



**TAGORE INTERNATIONAL SCHOOL**  
**EAST OF KAILASH, NEW DELHI**

**PARENT SYLLABUS (2022-23)**  
**CLASS X**

**ENGLISH**

**Books Prescribed:**

**FIRST FLIGHT - Textbook in English for Class X - NCERT**

**Footprints without Feet - Supplementary Reader in English for Class X - NCERT**

**WORDS AND EXPRESSIONS – II (Workbook for Class X)**

Month	No. of Periods & Topics Covered	Learning Outcomes	Activities	Assessments
March	<b>A Letter to God ~ G.L.Fuentes</b>	To be able to - sequence the main events of the story - express opinions on the irony and humour and use of figurative language in the story - contribute meaningfully to a discussion on faith in god can move mountains - explain the meanings of unfamiliar words. - analyse the character traits of Lencho and the postmaster	<b>Reading of the text</b> <b>Discussion:</b> - A belief in God that he will always carry you and never leave you whenever troubles come your way. - Use of figurative language in the story, making it a masterpiece. - Reaction on receiving the letter and lesson learnt <b>Practice &amp; Assignment Worksheets</b>	- Oral questioning in the class  - Individual Tasking: Class and home assignments
March	<b>Dust of Snow ~ Robert Frost</b>	To be able to - speak of an incident when they have felt down and a welcome interruption changed their mood. - identify the setting of the poem	<b>Discussion:</b> - Nature has its own mysteries and living in the midst of nature can be an enriching experience. - Views on the main ideas contained in each stanza. - The poem's relevance in today's time - The healing power of nature.	- Oral questioning in the class  - Individual Tasking: Class and home assignments

		<ul style="list-style-type: none"> <li>- present their views on the main ideas contained in each of the two verses</li> <li>- identify the poetic devices used in the poem.</li> <li>- identify the rhyme scheme and rhyming words</li> </ul>	<b>Practice &amp; Assignment Worksheets</b>	
<b>March</b>	<b>Fire and Ice ~ Robert Frost</b>	To be able to <ul style="list-style-type: none"> <li>- recall some interesting facts about the poet Robert Frost</li> <li>- summarise the poem in their own words</li> <li>- compare the message conveyed in each of the two poems by Frost</li> <li>- analyse the title, tone, theme ,literary devices used in the poem</li> <li>- express opinions on why one needs to be compassionate and kind</li> </ul>	<b>Discussion:</b> <ul style="list-style-type: none"> <li>- End of the world as a result of human misdeeds'- Different theories</li> <li>- Theme and message conveyed through the poem</li> </ul> <b>Practice &amp; Assignment Worksheets</b>	<ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments</li> </ul>
<b>April</b>	<b>A Triumph of Surgery ~ James Herriot</b>	To be able to <ul style="list-style-type: none"> <li>- summarize at least a part of the lesson in their own words.</li> <li>- explain the meaning of difficult words and phrases and use them in their answers.</li> <li>- justify the title of the lesson</li> <li>- analyse the character traits of Mrs. Pumphrey and Dr. Herriot</li> <li>- answer textual questions</li> </ul>	<b>Reading of the text</b> <b>Discussion:</b> <ul style="list-style-type: none"> <li>- Effects of overindulgence and pampering by parents</li> <li>- The author's love for animals and the simplicity with which he describes it.</li> </ul> <b>Practice &amp; Assignment Worksheets</b>	<ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments</li> </ul>
<b>April</b>	<b>The Thief's Story ~ Ruskin Bond</b>	To be able to <ul style="list-style-type: none"> <li>- understand the underlying meaning of the passage.</li> <li>- frame at least one question after reading the story</li> <li>- write a diary entry as the thief</li> </ul>	<b>Reading of the text</b> <b>Discussion:</b> Analysing actions and character traits of Anil & Hari Singh <b>Debate:</b> Punishment does not always reform a criminal	<ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments</li> </ul>

		- analyse the character traits of Anil & Hari Singh	<b>Practice &amp; Assignment Worksheets</b>	
<b>April</b>	<b>Nelson Mandela: Long Walk to Freedom ~ Nelson Rolihlahla Mandela</b>	<p>To be able to</p> <ul style="list-style-type: none"> <li>- summarize at least a part of the lesson in their own words.</li> <li>- collect information/ incidents related to apartheid and share it in the class</li> <li>- explain the meaning of difficult words and phrases and use them in their answers.</li> <li>- analyse the aspects of Mandela's character revealed in the extract</li> <li>- state the ideals that Nelson Mandela had set for South Africa.</li> <li>- discuss the concept of twin obligations and its relevance to daily life.</li> </ul>	<p><b>Reading of the text</b>  <b>Watching the Movie:</b> Long Walk to Freedom  <b>Class Discussion:</b>  How does discrimination of any kind affect lives?  <b>Web chart</b> for character sketch of Nelson Mandela  <b>Practice &amp; Assignment Worksheets</b></p>	<ul style="list-style-type: none"> <li>- Exit Slip: Students will write a character trait of Nelson Mandela, with supporting incident/ statement from the lesson.</li> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments</li> </ul>
<b>May</b>	<b>A Tiger in the Zoo ~ Leslie Norris</b>	<p>To be able to</p> <ul style="list-style-type: none"> <li>- recite the poem with correct pause, stress and intonation</li> <li>- identify the use of poetic devices</li> <li>- contrast the tiger in the zoo with the tiger in the jungle</li> <li>- write a gist of the poem in their own words</li> </ul>	<p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>- Are zoos necessary for the protection or conservation of some species of animals?</li> <li>- Are they useful for educating the public?</li> <li>- Are there alternatives to zoos?</li> </ul> <p><b>Practice &amp; Assignment Worksheets</b></p>	<ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments</li> </ul>
<b>May</b>	<p><b>Two Stories about Flying</b>  <b>I. His First Flight ~ Liam O' Flaherty</b>  <b>II. Black Aeroplane ~ Frederick Forsyth</b></p>	<p>To be able to</p> <ul style="list-style-type: none"> <li>- deduce and state the meaning of difficult words with the help of clues in the text.</li> <li>- organize the events in the order in which they happened.</li> <li>- justify the title of the story</li> </ul>	<p><b>Reading of the text</b>  <b>Discussion:</b></p> <ul style="list-style-type: none"> <li>- Importance of independence, self-belief and confidence</li> <li>- Need for motivation to attain goals</li> <li>- Mysterious occurrences: Who helped the pilot of Dakota?</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments</li> </ul> <p><b>Weekly Test 1 (29.04.22):</b>  1. A Letter to God</p>

		<ul style="list-style-type: none"> <li>- analyse the character sketch of the protagonist</li> </ul>	<b>Art Integration:</b> Students will brainstorm the theme/ message conveyed through the lesson, 'His First Flight' and design a poster on the same. <b>Practice &amp; Assignment Worksheets</b>	2. Dust of Snow 3. Fire and Ice 4. Nelson Mandela: Long Walk to Freedom 5. A Triumph of surgery 6. Integrated Grammar 7. Letter to the Editor 8. Unseen passage
July	<b>How to Tell Wild Animals</b> ~ Carolyn Wells	To be able to <ul style="list-style-type: none"> <li>- state the specific behaviour of at least two animals</li> <li>- comment on the use of humour in the poem</li> <li>- frame at least two questions from the poem</li> </ul>	<b>Quizzing:</b> Students will ask questions from the stanza being discussed in the class. <b>Practice &amp; Assignment Worksheets</b>	<ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments</li> </ul> <b>Weekly Test 2 (08.07.22):</b> 1. Two Stories About Flying 2. A Tiger in the Zoo 3. The Thief's Story 4. Integrated Grammar 5. Letter of complaint 6. Unseen passage
July	<b>The Ball Poem ~ John Berryman</b>	To be able to <ul style="list-style-type: none"> <li>- explain the meaning of difficult words and phrases</li> <li>- summarize the poem in their own words</li> <li>- identify the use of poetic devices in the poem</li> <li>- comment on the themes of the poem</li> </ul>	<b>Class Discussion:</b> <ul style="list-style-type: none"> <li>- One should learn to accept and let go and not stick to something that we cannot have.</li> <li>- Messages conveyed through the poem</li> </ul> <b>Practice &amp; Assignment Worksheets</b>	<ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments</li> </ul>
July	<b>From the Diary of Anne Frank ~ Anne Frank</b>	To be able to <ul style="list-style-type: none"> <li>- find out the meaning of difficult words using a dictionary</li> <li>- debate on the given topic and put forth their viewpoint</li> <li>- analyse the character traits of Anne Frank and Mr. Keesing</li> </ul>	<b>Reading of the text</b> <b>Debate:</b> A real friend vs a diary <b>Discussion:</b> Paper has more patience than people <b>Web chart</b> for character sketches of Anne Frank & Mr. Keesing <b>Practice &amp; Assignment Worksheets</b>	<ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments</li> </ul>

July	<b>Amanda! ~ Robin Klein</b>	To be able to <ul style="list-style-type: none"> <li>- recite the poem in pairs (alternate stanzas)</li> <li>- comment on the themes of the poem</li> <li>- share personal experiences related to nagging</li> <li>- analyse the character traits of Amanda</li> <li>- narrate/ write the story of Rapunzel in brief.</li> <li>- share their childhood fantasies</li> <li>- summarize the poem in their own words/ write in the brief the central idea of the poem.</li> </ul>	<b>Narration:</b> Story of Rapunzel <b>Discussion:</b> Themes of the poem <ul style="list-style-type: none"> <li>- End of childhood</li> <li>- Expected behaviour of young women</li> <li>- Does Amanda want to postpone the process of growing up?</li> </ul> <b>Art Integrated Activity:</b> Compose a short poem expressing your fantasies as a teenager. <b>Worksheet No. 16</b>	<ul style="list-style-type: none"> <li>- Quiz using Google Form</li> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments through Google Classroom</li> </ul>
July	<b>Footprints Without Feet ~ H.G.Wells</b>	To be able to <ul style="list-style-type: none"> <li>- make a flowchart depicting sequence of events in the story</li> <li>- find out the meaning of difficult words using a dictionary</li> <li>- comment on the humour in the story</li> <li>- discuss how misuse of a scientific discovery can play havoc with humanity</li> </ul>	<b>Reading of the text</b> <b>Discussion:</b> <ul style="list-style-type: none"> <li>- Misuse of a scientific discovery can play havoc with humanity</li> <li>- Character traits of Griffin and Mrs. Hall</li> </ul> <b>Practice Worksheet &amp; Assignment</b>	<ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments</li> </ul>
July	<b>Glimpses of India I. A Baker from India ~ Lucio Rodrigues</b>	To be able to <ul style="list-style-type: none"> <li>- list some factors that contribute to unity in diversity</li> <li>- match the paragraphs with the headings</li> <li>- prepare a concept map on the various aspects of the passage</li> <li>- express opinions on whether the story is in the genre of a fairy tale</li> </ul>	<b>Reading of the text</b> <b>Art Integrated Activity: Panel Discussion:</b> Form small groups to research about Goa. Select one student from each group to be a panellist for a panel discussion about the state. <b>Technology</b> A Baker from Goa digital story <a href="https://www.youtube.com/watch?v=eixMnVZwB8Y">https://www.youtube.com/watch?v=eixMnVZwB8Y</a>	<ul style="list-style-type: none"> <li>- Quiz using Google Form</li> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments through Google Classroom</li> </ul>

		<ul style="list-style-type: none"> <li>- contribute meaningfully to a discussion on Goan culture</li> <li>- deduce the meanings of unfamiliar words.</li> </ul>	<b>Art Integrated Activity:</b> Compose any two newspaper headlines to sum up the content of the lesson. <b>Practice Worksheet &amp; Assignment</b>	
July	<b>Glimpses of India II. Coorg</b> ~ Lokesh Abrol	To be able to <ul style="list-style-type: none"> <li>- familiarize themselves and talk about a tourist place of India.</li> <li>- read and identify the main points of the text.</li> <li>- summarise the main points in the text</li> </ul>	<b>Reading of the text</b> <b>Flipped classroom</b> Students to go through the videos on Coorg and read up about the author <i>Lokesh Abrol</i> <b>Panel Discussion</b> <ul style="list-style-type: none"> <li>- Form small groups to research about Coorg</li> <li>- Select one student from each group to be a panellist for a panel discussion about the state.</li> </ul> <b>Art Integrated Activity:</b> Prepare a chart of feelings related words. Use different colours to represent different feelings/emotions. <b>Practice Worksheet &amp; Assignment</b>	<ul style="list-style-type: none"> <li>- Quiz using Google Form</li> <li>- Fishbowl: Students prepare five questions based on comprehension of the passage</li> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments through Google Classroom</li> </ul>
July	<b>Glimpses of India III. Tea from Assam</b> ~ Arup Kumar Datta	To be able to <ul style="list-style-type: none"> <li>- recall some interesting facts about the author Arup Kumar Datta</li> <li>- list some factors that contribute to unity in diversity in the country</li> <li>- prepare a concept map on the various aspects of the strategy on a chart paper.</li> <li>- contribute meaningfully to a discussion on the tea plantations of Assam</li> </ul>	<b>Reading of the text</b> <b>Flipped classroom</b> Students to go through the videos on Tea gardens of Assam and read up about the author <i>Arup Dutta</i> <b>Panel Discussion</b> Form small groups to research Assam and the tea growing and harvesting process. Select one student from each group to be a panellist for a panel discussion about the state. <b>Practice Worksheet &amp; Assignment</b>	<ul style="list-style-type: none"> <li>- Quiz using Google Form</li> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments through Google Classroom</li> </ul>
August	<b>The Trees</b> ~ Adrienne Rich	To be able to <ul style="list-style-type: none"> <li>- identify the use of poetic devices in the poem</li> <li>- explain the literal and symbolic meaning of the poem</li> <li>- interpret the theme of the poem</li> </ul>	<b>Research</b> about the author and share some information <b>Group Discussion:</b> What will happen if we curb the freedom of <ul style="list-style-type: none"> <li>-trees and plants</li> <li>-animals</li> </ul>	<ul style="list-style-type: none"> <li>- Quiz using Google Form</li> <li>- Oral questioning in the class</li> </ul>

		- answer at least two questions based on the poem	-humans <b>Practice Worksheet &amp; Assignment</b>	- Individual Tasking: Class and home assignments through Google Classroom
<b>August</b>	<b><u>Writing Skills</u></b> Letter placing an order Letter of Enquiry	To be able to - classify the different kinds of orders into different categories eg. for school purposes, for personal needs, for an organisation - make a list of value points to use in each category - compare and contrast the value points of the different categories - propose a few value points which should not be used in the letter - create a framework by sequencing the value points in order, such that the content of the letter gets a logical flow and a sense of completion - use the acquired knowledge to write a letter to place an order for sports equipment for the sports room - work in groups to peer edit - write five top tips for a model letter	<b>Brainstorm</b> The pre-requisites to write an effective letter <b>Group activity</b> Classification of kinds of orders under different categories <b>Individual Activity:</b> Write 5 top tips for writing a model letter for placing an order	Letter Writing task
<b>August</b>	<b>Assessment of Speaking and Listening Skills</b>	To be able to - speak for/ against the given topic - use the language and vocabulary appropriately	Research on the topic given during summer vacation	<b>Rubrics for ASL</b> - Interaction - Vocabulary - Relevance - Coherence of ideas - Pronunciation
<b>August</b>	<b>Analytical Paragraph – based on the given</b>	To be able to - analyse the given data	<b>Research:</b> Use of internet usage by various age groups	Write an analytical paragraph

	map/ chart/ report/ line graph	<ul style="list-style-type: none"> <li>- express ideas effectively</li> <li>- write a paragraph keeping in mind the given tips.</li> </ul>	<b>Group Activity:</b> Analyse the data	
<b>August</b>	<b>The Midnight Visitor ~ Robert Arthur</b>	To be able to <ul style="list-style-type: none"> <li>- find out and explain the meaning of at least five difficult words</li> <li>- summarize at least a part of the story in their own words</li> <li>- analyse character traits of Ausable, Fowler and Max</li> </ul>	<b>Research</b> about the author and share information about him. <b>Narration:</b> Quote real life experiences wherein they have acted calm and wise in a situation of danger and surprise <b>Practice Worksheet &amp; Assignment</b>	<ul style="list-style-type: none"> <li>- Quiz using Google Form</li> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments through Google Classroom</li> </ul>
<b>August</b>	<b>A Question of Trust ~ Victor Canning</b>	To be able to <ul style="list-style-type: none"> <li>- present their views on the main ideas contained in each paragraph</li> <li>- unlock the meaning of difficult words using different strategies</li> <li>- analyse the character traits of Horace Danby</li> </ul>	<b>Reading of the text</b> <b>Discussion:</b> There is no honour among thieves <b>Role Play:</b> Dialogue between the lady in red and Horace Danby <b>Practice Worksheet &amp; Assignment</b>	
<b>August</b>	<b>Mijbil the Otter ~ Gavin Maxwell</b>	To be able to <ul style="list-style-type: none"> <li>- sum up the story in their own words</li> <li>- analyse the theme of the lesson</li> </ul>	<b>Think-Pair-Share:</b> Make a list of the things you need to know about the pet in order to take good care of it. Eg: The food it eats <b>Research: Cooperative Learning</b> <ul style="list-style-type: none"> <li>- Each group to do their own research and report their findings in class.</li> <li>- What does the SPCA — the Society for the Prevention of Cruelty to Animals say about how to care for a pet</li> <li>- What animals can we keep as pets (some species are protected under the laws for wildlife preservation)</li> <li>- The laws for exporting and importing or trading in animals</li> <li>- Rules for transporting goods, pets, etc. on aircraft.</li> </ul> <b>Think-Pair-Share</b>	<ul style="list-style-type: none"> <li>- Quiz using Google Form</li> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments through Google Classroom</li> </ul>



			The ethics of keeping wild animals as pets: difficulties these may entail?	
<b>August</b>	<b>Fog ~ Carl Sandburg</b>	To be able to - analyse the extended metaphor in the poem and draw out the analogy	<b>Research</b> on the concept of Zoomorphism <b>Technology</b> <a href="https://www.youtube.com/watch?v=gTZb5HWFGIs">https://www.youtube.com/watch?v=gTZb5HWFGIs</a> Carl Sandburg's fog <b>Visuals</b> of the stages of formation of fog <b>Group Activity:</b> Create metaphors <b>Practice Worksheet &amp; Assignment</b>	- Oral questioning in the class  - Individual Tasking: Class and home assignments through Google Classroom
<b>August</b>	<b>The Making of a Scientist ~ Robert W. Peterson</b>	To be able to - create a flowchart depicting sequence of events in the story - frame atleast two questions from the text - analyse the charactertraits of Ebright	<b>Reading of the text</b>  <b>Technology</b>  <b>Listen to the poem:</b> Archimedes Principle  <b>Technology</b> Video Walk the talk <a href="http://www.youtube.com/watch?v=dKUOryUOt0E">http://www.youtube.com/watch?v=dKUOryUOt0E</a> - Ramakrishnan as he talks to journalist Shekhar Gupta <b>Art Integrated Activity:</b> Design a business card for Ebright from the story. The business card should be relevant to the context and should indicate the details of the character as they are presented in the story. <b>Practice Worksheet &amp; Assignment</b>	- Quiz using Google Form  - Oral questioning in the class  - Individual Tasking: Class and home assignments through Google Classroom
<b>September</b>	<b>Madam Rides the Bus ~ Vallikkannan</b>	To be able to - research and share a few points about the author - deduce the meaning of difficult words - analyse the character traits of Valli - answer textual questions	<b>Reading of the text</b> <b>Research</b> about the author and share information about him. <b>Class Discussion: The ability and courage to take risk is essential to fulfil one's dream.</b>  <b>Practice Worksheet &amp; Assignment</b>	- Quiz using Google Form  - Oral questioning in the class  - Individual Tasking: Class and home assignments through Google Classroom

