

**RAMJAS PUBLIC SCHOOL (DAY BOARDING)**  
**ANNUAL CURRICULUM PLAN (2025-26)**  
**SUBJECT: ENGLISH CLASS: X TERM 1 (APRIL – SEPTEMBER)**

Date/ Month	FA/SA	Name of the lesson/ Topic/ Content	Textbook	Learning Objectives	Methodology	Learning outcomes
April	PT1 SA1	<b><u>PROSE/ FICTION</u></b>  1. A LETTER TO GOD (G L Fluentes)	FIRST FLIGHT	<p><b><u>GENERAL OBJECTIVES</u></b></p> <p><b>To develop an appreciation for prose</b> as a literary genre by analyzing the narrative techniques, structure, and language used by the author.</p> <p><b>To familiarize learners with the writing style</b> of the author and understand how his cultural background influences the story.</p> <p><b>To enhance comprehension skills</b> through the exploration of plot development, setting, character motivations, and thematic depth.</p> <p><b>To enrich vocabulary</b> through context-based learning and application of new words in meaningful contexts.</p> <p><b>To foster critical and creative thinking</b> by encouraging learners to reason, interpret, infer, and justify viewpoints based on textual evidence.</p> <p><b>To interpret and evaluate key themes</b>, such as faith, irony, and human kindness, and reflect on their relevance in</p>	<p>A discussion on the author’s life and work</p> <p>Reading with correct stresses and intonation.</p> <p>Discussion of new and difficult words in terms of their meaning and pronunciation.</p> <p>Understanding the lesson in terms of its plot, characters and themes.</p> <p><b>ACTIVITY</b> – Class discussion on the importance of faith and the ability of faith to empower people in situations of hardship. Also, should faith overpower logical thought and overshadow genuine benevolence?</p> <p>Discussion on postal service and email.</p> <p>The students will write an article on the topic ‘Faith can move Mountains’ for the school magazine.</p> <p>Brainstorming of the end of lesson comprehension questions.</p> <p>Learners will also be shown video modules related to the lesson to enhance/</p>	<p><b>By the end of the lesson, learners will be able to:</b></p> <p><b>Read</b> with correct word stress, sentence stress and intonation.</p> <p><b>Read</b> for understanding/ comprehension both global and specific</p> <p><b>Identify and explain</b> the key elements of the story (plot, setting, characters, and theme) with 80% accuracy in a short-answer assessment.</p> <p><b>Use</b> at least 5 new vocabulary words from the text correctly in sentences of their own within the class period.</p> <p><b>Analyze</b> the character of Lencho and describe his traits, motivations, and transformation in a structured paragraph or a mind map by the end of the session.</p> <p><b>Demonstrate</b> understanding of the theme of faith and irony by participating in a group discussion or writing a short reflective paragraph by the end of the activity.</p> <p><b>Relate</b> the central idea of the story to a real-life situation where faith or kindness played a major role, and share the example in a peer discussion or journal entry.</p>

			<p>contemporary life.</p> <p><b><u>SPECIFIC OBJECTIVES</u></b></p> <p><b>To help learners understand how unwavering faith</b> can provide strength and hope during adversity, while also recognizing the dangers of blind faith.</p> <p><b>To encourage learners to connect literature with real-life situations,</b> promoting empathy, ethical reasoning, and deeper personal reflection.</p> <p><b>To enable students to analyze character behavior and motivation,</b> particularly Lencho’s innocence and perception of justice.</p> <p><b>To cultivate an understanding of situational irony,</b> and how it adds depth and meaning to the narrative.</p> <p><b>To guide learners in articulating personal responses,</b> both oral and written, using evidence from the text to support their views.</p> <p><b>To promote collaborative learning</b> through discussions, debates, and role-play activities related to the story’s events and characters.</p>	<p>aid comprehension.</p>	<p>Evaluate the author's use of irony by identifying at least one ironic situation in the story and explaining its effect in a class quiz or group presentation.</p>
--	--	--	--	---------------------------	--

April	PT1  SA1	<p><b><u>PROSE/ FICTION</u></b></p> <p>NELSON MANDELA: A LONG WALK TO FREEDOM</p> <p>(Nelson Mandela)</p>	FIRST  FLIGHT	<p><b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned above</p> <p><b><u>SPECIFIC OBJECTIVES</u></b>  <i>To make the learners understand the difference between different genres of literature, in this case, an autobiography and other prose categories.</i></p> <p><i>To enable them to see the extract as an inspiring example of how to fight for justice and as a showcase of the power of sacrifice, resilience, forgiveness and unity toward achieving freedom.</i></p> <p><i>To enable learners to appreciate the fact that Nelson Mandela faced many obstacles throughout his life and with his courage and willpower he overcame them all. Through his strength and determination, he achieved great success in his life.</i></p> <p><i>Understand the <b>historical and political context</b> of apartheid and Mandela’s role in the freedom struggle.</i></p> <p><i>Analyze the <b>literary style and tone</b> of Mandela’s autobiographical writing.</i></p> <p><i>Enhance vocabulary and comprehension through <b>context-based learning</b>.</i></p> <p><i>Relate the <b>themes of freedom, equality, and justice</b> to present-day scenarios.</i></p>	<p>Class discussion on the author’s life and work.</p> <p>Reading with correct stresses and intonation.</p> <p>Discussion of new and difficult words in terms of their meaning and pronunciation.</p> <p>Understanding the lesson in terms of its plot, characters and themes.</p> <p>Learners will also be shown video modules related to the lesson to enhance/ aid comprehension</p> <p>Brainstorming of the end of lesson comprehension questions.</p> <p><b>ACTIVITY</b> – Exchange of ideas on the similarity between India’s struggle for independence and the struggle of the South African Blacks to shed the yoke of white supremacy and apartheid.</p>	<p><b>By the end of the lesson learners will be able to –</b></p> <p><b>Read</b> with correct word stress, sentence stress and intonation.</p> <p><b>Read</b> for understanding/ comprehension both global and specific.</p> <p><b>Summarize the key events</b> in the chapter in 4–5 bullet points with 90% accuracy.</p> <p><b>Identify and explain</b> at least <b>three values or qualities of Mandela</b> as reflected in the text.</p> <p><b>Use 4 new words</b> from the lesson in meaningful sentences.</p> <p><b>Respond to 3 inferential comprehension questions</b> using textual evidence.</p> <p><b>Draw connections</b> between Mandela’s fight for freedom and <b>a current global or local issue</b> involving equality or human rights.</p> <p><b>Express personal opinions</b> on freedom and leadership in a short paragraph or group discussion.</p>
-------	----------------	---	---------------------	---	---	--

April	PT1 SA1	<b><u>PROSE/ FICTION</u></b> A TRIUMPH OF SURGERY	FOOT-PRINTS WITHOUT FEET	<p><b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.</p> <p><b><u>SPECIFIC OBJECTIVES</u></b>  <i>The learners will be able to understand that pets have their own needs which need to be taken care of.</i></p> <p><i>They will be able to understand the evils of overindulgence, especially concerning a pet.</i></p> <p><i>Learners will be able to understand that keeping a pet is like raising a child. It has its share of responsibilities.</i></p> <p><i>Appreciate the author’s <b>humorous and compassionate narrative style.</b></i></p>	<p>Class discussion on the author’s life and work</p> <p>Reading with correct stresses and intonation.</p> <p>Discussion of new and difficult words in terms of their meaning and pronunciation.</p> <p>Understanding the lesson in terms of its plot, characters and themes.</p> <p><b>ACTIVITY</b> – Class discussion on the how over-caring and overpampering manifests itself and its effect on individuals particularly children.</p>	<p><b>By the end of the lesson, learners will be able to:</b></p> <p><b>Retell</b> the story's plot in sequence in 5–6 sentences with 90% accuracy.</p> <p><b>Identify</b> and describe the main characters (Tricki, Mrs. Pumphrey, and the narrator) and their traits using a character map.</p> <p><b>List</b> 4 new words or expressions from the story and use them in original sentences.</p> <p><b>Answer</b> 3 higher-order questions involving reasoning, such as why the narrator chose a different approach for Tricki’s treatment.</p> <p><b>Explain</b> the central theme of overindulgence and its consequences in both pets and humans in a short paragraph.</p> <p><b>Participate</b> in a role-play or group discussion portraying Mrs. Pumphrey and the narrator to understand perspectives and build empathy.</p>
April	PT1 & SA1	<b><u>POETRY</u></b> DUST OF SNOW (Robert Frost)	FIRST FLIGHT	<p><b><u>GENERAL OBJECTIVES</u></b> -</p> <p>To enable learners to appreciate the literary genre of poetry and appreciate the poet’s style of writing.</p> <p>To make the learners comprehend the literal as well as the figurative meaning of the poem.</p>	<p>Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the poem. Loud reading by learners to reinforce the same.</p>	<p>Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings.</p> <p>Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions, poet’s point of view, etc. in order to demonstrate</p>

April	PT1 & SA1	<b><u>POETRY</u></b> FIRE AND ICE  (Robert Frost)	FIRST FLIGHT	<p>To enable the learners to understand the literary devices/figures of speech used in the poem.</p> <p>To develop an understanding of the themes conveyed by the poem.</p> <p>To enable learners to reason, recall, extrapolate, illustrate, justify etc on the basis of the text read.</p> <p>To enable learners to relate literature to real life.</p> <p><b><u>SPECIFIC OBJECTIVES</u></b>  <i>To enable learners to appreciate the communication between nature and humans, nature’s healing power, and its help in dealing with negative emotions.</i></p> <p><i>To make them see the significance of small natural events in bringing about a positive change.</i></p> <p><b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.</p> <p><b><u>SPECIFIC OBJECTIVES</u></b>  <i>To enable learners to understand that extreme human emotions are destructive. Fire stands for aggression and unending desire and Ice stands for insensitivity and</i></p>	<p>Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative.</p> <p>Identification and discussion of figures of speech used in the poem.</p> <p>The themes conveyed by the poem will be highlighted and discussed.</p> <p><b>ACTIVITY</b> – Narration of experiences/incidents by the learners when they felt depressed or hopeless. Have they had similar moments where they experienced a change in their mood that day by some event or in the presence of nature?</p> <p>Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the poem. Loud reading by learners to reinforce the same.</p>	<p>an understanding of their significance in literature and narratives.</p> <p>Reading for understanding - both global and specific.</p> <p>Being able to relate literature to real life and draw a learning or inspiration from it.</p> <p>Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings.</p> <p>Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions, poet’s point of view, etc. in order to demonstrate</p>
-------	-----------------	--	-----------------	---	--	--

April	PT1 & SA1	<b><u>PROSE/ FICTION</u></b>  THE THIEF’S STORY  (Ruskin Bond)	FOOT PRINTS WITHOUT FEET	<p><i>hatred. Both emotions are dangerous and may bring the world to an end.</i></p> <p><i>To make them see that we let our emotions rule us and if don’t control them they will surely destroy everything around us.</i></p> <p><i>To enable them to understand that Fire and ice, both are just as competent in bringing the world to a catastrophic end.</i></p> <p><b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.</p> <p><b><u>SPECIFIC OBJECTIVES</u></b> <i>To enable learners to focus on human values and relationships that are significant in our lives and that those values have the power to change an individual.</i></p> <p><i>To also make them understand that love and kindness can transform even the most destructive minds in this world.</i></p>	<p>Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative.</p> <p>Identification and discussion of figures of speech used in the poem.</p> <p>The themes conveyed by the poem will be highlighted and discussed.</p> <p><b>ACTIVITY</b> – An exchange of ideas on how the world would end scientifically and also the various ways in which human greed, desire and hatred would harm this planet.</p> <p>Class discussion on the author’s life and work</p> <p>Reading with correct stresses and intonation.</p> <p>Discussion of new and difficult words in terms of their meaning and pronunciation.</p> <p>Understanding the lesson in terms of its plot, characters and themes.</p> <p><b>ACTIVITY</b> – Class discussion on whether Anil and Hari Singh are found only in fiction, or are there such people in real life?</p>	<p>an understanding of their significance in literature and narratives.</p> <p>Reading for understanding - both global and specific.</p> <p>Being able to relate literature to real life and draw a learning or inspiration from it.</p> <p>Reading with correct word stress, sentence stress and intonation.</p> <p>Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating characters, themes, plots, and incidents in order to give an opinion with reasoning.</p> <p>Reading for understanding/ comprehension both global and specific.</p> <p>Anticipation and prediction.</p> <p>Developing writing skills by integrating literature with language.</p>
-------	-----------------	--	-----------------------------------	---	---	--

April/ May	PT1 & SA1	WRITING SKILL A LETTER TO AN EDITOR	-----	<p><i>To enable them to appreciate and understand the value of education.</i></p> <p><i>To make them understand the importance of honesty and integrity in life.</i></p> <p><b><u>SPECIFIC OBJECTIVES</u></b></p> <p><i>To enable learners to write in a style and format appropriate for writing letters to editors of newspapers and magazines.</i></p> <p><i>To enable them to plan, organize and present ideas coherently, logically and concisely.</i></p> <p><i>To help/advice them to use CODER while attempting writing tasks.</i></p> <p><i>To make them acquire the skill of introducing, developing and concluding a topic.</i></p>	<p>The teacher will ask the students to use Inkle Writer to write a similar kind of story with a different ending. (AI Tool – Inkle Writer – <a href="http://www.inklewriter.com">www.inklewriter.com</a>)</p> <p>Preparation and distribution of handouts with format and value points to be kept in mind while framing a letter to an editor.</p> <p>Discussion of the format and value points.</p> <p>Discussion and writing of a model answer in class to make the learners understand the format and the related value points.</p> <p>Brainstorming of practice questions regarding the content of the letter to enable learners to write them as class task/home task.</p>	<p>Being able to relate literature to real life and draw learning or inspiration from it.</p> <p><i>The students will understand the importance of education in grooming a person to think and act in a manner conducive to societal and personal good.</i></p> <p><i>The students will understand the importance of values and making life decisions.</i></p> <p>The students will develop communicative skills.</p> <p>Composition skills.</p> <p>Creative and analytical thinking.</p> <p>Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically by introducing, developing and concluding a topic.</p> <p>Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence.</p>
---------------	--------------	---	-------	--	--	---

May	PT1 & SA1	<p>INTEGRATED GRAMMAR EXERCISES</p> <ul style="list-style-type: none"><li>• Editing</li><li>• Gap filling</li><li>• Sentence Reordering</li></ul>	-----	<p>Teaching the rules of grammar related to the various topics and their application / functional usage.</p> <p>Reinforcement of the rules and usage.</p> <p>Application of language conventions and using integrated structures with accuracy and fluency.</p>	<p>Reinforcement of the rules and usage through exercises in the workbook and the module.</p> <p>Worksheets will be given for reinforcement.</p>	<p>Understanding the function of various grammar items and their usage for accuracy in language, both spoken and written, by the processes of noticing, identifying and applying them in use and arriving at the rules.</p> <p>Comprehension of concepts, critical thinking.</p>
May	PT1 & SA1	<p>POETRY</p> <p>A TIGER IN THE ZOO</p> <p>(Leslie Norris)</p>	FIRST FLIGHT	<p><b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.</p> <p><b><u>SPECIFIC OBJECTIVES</u></b></p> <p><i>To enable learners to understand the importance of freedom.</i></p> <p><i>To make them see the dangers of deforestation and the blessings of forestation.</i></p> <p><i>To sensitize them to the fact that all animals will be happy only in their natural habitat.</i></p> <p><i>To make them understand the responsibility of the present generation in preserving the environment and earth.</i></p> <p><i>To enable learners to understand the theme of the poem - freedom vs captivity.</i></p>	<p>Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the poem. Loud reading by learners to reinforce the same.</p> <p>Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative.</p> <p>Identification and discussion of figures of speech used in the poem.</p> <p>The themes conveyed by the poem will be highlighted and discussed.</p> <p><b>ACTIVITY</b> – Group discussion on the topic - ‘Freedom is a birthright and the most beautiful gift of God’.</p>	<p>Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings.</p> <p>Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions, poet’s point of view, etc. in order to demonstrate an understanding of their significance in literature and narratives.</p> <p>Reading for understanding - both global and specific.</p> <p>Being able to relate literature to real life and draw learning or inspiration from it.</p>



June	SA1  (MA1)	<p>Holiday Homework</p> <p><b>Read a book from the list given and write a book review. Use the following guidelines to prepare the book review.</b></p> <ul style="list-style-type: none"><li>● <b>Introduction – name of the novel, author’s name and his/her short bio-sketch.</b></li><li>● <b>Plot – a brief outline of the story (200 - 250 words)</b></li><li>● <b>Main characters in the novel. (Just name them)</b></li><li>● <b>Your favourite character and why?</b></li><li>● <b>Why would you recommend this novel to others to read?</b></li></ul> <p>Also, design a suitable COVER for the book.</p>		<p><i>Reading for pleasure and for comprehension.</i></p> <p><i>Intensive reading for understanding a novel in terms of its plot, setting, characterization and themes.</i></p> <p><i>To build interest in reading.</i></p>	<p>Students will collect information about ‘Project Tiger’ and draft a poster on ‘Save the Tiger, Save Humanity’.</p> <p>Giving students a reading list.</p> <p>Giving guidelines on developing good reading habits.</p> <p>Discussing the guidelines for preparing a book review.</p>	<p>Exploratory skills.</p> <p>Comprehension</p> <p>Critical analysis to build an understanding of the content read</p> <p>Creativity/imagination</p> <p>Originality</p>
------	------------------	--	--	---	--	---

	SA1 (MA1)	<p><b><u>INTERDISCIPLINARY PROJECT</u></b></p> <p><b>Prepare a brochure on the famous handicrafts of Lakshadweep Islands (Roll numbers 1-10). The brochure should have the following -</b></p> <ul style="list-style-type: none"><li>• A cover page with the name of the island and an attractive image.</li><li>• Famous handicrafts of Lakshadweep Islands - images and description.</li><li>• The other pages can include places of tourist interest and attractions such as landmarks, museums, natural wonders, and historical sites. You must include images and descriptions for each topic.</li></ul>		<p><i>To guide the learners to explore the different aspects Andaman &amp; Nicobar Islands and the Lakshadweep Islands such as their handicrafts, spices, food, tourist attractions, other places of interest etc. and put that information in the form of a brochure.</i></p> <p><i>To enable students to understand the format and value points to be kept in mind while preparing a brochure.</i></p> <p><i>To enable the students to integrate their learning by working across subject boundaries.</i></p>	<p>Class discussion and brainstorming on the given topic.</p> <p>Giving the students guidelines on how the project is to be done.</p> <p>Discussion of the format and value points to be kept in mind while preparing a brochure.</p>	<p>Exploratory skills</p> <p>Comprehension</p> <p>Critical analysis to build an understanding of the content researched.</p> <p>Creativity/imagination</p> <p>Originality</p>
July	SA1	<p><b><u>PROSE/ FICTION</u></b></p> <p><b>FROM THE DIARY OF ANNE FRANK</b></p> <p>(Anne Frank)</p>	FIRST FLIGHT	<p><b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.</p> <p><b><u>SPECIFIC OBJECTIVES</u></b></p> <p><i>To know about WWII through the experience of Anne Frank.</i></p>	<p>Introduction-Discussion on the events that lead to WWII , the Nazi Rule and the atrocities committed by Hitler on Jews.</p> <p>The Teacher will give an introduction to Anne Frank’s Diary of a Young Girl .</p>	<p>Reading with correct word stress, sentence stress and intonation.</p> <p>Reading for understanding/ comprehension both global and specific.</p>

				<p><i>Revisit the History of Nazi Rule.</i></p> <p><i>To explore the Epistolary form of writing.</i></p> <p><i>To explore the relevance of Autobiography, as a mode of writing.</i></p> <p><i>To enable students to understand the dynamics of moral values and decision making in challenging times.</i></p>	<p>The main events of Anne Frank’s life will be mapped in class.</p> <p><b>Text Exploration</b>-The teacher will ask the students to imagine how they would feel if they were in Anne Franks’ place? They would be asked to decipher their biggest fears/ challenges as Anne. They would be asked to identify major conflicts that she faced in her life . Adolescent Dilemma and classroom situation as experienced by Anne .</p> <p>Focus will be brought to the Student - Teacher relationship and classroom environment.</p> <p>Discussion of Text based questions and identifying value points pertaining to the answers.</p> <p>The students can enhance their vocabulary by using the AI Tool - Semantris. <a href="https://www.semantris.com/">Semantris (google.com)</a></p>	<p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Developing thought, and critical analysis.</p> <p>Being able to relate literature to real life and draw learning or inspiration from it.</p> <p>The students will be able to:</p> <ul style="list-style-type: none"><li>• Learn to appreciate the Epistolary form of writing.</li><li>• The students will be encouraged to read the Autobiography of Famous Personalities.</li><li>• Write a character sketch of Anne Frank and other important people in Anne Frank’s life.</li><li>• Learn to analyze a text through the lens of History.</li><li>• Able to identify the dynamics of morality and decision-making during challenging times.</li></ul>
July	SA1	<b><u>GRAMMAR TOPIC – TENSES</u></b>	-----	<p>To enable learners to</p> <ul style="list-style-type: none"><li>• <i>distinguish between the twelve tense forms</i></li></ul>	<p>The previous knowledge of the learners will be assessed through oral questioning.</p>	<p>Learners will be able to –</p> <p>Understand the function of tenses and their usage for accuracy in language (both spoken and</p>

