the rationalized syllabus of AY 2022-23

Areas of Parallelograms and Triangles (6 LPs)

* Chapter dropped as per the rationalized syllabus of AY 2022-23

Circles (18 LPs)

Heron's Formula (6 LPs)

This unit assessment will assess concepts learned in Chapters 10 and 12.

Surface Areas and Volumes (19 LPs)

Statistics (24 LPs)

Learning Journey for the Year

UASM 6

Chapter 15

This unit assessment will assess concepts learned in Chapters 13 and 14.

Probability (6 LPs)

* Chapter dropped as per the rationalized syllabus of AY 2022-23

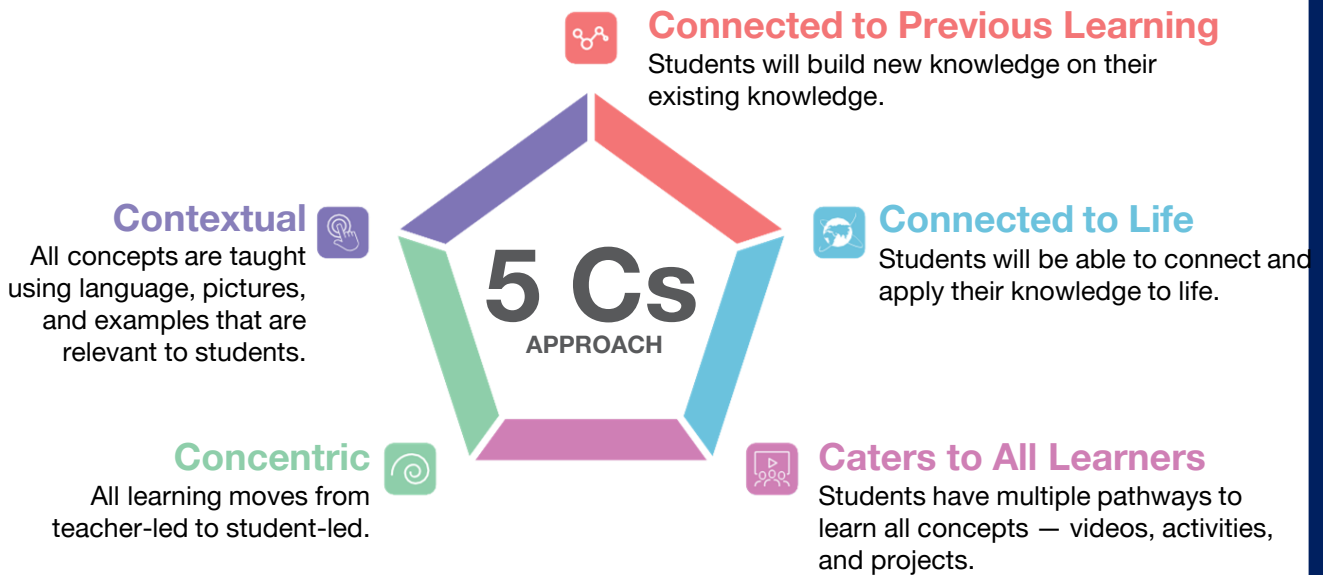
EOY

End of Year Assessment

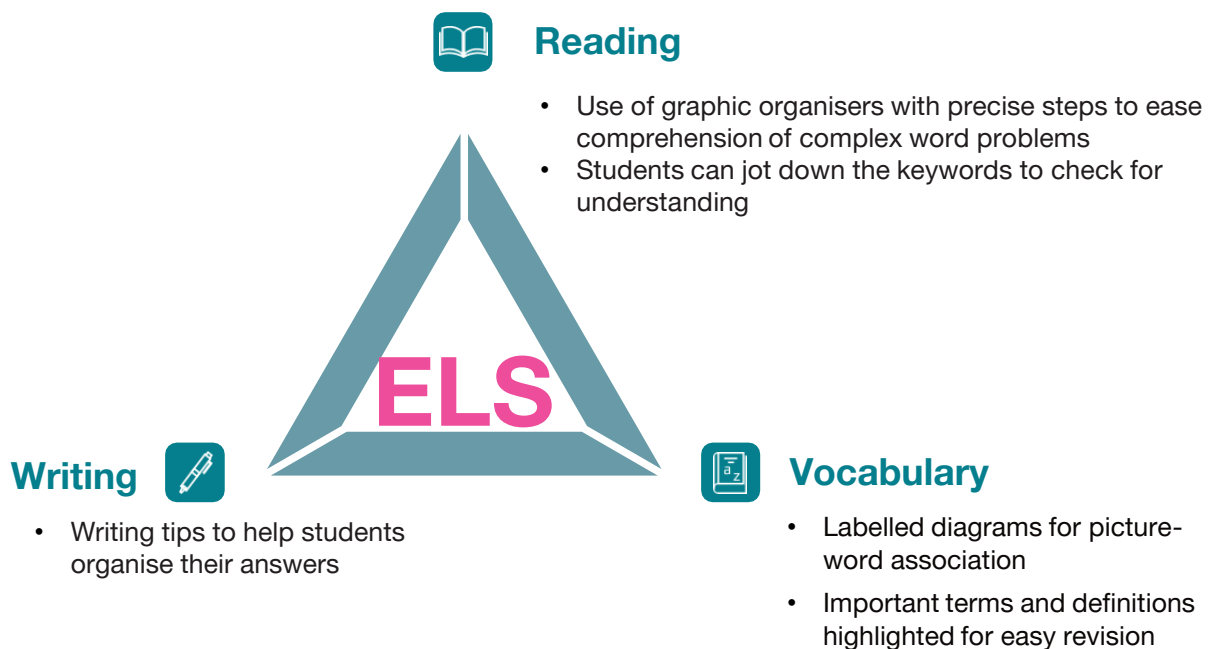
The LEAD Method

The LEAD Method includes unique pedagogical approaches you will use to help your students develop a deep understanding of concepts. These are integrated into the lesson plans.

1. 5Cs Approach: Every concept is taught through the 5Cs approach



2. ELS: English Language Strategies



The LEAD Method

3. CPA: Concrete-Pictorial-Abstract Method

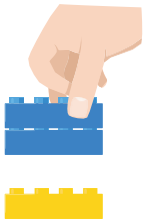
The CPA method helps you build:

Deeper understanding of Math concepts

Better connection of Math topics to life

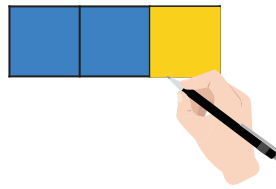
Better spatial and reasoning skills

Concrete



You model and solve Math problems using physical objects.

Pictorial



You use drawings of physical objects to model and solve Math problems.

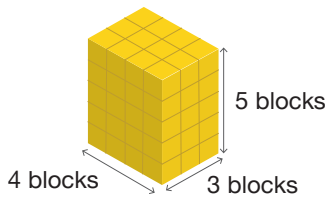
Abstract

$$2 + 1 = 3$$

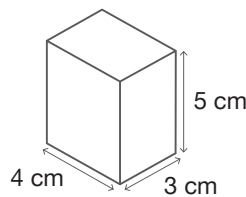
