

SYLLABUS CLASS – X (2021-22)

हिंदी भाषा का महत्व

- जीवन में भाषा का सबसे अधिक महत्व है। हिंदी भारत देश की मातृभाषा है।
- अनेकता में एकता का स्वर हिंदी के माध्यम से गूंजता है।
- हिंदी भाषा विचारों के सम्प्रेषण का महत्वपूर्ण माध्यम है।
- हिंदी भाषा के द्वारा भावों की अभिव्यक्ति सरलता व सहजता से की जाती है।
- किसी भी अन्य भाषा की तरह हिंदी भी मौलिक सोच की भाषा है।
- हिंदी के माध्यम से बेहतर जन सुविधाएं लोगों तक पहुँचाई जा सकती हैं।
- हिंदी भारत की समग्र संस्कृति के सभी तत्वों के लिए अभिव्यक्ति का माध्यम है।

हिंदी शिक्षण विधियाँ

- आगमन विधि : प्रत्यक्ष उदाहरण तथा अनुभव के आधार पर शिक्षण किया जाएगा। अध्यापक द्वारा उदाहरण दिया जाएगा तथा विद्यार्थी उस उदाहरण को अपने जीवन से सम्बन्ध कर सकेंगे।
- निगमन विधि : पहले छात्रों को नियम बताए जाएंगे फिर उन नियमों से वे नए नियम बनाएंगे तथा अपने अधिगम में उतार सकेंगे।
- अनुकरण विधि : छात्र पढ़ना लिखना एवं अच्छे तरीके से उच्चारण कर नई रचनाएं करना सीखता है।
- प्रत्यक्ष विधि : प्रत्यक्ष विधि में श्रव्य दृश्य सामग्री का प्रयोग किया जाता है। इस विधि में वाक्य को इकाई माना जाता है और विद्यार्थी और शिक्षक दोनों सक्रिय रहते हैं।

- प्रोजेक्ट विधि : विद्यार्थी दिए गये विषय पर अपने अनुभवों के आधार पर कार्य करेंगे ।
- व्यास विधि : इस विधि द्वारा कविताओं को पढ़कर भाव पक्ष एवं कला पक्ष को समझाया जाता है ।

अल्पकालिक लक्ष्य

- स्पष्ट मौखिक अभिव्यक्ति कर सकेंगे ।
- अर्थ ग्रहण करने की भावना विकसित होगी ।
- विराम चिह्नों का प्रयोग उचित रूप से कर सकेंगे ।
- नये नये शब्द बना सकेंगे ।
- कक्षा में उचित भाषा का प्रयोग कर सकेंगे ।
- वर्ण एवं शब्दों का सही उच्चारण कर सकेंगे ।
- मुहावरों और लोकोक्तियों का प्रयोग कर सकेंगे ।

दीर्घ कालिक लक्ष्य

- अपने भावों और विचारों को सामाजिक एवं सामूहिक रूप से अभिव्यक्त कर सकेंगे ।
- साहित्य के प्रति रुचि जागरूक होगी ।
- तार्किक एवं व्यवस्थित ढंग से अपने भावों को लिख सकेंगे ।
- श्रवण कौशल का विकास होगा ।
- सृजनात्मकता का विकास कर अपने कल्पनाओं को बढ़ावा देंगे ।

हिंदी शिक्षण अधिगम उद्देश्य

- विभिन्न विषयों, उद्देश्यों के लिए उपयुक्त विराम चिह्नों का उपयोग लेखन में कर सके ।
- उच्चारण में विराम की अवस्थाओं को समझ सके ।
- तर्क क्षमता का विकास करना ।
- भारतीय संस्कृति से परिचित कराना ।

मास	पाठ्यपुस्तक	सीखने के उद्देश्य	क्रियाकलाप	कौशल विकास
अप्रैल	<p>➤ <u>स्पर्श</u> :</p> <p>पाठ १ : बड़े भाई साहब</p> <p>➤ <u>पद्य खंड</u></p> <p>पाठ ९ : साखी</p> <p>➤ <u>व्याकरण</u> :</p> <p>मुहावरे</p> <p>➤ <u>रचनात्मक लेख</u> :</p> <p>औपचारिक पत्र</p>	<p>➤ <u>पाठ्यपुस्तक</u> :</p> <ul style="list-style-type: none"> • पाठ के सन्दर्भ में अपने विचार प्रस्तुत कर सकेंगे । • पाठ का सारांश लिख सकेंगे । • प्रसंग के अनुकूल अर्थ ग्रहण कर सकेंगे । • साम्यता एवं अन्तरो की पहचान कर पाए । • जीवन मूल्यों की पहचान कर पाए । <p>➤ <u>व्याकरण</u>:</p> <ul style="list-style-type: none"> • व्याकरणिक संरचनाओं का बोध तथा प्रयोग करने में सक्षम हुए । • विश्लेषण और भाषिक कौशलों का विकास हो सकेगा । <p>➤ <u>लेखन</u> :</p> <ul style="list-style-type: none"> • संकेत बिन्दुओं का विस्तार हुआ । • अपने मतों की अभिव्यक्ति उदाहरण सहित कर सके । • भाषा में प्रवाहमयता , सटीक शैली का प्रयोग कर सके । 	<ul style="list-style-type: none"> • आशुभाषण <p>अंत : विषय</p> <p>पाठ्यक्रम</p> <p>विषय : लेखन</p> <p>-पांच</p> <p>आधारभूत</p> <p>तत्वों</p> <p>की विशेषता</p>	(मीडिया साक्षरता का विकास)

			बताते हुए मुख्य बिंदु लिखें	
मई	<p>➤ <u>स्पर्श</u> : पाठ : पर्वत प्रदेश में पावस</p> <p>➤ <u>संचयन</u> : हरिहर काका</p> <p>➤ <u>व्याकरण</u> : <u>समास</u></p> <p>➤ <u>रचनात्मक लेखन</u> : विज्ञापन लेखन</p>	<p>➤ <u>पाठ्यपुस्तक</u> :</p> <ul style="list-style-type: none"> पाठ के सन्दर्भ में अपने विचार प्रस्तुत कर सकेंगे। पाठ का सारांश लिख सकेंगे। प्रसंग के अनुकूल अर्थ ग्रहण कर सकेंगे। साम्यता एवं अन्तरो की पहचान कर पाए। जीवन मूल्यों की पहचान कर पाए। <p>➤ <u>व्याकरण</u>:</p> <ul style="list-style-type: none"> व्याकरणिक संरचनाओं का बोध तथा प्रयोग करने में सक्षम हुए। विश्लेषण और भाषिक कौशलों का विकास हो सकेगा। <p>➤ <u>लेखन</u> :</p> <ul style="list-style-type: none"> संकेत बिन्दुओं का विस्तार हुआ। अपने मतों की अभिव्यक्ति उदाहरण सहित कर सके। भाषा में प्रवाहमयता, सटीक शैली का प्रयोग कर सके। 	<ul style="list-style-type: none"> पोस्टर बनवाना 	मीडिया साक्षरता का विकास
जुलाई	<p>➤ <u>स्पर्श</u> : पाठ 3 : तन्तारा वामिरो कथा</p> <p>➤ <u>पद्य खंड</u> पाठ १० : मीरा के पद</p>	<p>➤ <u>पाठ्यपुस्तक</u> :</p> <ul style="list-style-type: none"> पाठ के सन्दर्भ में अपने विचार प्रस्तुत कर सकेंगे। पाठ का सारांश लिख सकेंगे। प्रसंग के अनुकूल अर्थ ग्रहण कर सकेंगे। साम्यता एवं अन्तरो की पहचान कर पाए। जीवन मूल्यों की पहचान कर पाए। 	<p>साक्षात्कार (आपस में एक दूसरे विद्यार्थी से प्रश्न पूछेंगे)</p> <p>अंत : विषय</p>	सांस्कृतिक क्षमता का विकास करना