July	SA1	<p><b><u>PROSE/ FICTION</u></b></p> <p>GLIMPSES OF INDIA</p> <ul style="list-style-type: none"> <li>• Part I: A Baker from Goa</li> <li>• Part II: Coorg</li> <li>• Part III: Tea from Assam</li> </ul>	FIRST FLIGHT	<ul style="list-style-type: none"> <li>• <i>identify incorrect and correct tenses in a text.</i></li> <li>• <i>explain common verb tense errors</i></li> <li>• <i>demonstrate command of the conventions of standard English grammar and their usage while speaking or writing.</i></li> </ul> <p><b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.</p> <p><b><u>SPECIFIC OBJECTIVES</u></b></p> <p><i>The learners will be able to</i></p> <ul style="list-style-type: none"> <li>• <i>understand how culture and tradition influence the society</i></li> <li>• <i>appreciate the facts, cultures and beauty of different places in India</i></li> <li>• <i>apprehend the location, background and historical culture of Goa, Coorg and Assam.</i></li> </ul>	<p>A handout will be given to the learners giving the kinds, structure and usage of the various tense forms.</p> <p>Each category of tenses will be taken up separately for discussion in terms of its structure and usage.</p> <p>Reinforcement of the rules will be done through exercises given in the worksheets shared with the learners.</p> <p>Reading with correct stresses and intonation.</p> <p>Discussion of new and difficult words in terms of their meaning and pronunciation.</p> <p>The teacher will discuss about -</p> <ul style="list-style-type: none"> <li>• Incredible India – Rich cultures and traditions</li> <li>• Pictorial facts appreciating India (Video on bread making industry in Goa will be shown) - Features of Goa, Coorg and Assam would be shown through pictorial presentations.</li> </ul> <p>Students will research about Goa, Coorg and Assam in terms of –</p> <ul style="list-style-type: none"> <li>• Cuisines</li> <li>• Culture / art</li> <li>• Topography</li> <li>• Literature</li> <li>• History</li> <li>• Wildlife</li> <li>• Attractions</li> </ul>	<p>written) by the processes of noticing, identifying and applying them in use and arriving at the rules.</p> <p>Comprehension and understanding of concepts, critical thinking.</p> <p>Reading with correct word stress, sentence stress and intonation.</p> <p>Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating characters, themes, plots, and incidents in order to give an opinion with reasoning.</p> <p>Reading for understanding/ comprehension both global and specific.</p> <p>Anticipation and prediction</p> <p>Developing writing skills by integrating literature with language.</p> <p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Developing thought, and critical analysis.</p>
------	-----	---	--------------	---	---	--

July/ August	SA1	<p><b><u>POETRY</u></b> HOW TO TELL WILD ANIMALS  (Carolyn Wells)</p>	FIRST FLIGHT	<p><b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.</p> <p><b><u>SPECIFIC OBJECTIVES</u></b> <i>To develop an understanding of why</i></p>	<p>Students will watch the following links to know more about the places they’ve read about. It will help them have a glimpse of the real places. (Videos to enhance the learning outcomes of the students related to the chapter.)</p> <ul style="list-style-type: none"><li>● Video 1: Goan Poder &amp; Pao - <a href="https://www.youtube.com/watch?v=ODZMNPjT7iI">https://www.youtube.com/watch?v=ODZMNPjT7iI</a></li><li>● Video 2: Coorg Scotland of India, Karnataka - <a href="https://www.youtube.com/watch?v=25TEOWHaUIQ">https://www.youtube.com/watch?v=25TEOWHaUIQ</a></li><li>● Video 3: The Legend of Tea - <a href="https://www.youtube.com/watch?v=HVDgRqzoXFE">https://www.youtube.com/watch?v=HVDgRqzoXFE</a></li></ul> <p>Brainstorming of the end of lesson comprehension questions.</p> <p><b>ACTIVITY</b> – An open discussion on the features of these places on topics such as - Food - People - Language - Main attraction - Profession</p> <p>Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and</p>	<p>Being able to relate literature to real life and draw learning or inspiration from it.</p> <p><b>SPECIFIC OUTCOMES</b></p> <p>The students will be able to</p> <ul style="list-style-type: none"><li>● recognize and appreciate cultural experiences / diversity in the text and make oral and written presentations</li><li>● make use of their experiences and relate with their learning.</li><li>● use visual aids, and develop learning materials to complement and supplement the textbook</li><li>● Apprehend how history leaves a great impact even on the present.</li></ul> <p>Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings.</p> <p>Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions,</p>
-----------------	-----	---	-----------------	---	--	---

July/ August	SA1	<b><u>PROSE/ FICTION –</u></b>	FOOTPRIN- TS	<p><i>poetic liberties are permitted in language usage.</i></p> <p><i>To enable learners to appreciate the poetic language the poetess uses to treat the most ferocious animals.</i></p> <p><i>To make them understand that the humour in the poem is aimed at developing learners sensitivity to them.</i></p>	<p>the rhythm in the poem. Loud reading by learners to reinforce the same.</p> <p>Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative.</p> <p>Identification and discussion of figures of speech used in the poem.</p> <p>The themes conveyed by the poem will be highlighted and discussed.</p> <p>Learners will be asked to pick out instances of poetic liberty from the poem as well as of other Poets taking liberties with language either in English or in your own language?</p> <p>Brainstorming end of the poem comprehension questions.</p> <p><b>ACTIVITY</b> - Poaching is a major cause of extinction of species. Learners will watch a video and discuss why poaching happens and ways to stop it. <a href="https://www.youtube.com/watch?v=yYY0Jg0qGH0">https://www.youtube.com/watch?v=yYY0Jg0qGH0</a></p> <p>Class discussion on the author’s life and work.</p>	<p>poet’s point of view, etc. in order to demonstrate an understanding of their significance in literature and narratives.</p> <p>Reading for understanding - both global and specific.</p> <p>Being able to relate literature to real life and draw learning or inspiration from it.</p> <p>Developing an understanding of why poetic liberties are permitted in language usage.</p> <p>Reading with correct word stress, sentence stress and intonation.</p>
-----------------	-----	--------------------------------	-----------------	---	---	--

		<p>THE MIDNIGHT VISITOR</p> <p>(Robert Arthur)</p>	<p>WITHOUT FEET</p>	<p><b><u>SPECIFIC OBJECTIVES</u></b></p> <p><i>Presence of mind and intelligence are more powerful than a gun.</i></p> <p><i>The portrayal of detectives in movies and novels does not necessarily match them in real life where the presence of mind, quick reactions and a fertile brain more than compensated for a fat and sloppy and not-so-fit body.</i></p>	<p>Reading with correct stresses and intonation.</p> <p>Discussion of new and difficult words in terms of their meaning and pronunciation.</p> <p>Understanding the lesson in terms of its plot, characters and themes.</p> <p>Brainstorming of the end of lesson comprehension questions.</p> <p><b>ACTIVITY</b> – 1) Learners will give examples from their own experience, or narrate a story, which shows someone’s presence of mind.</p> <p>2) Open discussion on what learners would do in the situations described below.</p> <ul style="list-style-type: none"><li>• A small fire starts in your kitchen.</li><li>• A child starts to choke on a piece of food.</li><li>• An electrical appliance starts to hiss and gives out sparks.</li><li>• A bicycle knocks down a pedestrian.</li><li>• It rains continuously for more than twenty-four hours.</li><li>• A member of your family does not return home at the usual or expected time</li></ul>	<p>Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating characters, themes, plots, and incidents in order to give an opinion with reasoning.</p> <p>Reading for understanding/ comprehension both global and specific.</p> <p>Anticipation and prediction</p> <p>Developing writing skills by integrating literature with language.</p> <p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Developing thought, and critical analysis.</p> <p>Being able to relate literature to real life and draw learning or inspiration from it.</p>
--	--	--	---------------------	--	--	--

July/ August	SA1	<b><u>WRITING SKILL -</u></b> ANALYTICAL PARAGRAPH WRITING	-----	<p><i>To enable learners to write in a style and format appropriate for analytical paragraph writing.</i></p> <p><i>To enable learners to analyze and interpret a given set of data or charts, graphs, tables, or other visual aids to show information in a clear and organized manner.</i></p> <p><i>To enable them to give a thorough and insightful analysis of the given information, drawing clear and well-supported conclusions that help them understand the topic at hand.</i></p> <p><i>To enable them to plan, organize and present ideas coherently, logically and concisely.</i></p> <p><i>To help/advice them to use CODER while attempting writing tasks.</i></p> <p><i>To make them acquire the skill of introducing, developing and concluding a topic using appropriate structures and vocabulary.</i></p>	<p>Preparation and distribution of handouts with format and value points to be kept in mind for writing analytical paragraphs.</p> <p>Discussion of the format, value points, structure, vocabulary to be used.</p> <p>Discussion and writing of a model answer in class to make the learners understand the format and the related value points.</p> <p>Brainstorming of practice questions regarding the content of the letter to enable learners to write them as class task/home task.</p>	<p>Composition skills.</p> <p>Creative and analytical thinking.</p> <p>Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically by introducing, developing and concluding a topic.</p> <p>Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence.</p> <p>Writing with objectivity, avoiding personal biases or emotions.</p>
August	SA1	<b><u>POETRY</u></b> THE BALL POEM (JOHN BERRYMAN)	FIRST FLIGHT	<p><b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.</p> <p><b><u>SPECIFIC OBJECTIVES</u></b> <i>To enable learners to appreciate the joys</i></p>	<p>Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and</p>	<p>Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings.</p> <p>Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions,</p>



August	SA1	<b><u>PROSE/ FICTION</u></b> A QUESTION OF TRUST	FOOTPRIN- TS WITHOUT FEET	<p><i>and pains of childhood, the speaker’s nostalgia for those carefree, innocent days.</i></p> <p><i>To also make them understand the grief loss brings – be it the loss of a thing or a loved one.</i></p> <p><i>To enable them to understand the inevitability of loss and the impermanence of things in life.</i></p> <p><i>To make them explore the themes of mortality and the inevitable loss of youth’s unfettered joys as a result of growing up.</i></p> <p><i>To make them understand that the ‘ball’ is a metaphor for everything that we think is irreplaceable in our lives. Anything irreplaceable is precious to us, and it is our responsibility to take care of those things. But sooner or later but sooner or later everything will go and we can do nothing to stop this process, and hence it is something we must learn to deal with.</i></p>	<p>the rhythm in the poem. Loud reading by learners to reinforce the same.</p> <p>Stanza-wise discussion to understand the poem in terms of its literal and figurative meanings.</p> <p>Identification and discussion of figures of speech used in the poem.</p> <p>The themes conveyed by the poem will be highlighted and discussed.</p> <p><b>ACTIVITY</b> – Narration of experiences where learners had ever lost something they liked very much. They would describe how they felt then, and say whether — and how — they got over the loss.</p>	<p>poet’s point of view, etc. in order to demonstrate an understanding of their significance in literature and narratives.</p> <p>Reading for understanding - both global and specific.</p> <p>Being able to relate literature to real life and draw learning or inspiration from it.</p>
				<p><b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.</p>	<p>Class discussion on the author’s life and work.</p>	<p>Reading with correct word stress, sentence stress and intonation.</p>

		(Horace Danby)		<p><b><u>SPECIFIC OBJECTIVES</u></b>  <i>Cheats and burglars also expect honesty in their profession.</i></p> <p><i>Learners would try to understand the reasons that could lead a respectable man on the path of thievery</i></p> <p><i>Learners would also ponder on the qualities of a good citizen and what qualities could make a person a threat for the society.</i></p>	<p>Reading with correct stresses and intonation.</p> <p>Discussion of new and difficult words in terms of their meaning and pronunciation.</p> <p>Understanding the lesson in terms of its plot, characters and themes.</p> <p>Brainstorming of the end of lesson comprehension questions.</p> <p><b>ACTIVITY</b> – An open discussion on whether intentions justify actions? Would you, like Horace Danby, do something wrong if you thought your ends justified the means? Do you think that there are situations in which it is excusable to act less than honestly.</p>	<p>Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating characters, themes, plots, and incidents in order to give an opinion with reasoning.</p> <p>Reading for understanding/ comprehension both global and specific.</p> <p>Anticipation and prediction</p> <p>Developing writing skills by integrating literature with language.</p> <p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Developing thought, and critical analysis.</p> <p>Being able to relate literature to real life and draw learning or inspiration from it.</p>
August	SA1	<p><b><u>PROSE/ FICTION</u></b></p> <p>FOOTPRINTS WITHOUT FEET</p> <p>(H G Wells)</p>	FOOTPRIN- TS WITHOUT FEET	<p><b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.</p> <p><b><u>SPECIFIC OBJECTIVES</u></b></p> <p><i>To caution learners against the misuse of science and its tremendous discoveries, as doing so can transform even the most</i></p>	<p>Reading with correct stresses and intonation.</p> <p>Discussion of new and difficult words in terms of their meaning and pronunciation.</p> <p>Understanding the lesson in terms of its plot, characters and themes.</p>	<p>Reading with correct word stress, sentence stress and intonation.</p> <p>Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating characters, themes, plots, and incidents in order to give an opinion with reasoning.</p>



August/ Septemb er	SA1	<b><u>GRAMMAR TOPIC – MODALS</u></b>	<hr/>	<p><i>Learners will be able to –</i></p> <ul style="list-style-type: none"><li>• <i>define modals</i></li><li>• <i>differentiate between the modals used for possibility, obligation, and necessity by identifying these modals in the language around them.</i></li><li>• <i>explain modal errors</i></li><li>• <i>demonstrate command of the conventions of standard English grammar and their usage while speaking or writing.</i></li></ul>	<p>The previous knowledge of the learners will be assessed through oral questioning.</p> <p>A handout will be given to the learners giving the kinds and usage of the various modals.</p> <p>Each category of modals will be taken up separately for discussion in terms of its usage.</p> <p>Reinforcement of the rules will be done through exercises given in the worksheets shared with the learners.</p>	<p>Learners will be able to –</p> <p>Understand the function of modals and their usage for accuracy in language (both spoken and written) by the processes of noticing, identifying and applying them in use and arriving at the rules.</p> <p>Comprehension and understanding of concepts, critical thinking.</p>
August/ Septemb er	SA1	<b><u>GRAMMAR TOPIC- SUBJECT VERB AGREEMENT</u></b>	<hr/>	<p>Identify the subject and verb of a sentence.</p> <p>Understand the rules of subject-verb agreement</p> <p>Practice choosing a verb that agrees with the subject of a sentence.</p>	<p>The previous knowledge of the learners will be assessed through oral questioning.</p> <p>A handout will be given to the learners giving the different rules of subject-verb agreement.</p> <p>Each rule will be taken up separately for discussion in terms of its usage.</p> <p>Reinforcement of the rules will be done through exercises given in the worksheets shared with the learners.</p>	<p>Learners will be able to –</p> <p>Understand the function of subject-verb concord and its usage for accuracy in language (both spoken and written) by the processes of noticing, identifying and applying them in use and arriving at the rules.</p> <p>Comprehension and understanding of concepts, critical thinking.</p>

					<div><div><b><u>RUBRICS FOR ASSESSMENT FOR DIFFERENT ACTIVITIES –</u></b></div><div><div>1) <b>GROUP DISCUSSION/ CLASS DISCUSSION/ PRESENTATION</b></div><div><ul style="list-style-type: none"><li>• Research and content relevance</li><li>• Connection to the theme of overcoming challenges</li><li>• Group collaboration and participation</li><li>• Presentation skills (clarity, confidence, engagement)</li><li>• Creativity and originality in presentation</li><li>• Time management during presentation</li></ul></div><div>2) <b>DEBATE ON A TOPIC</b></div><div><ul style="list-style-type: none"><li>• clarity of speech and articulation</li><li>• Strength and relevance of arguments</li><li>• Refutation and counter-arguments</li><li>• Confidence and stage presence</li><li>• Team coordination (for team debates)</li><li>• Use of facts, examples, and evidence</li><li>• Body language and eye contact</li><li>• Time management and adherence to allotted time</li></ul></div><div>3) <b>FOR WRITING TASK ACTIVITIES</b></div><div><ul style="list-style-type: none"><li>• Clarity and coherence of ideas</li><li>• Relevance to the given topic</li><li>• Grammar, punctuation, and spelling</li><li>• Vocabulary and language usage</li><li>• Organization and structure</li></ul></div></div></div> <td><div><div><b><u>ASSESSMENT TOOLS-</u></b></div><div><ul style="list-style-type: none"><li>• Class room response</li><li>• Class activities</li><li>• Notebook work</li><li>• Periodic Tests</li><li>• Term End exams</li><li>• Project work</li><li>• Holiday Homework</li></ul></div></div></td>	<div><div><b><u>ASSESSMENT TOOLS-</u></b></div><div><ul style="list-style-type: none"><li>• Class room response</li><li>• Class activities</li><li>• Notebook work</li><li>• Periodic Tests</li><li>• Term End exams</li><li>• Project work</li><li>• Holiday Homework</li></ul></div></div>
--	--	--	--	--	---	--

					<div>(introduction, body, conclusion)</div> <ul style="list-style-type: none"><li>• Creativity and originality</li><li>• Proper format and presentation</li><li>• Word limit adherence</li></ul> <div>4) FOR POSTERS AND OTHER ART WORK</div> <ul style="list-style-type: none"><li>• Creativity and originality</li><li>• Relevance to the theme/topic</li><li>• Visual appeal and neatness</li><li>• Clarity of message or idea conveyed</li><li>• Use of color, space, and layout</li><li>• Effort and overall presentation</li><li>• Labeling, slogans, or captions (if required)</li><li>• Adherence to given instructions or guidelines</li></ul> <div>5) FOR CREATIVE WRITING ACTIVITIES – STORIES, DIALOGUES, POETRY</div> <ul style="list-style-type: none"><li>• Originality and imagination</li><li>• Creativity in plot or theme development</li><li>• Clarity and coherence of ideas</li><li>• Expression and emotional impact</li><li>• Vocabulary and language use</li><li>• Grammar, punctuation, and spelling</li><li>• Structure and organization (beginning, middle, end)</li><li>• Adherence to format and instructions</li></ul>	
--	--	--	--	--	---	--

**RAMJAS PUBLIC SCHOOL (DAY BOARDING)**  
**ANNUAL CURRICULUM PLAN (2025-26)**  
**SUBJECT: ENGLISH CLASS: X TERM 2 (OCTOBER – MARCH)**

Date/ Month	FA/SA	Name of the lesson/ Topic/ Content	Textbook	Learning Objectives	Methodology	Skills to be developed/ learning outcomes
October	SA2	<b><u>PROSE/ FICTION</u></b> MIJBIL, THE OTTER  (Gavin Maxwell)	FIRST FLIGHT	<b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.  <b><u>SPECIFIC OBJECTIVES</u></b>  <i>Learners will be able to -</i>  <i>1) understand the bond the author and his pet share.</i>  <i>2) grasp how the author’s life changed after keeping the otter as a pet on losing his pet dog earlier.</i>  <i>3) understand that life without a pet can be rather lonely.</i>	Class discussion on the author’s life and work.  Reading with correct stresses and intonation.  Discussion of new and difficult words in terms of their meaning and pronunciation.  Understanding the lesson in terms of its plot, characters and themes.  Brainstorming of the end of lesson comprehension questions.  <b>ACTIVITY</b> – An open discussion on (i) what animals we can keep as pets (some species are protected under the laws for wildlife preservation) (ii) the laws for exporting and importing or trading in animals (iii) rules for transporting goods, pets, etc. on aircraft.	Reading with correct word stress, sentence stress and intonation.  Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating characters, themes, plots, and incidents in order to give an opinion with reasoning.  Reading for understanding/ comprehension both global and specific.  Anticipation and prediction  Developing writing skills by integrating literature with language.  Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.  Developing thought, and critical analysis.  Being able to relate literature to real life and draw learning or inspiration from it.

October	SA2	<b><u>POETRY</u></b> <b>AMANDA</b>  (Robin Klein)	FIRST FLIGHT	<b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.  <b><u>SPECIFIC OBJECTIVES -</u></b>  <i>While it is important for parents to teach their children what is right and wrong and instil good manners in them, they also need to be sensitive towards the wishes of the child,</i>  <i>Parents should not restrict their children's freedom to such an extent that they feel suffocated.</i>	Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the poem. Loud reading by learners to reinforce the same.  Stanza-wise discussion to understand the poem in terms of its literal and figurative meanings.  Identification and discussion of figures of speech used in the poem.  The themes conveyed by the poem will be highlighted and discussed.	Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings.  Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions, poet's point of view, etc. in order to demonstrate an understanding of their significance in literature and narratives.  Reading for understanding - both global and specific.  Being able to relate literature to real life and draw learning or inspiration from it.
October	SA2	<b><u>PROSE/ FICTION</u></b> <b>MADAM RIDES THE BUS</b> (Vallikkannan)	FIRST FLIGHT	<b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.  <b><u>SPECIFIC OBJECTIVES</u></b>  <i>The learners will be able to:</i> <ul style="list-style-type: none"> <li>• <i>Read the lesson fluently.</i></li> <li>• <i>Understand the lesson and remember the events and description.</i></li> <li>• <i>Recount the story in their own words.</i></li> <li>• <i>Gauge the intensity and yearning of a growing girl to explore her surroundings.</i></li> <li>• <i>Gauge how the young girl comes to realize about life and death and how she</i> </li></ul>	Class discussion on the author's life and work.  Reading with correct stresses and intonation.  Discussion of new and difficult words in terms of their meaning and pronunciation.  Understanding the lesson in terms of its plot, characters and themes.  Brainstorming of the end of lesson comprehension questions.	Reading with correct word stress, sentence stress and intonation.  Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating characters, themes, plots, and incidents in order to give an opinion with reasoning.  Reading for understanding/ comprehension both global and specific.  Anticipation and prediction  Developing writing skills by integrating literature with language.