You use symbols to represent the drawings and solve Math problems using these symbols.

Volume of a Cuboid

Concrete



Pictorial



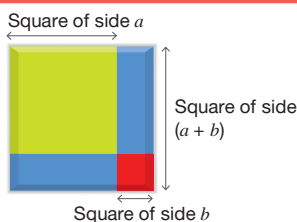
Abstract

$$\begin{aligned} \text{Volume of a Cuboid} &= L \times B \times H \\ &= 4 \times 3 \times 5 \\ &= 60 \text{ cm}^3 \end{aligned}$$

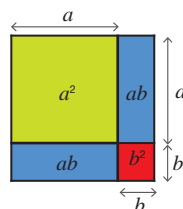
Mensuration

Algebraic Identity

Concrete



Pictorial



Abstract

$$\begin{aligned} (a + b)^2 &= a^2 + 2ab + b^2 \end{aligned}$$

Algebra

Important Icons

Icons and Features of the Book

Let's Recall

Summarizes the previously taught concepts in order to learn the new concepts in the chapter

Concept Time

Simplifies, explains, and summarises select concepts for ease of understanding and revision

Study Tip!

Provides with useful tips that help prepare for the Board Exam

Watch Out!

Highlights the common misconceptions or mistakes that students may make

Did you Know?

Shares interesting facts that help broaden student's understanding of a topic or concept

Solved Examples

Provides model solutions to questions of various types

Practice Questions

Provides the students with a wide range of questions for practice and the development of higher order thinking skills

Revision Guide

Provides a checklist to help students revise a chapter

Important Icons

Icons and Features of the Book



Think

Ensure that you use the routines and structures as mentioned in the plans to achieve excellence in each unit.