September	<b>The Tale of Custard the Dragon</b> ~ Ogden Nash	To be able to - identify the use of poetic devices - comment on the use of humour in the poem - share information about the author - analyse the hidden message/ meaning of the text	<b>Recitation of the poem</b> <b>Watch the video:</b> Ballad of Birmingham <b>Group Activity:</b> In groups, elaborate the following points to summarize the poem: - Belinda and her pets - Custard Mocked - Pirate attack - Reaction of all the pets - The brave Custard - Custard not given his due <b>Discussion:</b> Barking dogs seldom bite ~ relevance to real life <b>Practice Worksheet &amp; Assignment</b>	<b>FIRST FLIGHT</b>  <b>Prose</b> 1. A Letter to God 2. Nelson Mandela - Long Walk to Freedom 3. Two Stories About Flying 4. From the Diary of Anne Frank 5. Glimpses of India 6. Mijbil the Otter <b>Poems</b> 1. Dust of Snow 2. Fire and Ice 3. A Tiger in the Zoo 4. How to Tell Wild Animals 5. The Ball Poem 6. Amanda! 7. The Trees <b>FOOTPRINTS WITHOUT FEET</b> 1. A Triumph of Surgery 2. The Thief's Story 3. The Midnight Visitor 4. A Question of Trust 5. Footprints Without Feet <b>Grammar:</b> Integrated Grammar 1. Tenses 2. Modals 3. Subject – verb concord 4. Reported speech - Commands and requests, Statements, Questions 5. Determiners <b>Writing Skills</b> 1. Formal Letters – Letter of complaint Letter of placing an order Letter of enquiry Letter to the editor 2. Analytical Paragraph
October	<b>The Sermon at Benares</b>	To be able to - speak about the life of Gautama Buddha	<b>Reading of the text</b> <b>Narration:</b> Sharing anecdote/ stories about Gautama Buddha	- Quiz using Google Form  - Oral questioning in the class

		<ul style="list-style-type: none"> <li>- narrate the story of Kisa Gotami</li> <li>- discuss the values learnt from the lesson</li> <li>- frame questions from the text</li> </ul>	<b>Think &amp; Share:</b> Values learnt from the lesson <b>Practice Worksheet &amp; Assignment</b>	<ul style="list-style-type: none"> <li>- Individual Tasking: Class and home assignments through Google Classroom</li> </ul>
October	For Anne Gregory ~ William Butler Yeats	To be able to <ul style="list-style-type: none"> <li>- research and share information about the author</li> <li>- justify the title</li> <li>- debate on current relationships and what they are based on</li> <li>- identify the poetic devices</li> <li>- frame ans answer questions</li> </ul>	<b>Class Discussion cum Debate</b> Whether unconditional love exists in today's day and age <b>Think-Pair-Share</b> Use of poetic devices <b>Practice Worksheet &amp; Assignment</b>	<ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments through Google Classroom</li> </ul>
October	The Necklace ~ Guy de Maupassant	To be able to <ul style="list-style-type: none"> <li>- make predictions about the text as a pre reading activity</li> <li>- contribute meaningfully to a discussion on the given questions</li> <li>- arrive at the themes of the story and how they apply in real life</li> <li>- create a new ending of the story</li> <li>- participate in the literature classroom</li> </ul>	<b>Reading of the text</b> <b>Literature Chatroom:</b> 1. How can we look at this story from the feminist perspective? What does it say about women? 2. Can you think when you kept a secret from someone for a similar reason? How did you handle it? 3. Is there a moral to this story? 4. Do you agree with Guy Maupassant that, "Women have no caste or class"? Today does this also apply to men? 5. Did the Loisel's choose the right action when they found the necklace missing? Did they have other choices? Why did they not choose another action? 6. Why was Madame Loisel unhappy with her life at the opening of the story? 7. Can you relate this story to anything else we have read or done in class? <b>Practice Worksheet &amp; Assignment</b>	<ul style="list-style-type: none"> <li>- Quiz using Google Form</li> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments through Google Classroom</li> </ul>
October	Bholi ~ K.A. Abbas	To be able to <ul style="list-style-type: none"> <li>- deduce the meaning of difficult words/ use a dictionary for the same.</li> </ul>	<b>Reading of the text</b> <b>Debate/ Discussion:</b> Dowry system in India – Is it still prevalent? <b>Think &amp; Share:</b>	<ul style="list-style-type: none"> <li>- Quiz using Google Form</li> <li>- Oral questioning in the class</li> </ul>

		<ul style="list-style-type: none"> <li>- summarize atleast a part of the story in their own words</li> <li>- list changes that they would like to bring in the society</li> <li>- participate in the debate cum discussion on the given topic</li> <li>- answer textual questions and RTCs.</li> </ul>	Character sketches of Bholi, Ramlal and the teacher <b>Art Integrated Activity:</b> Write a poem/ design a poster on 'Girl Education' <b>Practice Worksheet &amp; Assignment</b>	- Individual Tasking: Class and home assignments through Google Classroom
<b>October</b>	<b>The Proposal ~ Anton Chekov</b>	To be able to <ul style="list-style-type: none"> <li>- summarize at least a part of the story in his/ her own words.</li> <li>- draw a flowchart depicting sequence of events in the story</li> <li>- analyse the character traits of the main characters</li> <li>- identify the use of satire in the story</li> <li>- answer at least two textual questions</li> </ul>	<b>Reading of the text</b> <b>Experiential Learning</b> Interviewing a few teachers/ helpers in school to find out their views on importance of economic security in a marriage <b>Think-Pair-Share</b> <ul style="list-style-type: none"> <li>- List of customs similar to Indian ones</li> <li>- Customs different from Indian ones</li> </ul> <b>Web Chart</b> Character sketches <b>Discussion</b> Marriage for economic security – Relevance in today's world <b>Practice Worksheet &amp; Assignment</b>	<ul style="list-style-type: none"> <li>- Quiz using Google Form</li> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments through Google Classroom</li> </ul>
<b>October</b>	<b>The Book That Saved the Earth ~ Claire Boiko</b>	To be able to <ul style="list-style-type: none"> <li>- deduce the meaning of difficult words</li> <li>- share their viewpoint on the theme, 'Half knowledge is dangerous'</li> <li>- analyse the character traits of the two main characters.</li> <li>- contribute meaningfully to the discussion on the questions.</li> </ul>	<b>Individual</b> Sharing instances wherein half fed knowledge has proved to be disastrous <b>Cooperative Learning</b> Reading Mother Goose rhymes <b>Web Chart</b> Character traits of Think-Tank and Noodle	<ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments through Google Classroom</li> </ul>
<b>November</b>	<b>Writing Skills (Revision)</b>	To be able to <ul style="list-style-type: none"> <li>- classify the different kinds of orders into different categories eg. for school purposes, for</li> </ul>	<b>Brainstorm</b> The pre-requisites to write an effective letter <b>Group activity</b>	Letter Writing task

		<p>personal needs, for an organisation</p> <ul style="list-style-type: none"> <li>- make a list of value points to use in each category</li> <li>- compare and contrast the value points of the different categories</li> <li>- propose a few value points which should not be used in the letter</li> <li>- create a framework by sequencing the value points in order, such that the content of the letter gets a logical flow and a sense of completion</li> <li>- use the acquired knowledge to write a letter to place an order for sports equipment for the sports room</li> <li>- work in groups to peer edit</li> <li>- write five top tips for a model letter</li> </ul>	<p>Classification of kinds of orders under different categories</p> <p><b>Individual Activity:</b></p> <p>Write 5 top tips for writing a model letter for placing an order</p>	
<b>December</b>	<b>Revision</b>	<p>To be able to</p> <ul style="list-style-type: none"> <li>- frame and answer questions based on the topics mentioned in the syllabus</li> <li>- clear doubts, if any</li> <li>- attempt practice papers</li> </ul>	<p>Mock Tests</p> <p>Class Discussions</p> <p>Class Tests</p>	<p><b>Syllabus for Revision Test</b></p> <p><b>FIRST FLIGHT</b></p> <p><b>Prose</b></p> <ol style="list-style-type: none"> <li>1. A Letter to God</li> <li>2. Nelson Mandela - Long Walk to Freedom</li> <li>3. Two Stories About Flying</li> <li>4. From the Diary of Anne Frank</li> <li>5. Glimpses of India</li> <li>6. Mijbil the Otter</li> <li>7. Madam Rides the Bus</li> <li>8. The Sermon at Benares</li> <li>9. The Proposal (Play)</li> </ol> <p><b>Poems</b></p> <ol style="list-style-type: none"> <li>1. Dust of Snow</li> <li>2. Fire and Ice</li> <li>3. A Tiger in the Zoo</li> <li>4. How to Tell Wild Animals</li> <li>5. The Ball Poem</li> <li>6. Amanda!</li> <li>7. The Trees</li> </ol>

				8. Fog 9. The Tale of Custard the Dragon 10. For Anne Gregory <b>FOOTPRINTS WITHOUT FEET</b> 1. A Triumph of Surgery 2. The Thief's Story 3. The Midnight Visitor 4. A Question of Trust 5. Footprints Without Feet 6. The Making of a Scientist 7. The Necklace 8. Bholi 9. The Book That Saved the Earth <b>Grammar:</b> Integrated Grammar 1. Tenses 2. Modals 3. Subject – verb concord 4. Reported speech - Commands and requests, Statements, Questions 5. Determiners <b>Writing Skills</b> 1. Formal Letters – Letter of complaint Letter of placing an order Letter of enquiry Letter to the editor 2. Analytical Paragraph
January	Revision	To be able to - frame and answer questions based on the topics mentioned in the syllabus - clear doubts, if any - attempt practice papers	Mock Tests Class Discussions Class Tests	Pre-Board Exams: Same as Revision Test Syllabus

## विषय - हिंदी

मास	प्रकरण /उपविषय/ कालांश	प्राप्त उपलब्धियाँ/अधिगम बोध	गतिविधियाँ/ रचनात्मक-क्रियाकलाप	मूल्यांकन
मार्च	स्पर्श:- <b>बड़े भाई साहब-</b> पठन, स्पष्टीकरण आशय स्पष्ट, विषयबोध संबंधी प्रश्नोत्तर, मुहावरे <b>साखी</b> दोहों का सस्वर वाचन, व्याख्या- भावार्थ विषयबोध संबंधी प्रश्नोत्तर  व्याकरण मुहावरे-अर्थ, वाक्य प्रयोग	प्रत्येक छात्र, -प्रत्येक छात्र बाल मन की स्वभाविक इच्छाओं के परिपेक्ष्य में कहानी समझ पाएगा। -शिक्षा के साथ खेल-कूद भी स्वस्थ व्यक्तित्व के विकास के लिए अनिवार्य हैं समझ पाएगा। -पुस्तकीय ज्ञान के साथ व्यावहारिक ज्ञान का होना आवश्यक हैं- अपने अनुभवों पर चर्चा करते हुए समझ पाएगा। - भूमिका निर्वहन(रोल प्ले) द्वारा बड़े भाई साहब के व्यक्तित्व तथा छोटे भाई के शरारती स्वभाव को समझ पाएगा। -मनुष्य मात्र के स्वभाव एवं व्यवहार की जानकारी प्राप्त कर पाएगा। -समय के प्रबन्धन व व्यवहार कुशलता के प्रति जागरूक हो पाएगा। -बंधुत्व की भावना जीवन में क्यों आवश्यक है, जान पाएगा। -पाठ के लेखक के विचार तथा संदेश के प्रतिपादन पर सोच-विचार कर पाएगा।	-कार्यपत्र में दिए गए अपठित-गद्यांश को समझ कर विचार विनिमय करेंगे।  <u>कला एकीकरण</u> भूमिका निर्वहन -बड़े भाई साहब के व्यक्तित्व तथा छोटे भाई के व्यक्तित्व में अंतर। -समय नियोजन की महत्ता- समय सारिणी तैयार करना। -परीक्षा पास कर लेना ही योग्यता का आधार है- <b>पर वाद विवाद।</b> - दोहों का विभिन्न शैलियों में गायन-जैसे- रैप, जैज आदि।  कबीर ने अपनी साखियों में झूठी मान्यताओं, कुरीतियों एवं आडंबरों का खंडन किस प्रकार किया है- <b>लघु नाटिका।</b>	प्रश्नोत्तरी विधि द्वारा प्रश्नों के उत्तर पूछकर व उनका लेखन करवाकर। -कार्यपत्रों द्वारा, बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से।
अप्रैल शिक्षण दिवस <b>-१८</b>	स्पर्श- <b>साखी</b>          स्पर्श- <b>ततार्रा वामीरो कथा</b> पठन, स्पष्टीकरण,	- दोहों में वर्णित भावों को हृदयंगम कर पाएगा। - दोहों के भाव को अपने दैनिक जीवन के व्यवहार के संदर्भ में जोड़ कर देख पाएगा(मीठी वाणी से क्या लाभ है?) -भाषिक अभिव्यक्ति और व्याकरण संबंधी ज्ञान प्राप्त कर पाएगा। -साखी (दोहों) का वाचन कर भावानुभूति तथा सौंदर्यानुभूति का विकास कर पाएगा। -क्रिस्से -कहानियाँ, लोक कथाओं में अंतर को समझ पाएगा। -लोक कथाओं के महत्व को जान पाएगा। -परम्पराओं और रूढ़ियों के अंतर को समझ पाएगा। - रूढ़ियों एवं हानिप्रद परम्पराओं पर चर्चा कर पाएगा। -लोक कथा पर चर्चा करते हुए व्याख्यात्मक तथा समीक्षात्मक अर्थ बोध ग्रहण कर पाएगा।	- दोहों का विभिन्न शैलियों में गायन-जैसे- रैप, जैज आदि। -कबीर ने अपनी साखियों में झूठी मान्यताओं, कुरीतियों एवं आडंबरों का खंडन किस प्रकार किया है- <b>लघु नाटिका।</b>  -देश -विदेश की विभिन्न लोकथाओं का संकलन। -अंडमान निकोबार द्वीप समूह के पारम्परिक लोक संगीत/वाद्य यंत्रों की जानकारी एकत्र कर कक्षा में प्रस्तुतीकरण। मीरा के पदों का गायन /मीरा के जीवन की किसी भी घटना का नाट्य मंचन/ स्वरचित लघु कथा का मंचन	प्रश्नोत्तरी विधि द्वारा प्रश्नों के उत्तर पूछकर व उनका लेखन करवाकर। -कार्यपत्रों द्वारा, बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से।

	आशय स्पष्ट, विषयबोध संबंधी प्रश्नोत्तर स्पर्श- मीरा के पद व्याख्या-भावार्थ विषयबोध संबंधी प्रश्नोत्तर व्याकरण- वाक्य रूपांतरण, समास रचनात्मक लेखन —औपचारिक पत्र लेखन ,सूचना लेखन <ul style="list-style-type: none"> <li>विज्ञापन लेखन</li> </ul>	पदों की भावानुभूति तथा सौंदर्यानुभूति से परिचित हो पाएगा। काव्य के भावों को बोधगम्य करके अपने शब्दों में प्रस्तुत कर पाएगा।		
मई	<b>हरिहर काका (५)</b> पठन, स्पष्टीकरण विषयबोध संबंधी प्रश्नोत्तर  स्पर्श-मनुष्यता (कविता) कवि परिचय -प्रतिपाद्य -भावार्थ -कार्यपत्र -प्रश्नोत्तर	-हरिहर काका पाठ का पठन कर समाज और परिवार के संबंध को समझ पाएगा। -ग्रामीण परिवेश एवं व्यवहार को जान पाएगा। ग्रामीण मानसीकता में धर्म के स्थान को पहचान पाएगा। - ग्रामीण जीवन में समाज में व्याप्त जीवन की जटिलता और सामाजिक संवेदनहीनता पर अपने विचार प्रकट कर पाएगा। मनुष्य मात्र के स्वभाव एवं व्यवहार पर चर्चा कर पाएगा। -व्याकरणिक कोटियों का अभ्यास कार्य। - मनुष्य में परोपकार, उदारता, सहानुभूति जैसे गुण ही वास्तव में उसे मनुष्य बनाते हैं-पर चर्चा कर पाएगा। -महान व्यक्ति जैसे रतिदेव, कर्ण, दधीचि ऋषि के परोपकारी जीवन कथा को स्पष्ट समझ पाएगा। -कक्षा चर्चा द्वारा प्रश्न-उत्तर पर चर्चा कर पाएगा।  - रचना के आधार पर वाक्य रूपांतरण का अभ्यास कर पाएगा। -सार्वजनिक सूचना,घोषणा या ध्यानाकर्षण के लिए विज्ञापन का प्रयोग कर पाएगा। -प्रदत्त विषय पर औपचारिक पत्र लेखन कर पाएगा। -प्रदत्त संकेत बिंदुओं के आधार पर लघु कथा लिख पाएगा।	'निदा फ़ाज़ली ने ठीक ही कहा है -पहले हर चीज़ थी अपनी मगर अब लगता है,अपने ही घर में किसी दूसरे के घर के हम है।' -परिचर्चा  १-कविता की कुछ पंक्तियों दे दी जाएँगी -कुछ छात्र सस्वर वाचन करेंगे कुछ गायन करेंगे,कुछ छात्र चित्र बनाएँगे,कुछ कहानी/ लेख लिखेंगे। मूल्यांकन बिंदु-(गीत / कहानी) -अभिव्यक्ति -आरोह-अवरोह -उच्चारण -प्रस्तुतीकरण	अधिगम का आकलन हेतु विभिन्न गतिविधियों के माध्यम से सीखने की संप्राप्तियों का मूल्यांकन किया जाएगा। -प्रश्नोत्तरी विधि द्वारा प्रश्नों के उत्तर पूछकर व उनका लेखन करवाकर। कार्यपत्र प्रारूपानुसार विज्ञापन निर्माण द्वारा प्रारूपानुसार औपचारिक पत्र लेखन द्वारा प्रारूपानुसार सूचना लेखन द्वारा। <u>(साप्ताहिक परीक्षा)</u> <u>२०.०५.२०२२</u> स्पर्श-बड़े है साहब साखी, तर्तार वामीरो कथा व्याकरण -मुहावरे, वाक्य रूपांतरण विज्ञापन लेखन