	<p>➤ <u>व्याकरण :</u> वाक्य रचना</p> <p>➤ <u>लेखन :</u> सूचना लेखन , लघु कथा लेखन</p>	<p>➤ <u>व्याकरण:</u></p> <ul style="list-style-type: none"> • व्याकरणिक संरचनाओं का बोध तथा प्रयोग करने में सक्षम हुए। • विश्लेषण और भाषिक कौशलों का विकास हो सकेगा। <p>➤ <u>लेखन :</u></p> <ul style="list-style-type: none"> • संकेत बिन्दुओं का विस्तार हुआ। • अपने मतों की अभिव्यक्ति उदाहरण सहित कर सके। • भाषा में प्रवाहमयता , सटीक शैली का प्रयोग कर सके। 	<p>पाठ्यक्रम</p> <p>विषय : स्लोगन लेख</p> <p>जल संरक्षण</p>	
अगस्त	<p>➤ <u>स्पर्श :</u> पाठ : अब कहाँ दूसरे के दुःख से दुखी होने वाले</p> <p>➤ <u>पद्य खंड</u> पाठ ११ : मनुष्यता</p> <p>➤ <u>संचयन :</u> पाठ २ : सपनों के से दिन</p> <p>➤ <u>व्याकरण :</u> पद बंध</p> <p>➤ <u>लेखन :</u> अनुच्छेद लेखन</p>	<p>➤ <u>पाठ्यपुस्तक :</u></p> <ul style="list-style-type: none"> • पाठ के सन्दर्भ में अपने विचार प्रस्तुत कर सकेंगे। • पाठ का सारांश लिख सकेंगे। • प्रसंग के अनुकूल अर्थ ग्रहण कर सकेंगे। • साम्यता एवं अन्तरो की पहचान कर पाए। • जीवन मूल्यों की पहचान कर पाए। <p>➤ <u>व्याकरण:</u></p> <ul style="list-style-type: none"> • व्याकरणिक संरचनाओं का बोध तथा प्रयोग करने में सक्षम हुए। • विश्लेषण और भाषिक कौशलों का विकास हो सकेगा। <p>➤ <u>लेखन :</u></p> <ul style="list-style-type: none"> • संकेत बिन्दुओं का विस्तार हुआ। • अपने मतों की अभिव्यक्ति उदाहरण सहित कर सके। • भाषा में प्रवाहमयता , सटीक शैली का प्रयोग कर सके। • उचित प्रारूप का प्रयोग कर सकेंगे। 	<ul style="list-style-type: none"> • वाद विवाद <p>अंत : विषय</p> <p>पाठ्यक्रम</p> <p>विषय : संवाद लेख</p> <p>तन्तारा वामिरो के संवाद अपने शब्दों में लिखें</p>	औपन्यासिक सोच का विकास
सितम्बर	पुनरावृत्ति			

अक्टूबर	<p>➤ <u>स्पर्श: (पद्य खंड)</u> पाठ : कर चले हम फ़िदा</p> <p>➤ <u>व्याकरण</u> : मुहावरे</p> <p>➤ <u>लेखन</u> : लघु कथा</p>	<p>➤ <u>पाठ्यपुस्तक</u> :</p> <ul style="list-style-type: none"> • पाठ के सन्दर्भ में अपने विचार प्रस्तुत कर सकेंगे। • पाठ का सारांश लिख सकेंगे। • प्रसंग के अनुकूल अर्थ ग्रहण कर सकेंगे। • साम्यता एवं अन्तरो की पहचान कर पाए। • जीवन मूल्यों की पहचान कर पाए। <p>➤ <u>व्याकरण</u>:</p> <ul style="list-style-type: none"> • व्याकरणिक संरचनाओं का बोध तथा प्रयोग करने में सक्षम हुए। • विश्लेषण और भाषिक कौशलों का विकास हो सकेगा। <p>➤ <u>लेखन</u> :</p> <ul style="list-style-type: none"> • अपने मतों की अभिव्यक्ति उदाहरण सहित कर सके। • भाषा में प्रवाहमयता, सटीक शैली का प्रयोग कर सके। 	<ul style="list-style-type: none"> • देश के लिए अपनी भावनाओं की अभिव्यक्ति <p>अंत : विषय पाठ्यक्रम</p> <p>विषय: भारत के उत्तर पूर्वी राज्यों की विभिन्न विशेषताओं के बारे में बताएं तथा मुख्य बिन्दुओं को बताते हुए चित्र सहित परियोजना</p>	<p>मेधा तकनीक का विकास करना</p> <p>सम्प्रेषण कौशल का विकास</p>
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			बनाए	
नवम्बर	<ul style="list-style-type: none"> ➤ <u>स्पर्श :</u> पाठ : कारतूस ➤ <u>व्याकरण :</u> वाक्य , मुहावरे ➤ <u>संचयन :</u> टोपी शुक्ला ➤ <u>लेखन :</u> औपचारिक पत्र 	<ul style="list-style-type: none"> ➤ <u>पाठ्यपुस्तक :</u> <ul style="list-style-type: none"> • पाठ के सन्दर्भ में अपने विचार प्रस्तुत कर सकेंगे । • पाठ का सारांश लिख सकेंगे । • प्रसंग के अनुकूल अर्थ ग्रहण कर सकेंगे । • साम्यता एवं अन्तरो की पहचान कर पाए । • जीवन मूल्यों की पहचान कर पाए । ➤ <u>व्याकरण:</u> <ul style="list-style-type: none"> • व्याकरणिक संरचनाओं का बोध तथा प्रयोग करने में सक्षम हुए । • विश्लेषण और भाषिक कौशलों का विकास हो सकेगा । ➤ <u>लेखन :</u> <ul style="list-style-type: none"> • उचित प्रारूप का प्रयोग कर सकेंगे । • अपने मतों की अभिव्यक्ति उदाहरण सहित कर सके । • भाषा में प्रवाहमयता , सटीक शैली का प्रयोग कर सके । 	<p>कक्षा नाट्य</p> <p>अंत : विषय पाठ्यक्रम</p> <p>विषय : लेखन गणितज्ञ आर्यभट्ट का जीवन परिचय</p>	<p>मेधा तकनीक का विकास</p> <p>रचनात्मकता का विकास</p> <p>सम्प्रेषण कौशल का विकास</p>
दिसम्बर	<ul style="list-style-type: none"> ➤ <u>लेखन :</u> अनुच्छेद लेखन 	<ul style="list-style-type: none"> ➤ <u>पाठ्यपुस्तक :</u> <ul style="list-style-type: none"> • पाठ के सन्दर्भ में अपने विचार प्रस्तुत कर सकेंगे । • पाठ का सारांश लिख सकेंगे । • प्रसंग के अनुकूल अर्थ ग्रहण कर सकेंगे । • साम्यता एवं अन्तरो की पहचान कर पाए । • जीवन मूल्यों की पहचान कर पाए । ➤ <u>व्याकरण:</u> <ul style="list-style-type: none"> • व्याकरणिक संरचनाओं का बोध तथा प्रयोग करने में सक्षम हुए । 	<ul style="list-style-type: none"> • प्रासंगिक मुद्दों पर चर्चा परिचर्चा 	<p>सामाजिक संज्ञान का विकास</p> <p>गहन सोच का विकास</p>

		<ul style="list-style-type: none"> विश्लेषण और भाषिक कौशलों का विकास हो सकेगा। ➤ लेखन: संकेत बिन्दुओं का विस्तार हुआ। अपने मतों की अभिव्यक्ति उदाहरण सहित कर सके। भाषा में प्रवाहमयता, सटीक शैली का प्रयोग कर सके। 		
जनवरी	<ul style="list-style-type: none"> ➤ स्पर्श: पुनरावृत्ति ➤ संचयन: पुनरावृत्ति ➤ व्याकरण: पुनरावृत्ति 	पुनरावृत्ति		
फरवरी		पुनरावृत्ति		

सीखने के प्रतिफल

➤ **पाठ्यपुस्तक :**

- पाठ के सन्दर्भ में अपने विचार प्रस्तुत कर सकेंगे।
- पाठ का सारांश लिख सकेंगे।
- प्रसंग के अनुकूल अर्थ ग्रहण कर सकेंगे।
- साम्यता एवं अन्तरो की पहचान कर पाए।
- जीवन मूल्यों की पहचान कर पाए।

➤ **व्याकरण:**

- व्याकरणिक संरचनाओं का बोध तथा प्रयोग करने में सक्षम हुए।
- विश्लेषण और भाषिक कौशलों का विकास हो सकेगा।

➤ **लेखन :**

- उचित प्रारूप का प्रयोग कर सकेंगे ।
- अपने मतों की अभिव्यक्ति उदाहरण सहित कर सके ।
- भाषा में प्रवाहमयता , सटीक शैली का प्रयोग कर सके ।

ENGLISH LANGUAGE AND LITERATURE (CODE NO 184)

WHY SHOULD WE STUDY ENGLISH?

- ✓ English has been described as “the language of opportunity”.
- ✓ English became part of our daily life, no matter in which country we live. Nowadays countries are getting more and more multicultural. Sometimes understanding and acceptance – as well as peace – between people, only depends on communication, which is almost impossible without a common language.
- ✓ Good English learning in the school level will help you to be competent in this era of globalization. It will certainly help to bridge the communication gap between people of various other countries and thereby bringing the whole world under one single roof. It is high time that innovative and new breakthrough strategies of improving the language learning method should be adopted. Altogether it will help you to speak English language just like any other native speakers.
- ✓ English is the language of science, of aviation, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job in a multinational company within your home country or of finding work abroad.