October	SA2	<b><u>WRITING SKILL</u></b>  LETTERS PLACING AND CANCELLING ORDERS	-----	<p><i>sees the gap in human understanding of the same.</i></p> <ul style="list-style-type: none"><li>• <i>Infer the theme of the story.</i></li><li>• <i>Answer contextual and non-contextual questions.</i></li></ul> <p><i>To enable learners to write in a style and format appropriate for writing letters placing and cancelling orders.</i></p> <p><i>To enable them to plan, organize and present ideas coherently, logically and concisely.</i></p> <p><i>To enable them to use CODER while attempting writing tasks.</i></p> <p><i>To make them acquire the skill of introducing, developing and concluding a topic using appropriate vocabulary and structures.</i></p>	<p><b>ACTIVITY</b> – Write a page — about three paragraphs — on one of the following topics. 1. Have you ever planned something entirely on your own, without taking grownups into your confidence? What did you plan, and how? Did you carry out your plan?</p> <p>2. Have you made a journey that was unforgettable in some way? What made it memorable?</p> <p>3. Are you concerned about traffic and road safety? What are your concerns? How would you make road travel safer and more enjoyable?</p> <p>Preparation and distribution of handouts with format and value points to be kept in mind while framing a letter to an editor.</p> <p>Discussion of the format and value points.</p> <p>Discussion and writing of a model answer in class to make the learners understand the format and the related value points.</p> <p>Brainstorming of practice questions regarding the content of the letter to enable learners to write them as class task/home task.</p>	<p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Being able to relate literature to real life and draw learning or inspiration from it.</p> <p>Extrapolate the given text.</p> <p>Develop awareness and sensitivity to the feelings of children in regard to their desires, yearnings, curiosity and understanding.</p> <p>Composition skills.</p> <p>Creative and analytical thinking.</p> <p>Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically by introducing, developing and concluding a topic.</p> <p>Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence.</p>
---------	-----	--	-------	--	---	---

October	SA2	<b><u>POETRY</u></b> THE TREES (Adrienne Rich)	FIRST FLIGHT	<b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.  <b><u>SPECIFIC OBJECTIVES</u></b> – <i>Learners will be able to understand the impassioned plea to mankind to stop deforestation and free trees from the captivity of indoor life.</i>  <i>They will also become sensitive to the fact that the trees must be allowed to grow at a place where they can grow to their full potential – that is – outdoors.</i>	Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the poem. Loud reading by learners to reinforce the same.  Stanza-wise discussion to understand the poem in terms of its literal and figurative meanings.  Identification and discussion of figures of speech used in the poem.  The themes conveyed by the poem will be highlighted and discussed.	Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings.  Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions, poet’s point of view, etc. in order to demonstrate an understanding of their significance in literature and narratives.  Reading for understanding - both global and specific.  Being able to relate literature to real life and draw learning or inspiration from it.
October	SA2	<b><u>PROSE/ FICTION</u></b> THE MAKING OF A SCIENTIST  (Robert W Peterson)	FOOTPRINTS WITHOUT FEET	<b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.  <b><u>SPECIFIC OBJECTIVES</u></b>  <i>Learners will understand that apart from aptitude – curiosity, motivation, hard work, sincerity, determination, patience, accepting failure and success in the right spirit -are the keys to success in any field.</i>  <i>They will also learn that it is equally important to devote time to hobbies and extra curricular pursuits to develop a well rounded personality.</i>	Class discussion on the author’s life and work.  Reading with correct stresses and intonation.  Discussion of new and difficult words in terms of their meaning and pronunciation.  Understanding the lesson in terms of its plot, characters and themes.  Brainstorming of the end of lesson comprehension questions.	Reading with correct word stress, sentence stress and intonation.  Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating characters, themes, plots, and incidents in order to give an opinion with reasoning.  Reading for understanding/ comprehension both global and specific.  Developing writing skills by integrating literature with language.

October	SA2	<p><b><u>PROSE/ FICTION</u></b> <b>THE SERMON AT BENARAS</b></p> <p>(Betty Renshaw)</p>	FIRST FLIGHT	<p><b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.</p> <p><b><u>SPECIFIC OBJECTIVES</u></b> <i>Learners will understand through Buddha’s sermon that human beings are mortal and no one can escape death. Any attempt to change this situation will only bring stress and sorrow. Grief of separation is inevitable and must be accepted.</i></p>	<p><b>ACTIVITY</b> – Group discussion on how can one become a scientist, an economist, a historian... ? Does it simply involve reading many books on the subject? Does it involve observing, thinking and doing experiments?</p> <p>Class discussion on the author’s life and work.</p> <p>Reading with correct stresses and intonation.</p> <p>Discussion of new and difficult words in terms of their meaning and pronunciation.</p> <p>Understanding the lesson in terms of its plot, characters and themes.</p> <p>Brainstorming of the end of lesson comprehension questions.</p> <p><b>ACTIVITY</b> – Write a page (about three paragraphs) on one of the following topics. You can think about the ideas in the text that are relevant to these topics, and add your own ideas and experiences to them.</p> <p>1. Teaching someone to understand a new or difficult idea</p>	<p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Developing thought, and critical analysis.</p> <p>Being able to relate literature to real life and draw learning or inspiration from it.</p> <p>Reading with correct word stress, sentence stress and intonation.</p> <p>Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating characters, themes, plots, and incidents in order to give an opinion with reasoning.</p> <p>Reading for understanding/ comprehension both global and specific.</p> <p>Developing writing skills by integrating literature with language.</p> <p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Developing thought, and critical analysis.</p> <p>Being able to relate literature to real life and draw learning or inspiration from it.</p>
---------	-----	---	--------------	---	---	---

Nov	SA2	<b><u>POETRY</u></b> FOG (Carl Sandburg)	FIRST FLIGHT	<p><b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.</p> <p><b><u>SPECIFIC OBJECTIVES</u></b> <i>The learners will be able to understand the first and foremost theme reflected in the poem – that is the theme of nature. The poet describes the independent and patient nature of fog as well as the cat. The learners will notice how nature is a part of our lives and can dominate us.</i></p> <p><i>Another important theme reflected in the poem is the theme of change. Change is inevitable. The fog appears and does not remain there forever and goes away. Similarly, change is a part and parcel of our lives.</i></p>	<p>2. Helping each other to get over difficult times</p> <p>3. Thinking about oneself as unique, or as one among billions of others</p> <p>Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the poem. Loud reading by learners to reinforce the same.</p> <p>Stanza-wise discussion to understand the poem in terms of its literal and figurative meanings.</p> <p>Identification and discussion of figures of speech used in the poem.</p> <p>The themes conveyed by the poem will be highlighted and discussed.</p>	<p>Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings.</p> <p>Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions, poet’s point of view, etc. in order to demonstrate an understanding of their significance in literature and narratives.</p> <p>Reading for understanding - both global and specific.</p> <p>Being able to relate literature to real life and draw learning or inspiration from it.</p>
Nov	SA2	<b><u>DRAMA/ PLAY</u></b> THE PROPOSAL (Anton Chekov)	FIRST FLIGHT	<p><b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier for prose lessons.</p>	<p>Class discussion on the author’s life and work.</p>	<p>Reading with correct word stress, sentence stress and intonation.</p>

Nov	SA2	<p><b><u>PROSE/ FICTION</u></b> THE NECKLACE</p> <p>(Guy de Maupassant)</p>	FOOTPRINTS WITHOUT FEET	<p><b><u>SPECIFIC OBJECTIVES</u></b>  <i>The learners will grasp that the play is about the tendency of wealthy families to seek matrimonial ties with other wealthy ones. The real purpose is to increase their estates and landed properties.</i></p> <p><i>The learner will be able to appreciate the humour in the play resulting from situational, verbal ironies.</i></p>	<p>Reading with correct stresses and intonation.</p> <p>Discussion of new and difficult words in terms of their meaning and pronunciation.</p> <p>Understanding the lesson in terms of its plot, characters and themes.</p> <p>Brainstorming of the end of lesson comprehension questions.</p> <p><b>ACTIVITY</b> – An open discussion on Anger Management: As adults, one important thing to learn is how to manage our temper. Some of us tend to get angry quickly, while others remain calm. Can you think of three ill effects that result from anger? Note them down. Suggest ways to avoid losing your temper in such situations. Are there any benefits from anger?</p> <p>Class discussion on the author’s life and work.</p> <p>Reading with correct stresses and intonation.</p> <p>Discussion of new and difficult words in terms of their meaning and pronunciation.</p>	<p>Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating characters, themes, plots, and incidents in order to give an opinion with reasoning.</p> <p>Reading for understanding/ comprehension both global and specific.</p> <p>Anticipation and prediction</p> <p>Developing writing skills by integrating literature with language.</p> <p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Developing thought, and critical analysis.</p> <p>Being able to relate literature to real life and draw learning or inspiration from it.</p> <p>Reading with correct word stress, sentence stress and intonation.</p> <p>Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating characters, themes, plots, and incidents in order to give an opinion with reasoning.</p>
-----	-----	---	-------------------------------	---	---	--

Nov	SA2	<p><b><u>POETRY</u></b> THE TAIL OF CUSTARD THE DRAGON</p> <p>(Ogden Nash)</p>	FIRST FLIGHT	<p><i>rich. One should live within one's means. We should be content with what life gives us. Otherwise, he or she invites unnecessary problems, anxieties and confusion in his or her life.</i></p> <p><i>They will also understand that honesty is always the best policy.</i></p> <p><b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.</p> <p><b><u>SPECIFIC OBJECTIVES</u></b></p> <p><i>By the end of the poem learners will be able to understand that -</i></p> <p><i>Appearances may be deceptive. Everyone has his own capabilities and should never be judged on the basis of his appearance.</i></p> <p><i>Merely outer appearances and physical strength don't make a person brave. One</i></p>	<p>Understanding the lesson in terms of its plot, characters and themes.</p> <p>Brainstorming of the end of lesson comprehension questions.</p> <p>Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the poem. Loud reading by learners to reinforce the same.</p> <p>Stanza-wise discussion to understand the poem in terms of its literal and figurative meanings.</p> <p>Identification and discussion of figures of speech used in the poem.</p> <p>The themes conveyed by the poem will be highlighted and discussed.</p>	<p>Reading for understanding/ comprehension both global and specific.</p> <p>Anticipation and prediction</p> <p>Developing writing skills by integrating literature with language.</p> <p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Developing thought, and critical analysis.</p> <p>Being able to relate literature to real life and draw learning or inspiration from it.</p> <p>Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings.</p> <p>Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions, poet's point of view, etc. in order to demonstrate an understanding of their significance in literature and narratives.</p> <p>Reading for understanding - both global and specific.</p> <p>Being able to relate literature to real life and draw learning or inspiration from it.</p>
-----	-----	--	-----------------	---	--	---

Nov	SA2	<p><b><u>PROSE/ FICTION</u></b> <b>BHOLI</b>  (Khwaja Ahmed Abbas)</p>	FOOTPRINTS WITHOUT FEET	<p><i>should have the strength of mind and self-confidence to be really great.</i></p> <p><i>In this world of deceit - self-confidence, self-dependence and self-respect are essential for you to earn your rightful place among your peers.</i></p> <p><i>You should have confidence in your abilities. Any weakness that you show before others will be used by them to take advantage of you and taunt/tease you.</i></p> <p><i>Learners will also be able to appreciate a ballad and understand its relevance and structure.</i></p>	<p><b>ACTIVITY</b> – Narration of experiences by learners where they have misjudged a person based on his/ her looks and appearance.</p>	<p>Reading with correct word stress, sentence stress and intonation.</p> <p>Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating characters, themes, plots, and incidents in order to give an opinion with reasoning.</p> <p>Reading for understanding/ comprehension both global and specific.</p> <p>Anticipation and prediction</p> <p>Developing writing skills by integrating literature with language.</p> <p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Developing thought, and critical analysis.</p> <p>Being able to relate literature to real life and draw learning or inspiration from it.</p>
				<p><b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.</p> <p><b><u>SPECIFIC OBJECTIVES</u></b> – <i>By the end</i></p>	<p>Class discussion on the author’s life and work.</p> <p>Reading with correct stresses and intonation.</p>	<p>Reading with correct word stress, sentence stress and intonation.</p> <p>Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating</p>

Nov	SA2	<p><b><u>POETRY</u></b> <b>FOR ANNE GREGORY</b></p> <p>(William Butler Yeats)</p>	FIRST FLIGHT	<p><i>of the lesson, the learners will be able to appreciate that -</i></p> <p><i>Emotional stability and family support are crucial for a child’s healthy development.</i></p> <p><i>A strong mentor in life can help a person to become self confident and self aware.</i></p> <p><i>Education has the power to transform an individual from a meek, weak person into a fearless and courageous one.</i></p> <p><b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.</p> <p><b><u>SPECIFIC OBJECTIVES</u></b> - <i>By the end of the lesson, the learners will be able to appreciate that –</i></p> <p><i>The poem expresses the speaker’s adoration for Anne Gregory, and he explains to Anne,</i></p>	<p>Discussion of new and difficult words in terms of their meaning and pronunciation.</p> <p>Understanding the lesson in terms of its plot, characters and themes.</p> <p>Brainstorming of the end of lesson comprehension questions.</p> <p><b>ACTIVITY</b> – An open discussion on the following questions - Should girls be aware of their rights, and assert them? Should girls and boys have the same rights, duties and privileges? What are some of the ways in which society treats them differently? When we speak of ‘human rights’, do we differentiate between girls’ rights and boys’ rights?</p> <p>Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the poem. Loud reading by learners to reinforce the same.</p> <p>Stanza-wise discussion to understand the poem in terms of its literal and figurative meanings.</p>	<p>characters, themes, plots, and incidents in order to give an opinion with reasoning.</p> <p>Reading for understanding/ comprehension both global and specific.</p> <p>Anticipation and prediction</p> <p>Developing writing skills by integrating literature with language.</p> <p>Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.</p> <p>Developing thought, and critical analysis.</p> <p>Being able to relate literature to real life and draw learning or inspiration from it.</p> <p>Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings.</p> <p>Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions, poet’s point of view, etc. in order to demonstrate an understanding of their significance in literature and narratives.</p>
-----	-----	---	-----------------	--	---	--



Nov – Dec	SA2	<p><b><u>DRAMA/ PLAY</u></b></p> <p>THE BOOK THAT SAVED THE EARTH</p> <p>(Claire Baiko)</p>	FOOTPRINTS WITHOUT FEET	<p><i>the difference between inner beauty and external beauty.</i></p> <p><i>The poem emphasizes the notion that individuals are captivated by outer beauty and are prepared to alter their own characteristics in order to be liked by a person to whom they are attracted. The poem also addresses issues of love being superficial.</i></p> <p><b><u>GENERAL OBJECTIVES</u></b> – Same as mentioned earlier.</p> <p><b><u>SPECIFIC OBJECTIVES</u></b> - <i>By the end of the lesson, the learners will be able to appreciate that –</i></p> <p><i>Half-Baked knowledge is always dangerous. Rushing to conclusions without going deep into the details of things always leads to uninvited chaos and disasters.</i></p> <p><i>Pride will always lead to a fall.</i></p>	<p>Identification and discussion of figures of speech used in the poem.</p> <p>The themes conveyed by the poem will be highlighted and discussed.</p> <p>Class discussion on the author’s life and work.</p> <p>Reading with correct stresses and intonation.</p> <p>Discussion of new and difficult words in terms of their meaning and pronunciation.</p> <p>Understanding the lesson in terms of its plot, characters and themes.</p> <p>Brainstorming of the end of lesson comprehension questions.</p> <p><b>ACTIVITY</b> – Narration of personal experience -Can you think of any incidents where you misinterpreted a word or an action? How did you resolve the misunderstanding</p>	<p>Reading for understanding - both global and specific.</p> <p>Being able to relate literature to real life and draw learning or inspiration from it.</p> <p>Composition skills.</p> <p>Creative and analytical thinking.</p> <p>Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically by introducing, developing and concluding a topic.</p> <p>Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence.</p>
--------------	-----	---	-------------------------------	--	--	--

Nov – Dec	SA2	<b><u>WRITING SKILL</u></b> LETTERS OF ENQUIRY	-----	<p><i>To enable learners to write in a style and format appropriate for writing letters of enquiry.</i></p> <p><i>To enable them to plan, organize and present ideas coherently, logically and concisely.</i></p> <p><i>To enable them to use CODER while attempting writing tasks.</i></p> <p><i>To make them acquire the skill of introducing, developing and concluding a topic.</i></p> <p><i>To help learners develop proficiency and confidence in written communication.</i></p>	<p>Preparation and distribution of handouts with format and value points to be kept in mind while framing an enquiry letter or a reply to an enquiry.</p> <p>Discussion of the format and value points.</p> <p>Discussion and writing of model answers in class to make the learners understand the format and the related value points.</p> <p>Brainstorming practice questions regarding the content of the letters to enable learners to write them as class task/home task.</p>	<p>Composition skills.</p> <p>Creative and analytical thinking.</p> <p>Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically by introducing, developing and concluding a topic.</p> <p>Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence.</p>
Nov – Dec	SA2	<b><u>GRAMMAR TOPIC</u></b> REPORTED SPEECH	-----	<p><i>By the end of the lesson, students will be able to -</i></p> <p><i>Differentiate reported speech from direct speech by comparing their features and use.</i></p> <p><i>Understand the difference in rules of transformation based on the type of sentence involved – statement, question, imperative.</i></p>	<p>The previous knowledge of the learners will be assessed through oral questioning.</p> <p>Prepared handouts and modules will be used to explain the rules of identification and transformation of speech – direct or reported.</p> <p>Reinforcement of the rules and their usage will be done through exercises in worksheets shared with the learners.</p>	<p>Demonstrate command over the conventions of standard English grammar and their usage while writing and speaking.</p> <p>Comprehension and understanding of concepts, critical thinking.</p> <p>Grammatical and analytical skills.</p>

Nov – Dec	SA2	<b><u>GRAMMAR TOPIC</u></b>  DETERMINERS	-----	<p><i>Use direct speech and reported speech appropriately in written and spoken communication.</i></p> <p>Know that a determiner appears before a noun (and its adjectives) to help us identify which person or thing the sentence is about, or how much or how many of them there are</p> <p>Identify determiners in a written text.</p> <p>Use determiners accurately in written and spoken communication.</p>	<p>The lesson will start with articles.</p> <p>Students will be explained the difference between countable and uncountable nouns. (Countable nouns are those which can be pluralized, usually by adding the suffix -s or -es. Non-countable nouns cannot. While table can be pluralized (and thus is countable), information cannot (no one would write "informations," would they?).</p> <p>Further, the following will be explained in the classroom with suitable examples-</p> <p>What are determiners Determiners vs. Pronouns Types of determiners</p> <ul style="list-style-type: none"><li>• Articles – definite and indefinite</li><li>• Demonstratives</li><li>• Possessives</li><li>• Quantifiers</li></ul> <p>Reinforcement will be done through fill up, editing, omission exercises in worksheets shared with students.</p>	<p>Demonstrate command over the conventions of standard English grammar and their usage while writing and speaking.</p> <p>Comprehension and understanding of concepts, critical thinking.</p> <p>Grammatical and analytical skills.</p> <p><b><u>ASSESSMENT TOOLS-</u></b></p> <ul style="list-style-type: none"><li>• Class room response</li><li>• Class activities</li><li>• Notebook work</li><li>• Periodic Tests</li><li>• Term End exams</li><li>• Project work</li><li>• Holiday Homework</li></ul>
--------------	-----	--	-------	--	---	--

					<div><div><b><u>RUBRICS FOR ASSESSMENT FOR DIFFERENT ACTIVITIES –</u></b></div><div><div><div>1) <b>GROUP DISCUSSION/ CLASS DISCUSSION/ PRESENTATION</b></div><div><ul style="list-style-type: none"><li>• Research and content relevance</li><li>• Connection to the theme of overcoming challenges</li><li>• Group collaboration and participation</li><li>• Presentation skills (clarity, confidence, engagement)</li><li>• Creativity and originality in presentation</li><li>• Time management during presentation</li></ul></div></div><div><div>2) <b>DEBATE ON A TOPIC</b></div><div><ul style="list-style-type: none"><li>• clarity of speech and articulation</li><li>• Strength and relevance of arguments</li><li>• Refutation and counter-arguments</li><li>• Confidence and stage presence</li><li>• Team coordination (for team debates)</li><li>• Use of facts, examples, and evidence</li><li>• Body language and eye contact</li><li>• Time management and adherence to allotted time</li></ul></div></div><div><div>3) <b>FOR WRITING TASK ACTIVITIES</b></div><div><ul style="list-style-type: none"><li>• Clarity and coherence of ideas</li><li>• Relevance to the given topic</li><li>• Grammar, punctuation, and spelling</li><li>• Vocabulary and language usage</li><li>• Organization and structure</li></ul></div></div></div></div>	
--	--	--	--	--	--	--