	व्याकरण- -रचना के आधार पर वाक्य रूपांतरण -मुहावरे -रचनात्मक लेखन -औपचारिक पत्र लेखन -सूचना लेखन -लघु कथा लेखन			
जुलाई (२०)	स्पर्श- <b>मनुष्यता</b> (कविता) <b>कवि परिचय</b> -प्रतिपाद्य,भावार्थ(५) -कार्यपत्र  अब कहाँ दूसरों के दुःख से दुखी होने वाले (५) पर्वत प्रदेश में पावस (२)व्याकरण-समास (२) -पदबंध (४) -रचनात्मक लेखन सूचना लेखन (२) विज्ञापन लेखन (१)	मनुष्य मात्र के स्वभाव एवं व्यवहार पर चर्चा कर पाएगा। - मनुष्य में परोपकार, उदारता, सहानुभूति जैसे गुण ही वास्तव में उसे मनुष्य बनाते हैं-पर चर्चा कर पाएगा। -महान व्यक्ति जैसे रतिदेव, कर्ण, दधीचि ऋषि के परोपकारी जीवन कथा को स्पष्ट समझ पाएगा। -पठित पदों के माध्यम से दूसरों के हितचिंतन को सर्वोपरि मानने की भावना का विकास कर पाएगा। -कविता के अंत में नवीन तथा कठिन शब्दों को रेखांकित कर उनके अर्थ जान पाएगा। जैसे-सुमृत्यु, अमर्त्य-अंक,क्षुधार्थ, करस्थ, परार्थ -सामासिक शब्दों जैसे त्रिलोकनाथ का ज्ञान प्राप्त कर पाएगा। -कविता को गीत के रूप में सुनकर कविता की लय और ताल का आनंद उठा पाएगा। -कक्षा चर्चा द्वारा प्रश्न-उत्तर पर चर्चा कर पाएगा। आधुनिक युग में प्रकृति की दशा पर अपने विचार अभिव्यक्त कर पाएगा। विकार कार्यों को पर्यावरण की दृष्टि पर महत्व देकर अपने भावों को व्यक्त कर पाएगा।	-कविता की कुछ पंक्तियों दे दी जाएँगी -कुछ छात्र सस्वर वाचन करेंगे कुछ गायन करेंगे,कुछ छात्र चित्र बनाएँगे,कुछ कहानी/ लेख लिखेंगे। मूल्यांकन बिंदु-(गीत / कहानी) -अभिव्यक्ति -आरोह-अवरोह -उच्चारण -प्रस्तुतीकरण २- विचाराभिव्यक्ति -व्यक्ति व समाज परस्परवलंबी है।  'पेड़ लगाओ पेड़ बचाओ' विषय पर विज्ञापन। २- विचाराभिव्यक्ति - किसी घटना का वर्णन जब किसी पशु/पक्षी के प्रति अपनी संवेदना को प्रकट किया हो।	प्रश्नोत्तरी विधि द्वारा प्रश्नों के उत्तर पूछकर व उनका लेखन करवाकर। -कार्यपत्रों द्वारा, बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से।  <u>२८/७/२२</u> <b>(साप्ताहिक परीक्षा)</b> स्पर्श- मनुष्यता, अब कहाँ दूसरों के दुःख से दुखी होने वाले संचयन - हरिहर काका व्याकरण- -रचना के आधार पर वाक्य रूपांतरण, समास <b>लेखन</b> सूचना लेखन

अगस्त (१९)	<p>स्पर्श- डायरी का एक पन्ना (३)</p> <p>तोप (कविता)(२)</p> <p>कर चले हम फ़िदा (गीत) (३)</p> <p>संचयन- सपनों के से दिन (३)</p> <p>व्याकरण-</p> <p>-रचना के आधार पर वाक्य रूपांतरण (१)</p> <p>-मुहावरे (१)</p> <p>-रचनात्मक लेखन ई-मेल लेखन (२)</p>	<p>डायरी लेखन विधा से परिचित हो प्रदत्त विषय पर अपने विचारों की अभिव्यक्ति डायरी लेखन द्वारा कर पाएगा।</p> <p>आज़ादी के महत्व को समझते हुए देशप्रेम की भावना जाग्रत कर पाएगा।</p> <p>सभाओं व उत्सवों का प्रविवेचन तैयार करना सीख पाएगा।</p> <p>प्रत्यक्ष घटनाओं का वर्णन कर पाएगा।</p> <p>प्रतीक और धरोहर के महत्व को समझते हुए कविता के भाव को समझ पाएगा।</p> <p>विरासत में मिली चीज़ों की देखभाल करनी चाहिए और उन्हें संभाल कर रखने की आवश्यकता को समझ पाएगा।</p> <p>-अमूल्य आज़ादी के प्रति साहस भाव से परिचित हो पाएगा।</p> <p>-देश की सीमा की रक्षा करने वाले सैनिकों की अभिलाषा कि देश की रक्षा के लिए प्राण तक दे देना वाज़िब है- को समझ पाएगा।</p> <p>देश व्यक्तिगत हित से बढ़ है-इस भावना को समझ पाएगा।</p> <p>- गाँव का जीवन, गांववालों का शिक्षा के प्रति दृष्टिकोण को समझ पाएगा।-गाँव के बच्चों का रंग-ढंग आदि का जीता-जागता वर्णन/चित्रण पढ़ कर कहानी के भाव को समझ पाएगा।</p> <p>-शारीरिक दंड बच्चों के विकास में बाधक है पर चर्चा कर पाएगा।</p> <p>-बच्चों के विकास में शिक्षा के साथ खेल का उचित समन्वय होना ज़रूरी है पर अपने विचार प्रकट कर पाएगा।</p>	<p>१-आज़ादी के लिए किए गए संघर्षों पर विचाराभिव्यक्ति</p> <p>२-परतंत्र एवं स्वतंत्र भारत में महिलाओं का योगदान एवं भूमिका में अंतर-परिचर्चा।</p> <p>देश भक्तों का पात्र चरित्रांकन</p> <p>छात्रों का एक समूह कुछ (५) स्वतंत्रता सेनानियों सैनिकों के बारे में जानकारी एकत्र कर उनके योगदान को कहानी के रूप में लिखेंगे।</p> <p>‘देश व्यक्तिगत हित से बढ़ा है’/</p> <p>‘फ़िल्मों का समाज पर प्रभाव’ विषय पर वाद-विवाद।</p> <p>‘अनुशासन के लिए दंड आवश्यक’ - परिचर्चा</p>	<p>अधिगम का आकलन हेतु विभिन्न गतिविधियों के माध्यम से सीखने की संप्राप्तियों का मूल्यांकन किया जाएगा।</p> <p>-प्रश्नोत्तरी विधि द्वारा प्रश्नों के उत्तर पूछकर व उनका लेखन करवाकर।</p> <p>कार्यपत्रों द्वारा, बहुविकल्पीय प्रश्न, प्रदत्त कार्य</p>
सितंबर	स्पर्श-आत्मत्राण (कविता)(४)	<p>जीवन में आने वाली प्रत्येक चुनौती का सामना हिम्मत से करने की भावना को समझ पाएगा।</p> <p>आत्मविश्वास बनाए रखने की सीख को समझ पाएगा।</p> <p>जीवन में आने वाली समस्या का सामना किस प्रकार किया जा सकता है पर चर्चा कर कविता के भाव को समझ पाएगा।</p>	<p>परिश्रम या भाग्य-परिचर्चा</p> <p>जीवन में आने वाली समस्या का सामना किस प्रकार किया जा सकता है-अनुच्छेद लेखन</p>	<p><b>मध्यावधि परीक्षा</b></p> <p>स्पर्श-बड़े भाई साहब,ततार्रा वामीरो कथा, अब कहाँ दूसरों के दुःख से दुखी होने वाले, - डायरी का एक पन्ना,</p> <p>साखी,मीरा के पद, मनुष्यता,तोप,</p> <p>कर चले हम फ़िदा,आत्मत्राण</p>



	तीसरी क़सम के शिल्पकार	फ़िल्म अभिनेता राजकपूर का फ़िल्मी सफ़र पर अपने विचार व्यक्त कर पाएगा। ' तीसरी क़सम को मिलने वाले पुरस्कार की सूची बना पाएगा। शैलेंद्र का संगीतकार शंकर-जयकिशन के साथ विवाद को समझ पाएगा। हिन्दी फ़िल्मों की कमज़ोरी पर चर्चा कर पाएगा।		
नवंबर	संचयन-टोपी शुक्ला -रचनात्मक लेखन ई-मेल लेखन लघु कथा लेखन	'टोपी शुक्ला' कहानी के संदर्भ को समझते हुए जीवन में मित्रों की महत्ता पर चर्चा करते हुए अपने अनुभव बता पाएगा। -शिक्षा की उपयोगिता समझते हुए शिक्षा प्रणाली की तुलनात्मक जानकारी सहभागिता के माध्यम से प्राप्त कर पाएगा। -खेल और शिक्षा में समन्वय स्थापित करना जान पाएगा।	'आपकी कल्पना का आदर्श शिक्षक'- विचाराभिव्यक्ति	पुनरावृत्ति परीक्षा संपूर्ण पाठ्यक्रम
दिसंबर	स्पर्श- पठित पाठों का प्रत्यसमरण एवं बोर्ड परीक्षा प्रश्नपत्रों का पूर्वावलोकन करते हुए लिखित और चर्चात्मक पुनरावृत्ति। पठित कविताओं का प्रत्यसमरण एवं बोर्ड परीक्षा प्रश्नपत्रों का पूर्वावलोकन करते हुए लिखित और चर्चात्मक पुनरावृत्ति।	पाठों एवं कविताओं के संदेश के प्रतिपादन पर सोच- विचार कर पाएगा। -कक्षा चर्चा में अपने विचार व्यक्त कर पाएगा। -कक्षा में हो रही पुनरावृत्ति में भाग ले पाएगा। -कक्षा में हो रही चर्चा से संबंधित कम-से-कम तीन से चार वाक्य बोल पाएगा।	पठित सामग्री के विचारावेश में अपनी सहभागिता का प्रदर्शन करेंगे। - पठित सामग्री से सम्बंधित सामूहिक गतिविधियाँ में भाग लेंगे।	प्रश्नोत्तरी विधि द्वारा प्रश्नों के उत्तर पूछकर व उनका लेखन करवाकर। -कार्यपत्रों द्वारा, बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन-गूगल प्रपत्रों पर अभ्यास के मूल्यांकन द्वारा <b>पूर्व बोर्ड परीक्षा</b> पुनरावृत्ति परीक्षा संपूर्ण पाठ्यक्रम
जनवरी	व्याकरण-समास, मुहावरे, वाक्य रूपांतरण,पदबंध के नियमों का प्रत्यस्मरण एवं बोर्ड परीक्षा प्रश्नपत्रों का पूर्वावलोकन करते हुए लिखित और चर्चात्मक पुनरावृत्ति। लेखन-औपचारिक पत्र,अनुच्छेद,सूचना लेखन,विज्ञापन रचना के प्रारूप का प्रत्यस्मरण एवं बोर्ड परीक्षा प्रश्नपत्रों का पूर्वावलोकन करते हुए लिखित और चर्चात्मक पुनरावृत्ति।	कक्षा चर्चा में अपने विचार व्यक्त कर पाएगा। -कक्षा में हो रही पुनरावृत्ति में भाग ले पाएगा। -कक्षा में हो रही चर्चा से संबंधित कम-से-कम तीन से चार वाक्य बोल पाएगा। -लिखित अभ्यास कार्य कर पाएगा। -प्रारूप के अनुसार २५-३० शब्दों में दिए गए विषय पर सूचना लिख पाएगा। - प्रारूप के अनुसार औपचारिक पत्र लिख पाएगा। -प्रदत्त विषय पर विज्ञापन रचना कर पाएगा।	पठित सामग्री के विचारावेश में अपनी सहभागिता का प्रदर्शन करेंगे। - पठित सामग्री से सम्बंधित सामूहिक गतिविधियाँ में भाग लेंगे।	प्रश्नोत्तरी विधि द्वारा प्रश्नों के उत्तर पूछकर व उनका लेखन करवाकर। -कार्यपत्रों द्वारा, बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन-गूगल प्रपत्रों पर अभ्यास के मूल्यांकन द्वारा <b>पूर्व बोर्ड परीक्षा</b> पुनरावृत्ति परीक्षा संपूर्ण पाठ्यक्रम

## MATHEMATICS

MONTH	TOPICS / NUMBER OF PERIODS	LEARNING OUTCOMES	ACTIVITIES	ASSESSMENTS
MARCH	<p>Topic: Essential Concepts (1)</p> <p>Topic: Number System Bridge Course (1)</p>	<p>Each student will be able to:</p> <p>(i) recall and apply the previously learnt essential concepts of class IX</p> <p>(ii) recall and state the interrelations between various number systems</p> <p>(iii) find HCF and LCM of given numbers</p>	<ul style="list-style-type: none"> <li>Students will read the handout given in class IX on Number System and the video links shared on Google Classroom to revise the parts of number system and the interrelations between them, HCF and LCM of numbers and clarify their doubts, if any.</li> </ul>	<ul style="list-style-type: none"> <li>Oral Questions</li> <li>Google Form /Quiz for diagnosing the learning gaps</li> <li>Class Participation: Written and oral</li> </ul>
	Topic: Real Numbers (5)	<p>Each student will be able to:</p> <p>(i) state and represent the interrelations between number systems</p> <p>(ii) state Euclid's Division Lemma</p> <p>(iii) state and apply Euclid's Division Algorithm to find the HCF of given numbers</p> <p>(iv) state and apply the Fundamental Theorem of Arithmetic</p> <p>(v) find HCF and LCM of the given numbers by prime factorization method</p> <p>(vi) state and apply the relationship between HCF and LCM of given numbers</p> <p>(vii) write the irrationality proofs</p> <p>(viii) state whether a given rational</p>	<ul style="list-style-type: none"> <li>Students will solve questions from Ex-1.1, 1.2,1.3 and 1.4 of NCERT Textbook and Assignment on Real Numbers including the case studies</li> <li><b>Art Integration</b> Students will draw Venn diagram for representing the Real Number System</li> <li>Students will read the given flowchart, Mind Map and Handout on Real Numbers</li> <li>Students will read and practice solved examples of NCERT Textbook</li> <li>Students will watch the related videos shared on Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Oral Questions</li> <li>Few questions from Ex-.1.1, 1.2,1.3 and 1.4 of NCERT Textbook and Assignment (Work submission)</li> <li>Online Quiz-Google Form</li> <li>Class Participation: Written and oral</li> <li>Art integrated learning</li> </ul>

		<p>number is terminating or non-terminating,</p> <p>(ix) convert given rational number into a decimal</p> <p>(x) predict if a given decimal expansion is rational or irrational, giving reasons</p>		
	Topic: Polynomials-Bridge course (1)	<p>Each student will be able to:</p> <p>(i) recall, revise and apply the algebraic identities</p> <p>(ii) divide two polynomials by long division method</p> <p>(iii) recall and state the types of polynomials on the basis of number of terms as well as on the basis of its degree</p>	Students will recall, revise and apply the algebraic identities, division of polynomials and classification of polynomials done in Class IX and clarify their doubts, if any.	<ul style="list-style-type: none"> <li>• Oral Questions</li> <li>• Written Questions</li> </ul>
	Topic: Polynomials (1)	<p>Each student will be able to:</p> <p>(i) interpret the type of polynomial and the number of zeroes of the polynomial from its graph</p> <p>(ii) find the zeroes of a quadratic polynomial and verify the relationship between the zeroes and coefficients of the polynomial</p>	<ul style="list-style-type: none"> <li>• Students will solve questions from Ex-2.1 and 2.2 of NCERT Textbook</li> <li>• Students will read solved examples from NCERT</li> <li>• Students will read the given flowchart, Mind Map and Handout on Polynomials</li> <li>• Students will watch the related videos shared on Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Questions</li> <li>• Few questions from Ex-2.1 and 2.2 of NCERT Textbook (Work submission)</li> <li>• Class Participation: Written and oral</li> </ul>
APRIL	Topic: Polynomials (Contd.) (6)	<p>Each student will be able to:</p> <p>(i) find the zeroes of a polynomial (quadratic and cubic) and verify the relationship between the</p>	<ul style="list-style-type: none"> <li>• Students will solve questions from Ex- 2.2 and 2.3 of NCERT Textbook and Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Questions</li> <li>• Few questions from Ex-2.2 and 2.3 of NCERT Textbook and Assignment</li> </ul>

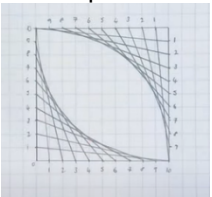
		zeroes and coefficients of a polynomial (ii) obtain a quadratic polynomial, given sum and product of its zeroes (iii) divide a polynomial by another polynomial and verify the result using division algorithm	on Polynomials including case studies <ul style="list-style-type: none"> <li>Students will read the given flowchart, Mind Map and Handout on Polynomials</li> <li>Students will read and practice solved examples of NCERT Textbook</li> <li>Students will watch the related videos shared on Google Classroom</li> </ul>	(Work Submission) <ul style="list-style-type: none"> <li>Online Quiz-Google Form</li> <li>Class Participation: Written and oral</li> </ul>
	Topic: Linear Equations in Two Variables  Bridge Course (1)	Each student will be able to: (i) solve a linear equation in two variables algebraically (ii) represent a linear equation in two variables graphically	Students will recall and revise the mentioned topics and clarify their doubts, if any. They will also apply algebraic as well as graphical methods for solving given linear equations in two variables	<ul style="list-style-type: none"> <li>Oral and written Questions</li> <li>Graphs for diagnosing the learning gaps</li> </ul>
	Topic: Pair of Linear Equations in Two Variables (12)	Each student will be able to: (i) convert a daily life situation into a pair of linear equations in two variables (ii) find the solution of a given pair of linear equations in two variables graphically (iii) compare the coefficients of a pair of linear equations in two variables to state: (a) the type of graphical representation (b) number of solutions (c) whether the pair of equations is consistent or inconsistent	<ul style="list-style-type: none"> <li>Students will solve questions from Ex-3.1, 3.2, 3.3, 3.4, 3.5 and 3.6 of NCERT Textbook and Assignment on A Pair of Linear Equations in Two Variables Including case studies</li> <li>Students will read and practice solved examples of NCERT Textbook</li> <li><b>Art Integration</b> Graphing Art- Rangoli Students will apply knowledge gained on graphs of linear</li> </ul>	<ul style="list-style-type: none"> <li>Oral Questions</li> <li>Few questions from Ex-3.1, 3.2, 3.3, 3.4, 3.5 and 3.6 of NCERT Textbook and Assignment (Work Submission)</li> <li>Online Quiz-Google Form</li> <li>Class Participation: Written and oral</li> <li>Art integrated learning</li> </ul>