Observe



Read

Resources called LCRs will help you understand these in detail. The LCR for each routine or structure will be mentioned under 'Preparation Needed' the first few times that routine is used



Turn and Talk



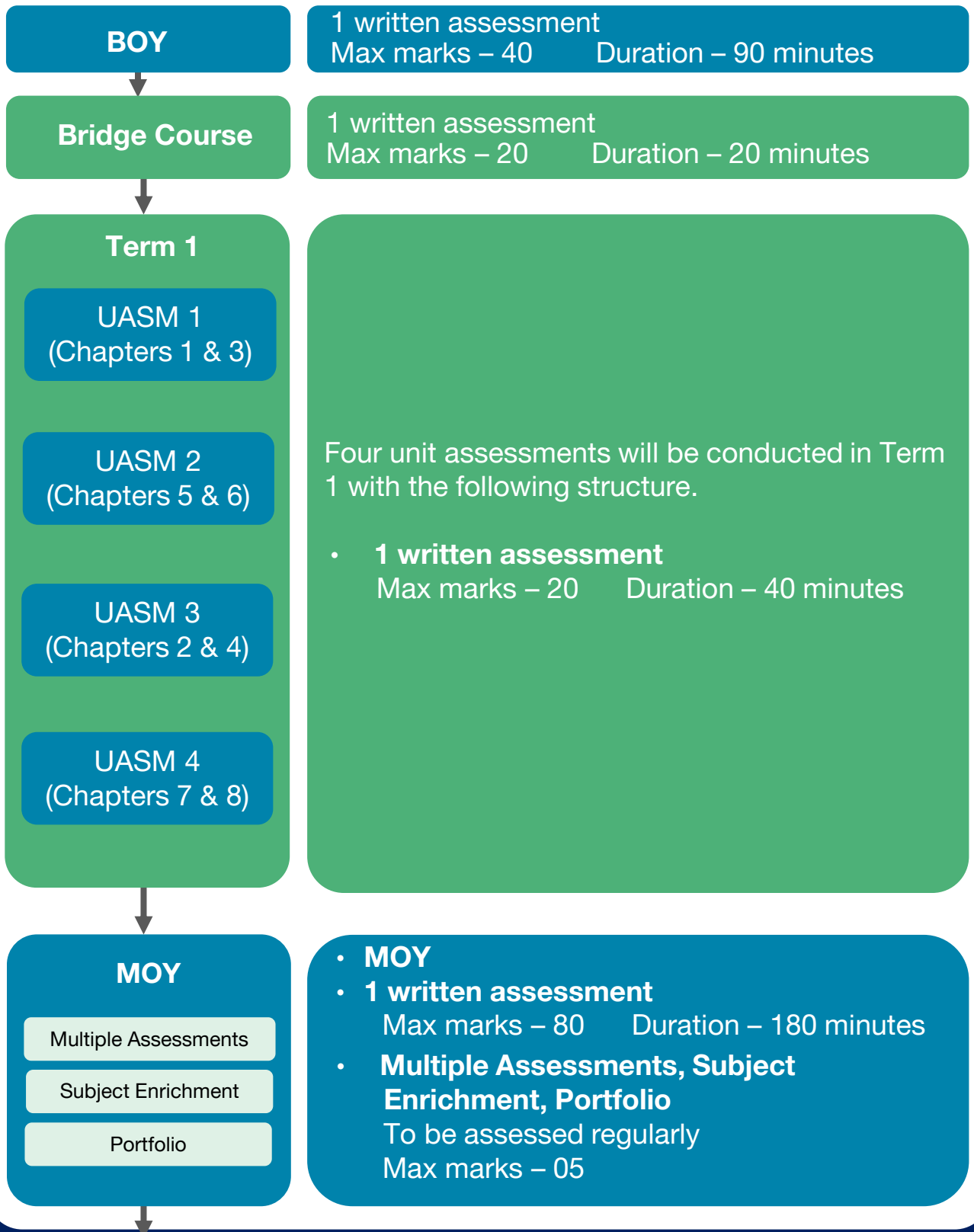
Turn-Write-Pair-Share



Students can access important resources at home by using the LEAD Student App.

Assessment Structure for the Year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do strong remedials using LEAD remedial recommendation before progressing forward. LEAD prescribes the following assessments:



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Term 2

UASM 5
(Chapter 10 &
12)

UASM 6
(Chapters 13 &
14)

Two unit assessments will be conducted in Term 2 with the following structure.

- **1 written assessment**
Max marks – 20 Duration – 40 minutes



EOY

- **EOY**
- **1 written assessment**
Max marks – 80 Duration – 180 minutes

Assessment Structure for the Year

Internal Assessment – In addition to the End of Year written examination (EOY), the Board suggests an Internal Assessment for 20 marks. The structure of the Internal assessment is as follows.

Internal Assessment

Periodic Tests
(5 marks)

Schools may choose the UASMs and MOY as a form of a Periodic Test

Periodic Multiple Assessments
(5 marks)

In-class Quizzes, Oral Tests, Concept Maps, Exit Cards, and Visual Expressions to be conducted by the teacher. Graded as per the rubric provided. Assessed once per term.