					<div>(introduction, body, conclusion)</div> <div><ul style="list-style-type: none"><li>• Creativity and originality</li><li>• Proper format and presentation</li><li>• Word limit adherence</li></ul></div> <div>4) <b>FOR POSTERS AND OTHER ART WORK</b></div> <div><ul style="list-style-type: none"><li>• Creativity and originality</li><li>• Relevance to the theme/topic</li><li>• Visual appeal and neatness</li><li>• Clarity of message or idea conveyed</li><li>• Use of color, space, and layout</li><li>• Effort and overall presentation</li><li>• Labeling, slogans, or captions (if required)</li><li>• Adherence to given instructions or guidelines</li></ul></div> <div>5) <b>FOR CREATIVE WRITING ACTIVITIES – STORIES, DIALOGUES, POETRY</b></div> <div><ul style="list-style-type: none"><li>• Originality and imagination</li><li>• Creativity in plot or theme development</li><li>• Clarity and coherence of ideas</li><li>• Expression and emotional impact</li><li>• Vocabulary and language use</li><li>• Grammar, punctuation, and spelling</li><li>• Structure and organization (beginning, middle, end)</li><li>• Adherence to format and instructions</li></ul></div>	
--	--	--	--	--	--	--

## ASSESSMENTS

<u>Date</u>	<u>Content</u>	<u>Marks</u>	<u>Learning Objectives</u>	<u>Methodology</u>	<u>Skills Developed</u>
July	<b>TERM – I PERIODIC TEST-I/PRE MID TERM</b> <ul style="list-style-type: none"> <li>● Reading - Unseen Passage</li> <li>● Writing - Letter to the Editor</li> <li>● Grammar - 1) Integrated grammar exercises such as: ○ Gap Filling ○ Editing/ Omission ○ Sentence Reordering</li> <li>● Literature – <ul style="list-style-type: none"> <li>i) A Letter to God (Prose)</li> <li>ii) Dust of Snow (Poem)</li> <li>iii) Fire and Ice (Poem)</li> <li>iv) Nelson Mandela (Prose)</li> <li>v) A Triumph of Surgery (Prose)</li> </ul> </li> </ul>	40	Reinforcement of the content taught and the skills developed.	Individual assessment through a pen and paper test.	Reading comprehension, vocabulary and grammar skills  Global comprehension of the literature content taught  Critical/analytical thinking.
	<b>PERIODIC TEST-II / MIDTERM EXAM</b> <ol style="list-style-type: none"> <li>1) Reading - Reading comprehension through unseen passages</li> <li>2) Writing - Letters to the Editor, Letters of Complaint, Analytical Paragraph</li> <li>3) Grammar – All topics done in Term 1</li> <li>4) Literature – All lessons and poems taught in Term 1</li> </ol>	80	Reinforcement of the content taught and the skills developed.	Individual assessment through a pen and paper test.	Reading comprehension, vocabulary and grammar skills  Global comprehension of the literature content taught  Critical/analytical thinking
	<b>PERIODIC TEST-III/POST MIDTERM</b> <ul style="list-style-type: none"> <li>● Reading - Unseen Passage</li> <li>● Writing - Letters of Complaint/ Letter to the Editor/ Analytical Paragraph</li> </ul>	40	Reinforcement of the content taught and the skills developed.	Individual assessment through a pen and paper test.	Reading comprehension, vocabulary and grammar skills

	<ul style="list-style-type: none"> <li>● Grammar - Integrated grammar exercises, Reported Speech (Statements)</li> <li>● Literature – <ul style="list-style-type: none"> <li>i) Glimpses of India ( Prose)</li> <li>ii) Amanda (Poem)</li> </ul> </li> </ul> <p><b>FINAL/ BOARD EXAMS</b></p> <p>I. Reading - Reading comprehension through unseen passages II. Writing - All formal letters done in Term 1&amp;2 and Analytical Paragraph Writing.</p> <p>III. Grammar- Integrated grammar exercises from all grammar topics of both terms.</p> <p>IV. Literature – All lessons (prose &amp; drama) and poetry from both readers – First Flight &amp; Footprints Without Feet</p>	80	Reinforcement of the content taught and the skills developed.	Individual assessment through a pen and paper test.	<p>Global comprehension of the literature content taught</p> <p>Critical/analytical thinking</p> <p>Reading comprehension, vocabulary, grammar and literature skills.</p> <p>Global comprehension of the literature content taught</p> <p>Critical/analytical thinking</p>
--	--	----	---	---	--

### **OTHER ASSESSMENTS IN TERM 1 WILL INCLUDE**

- **SUBJECT ENRICHMENT ACTIVITY (5 marks): ASL** Assessment of listening and speaking skills (ASL) carried out once in each term.

1) SPEAKING ACTIVITY will be based on topics given to the learners.

- **RUBRICS FOR ASSESSMENT** - Content – 5, Fluency and Accuracy – 4, Confidence – 1
- **LEARNING OBJECTIVES** – To enable learners to express ideas about relevant issues coherently, fluently and accurately with proper tone and style.
- **SKILLS DEVELOPED** - Speaking with correct intonation, word stress and sentence stress using appropriate vocabulary, phrases and relevant content, building confidence.

2) **LISTENING ACTIVITY** (10 marks) Worksheet to be attempted with an audio played on the smart board.

- **LEARNING OBJECTIVES** - Listening to a conversation or a talk and understanding the topic and the main points. Listening for specific information required. Understanding and interpreting spontaneous spoken discourse in familiar social situations.
- **SKILLS DEVELOPED** - Listening comprehension, interpretation and evaluation, sequencing ideas, separating relevant from irrelevant information, critical/analytical thinking

● **Multiple Assessment (5 Marks):** Holiday Homework/ Notebook Work

● **Portfolio (5 Marks):** will include the best of SE(Subject Enrichment Activity)/ Notebook work/ Art Integrated Activity. etc (Notebook assessment will be done once in each term and the notebooks will be judged on regularity of submission, assignment completion and their neatness and upkeep.)

### **OTHER ASSESSMENTS IN TERM 2 WILL INCLUDE**

● **Subject Enrichment Activity (5 Marks)** : This will include assessment of listening and speaking skills (ASL) and will be carried out once in each term.

1) **SPEAKING ACTIVITY** will be based on topics given to the learners.

- **RUBRICS FOR ASSESSMENT** Content – 5, Fluency and Accuracy – 4, Confidence – 1
- **LEARNING OBJECTIVES** – To enable learners to express ideas about relevant issues coherently, fluently and accurately with proper tone and style.
- **SKILLS DEVELOPED** - Speaking with correct intonation, word stress and sentence stress using appropriate vocabulary, phrases and relevant content, building confidence.

2) **LISTENING ACTIVITY** Worksheet to be attempted with an audio played on the smart board.

- **LEARNING OBJECTIVES** - Listening to a conversation or a talk and understanding the topic and the main points. Listening for specific information required. Understanding and interpreting spontaneous spoken discourse in familiar social situations.
- **SKILLS DEVELOPED** - Listening comprehension, interpretation and evaluation, sequencing ideas, separating relevant from irrelevant information, critical/analytical thinking



- **Multiple Assessments(5 Marks):** will include Art Integrated Activity etc.
  - **Portfolio (5 Marks):** will include the best of SE(Subject Enrichment Activity)/ Notebook work/ Art Integrated Activity. etc (Notebook assessment will be done once in each term and the notebooks will be judged on the regularity of submission, assignment completion and their neatness and upkeep).
-

## ANNUAL CURRICULUM PLAN (2025-26)

**SUBJECT: HINDI**

**CLASS: 10**

### **TERM I**

- हिंदी पाठ्यपुस्तक - स्पर्श
- व्याकरण- व्याकरण प्रवेशक
- संचयन

Topic	Month	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
आवधिक परीक्षा 1 (Periodic Test 1)	(40 Marks)	पढ़ाई गई विषयवस्तु की समझ का मूल्यांकन करना।	लिखित प्रश्नोत्तर विधि	तार्किक चिंतन, लेखन तथा पठन कौशल का विकास।	अपने उत्तरों द्वारा पढ़ाई गई विषयवस्तु की समझ को अभिव्यक्त कर सकेंगे।	आवधिक परीक्षा 1 द्वारा
विषय संवर्धन 1 (Subject Enrichment1) (कविता पाठ)	(5 Marks)	उचित भाव, लय तथा आरोह अवरोह द्वारा कविता पाठ सिखाना। देश भक्ति की भावना का विकास करना।	काव्य पाठ विधि	वाचन तथा श्रवण कौशल का विकास करना।	उचित भाव, लय तथा आरोह अवरोह द्वारा कविता पाठ कर सकेंगे।	कविता पाठ द्वारा
एकाधिक मूल्यांकन 1 (Multiple Assessment 1)	(5 Marks)	दिए गए कार्य की सहायता से विद्यार्थियों में भाषा कौशलों का विकास	खोज तथा परियोजना आधारित विधि	रचनात्मक कौशल तथा चिंतन कौशल का विकास करना।	ग्रीष्मावकाश गृहकार्य द्वारा विभिन्न भाषा कौशलों को अभिव्यक्त कर सकेंगे।	रचनात्मक कार्य द्वारा

Topic	Month	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
(ग्रीष्मावकाश गृहकार्य )		करना।				
पोर्टफोलियो मूल्यांकन 1 (Portfolio work /notebook assessment)	(5 Marks)	कार्यपत्रिकाओं तथा विभिन्न गतिविधियों द्वारा विद्यार्थियों के रचनात्मक कौशल का मूल्यांकन करना।	आगमन तथा निगमन विधि	तार्किक चिंतन, ज्ञानात्मक कौशल तथा सृजनात्मक कौशल का विकास करना।	रचनात्मक कार्यो द्वारा विभिन्न भाषा कौशलों को अभिव्यक्त कर सकेंगे।	कक्षा में करवाई गई विभिन्न गतिविधियों द्वारा
मध्य अवधि परीक्षा (Mid term exam)	(80 Marks)	पढ़ाई गई विषयवस्तु की समझ का मूल्यांकन करना।	लिखित प्रश्नोत्तर विधि	पठन ,लेखन ,वाचन ,श्रवण तथा चिंतन कौशल का विकास।	पढ़ाई गई विषयवस्तु की समझ को अपने उत्तरों द्वारा अभिव्यक्त कर सकेंगे।	मध्य अवधि परीक्षा द्वारा
स्पर्श	Month					
पाठ -1कबीर के सखियाँ (कविता)	April	1 दूसरो से न जलने की शिक्षा देना 2 कर्मशीलता का महत्व तथा परोपकार की भावना का विकास करना।	व्याख्यान विधि काव्य पाठ	काव्य पाठ तथा स्वरचित लघु कविता निर्माण कौशल का विकास।	दैनिक जीवन में समय के महत्व तथा उपयोगिता को ध्यान में रखते हुए कार्य करेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
पाठ -2 बड़े भाई साहब (कहानी )	May	सद्व्यवहार सीखना लालच से बचने के तरीके सीखना	कहानी कथन विधि	स्लोगन लेखन तथा कहानी कथन कौशल का विकास करना।	ईमानदारी , सत्य तथा कर्तव्यनिष्ठा को अपने व्यवहार द्वारा व्यक्त कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

Topic	Month	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
पाठ -3 डायरी का एक पन्ना (कहानी )	July	चरित्र -निर्माण एवं मानव मूल्यों का विकास अपने कर्तव्यों के प्रति समझ का विकास	कहानी कथन विधि	कहानी कथन कौशल तथा लोक कथा पठन कौशल का विकास।	दैनिक जीवन से जुड़ी समस्याओं को अपनी बुद्धि के प्रयोग से हल कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों ,कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
पाठ -4 ताँतारा वामीरो कथा	July	प्रेम तथा करुणा की भावना का विकास। अपने कर्तव्यों के प्रति समझ का विकास।	भाव स्पष्टीकरण तथा व्याख्यान विधि	वार्तालाप लेखन कौशल तथा कविता वाचन कौशल का विकास	पशु पक्षियों के प्रति अपनी भावनाओं को व्यक्त कर सकेंगे। उनकी रक्षा के लिए सदैव कार्यरत रहेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
पाठ -5 मीरा के पद	August	जीवन में एक दूसरे की सहायता का महत्व समझना तथा सहायता करना। सामाजिक कार्यों में भाग लेना सीखना। दृढ़ इच्छाशक्ति का महत्व समझाना।	व्याख्यान विधि काव्य पाठ	काव्य पाठ तथा स्वरचित लघु कविता निर्माण कौशल का विकास।	कविता का वर्णन अपने शब्दों में कर सकेंगे। ब्रज भाषा को हिंदी भाषा में अभिव्यक्त कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

Topic	Month	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
पाठ -6 मनुष्यता	August	<ul style="list-style-type: none"> <li>1 दूसरो से न जलने की शिक्षा देना</li> <li>2 कर्मशीलता का महत्व तथा परोपकार की भावना का विकास करना।</li> </ul>	व्याख्यान विधि पठन-पाठन विधि	काव्य पाठ तथा स्वरचित लघु कविता निर्माण कौशल का विकास।	ईमानदारी , सत्य तथा कर्तव्यनिष्ठा को अपने व्यवहार द्वारा व्यक्त कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
पाठ -7 तीसरी कसम के शिल्पकार शैलेन्द्र	August	चरित्र -निर्माण एवं मानव मूल्यों का विकास अपने कर्तव्यों के प्रति समझ का विकास	व्याख्यान विधि पठन-पाठन विधि	स्लोगन लेखन तथा कहानी कथन कौशल का विकास करना।	दैनिक जीवन में समय के महत्व तथा उपयोगिता को ध्यान में रखते हुए कार्य करेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
संचयन						
पाठ - हरिहर काका सपनों के से दिन	August	हिंदी साहित्य के पठन के प्रति जागरूकता पैदा करना   चरित्र -निर्माण एवं मानव मूल्यों का विकास	भाव स्पष्टीकरण तथा व्याख्यान विधि	वार्तालाप लेखन कौशल तथा कविता वाचन कौशल का विकास	ईमानदारी , सत्य तथा कर्तव्यनिष्ठा को अपने व्यवहार द्वारा व्यक्त कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

Topic	Month	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
<u>व्याकरण</u>						
<u>संरचना के आधार पर वाक्य - भेद</u>	April	<ul style="list-style-type: none"> <li>वाक्यों का महत्व समझाना।</li> <li>वाक्यों की पहचान से परिचित करना।</li> <li>वाक्य संरचना पर बल देना</li> </ul>	आगमन तथा निगमन विधि	वाक्य निर्माण कौशल का विकास	सीखे गए वाक्य संरचना का अपनी भाषा में प्रयोग कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
<u>समास</u>	May	<ul style="list-style-type: none"> <li>समास के प्रकारों से परिचित कराना</li> <li>उदाहरणों के माध्यम से समझाना।</li> </ul>	आगमन तथा निगमन विधि	ज्ञानात्मक कौशल का विकास	वाक्य प्रयोग द्वारा समास के विभिन्न भेदों के अंतर को स्पष्ट कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

Topic	Month	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
पदबंध	July	<ul style="list-style-type: none"> <li>पदबंध के प्रकारों से परिचित कराना</li> <li>उदाहरणों के माध्यम से समझाना।</li> </ul>	आगमन तथा निगमन विधि	लेखन तथा वाचन कौशल का विकास	<ul style="list-style-type: none"> <li>अपनी बात कहने के लिए भाषा के विभिन्न रूपों का प्रयोग कर सकेंगे।</li> <li>व्याकरण के सही प्रयोग द्वारा शुद्ध बोलने और लिखने का प्रयास करेंगे।</li> </ul>	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
विज्ञापन लेखन	August	<ul style="list-style-type: none"> <li>व्याकरणिक इकाई के माध्यम से विज्ञापन लेखन के तरीके बताना और अभ्यास करना</li> </ul>	आगमन तथा निगमन विधि खेल विधि	चिंतन तथा लेखन कौशल का विकास	<ul style="list-style-type: none"> <li>अपनी बात कहने के लिए विज्ञापनों के विभिन्न रूपों का प्रयोग कर सकेंगे</li> <li>व्याकरण के सही प्रयोग द्वारा शुद्ध बोलने और लिखने का प्रयास करेंगे।</li> </ul>	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

Topic	Month	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
सूचना लेखन	August	विभिन्न विषयों पर सूचना लेखन के प्रारूप की सहायता से सूचना लेखन का अभ्यास करना	आगमन तथा निगमन विधि खेल विधि	चिंतन, पठन तथा लेखन कौशल का विकास	वाक्य रचना की सहायता से अलग-अलग सूचना लिख पाएंगे	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
<u>रचनात्मक लेखन</u> <ul style="list-style-type: none"> <li>चित्र वर्णन</li> <li>अनुच्छेद लेखन</li> <li>पत्र लेखन</li> <li>अपठित गद्यांश</li> </ul>	April to September	<ul style="list-style-type: none"> <li>रुचिकर विषयों पर अपने शब्दों में लिखने का अभ्यास कराना।</li> <li>अर्थग्रहण संबंधी प्रश्नों के माध्यम से अपठित गद्यांश का अभ्यास कराना।</li> <li>विभिन्न क्रियाओं को दर्शाते हुए चित्र लेखन का अभ्यास कराना।</li> <li>पत्र के विभिन्न भागों का परिचय देते</li> </ul>	अवलोकन विधि स्पष्टीकरण विधि सामूहिक चर्चा विधि	सृजनात्मक लेखन व चिंतन कौशल का विकास	<ul style="list-style-type: none"> <li>विभिन्न स्थितियों व लेखन के स्वरूप के अनुसार अनुच्छेद के रूप में लिखेंगे।</li> <li>अपनी कल्पना से मौलिक रचना करेंगे।</li> <li>अपने अनुभवों को अपनी भाषा शैली में लिखेंगे।</li> </ul>	रचनात्मक लेखन अभ्यास द्वारा



Topic	Month	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
		हुए पत्र लेखन के प्रारूप की सहायता से अनौपचारिक पत्र लेखन का अभ्यास करना।				

## **TERM II**

- हिंदी पाठ्यपुस्तक -स्पर्श
- व्याकरण- व्याकरण प्रवेशक
- संचयन

Topic	Month	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
आवधिक परीक्षा 2 (Periodic Test 2)	(40 Marks)	पढ़ाई गई विषयवस्तु की समझ का मूल्यांकन करना।	लिखित प्रश्नोत्तर विधि	तार्किक चिंतन,लेखन तथा पठन कौशल का विकास।	अपने उत्तरों द्वारा पढ़ाई गई विषयवस्तु की समझ को अभिव्यक्त कर सकेंगे।	आवधिक परीक्षा 3 द्वारा

Topic	Month	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
विषय संवर्धन 2 (Subject Enrichment2) (पात्र मंचन )	(5 Marks)	उचित आरोह अवरोह द्वारा रामायण के पात्रों का चरित्र चित्रण करना। नाट्य कला विकसित करना।	नाटक विधि	वाचन तथा श्रवण कौशल का विकास करना।	रामायण के विभिन्न पात्रों का चरित्र मंचन कर सकेंगे।	पात्र मंचन द्वारा
एकाधिक मूल्यांकन 2 (Multiple Assessment 2) (कला समेकित परियोजना )	(5 Marks)	दिए गए कार्य की सहायता से विद्यार्थियों में भाषा कौशलों का विकास करना।	खोज तथा परियोजना आधारित विधि	रचनात्मक कौशल तथा चिंतन कौशल का विकास करना।	रचनात्मक कौशलों का प्रयोग करते हुए विभिन्न कलाओं का समावेश करते हुए परियोजना का निर्माण कर सकेंगे।	कला समेकित परियोजना द्वारा
पोर्टफोलियो मूल्यांकन 2 (Portfolio work /notebook assessment)	(5 Marks)	कार्यपत्रिकाओं तथा विभिन्न गतिविधियों द्वारा विद्यार्थियों के रचनात्मक कौशल का मूल्यांकन करना।	आगमन तथा निगमन विधि	तार्किक चिंतन, ज्ञानात्मक कौशल तथा सृजनात्मक कौशल का विकास करना।	रचनात्मक कार्यों द्वारा विभिन्न भाषा कौशलों को अभिव्यक्त कर सकेंगे।	कक्षा में करवाई गई विभिन्न गतिविधियों द्वारा
वार्षिक परीक्षा (Annual exam)	(80 Marks)	पढ़ाई गई विषयवस्तु की समझ का मूल्यांकन करना।	लिखित प्रश्नोत्तर विधि	पठन ,लेखन ,वाचन ,श्रवण तथा चिंतन कौशल का विकास।	पढ़ाई गई विषयवस्तु की समझ को अपने उत्तरों द्वारा अभिव्यक्त कर सकेंगे।	वार्षिक परीक्षा द्वारा
स्पर्श	Month					