- ✓ English is the language of the media industry. If you speak English, you won't need to rely on translations and subtitles anymore to enjoy your favourite books, songs, films and TV shows
- ✓ English is also the language of the Internet. Many websites are written in English – you will be able to understand them and to take part in forums and discussions.
- ✓ English is based on a simple alphabet and it is fairly quick and easy to learn compared to other languages.
- ✓ English is not only useful – it gives you a lot of satisfaction. Making progress feels great. You will enjoy learning English, if you remember that every hour you spend gets you closer to perfection.
- ✓ Since English is spoken in so many different countries there are thousands of schools around the world that offer programmes in English. If you speak English, there're lots of opportunities for you to find an appropriate school and course to suit your academic needs.
- ✓ The general aim of teaching English in schools is to develop various abilities among the students like: Understanding what is heard, understanding what is read, expressing ideas in speech correctly and expressing them in writing as well. Once a student is able to excel in these abilities it could be understood that he or she will be in a state to communicate both efficiently and effectively.

PEDAGOGIES FOR TEACHING ENGLISH

METHOD	USES
<u>1. Lecture Method:</u> A formal or semi-formal discourse in which the instructor presents a series of events, facts or principles, explores a problem or explains relationships.	<ul style="list-style-type: none">❖ To orient students❖ To introduce a subject❖ To introduce a demonstration, discussion or performance❖ To illustrate application of rules, principles or concepts.
<u>2. Discussion Method:</u> A method in which group discussion techniques are used to reach instructional objectives.	<ul style="list-style-type: none">❖ To develop imaginative solution to problems❖ To stimulate thinking and interest and to secure student participation.❖ To supplement lectures, reading or laboratory exercises.❖ To determine how well student understands concepts and principles.
<u>3. The Programmed Instruction Method:</u> A method of self-instruction.	<ul style="list-style-type: none">❖ To provide remedial instruction❖ To maintain previously learned skills which are not performed frequently enough.❖ To upgrade production.

	<ul style="list-style-type: none"> ❖ To accelerate capable students. ❖ To provide the review and practice of knowledge and skills.
<p><u>4. The Study Assignment Method:</u> A method in which the mentor assigns reading to books, project, assignments or exercises for practice.</p>	<ul style="list-style-type: none"> ❖ To orient students to a topic prior to classroom. ❖ To set the stage for lecture demonstration or discussion. ❖ To provide for or capitalize on individual differences in ability, background or experience through differentiated assignments.
<p><u>5. The Tutorial Method:</u> A method of instruction in which an instructor works directly with an individual student.</p>	<ul style="list-style-type: none"> ❖ To provide individualized remedial assistance.
<p><u>6. The Seminar Method:</u> A method where mentor considers the whole class at one go.</p>	<ul style="list-style-type: none"> ❖ To make the concepts clear by discussions and conversation ❖ To develop new and imaginative thinking ❖ Stimulate thinking
<p><u>7. Brainstorming:</u> A method to solve a problem by thinking of as many ideas as possible in a short time.</p>	<ul style="list-style-type: none"> ❖ Discover new ideas, thoughts and responses very quickly.
<p><u>8. Role Plays:</u> A method used in teaching, in which a learner acts as a</p>	<ul style="list-style-type: none"> ❖ Exploring and improving interviewing techniques and examining complexities

part.	and potential conflicts of group. ❖ To consolidate different lessons in one setting.
<u>9. Interactive/ Participative Method:</u> A method borrowed from the combination of learner centered and content focused method.	❖ Situational analysis ❖ Participatory understanding of varied domains and factors.

LONG TERM GOALS

Our students will be better able to:

1. Understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text
2. Make connections between and among texts as well as real-life experiences
3. Produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
4. Employ the writing process (planning, revising, editing, rewriting, publishing)
5. Produce and engage in a range of conversations using a variety of media and formats
6. Evaluate speakers' use of evidence, point of view, logic and rhetoric
7. Evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening
8. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
9. Will be able to use integrated grammar techniques.

SHORT TERM GOALS

Our students will be able to:

1. Become more sophisticated reader
2. Become better, more flexible writer
3. Will be a better listener and more effective speaker
4. Creative and critical thinker
5. Develop moral imagination, ethical values, and a sense of vocation
6. Will be more confident while conversing
7. Understand the grammatical concepts and will be able to use them in writing.
8. Will be able to use various writing skills in practical life.

Learning Objective:

The students will be able to:

- Read coherently
- Understand the total content and underlying meaning in the context and draw inferences.
- Build their own vocabulary
- Grasp the substance and central idea of what is read and heard.
- Use appropriate word stress, sentence stress and elementary intonation patterns.
- Narrate simple experiences and series of events to convey its essence and intention
- Understand different parts and figure of speech.
- Write diary entry, message, notice, informal, formal letter, report, article, advertisement .
- Master the mechanics of writing.
- Write neatly and legibly with reasonable speed.
- Write coherently in more than one paragraph.

- Complete accurately and fluently semi-controlled compositions like stories, events, processes etc.
- Converse in familiar social situations.
- Maintain his/her listening attention for a reasonable length of time.

TERM WISE SYLLABUS

MON TH	FIRST FLIGHT	LANGUAGE SKILLS	GRAMMAR	LEARNING OUTCOMES	ACTIVITIES	SKILLS DEVELOPED
April	<p><u>FIRST FLIGHT</u></p> <p>Ch- 1: A Letter of God</p> <p>Poems: Dust of Snow Fire and Ice</p> <p><u>FOOTPRINTS WITHOUT FEET</u></p> <p>Ch-1 A Triumph Of</p>	<p>WRITING: Story based on verbal and visual input.</p> <p>LISTENING: A variety of exercises such as spotting the error, oral compression exercise, vocabulary (word</p>	<p>Verb in the indefinite tense</p> <p>(Present and Past)</p> <p>Usage of Prepositions: of, from. With, in, on. At, into, across, along, beside, between,</p>	<p>Language/ Writing Skills: Students would be able to give a brief description of events, participate in conversation, discussion etc., write without prior preparation on a given topic.</p> <p>Literature: Students would be able to read poems effectively with proper rhythm and intonation, recall, reason, appreciate,</p>	<p>❖ On an inland letter, write a letter to God asking for help.</p> <p>❖ <u>TOPIC-</u> Human Body- Debate on “Scientific Technology- Blessing or Curse for Human Body” (Interdisciplinary Activity)</p>	<p>❖ Sense Making Techniques</p> <p>❖ Novel Thinking</p> <p>❖ Social Intelligence</p> <p>❖ Writing skills</p> <p>❖ Creativity</p> <p>❖ Critical thinking</p> <p>❖ Speaking skills</p> <p>❖ Listening skills</p>

	Surgery	replacement) Exercise using paragraph from the lesson.	among etc.	apply literary conventions, extrapolate, illustrate and justify the works. Students would also be able to extract relevant information, identify the central theme, sub themes, understand the message and write fluently.		
May	<u>FIRST FLIGHT</u> Ch-2 Nelson Mandela: Long Walk to freedom Poem: Tiger in the zoo	<u>SPEAKING:</u> Holding conversation in pairs/ groups (WH questions could be reinforced by talking about surroundings.)	Use of can, could, shall, should, will, would, integrated exercise for error correction (With grammar topics done so far)	<u>Language/ Writing Skills:</u> Students would be able to give a brief description of events, participate in conversation, discussion etc., write without prior preparation on a given topic <u>Literature:</u> Students would be able to read poems effectively with proper rhythm and intonation, recall, reason, appreciate,	❖ Biosketch of “Nelson Mandela” in pictorial representation. ❖ Poster on “Save Tiger”	❖ Sense Making Techniques ❖ Novel Thinking ❖ Social Intelligence ❖ Writing skills ❖ Creativity ❖ Critical thinking ❖ Speaking skills

				<p>apply literary conventions, extrapolate, illustrate and justify the works.</p> <p>Students would also be able to extract relevant information, identify the central theme, sub themes, understand the message and write fluently.</p>		
July	<p><u>FIRST FLIGHT</u></p> <p>Ch-3 Two Stories about Flying</p> <p>i) His First Flight ii) The Black Aeroplane</p> <p>Ch-4 From the Diary of Anne Frank</p>	<p>WRITING:</p> <p>Letter to the Editor – Complaining about the shortage of water in your area and need to raise public awareness about the need to save water.</p>	<p>Usage of must, ought to, need to, have to, had to and their negative forms.</p> <p>Determiners and Conjunctions integrated grammar practices with</p>	<p>Language/ Writing Skills: Students would be able to give a brief description of events, participate in conversation, discussion etc., write without prior preparation on a given topic.</p> <p>Literature: Students would be able to read poems effectively with proper rhythm and</p>	<ul style="list-style-type: none"> ❖ Collect pictures and information about distinct endangered species. ❖ <u>TOPIC</u> – Conservation of Natural Resources – Slogan Writing on “Save Water” (Interdisciplinary Activity) 	<ul style="list-style-type: none"> ❖ Sense Making Techniques ❖ Novel Thinking ❖ Social Intelligence ❖ Writing skills ❖ Creativity ❖ Critical thinking ❖ Reading skills