		<p>(iv) find the solution of a given pair of linear equations in two variables algebraically</p> <p>(v) apply mathematical knowledge to solve real life situations by converting them into a pair of linear equations in two variables and solving them algebraically</p>	<p>equations in one or two variables and showcase their creativity on a graph paper.</p> <ul style="list-style-type: none"> <li>Students will read the given flowchart, Mind Map and Handout on A Pair of Linear Equations in Two Variables</li> <li>Students will read and practice solved examples of NCERT Textbook</li> <li>Students will watch the related videos shared on Google Classroom</li> </ul>	
	<p>Lab Activity (1)</p> <p>Topic: Pair of Linear Equations in Two Variables</p>	<p>Each student will be able to: obtain the conditions for consistency of a system of linear equations in two variables by graphical method</p>	<ul style="list-style-type: none"> <li>Students will perform the mentioned activity on consistency of a system of linear equations in two variables in lab file using graph papers</li> </ul>	<ul style="list-style-type: none"> <li>SE Activity</li> <li>Neatness and accuracy of the activity done (Work Submission)</li> </ul>
	<p>Topic: Quadratic Equations (5)</p>	<p>Each student will be able to:</p> <p>(i) state the standard form of quadratic equation</p> <p>(ii) check whether a given equation is quadratic or not</p> <p>(iii) obtain the roots of quadratic equation by 2 methods -</p> <p>(a) by using factorization</p> <p>(b) by applying the quadratic formula</p>	<ul style="list-style-type: none"> <li>Students will solve questions from Ex- .1,4.2 and 4.3 of NCERT Textbook</li> <li>Students will read the given flowchart, Mind Map and Handout on Quadratic Equations</li> <li>Students will read and practice solved examples from NCERT Textbook</li> <li>Students will watch the</li> </ul>	<ul style="list-style-type: none"> <li>Oral Questions</li> <li>Few questions from Ex-4.1,4.2 and 4.3 of NCERT Textbook (Work Submission)</li> <li>Class Participation: Written and oral</li> </ul>



			related videos shared on Google Classroom	
MAY	Topic: Quadratic Equations (8)	<p>Each student will be able to:</p> <p>(i) obtain the roots of quadratic equation by applying the quadratic formula</p> <p>(ii) demonstrate the strategies of finding roots and determine the nature of roots of a quadratic equation</p> <p>(iii) represent a given situation into a quadratic equation and state whether that given situation is possible or not and solve it, if possible.</p> <p>(iv) compute the discriminant of a quadratic equation and hence comment upon the nature of the roots of quadratic equation</p>	<ul style="list-style-type: none"> <li>Students will solve questions from Ex- 4.3 and 4.4 of NCERT</li> </ul> <p>Textbook and Assignment on Quadratic Equations including case studies</p> <ul style="list-style-type: none"> <li>Students will read the given flowchart, Mind Map and Handout on Quadratic Equations</li> <li>Students will read and practice solved examples from NCERT Textbook</li> <li>Students will watch the related videos shared on Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Oral Questions</li> <li>Few questions from Ex-4.3 and 4.4 of NCERT Textbook and Assignment (Work Submission)</li> <li>Online Quiz-Google Form</li> <li>Class Participation: Written and oral</li> <li><b>Weekly Test –I</b> on 13.05.22</li> </ul> <p><b>Syllabus:</b>  Topic: Real Numbers  Topic: Polynomials  Topic: Pair of Linear Equations in Two Variables</p>
	Topic: Arithmetic Progressions (18)	<p>Each student will be able to:</p> <p>(i) identify if the given sequence is an AP or not</p> <p>(ii) compute the common difference of an AP and hence write its subsequent terms</p> <p>(iii) interpret and analyze different situations from daily life which can be solved by applying concept of AP</p> <p>(iv) state two formulae of <math>S_n</math></p>	<ul style="list-style-type: none"> <li>Students will solve questions from Ex- 5.1, 5.2 and 5.3 of NCERT Textbook on Arithmetic Progressions including case studies</li> <li>Students will read the given flowchart, Mind Map and Handout on Arithmetic Progressions</li> <li>Students will read and practice solved</li> </ul>	<ul style="list-style-type: none"> <li>Oral Questions</li> <li>Few questions from Ex-5.1, 5.2 and 5.3 of NCERT Textbook and Assignment (Work submission)</li> <li>Online Quiz-Google Form</li> <li>Class Participation: Written and oral</li> </ul>

		(v) apply the formulae for $S_n$ in different situations (vi) find the $p^{\text{th}}$ term from the end of a given AP (vii) obtain an AP given $a_n$ or $S_n$	examples from NCERT Textbook • Students will watch the related videos shared on Google Classroom	
JULY	Topic: Arithmetic Progressions (3)  HHW Discussion and doubt clarification (2)	Each student will be able to: (i) interpret and analyze different situations in an AP (statement questions) and solve them by applying formulae for $a_n$ and $S_n$ (ii) assess their solutions to questions given in Revision Assignments during vacation after discussion in the class and get their doubts clarified followed by corrections, if any.	• Students will solve questions from Ex- 5.3 of NCERT Textbook and Assignment on Arithmetic Progressions including case studies • They will read and practice solved examples from NCERT Textbook • They will do corrections, if any, of the questions solved from 5 Revision Assignments given for practice during summer vacation	• Oral Questions • Few questions from Ex- 5.3 of NCERT Textbook and Assignment (Work submission) • Online Quiz-Google Form • Class Participation: Written and oral
	Topic: Triangles (10)	Each student will be able to: (i) identify congruent and similar figures (ii) distinguish between congruency and similarity of triangles. (iii) state and apply rules for similarity of plane figures (iv) state, prove and apply Basic Proportionality Theorem (v) state and apply the rules for similarity of $\Delta$ s in different situations viz. AAA/AA, SSS, SAS	• Students will solve questions from Ex-6.,6.2 and 6.3 of NCERT Textbook and Assignment on Triangles including case studies • <b>Art Integration Proportional Art</b> Congruency and similarity in figures influenced the cultural heritage of our country, specially the Tribal Art. Prepare an art piece connecting congruency and similarity with the tribal art of India.	• Oral Questions • Few questions from Ex- 6.1,6.2 and 6.3 of NCERT Textbook and Assignment (Work Submission) • Online Quiz-Google Form • Class Participation: Written and oral Art integrated learning

			<ul style="list-style-type: none"> <li>• They will read the flowchart, Mind Map and Handout on the topic</li> <li>• They will read and practice solved examples from NCERT Textbook</li> <li>• Students will watch the related videos shared on Google Classroom</li> </ul>	
	Topic: Coordinate Geometry (8)	<p>Each student will be able to:</p> <p>(i) state the distance formula</p> <p>(ii) apply distance formula to:</p> <p>(a) calculate distance between two points</p> <p>(b) determine if the three given points are collinear or not</p> <p>(c) calculate the coordinates of a point equidistant from the two given points</p> <p>(d) interpret the type of triangle or quadrilateral</p> <p>(e) calculate the distance of a point from origin</p> <p>(iii) state the section formula and apply it to:</p> <p>(a) obtain the ratio in which a point divides the line segment internally</p> <p>(b) given the ratio, obtain the coordinates of</p>	<ul style="list-style-type: none"> <li>• Students will solve questions from Ex- 7.1 and 7.2 of NCERT Textbook and Assignment on Coordinate Geometry including case studies</li> <li>• <b>Art Integration</b> Students will create amazing patterns and designs using the coordinate axes <a href="https://youtu.be/ihGiJLYrNWw">https://youtu.be/ihGiJLYrNWw</a></li> </ul> <p>Example</p>  <ul style="list-style-type: none"> <li>• They will read the flowchart, Mind Map and Handout on the topic</li> <li>• They will read and practice solved examples from NCERT Textbook</li> <li>• Students will watch the related videos shared on Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Questions</li> <li>• Few questions from Ex-7.1 and 7.2 of NCERT Textbook and Assignment (Work Submission)</li> <li>• Online Quiz-Google Form</li> <li>• Class Participation: Written and oral</li> <li>• Art integrated learning</li> </ul>

		<p>the points dividing the line segment</p> <p>(c) compute the points of trisection of a line segment</p>		
	Topic: Probability (3)	<p>Each student will be able to:</p> <p>(i) cite examples from daily life situations based on applications of probability</p> <p>(ii) distinguish between experimental and theoretical probability</p> <p>(iii) apply the formulae and numerically compute the probability of events such as tossing a coin, deck of cards, rolling a die etc.</p> <p>(iv) interpret the probability of a sure event, impossible event, elementary and complementary events</p> <p>(v) prove that the sum of probabilities of all elementary events in an experiment always 1</p>	<ul style="list-style-type: none"> <li>Students will learn and apply the formula for finding the probability of an event to solve questions from Ex-15.1 and Assignment</li> <li>They will read the flowchart, Mind Map and Handout on the topic</li> <li>They will read and practice solved examples from NCERT Textbook</li> <li>Students will watch the related videos shared on Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Few questions from Ex- 15.1 of NCERT Textbook and Assignment (Work submission)</li> <li>Class Participation: Written and oral</li> <li>Online Quiz-Google Form</li> </ul>
	Lab Activity (1) Topic: Arithmetic Progressions	Each student will be able to: verify that the given sequence is an arithmetic progression	<ul style="list-style-type: none"> <li><b>SE Activity</b> Students will perform the mentioned activity on AP in lab file</li> </ul>	<ul style="list-style-type: none"> <li>Neatness and accuracy of the activity done (Work Submission)</li> </ul>
	Lab Activity (1) Topic: Arithmetic Progressions	Each student will be able to: verify that the sum of first n natural numbers is	<ul style="list-style-type: none"> <li><b>SE Activity</b></li> </ul>	<ul style="list-style-type: none"> <li>Neatness and accuracy of the activity done</li> </ul>

		$\{n(n+1)\} / 2$ by graphical method	Students will perform the mentioned activity on AP in lab file	(Work Submission) <b>Weekly Test-2 on 22<sup>nd</sup> July, 2022</b> Syllabus: Ch 4: Quadratic Equations Ch 5: Arithmetic Progressions Ch 6: Triangles
AUGUST	Topic: Introduction To Trigonometry (10)	Each student will be able to: (i) calculate all the T-ratios of acute angles from a given right $\Delta$ , given any one t-ratio (ii) state and apply T-ratios of specific angles viz. $0^\circ, 30^\circ, 45^\circ, 60^\circ$ and $90^\circ$ (iii) prove and obtain the T-ratios of $30^\circ, 45^\circ$ and $60^\circ$ (iv) state and prove the basic trigonometric identities (v) apply the basic trigonometric identities in different situations to prove the given trigonometric identities	<ul style="list-style-type: none"> <li>Students will solve questions from Ex-8.1, 8.2 and 8.4 of NCERT Textbook and Assignment</li> <li>They will read the flowchart, Mind Map and Handout on the topic</li> <li>They will read and practice solved examples from NCERT Textbook</li> <li>Students will watch the related videos shared on Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Oral Questions</li> <li>Few questions from Ex-8.1, 8.2 and 8.4 of NCERT Textbook and Assignment (Work Submission)</li> <li>Online Quiz-Google Form</li> <li>Class Participation: Written and oral</li> </ul>
	Topic: Some Applications of Trigonometry (5)	Each student will be able to: (i) identify and define angle of elevation and angle of depression (ii) represent given situation via figure depicting the angle of elevation and depression and hence solve for computing the	<ul style="list-style-type: none"> <li>Students will learn and apply the formulae of trigonometric ratios and Pythagoras theorem to solve questions from Ex-9.1 and Assignment</li> <li>They will read the flowchart, Mind Map and Handout on the topic</li> <li>They will read and</li> </ul>	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Few questions from Ex-9.1 of NCERT Textbook and Assignment (Work Submission)</li> <li>Class Participation: Written and oral</li> <li>Online Quiz-Google Form</li> </ul>

		height of a tower, tree, pole, building, distance of a ship from a light house or two objects on opposite sides of a hill, width of a river etc. by applying the trigonometric ratios of the angles involved	<p>practice solved examples</p> <p>from NCERT Textbook</p> <ul style="list-style-type: none"> <li>Students will watch the related videos shared on Google Classroom</li> </ul>	
	Topic: Statistics (8)	<p>Each student will be able to:</p> <p>(i) apply the formulae and compute mean of given grouped data by direct method, assumed mean method and step deviation method and find the missing frequencies, if the mean of data is given</p> <p>(ii) apply the formula and compute mode of grouped data</p> <p>(iii) apply the formulae and compute the median of grouped data and find missing frequencies if the median of data is given</p> <p>(iv) state and apply the empirical formula on relationship between mean, median and mode</p>	<ul style="list-style-type: none"> <li>Students will learn and apply the formulae on mean and mode of grouped data to solve questions from Ex-14.1, 14.2, 14.3 and Assignment</li> <li>They will read the flowchart, Mind Map and Handout on the topic</li> <li>They will read and practice solved examples</li> </ul> <p>from NCERT Textbook</p> <ul style="list-style-type: none"> <li>Students will watch the related videos shared on Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Few questions from Ex- 14.1, 14.2 and 14.3 of NCERT</li> </ul> <p>Textbook and Assignment (Work Submission)</p> <ul style="list-style-type: none"> <li>Class Participation: Written and oral</li> <li>Online Quiz-Google Form</li> </ul>
	Lab Activity (1) Topic: Triangles	Each student will be able to: verify Basic Proportionality Theorem	<ul style="list-style-type: none"> <li><b>SE Activity</b></li> </ul> <p>Students will perform the mentioned lab activity on Triangles using ruled sheet/tracing paper, pencil, ruler, compass, colours, scissors, glue in their lab files</p>	<ul style="list-style-type: none"> <li>Neatness and accuracy of paper work done (Work Submission)</li> </ul>

	Lab Activity (1) Topic: Circles	To verify that the angle subtended by an arc at the centre of a circle is double the angle subtended by it at any other point on the remaining part of the circle	<ul style="list-style-type: none"> <li>• <b>SE Activity</b> Students will perform the mentioned lab activity on Circles using tracing paper, pencil, ruler, compass, colours, scissors, glue in their lab files</li> </ul>	<ul style="list-style-type: none"> <li>• Neatness and accuracy of paper work done (Work Submission)</li> </ul>
	Lab Activity (1) Topic: Surface Areas and Volumes	To make a right circular cylinder of given height and circumference of base.	<ul style="list-style-type: none"> <li>• <b>SE Activity</b> Students will perform the mentioned lab activity on Surface Areas and Volumes using coloured paper, pencil, ruler, compass, colours, scissors, glue in their lab files</li> </ul>	<ul style="list-style-type: none"> <li>• Neatness and accuracy of paper work done (Work Submission)</li> </ul>
SEPTEMBER	Topic: Surface Areas and Volumes (8)	Each student will be able to: calculate the surface area and volume of an object formed by combining the solids namely cube, cuboid, cone, cylinder, sphere and hemi-sphere	<ul style="list-style-type: none"> <li>• Students will learn and apply the formulae on surface areas and volumes of solids to solve questions from Ex-13.1,13.2 and practice solved examples from the textbook</li> <li>• They will read and practice solved examples from NCERT Textbook</li> <li>• They will read the flowchart, Mind Map and Handout on the topic</li> <li>• <b>Art Integration:</b> Shaping a solid Students will create a solid using solid shapes viz. cube, cuboid, cone, cylinder, sphere, hemi-sphere and calculate the total surface area and</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Few questions from Ex- 13.1 and 13.2 of NCERT Textbook and Assignment (Work Submission)</li> <li>• Class Participation: Written and oral</li> <li>• Online Quiz-Google Form</li> <li>• Art integrated learning</li> </ul>

			<p>volume of your creation</p> <ul style="list-style-type: none"> <li>Students will watch the related videos shared on Google Classroom</li> </ul>	
	<p>Lab Activity (1)</p> <p>Topic: Surface Areas and Volumes</p>	<p>To determine the area of a given cylinder and to obtain the formula for the lateral surface area of a right circular cylinder in terms of the radius (<math>r</math>) of its base and height (<math>h</math>).</p>	<ul style="list-style-type: none"> <li><b>SE Activity</b> Students will perform the mentioned lab activity on Surface Areas and Volumes using coloured paper, pencil, ruler, compass, colours, scissors, glue in their lab files</li> </ul>	<ul style="list-style-type: none"> <li>Neatness and accuracy of paper work done (Work Submission)</li> </ul>
	<p>Revision for Mid-Term Exams (7)</p> <p>Topics: 8 Chapters</p> <p>Ch 1. Real Numbers</p> <p>Ch 2. Polynomials</p> <p>Ch 3. Pair of Linear Equations in Two Variables</p> <p>Ch 4. Quadratic Equations</p> <p>Ch 5. Arithmetic Progressions</p> <p>Ch 6. Triangles</p> <p>Ch 7. Coordinate Geometry</p> <p>Ch 14. Statistics</p>	<p>Each student will revise and apply the related concepts/ formulae/ theorems and properties</p>	<ul style="list-style-type: none"> <li>Students will solve questions given for practice-both written and oral, Google Forms and get their doubts clarified</li> <li>Discussion on Important points and common errors</li> </ul>	<p><b>Mid-Term Examinations</b> <b>21.09.22 to 30.09.22</b></p> <ul style="list-style-type: none"> <li>Class Participation (Written and Oral)</li> <li>Questions from NCERT Textbook, Assignments, previous year's board papers and Exemplar for practice</li> </ul> <p><b>Syllabus for Mid-Term Exam</b></p> <p>Ch 1. Real Numbers</p> <p>Ch 2. Polynomials</p> <p>Ch 3. Pair of Linear Equations in Two Variables</p> <p>Ch 4. Quadratic Equations</p> <p>Ch 5. Arithmetic Progressions</p> <p>Ch 6. Triangles</p> <p>Ch 7. Coordinate Geometry</p> <p>Ch 14. Statistics</p>
OCTOBER	<p>Topic: Areas Related to Circles (6)</p>	<p>Each student will be able to:</p> <p>(i) state and apply formulae to compute area and circumference of a circle, area of</p>	<ul style="list-style-type: none"> <li>Students will solve questions from Ex-12.2 of NCERT Textbook and Assignment</li> </ul>	<ul style="list-style-type: none"> <li>Oral Questions</li> <li>Few questions from Ex-12.2 of NCERT Textbook and Assignment</li> </ul>



		<p>sector, minor and major segments of a circle.</p> <p>(ii) distinguish between a sector and a quadrant.</p>	<ul style="list-style-type: none"> <li>• They will read the flowchart, Mind Map and Handout on the topic</li> <li>• They will read and practice solved examples from NCERT Textbook</li> <li>• <b>Art Integration:</b> Design and Calculate: Students will design the border of a handkerchief or a saree using circles and find the area of circles used in designing the border</li> <li>• Students will watch the related videos shared on Google Classroom</li> </ul>	<p>(Work Submission)</p> <ul style="list-style-type: none"> <li>• Class Participation: Written and oral</li> <li>• Online Quiz-Google Form</li> <li>• Art integrated learning</li> </ul>
	Topic: Circles (10)	<p>Each student will be able to:</p> <p>(i) define circle and its related terms, including tangent and secant</p> <p>(ii) state the number of tangents that can be drawn to a circle</p> <p>(iii) state, prove and apply theorem: The tangent to a circle is perpendicular to the radius through the point of contact</p> <p>(iv) state, prove and apply the theorem on tangents to a circle: The lengths of two tangents from an external point to a circle are equal</p>	<ul style="list-style-type: none"> <li>• Students will learn and apply the formulae, properties and theorems on circles to solve questions from Ex-10.1,10.2 and Assignment</li> <li>• They will read and practice solved examples from NCERT Textbook</li> <li>• They will read the flowchart, Mind Map and Handout on the topic</li> <li>• Students will watch the related videos shared on Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Few questions from Ex- 10.1 and 10.2 of NCERT Textbook and Assignment (Work Submission)</li> <li>• Class Participation: Written and oral</li> <li>• Online Quiz-Google Form</li> </ul>

	Lab Activity (1) Topic: Circles	To verify that the lengths of two tangents from an external point to a circle are equal	<b>• SE Activity</b> Students will perform the mentioned lab activity on Circles using tracing paper, pencil, ruler, compass, colours, scissors, glue in their lab files	<b>• Neatness and accuracy of paper work done (Work Submission)</b>
NOVEMBER	Revision Test Topics: 10 Chapters Ch 5. Arithmetic Progressions Ch 6. Triangles Ch 7. Coordinate Geometry Ch 8. Introduction To Trigonometry Ch 9. Some Applications of Trigonometry Ch 10. Circles Ch 12. Areas Related To Circles Ch 13. Surface Areas and Volumes Ch 14. Statistics Ch 15. Probability	Each student will revise and apply the related concepts/ formulae/ theorems and properties	<b>• Students will solve questions given for practice-both written and oral and get their doubts clarified</b> <b>• Discussion on Important points and common errors</b>	<b>Revision Tests</b> <b>21.11.22 to 30.11.22</b> <b>• Class Participation (Written and Oral)</b> <b>• Questions from NCERT Textbook, Assignments, previous year's board papers and Exemplar for practice</b> <b>Syllabus for Revision Test</b> Ch 5. Arithmetic Progressions Ch 6. Triangles Ch 7. Coordinate Geometry Ch 8. Introduction To Trigonometry Ch 9. Some Applications of Trigonometry Ch 10. Circles Ch 12. Areas Related To Circles Ch 13. Surface Areas and Volumes Ch 14. Statistics Ch 15. Probability