Topic	Month	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
पाठ -अब कहां दूसरों के दुख से दुखी होने वाले (कहानी )	September	अपने कर्म पर विश्वास करने के लिए प्रेरित करना। <ul style="list-style-type: none"> <li>संतोष ही परम धन है। इस भावना को विकसित करना।</li> </ul>	कहानी कथन विधि	पठन, लेखन और कहानी वाचन कौशल का विकास।	कहानी में घटित घटनाओं के बारे में सवाल पूछेंगे और बातचीत करेंगे। वे अपनी राय देंगे व प्रतिक्रिया व्यक्त कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
पाठ - पतझड़ में टूटी पत्तियां (प्रेरणात्मक लेख )	October	सुंदर लेख लिखने के लिए प्रेरित करना। सबके प्रति दया भाव जैसे मूल्य जगाना। उनके लिए विभिन्न प्रतियोगिताओं को आयोजन होना चाहिए -भाव जगाना।	व्याख्यान विधि	स्लोगन लेखन,भाषण तथा पोस्टर निर्माण कौशल का विकास ।	विविध प्रकार के विषयों में आए प्राकृतिक सामाजिक और अन्य संवेदनशील मुद्दों को समझेंगे और उन पर चर्चा करेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
पाठ -तोप (कविता )	October	जीवन में कर्तव्य के महत्व को समझना मातृभूमि के प्रति समर्पण की भावना ,स्वार्थ कापरित्याग करना सीखना	कविता वाचन,भाव स्पष्टीकरण तथा व्याख्यान विधि	ईमानदारी , सत्य तथा कर्तव्यनिष्ठा को अपने व्यवहार द्वारा व्यक्त कर सकेंगे।  तथा अनुच्छेद लेखन कौशल का विकास।	कविता का वर्णन अपने शब्दों में कर सकेंगे। ब्रज भाषा को हिंदी भाषा में अभिव्यक्त कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

Topic	Month	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
पाठ - पर्वत प्रदेश में पावस	November	निरंतर काम करने के लिए तत्पर रहने की सीख देना ।	व्याख्यान विधि	विचारोत्तेजक अनुच्छेद लेखन तथा अनुभव श्रवण कौशल का विकास	परिश्रम ,लगन और निरंतर अभ्यास द्वारा जीवन की प्रत्येक बाधा को दूर कर सफलता प्राप्त कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
पाठ -कर चले हम फिदा (कविता )	December	<ul style="list-style-type: none"> <li>जीवन में कर्तव्य के महत्व को समझना मातृभूमि के प्रति समर्पण की भावना ,स्वार्थ कापरित्याग करना सीखना</li> <li>निरंतर कर्म करने के लिए तत्पर रहने की सीख देना।</li> </ul>	कविता वाचन,भाव स्पष्टीकरण तथा व्याख्यान विधि	भाषण कौशल ,काव्य पाठ कौशल तथा अनुच्छेद लेखन कौशल का विकास।	कविता का मूल भाव अपने शब्दों में व्यक्त कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

Topic	Month	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
पाठ -कारतूस	December	<ul style="list-style-type: none"> <li>अपने कर्म पर विश्वास करने के लिए प्रेरित करना।</li> <li>संतोष ही परम धन है। इस भावना को विकसित करना।</li> </ul>	व्याख्यान विधि पठन-पाठन विधि	लेखन ,वाचन ,पठन तथा श्रवण कौशल का विकास	<ul style="list-style-type: none"> <li>पढ़ी गई सामग्री पर बेहतर समझ के लिए स्वयं प्रश्न बनाएंगे और पूछेंगे।</li> </ul>	पाठ के अंत में दिए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
पाठ -आत्मत्राण	December	<ul style="list-style-type: none"> <li>जीवन में कर्तव्य के महत्व को समझना मातृभूमि के प्रति समर्पण की भावना ,स्वार्थ कापरित्याग करना सीखना</li> <li>चरित्र निर्माण तथा मानवीय मूल्यों का विकास करना।</li> </ul>	कविता वाचन,भाव स्पष्टीकरण तथा व्याख्यान विधि	भाषण कौशल ,काव्य पाठ कौशल तथा अनुच्छेद लेखन कौशल का विकास।	कविता का मूल भाव अपने शब्दों में व्यक्त कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कार्यपत्रिका द्वारा

Topic	Month	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
संचयन  पाठ - टोपी शुक्ला	December	हिंदी साहित्य के पठन के प्रति जागरूकता पैदा करना चरित्र निर्माण तथा मानवीय मूल्यों का विकास करना	व्याख्यान विधि  पठन-पाठन विधि	लेखन ,वाचन ,पठन तथा श्रवण कौशल का विकास	पढ़ी गई सामग्री पर बेहतर समझ के लिए स्वयं प्रश्न बनाएँगे और पूछेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
<u>व्याकरण</u>						
<u>संरचना के आधार पर वाक्य - भेद</u>	October	<ul style="list-style-type: none"> <li>वाक्यों का महत्व समझाना।</li> <li>वाक्यों की पहचान से परिचित करना।</li> <li>वाक्य संरचना पर बल देना</li> </ul>	आगमन तथा निगमन विधि खेल विधि	वाक्य निर्माण कौशल का विकास	सीखे गए वाक्यों का अपनी भाषा में प्रयोग कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

Topic	Month	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
<u>समास</u>	November	<ul style="list-style-type: none"> <li>समास के प्रकारों से परिचित कराना</li> <li>उदाहरणों के माध्यम से समझाना।</li> </ul>	आगमन तथा निगमन विधि खेल विधि	ज्ञानात्मक कौशल का विकास	वाक्य प्रयोग द्वारा समास के विभिन्न भेदों के अंतर को स्पष्ट कर सकेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
पदबंध	December	<ul style="list-style-type: none"> <li>पदबंध के प्रकारों से परिचित कराना</li> <li>उदाहरणों के माध्यम से समझाना।</li> </ul>	आगमन तथा निगमन विधि खेल विधि	लेखन, पठन, श्रवण तथा वाचन कौशल का विकास	<ul style="list-style-type: none"> <li>शुद्ध उच्चारण के साथ शुद्ध लेखन का प्रयास करेंगे।</li> <li>वर्तनी संबंधी अशुद्धियों को भाँपेंगे।</li> </ul>	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

Topic	Month	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
<u>रचनात्मक लेखन</u> <ul style="list-style-type: none"> <li>चित्र वर्णन</li> <li>अनुच्छेद लेखन</li> <li>पत्र लेखन</li> <li>अपठित गद्यांश</li> </ul>	December	<ul style="list-style-type: none"> <li>रुचिकर विषयों पर अपने शब्दों में लिखने का अभ्यास कराना।</li> <li>अर्थग्रहण संबंधी प्रश्नों के माध्यम से अपठित गद्यांश का अभ्यास कराना।</li> <li>विभिन्न क्रियाओं को दर्शाते हुए चित्र लेखन का अभ्यास कराना।</li> <li>पत्र के विभिन्न भेदों का परिचय देते हुए पत्र लेखन के प्रारूप की सहायता से अनौपचारिक पत्र लेखन का अभ्यास करना।</li> </ul>	अवलोकन विधि स्पष्टीकरण विधि सामूहिक चर्चा विधि	सृजनात्मक लेखन व चिंतन कौशल का विकास	<ul style="list-style-type: none"> <li>विभिन्न स्थितियों व लेखन के स्वरूप के अनुसार अपने अनुभवों को अपनी भाषा शैली में लिखेंगे।</li> <li>अपनी कल्पना से मौलिक रचना करेंगे।</li> </ul>	रचनात्मक लेखन के अभ्यास द्वारा



Topic	Month	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
मुहावरे	December	<ul style="list-style-type: none"> <li>मुहावरों का अर्थ समझाते हुए वाक्य प्रयोग द्वारा अभ्यास कराना।</li> </ul>	खेल विधि स्पष्टीकरण विधि	लेखन तथा ज्ञानात्मक कौशल का विकास	<ul style="list-style-type: none"> <li>मुहावरों की सहायता से रोचक कहानी लिख सकेंगे। मौखिक और लिखित भाषा में मुहावरों का प्रयोग करेंगे।</li> </ul>	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
सूचना लेखन	December	विभिन्न विषयों पर सूचना लेखन के प्रारूप की सहायता से सूचना लेखन का अभ्यास करना	आगमन तथा निगमन विधि खेल विधि	सृजनात्मक लेखन व चिंतन कौशल का विकास	वाक्य रचना की सहायता से अलग-अलग सूचना लिख पाएंगे	रचनात्मक लेखन के अभ्यास द्वारा

Topic	Month	Learning Objectives	Methodology	Skills to be developed	Learning Outcomes	Assessment Tools
विज्ञापन लेखन	December	<ul style="list-style-type: none"> <li>व्याकरणिक इकाई के माध्यम से विज्ञापन लेखन के तरीके बताना और अभ्यास करना</li> </ul>	आगमन तथा निगमन विधि खेल विधि	लेखन तथा ज्ञानात्मक कौशल का विकास	<ul style="list-style-type: none"> <li>अपनी बात कहने के लिए विज्ञापनों के विभिन्न रूपों का प्रयोग कर सकेंगे</li> <li>व्याकरण के सही प्रयोग द्वारा शुद्ध बोलने और लिखने का प्रयास करेंगे।</li> </ul>	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा

ANNUAL CURRICULAM PLAN 2025-26

Subject: Maths Class-X

S.N 0	TASK		LEARNING OBJECTIVE	METHODOLOG Y	SKIILS TO BE DEVELOPED		Learning Outcomes
1	PT-1 *Chap-1 Real Numbers *Chap- 2 Polynomials *Chap-14 Probability		Assessment of the unit	Paper and pen test	*Critical & Creative thinking *Decision making * Time management *Stress management		Assessment of real numbers, polynomials, and probability; enhancement of critical thinking, decision making, and stress management.
2.	Multiple assessment I- *Holiday Home Work Art integrated activity *Interdisciplin ary project Classwork and homework		*Strengtheni ng up the concepts taught. Learning by doing on various topics. *Taking out of hidden talents of individual students To know about art, cultural and literature of other states of India *An excellent way to find what children know, think , feel and can do.	*Preparing charts, cutting and pasting, *written practise, *model making *Experimental Learning by activity	*Logical thinking, *creativity *Motor skills *Observational skills * Team work *Collaboration *Cooperation		Strengthening of concepts, creativity, teamwork, and experiential learning through holiday homework, art integration, and interdisciplina ry projects.
3.	Subject enrichment activity-I		Strengtheni ng up the basic concept of the topic	Learning by doing	*Creative skills *Observational Skill *Problem skill. *Coceptual knowledge		Strengthening basic mathematical concepts through hands-on activities and experiential learning.
S.N 0	FA/SA	TASK	MARKS	LEARNING OBJECTIVE	DOLOGY	SKIILS TO BE DEVELOPE D	Learning Outcom es
4.	FA1	Portfolio-I	5	To motivate the students to excel	Learning by doing	Positive competetiv e spirit Thinking skill regularity *punctualit y	

						*writing skills *creativity and neatness.	
5.	SA1	UNIT-1 REAL NUMBERS.		Identify Real numbers Establish a relation between the LCM, HCF and the product of numbers. Distinguish between rational and irrational numbers by their decimal representation. Understand the concept of Fundamental theorem of arithmetic and solve applications based on it. Prove numbers as irrational. Estimate the values of terminating and non-terminating decimals. Recognize whether to apply HCF or LCM in order to solve word problems based on the given	*Recapitulation, *Discussion *Brain storming, *Sense board teaching *Use of google for showing videos and quiz etc * Activity on representation of irrational numbers on number line.	*Critical reasoning * Creative thinking. *problem solving skill. *Decision making *Logical reasoning	
S.N 0	FA/SA	TASK	MARKS	LEARNING OBJECTIVE	DOLOGY	SKILLS TO BE DEVELOPED	Learning Outcomes
				information.			
6.	SA1	UNIT-2 Polynomials		Recall the definition of polynomials and their	*Practical application of the concept. *Sense	*Critical thinking *Creative thinking *problem	

				degree. Identify the terms and coefficients in an algebraic expression. Classify the polynomial on the basis of terms and degrees. Evaluate the values and the zeros of the polynomial s. Illustrate the relationship between zeros and coefficients of a polynomial. Analyse the graph of a polynomial function. Apply the division algorithm theorem for polynomial s and estimate conclusion.	board Teaching * use of google	solving skill. *Decision making *Logical reasoning	
7.	SA1	UNIT-3 Pair of Linear Equations in two variables.		Express linear equation in two variables in their standard form. Differentiate between the various types of lines. Evaluate the solution of the	*Experiential learning *recapitulation *Brain storming *Discussion *use of google *Activities on graph	*Creative thinking Critical thinking *Decision making skill. Logical reasoning *Problem solving	
S.N 0	FA/SA	TASK	MARKS	LEARNING OBJECTIVE	DOLOGY	SKIILS TO BE DEVELOPED	Learning Outcomes
				various equations, by using graphical or algebraic methods.			

				Locate the solutions and represent them on the graph paper. Apply the various algebraic methods to solve application-based problems. Appreciate the concept of graphical representation in coordinate geometry, 3D geometry or any other discipline.			
8.	SA1	UNIT-6 Triangles		Discriminate between similar and congruent figures. Analyze the criteria of similarity of polygons. Correlate the similarity of polygons with the similarity of triangles. Reproduce the proofs of Basic Proportionality Theorem and its converse. Apply the concept of similarity in real	*Recall *Discussion Brain storming *lecture method *learning by doing Activity on B.P.T	*Creative thinking *Critical reasoning *Problem solving *Decision making *Logical reasoning	
S.N 0	FA/SA	TASK	MARKS	LEARNING OBJECTIVE	DOLOGY	SKIILS TO BE DEVELOPE D	Learning Outcom es
				life situations. Establish a relation between the sides of the triangle			

				and its area. Extend the concept of Right angled triangles to derive various results.			
9.	SA1	UNIT-7 Coordinate Geometry		Outline the given points on Cartesian plane. Find the coordinates of the point, which divides a line segment joining two given points in a given ratio. Derive and apply the formula of an area of triangle. Support the concept in various fields like physics, engineering , navigation, and art. Understand the concept of coordinate axes. Apply the Pythagorean Theorem to find the distance between two points. Solve coordinate geometric problems. Outline the	*Recall * Discussion *Brain storming, *lecture method , *learning by doing *Activities to prove Distance formula and Section formula.	*Creative thinking *Critical reasoning *Problem solving *Decision making *Logical reasoning	
S.N 0	FA/SA	TASK	MARKS	LEARNING OBJECTIVE	DOLOGY	SKIILS TO BE DEVELOPED	Learning Outcomes
				given points on Cartesian plane. Find the coordinates			

				of the point, which divides a line segment joining two given points in a given ratio. Support the concept in various fields like physics, engineering , navigation, and art.			
10.	SA1	UNIT-8 Introducti on to Trigonome try		Comprehen d the concept of trigonomet ry and appreciate its utility in real-life application s. Understand the trigonomet ric ratios and their pertinence. Memorize the values of trigonomet ric ratios for some specific angles. Employ the trigonomet ric ratios of complemen tary angles. Relate the trigonomet ric identities and their employemen t in a variety of problems. Verify and	*Recall Discussion Brain storming, *lecture method , *learning by doing Method Use of google to show videos etc Use of sense board	*Creative thinking *Critical reasoning *Problem solving *Decision making *Logical reasoning	
S.N 0	FA/SA	TASK	MARKS	LEARNING OBJECTIVE	DOLOGY	SKIILS TO BE DEVELOPE D	Learning Outcom es
				compare the identities with the concepts of			



				geometry, for example, $\sin^2 q + \cos^2 q = 1$ with the Pythagoras Theorem.			
11.	SA1	UNIT-14 Probability		<p>Compute the probability of any event. Analyze daily life facts with the help of probability and hence obtain conclusions .</p> <p>Verify that the sum of probabilities of all the elementary events of an experiment is one.</p> <p>Support the concept with its wide applications in other disciplines like Genetics. Conclude about the likelihood of potential events and the underlying mechanics of complex systems.</p>	<p>*Recall Discussion Brain storming, *lecture method , *learning by doing Method Use of google to show videos etc Use of sense board Activities</p>	<p>*Creative thinking *Critical reasoning *Problem solving *Decision making *Logical reasoning</p>	
12.	FA2	PT-2 *Chap-4 Quadratic Equations Chap-5 Arithmetic Progression Chap-10 Circles		Assessment of the unit.	Pen and paper test	Critical reasoning Creative thinking, *problem solving time management	
S.NO	FA/SA	TASK	MARKS	LEARNING OBJECTIVE	DOLOGY	SKILLS TO BE DEVELOPED	Learning Outcomes
						*stress management	

						nt	
13.	FA2	Subject enrichment Activity		Strengthening up the concepts	Experiential learning.	*Critical reasoning * Creative thinking *motor skill. *develop the ability of organising & selecting relevant facts, *stress management, *time management	
14.	FA2	Portfolio		To motivate the students to excel	Learning by doing.	Positive competitive spirit Thinking skill regularity *punctuality *writing skills *creativity and neatness.	
15.	FA2	Multiple assessment: *Class work and homework *Class activities *Games		*Assessment *regularity *concept clarification *Strengthening up the concepts taught. * Learning by doing on various topics. *Taking out of hidden talents of individual students	Experiential learning	*Critical reasoning Creative thinking *motor skill neatness.	
16.	SA2	UNIT-4 Quadratic Equations		'• Outline quadratic equation and understand the concept of standard form of	*Experimental Learning * Recapitulation * Explanation *Use of google to show videos	Creative thinking * Critical thinking *Decision making *Observational	
S.N 0	FA/SA	TASK	MARKS	LEARNING OBJECTIVE	DOLOGY	SKILLS TO BE DEVELOPED	Learning Outcomes
				quadratic equation.	Activities	skill *Coordinati	

				<p>Solve and verify the solutions of quadratic equations by factoring, and using quadratic formula. Compute the roots of a quadratic equation using quadratic formula. Estimate the nature of roots of a given quadratic equation using the discriminant. Compile daily life facts with quadratic equations and obtain conclusions.</p>		on skill	
17.	SA2	UNIT-5 Arithmetic Progression		<p>Identify the arithmetic progression from different sequences. Recognise the terms and common difference from the arithmetic progression.</p> <p>Solve the different illustration of nth term and sum of n terms of an arithmetic progression.</p> <p>Originate the Arithmetic</p>	<p>*Recapitulation *Practical application of the concept. *Sense board teaching.</p>	<p>*Critical reasoning Creative thinking *Problem solving. Logical reasoning</p>	
S.NO	FA/SA	TASK	MARKS	LEARNING OBJECTIVE	DOLOGY	SKIILS TO BE DEVELOPED	Learning Outcomes

				Progression from real life situations. Implement the concept of arithmetic progression in real life situations and find the solution. Evaluate the problems of arithmetic progression and determine the result.			
18.	SA2	Chap-9 Applicatio n of Trigonome try		Compute the distances, heights and angles according to the given parameters. Identify the lines of sight and the angles formed in the case of observations. Appreciate the wide applicability of trigonometry. Understand the utilization of concepts of trigonometry in problems affecting heights and distances of real-life objects. Acknowledge the usage of trigonometry in the fields of astronomy, geography and	Recapitulati on warm up session *Discussion, *Brain storming *Lecture method sense board teaching you tube videos	*Critical reasoning * Creative thinking *Problem solving *Logical reasoning	

S.N 0	FA/SA	TASK	MARKS	LEARNING OBJECTIVE	DOLOGY	SKIILS TO BE DEVELOPE D	Learning Outcom es
				navigation. Support the uses of trigonomet ry in the constructio n of maps and determinin g of land positions based on latitudinal and longitudinal measures.			
19.	SA2	UNIT-10 Circles		Illustrate the circle and their parts. Define the concept of tangent to a circle. Distinguish between tangent and secant. Develop a relationship that exists between two tangents drawn to a circle from the same point. Use the properties of tangents to solve the given problems. Apply the theorem to solve the real life problem such as to locate one point which is equidistant from any two given point.	Recapitulati on warm up session *Discussion, *Brain storming *Lecture method sense board teaching you tube videos	*Critical reasoning Creative thinking *Problem solving *Logical reasoning Decision making	
S.N 0	FA/SA	TASK	MARKS	LEARNING OBJECTIVE	DOLOGY	SKIILS TO BE DEVELOPE D	Learning Outcom es
20.	SA2	UNIT-11		Define	Recapitulati	*Critical	

		Area related to circles		circle and recall some basic circular shapes related to real life. Explain the circumference of the circle and the value of $\pi$ . Establish the formulae for areas of circle, its sector and segment. Derive the formula for the length of arc of the circle. Solve the problems based on real life situations related to the area and perimeter of plane figures.	on warm up session *Discussion, *Brain storming *Lecture method sense board teaching you tube videos	reasoning Creative thinking *Problem solving *Logical reasoning Decision making	
21.	SA2	UNIT-12. Surface area and volume		Compute the surface areas and the capacity of the various three dimensional figures. Establish the relationship of volume among different object when some basic parts are kept same. Differentiate between the surface areas and volumes. Apply the concept in finding the objects and its	*Experiential Learning *Observational Learning Recapitulation warm up session *Discussion, *Brain storming *Lecture method sense board teaching you tube videos	*Coordination Skill *Critical reasoning Creative thinking *Problem solving *Logical reasoning Decision making	

				quantities he			
S.N 0	FA/SA	TASK	MARKS	LEARNING OBJECTIVE	DOLOGY	SKIILS TO BE DEVELOPE D	Learning Outcom es
				requires in his day-to- day life. Combine two or more figures and calculate its total surface area and volume accordingly			
22.	SA2	UNIT-13 Statistics		Outline the different measures of central tendency. Compute the mean, median and mode of given data. Draw cumulative frequency polygons or cumulative frequency curves to find the median graphically. Illustrate a relationship between different measures of central tendency. Conclude which measure of central tendency is the best suited for the given situation. Support the concept with its wide applicatio ns in other disciplines.	*Collection & interpretatio n of data, *drawing of graphs, *explanation using Smart class.	*Coordinati on Skill *Critical reasoning Creative thinking *Problem solving *Logical reasoning Decision making	