	<p>Poems: The Ball Poem</p> <p>How to tell Wild Animals</p> <p><u>FOOTPRINTS WITHOUT FEET</u></p> <p>Ch-2 The Thief's Story</p> <p>Ch-3 The Midnight Visitor</p>	<p>STORY WRITING: With a sentence/phras e given as beginning to the story.</p> <p>READING SKILLS: Sequencing of sentences to complete a meaningful story.</p>	<p>all the topics covered so far.</p> <p>Clauses: nouns, adverbs of time and condition, relative clause.</p>	<p>intonation, recall, reason, appreciate, apply literary conventions, extrapolate, illustrate and justify the works.</p> <p>Students would also be able to extract relevant information, identify the central theme, sub themes, understand the message and write fluently.</p> <p>Reading Skills: Students would be able to conceptualise, understand, decode, analyse, infer, interpret and enhance vocabulary.</p>		
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<p>August</p>	<p><u>FIRST FLIGHT</u></p> <p>Ch-5 The Hundred Dresses- I</p> <p>Ch-6 The Hundred Dresses-II</p> <p>Poems: Amanda</p> <p>Animals</p> <p><u>FOOTPRINTS WITHOUT FEET</u></p> <p>Ch-4 A Question Of Trust</p> <p>Ch-5 Footprint Without Feet</p>	<p>Letter to the Editor:</p> <p>Insanitary conditions in your locality- garbage, accumulation, flies and mosquitoes, diseases and how citizen can play a vital role in improving the condition.</p> <p>ARTICLE WRITING:</p> <p>Digital India, Judicious use of Gadgets.</p>	<p>Reported Speech:</p> <p>Statements, commands and requests, interrogative sentences.</p> <p>Integrated Grammar Practise</p> <p>Jumbled sentences from the text for practices.</p>	<p>Language/ Writing Skills: Students would be able to give a brief description of events, participate in conversation, discussion etc., write without prior preparation on a given topic.</p> <p>Literature: Students would be able to read poems effectively with proper rhythm and intonation, recall, reason, appreciate, apply literary conventions, extrapolate, illustrate and justify the works.</p> <p>Students would also be able to extract relevant information, identify the central theme, sub themes, understand the message and write fluently.</p>	<p>❖ Collect different attires of 5 countries and 5 states of India and also mention their origin.</p> <p>❖ <u>TOPIC</u> – Andaman and Nicobar Rituals – Travelogue to Andaman and Nicobar (Interdisciplinary Activity)</p>	<p>❖ Sense Making Techniques</p> <p>❖ Novel Thinking</p> <p>❖ Social Intelligence</p> <p>❖ Writing skills</p> <p>❖ Creativity</p> <p>❖ Critical thinking</p>
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October	<p><u>FIRST FLIGHT</u></p> <p>Ch-7 Glimpses of India</p> <p>Ch-8 Mijbil the Otter</p> <p><u>FOOTPRINTS WITHOUT FEET</u></p>	<p>WRITING SKILLS:</p> <p>Article Writing:</p> <ul style="list-style-type: none"> • Tourism in India • Taking care of animals(Novel Thinking) 	<p>Use of a, an, the</p> <ul style="list-style-type: none"> • Reordering of words to make meaningful sentences 	<p>Language/ Writing Skills: Students would be able to give a brief description of events, participate in conversation, discussion etc., write without prior preparation on a given topic. (Social Intelligence)</p> <p>Literature: Students</p>	<ul style="list-style-type: none"> ❖ Collect pictures of Famous Scientists of India. Write down about their achievements and inventions. ❖ Paste/ Draw the picture of Otter, pen down its details: origin, existence, country. ❖ Project on 	<ul style="list-style-type: none"> ❖ Sense Making Techniques ❖ Novel Thinking ❖ Social Intelligence ❖ Writing skills ❖ Creativity ❖ Synthesis

	Ch-6 The Making of a Scientist Ch-7 The Necklace			would also be able to extract relevant information, identify the central theme, sub themes, understand the message and write fluently. (Sense Making Techniques)	Coorg (Glimpses of India) (Project Based Learning) ❖ TOPIC- Glimpses of India- Collect information about the achievements of Indian Women (Interdisciplinary Activity)	
November	<u>FIRST FLIGHT</u> Ch-9 Madam Rides the Bus Poems: Trees Fog Ch-10 The Sermon at Benaras <u>FOOTPRINTS WITHOUT</u>	LISTENING SKILLS: Short Passage read out loudly followed by questions to be done in hand-outs	Practise of Determiners	Language/ Writing Skills: Students would be able to give a brief description of events, participate in conversation, discussion etc., write without prior preparation on a given topic. Literature: Students would also be able to extract relevant information, identify the central theme, sub themes, understand the	❖ Poster making and slogan writing on “Importance of Trees on the Planet” ❖ TOPIC- Real Numbers- Biography on any famous Indian Mathematician (Interdisciplinary Activity)	❖ Social Intelligence ❖ Sense Making Techniques ❖ Creativity ❖ Critical thinking ❖ Writing skills

	<p><u>FEET</u></p> <p>Ch-8 The Hack Driver</p> <p>Ch- 9 Bholi</p>			message and write fluently.		
December	<p><u>FIRST FLIGHT</u></p> <p>Ch-11 The Proposal</p> <p>POEMS: Tale of Custard The Dragon</p> <p>For Anne Gregory</p> <p><u>FOOTPRINTS WITHOUT FEET</u></p> <p>Ch- 10 The</p>	<p>READING SKILLS:</p> <p>Passages from different sources eg. Newspaper, Texts, Magazines could be used.(Media Literacy)</p> <p>SPEAKING SKILLS:</p> <p>Holding conversations</p>		<p>Language/ Writing Skills: Students would be able to give a brief description of events, participate in conversation, discussion etc., write without prior preparation on a given topic.</p> <p>Literature: Students would be able to read poems effectively with proper rhythm and intonation, recall, reason, appreciate, apply literary conventions,</p>	<p>❖ Find out various books that have stories and facts about the existence of Earth and write their authors</p>	<p>❖ Social Intelligence</p> <p>❖ Reading skills</p> <p>❖ Writing skills</p> <p>❖ Creativity</p>

	Book that saved the Earth	in pairs and groups on a given topic. (Classroom or school situation)		extrapolate, illustrate and justify the works. (Sense Making Techniques) Students would also be able to extract relevant information, identify the central theme, sub themes, understand the message and write fluently. (Sense Making Techniques)		
December to February	Revision of chapters done through Reference To Context, short and long questions to promote creativity, imagination and extrapolation	. LISTENING SKILLS: Listening to pieces of conversation and answering multiple choice questions. SPEAKING SKILLS: Speaking for a	Transformation of Sentences: Active and Passive Voice, Reported Speech, Gap Filling Exercise. Integrated	Language/ Writing Skills: Students would be able to give a brief description of events, participate in conversation, discussion etc., write without prior preparation on a given topic. (Social Intelligence) Reading Skills: Students would be able		

	<p>beyond the text.</p> <p>Revision of chapters through very short questions.</p>	<p>minute on topics relevant to the lives of students and their immediate environment.</p> <p>(Novel Thinking)</p> <p>WRITING SKILLS:</p> <p>Letter to the Commissioner of Municipal Corporation about potholed and broken roads in the colony.</p> <p>ARTICLE WRITING:</p> <p>Education and Health: Keys to development.</p>	<p>Grammar Practise</p>	<p>to conceptualise, understand, decode, analyse, infer, interpret and enhance vocabulary. (Sense Making Techniques)</p>			
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		Revision of Writing Skills on current Topics of social relevance. (Novel Thinking)					
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SUGGESTIVE READING:

1. **The Room on the Roof by Ruskin Bond**
2. **The Story of my life by M. K Gandhi**
3. **Wuthering Heights by Emily Bronte**
4. **Charlie & The Chocolate Factory by Roald Dahl**
5. **The World As I See It by Albert Einstein**

Learning Outcome

The students have enabled to:

- Enhance vocabulary.
- Master the mechanics of writing; the use of correct punctuation marks and capital letter.
- Write paragraph, factual description, reports, notices, messages, diary entries etc.
- Pronounce intelligibly and correctly.
- Understand the phrases or sentence groups.
- Form the habit of reading for pleasure and information.
- To communicate effectively and appropriately in real life situation.
- Integrate the use of four language skills i.e. Reading, Listening, Speaking and Writing.
- Identify figures of speech (Simile, Metaphor, Personification, Alliteration, Repetition, Onomatopoeia)
- Developed interest in and appreciation of literature.