DECEMBER / JANUARY	<b>Pre-Board Examination</b> <b>Topics: Full course- 14 Chapters</b> Ch 1. Real Numbers Ch 2. Polynomials Ch 3. Pair of Linear Equations in Two Variables Ch 4. Quadratic Equations Ch 5. Arithmetic Progressions Ch 6. Triangles Ch 7. Coordinate Geometry Ch 8. Introduction To Trigonometry Ch 9. Some Applications of Trigonometry Ch 10. Circles Ch 12. Areas Related To Circles Ch 13. Surface Areas and Volumes Ch 14. Statistics Ch 15. Probability	Each student will revise and apply the related concepts/ formulae/ theorems and properties	<ul style="list-style-type: none"> <li>• Students will solve questions given for practice-both written and oral and get their doubts clarified</li> <li>• Discussion on Important points and common errors</li> </ul>	<b>Pre Board Examination</b> <b>28.12.22 to 18.01.23</b> <ul style="list-style-type: none"> <li>• Class Participation (Written and Oral)</li> <li>• Questions from NCERT Textbook, Assignments, previous year's board papers and Exemplar for practice</li> </ul> <b>Syllabus for Pre-Board Exam</b> Ch 1. Real Numbers Ch 2. Polynomials Ch 3. Pair of Linear Equations in Two Variables Ch 4. Quadratic Equations Ch 5. Arithmetic Progressions Ch 6. Triangles Ch 7. Coordinate Geometry Ch 8. Introduction To Trigonometry Ch 9. Some Applications of Trigonometry Ch 10. Circles Ch 12. Areas Related To Circles Ch 13. Surface Areas and Volumes Ch 14. Statistics Ch 15. Probability
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### SOCIAL SCIENCE – (2022– 23) HISTORY, POLITICAL SCIENCE

Month	No of classes	Topics covered	Learning Outcome	Activities	Assessment
March	5	<b>Power sharing</b> -Power sharing in Sri Lanka	-Compare in 5 points each the system of	Discussion on majoritarianism	Assignment Worksheet

		<ul style="list-style-type: none"> <li>-Power sharing in Belgium</li> <li>-Comparative study of Belgium and Sri Lanka.</li> <li>-Need for power sharing</li> <li>-Forms of power sharing.</li> </ul>	<p>power sharing in Sri Lanka and Belgium</p> <ul style="list-style-type: none"> <li>-Compare in 5 points the power sharing system of Belgium and Sri Lanka.</li> <li>-Explain in 2 points the moral and prudential reasons for power sharing.</li> <li>-Analyze the forms of power sharing in 5 points.</li> </ul>	Does India practice it?	<p>Quiz</p> <p>Assessment of reading skills</p>
<b>April + May</b>	<b>18 + 10</b>	<p><b>The Rise of nationalism in Europe</b></p> <ul style="list-style-type: none"> <li>-The French revolution and Idea of Nation</li> <li>-The making of nationalism in Europe</li> <li>-The age of revolutions: 1830-1848</li> <li>-The making of Germany and Italy</li> <li>-Visualizing the nation</li> <li>-Unification of UK</li> <li>-Balkan crisis</li> <li>-Nationalism and Imperialism</li> </ul>	<ul style="list-style-type: none"> <li>-Explain 5 points on the significance of the French Revolution in enhancing nationalism</li> <li>-Write 5 points on the code set by Napoleon Bonaparte in Eastern and western Europe</li> <li>-List the various peoples living under the empires in Europe</li> <li>-Mention 5 points each on the unification of Italy and Germany</li> <li>-List the effects of allegories on the mind of the people in 5 points</li> </ul>	<p>- Discussion on the meaning and extent of nationalism.</p> <p><b>Art integration-Group activity-</b> Create an allegory for your country.</p>	<p>Worksheets and assignment from topic.</p> <p>Quiz online</p> <p>Case study</p> <p>Assessment of reading skills</p>

			<ul style="list-style-type: none"> <li>-Give 5 points on the unification of the UK</li> <li>-Discuss the Balkan crisis in 5 points</li> <li>-Identify the new nations created on the map of Europe</li> </ul>		
<b>May/July</b>	<b>12</b>	<b>Federalism</b> <ul style="list-style-type: none"> <li>-Meaning of federalism</li> <li>-Features of federalism</li> <li>-What makes India a federal country?</li> <li>-Practice of federalism in India</li> <li>-Language policy</li> <li>-Centre – state relations</li> <li>-Decentralization</li> </ul>	<ul style="list-style-type: none"> <li>-Define federalism</li> <li>-List in 5 points the features of federalism.</li> <li>-Explain in 5 points the reasons for India being called a federation.</li> <li>-Analyze in 3 points the difference in federalism between Belgium and India</li> <li>-Explain the language policy of India</li> <li>-Give 5 points on center-state relations in India</li> <li>-List the system of decentralization in India in 5 points</li> </ul>	<p>A comparative study between federalism in India and Belgium</p> <p>Comparative analysis of the map of India before and after independence and present day</p> <p>Discussion on Language policy of India- should we have had a national language</p> <p>Discussion on strong central governments- should more power to the states be encouraged</p>	<p>Worksheet</p> <p>Assignment</p> <p><b>Weekly test 1</b> <b>06/05/22</b></p> <p>1. Power sharing 2. The rise of Nationalism in Europe</p>

				Discussion on decentralization- is it a valuable and essential aspect of democracy?	
<b>July</b>	<b>12</b>	<b>Nationalism In India</b>  -WW I and its effect on India  -Gandhi and satyagraha  -Khilafat and Non-Cooperation Movement  -Rowlatt Act and its aftermath  -Different strands within the Non- Cooperation Movement  -Towards Civil Disobedience  -Different strands within the Civil Disobedience Movement  -Limits of Civil Disobedience  -The sense of collective belonging	-Identify in 3 points how nationalism developed in India  -Discuss in 5 points the Gandhian idea of satyagraha  -Debate the controversial Rowlatt Act  -Discuss why non-cooperation was adopted and what it meant to different communities (each strand of the movement to be explained in 5 points each)  - Explain the reasons for the Civil Disobedience Movement in 5 points  -Explain what the Civil Disobedience Movement meant to different communities (each strand of the movement to be	Map work showing sessions of the Indian National Congress	Worksheets Q/A in notebook  <b>WEEKLY TEST 2 (15/07/22)</b> 1. The Rise of Nationalism in Europe 2. Federalism

			<p>explained in 5 points each)</p> <p>-Discuss in 5 points how a sense of collective belonging changed the mind of the people towards nationalism</p>		
<b>July/August</b>	<b>6</b>	<p><b>Gender, Religion and Caste</b></p> <p>-Gender and Politics</p> <p>-Religion, Communalism and Politics</p> <p>-Caste and Politics</p> <p>-Politics in Caste</p> <p>-Caste in Politics</p>	<p>-Write a note on gender differences in the Indian society</p> <p>-List the disadvantages and discrimination faced by women in India</p> <p>-Explain how religious differences are expressed in politics in at least 3 points</p> <p>-Define communalism and discuss the various forms communalism takes in politics in at least 5 points</p> <p>-Explain what makes India a secular state</p> <p>-Write a note on caste inequalities in India</p> <p>-Explain the role played by caste in politics in at least 3 points</p>	<p>-Discussion in class on gender equality and gender stereotypes.</p> <p>-Discussion on the Gyan Vapi case</p>	Worksheets Q/A in notebook
<b>August</b>	<b>7</b>	<b>The Making of a Global World</b>	-List the different phases through which the world we live in emerged	-Diary entry of a person living in the Inter-war	

		<ul style="list-style-type: none"> <li>- The Pre-modern world</li> <li>-The Nineteenth Century (1815-1914)</li> <li>-The Inter-war economy</li> <li>-Rebuilding a World Economy: The Post War Era</li> </ul>	<ul style="list-style-type: none"> <li>-Explain the economic, political, social, cultural and technological factors that transformed societies in the 19th century in at least 5 points.</li> <li>-Analyze the effects of World War I on the economic and political front in at least 5 points.</li> <li>-Write a note on the causes and effects of the Great economic depression 1929.</li> <li>-Discuss the post -World war 2 reconstruction in at least 5 points.</li> </ul>	period with focus on economic and social issues	
<b>August</b>	<b>5</b>	<b>Political Parties</b>  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?	Analyze in 3 points the meaning and necessity of political parties  Classify political parties as national and state parties  Evaluate in 3 points the challenges to political parties  Suggest 5 ways in which parties can be reformed	Internet research on political parties in India  Research on election campaigning  Listing political parties Newspaper articles discussing controversies regarding political parties.	Worksheets and assignment from topic.  Case study



				Map of India showing regional parties in India	
<b>August/September</b>	<b>10</b>	<b>The Age of Industrialization</b>  -Before the Industrial revolution  -Hand labour and steam power  -Life of the workers  -Manchester comes to India  -Industrialisation in colonies  -The early entrepreneurs  -Market for goods	Trace the rise of industrialization in England  Critically analyse the lives of weavers, peasants merchants in India before and after the industrialisation  Examine the meaning of proto industrialisation  Debate the abundance of labour in market affecting the lives of labourers.	Reading the prescribed excerpts from Charles Dickens and make a report on how England changed during Industrial Revolution.  Students will be asked to contrast and compare England before and after Industrial Revolution.	Assignments in class  Practice and Assessment worksheets
<b>September</b>		<b>Revision</b>			<b>MID-TERM EXAM (21/09/22) TO (30/09/22)</b> <b>HISTORY</b> 1. The Rise of Nationalism in Europe 2. Rise of Nationalism in India 3. The Making of A Global World <b>POLITICAL Sc</b> 1.Power Sharing 2.Federalism

<b>October</b>	<b>13</b>	<b>Print Culture and the Modern World</b> -The First Printed Books  - Print Comes To Europe - The Print Revolution and it's impact  - The Reading Mania  -The Nineteenth century  -India and the World of Print  - Religious reform and Public Debates  -New Forms of Publication  -Print and Censorship	-Identify the link between print culture and the Circulation of ideas.  - Discuss the various forms of writing and their specific history, and how they reflect historical changes within society and shape the forces of change.  -Write a note on Print Culture in Japan.  -Explain how Print culture came to Europe in at least 5 points.  -Explain in three points how the Print Culture created the conditions in which the French revolution occurred in at least 3 points.		
<b>November</b>	<b>5</b>	<b>Outcomes of Democracy</b>  How do we assess the outcomes of democracy  Democracy as an accountable, responsive and legitimate government  Economic growth and development	Explain in 5 points the outcomes of democracy  Discuss in 5 points why democracy is an accountable, responsive and legitimate government  Analyze in 3 points why democratic countries have not been able to	Internet research on democracy as a suitable form of government  Newspaper articles discussing democracy	Worksheet on topic  Quiz  Synopsis  Graphic Organizer  Q&A in notebook

		<p>Reduction of inequality and poverty</p> <p>Accommodation of social diversity</p> <p>Dignity and freedom of the citizens</p>	<p>remove economic inequalities</p> <p>Discuss in 3 points the manner in which democracy accommodates social diversity</p> <p>Explain in 3 points how democracy promotes the dignity and freedom of the citizen</p>		
<b>November</b>		<b>Revision</b>			<p><b>REVISION TEST</b>  <b>(21/11/22) TO (30/11/22)</b>  <b>HISTORY</b>            1.The Age of Industrialization            2. Print Culture and the Modern World            3. Nationalism in India  <b>POLITICAL Sc</b>            1.Gender, religion and Caste            2. Political Parties</p>
<b>December</b>		<b>Revision</b>			<p><b>PRE-BOARD EXAMINATION</b>  <b>(28/12/22) TO (30/12/22) AND</b>  <b>(12/01/23) TO (18/01/23)</b>  <b>HISTORY-</b>            1. The Rise of Nationalism in Europe            2. Rise of Nationalism in India            3. The Making of A Global World            4.The Age of Industrialization            5. Print Culture and the Modern World  <b>POLITICAL Sc-</b>            1.Power Sharing            2.Federalism</p>

					3. Gender, religion and Caste 4. Political Parties 5. Outcomes of Democracy
January/February	13+20	Revision of objective and subjective type questions for Board Exams.			

**SOCIAL SCIENCE**  
**(GEOGRAPHY & ECONOMICS)**

Month	No of Periods / Topics covered	Learning outcome	Activities	Assessments
<b>MARCH</b> 12 Days	<b>Revising concepts</b> <b>3 classes</b>  <b>To Begin the lesson-</b> <b>GEOGRAPHY- Resources and Development</b> <b>4 classes</b>  <b>Continued in April – same lesson</b> <b>6 classes</b>	Each student will be able to correlate the topics which they have studied and what they are going to study	Students will be asked to: Answer questions, discuss in pairs and squares, locate and label on the map of India states and their capitals	---
<b>APRIL</b> 18 Days	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	Each student will be able to: - Classify the different types of resources  -Distinguish between different types of soil, renewable and non-renewable energy resources  -Explain important terms such as, resource, renewable and non-renewable resources, subsistence agriculture, plantation, shifting agriculture,	Students will be asked to:  Prepare for Flipped Classes on the topic given, passage given from the text or from the video link given to them  Do Map work on soil types.  Complete the Diagram on soil profile and worksheet.	MCQs Assessment worksheets Source based question Data based questions Mapwork

	Soil Erosion and Soil Conservation	<p>environmental protection, and environmental sustainability</p> <p>- Analyse the impact of overuse of natural resources such as, ground water and crude oil</p> <p>- Assess the impact of conservation of natural resources on the life of people in any area in view of sustainable development</p> <p>-Analyse indigenous or modern methods of conservation of water, forests, wildlife, and soil.</p>	<p>-collect different soil samples from the surroundings; recognise them with the help of their colour, texture, and composition; relate them with the geographical areas of India shown on the map; study the process of formation of these soils</p> <p>Assignments – HOTS questions</p> <p>Source-based questions</p> <p>worksheets</p> <p>map work of India on different types of soils</p>	
<b>MAY</b> <b>18 Days</b>	<p><b>ECONOMICS- Development</b> <b>7 classes</b></p> <p>What Development Promises</p> <p>Different people different goals</p> <p>Income and other goals</p> <p>National Development</p> <p>How to compare different countries or states?</p> <p>Income and other criteria</p> <p>Public Facilities</p> <p>Sustainability of development</p>	<p>Each student will be able to:</p> <p>-Explain important terms associated with economic development such as, human capital, sustainable development, gross domestic product, gross value added, per capita income, human development index, multinational company, foreign trade, liberalisation and foreign investment</p> <p>- Compare per capita income of some important countries</p>	<p>Students will be asked to</p> <p>Prepare for Flipped Classes on the topic given, passage given from the text or from the video link given to them</p> <p>- collect the economic details of states and countries. For example, based on the human development index, they can classify a few countries. They can also group or categorise countries on the basis of Gross Domestic Product (states on the basis of state domestic product),</p>	<p>MCQs,</p> <p>Assessment worksheet</p> <p>Questions on case studies</p> <p>Source-based questions</p> <p><b>WEEKLY TEST - 6/5/2022</b> <b>1) Resources and development</b> <b>2) Development</b></p>

	<p><b>GEOGRAPHY - Agriculture</b> <b>7 classes</b></p> <p>Definition of Agriculture</p> <p>Features of Indian Agriculture</p> <p>Types of Farming</p> <p>Cropping Pattern</p> <p>Major Crops</p> <p>Technological and Institutional Reforms</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>-Classify the different types of farming, for example, subsistence and commercial farming.</li> <li>- Compare areas growing rice and wheat on the map of India</li> <li>- Explain factors responsible for production of different crops in India</li> <li>-Analyse changes in cropping pattern, trade and culture</li> <li>- Explain why only some regions of India are developed</li> <li>-Analyse the impact of trade on culture</li> <li>-Identify the main features of Indian Agriculture</li> <li>-Classify the types of farming done in India</li> <li>-List the Climatic requirements for growing crops</li> <li>-Differentiate between food and cash crops</li> </ul>	<p>life expectancy, and infant mortality rates</p> <p>-relate different cropping patterns in India and their impact on economic development and to make a painting on the beauty of the fields during any one cropping season</p> <p>Assignments – HOTS questions</p> <p>Map activity on crop production. (L)</p> <p>Students will be asked to</p> <p>Prepare for Flipped Classes on the topic given, passage given from the text or from the video link given to them</p> <p>Map activity on crop production.</p> <p>Worksheet from the topic.</p> <p>On the political map of India, locate and label the following: a) any two-wheat producing states b) any two rice producing states.</p> <p>Explain the climatic conditions required for sugarcane cultivation.</p>	<p>Assignments – HOTS questions</p> <p>Source-based questions</p> <p>map work of India on major and minor crops</p> <p>MCQs</p> <p>Assessment worksheet</p> <p><b>Consumer Awareness Project – Holiday homework (Subject Enrichment 1 – 5m)</b></p>
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			<p>Mention two leading producing states.</p> <p>Distinguish between commercial agriculture and subsistence agriculture.</p> <p>Discussion on how is India a unique country from the point of view of agriculture. "Green revolution has made India self-reliant in the production of cereals." Justify with three suitable arguments.</p> <p><b>Art Integration</b> – Collage on any one Harvest festival celebrated in any state of India</p>	
<p><b>JULY</b> <b>20 Days</b></p>	<p><b>ECONOMICS- Sectors of the Indian Economy</b> <b>4 classes</b></p> <p>Sectors of economic activities Comparing the three sectors</p> <p>Primary, Secondary and Tertiary Sectors in India</p> <p>Organised and unorganized sectors</p> <p>Public and Private Sector</p>	<p>Each student will be able to:</p> <p>-Locate and label the various dams in India (as per CBSE Map syllabus)</p> <p>-Compare the three sectors of the economy</p> <p>-Differentiate between primary and secondary sectors of the economy</p> <p>-Distinguish between organized and unorganized sectors of the economy.</p>	<p>Art integration – Brochure on 'Harvest festival celebrated in India' (different regions of India – how they celebrate this festival)</p> <p>Students will be asked to</p> <p>Prepare for Flipped Classes on the topic given, passage given from the text or from the video link given to them</p> <p>Worksheets on the sub topics taught.</p>	<p>Assignments – HOTS questions</p> <p>Source-based questions</p> <p>Worksheets</p> <p>MCQs</p>

		<p>-Explain public and private sector with examples</p>	<p>Group discussion on examples of public and private sectors.</p> <p>Explain the causes of unemployment in India.</p> <p>Assess the role of any three institutional reforms programmes introduced by the government in the interest of farmers.</p> <p>Differentiate between the public sector and private sector by giving examples.</p> <p>Discussion - 'Tertiary sector has become the largest producer in India over the last thirty years'. Justify.</p> <p>Why do you think that industrial growth in India so slow as compared to China even after high population?</p>	
	<p><b>GEOGRAPHY - Manufacturing Industries</b> <b>4 classes</b></p> <p>Industrial Location</p> <p>Agro-based industries</p> <p>Mineral based industries</p> <p>Chemical Industries</p>	<p>Each student will be able to:</p> <p>-Classify industries on the basis of raw materials uses</p> <p>-Explain the factors which affect the location of industries</p> <p>-Analyse the rise of industrial production</p>	<p>Students will be asked to</p> <p>Prepare for Flipped Classes on the topic given, passage given from the text or from the video link given to them</p> <p>Discussion – Why are manufacturing sector multinational companies (Gurugram in Haryana) and</p>	<p><b>WEEKLY TEST -</b> <b>15/7/2022</b> <b>1) Agriculture</b> <b>2) Sectors of Indian Economy</b></p> <p>Assignments – HOTS questions</p> <p>Source-based questions</p>