**RAMJAS PUBLIC SCHOOL DAY BOARDING**  
**ACP SCIENCE CLASS X 2025-26**

S.No.	FA/ SA/Term	Topic/Chapter/Task	Marks	Learning Objectives	Methodology	Learning outcomes	Assessment tools	Skills To Be Developed
1	FA Term-1	<b><u>PERIODIC TEST</u></b> <b>*Physics-</b> <ul style="list-style-type: none"> <li>● <b>Chapter 9 - Light -Reflection and Refraction (Pages134-145 only)</b></li> </ul> <b>*Chemistry-</b> <ul style="list-style-type: none"> <li>● <b>Chapter 1- Matter in our Surroundings</b></li> </ul> <b>*Biology-</b> <ul style="list-style-type: none"> <li>●</li> </ul>	5	<b><u>PERIODIC TEST</u></b> *Small tests help children to be thorough in their syllabus. *Students imbibe scientific knowledge, regularity, punctuality and discipline. *Understand fundamental concepts develop, Cognitive thinking. * Solve very simple numerical based on concept Relate/connect classroom learning to everyday life situations and understanding of content taught and reinforcement. * Students would learn History of Cell Biology and would relate it with present day study of Biology. * They would learn the basic functions and structures of various cell organelles and their importance.	<b><u>PERIODIC TEST</u></b> *Paper pen test which includes questions based on real life situations, numerical, interpreting given data, definitions, value based questions. * Multiple choice questions based on key concepts are given to students to assess their learning * Paper pen test which includes questions based on real life situations, numerical, interpreting given data * Smart learning tools from the smart board would be use to teach students to draw effectively the various structures. *Collaborative learning and peer learning would be encouraged. * Internet videos and images and softcopy of NCERT textbook would be used to explain the concepts	<b><u>PERIODIC TEST</u></b> After exam students will be able to: * Assess their knowledge retention. * Develop critical thinking and problem-solving skills. * Improve time management * Identify areas for improvement. *Build confidence in their abilities. *Develop effective test-taking strategies.	<b><u>PERIODIC TEST</u></b> 1. Multiple-choice questions (MCQs) 2. Short-answer questions 3. Essay questions 4. True or false questions 5. Fill-in-the-blank questions 6. Case studies 7. Performance	<b><u>PERIODIC TEST</u></b> <ul style="list-style-type: none"> <li>● Allows students to generate ideas quickly and spontaneously.</li> <li>● Critical thinking</li> <li>● Creative thinking</li> <li>● Stress management</li> <li>● Time management</li> <li>● Analytical ability</li> <li>● Memory retention</li> <li>● Drawing skills</li> </ul>
2.	FA Term-1	<b><u>SUBJECT ENRICHMENT ACTIVITY</u></b> <b>Activities/ Experiments as per CBSE Guidelines PRACTICALS (WRITTEN + DEMO)</b>	5	<b><u>SUBJECT ENRICHMENT ACTIVITY</u></b> *Provide opportunities to explore and work with one's hands, Observe, collect data, analyse, organize and interpret data and draw generalisations. *Experiential Learning, learning by doing. * Provides an opportunity to work in real life situations	<b><u>SUBJECT ENRICHMENT ACTIVITY</u></b> 1.Learning by Doing Experiments keep giving students an opportunity to explore, investigate, concept clarity, reinforcement of learning 2.Children are encouraged for judicious use of materials and keep them back after use	<b><u>SUBJECT ENRICHMENT ACTIVITY</u></b> 1. Practical understanding: Students gain direct experience with concepts. 2. Scientific inquiry skills: Experimentation develops critical thinking and problem-solving.	<b><u>SUBJECT ENRICHMENT ACTIVITY</u></b> 1. <b>Practical performance</b> 2. <b>Practical file:</b> Evaluating written reports of experimental procedures and results. 3. <b>Data analysis:</b> Assessing students' ability	<b><u>SUBJECT ENRICHMENT ACTIVITY</u></b> <ul style="list-style-type: none"> <li>● Allows students to generate ideas quickly and spontaneously.</li> <li>● Critical thinking</li> <li>● Creative thinking</li> <li>● Stress management</li> <li>● Time management</li> <li>● Analytical ability</li> </ul>



					3.This enables students to work together, share experiences and learn from each other	3. Observation and data analysis: Students learn to collect and interpret data. 4. Application of theory: Hands-on experiments illustrate theoretical concepts. 5. Development of laboratory skills: Students become proficient in using equipment and techniques. 6. Enhanced retention: Hands-on experiences improve knowledge retention. 7. Collaboration and teamwork: Experiments often promote group work. 8. Critical thinking and troubleshooting: Students learn to analyze results and address issues.	to interpret and analyze data. 4. <b>Viva voce (oral exam):</b> Questioning students about their experiments. 5. <b>Observation</b>	<ul style="list-style-type: none"> <li>● Memory retention</li> <li>● Research work</li> <li>● Skills of integration</li> <li>● Team work</li> <li>● Inter-personal relationship</li> </ul>
3.	FA Term-1	<b><u>CW/ HW &amp; HOLIDAY HW (ASSIGNMENTS)</u></b> (Parameters of Assessment) * Timely execution * Presentation * Originality *Relevance of Topic *Content Quality * Neatness * Creativity	5	<b><u>CW/ HW &amp; HOLIDAY HW</u></b>  <b>To help the learners to:</b> *Take active part and interest in classwork/ homework assignment *Inculcate the habit of regularity and neatness in doing assigned tasks *Reinforce learning through additional tasks *Inculcate the habit of self-learning and extended learning	<b><u>CW/ HW &amp; HOLIDAY HW</u></b>  <b>The work includes the tasks assigned by the teacher to the students in the class during the lesson or at the end of teaching period and may include:</b> *Worksheet to be completed for recapitulation of the topic, meant for reinforcement of learning *Questions based on real life situations, interpreting giving data, definitions, value based questions *Questions based on application of classroom learning to real life situations *Questions based on enhancement of skills related to drawing diagrams, solving numerical, writing of formulae, chemical equations circuit diagrams, data etc.	<b><u>CW/ HW &amp; HOLIDAY HW</u></b>  <b>1. Reinforcing learning:</b> HW helps students reinforce concepts learned in class. <b>2. Developing study habits:</b> Regular HW promotes discipline and time management. <b>3. Improving retention:</b> HW aids in retaining information and concepts. <b>4. Encouraging self-directed learning:</b> Students learn to work independently. <b>5. Building problem-solving skills:</b> HW assignments often require critical thinking. <b>6. Preparing for assessments:</b> HW helps students prepare for exams and quizzes.	<b><u>CW/ HW &amp; HOLIDAY HW</u></b>  1. Completion checks: Verifying if assignments are completed. 2. Accuracy checks: Reviewing correctness of answers. 3. Feedback: Providing comments or suggestions for improvement. 4. Regularity 5. Neatness	<b><u>CW/ HW &amp; HOLIDAY HW</u></b>  <b>Apart from development of skills as:</b> Analytical ability Time management Critical thinking Stress management  <b>A child also will be able to learn:</b> Regularity in submission of work Completeness, correctness and neatness of work Overall quality of answers Better expression

	FA Term-1	<p><b><u>PROJECT WORK</u></b> <b>Integrated Project-Topic – Forest conservation in Lakshadweep, Andaman and Nicobar Islands. Relate this topic with the economic development of that region. (Parameters of Assessment)</b> * Timely execution * Presentation * Originality *Relevance of Topic *Content Quality * Neatness * Creativity</p>		<p><b><u>PROJECT WORK:</u></b> Provide opportunities to explore and work with one's hands Observe, collect data, analyse, organize and interpret data and draw generalisations Provides an opportunity to work in groups and in real life situations Helps develop a positive attitude towards group work, sharing and learning from each other.</p>	<p>*Tasks related to rectification of mistakes/errors</p> <p><b><u>PROJECT WORK:</u></b> Project topics are decided/chosen, planned with the teacher acting as a guide Encouragement is given to group projects. This enables students to work together, share experiences and learn from each other Projects keep giving students an opportunity to explore, investigate and work in groups Children are encouraged for judicious use of materials and keep them back after use</p>	<p><b><u>PROJECT WORK</u></b></p> <ul style="list-style-type: none"><li>• <b>Problem-Solving:</b> Apply knowledge to real-world challenges.</li><li>• <b>Research:</b> Gather, analyze, and synthesize information.</li><li>• <b>Project Management:</b> Plan, organize, and adapt effectively.</li><li>• <b>Teamwork:</b> Collaborate and communicate in group settings.</li><li>• <b>Technical Skills:</b> Use tools and methods relevant to the field.</li><li>• <b>Communication:</b> Write reports and present findings clearly.</li><li>• <b>Creativity:</b> Develop innovative solutions and ideas.</li><li>• <b>Independent Learning:</b> Take initiative and reflect on progress.</li></ul>	<p><b><u>PROJECT WORK:</u></b></p> <ul style="list-style-type: none"><li>• <b>Planning:</b></li><li>• <b>Research:</b> Relevant and in-depth content.</li><li>• <b>Execution:</b> Quality of output and technical skills.</li><li>• <b>Creativity:</b> Original ideas and problem-solving.</li><li>• <b>Teamwork:</b> Collaboration and contribution (for group work).</li><li>• <b>Communication:</b> Clear report and presentation</li><li>• <b>Presentation</b></li><li>• Originality</li></ul>	<p><b><u>PROJECT WORK</u></b> Allows students to generate ideas Critical thinking Creative thinking Time management Analytical ability Research work Skills of integration Team work Inter-personal relationship <b>A child also will be able to learn:</b> Regularity in submission of work Completeness, correctness and neatness of work Overall quality of answers Better expression</p>
--	--------------	--	--	--	--	--	--	--

4.	FA Term 1	<p><b><u>PORTFOLIO</u></b></p> <p><b>Student portfolio is a compilation of academic work and other forms of educational evidence Assembled.</b></p>	5	<p><b><u>PORTFOLIO</u></b></p> <p><b>Objective of Portfolio</b> (1) evaluating coursework quality, learning progress, and academic achievement; (2) determining whether students have met learning standards or other academic require promotion, and graduation; (3) helping students reflect on their academic goals and progress as learners (4) creating a lasting archive of academic work products, accomplishments, and other documentation. Advocates of student portfolios argue that compiling, reviewing, and evaluating student work over time can provide a richer, deeper, and more accurate picture of what students have learned and are able to do than more traditional measures—such as <b>standardized tests</b>, quizzes, or final exams—that only measure what students know at a specific point in time</p>	<p><b><u>PORTFOLIO</u></b></p> <p>Portfolios come in many forms, from notebooks filled with documents, notes, and graphics to online digital archives and student-created websites. Portfolios can be a physical collection of student work that includes materials such as written assignments, journal entries, completed tests, artwork, lab reports, physical projects and other material evidence of learning progress and academic accomplishment, including awards, honors, certifications, recommendations, written evaluations by teachers or peers, and self-reflections written by students. Portfolios may also be digital archives, presentations, blogs, or websites that feature the same materials as physical portfolios, but that may also include content such as student-created videos, multimedia presentations, spreadsheets, websites, photographs, or other digital artefacts of learning</p>	<p><b><u>PORTFOLIO</u></b></p>	<p><b><u>PORTFOLIO</u></b></p>	<p><b><u>PORTFOLIO</u></b></p> <p><b>A portfolio is a powerful tool that showcases:</b></p> <ul style="list-style-type: none"><li>● Innovation.</li><li>● Organization.</li><li>● Creativity.</li><li>● Writing skills.</li><li>● Effective use of technology.</li><li>● Leadership.</li><li>● Initiative.</li><li>● Accomplishments.</li></ul> <p>Some portfolios help to evaluate learning progress and achievement in a specific course, while others are maintained for the entire time a student is enrolled in a school. And some portfolios are used to assess learning in a specific subject area, while others evaluate the acquisition of skills that students can apply in all subject areas.</p>
		TOTAL	20					

List of Experiments: \*

1. a. Finding the pH of the following samples by using pH paper / universal indicator:

- a) Dilute Hydrochloric Acid
- b) Dilute NaOH solution
- c) Dilute Ethanoic Acid Solution
- d) Lemon juice

- e)** Water
- f)** Dilute Hydrogen Carbonate solution

b. Studying the properties of acids and bases (HCl & NaOH) by their reaction with:

- a)** Litmus solution (Blue/Red)
- b)** Zinc metal
- c)** Solid sodium carbonate

**2.** Performing and observing the following reactions and classifying them into :

- a)** Combination reaction
- b)** Decomposition reaction
- c)** Displacement reaction
- d)** Double displacement reaction (i) Action of water on quick lime
- (ii)** Action of heat on ferrous sulphate crystals
- (iii)** Iron nails kept in copper sulphate solution
- (iv)** Reaction between sodium sulphate and barium chloride solutions

**3.** Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions :

- a)**  $\text{ZnSO}_4(\text{aq})$
- b)**  $\text{FeSO}_4(\text{aq})$
- c)**  $\text{CuSO}_4(\text{aq})$
- d)**  $\text{Al}_2(\text{SO}_4)_3(\text{aq})$

Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.

**4.** Determination of the focal length of :

- i) Concave mirror ii) Convex lens by obtaining the image of a distant object.

**5.** Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result.

**6.** Preparing a temporary mount of a leaf peel to show stomata.

**7.** Experimentally show that carbon dioxide is given out during respiration.

S.No.	FA/SA/Term	Topic/Chapter/Task	Marks	Learning Objectives	Methodology	Learning outcomes	Assessment tools	Skills To Be Developed
1	Physics SA Term 1	LIGHT-REFLECTION AND REFRACTION		<p><b>STUDENTS WILL BE ABLE TO -</b></p> <ul style="list-style-type: none"> <li>Understand the <b>nature of light</b> and its behavior when it encounters different surfaces.</li> <li>Define and explain <b>reflection</b> and <b>refraction</b> of light.</li> <li>Differentiate between <b>regular</b> and <b>diffused reflection</b>.</li> <li>State and apply the <b>laws of reflection</b>.</li> <li>Understand and apply the <b>laws of refraction</b>.</li> <li>Comprehend the concept of <b>refractive index</b> and its significance.</li> <li>Construct and interpret <b>ray diagrams</b> for image formation by <b>concave and convex mirrors</b>.</li> <li>Construct and interpret ray diagrams for <b>concave and convex lenses</b>.</li> <li>Predict the <b>position, nature, and size</b> of images formed by mirrors and lenses.</li> <li>Identify real-life applications of mirrors and lenses (e.g., rear-</li> </ul>	<p><b>Introduction (Engaging)</b></p> <ul style="list-style-type: none"> <li>Beginning with a <b>real-life example</b></li> <li>Using simple questions to engage students.</li> <li>Showing a <b>video</b> or <b>animation</b> to illustrate the <b>reflection</b> of light and the <b>refraction</b> of light in everyday situations (e.g., reflections in water, bending of objects in water).</li> </ul> <p><b>Concept Explanation (Explore &amp; Explain)</b></p> <ul style="list-style-type: none"> <li><b>Reflection of Light:</b> Introducing <b>laws of reflection</b>: Angle of incidence = Angle of reflection.</li> </ul> <p>Using a <b>plane mirror</b> to show how light reflects.</p> <p>Discussing <b>regular reflection</b> (smooth surfaces like mirrors) and <b>diffuse reflection</b> (rough surfaces).</p> <ul style="list-style-type: none"> <li><b>Refraction of Light:</b> Explaining the <b>change in direction</b> of light as it passes from one medium to another (e.g., air to water or glass).</li> </ul>	<p><b>BY THE END OF THIS CHAPTER STUDENTS WILL BE ABLE TO:</b></p> <ul style="list-style-type: none"> <li><b>define</b> reflection and refraction of light.</li> <li><b>state</b> the laws of reflection and refraction.</li> <li><b>recall</b> formulas for mirrors and lenses.</li> <li><b>explain</b> the difference between real and virtual images.</li> <li><b>describe</b> how light behaves when it travels between different media.</li> <li><b>interpret</b> ray diagrams for mirrors and lenses.</li> <li><b>use</b> mirror and lens formulas to solve numerical problems.</li> <li><b>construct</b> ray diagrams to locate images formed by spherical mirrors and lenses.</li> <li><b>apply</b> the laws of reflection and refraction to</li> </ul>	<p><b>Written Tests</b></p> <ul style="list-style-type: none"> <li><b>Objective-type questions</b> (MCQs, fill in the blanks, true/false)</li> <li><b>Short answer questions</b></li> <li><b>Numerical problems</b> based on mirror/lens formulas</li> <li><b>Long answer questions</b></li> </ul> <p><b>Oral Questioning</b></p> <ul style="list-style-type: none"> <li>Asking conceptual and reasoning-based questions during or after lessons –</li> </ul> <p><b>Diagrams &amp; Ray Construction</b></p> <ul style="list-style-type: none"> <li>Assess students' ability to draw and label accurate <b>ray diagrams</b></li> </ul> <p><b>Practical Assessment / Lab Work</b></p> <ul style="list-style-type: none"> <li>Evaluate experiments on reflection/refraction using mirrors, lenses, water tanks</li> </ul>	<p><b>Observation Skills</b></p> <ul style="list-style-type: none"> <li>Observing the behavior of light during experiments involving mirrors, glass slabs, and prisms.</li> </ul> <p><b>Analytical Thinking</b></p> <ul style="list-style-type: none"> <li>Analyzing ray diagrams, angles of incidence and refraction, and changes in light direction across media.</li> </ul> <p><b>Scientific Reasoning</b></p> <ul style="list-style-type: none"> <li>Understanding and applying the laws of reflection and refraction to explain real-life phenomena.</li> </ul> <p><b>Problem-Solving Skills</b></p> <ul style="list-style-type: none"> <li>Solving numerical problems using concepts like Snell's Law and refractive index.</li> </ul> <p><b>Drawing and Interpretation</b></p> <ul style="list-style-type: none"> <li>Drawing accurate ray diagrams and interpreting the path of light in different situations.</li> </ul> <p><b>Application of Concepts</b></p> <ul style="list-style-type: none"> <li>Relating concepts to real-life applications such as lenses in spectacles, cameras, and optical instruments.</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Predicting outcomes of light behavior in different media and justifying those predictions with scientific reasoning.</li> </ul>

				<p>view mirrors, magnifying glasses, optical instruments).</p> <ul style="list-style-type: none"><li>• Understand the working of the <b>human eye</b> and corrective measures for <b>defects of vision</b> (this overlaps with the next chapter).</li><li>• Solve numerical problems related to:<ul style="list-style-type: none"><li>○ Mirror formula:</li><li>○ Lens formula:</li><li>○ Magnification formulas for mirrors and lenses</li></ul></li><li>• Analyze the effect of changing medium on the speed and direction of light.</li><li>• Explain phenomena such as <b>bending of light</b>, <b>apparent depth</b>, and <b>mirages</b> using the concept of refraction.</li></ul>	<p>Using <b>prisms</b> or <b>glass blocks</b> to demonstrate <b>bending of light</b>.</p> <p>Introducing <b>refractive index</b> and its significance in bending light.</p> <p>Discussing how <b>density</b> of mediums affects refraction.</p> <p><b>Demonstration and Activities</b></p> <ul style="list-style-type: none"><li>• <b>Reflection:</b></li></ul> <p>Using a <b>plane mirror</b> and a <b>laser pointer</b> to demonstrate the <b>angle of incidence</b> and <b>angle of reflection</b>.</p> <p>Asking students to predict and measure angles during the demonstration.</p> <ul style="list-style-type: none"><li>• <b>Refraction:</b></li></ul> <p>Set up a <b>glass of water</b> and place a <b>straw</b> inside. Ask students to observe and explain why the straw appears bent.</p> <p>Using a <b>glass prism</b> to show the <b>dispersion of light</b> and how white light is split into colors.</p> <p><b>Interactive Learning</b></p> <ul style="list-style-type: none"><li>• <b>Group Activities:</b></li></ul>	<p>everyday phenomena.</p> <ul style="list-style-type: none"><li>• <b>compare</b> image formation by concave and convex mirrors/lenses.</li><li>• <b>analyze</b> the effect of changing medium on the path of light.</li><li>• <b>identify</b> the role of refraction in natural phenomena like mirages or apparent depth.</li><li>• <b>justify</b> the use of convex mirrors in vehicles and optical instruments.</li><li>• <b>evaluate</b> different types of lenses for correcting vision defects.</li><li>• <b>assess</b> situations where light behaves unexpectedly due to medium changes.</li><li>• <b>design</b> a simple experiment to demonstrate refraction or reflection.</li></ul>	<ul style="list-style-type: none"><li>• Observation skills, data recording, and conclusion writing –</li></ul> <p><b>Projects / Models</b></p> <ul style="list-style-type: none"><li>• Presentation or model of optical devices (e.g., periscope, microscope, camera)</li><li>• Poster or chart explaining real-world refraction phenomena –</li></ul>	<p><b>Communication Skills</b></p> <ul style="list-style-type: none"><li>• Explaining observations, writing experiment reports, and presenting ray diagrams clearly.</li></ul> <p><b>Teamwork and Collaboration</b></p> <ul style="list-style-type: none"><li>• Working in groups to conduct experiments and share findings through discussions.</li></ul> <p><b>Use of Scientific Tools</b></p> <ul style="list-style-type: none"><li>• Handling lab instruments like mirrors, prisms, ray boxes, and protractors with precision</li></ul>
--	--	--	--	--	--	---	--	---