Deleted Syllabus as per CBSE Guidelines

Grammar

- Use of Passive Voice

- Clauses: Noun, Adverb, Relative
- Prepositions

Writing Skills

- Letter on a Situation
- Descriptive Paragraph on a place / event

Beehive - Reader

- The lake Isle of Innisfree
- The Snake and The Mirror
- The Duck and The Kangaroo
- Kathmandu
- A Slumber Did My Spirit Seal

Moments – Supplementary Reader

- Ishwaran The Storyteller
- The Accidental Tourist

Months	Topic	Sub-Topic	Activity	Learning Outcomes
April (20 Days)	Real Numbers	<ul style="list-style-type: none"> • Introduction • Euclid's Division Lemma • The Fundamental Theorem of Arithmetic • Revisiting Rational numbers and their decimal expansions 	To Experimentally find the HCF of two numbers based on Euclid Division lemma	After learning this, student will be able to:- <ul style="list-style-type: none"> • Finding HCF and LCM. • Proving Euclid's Division Lemma.
	Polynomials	<ul style="list-style-type: none"> • Introduction • Geometrical Meaning of the Zeroes of a Polynomial Division Algorithm for Polynomials	-----	After learning this, student will be able to:- <ul style="list-style-type: none"> • Identity of polynomial in one variable. • Write the degree of a Polynomial. Find the zeroes of a Polynomial.
May (23 Days)	Pair of Linear Equations in Two Variables	<ul style="list-style-type: none"> • Introduction • Pair of Linear Equations in two variables • Graphic Method of solution • Algebraic Method of solving Equation Reducible to a pair of Linear equation	To verify the condition for the consistency/inconsistency for a pair of linear equations in two variable by graphical method.	After learning this, student will be able to:- <ul style="list-style-type: none"> • Express a linear equation in form of $ax+by+c=0$. • Finding the solution of a linear equation. • Draw the graph of lines parallel of the axes.
	Quadratic Equations	<ul style="list-style-type: none"> • Introductions • Quadratic Equations • Solution of a Quadratic Equations by factorisation • Nature of roots • Solution of a Quadratic Equations by completing the square 	To obtain the solution of a Quadratic Equations ($x^2 + 4x + 3 = 0$) by completing the square geometrically	After learning this, student will be able to:- <ul style="list-style-type: none"> • Represent the given situation in form of Quadratic Equation • Solving by different method

July (23 Days)	Arithmetic Progressions	<ul style="list-style-type: none"> • Introductions • nth Term of an AP • Sum of First n Terms of an AP 	To find the sum of first n natural numbers	After learning this, student will be able to:- <ul style="list-style-type: none"> • Find the first term and common differences.
	Triangles	<ul style="list-style-type: none"> • Introductions • Similar Figures • Similarity of triangles • Areas of similar triangles • Pythagoras Theorem 	To verify basic proportionality Theorem	After learning this, student will be able to:- <ul style="list-style-type: none"> • Identify similar triangles • Discuss and write the similarity of triangles
	Coordinate Geometry	<ul style="list-style-type: none"> • Introductions • Distance Formula • Section Formula • Area of a triangles 	To verify the distance formula by graphical method	After learning this, student will be able to:- <ul style="list-style-type: none"> • Find the distance between two points. • Determine the coordinates of points using section formula.
August (20 Days)	Introduction to Trigonometry	<ul style="list-style-type: none"> • Introduction • Trigonometric Ratios • Trigonometric Ratios of some specific angles • Trigonometric Ratios of complementary angles • Trigonometric identities 	-----	After learning this, student will be able to:- <ul style="list-style-type: none"> • Understand trigonometric ratios • Establish the Trigonometric identities
	Some applications of Trigonometry	<ul style="list-style-type: none"> • Introductions • Heights and Distances 	To find the height of the building using a clinometer	After learning this, student will be able to:- <ul style="list-style-type: none"> • Use Trigonometry in various

				fields <ul style="list-style-type: none"> Explain and solve angles of elevation and depression
September (20 Days)	Circles	<ul style="list-style-type: none"> Introduction Tangent to a circle Number of tangents from a point on a circle 	To find the Number of tangents from a point on a circle To verify that lengths of tangents to a circle from some external points are equal	After learning this, student will be able to:- <ul style="list-style-type: none"> Define the terms related to circle Prove their theorems and their converses
	Constructions	<ul style="list-style-type: none"> Introductions Division of the line segments Construction of tangents to a circles 	Construction of angles $30^\circ, 60^\circ, 90^\circ$	After learning this, student will be able to:- <ul style="list-style-type: none"> Study the constructions of an angle, and angle bisector and a perpendicular bisector of a line segment
October (18 Days)	Area related to Circle	<ul style="list-style-type: none"> Introduction Perimeter and area of a circle-A Review Area of Sector and segment of a circle Area of combinations of Plane Figures 	To obtain formula for area of a circle experimentally	After learning this, student will be able to:- <ul style="list-style-type: none"> Find the perimeter and area of a circle. Calculate the area of a circle
	Surface area and volume	<ul style="list-style-type: none"> Introduction Surface area of a combination of solids Volume of a combination of a solid Conversion of a solid from one shape to another Frustum of a cone 	To obtain formula for the surface area of a circus tent. To verify the formula for the volume of a cylinder.	After learning this, student will be able to:- Find the surface area of a combination of solids Determine the volume of a combination of solids
November	Statistics	<ul style="list-style-type: none"> Introduction Mean of grouped Data 	Construction of LESS THAN	After learning this, student will be able

(20 Days)		<ul style="list-style-type: none"> • Mode of grouped Data • Median of group Data • Graphical Representation of cumulative Frequency Distribution 	OGIVE and MORE THAN OGIVE.	to:- <ul style="list-style-type: none"> • Represent the given data in the form of a frequency distribution table • Different graphs • Find mean, median and mode.
	Probability	<ul style="list-style-type: none"> • Introduction • Probability – A Theoretical Approach 	To determine experimental probability of a head (or a tail) by tossing a coin 1,000 times and compare it with its theoretical probability.	After learning this, student will be able to:- <ul style="list-style-type: none"> • Explain the Theoretical Approach and can estimate the probability for the given event.
December (21 Days)	Revision	Revision	Revision	Revision
January (15 Days)	Revision	Revision	Revision	Revision
February (19 Days)	Revision	Revision	Revision	Revision

GRADE X

IMPORTANCE OF LEARNING SCIENCE

Science is both a body of knowledge that represents current understanding of natural systems and the process whereby that body of knowledge has been established and is being continually extended, refined and revised. The very basis of science is a system of thought and experiment called the scientific method. Learning to follow this process helps you to think logically.

1. It is also one of the fundamental parts of the term STEM i.e. Science, Technology, Engineering and Mathematics.
2. It develops critical and problem solving skills.
3. It teaches an understanding of natural phenomena.
4. Science is a significant part of human culture and represents one of the pinnacles of human thinking capacity.
5. It provides a laboratory of common experience for development of language, logic and problem-solving skills in the classroom.

TEACHING STRATEGIES FOR SCIENCE

1. **Real life scenerio** - Includes case studies and ways of analysing current problems.
2. **Peer teaching**- Involves students in their own education.
3. **Hands on activities**- That engages students beyond the lecture and teach useful scientific concepts.
4. **Incorporate multimedia materials**- Incorporating videos, podcasts and other forms of media when introducing topics in science.
5. **Demonstration method**- The teacher shows certain phenomena, concepts or principles to provide concrete experience to the students.
6. **Brain storming method**- Case-based studies, everybody gives their views on the case and discusses it.

SHORT TERM GOALS OF STUDYING SCIENCE

1. Students can understand the current topic taught.
2. They can easily summarize the concept of the topic.
3. They can take part in group discussions and other evaluative activities of the class.

4. They can also help in peer learning.
5. Students can hypothesize their understanding.

LONG TERM GOALS OF STUDYING SCIENCE

Students who are proficient in science:

1. Know, use and interpret scientific explanations of the natural world.
2. Generate and evaluate scientific evidence and explanations.
3. Understanding the nature and development of scientific knowledge.
4. Participate productively in scientific practices and discourse.

LEARNING OBJECTIVES

The teaching objectives of science are :

- 1.To provide the broader objectives of science that is process skill knowledge.
- 2.To encourage and enable students to develop inquiring minds and curiosity about science and nature.
- 3.To acquire knowledge, conceptual understanding, and skills to solve problems and make informed decisions in scientific contexts.
- 4.To communicate scientific ideas, arguments, and practicals experiences accurately in a variety of ways.
- 5.To think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts.