	Control of environmental degradation	<p>-Explain the industrial regions of India especially in the context of iron and steel plants and cotton textile industries.</p> <p>-Suggest the steps to be taken to minimise environmental degradation by industry.</p>	<p>service sector multinational companies (Bengaluru in Karnataka) located in specific places? (To emphasise on the relevance of geographical factors)</p> <p>Answer questions on developments that are seen as symbolising modernity i.e., globalization, industrialization and see the many sides of the history of these developments i.e., learner can be asked: Give two examples where modern development that is associated with progress has led to problems. Think of areas related to environmental issues, nuclear weapons or disease</p> <p>Worksheets and assignment from topic.</p>	<p>Worksheets</p> <p>MCQs</p> <p>Mapwork – as per CBSE Map syllabus</p>
	<p><b>ECONOMICS -Money and Credit 4 classes</b></p> <p>Currency</p> <p>Deposit with banks</p> <p>Loan activities of banks</p> <p>Two different credit situations</p> <p>Formal sector credit in India</p>	<p>Each student will be able to: Discuss the situations where high risks could create further problems for the borrower.</p> <p>-Analyse the functions of a bank</p> <p>-Discuss the problem of 'double coincidence of wants'</p> <p>-Identify other means of payment</p>	<p>Students will be asked to</p> <p>Prepare for Flipped Classes on the topic given, passage given from the text or from the video link given to them</p> <p>Students to review sources of credit and their impact.</p> <p>Students can be encouraged to discuss</p>	<p>Assignments – HOTS questions</p> <p>Source-based questions</p> <p>Worksheets</p> <p>MCQs</p>

<p><b>AUGUST</b> <b>19 Days</b></p>	<p>Problem solving Skills</p> <hr/> <p><b>GEOGRAPHY - Minerals and energy resources 6 classes</b></p> <p>Mode of occurrence of resources</p> <p>Conservation of minerals</p> <p>Energy resources</p> <p>Conventional sources of energy</p> <p>Mapwork as per CBSE Map syllabus on Thermal and Nuclear power plants</p>	<p>Each student will be able to:</p> <p>classify and state the properties of minerals</p> <p>explain the mode of occurrence of resources</p> <p>analyse the need of resource conservation</p> <p>explain the use of energy resources</p> <p>differentiate between conventional and non-conventional sources of energy</p> <p>locate and label on the map on India Thermal and Nuclear power plants</p>	<p>solutions for easy access to credit with low interest rates</p> <p>Quiz on the different processes of banks.</p> <p>Worksheets and assignment from the topic.</p> <p>Discussion on - Why do we need supervision of banks by the Reserve Bank of India?</p> <hr/> <p>Students will be asked to :</p> <p>show industrial regions on the map of India and relate it with infrastructure development of that region and discuss</p> <p>Why are industries located nearby rivers, railways, highways, raw material producing areas, market, etc.?</p> <p><b>Art Integration</b> – Poster making on ‘Environmental protection’</p>	<hr/> <p>Mapwork – as per CBSE Map syllabus</p> <p>Assignments – HOTS questions</p> <p>Source-based questions</p> <p>Worksheets</p> <p>MCQs</p>
	<p><b>GEOGRAPHY - Water Resources</b></p>	<p>Each student will be able to:</p>	<p>Students will be asked to:</p>	<p>Mapwork – as per CBSE Map syllabus</p>

	<b>6 classes</b>  Water Scarcity and The Need for Water Conservation and Management  Multi-Purpose River Projects and Integrated Water Resources Management  Rainwater Harvesting	<p>Explain the importance of water as a resource as well as develop awareness towards its judicious use and conservation</p> <p>Locate and label on the map of India the important dams as per CBSE map syllabus</p> <p>Explain the term Rainwater harvesting</p>	<p>research on the SDG goals related to the judicious use of water resources and conservation</p> <p>share their findings in class – after discussion in pairs/squares Questions will be asked to them on these SDG goals</p> <p>Bring newspaper clippings on Multi-Purpose River Projects in India</p> <p>Locate and label on the map of India these rivers/dams as per CBSE Map syllabus Visit the sites on their school premises to observe how rain water is harvested</p>	<p>Assignments – HOTS questions</p> <p>Source-based questions</p> <p>Worksheets</p> <p>MCQs</p>
<b>SEPTEMBER</b> <b>22 Days</b>	<b>ECONOMICS -</b> <b>Lifelines of National economy</b> <b>6 classes</b>  Means of Transport  Roadways  Railways  Pipelines  Waterways  Airways	<p>Each student will be able to:</p> <p>draw a flow chart showing the means of transport</p> <p>explain the system of roadways, railways, pipelines, airways, waterways in India</p> <p>discuss the role of communication in our daily life</p> <p>explain the value of tourism as a trade</p>	<p>Activity on Sikkim – to make a Travel brochure</p> <p>Students will be asked to :</p> <p>Locate and label on the map of India the Golden Quadrilateral or make a poster on the Golden Quadrilateral in India</p> <p>Debate on the topic</p>	<p>Mapwork – as per CBSE Map syllabus</p> <p>Assignments – HOTS questions</p> <p>Source-based questions</p> <p>Worksheets</p> <p>MCQs</p>

	<p>Sea -ports</p> <p>Communication</p> <p>International Trade and tourism</p> <p>Mapwork</p> <p><b>Revision for the Mid-Term Exams</b></p>	<p>locate and label on the map of India important airports, ports, important National Highways</p>	<p>Is roadways or railways the best means of transportation in India?</p> <p>Discuss and debate on the advantages and disadvantages of any one – Radio or Television as an effective means of mass communication in India</p>	<p><b>Mid-Term Examinations – 21<sup>st</sup> September – 30<sup>th</sup> September 2022</b></p>
<p><b>October 13 Days</b></p>	<p><b>ECONOMICS - Globalisation 7 classes</b></p> <p>What is globalization?</p> <p>Production across countries</p> <p>Interlinking production across countries</p> <p>Foreign trade and integration of markets</p> <p>Factors that have enabled globalization</p> <p>World Trade organization</p> <p>Impact of globalization on India</p> <p>The struggle for fair globalization</p>	<p>Each student will be able to:</p> <p>Each student will be able to:</p> <p>meaning of globalization</p> <p>explain the need for free trade policies</p> <p>explain the need for market integration</p> <p>explain the factors that have enabled globalization</p> <p>World Trade organization</p> <p>describe the positive and negative impact of globalization</p>	<p>Students will be asked to :</p> <p>Write a dialogue/conversation between a British industrialist and an Indian industrialist, who is being persuaded to set up new industry.</p> <p>Learners in such a role play answer questions such as (a) what reasons would the British industrialist give to persuade the Indian industrialist and (b) what opportunities and benefits the Indian industrialist is looking for</p> <p>locate the places in which important multinational corporations set up their offices and factories on the India map and</p>	<p>Assignments – HOTS questions</p> <p>Source-based questions</p> <p>Worksheets</p> <p>MCQs</p>

			<p>discuss the reasons behind the choice of location and its implication on people's livelihood</p> <p>collect news clippings / texts from popular magazines and journals pertaining to developmental issues, globalisation and sustainable development and synthesize the details and present in the class</p> <p>Debate and discuss on the following questions –</p> <p>Is Globalisation a new phenomenon or does it have a long history? When did this process start and why?</p> <p>What are the impacts of globalization on primary, secondary and tertiary activities?</p> <p>Does it lead to inequality in the world?</p> <p>What is the importance of global institutions?</p> <p>Do these institutions play a major role in globalization? How do they influence the developed countries on the role of these institutions?</p>	
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			<p>What do you mean by global economy?</p> <p>Is economic globalization a new phenomenon?</p> <p>Are environmental problems global problems or local problems?</p> <p>How can globalization potentially contribute to a better environment?</p>	
<p><b>November</b> <b>21 Days</b></p>	<p><b>GEOGRAPHY-</b> <b>Forest and wildlife</b> <b>4 classes</b></p> <p>Conservation of forest and wildlife in India</p> <p>Types and distribution of forests and wildlife resources</p> <p>Community and Conservation</p> <p><b>Revision of Topics for the Revision Tests</b></p>	<p>Each student will be able to:</p> <p>Explain the importance of forests and wild life.</p> <p>Describe the ability and knowledge of how forest and wildlife conservation and management relate to the economy and environment, both currently and in the future.</p>	<p>Students will be asked to :</p> <p>Discuss in groups how forests can be conserved and write the points in their notebooks</p> <p>Research on Types and distribution of forests and wildlife resources and share in pairs and squares. Points to be written in the notebooks.</p> <p>Questions will be asked in class on their research and findings</p>	<p><b>Revision Tests – 21<sup>st</sup> November – 30<sup>th</sup> November 2022</b></p>
<p><b>December</b> <b>22 Days</b></p>	<p><b>Revision of Topics for the Pre-Board Exams</b></p>			<p><b>Pre-Board Exams from 28<sup>th</sup> December 2022</b></p>
<p><b>January 2023</b> <b>13 Days</b></p>	<p><b>Revision of Topics for the Board Exams</b></p>	<p><b>Revision for the Board Exams</b></p>	<p><b>Revision for the Board Exams</b></p>	<p><b>Pre-Board Exams continue till 18<sup>th</sup> January 2023</b></p> <p><b>Revision for the Board Exams</b></p>

## Class X – 2022-23 Biology Syllabus

Month	Topic Covered	Learning Outcomes	Activities	Assessment
March	<b>Bridge Classes</b> ➤ The Fundamental Unit of Life ➤ Tissues <b>(1 class)</b> <b>Life Processes</b> ➤ What are life processes? <b>(1 class)</b> ➤ How do living things get their food? Nutrition <b>(2 classes)</b> ➤ Autotrophic Nutrition <b>(2 classes)</b>	Each student will be able to: <ul style="list-style-type: none"> <li>• classify plants as autotrophs, heterotrophs, saprotrophs, parasitic or symbiotic based on their nutritional requirements</li> <li>• describe the process of photosynthesis with the help of word/chemical equation.</li> <li>• classifies animals based on their modes of feeding.</li> <li>• enumerate different variations that take place in body at puberty to explain the effect of adolescence on changing human body</li> <li>• list and explain the strategies employed by heterotrophs to take up food.</li> <li>• differentiate between autotrophic nutrition &amp; heterotrophic nutrition</li> <li>• explain the process of conversion of <math>\text{CO}_2</math> &amp; <math>\text{H}_2\text{O}</math> into carbohydrates by plants.</li> <li>• analyse and interpret factors affecting the rate of photosynthesis in plants.</li> <li>• explain nutrition in amoeba and paramecium</li> <li>• illustrate the process involved in human digestive system, in order to explain how humans, obtain nutrients from food.</li> <li>• draw and explain human digestive system.</li> </ul>	<b>Mind Map</b> – Life Processes <b>Graphic Organizer</b> -to compare autotrophic and heterotrophic nutrition. <b>Get it Right</b> - labelling of the parts of human digestive system (through worksheet) <b>Analyse and interpret graphs</b> - of factors affecting the rate of photosynthesis in plants.	♦ Assessment worksheet ♦ Weekly Assignment ♦ Google Quiz ♦ Class Participation Assessment (oral & written)

<b>April</b>	<p>Life Processes</p> <ul style="list-style-type: none"> <li>➤ Heterotrophic Nutrition (1 class)</li> <li>➤ How do Organisms obtain their Nutrition? (2 classes)</li> <li>➤ Nutrition in Human Beings (4 classes)</li> <li>➤ Dental Caries (1 class)</li> </ul>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>• explain nutrition in amoeba and paramecium</li> <li>• illustrate the process involved in human digestive system, in order to explain how humans, obtain nutrients from food.</li> <li>• list the enzymes &amp; their functions involved in human digestive system, in order to understand breakdown of food in humans.</li> <li>• describe how dental caries are formed and suggest ways to prevent the same.</li> </ul>	<p><b>Jigsaw</b> to discuss the different parts of the digestive system and their functions.</p> <p><b>Art Integration:</b></p> <p><b>Role Playing</b> – to explain the structure &amp; function of different organs &amp; organ systems of the human body.</p> <p><b>©Case Study:</b></p> <p><b>Gastric Bypass Surgery-</b> Students apply their knowledge on how food passes through the digestive tract, and how absorption and breakdown of nutrients occur by explaining and presenting the process based on assigned food items. Students are then asked to further apply their knowledge when presented with a mini-case, involving gastric bypass surgery.</p>	<p>⇒ Assessment Worksheet</p> <p>⇒ Weekly Assignment</p> <p>⇒ Google Quiz</p> <p>⇒ Class Participation Assessment (oral &amp; written)</p>
<b>May</b>	<p><b>Life Processes</b></p> <ul style="list-style-type: none"> <li>➤ Anaerobic Respiration (1 class)</li> <li>➤ Aerobic Respiration (2 classes)</li> <li>➤ Respiration in different organisms. (1 class)</li> <li>➤ Human Respiratory System (4 classes)</li> </ul>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>• outline and explain the ways of breakdown of glucose by various pathways, in order to explain how energy is obtained in organisms.</li> <li>• differentiate between aerobic and anaerobic respiration.</li> <li>• illustrate the process involved in human respiratory system.</li> <li>• draw and explain the human respiratory system.</li> </ul>	<p><b>Experiment (Biology Lab)</b></p> <p>⇒ Preparing a temporary mount of a leaf peel to show stomata.</p> <p><b>Graphic Organizer – Venn Diagram</b> to compare aerobic and anaerobic respiration</p> <p><b>Get it Right</b> -Correct labelling of the parts of human respiratory system</p>	<p>⇒ Assessment Worksheet</p> <p>⇒ Weekly Assignment</p> <p>⇒ Google Quiz</p> <p>⇒ Class Participation Assessment (oral &amp; written)</p>



<p><b>July</b></p>	<p><b>Life Processes</b></p> <ul style="list-style-type: none"> <li>➤ Transportation in Human Beings (1class)</li> <li>➤ Transportation in Plants (1class)</li> <li>➤ Excretion in Human Beings (1class)</li> <li>➤ Excretion in Plants (1class)</li> </ul> <p><b>Control and Coordination</b></p> <ul style="list-style-type: none"> <li>➤ Coordination in Animals - Nervous System - Reflex Actions - Human Brain (2 classes)</li> <li>➤ Coordination in Plants - Response to stimuli - Movement due to growth (1class)</li> <li>➤ Hormones in animals (1class)</li> </ul>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>• name the components of blood</li> <li>• describe the structure of the human heart</li> <li>• explain double circulation</li> <li>• differentiate between arteries and veins</li> <li>• illustrate the process of transport of oxygenated &amp; de-oxygenated blood by human heart</li> <li>• explain the transport of water and food in plants</li> <li>• differentiate between the structure and function of xylem &amp; phloem</li> <li>• draw and explain the human excretory system</li> <li>• explain the structure of the nephron</li> <li>• describe the formation of urine and its removal from the human body</li> <li>• state the methods used by plants to get rid of excretory products</li> <li>• draw and explain the structure of neuron</li> <li>• describe reflex action and give its examples</li> <li>• explain the functions of the different parts of the human brain</li> <li>• name the structures which protect the brain and the spinal cord</li> <li>• explain as to how the nervous tissue cause action</li> <li>• describe the role of hormones</li> <li>• list the features of hormones</li> <li>• name the endocrine glands, hormones produced by them and state their functions</li> </ul>	<p><b>Get it Right-</b> labelling of the parts of the human heart (through worksheet)</p> <p><b>Graphic Organizer</b> to compare aerobic and anaerobic respiration</p> <p><b>Get it Right</b> -Correct labelling of the human excretory system</p> <p><b>Schematic diagram</b> – double circulation of blood. <b>Graphic Organizer</b> to compare arteries &amp; veins.</p> <p><b>Experiment (Biology Lab)</b> ⇒ Experimentally show that carbon dioxide is given out during respiration.</p> <p><b>Mind Map-</b> to show different types of hormones, their source glands and their functions.</p> <p><b>Get it Right-</b> labelling of the parts of the human brain (through worksheet)</p>	<p>⇒ Assessment Worksheet ⇒ Weekly Assignment ⇒ Google Quiz ⇒ Class Participation Assessment (oral &amp; written) ⇒ <b>Weekly Test I</b> <b>04.07.2022</b> Syllabus: Nutrition</p>
<p><b>Aug</b></p>	<p><b>How Do Organisms Reproduce</b></p> <ul style="list-style-type: none"> <li>➤ DNA copying</li> <li>➤ The importance of variation</li> <li>➤ Asexual reproduction - Fission - Fragmentation</li> </ul>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>• state the importance of DNA copying in reproduction</li> <li>• mention the importance of variations</li> <li>• differentiate between binary fission and multiple fission</li> <li>• compare fragmentation and regeneration</li> <li>• describe budding in hydra</li> <li>• state advantages and limitations of vegetative reproduction</li> <li>• explain spore formation in Rhizopus</li> </ul>	<p><b>Get it Right</b> Correct identification of the type of asexual reproduction from the diagram shown.</p> <p><b>Venn diagram</b> to compare binary fission and multiple fission.</p>	<p>⇒ Assessment Worksheet ⇒ Weekly Assignment ⇒ Google Quiz ⇒ Class Participation Assessment (oral &amp; written) ⇒ <b>Weekly Test II</b> <b>05.08.2022</b></p>

	<p><b>(1 Class)</b></p> <ul style="list-style-type: none"> <li>-Regeneration</li> <li>-Budding</li> <li>-Vegetative propagation</li> <li>-Spore formation</li> </ul> <p><b>(1 Class)</b></p> <ul style="list-style-type: none"> <li>➤ Sexual reproduction</li> <li>-Why the sexual mode of reproduction?</li> <li>-Sexual reproduction in flowering plants</li> </ul> <p><b>(2 classes)</b></p> <ul style="list-style-type: none"> <li>-Reproduction in human beings</li> <li>-Reproductive Health</li> </ul> <p><b>(2 classes)</b></p>	<ul style="list-style-type: none"> <li>• illustrate the process of fission in amoeba, leishmania &amp; plasmodium</li> <li>• exemplify the process of fragmentation in Spirogyra &amp; spore formation in Rhizopus</li> <li>• illustrate the process of regeneration in Planaria and the process of budding in Hydra</li> <li>•state the advantage of sexual reproduction over asexual reproduction</li> <li>•describe the structure of a flower</li> <li>•differentiate between self-pollination and cross-pollination as well as pollination and fertilization.</li> <li>•describe the changes which take place in a flower after fertilization</li> <li>•label the different parts of a flower and explain their functions</li> <li>•draw the diagram of the human male and female reproductive systems.</li> <li>•describe the role of placenta and menstruation.</li> <li>•explain the reasons for adopting contraceptive methods.</li> <li>•list the various contraceptive methods used to avoid pregnancy</li> </ul>	<p><b>On Your Mark</b> Labelling of the parts of Rhizopus.</p> <p><b>Experiment (Biology Lab)</b> ⇒ Studying (a) binary fission in Amoeba, and (b) budding in yeast and Hydra with the help of prepared slides</p> <p><b>Get it Right</b> Correct identification of the type of asexual reproduction from the diagram shown.</p> <p><b>Online Quiz</b> - Parts of Flower</p> <p><b>Online Quiz-</b> Adolescent sexual and reproductive health</p> <p><b>Online Quiz-</b> male reproductive system</p> <p><b>Venn diagram</b> to compare self-pollination and cross-pollination.</p> <p><b>On Your Mark</b> Labelling of the parts of male and female reproductive system.</p> <p><b>Experiment (Biology Lab)</b> ⇒ Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean).</p>	Syllabus: Life Processes (except Nutrition)
Sep	<p><b>Heredity</b></p> <ul style="list-style-type: none"> <li>➤ Accumulation of Variation during Reproduction</li> <li>➤ Inherited Traits</li> </ul>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>• explain how changes in DNA can lead to stronger/ better species, or formation of new species altogether</li> <li>• state and explain Mendel's traits of inheritance</li> <li>• differentiate between inherited traits and acquired traits</li> </ul>	<p><b>Experiential Activity</b></p> <ul style="list-style-type: none"> <li>- Students will compare their ear lobes (free or attached) with their peer group to understand the inherited traits.</li> </ul>	<p>⇒ Assessment Worksheet</p> <p>⇒ Weekly Assignment</p> <p>⇒ Google Quiz</p>