					<p>Dividing the class into small groups and give them tasks such as:</p> <p>Drawing ray diagrams for different situations (reflection and refraction).</p> <p>Identifying real-life examples of refraction (e.g., lenses, eyeglasses).</p> <ul style="list-style-type: none"> <li>• <b>Problem-solving:</b></li> </ul> <p>Using a set of problems involving the calculation of <b>angle of refraction</b> using Snell's Law.</p> <p>Have students calculate the <b>refractive index</b> of materials based on experimental data</p>	<ul style="list-style-type: none"> <li>• <b>create</b> a presentation or model on light behavior using mirrors/lenses.</li> <li>• <b>develop</b> analogies or stories to explain optical phenomena.</li> </ul>		
2	SA Term 1	<b>HUMAN EYE AND THE COLOURFUL WORLD</b>		<p><b>STUDENTS WILL BE ABLE TO -</b></p> <ul style="list-style-type: none"> <li>• Define terms such as retina, iris, lens, ciliary muscles, accommodation, myopia, hypermetropia.</li> <li>• Recall the components of white light and the parts of the human eye.</li> <li>• List natural phenomena caused by atmospheric refraction and dispersion.</li> </ul>	<p><b>Interactive Teaching</b></p> <ul style="list-style-type: none"> <li>• Initiating the lesson by asking real-life questions (e.g., “Why do we see stars twinkling?” or “Why is the sky blue?”) to stimulate curiosity.</li> <li>• Explaining concepts through live questioning and class discussions to build upon students’ existing knowledge.</li> <li>• Clarifying concepts like refraction, accommodation, and</li> </ul>	<p><b>BY THE END OF THIS CHAPTER STUDENTS WILL BE ABLE TO:</b></p> <ul style="list-style-type: none"> <li>• Define terms such as accommodation, myopia, hypermetropia, dispersion, and scattering.</li> <li>• Recall the parts of the human eye and their functions.</li> <li>• List natural phenomena like</li> </ul>	<p><b>Written Test</b></p> <ul style="list-style-type: none"> <li>• Multiple choice questions (MCQs)</li> <li>• Fill in the blanks</li> <li>• Short and long answer questions</li> <li>• Numerical problems using mirror/lens formulas</li> </ul> <p><b>Oral Questioning</b></p> <p><b>Ray Diagram Drawing</b></p>	<ul style="list-style-type: none"> <li>• <b>Scientific Understanding</b> <ul style="list-style-type: none"> <li>○ Learning how the human eye functions and perceives light and images.</li> </ul> </li> <li>• <b>Analytical Thinking</b> <ul style="list-style-type: none"> <li>○ Analyzing causes and corrections of vision defects like myopia and hypermetropia.</li> </ul> </li> <li>• <b>Problem-Solving</b> <ul style="list-style-type: none"> <li>○ Applying concepts of refraction and lens</li> </ul> </li> </ul>

				<ul style="list-style-type: none"><li>• Explain the structure and function of the human eye.</li><li>• Describe the process of image formation in the eye.</li><li>• Discuss the reasons for twinkling of stars and formation of rainbows.</li><li>• Explain the dispersion of light through a prism.</li><li>• Illustrate how different lenses correct vision defects like myopia and hypermetropia.</li><li>• Apply knowledge of scattering to explain sky colour changes.</li><li>• Draw ray diagrams to show refraction through a prism and correction of vision defects.</li><li>• Compare normal vision with myopic and hypermetropic eyes.</li><li>• Analyze why stars twinkle but planets do not.</li><li>• Distinguish between different eye defects and how they are corrected.</li><li>• Justify the use of corrective lenses in specific vision problems.</li><li>• Evaluate the impact of atmospheric refraction in</li></ul>	<p>dispersion through step-by-step explanation with board work.</p> <p><b>Visual and Diagrammatic Learning</b></p> <ul style="list-style-type: none"><li>• Using labeled diagrams of the human eye to explain parts and functions (e.g., retina, iris, lens, ciliary muscles).</li><li>• Demonstrating light refraction through convex lenses to show how the eye focuses light.</li><li>• Using ray diagrams to illustrate phenomena like dispersion, atmospheric refraction, and scattering.</li></ul> <p><b>ICT-Enabled Learning</b></p> <ul style="list-style-type: none"><li>• Showing animations and simulations of the eye's functioning and common defects (myopia, hypermetropia).</li><li>• Using digital tools to demonstrate phenomena like dispersion of light through a prism or rainbow formation.</li></ul> <p><b>Activity-Based Learning</b></p> <ul style="list-style-type: none"><li>• Performing simple experiments to demonstrate dispersion of light using glass prisms.</li><li>• Creating models of the human eye or rainbow formation using classroom materials.</li><li>• Observing real-world phenomena such as shadow</li></ul>	<p>rainbow formation and twinkling of stars.</p> <ul style="list-style-type: none"><li>• Explain the process of image formation in the human eye.</li><li>• Describe how vision defects occur and how they are corrected.</li><li>• Interpret how light bends through a prism and why white light splits into different colours.</li><li>• Use ray diagrams to show how lenses correct vision defects.</li><li>• Apply the concept of atmospheric refraction to explain sunrise, sunset, and twinkling of stars.</li><li>• Demonstrate the dispersion of light through a prism in a practical activity or simulation.</li><li>• Compare normal vision with defective vision (myopia and hypermetropia).</li></ul>	<ul style="list-style-type: none"><li>• Used to assess understanding of image formation</li></ul> <p><b>Practical Work / Experiments</b></p> <ul style="list-style-type: none"><li>• Simple experiments like observing refraction in water</li><li>• Hands-on tasks in lab settings to test observation and explanation skills</li></ul> <p><b>Worksheets / Assignments</b></p> <p><b>Project / Model Making Assessment Criteria</b></p> <ol style="list-style-type: none"><li>1. <b>Scientific Accuracy</b></li><li>2. <b>Clarity and Explanation</b></li><li>3. <b>Visual Presentation / Design</b></li><li>4. <b>Creativity and Originality</b></li></ol>	<p>usage to solve vision-related problems.</p> <ul style="list-style-type: none"><li>• <b>Observation Skills</b><ul style="list-style-type: none"><li>○ Relating natural phenomena (like rainbows, twinkling stars, red sky) to scientific principles.</li></ul></li><li>• <b>Diagram Drawing</b><ul style="list-style-type: none"><li>○ Accurately drawing and interpreting ray diagrams for eye structure and vision correction.</li></ul></li><li>• <b>Application of Concepts</b><ul style="list-style-type: none"><li>○ Understanding real-life applications such as the use of lenses, glasses, and optical instruments.</li></ul></li><li>• <b>Critical Thinking</b><ul style="list-style-type: none"><li>○ Explaining why certain visual effects occur in nature based on atmospheric conditions and light behavior.</li></ul></li><li>• <b>Communication Skills</b> Describing scientific ideas clearly through presentations, discussions, and written explanations.</li><li>• <b>Curiosity and Inquiry</b></li></ul>
--	--	--	--	--	---	---	--	---



				<p>everyday phenomena (sunset, sunrise, mirage).</p> <ul style="list-style-type: none"><li>• Assess the importance of eye care and early detection of vision defects.</li><li>• Design a simple model or presentation explaining eye structure or natural light phenomena.</li><li>• Create a chart comparing types of vision defects, their causes, and corrections.</li><li>• Develop an explanation for a natural event using scientific principles (e.g., “Why does the sky turn red during sunset?”)</li></ul>	<p>formation during twilight to relate to atmospheric refraction.</p> <p><b>Collaborative and Peer Learning</b></p> <ul style="list-style-type: none"><li>• Group discussions on eye defects and their corrections using spectacles and lenses.</li><li>• Peer explanations and diagram practice sessions to reinforce key concepts.</li><li>• Assigning team tasks like preparing charts or models on refraction or the working of the eye.</li></ul> <p><b>Problem-Solving and Critical Thinking</b></p> <ul style="list-style-type: none"><li>• Solving numerical problems based on lens formula and real-life applications of refraction.</li><li>• Encouraging students to analyze and explain phenomena such as mirages, twinkling stars, or color of the sky.</li></ul>	<ul style="list-style-type: none"><li>• Analyze why the sky appears blue during the day and red during sunrise/sunset.</li><li>• Distinguish between different types of eye defects based on their causes and symptoms.</li><li>• Justify the use of specific lenses for correcting vision problems.</li><li>• Evaluate the role of the eye in focusing and adjusting to various distances.</li><li>• Assess the impact of light scattering and refraction on visibility in nature.</li><li>• Create a model or diagram of the human eye with labeled parts.</li><li>• Design a presentation or poster explaining a natural phenomenon like rainbow formation.</li><li>• Develop a creative analogy or story to explain dispersion</li></ul>		<ul style="list-style-type: none"><li>○ Encouraging questions about how vision works and how we perceive colors.</li></ul> <ul style="list-style-type: none"><li>• <b>Creativity</b><ul style="list-style-type: none"><li>○ Creating models, charts, or posters to explain visual phenomena and eye function.</li></ul></li></ul>
--	--	--	--	---	--	--	--	---

						or atmospheric refraction		
--	--	--	--	--	--	------------------------------	--	--

S. N o.	FA/SA/Term	Topic/Chapter/Task	Marks	Learning Objectives	Methodology	Learning outcomes	Assessment tools	Skills To Be Developed
3	SA Term 1	Chemistry Chapter 1: Chemical Reactions and equations		<p><b>STUDENTS WILL BE ABLE TO-</b></p> <ul style="list-style-type: none"> <li>Recall the different types of chemical reactions (e.g. combination, decomposition, displacement, double displacement).</li> <li>Explain what happens during a chemical reaction using examples.</li> <li>Describe the characteristics of a chemical reaction: change in state, colour, temperature, or gas formation.</li> <li>Identify the type of reaction based on given reactants and products.</li> </ul>	<p><b>1. Introduction (Engage)</b></p> <ul style="list-style-type: none"> <li>Beginning with <b>real-life examples</b>: rusting iron, digestion, burning fuel.</li> <li>Using <b>questions</b> like “What happens when milk turns sour?” or “Why does iron rust?”</li> </ul> <p><b>Explanation (Explore and Explain)</b></p> <ul style="list-style-type: none"> <li>Introducing <b>types of reactions</b>: combination, decomposition, displacement, double displacement, redox.</li> <li>Using <b>videos, images</b>, and <b>simple animations</b> to show chemical changes.</li> <li>Teaching how to <b>write and balance chemical equations</b> using step-by-step examples.</li> </ul>	<p><b>BY THE END OF THIS CHAPTER STUDENTS WILL BE ABLE TO:</b></p> <ul style="list-style-type: none"> <li>Recall the definitions of <b>chemical reaction, reactants, products</b>, and <b>types of reactions</b>.</li> <li>Identify chemical symbols and formulas of common elements and compounds.</li> <li>Explain how to recognize a chemical reaction by observing changes like <b>colour, temperature, gas release</b>, or <b>precipitate formation</b>.</li> <li>Describe different types of reactions (e.g., <b>combination, decomposition, displacement, double displacement</b>, and <b>redox reactions</b>).</li> <li>Write and balance simple <b>chemical equations</b> from given word equations.</li> <li>Apply the <b>law of conservation of mass</b> to check if chemical equations are correctly balanced.</li> <li>Classify a given reaction as <b>combination, decomposition, displacement</b>, or <b>double displacement</b>.</li> <li>Differentiate between <b>oxidation</b> and <b>reduction</b> in a redox reaction.</li> <li>Assess whether a given equation is balanced or not and justify the steps taken to balance it.</li> <li>Evaluate real-life chemical processes like <b>rusting, burning</b>, or <b>digestion</b> based on chemical reaction concepts.</li> </ul>	<p><b>Written Test / Worksheets</b></p> <ul style="list-style-type: none"> <li>Understanding of chemical terms and reactions</li> <li>Ability to write and balance equations</li> <li>Identification of reaction types</li> <li>Checking answers for <b>correctness, completion</b>, and <b>logical explanation</b></li> <li>Awarding partial marks for correct steps even if the final answer is incorrect (especially in balancing)</li> </ul> <p><b>Oral Questions</b> Clarity of thought and concept</p> <ul style="list-style-type: none"> <li>Verbal explanation of types of reactions or chemical changes</li> </ul> <p><b>Group Work / Class Activity</b></p> <ul style="list-style-type: none"> <li>Collaboration and participation</li> <li>Ability to solve problems or complete tasks as a group</li> <li>Observing group discussion and decision-making</li> <li>Assigning marks for <b>teamwork, accuracy</b>, and <b>engagement</b></li> </ul> <p><b>Practical or Demonstration</b></p> <ul style="list-style-type: none"> <li>Observation and reporting of chemical changes (e.g., colour change, gas release)</li> <li>Understanding of the reaction demonstrated</li> </ul>	<p><b>Scientific Thinking</b></p> <ul style="list-style-type: none"> <li>Understanding cause-effect relationships in chemical changes</li> <li>Identifying and classifying different types of chemical reactions</li> </ul> <p><b>Analytical Skills</b></p> <ul style="list-style-type: none"> <li>Balancing chemical equations logically</li> <li>Analyzing reactions to identify oxidation and reduction processes</li> </ul> <p><b>Problem-Solving</b></p> <ul style="list-style-type: none"> <li>Applying rules of chemical equation balancing</li> <li>Solving real-life chemistry problems (e.g., rusting, corrosion)</li> </ul> <p><b>Observation and Experimentation</b></p> <ul style="list-style-type: none"> <li>Observing signs of chemical changes in lab experiments</li> <li>Recording and interpreting experimental data</li> </ul> <p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>Explaining chemical processes in written and oral form</li> <li>Creating posters or presentations to express scientific understanding</li> </ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"> <li>Working in groups to complete lab tasks or activities</li> <li>Participating in discussions and sharing ideas</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>Designing posters, projects, or models to demonstrate chemical reactions</li> <li>Creating real-life examples of chemical reactions</li> </ul>

				<ul style="list-style-type: none"><li>• Write <b>balanced chemical equations</b> for given word equations.</li><li>• Use the <b>law of conservation of mass</b> to verify balanced equations.</li><li>• Apply the concept of <b>oxidation and reduction</b> to simple reactions.</li><li>• Distinguish between different types of chemical reactions (e.g. decomposition vs. displacement).</li><li>• Analyze reactions to determine if they involve <b>oxidation, reduction</b>, or both (redox).</li><li>• Interpret chemical equations and identify the role of each substance involved.</li><li>• Justify whether a</li></ul>	<ul style="list-style-type: none"><li>• Introducing the <b>Law of Conservation of Mass</b> through practical examples.</li></ul> <p><b>Demonstration and Activities</b></p> <ul style="list-style-type: none"><li>• Conducting <b>simple experiments</b>:</li></ul> <p>Reaction of vinegar and baking soda (gas formation)</p> <p>Burning magnesium ribbon (combination reaction)</p> <p>Allowing students to <b>observe, record, and classify</b> reactions.</p> <p>Using <b>colour changes, gas release, and precipitate formation</b> as discussion points.</p> <p><b>Interactive Learning</b></p> <ul style="list-style-type: none"><li>• Using <b>group activities</b> like classifying reactions or solving balancing puzzles.</li><li>• Conducting a <b>quiz or chemistry bingo</b> to reinforce terms and reaction types.</li><li>• Pairing students to</li></ul>	<ul style="list-style-type: none"><li>• Construct new examples of different types of chemical reactions.</li><li>• Design a simple experiment to demonstrate a <b>chemical change</b> (e.g., reaction between baking soda and vinegar).</li></ul>	<p><b>Poster / Project Work</b></p> <ul style="list-style-type: none"><li>• Scientific accuracy</li><li>• Creativity and clarity in presentation</li><li>• Relevance to topic</li></ul> <p><b>Online Quiz or Game</b></p> <ul style="list-style-type: none"><li>• Speed and accuracy in answering concept-based questions</li><li>• Retention of key facts and terminology</li></ul>	
--	--	--	--	---	---	---	--	--

				<div>reaction is useful or harmful in real-life scenarios (e.g. rusting, corrosion, photosynthesis).</div> <ul style="list-style-type: none"><li>Assess the importance of balancing chemical equations in scientific communication.</li><li>Construct word and chemical equations from everyday examples.</li><li>Design a simple experiment to demonstrate a chemical reaction (e.g. vinegar and baking soda for gas formation).</li><li>Develop your own examples of different types of chemical reactions</li></ul>	<div>peer-teach or create sample reactions.</div>			
--	--	--	--	--	---	--	--	--

1	SA Term 1	Chemistry Chapter-2 Acids, bases and Salts		<p><b>STUDENTS WILL BE ABLE TO -</b></p> <ul style="list-style-type: none"> <li>Define <b>acids, bases</b>, and <b>salts</b> with examples.</li> <li>Recall the <b>properties</b> of acids and bases.</li> <li>List common <b>natural indicators</b> (e.g., litmus, turmeric, china rose).</li> <li>Explain the <b>action of indicators</b> in identifying acids and bases.</li> <li>Describe the process of <b>neutralization</b> and its everyday applications.</li> <li>Understand the <b>pH scale</b> and its significance.</li> <li>Interpret the <b>reaction of acids and bases</b> with metals, metal oxides, and carbonates.</li> <li>Use <b>indicators</b> to test solutions in the lab.</li> </ul>	<p><b>Introduction (Engaging)</b></p> <ul style="list-style-type: none"> <li>Beginning with <b>everyday examples</b>: lemon juice, soap, vinegar, baking soda.</li> <li>Ask simple questions like: “Why does soap feel slippery?” or “Why does tamarind taste sour?”</li> </ul> <p><b>Concept Explanation (Explore &amp; Explain)</b></p> <ul style="list-style-type: none"> <li>Introducing the concepts of <b>acids, bases</b>, and <b>salts</b> with definitions and properties.</li> <li>Using <b>natural indicators</b> (litmus, turmeric, red cabbage) to show colour changes.</li> <li>Explaining <b>neutralization, pH scale</b>, and <b>formation of salts</b> with visual aids.</li> <li>Discussing the <b>chemical reactions</b> of acids and bases with metals, carbonates, and oxides.</li> </ul>	<p><b>BY THE END OF THIS CHAPTER STUDENTS WILL BE ABLE TO-</b></p> <p><b>Define acids, bases, and salts with examples.</b> Recall the properties of acids, bases, and salts.</p> <p><b>Identify common indicators (e.g., litmus, turmeric, china rose).</b></p> <p><b>Explain how indicators work to test acidity and basicity.</b></p> <p><b>Describe neutralization reactions and their practical applications.</b></p> <p><b>Understand the pH scale and the meaning of different pH values (acidic, neutral, basic).</b></p> <p><b>Recognize the formation of salts in reactions between acids and bases.</b></p> <p><b>Perform experiments to test acids and bases using indicators.</b></p> <p><b>Use the pH scale to classify substances as acidic, basic, or neutral. Write and balance chemical equations for acid-base reactions.</b></p> <p><b>Apply the concept of neutralization in real-world scenarios (e.g., antacid use).</b></p> <p><b>Compare strong and weak acids/bases based on pH values.</b></p> <p><b>Analyze the properties of different salts and their uses (e.g., sodium chloride, calcium carbonate).</b></p>	<p><b>1. Written Tests/Periodic Test/Quizzes</b></p> <ul style="list-style-type: none"> <li>Objective questions (MCQs, True/False, Match the Columns)</li> <li>Short and long answer questions</li> <li>Diagram-based questions</li> </ul> <p><b>Oral Questioning</b></p> <ul style="list-style-type: none"> <li>Ask conceptual or application-based questions during class discussions.</li> </ul> <p><b>Practical Activities</b></p> <p><b>Assignments/Homework</b></p> <ul style="list-style-type: none"> <li>Worksheets with a mix of theory and practical questions.</li> <li>Real-life examples where students identify mixtures/pure substances.</li> </ul> <p><b>Online Quiz or Game</b></p> <ul style="list-style-type: none"> <li>Speed and accuracy in answering concept-based questions</li> <li>Retention of key facts and terminology</li> </ul> <p><b>Poster / Project Work</b></p> <ul style="list-style-type: none"> <li>Scientific accuracy</li> <li>Creativity and clarity in presentation</li> <li>Relevance to topic</li> </ul>	<ul style="list-style-type: none"> <li><b>Scientific Understanding:</b> Understanding the basic concepts of acids, bases, and salts and their properties.</li> <li><b>Critical Thinking:</b> Analyzing and classifying substances as acidic, basic, or neutral based on their characteristics and reactions.</li> <li><b>Practical Skills:</b> Performing experiments to test for acids, bases, and their reactions using indicators and other materials.</li> <li><b>Observation Skills:</b> Observing chemical reactions, such as neutralization, and identifying products formed.</li> <li><b>Problem-Solving:</b> Balancing chemical equations and applying knowledge to solve real-life problems, such as neutralization in medicine and agriculture.</li> <li><b>Analytical Skills:</b> Interpreting the pH scale and understanding its significance in various contexts (e.g., biological, environmental).</li> <li><b>Communication Skills:</b> Explaining scientific concepts, writing chemical equations, and presenting findings clearly, both orally and in written form.</li> <li><b>Collaboration:</b> Working in groups during experiments, discussions, and activities to solve problems and share ideas.</li> <li><b>Creativity:</b> Designing experiments, creating pH charts, and developing projects or posters that show the real-life applications of acids, bases, and salts.</li> </ul>
---	-----------------	---	--	--	--	---	--	---