SCIENCE CURRICULUM

	Topics	Activities \ Experiments	Learning outcomes	Skills to be developed
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Month				
April- May	<p>Ch-1 Chemical reactions and equations.</p> <p>Ch-6 Life Process</p> <p>Ch-10 Light-Reflection and Refraction</p> <p>Ch-14 Sources of Energy.</p>	<p>Practical 2-Performing and observing different types of reactions and classifying them.</p> <p>Practical6-Preparing a temporary mount of a leaf peel to show stomata.</p> <p>Practical7-Experimentally show that carbon dioxide is given out during respiration.</p> <p>Practical10-Determination of the focal length of concave mirror and convex lens.</p> <p><u>Interdisciplinary projects:</u> Human Body.</p> <p>-To write about the necessity and importance of hemodialysis with pictures in pastel sheets.</p>	<p>Ch-1 Students are able to demonstrate and verify chemical changes, compare the different types of chemical reactions.</p> <p>Ch-6Students are able to develop concept of life processes, interpret the significance of various pathways of life process mechanisms.</p> <p>Ch-10 Students are able to discover rules for obtaining image formed by spherical mirrors and in lenses.</p> <p>Ch-14Students will develop the concept of conventional and non-conventional energy sources and list their significance.</p>	<p>1.Critical thinking</p> <p>2.Explanation</p> <p>3.Exploration through experiments.</p>
July	<p>Ch-2 Acids, Bases and Salts</p> <p>Ch-7 Control and Coordination</p> <p>Ch-11 Human Eye and Colourful World.</p>	<p>Practical11-Finding the pH of different samples of substances by using pH paper\ universal indicators.</p> <p>Practical13- Trace the path of rays of light through a glass prism.</p> <p><u>Interdisciplinary projects:</u> pollution of water and its</p>	<p>Ch-2 Students are able to identify the substances as acids or bases , test the pH values of solutions and justify the various uses of salts in daily life and industries.</p>	<p>1.Understanding concepts</p> <p>2.Analyse through experiments</p> <p>3.Able to create own hypothesis</p>

		<p>consequences.</p> <p>-To make posters showing the consequences of water pollution.</p>		
August	<p>Ch-3 Metal and Non-metals</p> <p>Ch-15 Our Environment</p> <p>Ch-12 Electricity</p>	<p>Practical3- Observing the actions of metals on different salt solutions.</p> <p>Practical4- Studying the dependence of potential differences on current and resistance. Plot a graph between V and I.</p> <p><u>Interdisciplinary projects:</u> Threat to the coral reefs of Andaman and Nicobar Islands.</p> <p>-To conduct a group discussion on the said topic.</p>	<p>Ch-3 Students are able to compare properties of both metals and non-metals, draw schematic steps for ionic compound, identify various steps in the extraction of metals.</p> <p>Ch-15 Students are able to define ecosystem, interpret the causes of pollution and its effects, establish nutritional relationships among organisms.</p> <p>Ch-12 Students are able to evolve and verify Ohm's law and Joule's law, analyze the uses of conductors, resistors</p>	<p>1. Developing sense making technique.</p> <p>2. Critically examine info.</p> <p>3. Remembering info and formulae</p>
PROJECTS	<p>1. Corrosion of different metals and their preventions</p> <p>2. Oral and dental health.</p> <p>3. Endocrine Systems in Human and dual nature of endocrine glands.</p> <p>4. Defects of human eye and their correction.</p> <p>5. A.C. current and domestic circuits.</p>			<p>1. Creativity</p> <p>2. Innovativeness</p> <p>3. Application of the acquired knowledge.</p>
September	HALF YEARLY EXAMINATIONS			

October	<p>Ch-4 Carbon and its Compounds.</p> <p>Ch-8 How do Organisms Reproduce.</p> <p>Ch-13 Magnetic Effects of Electric Current.</p>	<p>Practical8-Study of the properties of acetic acid.</p> <p>Practical9-Study of the comparative cleaning capacity of a sample of soap in soft and hard water.</p> <p>Practical12-Study of binary fission in Amoeba and budding in yeast.</p> <p><u>Interdisciplinary projects:</u> Projects and Achievements of ISRO.</p> <p>-To deliver individual presentation on the said topic.</p>	<p>Ch-4 Students are able to do covalent bond, classify homologous series and its characters and properties of alcohols and carboxylic acids.</p> <p>Ch-8 Students are able to explore the formation and passage of DNA to progeny from parent cells, concepts of asexual and sexual reproduction.</p> <p>Ch-13 Students are able to learn the concepts of magnetic effect of current, principle and working of electric motor .</p>	<p>1.Understanding and making sense out of information.</p> <p>2. Analyse and explore relationship.</p> <p>3.Explore by experiments.</p>
November	<p>Ch-5 Periodic Classification of Elements.</p> <p>Ch-9 Heredity and Evolution</p>	<p>Practical15- Identification of the different parts of a dicot seed.</p> <p><u>Interdisciplinary projects:</u> Contributions of Ramanujan.</p> <p>-To make collage of facts, pictures and mathematical derivations of Ramanujan.</p>	<p>Ch-5 Students will be able to discover salient features of each classification and study how features changes along periods and groups.</p> <p>Ch-9 Students will be able to develop the concept of heredity, compare evolution due to natural selection.</p>	<p>1.Analyse the info into component parts.</p> <p>2.Remember and create hypothesis.</p>
December	Ch-16 Management of natural resources.		Ch-16 Students will be able to explore the need of management of natural resources, and interpret the significance if natural resources management.	Judging the value of informations or ideas.
PROJECTS	<p>1.Different allotropic forms of carbon with their structures.</p> <p>2. Importance of vegetative propagation of plants in agriculture.</p> <p>3. Mendel's laws and Monohybrid and dihybrid cross.</p>			<p>1.Creativity</p> <p>2.Innovativeness</p> <p>3.Application of the acquired</p>

	4. Uses of conventional energies. 5.Study of human evolution.	knowledge.
January	REVISIONS	Self and peer assessment.
February- March	FINAL EXAMINATION	

LEARNING OUTCOMES

Students will be able :

1. Understand the scientific concepts delivered in each chapter.
2. Can do the experiments themselves.
3. Develop a better scientific approach to study the surrounding and environment.
4. Help the peer group to clear their doubts.
5. Create their own hypothesis to retain the acquired knowledge.

DELETED TOPICS OF SCIENCE FOR THE SESSION 2020-21

Ch-3 Occurrence of metals and corrosion

Ch-4 Nomenclature of carbon compounds, chemical properties of carbon compounds, ethanol and ethanoic acid.

Ch-7 Control and Coordination (whole chapter)

Ch-9 Evolution, speciation, evolution and classification and human evolution

Ch-11 Human eye, defects of vision and their correction.

Ch-13 Electric generator and domestic electric circuits.

Ch-14 Sources of energy (whole chapter)

Ch-16 Management of Natural resources (whole chapter)

Note : Port folio tasks are to be done from Ch-16

SOCIAL SCIENCE – GRADE X.

S.NO	MONTH	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES	ACTIVITY	SKILLS
1.	APRIL	HISTORY : India and the Contemporary World – I	<ul style="list-style-type: none"> • Sub-unit 1.1 : Events and processes: • Chapter - 1 • The Rise of Nationalism in Europe: • The French Revolution and the Idea of the Nation • The Making of Nationalism in Europe • The Age of Revolutions:1830-1848 • The Making of Germany and Italy • Visualizing the Nation • Nationalism and Imperialist. 	<ul style="list-style-type: none"> • Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europeon the post-1830 period. • Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalisms. • Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and else where. 	Video clips on the glimpse of French revolution and then students would be asked for the critical analysis about the outbreak of French revolution in the world.	

		<p>GEOGRAPHY</p> <p>Contemporar y</p> <p>India – II</p>	<ul style="list-style-type: none"> • (Chapter 1) • Resources and Development: • Types of Resources • Development of Resources • Resource Planning in India • Land Resources • Land Utilization • Land Use Pattern in India • Land Degradation and Conservation Measures • Soil as a Resource • Classification of Soils • Soil Erosion and Soil Conservation 	<ul style="list-style-type: none"> • Understand the value of resources and the need for their judicious • utilization and conservation. 		
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					<p>Make collage on different type of resources according to their classification.</p>	<p>Thinking skills.</p>
		<p>Understanding Economic Development</p>	<ul style="list-style-type: none"> • Chapter-1 Development • What Development • Promises - Different people different goals • Income and other goals • National Development • How to compare different countries or states? • Income and other criteria • Public Facilities • Sustainability of development 	<ul style="list-style-type: none"> • Familiarize with concepts of • Macro economics. • Understand the rationale for overall human development in our country, which includes the rise of income, improvements in 	<p>Make a project on modern concept of Sustainable development and its significance.</p>	<p>Media literacy research.</p>

				<p>health and education rather than income.</p> <ul style="list-style-type: none"> Understand the importance of quality of life and sustainable development. 		
2.	MAY	Democratic Politics – II	<p>Chapter- 1 Power Sharing</p> <ul style="list-style-type: none"> Case Studies of Belgium and Sri Lanka Why power sharing is desirable? Forms of Power Sharing 	<ul style="list-style-type: none"> Familiarize with the centrality of power sharing in a democracy. Understand the working of spatial and Social power sharing mechanisms. 	<p>Each section will make their three MCQ worksheet of 20 marks and will exchange between them to check out the knowledge gap of New challenges among students.</p> <p>Divide the class in small 3 groups with given instructions.</p> <p>Draw a sketch of a farm or paste the picture and asking about the given questionnaire:</p> <p>What are they going to</p>	Critical thinking.