	<p><b>(2 classes)</b></p> <ul style="list-style-type: none"> <li>➤ Rules for the Inheritance of Traits</li> <li>➤ Mendel's Contributions</li> </ul> <p><b>(2 classes)</b></p>	<ul style="list-style-type: none"> <li>• state the rules for the inheritance of traits</li> <li>• differentiate between a dominant and a recessive trait</li> </ul>		<p>⇒ Class Participation Assessment (oral &amp; written)</p> <p>⇒ <b>Mid-Term Examination</b> <b>21.09.2022 – 30.09.2022</b></p> <p>Syllabus:</p> <ul style="list-style-type: none"> <li>♦ Life Processes</li> <li>♦ Control &amp; Coordination</li> </ul>
<b>Oct</b>	<p><b>Heredity</b></p> <ul style="list-style-type: none"> <li>➤ How do these Traits get Expressed?</li> </ul> <p><b>(1 class)</b></p> <ul style="list-style-type: none"> <li>➤ Sex Determination</li> </ul> <p><b>(1 class)</b></p> <p><b>Our Environment</b></p> <ul style="list-style-type: none"> <li>➤ What happens when we add our waste to the environment?</li> <li>➤ Ecosystem &amp; it's components</li> </ul> <p><b>(1 class)</b></p> <ul style="list-style-type: none"> <li>➤ Food Chains &amp; Webs</li> <li>➤ Bio magnification</li> </ul> <p><b>(1 class)</b></p> <ul style="list-style-type: none"> <li>➤ How do our activities affect the environment?</li> <li>- Ozone Layer and How it is Getting Depleted</li> <li>- Managing the Garbage, we Produce</li> </ul> <p><b>(1 class)</b></p>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>• explain how the traits get expressed</li> <li>• compare genotypes and phenotypes</li> <li>• describe the sex determination in human beings</li> <li>• classify different waste products as biodegradable or non-biodegradable</li> <li>• tabulate the organisms feeding on one another (producers, consumers, decomposers) and energy transfer between them</li> <li>• classify biotic and abiotic components and their interaction with each other</li> </ul> <ul style="list-style-type: none"> <li>• classify different waste products as biodegradable or non-biodegradable</li> <li>• tabulate the organisms feeding on one another (producers, consumers, decomposers) and energy transfer between them</li> <li>• classify biotic and abiotic components and their interaction with each other</li> <li>• explain the importance of ozone layer</li> <li>• give reason for the depletion of ozone layer</li> <li>• describe the harmful effects of ozone layer depletion</li> <li>• advocate the use of fuels which produces fewer pollutants, uses energy efficient electric devices, uses fossil fuels judiciously</li> <li>• discuss the importance of natural resources and their conservation, leading to the conviction for adoption of good habits in their day-to-day life.</li> </ul>	<p><b>Family Traits Trivia</b></p> <p>A fun-time/Circle time activity to be conducted by the student with his/her family.</p> <p>"What traits do you share in common with others in your family? What traits are unique to you?"</p> <p>Do this activity with your family to find out!</p> <p><b>Meeting of the Minds</b></p> <p>Discussion on a hypothetical situation, "What will happen if all herbivores suddenly vanish from earth?" This may be followed by a discussion about how the loss of biodiversity disrupts the food chain hereby adversely affecting the energy flow in an ecosystem.</p> <p><b>VLOGGING:</b></p> <p>Make a VLOG to spread awareness about sustainable ways of living.</p>	<p>⇒ Assessment Worksheet</p> <p>⇒ Weekly Assignment</p> <p>⇒ Google Quiz</p> <p>⇒ Class Participation Assessment (oral &amp; written)</p>
<b>Nov</b>	<b>Revision</b>	Oral & Written Revision using Practice Questions and Sample Papers.		⇒ <b>Revision Tests</b>

		Syllabus: ♦ Life Processes ♦ Control & Coordination ♦ Heredity	21.11.2022 – 30.11.2022
Dec	Revision	Oral & Written Revision using Practice Questions and Sample Papers. Syllabus: ♦ Life Processes ♦ Control & Coordination ♦ Heredity ♦ Our Environment	⇒ Pre-Board Examination 28.12.2022 – 18.01.2023
Jan	Revision	Oral & Written Revision using Practice Questions and Sample Papers.	

## PHYSICS

Month	Topics	Learning outcome	Activities	Assessments
<b>MARCH</b> No of classes: 4	<b>LIGHT: Reflection &amp; Refraction</b>	<ul style="list-style-type: none"> <li>Answer questions based on your understanding of the lessons</li> <li>Draw ray diagrams for image formation for concave &amp; convex mirror.</li> </ul>	<b>Activity</b>  Study the image size variance for different positions of the object using convex and concave mirror (keeping the position of mirror fixed).	Students will be asked to demonstrate activities on Reflection of light.  <b>Follow up!</b> Feedback
<b>APRIL</b> No of classes: 8	<b>LIGHT: Reflection &amp; Refraction</b>	<ul style="list-style-type: none"> <li>Apply mirror formula to get the position of object, image and focal length</li> <li>Calculate the magnification by mirror.</li> <li>Draw ray diagrams to show the refraction of light</li> <li>Define relative and absolute refractive index.</li> <li>Draw ray diagrams to show the image formation by spherical lenses</li> </ul>	<b>From Light to Life</b>  Specifically, it can involve: <ul style="list-style-type: none"> <li>Read and evaluate relevant poetry</li> <li>examine diverse regions and countries, looking into how light influences climate</li> <li>Research and deliver presentations about Geographical pattern in photosynthetic light response</li> <li>Watch and discuss documentaries about light, such as Saving the Dark   Light Pollution</li> </ul>	<b>Class Test</b> <b>30.04.2022</b>  Light- Reflection and Refraction (up to mirror formula and magnification)
<b>MAY</b> No of classes: 8	<b>LIGHT: Reflection &amp; Refraction</b>	<ul style="list-style-type: none"> <li>Apply lens formula to get the object distance/image distance from the lens or focal length of the lens</li> </ul>	<b>Art Integration (Framing Questions)</b>  “Design A Caricature Quiz” on “Refraction of light”. A quiz (at least five questions) that covers	

		<ul style="list-style-type: none"> <li>○ Solve power related numerical to find the focal length of the lens</li> </ul>	the basics of refraction; including laws of refraction and characteristics of the image so formed. This is to determine your knowledge and retention.	
<b>JULY</b>  No of classes: 8	<b>HUMAN EYE AND THE COLORFUL WORLD</b>	<ul style="list-style-type: none"> <li>○ Draw diagram of human eye</li> <li>○ List the function of various parts of human eye</li> <li>○ Explain the causes of eye defects and mention their corrections</li> <li>○ Explain the cause of formation of rainbow.</li> <li>○ State the cause of atmospheric refraction</li> <li>○ List the various layers of atmosphere</li> <li>○ Explain phenomenon for advanced sunrise and delayed sunset</li> </ul>	<b>Experiential Activity</b>  Students will compare the powers of the spectacles of different children. <b>(Qualitative)</b>  <b>Art Integration (Photography)</b>  Students may submit two photographs of “Natural Phenomenon (e.g., Rainbow Formation, scattering of light, etc.) they observe in day-to-day life.”  <b>Lab Activity</b>  To trace the path of a ray of light passing through a rectangular glass slab for a particular angle of incidence.	<b>Assessment Round I</b>
<b>AUGUST</b>  No of classes: 8	<b>ELECTRICITY</b>	<ul style="list-style-type: none"> <li>○ Define charge and list its properties</li> <li>○ Infer the conventional direction of electric current</li> <li>○ Differentiate between potential and potential difference</li> <li>○ State Ohm’s Law and express it mathematically</li> <li>○ Explain the dependence of resistance and</li> </ul>	<b>Demonstration</b>  Determining the equivalent resistance of series and parallel combination of resistance using multimeter and resistance coil  <b>Lab Activity</b> Verification of Ohm’s law	<b>Assessment Round II</b>

		resistivity on various factors <ul style="list-style-type: none"> <li>○ Draw circuits for series and parallel combination</li> <li>○ Apply formulae to solve numerical</li> </ul>		
<b>SEPTEMBER</b>  No of classes: 4	<b>ELECTRICITY</b>	<ul style="list-style-type: none"> <li>○ Explain the cause of heating effects of current</li> <li>○ List the different materials used for making heating elements</li> <li>○ Compare the properties of materials</li> <li>○ Define power, electrical energy and their units.</li> <li>○ Solve numericals based on Power and Energy</li> </ul>	Design an energy efficient home using computer graphics (programming).  <b>DIY Night Lamp Using Mandala ART</b>  <b>Experiential learning</b>  Design Circuits using flour dough to verify series and parallel combination of circuits.  <b>Be a designer:</b> Design Circuits using PhET interactive.	<b>Class Test</b> <b>04.09.2022</b>
<b>OCTOBER</b>  No of classes: 6	<b>MAGNETIC EFFECTS OF ELECTRIC CURRENT</b>	<ul style="list-style-type: none"> <li>○ List the properties of a magnet</li> <li>○ Draw magnetic field lines for a given magnetic configuration.</li> <li>○ Explain Right-Hand Thumb Rule</li> <li>○ Apply thumb rule to get the direction of magnetic field.</li> <li>○ Explain the dependence of magnetic field around current carrying conductor on various factors.</li> <li>○ Apply formulae to solve numerical</li> </ul>	Demonstration of the production of magnetic field lines around a magnet using iron fillings.  <b>Experiential Activity</b>  Production of an electromotive force in one circuit by a change in current in another circuit.  <b>Lab Activity</b>  To determine the equivalent resistance of two resistors when connected in parallel.	<b>Class Test</b> <b>04.10.2022</b>

		<ul style="list-style-type: none"> <li>○ Draw schematic diagram for electromagnetic induction.</li> <li>○ List the laws of E.M.I.</li> </ul>		
NOVEMBER	<b>REVISION</b>	LIGHT: REFLECTION AND REFRACTION  HUMAN EYE AND THE COLOURFUL WORLD  ELECTRICITY  MAGNETIC EFFECTS OF CURRENT		<b>Revision Test</b>
DECEMBER & JANUARY	<b>REVISION</b>	LIGHT: REFLECTION AND REFRACTION  HUMAN EYE AND THE COLOURFUL WORLD  ELECTRICITY  MAGNETIC EFFECTS OF CURRENT		<b>Pre-Board Examination</b>

## CLASS X CHEMISTRY

Month	No of Classes / Topics Covered	Learning outcome	Activities	Assessments
MARCH	<b>BRIDGE COURSE-</b> Writing chemical formulas, Electronic configuration, Valency, Ions (2) <b>Chemical Reactions and Equations-</b> <b>No. of classes-</b> (2)	Each student will be able to: <ul style="list-style-type: none"> <li>Balance the chemical equations.</li> <li>Explain combination and decomposition reactions with examples. .</li> <li>Name the types of decomposition reactions and illustrate them with examples.</li> </ul>	<ul style="list-style-type: none"> <li>Write correct chemical formulae of compounds using placards on symbols and valency of elements and polyatomic ions</li> <li>Balance chemical reactions and write examples of types of chemical reactions</li> </ul>	Weekly Assignment/ Worksheet (submission of work)  Class participation Assessment (written + oral)
APRIL	<b>Chemical Reactions and Equations-</b>  <b>No. of classes-</b> (3)          <b>Acids, Bases and Salts</b>  <b>No. of classes-</b> (4)	Each child will be able to: <ul style="list-style-type: none"> <li>List the elements in decreasing order of reactivity. (Reactivity series).</li> <li>Describe displacement and double displacement reactions and cite examples.</li> <li>Identify the substances being oxidized and reduced in Redox reactions.</li> <li>Write chemical equation for corrosion of Fe, Ag and Cu.</li> <li>Explain rancidity and list the ways to prevent food from getting rancid.</li> <li>List some examples of natural, synthetic and olfactory indicators.</li> </ul>	<ul style="list-style-type: none"> <li>Perform an activity to show the process of electrolysis of water using carbon rods (from old 6V old batteries)</li> </ul> <b>Lab Activity - Experiment No.1 (2 Classes)</b> 1) To perform and identify the type of reaction a) Combination reaction. b) Decomposition c) Displacement d) Double displacement reaction <ul style="list-style-type: none"> <li>Test the change in smell of clove oil or onion juice with acids and bases.</li> </ul> <b>ART INTEGRATION- COLOURFUL CHEMISTRY</b> Create a collage with different shades of coloured paper strips. (making home-made litmus paper using turmeric)	Assessment worksheet  Weekly assignment  Class participation Assessment (written + oral)  Art Integration Assessment



			<ul style="list-style-type: none"> <li>Discussion on effects of oxidation reaction in daily life</li> </ul>	
<b>MAY</b>	<b>Acids, Bases and Salts (Contd....)</b>  <b>No. of classes-(7)</b>	<ul style="list-style-type: none"> <li>Write the chemical equation for the reaction of acids and bases with metals, reaction of acids with metal oxides, bases with non-metallic oxide</li> <li>Explain why acidic and basic solutions in water conduct electricity.</li> <li>Define pH and classify acids and bases on basis of pH</li> <li>List the importance of pH in day to day life.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on the topic: "Doctors suggest to refrain from a habit to consume antacids"</li> <li>Find out why should the pH of a swimming pool be maintained?</li> <li>Simulation on pH scale (PhET)</li> </ul>	Weekly Assignment/ Worksheet (submission of work)  Assessment worksheet Class participation Assessment (written + oral)
<b>JULY</b>	<b>Acids, Bases and Salts (Contd....)</b>  <b>No. of classes-(4)</b>          <b>Metals and Non-Metals</b>  <b>No. of classes-(4)</b>	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>Describe the methods of preparation, properties and uses of some common salts like sodium hydroxide, baking soda, washing soda, bleaching powder, plaster of Paris.</li> <li>List the physical properties of metals and non-metals.</li> <li>Arrange metals in decreasing order of reactivity</li> <li>List metalloids and strategic elements and their uses.</li> <li>Write chemical equations for the reaction of metals and non-metals with oxygen.</li> <li>Name the types of oxides formed</li> <li>Explain amphoteric oxides with examples and chemical equations</li> <li>Write chemical equations for the reaction of metals and non-metals with water and dilute acids</li> </ul>	<ul style="list-style-type: none"> <li><b>CASE STUDY-</b> Topic: Acids, Bases and Salts (pH of Soil)</li> <li>List the important role/uses of salts in daily life.</li> </ul> <p><b>Lab Activity - Experiment No. 2</b> To study the properties of acids and bases by their reaction with litmus solution, Zn metal, solid <math>\text{Na}_2\text{CO}_3</math></p> <p><b>Lab Activity - Experiment No. 3 (2 Classes)</b> To find the pH of the given samples by using pH paper/ universal indicator</p> <ul style="list-style-type: none"> <li>Develop a crossword puzzle based on properties of metals and non metals and share with the class.</li> <li>Simulation on formation of ionic compounds</li> </ul>	<b>Weekly Test 1 (04.7.22)</b> -Chemical Reactions and Equations          Weekly Assignment/ Worksheet (submission of work)          Assessment worksheet          Class participation Assessment (written + oral)          Class Test



	Acids, Bases and Salts Metals and Non-Metals <b>No. of classes- (2)</b>			Ch-3 Metals and Non-Metals (till properties of ionic compounds)
<b>OCTOBER</b>	<b>Carbon and its Compounds (Contd...)</b>  <b>No. of classes- (5)</b>	<ul style="list-style-type: none"> <li>Explain hydrogenation reaction, substitution reaction, dehydration reaction, esterification reaction with chemical equations.</li> <li>List the properties and uses of ethanol and ethanoic acid.</li> <li>Draw the micelle structure for soaps and detergents.</li> <li>Explain the cleansing action of soap</li> </ul>	<ul style="list-style-type: none"> <li>Use molecular model kit to make models of compounds formed during hydrogenation reaction, oxidation and substitution reaction</li> <li><b>Lab Activity - Experiment No. 6 (2 Classes)</b> Study the comparative cleansing capacity of a sample of soap in soft and hard water</li> <li>Group discussion on advantages and disadvantages of using soaps and detergents</li> <li>Case study Topic: Carbon and its Compounds (<b>hydrocarbons</b>)</li> </ul>	Assessment worksheet  Weekly assignment  Class participation Assessment (written + oral)  Class Test
<b>NOVEMBER</b>	<b>Management of Natural Resources</b>  <u>(only for Internal Assessment)</u>  <b>No. of classes- (5)</b>  <b>Revision No. of classes- (3)</b>	<ul style="list-style-type: none"> <li>List the need for the management of natural resources</li> <li>Describe the steps to be taken for the conservation of forests and wild life</li> <li>Explain the importance of dams</li> <li>Mention the aim of water shed management</li> <li>Name some of the ancient water harvesting systems.</li> <li>Explain how to conserve fossil fuels</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on need for management of resources, importance of forest and water conservation</li> <li>Preparing a power-point presentation on the topics mentioned.</li> <li>Study the rainfall patterns in India and identify the regions where water is abundant and the regions of water scarcity.</li> <li>Find out how Euro I and Euro II norms for emission from vehicles work towards reducing air pollution.</li> </ul>	Power-point presentation Class participation (Oral and Written) <b>REVISION TEST (21.11.22 – 30.11.22)</b> Ch-1 Chemical reactions and Equations Ch-2 Acids, Bases and Salts Ch-3 Metals and Non-Metals Ch-4 Carbon and its Compounds (Till chemical properties of carbon compounds)
<b>DECEMBER &amp; JANUARY</b>	<b>REVISION No. of classes-</b>	Ch- Chemical Reactions and Equations		<b>PRE BOARD EXAMINATION: (28.12.22 – 18.1.23)</b> Full Syllabus

	(8 + 4)	Ch- Acids, Bases and Salts Ch- Metals and Non-Metals Ch- Carbon and its Compounds		
FEBRUARY	REVISION No. of classes- (4)	Full Syllabus		

**HOME SCIENCE**  
**2022-2023**  
**CLASS X**

**TEXTBOOK:** Comprehensive Home Science class X by Anju

<b><u>NO. OF PERIODS/TOPICS COVERED</u></b>	<b><u>LEARNING OUTCOME</u></b>	<b><u>ACTIVITIES</u></b>	<b><u>ASSESSMENTS</u></b>
<b><u>MARCH</u></b>  <b><u>BRIDGE COURSE</u></b>  <b>NUTRIENTS AND ITS IMPORTANCE</b> <ul style="list-style-type: none"> <li>What are nutrients? and Difference between macro and micro nutrients.</li> <li>Different types of diets. And nutrients and their deficiencies</li> <li>Balanced diet</li> <li>Adulteration, malpractices</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- define the terms food, nutrition, health, fitness and balanced diet.</li> <li>- differentiate between macro and micro nutrients.</li> <li>- list the different types of nutrients and deficiencies</li> </ul>	Padlet activity, jam board, preparation of balance meal chart	1) Google form 2) Kahoot quiz
<b><u>APRIL</u></b> <ul style="list-style-type: none"> <li>What is play? and role of play in development of children</li> <li>Types of play and selection of play material</li> <li>Play material for different age groups</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>-define the term play</li> </ul> Analyze the role of play in growth and development of children <ul style="list-style-type: none"> <li>-elaborate on the types of play</li> <li>-select play materials for children.</li> </ul>	Students will be asked to make a play material either a doll or any other object for the age group of 0-3 years.	1) Google form 2) class test