Portfolio
(5 marks)

A portfolio is a collection of intentionally chosen student work. Assembled over time, it represents the learner's efforts, progress, growth, and achievements with respect to learning outcomes. Assessed once per term

Subject Enrichment Activities
(5 marks)

It is essential to assess at least one subject enrichment activity per term. For math, the Board suggests lab activities as Subject Enrichment

Assessment Framework

Unit Assessments

The written unit assessments will have the following structure.

Types of Questions	Marks	Questions	Total Marks
Multiple Choice Questions	1	3	3
Assertion-Reason Questions	1	1	1
Short Answer Questions	2	2	4
Long Answer Questions	3	1	3
Long Answer Questions	5	1	5
Case based Questions	4	1	4
		9 questions	20 marks

MOY Assessment

The MOY assessment will have the following structure.

Types of Questions	Marks	Questions	Total Marks
Multiple Choice Questions	1	18	18
Assertion-Reason Questions	1	2	2
Very Short Answer Questions	2	5	10
Short Answer Questions	3	6	18
Long Answer Questions	5	4	20
Case based Questions	4	3	12
		38 questions	80 marks

Assessment Framework

Spiraling in Assessments

- In Unit Assessments – Syllabus for UASM can be seen in the Important notes section.
- In MOY – All the questions will be from Term 1 chapters.
- In EOY, all the questions will be from Term 1 and Term 2 Chapters.

Difficulty level of Questions

Difficulty level of questions in the assessments are based on Board guidelines. All questions are categorised as per the table below:

	LOTS (Lower Order Thinking Skills)	MOTS (Middle Order Thinking Skills)	HOTS (Higher Order Thinking Skills)
Definition	Questions based on recalling knowledge	Questions based on applying skills in familiar scenarios	Questions based on applying skills in unfamiliar scenarios, analyzing situations and building on top of what was taught in class.
Bloom's Level	Remember	Understand Application (simple)	Application (complex) Evaluate Analyse Create

In line with Board guidelines, LEAD assessments follow the structure explained below

Unit Assessments- 55% LOTS : 25% MOTS : 20% HOTS

MOY and EOY Assessments- 55% LOTS : 25% MOTS : 20% HOTS

Materials Required

You will need the following materials for the various activities and experiments that will be conducted in Term 1.

Term 1 — List of Materials Required

Chapter 1: Number Systems

- CRP-1 — Number Systems Chart (1 per class)
- An A4 paper for each pair of students
- Colour pencils or crayons for each pair of students

Chapter 2: Polynomials

- A timer or a stopwatch (You can also use the timer application installed in your mobile phone) (1 per class)
- A graph book to distribute graph paper sheets to the students
- Scissors
- A glue stick
- Pencil colours

Chapter 3: Coordinate Geometry

- One A4 sheet for each student
- Sketch pens (one set per group)
- CRP-2 — Breaking the Code Activity (1 per group)

Chapter 4: Linear Equations in Two Variables

- Two envelopes: One with ₹5 and the other with ₹10
- CRP-1 — Activity Prompts (1 per group)

Chapter 6: Lines and Angles

- 15–20 blank A4 sheets
- CRP-1 — Corresponding Angles (1 per group)
- CRP-2 — Alternate Interior Angles (1 per group)
- CRP-3 — Co-interior Angles (1 per group)

Chapter 7: Triangles

- CRP-1 — Criteria of Congruence of Triangles (1 per group)
- Five sticks (or thin strips of paper, straws, or ribbons) of lengths 2 cm, 3 cm, 4 cm, 5 cm, and 7 cm. (1 set per group)

Note:

- The portion marked in red is not included in the CBSE syllabus for the academic year 2022-23.
- Materials required for the subject enrichment (SE) activities are not included here. To know the exact materials required for an SE activity, please go through the teacher preparation section of its day plans.

Materials Required

You will need the following materials for the various activities and experiments that will be conducted in Term 2.

Term 2 – List of Materials Required

Chapter 11: Constructions

- *Optional: A big protractor (for demonstration)*

Chapter 12: Heron's Formula

- 5 graph papers
- 1 sheet of A4 paper for each group
- Colour pencils (1 set per group)

Chapter 14: Statistics

- *CRP-1 – Primary and Secondary Data Cut-outs (1 per group)*

Chapter 15: Probability

- *CRP-1 – Grab a Land Activity Prompts (1 per group)*
- *CRP-2 – Recording Sheet (1 per group)*
- *6 counters or colour pencils (1 set per group)*
- *A pair of dice (1 per group)*
- *A one-rupee coin (1 per group)*
- *2 sheets of A4 paper (1 per group)*
- *Cumulative recording sheet to be prepared on a chart paper (1 per class)*

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