		<p>GEOGRAPHY</p> <p>Contemporary</p> <p>India – II</p>	<ul style="list-style-type: none"> • Chapter- 4 Agriculture • Types of farming • Cropping Pattern • Major Crops • Technological and Institutional Reforms • Impact of Globalization on Agriculture 	<ul style="list-style-type: none"> • Explain the importance of agriculture in national economy. • Identify various types of farming and discuss the various farming methods; • Describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern. • Explain various government policies for institutional as well as technological reforms since Independence. 	<p>grow?</p> <p>Is it fruits or vegetables?</p> <p>Will you have bees for honey?</p> <p>Will you have a well for fresh water?</p> <p>Will you have pumpkins for Halloween?</p> <p>Will you use chemicals or will your farm be completely organic?</p>	
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3.	JULY	<p>HISTORY :</p> <p>India and the Contemporary World – II</p>	<p>Chapter- 2</p> <p>Nationalism in India</p> <ul style="list-style-type: none"> • The First World War, Khilafat and • Non - Cooperation • Differing Strands within the Movement • Towards Civil Disobedience • The Sense of Collective Belonging 	<ul style="list-style-type: none"> • Recognize the characteristics of • Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement. • Analyze the nature of the diverse social movements of the time. • Familiarize with the writings and ideals of different political groups and individuals. • Appreciate the ideas promoting Pan Indian belongingness. 	<p>Paste the pics of different freedom moments taken place during the rise of Nationalism in India.</p>	<p>Novel thinking about the movements taken place at that time.</p>

			<p>Chapter – 6 Manufacturing Industries</p> <ul style="list-style-type: none"> Importance of manufacturing 	<ul style="list-style-type: none"> Bring out the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas. Discuss the need for a planned industrial development and debate over the role of government towards sustainable development. Analyse federal provisions and institutions. 	<p>Search out 10 facts about the growth /development in Economy under the Five year plan of current Government.</p>	<p>Media Literacy.</p>
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		<p>Contemporary India – II</p>	<ul style="list-style-type: none"> • Contribution of Industry to National Economy • Industrial Location • Classification of Industries • Spatial distribution • Industrial pollution and environmental degradation. • Control of Environmental Degradation. 	<ul style="list-style-type: none"> • Explain decentralization in rural and urban areas. 	<p>Each student will have to research an instance when local /state laws conflicted with federal laws (physicianassisted suicide,same sex marriage etc).How is this handled ?How are discrepancies enforced?</p> <p>When each student has found an example and gathered the necessary facts have them present their findings to the class .What do these examples say about federalism?</p>	
			<p>Chapter – 2 Federalism</p> <ul style="list-style-type: none"> • What is Federalism? • What make India a Federal Country? • How is Federalism practiced? • Decentralization in India 			

		Democratic Politics – II				
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4.	AUGUST	Contemporary India – II	<p>Chapter - 7 Life Lines of National Economy</p> <ul style="list-style-type: none"> • Transport – Roadways,Railways, Pipelines, Waterways,Airways • Communication • International Trade • Tourism as a Trade <p>Chapter-2 Sectors of the Indian Economy</p> <ul style="list-style-type: none"> • Sectors of Economic Activities • Comparing the three 	<ul style="list-style-type: none"> • Explain the importance of transport and communication in the ever-shrinking world. • Understand the role of trade and tourism in the economic development of a country. <p>Identify major employment</p>	Discussion and Debate (comparison between domestic and international airways.)	

		<p>Understanding Economic Development</p>	<p>sectors</p> <ul style="list-style-type: none"> • Primary, Secondary and Tertiary Sectors in India • Division of sectors as organized and unorganized • Sectors in terms of ownership: • Public and Private Sector. 	<p>generating Sectors.</p> <ul style="list-style-type: none"> • Reason out the government Investment in different sectors of economy. 	<p>Research about the recently launched Pradhan Mantri Kaushal vikas Yojna.</p>	<p>Sense making analytical skills to judge the effects of Schemes on current scenario.</p>
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	SEP	Democratic Politics – II	<ul style="list-style-type: none"> • Chapter – 6 Political Parties • Why do we need Political Parties? • How many Parties should we Have? • National Political Parties • State Parties • Challenges to Political Parties • How can Parties be reformed? <p>PROJECT FILE.</p>	<ul style="list-style-type: none"> • Analyze party systems in democracies. • Introduction to major political parties, challenges faced by them and reforms in the country. 	Skit /role play – Functions of political parties will be shown.	Novel thinking.

		Ch -5 –Eco- Consumer Rights				
	OCTOBER	Democratic Politics – II	<p>Chapter – 7 Outcome of Democracy</p> <ul style="list-style-type: none"> • How do we assess • Democracy's outcomes? • Accountable, responsive and legitimate .government • Economic growth and development • Reduction of inequality and • Poverty. • Accommodation of social diversity • Dignity and freedom of the citizens 	<ul style="list-style-type: none"> • Evaluate the functioning of democracies in comparison to Alternative forms of governments. • Understand the causes for Continuation of democracy in India. • Distinguish between sources of Strengths and weaknesses of Indian democracy. 	<p>Make a flow chart on the symbols, ideology, policies,programme of major national and regional parties along with their difference between the two .</p>	Critical thinking.

		<p>ECO- Understandi ng Economic Developmen t</p>	<ul style="list-style-type: none"> • Chapter-3 Money and Credit • Money as a medium of exchange • *Modern forms of money • Loan activities of Banks • Two different credit situations • Terms of credit • Formal sector credit in India • Self Help Groups for the Poor <p>Chapter - 4 Globalisation</p>	<ul style="list-style-type: none"> • Understand money as an economic concept. • Understand the role of financial institutions from the point of view of day today life. 		
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		Understanding	<p>and the Indian Economy</p> <ul style="list-style-type: none"> • Production across countries. • Interlinking production across countries • Foreign Trade and integration of markets • What is globalization? • Factors that have enabled Globalisation <p>World Trade Organisation</p> <ul style="list-style-type: none"> • Impact of Globalization of India • The Struggle for a fair Globalisation. <ul style="list-style-type: none"> • Gender and politics • Religion, communalism and politics • Caste and politics • Social and Religious Diversity of India • Caste inequality 	<ul style="list-style-type: none"> • Explain the working of the Global • Economic phenomenon. 	<p>Make a report on the study of exchange rates of rupees with other currency at least with 10 countries.</p>	
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	NOV	Economic Developmen t	<ul style="list-style-type: none"> • Different challenges in Democracy. • New Reforms in society. • Redefying Democracy 	<p>Able to connect the current scenario with the politics going on in relation of religion and caste.</p>	<p>Research work-</p> <p>How MNC's can change markets?</p> <p>How are government policies influenced by MNC's?</p> <p>Impact on local producers.</p>	
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		<p>Ch -4-Pol.sci</p> <p>Gender ,Religion and caste.</p>		<p>Able to analyze/critize the challenges for the Democracy.</p> <p>Can also have their own aspects about the reforms made in the past.s</p>		<p>Critical thinking.</p>
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		Ch-8- Challenges to DEmocracy.				
	DEC	CH-4 The Age of Industrialisation.	<ul style="list-style-type: none"> • Before the Industrial Revolution. • The Coming Up of the Factory • The Pace of Industrial Change • Hand Labour and Steam Power • Industrialisation in the Colonies • The Peculiarities of Industrial Growth • Market for Goods 	<ul style="list-style-type: none"> • Giving understanding of the in seventeenth and eighteenth centuries, merchants that how from Europe they moved to the countryside, supplying money to peasants and artisans, requesting them to produce for an international market. 	Making a ppt on the overall changes noticed at the age of Industrilisation.	Observing skills

		Ch-4 – Print Culture and Modern world.	<ul style="list-style-type: none"> • The First Printed Books • Print Comes to Europe • The Print Revolution and Its Impact • India and the World of Print • Religious Reform and Public Debates • New Forms of Publication • Print and Censorship. <ul style="list-style-type: none"> • MODE OF OCCURRENCE OF MINERALS • The major iron ore belts in India • Non-Metallic Minerals 	<ul style="list-style-type: none"> • Gives the knowledge of the birth of printing Challenges faced by the early initiators for printing of books. <ul style="list-style-type: none"> • Integrated approach to Science topic will gives the students the connectivity of previous knowledge about the fact related to minerals and types of 	
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		Ch-5- Minerals and Energy Resource.	Important Dams in India.	metallic and nonmetallic minerals.	Make a collage on different types of metallic and nonmetallic minerals.	Critical approach.
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		<div>Ch -3 –Water Resource (map work)</div>				
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INFORMATION TECHNOLOGY **IMPORTANCE**

“Computing is not about computers anymore, it is about Living.”

We are living in an era that surrounds us with technology whether we are driving a car, cooking food, area of entertainment or education. By providing computer education:

- We help our children to gain relevant skills for the future as well as critical knowledge proven to improve their skills and mental ability.
- We enable our students to solve complex and challenging problems.
- We help students to develop international excellence.
- We encourage smart work.
- We enable them to use electronic gadgets in all fields.
- We motivate them to be on par with ever increasing societal needs and expectations.
- We prepare them to be competent for local and global competitions.