<p><b><u>MAY</u></b></p> <p>1) <b><u>FEATURES OF CHILDHOOD:</u></b></p> <ul style="list-style-type: none"> <li>• Early childhood (2-7 years) and Middle childhood (7-11 years)</li> <li>• Physical, motor, social, emotional, cognitive and language development</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-list the features of physical development during early and middle childhood</li> <li>-trace the motor development during early and middle childhood</li> <li>-highlight social and emotional development</li> <li>-compare the cognitive development during early and middle childhood</li> </ul>	<p>Learn to read your own growth and development chart maintained by your own pediatrician.</p>	<p>1) Google form 2) Quizzes.com</p>
<p>2) <b><u>FEATURES AND PROBLEMS OF ADOLESCENTS</u></b></p> <ul style="list-style-type: none"> <li>• Adolescence and emotional, physical, social and cognitive characteristics.</li> <li>• Language development and problems of adolescents</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-define the term adolescence</li> <li>-identify the physical features of adolescent girls and boys</li> <li>-recognize the cognitive and language abilities of adolescents</li> <li>-Be aware of the problems faced by adolescents.</li> </ul>	<p>Plan a balanced meal for an adolescent on the basis of their likes and dislikes.</p>	<p>1) Google form 2) Kahoot.com 3) Padlet</p>
<p><b><u>JULY</u></b></p> <p>1) <b><u>TIME AND ENERGY MANAGEMENT</u></b></p> <ul style="list-style-type: none"> <li>• Time management</li> <li>• Importance of time management</li> <li>• time plan</li> <li>• energy management</li> <li>• fatigue</li> <li>• work simplification</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-define the term time management and time plan</li> <li>-list the importance time management</li> <li>-enlist the steps of making the time plan</li> <li>-elaborate the topic of fatigue and work simplification</li> </ul>	<p>Prepare a time plan for yourself for one day</p>	<ul style="list-style-type: none"> <li>- kahoot quiz</li> <li>- assignment questions</li> <li>- worksheet</li> <li>- 23<sup>rd</sup> July 2021 weekly test</li> </ul>
<p><b><u>AUGUST</u></b></p> <p>1) <b><u>FAMILY INCOME</u></b></p> <ul style="list-style-type: none"> <li>• Income and family income</li> <li>• Types of incomes</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-define income and family income</li> <li>-list the different types of income</li> <li>-elaborate the factors affecting expenditure</li> </ul>	<p>Collage on the different types of family income and their sources</p>	<ul style="list-style-type: none"> <li>- Quizzes.com</li> <li>- Assignment questions</li> <li>- worksheet</li> </ul>

<ul style="list-style-type: none"> <li>• Expenditure and factors effecting expenditure</li> <li>• Record of income and expenditure</li> <li>• Importance of saving and expenditure</li> <li>• Investment schemes</li> </ul>	<ul style="list-style-type: none"> <li>-list the steps in keeping record of income and expenditure</li> <li>-state the importance of savings and expenditure</li> </ul>		
<b><u>SEPTEMBER</u></b>  <b>1) <u>FOOD &amp; PERSONAL HYGIENE</u></b> <ul style="list-style-type: none"> <li>• Food hygiene</li> <li>• Principles of hygienic handling of food</li> <li>• Hygiene in kitchen</li> <li>• Personal hygiene</li> <li>• Hygiene during food storage</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>-define the term food hygiene and personal hygiene</li> <li>-list the principles of hygienic handling of food</li> <li>-state the hygiene in kitchen and personal hygiene practices</li> <li>-elaborate the hygiene during food storage</li> </ul>	Undertake a market survey and collect five food labels under FSSAI, AGMARK, ISI mark and analyze them	<ul style="list-style-type: none"> <li>- Google form</li> <li>- Assignment questions</li> <li>- worksheet</li> </ul>
<b><u>OCTOBER</u></b>  <b><u>Meal Planning</u></b> <ul style="list-style-type: none"> <li>• Concept of Meal Planning</li> <li>• Factors affecting meal planning</li> <li>• Basic food groups</li> <li>• Use of food groups in planning balanced meal for self and family.</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>-describe the importance of the term meal planning.</li> <li>-list the factors affecting meal planning</li> <li>-state the different food groups and their importance</li> <li>-plan different meals using the food groups.</li> </ul>	Plan five different types of menus using the basic food groups.	<ul style="list-style-type: none"> <li>- Google form</li> <li>- Assignment questions</li> <li>- worksheet</li> </ul>
<b><u>NOVEMBER:</u></b>  <b><u>Food Safety and Consumer Education</u></b> <ul style="list-style-type: none"> <li>• Problems faced by Consumer</li> <li>• Mal-practices</li> <li>• Food adulteration</li> <li>• Food Safety Standards-FSSAI (2006)</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>-list the different problems faced by the consumers.</li> <li>-identify the various malpractices in the market.</li> <li>-state the different ways in which the food can be adulterated.</li> <li>-elaborate on the concept of FSSAI</li> </ul>	1) Write a report on any five malpractices you have observed in the market and write your responsibilities as a consumer in each context.  2) Prepare a slogan/poster to create awareness on consumer education	<ul style="list-style-type: none"> <li>- Google form</li> <li>- Assignment questions</li> <li>- worksheet</li> </ul>

<b><u>DECEMBER:</u></b>  <b><u>Care and Maintenance of Fabrics and Apparel</u></b> <ul style="list-style-type: none"> <li>Cleaning and finishing agents used in routine care of clothes.</li> <li>Stain Removal</li> <li>Storage of cotton, silk, wool and synthetics</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>-list the different cleaning and finishing agents.</li> <li>-elaborate on the different methods of stain removal from different types of fabrics.</li> <li>-state the different ways of storage of clothes.</li> </ul>	Remove stain from white cotton fabric: curry, paint, ball pen ink, lipstick, tea and coffee	<ul style="list-style-type: none"> <li>- Google form</li> <li>- Assignment questions</li> <li>- worksheet</li> </ul>
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## FRENCH -Class X

TEXT BOOK: ENTRE JEUNES II

MONTH	CONTENT	LEARNING OUTCOMES	ASSESSMENTS	ACTIVITIES
<b>MARCH</b>	<b>Bridge course</b> <ul style="list-style-type: none"> <li>• Les articles</li> <li>• Les verbes</li> <li>• Posez des questions</li> <li>• Les proverbes</li> <li>• Compréhension écrite et expression écrite</li> </ul>	Students will be able to revise <ul style="list-style-type: none"> <li>• Les articles</li> <li>• Les verbes</li> <li>• Posez des questions</li> <li>• Les proverbes</li> <li>• Compréhension écrite et expression écrite</li> </ul>	Présenter quelqu'un <b>(Assessment of Speaking Skill)</b>  <b>Worksheets -</b> Compréhension écrite, expression écrite , grammaire topics.	Compréhension écrite  Compréhension orale
<b>APRIL</b>	<b>Après le bac</b> <ul style="list-style-type: none"> <li>• Le Futur Antérieur</li> <li>• Le système d'éducation en France et en Inde.</li> <li>• IUT</li> </ul>	Students will be able to- <ul style="list-style-type: none"> <li>• Conjugate all verbs in future antérieur form.</li> <li>• Describe the education system in France and compare it with that in India.</li> </ul>	<b>Expression Ecrite - La Lettre</b> : Décrivez le système d'éducation.  <b>Worksheets -</b> Compréhension écrite, Grammaire, Question Bank.	Une discussion- Que feriez-vous après le Bac ?  Comparez le système éducatif en France et en Inde.

<b>MAY</b>	<b>Après le bac – Contd</b> <ul style="list-style-type: none"> <li>Le CROUS</li> <li>Les Expressions de l'examen</li> <li>Université de Sorbonne</li> </ul>	<ul style="list-style-type: none"> <li>Form the noun form of verbs and vice versa and use them in sentences of their own.</li> </ul>	<b>Worksheets -</b> Compréhension écrite, Grammaire, Question Bank  <b>Class Test (practice) -</b> Leçons 1 & 2  <b>20.05.22-Weekly Test</b>	Compréhension écrite  Compréhension orale
<b>MAY</b>	<b>Chercher du travail</b> <ul style="list-style-type: none"> <li>Pronoms Relatifs simples et composés</li> <li>Le Curriculum Vitae</li> <li>Expressions avec le mot "travail"</li> <li>Les Petits Annonces</li> </ul>	Students will be able to – <ul style="list-style-type: none"> <li>Write their C.V in French with all the required rubriques.</li> <li>Rewrite sentences using pronoms relatifs – both simples and composés.</li> <li></li> </ul>	<b>Experiential Learning based Activity:</b> Students will write a C.V and apply for a job through classified advertisements.  <b>Worksheets -</b> Compréhension écrite, Grammaire, Question Bank  <b>Holiday Homework :</b> <b>Art Integration-</b> une affiche <b>Subject Enrichment-</b> Compréhension écoute  Practice worksheets	Créez votre C.V.  Un Jeu de rôle
<b>JULY</b>	<b>Le plaisir de lire</b>  Lisez le dialogue Plus-que-parfait Les livres et les écrivains	Students will be able to do- <ul style="list-style-type: none"> <li>Le plus-que –parfait</li> <li>Le Bibliothèque</li> <li>Le Petit Prince</li> <li>Les rubriques d'un journal</li> <li>Le Renard et les Raisins</li> <li>Panchatantra</li> <li>Story writing</li> </ul>	Worksheet- le plus-que - parfait	Créez une couverture de votre roman préféré et faites le résumé



<b>JULY</b>	<b>Les médias</b>  Les pronoms-y et en Les rubriques des journaux Les chaînes de télé et de radio en France	Students will be able to know about <ul style="list-style-type: none"> <li>• Les chaînes de la télé</li> <li>• La Radio françaises</li> </ul> They will practice <ul style="list-style-type: none"> <li>• Impératif – affirmative et négatif</li> <li>• Pronoms Y et EN</li> <li>• Les journaux français</li> <li>• Les magazines</li> <li>• Le message</li> </ul>	<b>Weekly Test</b> <b>29/07/2022</b>  <b>Syllabus : Lessons -3,4,5</b>  Worksheet- les pronoms –y, en et l’impératif	RFI- une compréhension orale  France Inter- une compréhension orale  Compréhension écrite- Le Figaro/ Le Monde
<b>AUGUST</b>	<b>Chacun ses goûts</b> <ul style="list-style-type: none"> <li>• Les pronoms Démonstratifs (simples et composés)</li> <li>• Les musées</li> </ul> Les films français	Students will be able to do- <ul style="list-style-type: none"> <li>• Les pronoms Démonstratifs (simples et composés)</li> <li>• Les musées</li> <li>• Les films français</li> <li>• Movie Review</li> <li>• Les Expressions et Proverbes</li> <li>• Les forms verbales et nominales</li> </ul>	Subject Enrichment Production orale et compréhension orale  Worksheet- les pronoms démonstratifs	Art Integration Un réplica de peintre française (n’importe laquelle)  Creez un dialogue entre deux amis en discutant leurs goûts
<b>SEPTEMBER</b>	<b>En pleine forme</b> <ul style="list-style-type: none"> <li>• La santé – Les maladies</li> <li>• La Sécu</li> <li>• Le sport et les exercices</li> <li>• Les Pronoms Possessifs</li> </ul>	Students will be able to learn about- <ul style="list-style-type: none"> <li>• La santé – Les maladies</li> <li>• La Sécu</li> <li>• Le sport et les exercices</li> <li>• Les Pronoms Possessifs</li> </ul>	Question Bank  Les exercices et Q/A  Worksheet- les pronoms possessifs	Débat – Importance of health and sports in our lives. (Speaking Skill)
	<b>Revision</b>	Lessons 2-7 1. L.2 – Après le bac 2. L.3 – Chercher du travail 3. L.4 – Le plaisir de lire 4. L.5 - Les médias 5. L.6 - Chacun ses goûts 6. L.7 – En pleine forme	Term –I Exam (80 marks) Syllabus - Lessons 2 to 7 Grammar – All tenses done so far, Adjectifs and pronoms possessifs and demonstratifs, pronoms personnels, Y, En. Writing Skills –Letter, rearrange the dialogue	

		All Grammar topics Writing skills Compréhension Écrite	Unseen passage and culture & civilisation.	
OCTOBER	<b>L'environnement</b>  Le subjonctif Comment Protéger l'environnement	Students will be able to do- • Comment Protéger l'environnement • Réduire , réutiliser , recycler • Le Subjonctif	Assessment Based Activity : Class Test – lessons 7 & 8  <b>Speaking skills</b> Les Pollutions – ses effets et la remédie.  Audio Comprehension- L'Environnement. (Listening Skill	Art Integration  Une affiche- Protéger/ sauver la planète
OCTOBER	<b>Vive la République</b> Le Discours Rapporté	• Le système politique en France et en Inde • Expressions de la telephone • Le Discours Rapporté	Worksheet- le discours rapporté- style direct-style indirect  Subject Enrichment Production orale et compréhension orale	Une étude comparatif- une discussion- le système politique en France et en Inde
November to January 2023	<b>REVISION for PRE-BOARD and BOARD EXAMS EXAMS</b>	1. L.2 – Après le bac 2. L.3 – Chercher du travail 3. L.4 – Le plaisir de lire 4. L.5 - Les médias 5. L.6 - Chacun ses goûts 6. L.7 – En pleine forme 7. L.8 – L'environnement 8. L.10 - Vive la République! Grammaire Sample papers Compréhension écrite Expression écrite Civilisation	<b>Revision Tests- 21 Nov-30 Nov 2022</b> <b>Pre Board Examination from 28 Dec-18 Jan 2023</b>	

## COMPUTER APPLICATION

MONTH	TOPICS/ SUBTOPICS	LEARNING OUTCOMES	ASSIGNMENTS	ASSESSMENT
<b>March</b>	<b>Topics:</b> Unit 2: HTML <b>Sub Topic:</b> <ul style="list-style-type: none"> <li>• Introduction to web page designing using HTML:</li> <li>• Create and save an HTML document, access a web page using a web browser.</li> <li>• HTML tags: html, head, title, body, (attributes: text, background, bgcolor, link, vlink, alink),</li> <li>• br (break), hr(horizontal rule), inserting comments, h1..h6 (heading),</li> <li>• p, b, i, u</li> </ul>	Each student will be able to familiarize with creating simple web page using HTML commands in Notepad and executing the correct output	<ul style="list-style-type: none"> <li>•Reading</li> <li>•Listening</li> <li>•Speaking</li> <li>•Thinking</li> <li>•Creating a webpage using basic HTML commands</li> </ul>	<ul style="list-style-type: none"> <li>•Worksheet</li> <li>•Google form</li> <li>•HTML Output</li> <li>•Webpage</li> <li>•Quiz</li> </ul>
<b>April</b>	<b>HTML Tags</b> <ul style="list-style-type: none"> <li>• ul, ol and li</li> <li>• Description lists: dl, dt and dd.</li> <li>• Attributes of ol (start, type), ul (type).</li> <li>• Font tags (attributes: face, size, color).</li> <li>• sup (super script), sub (subscript).</li> <li>• Insert images: img (attributes: src, width, height, alt)</li> </ul>	Each student will be able to create lists and insert images in HTML. They will be able to use the lists and Images in the webpages.	<ul style="list-style-type: none"> <li>•Reading</li> <li>•Listening</li> <li>•Speaking</li> <li>•Thinking</li> <li>•Creating a webpage using lists and inserting images in webpage using HTML commands</li> </ul>	<ul style="list-style-type: none"> <li>•Worksheet</li> <li>•Google form</li> <li>•HTML Output</li> <li>•Webpage</li> <li>•Weekly Test</li> </ul>
<b>May</b>	<b>HTML Forms:</b> <ul style="list-style-type: none"> <li>• Textbox, radio buttons, checkbox, password, list, combobox.</li> </ul>	Each student will be able to create a form using HTML commands.	<ul style="list-style-type: none"> <li>•Reading</li> <li>•Listening</li> <li>•Speaking</li> <li>•Thinking</li> <li>•Creating a feedback form using HTML commands</li> </ul>	<ul style="list-style-type: none"> <li>•Worksheet</li> <li>•Google form</li> <li>•HTML Output</li> <li>•Webpage</li> <li>•Quiz</li> </ul>
<b>July</b>	<b>Unit 3: Cyber ethics July</b> <ul style="list-style-type: none"> <li>• Netiquettes.</li> <li>• Software licenses and the open source software movement.</li> <li>• Intellectual property rights, plagiarism and digital property rights.</li> <li>• Freedom of information and the digital divide.</li> <li>• E-commerce: Privacy, fraud, secure data transmission.</li> </ul>	Each student will be able to understand Cyber Ethics, IPR, Freedom of Information	<ul style="list-style-type: none"> <li>•Reading</li> <li>•Listening</li> <li>•Speaking</li> <li>•Thinking</li> <li>•Creating a digital poster on Cyber Ethics</li> </ul>	<ul style="list-style-type: none"> <li>•Worksheet</li> <li>•Google form</li> <li>•Poster</li> <li>•Quiz</li> </ul>

<b>August</b>	<b>Topic: Networking</b> <b>Sub Topic</b> Internet: World Wide Web, web servers, web clients, web sites, web pages, web browsers, blogs, news groups, HTML, web address, e-mail address, downloading and uploading files from a remote site.	Each student will be able to understand different terms used in Internet and Networking	•Reading •Listening •Speaking •Thinking •Creating a Presentation on Networking	•Worksheet •Google form •Presentation
<b>September</b>	<b>Topic: Networking</b> <b>Sub Topic</b> Internet protocols: TCP/IP, SMTP, POP3, HTTP, HTTPS. Remote login and file transfer protocols: SSH, SFTP, FTP, SCP, TELNET, SMTP, TCP/IP	Each student will be able to understand the uses of various Internet protocols	•Reading •Listening •Speaking •Thinking •Creating a Table on Internet Protocols	•Worksheet •Google form •Table
<b>October</b>	<b>Topic: Networking</b> <b>Sub Topic</b> Services available on the internet: information retrieval, locating sites using search engines and finding people on the net; Web services: chat, email, video conferencing, e-Learning, e-Banking, e-Shopping, e-Reservation, e-Governance, e-Groups, social networking. Mobile technologies: SMS, MMS, 3G, 4G.	Each student will be able to understand the uses merits and demerits of different web services.	•Reading •Listening •Speaking •Thinking •Creating a chart on E Services.	•Worksheet •Google form •Poster
<b>November</b>	<b>Topic: HTML II</b> <b>Sub Topic</b> Embed audio and video in a HTML page. Create a table using the tags: table, tr, th, td, rowspan, colspan Links: significance of linking, anchor element (attributes: href, mailto), targets.	Each student will be able to Embed audio, video, insert Table and links using HTML Commands.	•Reading •Listening •Speaking •Thinking •Creating tables and links using HTML commands	•Worksheet •Google form •HTML Output •Webpage
<b>December</b>	<b>Topic: HTML II</b> <b>Sub Topic</b> Cascading style sheets: colour, background-colour, border-style, margin, height, width, outline, font (family, style, size), align, float	Each student will be able to use CSS while creating web pages	•Reading •Listening •Speaking •Thinking •Creating a webpage using CSS commands	•Worksheet •Google form •HTML Output •Webpage