TEACHING STRATEGIES

1. **Learning by doing method:** This method helps the students understand better and apply them in situations of need. The computer science teaching provides laboratory facility to promote vocational skills in the students. Students get the freedom of learning by hands on training, identify the appropriate electronic devices for their usage and become skilled users of the systems. This type of training helps them gain self confidence and help them to use when demanded.
2. **Buddy system:** The system of pairing students is especially helpful in learning about computers and in reducing the stress associated with learning. Surveying students ahead of time to find out their level of experience or anxiety allows the teacher to pair students with similar experiences together or perhaps pair a student with slightly more experience with one having less experience so that students can get needed help without feeling intimidated.

3. **Be Nice:** Researchers stress the importance of having a positive attitude towards computers and towards the computer learning/teaching. Students will have much more confidence themselves and be more likely to develop positive attitudes towards computers by exhibiting a calm, friendly, helpful attitude in a stress-free environment.
4. **Constructivism** - Constructivism relies on active student participation: teachers guide students by encouraging questions and pointing them in the right direction, but leave it to students to define the concepts they study in a way that makes sense to them. The idea behind constructivism is that if students have the opportunity to create their own meaning of the content being taught, they will understand it better and gain the skills they need to be independent learners.
5. **Encourage group and partner work:** Group work cannot be overvalued in a learning environment. In partners students are required to explain ideas in their own words, give and receive instructions, observe others in a task and share their own knowledge. It also requires significantly less support from an instructor and is particularly good for large classrooms.

SHORT TERM GOALS

My students will be able to :

1. format a simple document.
2. apply basic formulas and functions using spreadsheets.
3. make presentations and apply animations, transitions etc.
4. code simple programs using Python.
5. To provide students with latest skills in the field of computer science and engineering and to realize the importance of life-long learning.

LONG TERM GOALS

My students will be able to:

1. learn different types of data used with computers.
2. make projects using programming language.
3. connect database with Python using MYSQL connectivity.
4. prepare students to communicate effectively and exhibit leadership qualities to work on diverse project teams.
5. possess the ability to think logically and have capacity to understand technical problems and to design optimal solutions for a successful career in industry, academia and research.

6. apply their expertise and current technologies across multiple disciplines to solve real world challenges and research issues.

LEARNING OBJECTIVES

I will:

1. Provide fundamental knowledge to the students.
2. Make the students understand the relevant knowledge and skills in computer science.
3. Develop in them the skill of thinking and analyzing.
4. Inculcate proficiency in reasoning and synthesizing.
5. Create interest and scientific attitudes.
6. Induce in them the thirst for acquiring knowledge.
7. Identify their emotional intelligence.
8. Equip them with the skill of using computers.
9. Help the students attain thinking process.
10. Make the students associate the knowledge in real time application.
11. Imbibe in the students in the students the skills of acquiring knowledge, create knowledge and share their experiences.
12. Make the student attain the skills of initiatives.
13. Help the students to attain the skill of problem solving.
14. Provide them vocational skills
15. Provide self concept, sense of acceptance and sharing qualities.
16. Help them possess the ability for local and global accessing of information.

MONTH	LEARNING OBJECTIVES	LESSON	SUB TOPIC	ACTIVITY	Skill Developed
April	<p>To apply appropriate communication skills across settings, purposes, and audiences.</p> <p>Demonstrate knowledge of communication theory and application. Practice critical thinking to develop innovative and well-founded perspectives.</p> <p>To help Students acquire basic skills for managing stress in their academic and personal life.</p>	<p><u>PART-A</u></p> <p><u>Unit-1</u></p> <p><u>Communication Skills</u></p> <p><u>Unit-2</u></p> <p><u>Self Management Skills</u></p>	<ul style="list-style-type: none"> * Methods of communication * Communication cycle * Communication barriers * Effective communication * Basic writing skills * Stress management and its techniques * Ability to work independently 	<p>*Students will watch a movie clip with sound muted and after that they will write the conversation among the characters of the movie in their own words. They will discuss how verbal and non-verbal communication are different.</p> <p>* Poster on effective communication.</p> <p>* Prepare a resume and highlight instances where you worked independently in academic projects, mention your responsibilities and achievements.</p>	Sense Making Technique

May	<p>To use their ICT skills to develop their language and communication skills. As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners. To acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities, to develop the ability of analysing and understanding business situations in which entrepreneurs act and to master the knowledge necessary to plan entrepreneurial activities.</p>	<p><u>Unit-3</u> <u>Information</u> <u>And</u> <u>Communication Technology</u> <u>Skills</u> <u>Unit-4</u> <u>Entrepreneur</u> <u>Skills</u> <u>Unit-5</u> <u>Green Skills</u></p>	<ul style="list-style-type: none"> * Operating system * Managing files and folders. * Care and maintenance of a computer. * Entrepreneur and entrepreneurship * Sustainable development 	<ul style="list-style-type: none"> * Read the success stories of two entrepreneurs to know how these educated people acquired corporate experience and started their ventures. Compile your findings as a project report. 	Media Literacy
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July	To use learn network concepts and use web application. Students will display their ability to critically analyze ethical issues of social media through reflective writing in a blog. Students will spend time reading, identifying and discussing ethics and social media.	<u>PART-B</u> <u>Unit-1</u> <u>Web</u> <u>Applications</u> <u>Unit-5</u> <u>E-mail</u> <u>Messaging</u> <u>(Intermediate)</u>	<ul style="list-style-type: none"> * Working with accessibility options * Networking fundamentals * Introduction to instant messaging * Chatting with a contact * Creating and publishing web pages- Blog * Using offline blog editors * Online transactions * Internet security * Working with calendar * Schedule an appointment * Creating a meeting request * Create and edit a journal entry 	<ul style="list-style-type: none"> * Creating a blog and uploading it online. * Creating account using Google hangout and chat with a friend. * Create appointments for three categories (library activities, after school activities and unit tests activities) with three different colours (green, blue and red respectively) 	Media Literacy
August	Students will be able to design a document with the images. They will be able to format any professional document.	<u>Unit-2</u> <u>Word</u> <u>Processing</u> <u>(Intermediate)</u>	<ul style="list-style-type: none"> * Modifying layout of a paragraph * Managing headers, footers and styles * Working with page and section breaks * Insert graphical objects and illustrations * Insert shapes, symbols 	* Create a one page article on "Influence of technology on youth today". Insert a picture of any gadget from the Internet and the name of the article in the header section. Insert your name, class and date in the footer. Take print out with proper border adjustments.	Social Intelligence

			and special characters.		
September	Revision	Revision First Term Exams	Revision	Revision	Revision
October	Students Will be able to interperate and analyse data using spreadsheet. Students will be able to understand data with the help of charts, apply mathematical functions on values.	<u>Unit-3</u> <u>Spreadsheet</u> <u>(Intermediate)</u>	<ul style="list-style-type: none"> * Use autosum in cells * Conditional formatting * Set page breaks and layouts * Manage workbook views. * Create, modify and format charts * Sort and filter data. * Sharing worksheet data. 	* Designing marksheet format for the class and showing marks in ascending order to find out the highest and lowest scorer of the class.	Critical Thinking

November	This will help to make students understand importance of digital presentation using presentation software. They will be able to add movie clips and sound to the presentation.	<u>Unit-4</u> <u>Digital</u> <u>Presentation</u> <u>(Intermediate)</u>	<ul style="list-style-type: none"> * Insetting movie clip and audio clip * Working with tables and charts * Inserting transitions and animations * Grouping objects and inserting speaker notes. * Preparing to deliver a presentation and printing the same. 	* Designing a presentation on social networking- pros and cons.	Media Literacy
December	Students will be able to visualize data using database package. They will be able to store and use data in tables. They will be able to gather information using forms designed with the help of database package. Students will learn to create and update table using MYSQL commands.	<u>Unit-6</u> <u>Database</u> <u>Development</u> <u>(Basic)</u> <u>MYSQL</u> <u>Commands</u>	<ul style="list-style-type: none"> * Database concepts * Data storage and manipulating data * Creating a databse object * Building forms and creating queries * Design report. 	* Create a form for school admission process and store all the data in database.	Cross Cultural Competency
January	Revision	Revision	Revision	Revision	Revision
February	Revision	Revision Final Term Exams	Revision	Revision	Revision

Learning Outcomes

My students have enabled to

1. Analyze, design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
2. Communicate effectively with a range of audiences.
3. Work effectively as part of a team to develop and deliver quality software artifacts.
4. Recognize the applicability of computing and evaluate its impact on individuals, organizations, and global society.
5. Explore historical, current, and emerging techniques and technologies, founded on a commitment to lifelong learning and professional development.
6. Apply knowledge of computing and mathematics within technical domains.
7. Apply computing theory and programming principles to practical software design and development.