				<ul style="list-style-type: none"><li>• Apply the concept of pH to explain <b>soil treatment</b>, <b>tooth decay</b>, and <b>acid rain</b>.</li><li>• Write chemical equations for reactions involving acids, bases, and salts.</li><li>• Distinguish between <b>strong and weak acids/bases</b> based on pH values.</li><li>• Compare the properties and uses of <b>different salts</b> (e.g., NaCl, baking soda, washing soda).</li><li>• Analyze patterns in acid-base reactions and predict products.</li><li>• Justify the use of <b>acidic/basic substances</b> in real-life situations (e.g., antacids,</li></ul>	<p><b>Hands-on Activities / Experiments</b></p> <p>Performing simple <b>lab demonstrations</b>: Testing different substances with litmus/turmeric</p> <p>Reacting acid with baking soda (observe CO<sub>2</sub> release)</p> <p>Neutralization reaction between acid and base</p> <p>Allowing students to <b>record observations</b> and <b>write equations</b>.</p> <ul style="list-style-type: none"><li>• Using <b>role-play</b> (e.g., acids and bases meeting and reacting).</li><li>• Conducting <b>group discussions</b> on pH in real life (e.g., soil treatment, antacids).</li><li>• Organizing a <b>quiz</b> or <b>pH challenge</b> to reinforce key concepts.</li><li>• Using <b>flowcharts</b> and <b>summary tables</b> to compare acids, bases, and salts.</li><li>• Assigning <b>worksheets</b> for writing and</li></ul>	<p><b>Identify and classify acid-base reactions by observing products formed.</b></p> <p><b>Justify the importance of pH in daily life</b> (e.g., food, soil, and biological systems).</p> <p><b>Evaluate the role of neutralization in common applications</b> (e.g., in agriculture, cleaning, or medicine).</p> <p><b>Create a pH indicator chart using natural substances.</b></p> <p><b>Design a simple experiment to demonstrate neutralization reactions.</b></p> <p><b>Develop a project or poster showing real-life uses of acids, bases, and salt</b></p>		
--	--	--	--	--	---	---	--	--

				<p>cleaning agents).</p> <ul style="list-style-type: none"><li>• Evaluate the importance of maintaining proper pH levels in biological and environmental contexts.</li><li>• Create a <b>pH indicator chart</b> using natural substances.</li><li>• Design a simple experiment to test the <b>neutralization reaction</b>.</li><li>• Develop posters showing the uses of acids, bases, and salts in daily life.</li></ul>	<p>balancing reaction equations.</p> <ul style="list-style-type: none"><li>• Giving real-life situations and ask students to apply concepts (e.g., cleaning agents, food digestion).</li></ul>			
	<b>Biology</b> SA Term 1	Life Processes		<p>Students will be able to:</p> <ul style="list-style-type: none"><li>•Analyze the different activities that are performed by the living organisms to sustain life.</li></ul>	<p>Previous knowledge testing, class discussion, lecture method, oral questions, demonstration method, giving notes, worksheets, discuss extra questions. The</p>	<p><b>By the end of the lesson students will be able to</b></p> <p>*Identify and explain the basic life processes such as<b>nutrition,respiration,transportation, and excretion</b> in plants and</p>	<p><b>1.Written Tests/Periodic Test/Quizzes</b></p> <ul style="list-style-type: none"><li>○ Objective questions (MCQs, True/False, Match the Columns)</li><li>○ Short and long answer questions</li><li>○ Diagram-based questions</li></ul> <ul style="list-style-type: none"><li>• <b>Oral Questioning</b></li></ul>	<p>Make comparisons critically analyzes a situation raise questions logical reasoning practical skills correlates knowledge with life like situations generate new ideas</p>



				<ul style="list-style-type: none"><li>•Define nutrition and explain the types of nutrition.</li><li>•State the steps involved in photosynthesis.</li><li>•Discuss the nutrition in amoeba and in human beings.</li><li>•Define respiration and explain the types of cellular respiration.</li><li>•Explain the transportation in humans and in plants.</li><li>•Describe the excretion in humans and in plants.</li></ul>	topics will be explained using smartboard also. Images and videos from the internet would be used in the class to help in memory retention of the concepts. Learning in teas would be encouraged in the class.	animals. *Differentiate between <b>autotrophic and heterotrophic nutrition</b> . *Describe the process of <b>photosynthesis</b> in plants (with emphasis on light, chlorophyll, carbon dioxide, and water). *Explain the <b>structure and function</b> of the <b>human digestive system</b> . *Understand the role of <b>digestive enzymes</b> in the breakdown of food. *Compare <b>aerobic and anaerobic respiration</b> with examples. *Explain the <b>human respiratory system</b> and the mechanism of <b>gaseous exchange</b> *Understand the <b>circulatory system</b> in humans, including the structure and function of the <b>heart, blood vessels, and blood</b> . *Describe the <b>transport of water and nutrients in plants</b> (xylem and phloem). *Explain the <b>excretory system in humans</b> (kidney, nephron) and its function in removing metabolic wastes. *Understand how <b>plants excrete</b> waste products. *Apply the knowledge of life processes to explain how living organisms maintain internal stability (homeostasis). *Develop <b>observational and analytical skills</b> through experiments	<ul style="list-style-type: none"><li>○ Ask conceptual or application-based questions during class discussions.</li></ul> <ul style="list-style-type: none"><li>• <b>Practical Activities</b></li><li>• <b>Assignments/Homework</b><ul style="list-style-type: none"><li>○ Worksheets with a mix of theory and practical questions.</li></ul></li></ul> <p><b>Online Quiz or Game</b></p> <ul style="list-style-type: none"><li>• Speed and accuracy in answering concept-based questions</li><li>• Retention of key facts and terminology</li></ul> <p><b>Poster / Project Work</b></p> <ul style="list-style-type: none"><li>• Scientific accuracy</li><li>• Creativity and clarity in presentation</li><li>• Relevance to topic</li></ul>	Coordination and collaboration Drawing skills
--	--	--	--	---	--	---	--	--

						and activities related to life processes (e.g., starch test in leaves).		
2.		CONTROL AND COORDINATION		<ul style="list-style-type: none"> <li>•To compare the processes of control and coordination in plants and animals.</li> <li>•To identify the type of receptors and effectors involved in a sudden action.</li> <li>•To label the parts of human brain and list their functions.</li> <li>•To arrange the events that occur during a reflex action in proper sequence.</li> <li>•To recognize the diseases caused due to less secretion of some hormones.</li> <li>•To differentiate between growth independent and growth dependent movements in plants.</li> <li>•To apply the knowledge of functions of various plant hormones in horticulture</li> </ul>	Previous knowledge testing, class discussion, lecture method, oral questions, demonstration method, giving notes, worksheets, discuss extra questions. The topics will be explained using smartboard also. Assigning group work and presentations for peer learning .	<p><b>BY THE END OF THIS CHAPTER STUDENTS WILL BE ABLE TO-</b></p> <ul style="list-style-type: none"> <li>*Explain the need for <b>control and coordination</b> in multicellular organisms.</li> <li>*Understand how organisms respond to <b>internal and external stimuli</b>.</li> <li>*Describe the structure and function of the <b>human nervous system</b>.</li> <li>*Identify parts of the nervous system: <b>brain, spinal cord, nerves</b>.</li> <li>*Understand the working of a <b>reflex action</b> and <b>reflex arc</b>.</li> <li>*Explain the major parts of the human brain (cerebrum, cerebellum, medulla) and their functions.</li> <li>*Understand the role of the brain in <b>coordinating voluntary and involuntary actions</b></li> <li>*Identify types of plant movements (e.g., <b>tropism</b> and <b>nastic movements</b>).</li> <li>*Understand the role of <b>plant hormones</b> like <b>auxins, gibberellins, cytokinins, ethylene, and abscisic acid</b>.</li> </ul>	<p><b>1.Written Tests/Periodic Test/Quizzes</b></p> <ul style="list-style-type: none"> <li>○ Objective questions (MCQs, True/False, Match the Columns)</li> <li>○ Short and long answer questions</li> <li>○ Diagram-based questions</li> </ul> <ul style="list-style-type: none"> <li>• <b>Oral Questioning</b> <ul style="list-style-type: none"> <li>○ Ask conceptual or application-based questions during class discussions.</li> </ul> </li> <li>• <b>Practical Activities</b></li> <li>• <b>Assignments/Homework</b> <ul style="list-style-type: none"> <li>○ Worksheets with a mix of theory and practical questions.</li> </ul> </li> </ul> <p><b>Online Quiz or Game</b></p> <ul style="list-style-type: none"> <li>• Speed and accuracy in answering concept-based questions</li> <li>• Retention of key facts and terminology</li> <li>•</li> </ul> <p><b>Poster / Project Work</b></p> <ul style="list-style-type: none"> <li>• Scientific accuracy</li> <li>• Creativity and clarity in presentation</li> <li>• Relevance to topic</li> <li>•</li> </ul>	<p>Make comparisons critically analyzes a situation raise questions logical reasoning practical skills correlates knowledge with life like situations generate new ideas Coordination and collaboration Drawing skills</p>

						<p>*Describe the function of <b>hormones</b> in humans.</p> <p>*Understand the role of major endocrine glands like the <b>pituitary, thyroid, adrenal, pancreas (insulin)</b>, and sex hormones.</p> <p>*Distinguish between the <b>nervous system</b> (fast, short-term) and <b>endocrine system</b> (slow, long-term) in control and coordination.</p> <p>*Apply concepts to everyday scenarios (e.g., why pupils contract in bright light, hormonal changes during puberty).</p> <p>*Analyze situations and identify whether the response is <b>neural</b> or <b>hormonal</b></p> <p>*Develop critical thinking by exploring how coordination helps in survival and adaptation.</p> <p>*Encourage curiosity through activities, models, and diagrams showing nerve cells or brain parts.</p>		

**Term 2 SA -2**

1	FA Term-1	<p><b><u>PERIODIC TEST</u></b></p> <p><b><u>*Physics-</u></b> <b>Chapter 11- Electricity</b></p> <p><b><u>*Chemistry-</u></b> <b>Chapter 4- Carbon and its compounds (before chemical properties of carbon compounds)</b></p> <p><b><u>*Biology-</u></b> Chapter-How do organisms reproduce?(Asexual Reproduction)</p>	5	<p><b><u>PERIODIC TEST</u></b></p> <p>*Small tests help children to be thorough in their syllabus. *Students imbibe scientific knowledge, regularity, punctuality and discipline. *Understand fundamental concepts develop, Cognitive thinking. * Solve very simple numerical based on concept Relate/connect classroom learning to everyday life situations and understanding of content taught and reinforcement. * Students would learn History of Cell Biology and would relate it with present day study of Biology. * They would learn the basic functions and structures of various cell organelles and their importance.</p>	<p><b><u>PERIODIC TEST</u></b></p> <p>*Paper pen test which includes questions based on real life situations, numerical, interpreting given data, definitions, value based questions. * Multiple choice questions based on key concepts are given to students to assess their learning * Paper pen test which includes questions based on real life situations, numerical, interpreting given data * Smart learning tools from the smart board would be use to teach students to draw effectively the various structures. *Collaborative learning and peer learning would be encouraged. * Internet videos and images and softcopy of NCERT textbook would be used to explain the concepts</p>	<p><b><u>PERIODIC TEST</u></b></p> <p>After exam students will be able to:</p> <p>* Assess their knowledge retention. * Develop critical thinking and problem-solving skills. * Improve time management * Identify areas for improvement. *Build confidence in their abilities. *Develop effective test-taking strategies.</p>	<p><b><u>PERIODIC TEST</u></b></p> <ol style="list-style-type: none"> <li>Multiple-choice questions (MCQs)</li> <li>Short-answer questions</li> <li>Essay questions</li> <li>True or false questions</li> <li>Fill-in-the-blank questions</li> <li>Case studies</li> <li>Performance</li> </ol>	<p><b><u>PERIODIC TEST</u></b></p> <ul style="list-style-type: none"> <li>● Allows students to generate ideas quickly and spontaneously.</li> <li>● Critical thinking</li> <li>● Creative thinking</li> <li>● Stress management</li> <li>● Time management</li> <li>● Analytical ability</li> <li>● Memory retention</li> <li>● Drawing skills</li> </ul>
---	--------------	--	---	--	--	--	---	---

2.	FA  Term-2	<b>SUBJECT ENRICHMENT ACTIVITY Activities/ Experiments as per CBSE Guidelines PRACTICALS (WRITTEN + DEMO)</b>	5	Provide opportunities to explore and work with one's hands, Observe, collect data, analyse, organize and interpret data and draw generalisations. Experiential Learning, learning by doing. Provides an opportunity to work in real life situations	<b>1. Practical understanding: Students gain direct experience with concepts.</b> <b>2. Scientific inquiry skills: Experimentation develops critical thinking and problem-solving.</b> <b>3. Observation and data analysis: Students learn to collect and interpret data.</b> <b>4. Application of theory: Hands-on experiments illustrate theoretical concepts.</b> <b>5. Development of laboratory skills: Students become proficient in using equipment and techniques.</b> <b>6. Enhanced retention: Hands-on experiences improve knowledge retention.</b> <b>7. Collaboration and teamwork: Experiments often promote group work.</b> <b>8. Critical thinking and troubleshooting: Students learn to analyze results and address issues.</b>	<b>1. Practical performance</b> <b>2. Practical file: Evaluating written reports of experimental procedures and results.</b> <b>3. Data analysis: Assessing students' ability to interpret and analyze data.</b> <b>4. Viva voce (oral exam): Questioning students about their experiments.</b> <b>5. Observation</b>	<b>1. Learning by Doing</b> <b>Experiments keep giving students an opportunity to explore, investigate, concept clarity, reinforcement of learning</b> <b>2. Children are encouraged for judicious use of materials and keep them back after use</b> <b>3. This enables students to work together, share experiences and learn from each other</b>	<b>Allows students to generate ideas quickly and spontaneously.</b> <b>Critical thinking</b> <b>Creative thinking</b> <b>Stress management</b> <b>Time management</b> <b>Analytical ability</b> <b>Memory retention</b> <b>Research work</b> <b>Skills of integration</b> <b>Team work</b> <b>Inter-personal relationship</b>
----	------------------	---	---	---	--	---	---	---

		FA2	<b>PROJECT WORK</b> Integrated Project-Topic – Forest conservation in Lakshadweep, Andaman and Nicobar Islands. Relate this topic with the economic development of that region. (Parameters of Assessment) * Timely execution * Presentation * Originality *Relevance of Topic *Content Quality * Neatness * Creativity *Group Co-ordination		Students will learn the application of the concepts to the situational problems Will be able to suggest and bring out the appropriate solutions to the problem Will learn to come up with innovative opinions Will learn to deeply analyse a situation, based on a wide range of perspectives.	<b>PROJECT WORK:</b> <ul style="list-style-type: none"> <li>• <b>Problem-Solving:</b> Apply knowledge to real-world challenges.</li> <li>• <b>Research:</b> Gather, analyze, and synthesize information.</li> <li>• <b>Project Management:</b> Plan, organize, and adapt effectively.</li> <li>• <b>Teamwork:</b> Collaborate and communicate in group settings.</li> <li>• <b>Technical Skills:</b> Use tools and methods relevant to the field.</li> <li>• <b>Communication:</b> Write reports and present findings clearly.</li> <li>• <b>Creativity:</b> Develop innovative solutions and ideas.</li> </ul>	<b>PROJECT WORK:</b> <ul style="list-style-type: none"> <li>• <b>Planning:</b></li> <li>• <b>Research:</b> Relevant and in-depth content.</li> <li>• <b>Execution:</b> Quality of output and technical skills.</li> <li>• <b>Creativity:</b> Original ideas and problem-solving.</li> <li>• <b>Teamwork:</b> Collaboration and contribution (for group work).</li> <li>• <b>Communication:</b> Clear report and presentation</li> <li>• <b>Presentation</b></li> <li>• Originality</li> </ul>	Students are allowed to bring or have access to resources and then are given the questions to be solved within fixed time duration in the exam hall Questions are given prior to the exam and students can utilize their resources and present the answers during the exam.	Provides a chance for students to acquire knowledge during the preparation process Enhances information retrieval skills of the students Enhances the comprehension and synthesizing skills of the students Results in a paradigm shift from teaching students to enabling students to learn Equips students with higher order cognitive skills
4		FA2	<b>PORTFOLIO</b> Student portfolio is a compilation of academic work and other forms of educational evidence Assembled.	5	Objective of Portfolio (1) evaluating coursework quality, learning progress, and academic achievement; (2) determining whether students have met learning standards or other academic require promotion, and graduation; (3) helping students reflect on their academic goals and progress as learners (4) creating a lasting archive of academic work products, accomplishments, and other documentation. Advocates of student portfolios argue that compiling, reviewing, and evaluating student work over time can provide a richer, deeper, and more accurate picture of what students have learned and are able to do than more traditional measures—such as <b>standardized tests</b> , quizzes, or final exams—that only measure what	<b>Independent Learning:</b> Take initiative and reflect on progress.		Portfolios come in many forms, from notebooks filled with documents, notes, and graphics to online digital archives and student-created websites. Portfolios can be a physical collection of student work that includes materials such as written assignments, journal entries, completed tests, artwork, lab reports, physical projects and other material evidence of learning progress and academic accomplishment, including awards, honors, certifications, recommendations, written evaluations by teachers or peers, and self-reflections written by students. Portfolios may also be digital archives, presentations, blogs, or websites that feature the same materials as physical portfolios, but that may also include content such as student-created videos, multimedia presentations, spreadsheets, websites, photographs, or other digital artefacts of learning.	<b>A portfolio is a powerful tool that showcases:</b> <ul style="list-style-type: none"> <li>● Innovation.</li> <li>● Organization.</li> <li>● Creativity.</li> <li>● Writing skills.</li> <li>● Effective use of technology.</li> <li>● Leadership.</li> <li>● Initiative.</li> <li>● Accomplishments.</li> </ul> Some portfolios help to evaluate learning progress and achievement in a specific course, while others are maintained for the entire time a student is enrolled in a school. And some portfolios are used to assess learning in a specific subject area, while others evaluate the acquisition of skills that students can apply in all subject areas.
			TOTAL						

			20	students know at a specific point in time				
--	--	--	----	---	--	--	--	--

**TERM - II**

**\* List of Experiments**

- 1. Study of the following properties of acetic acid (ethanoic acid) : i) odour ii) solubility in water iii) effect on litmus iv) reaction with sodium Hydrogen Carbonate**
- 2. Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plotting a graph between V and I.**
- 3. Determination of the equivalent resistance of two resistors when connected in series and parallel. 13. Tracing the path of the rays of light through a glass prism.**
- 4. Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean).**









				<ul style="list-style-type: none"><li>• Understand applications of resistors, electric fuse, household wiring, etc.</li><li>• Relate theoretical knowledge to practical situations and safety.</li><li>• Solve numerical problems involving Ohm’s Law, power, and energy.</li><li>• Analyze circuits with given values of voltage, current, and resistance.</li></ul>	<ul style="list-style-type: none"><li>• Videos explaining electric current, resistors in series/parallel, and power calculation.</li><li>• Smartboard animations or slides to show charge flow, resistivity comparisons, and circuit diagrams.</li></ul> <p><b>Collaborative Learning</b></p> <ul style="list-style-type: none"><li>• Peer teaching: Students explain circuit diagrams or laws to each other.</li><li>• Group projects: Create a model or poster on electricity usage/safety in homes.</li></ul> <p><b>Concept Mapping</b></p> <ul style="list-style-type: none"><li>• Help students create flowcharts or mind maps linking all concepts: current → voltage → resistance → power → energy.</li></ul> <p><b>Problem solving sessions</b></p> <ul style="list-style-type: none"><li>• Step-by-step walkthroughs of numerical problems.</li><li>• Talk about electricity bills, appliance ratings, energy-saving tips, and renewable electricity.</li><li>• Discuss electric safety in households and importance of earthing and fuses.</li></ul>	<p>Explain the behavior of current and voltage in series and parallel combinations. Calculate equivalent resistance in both combinations.</p> <p>Apply formulas in real-life circuit analysis and problem-solving.</p> <p><b>Calculate Electric Power and Energy</b></p> <p>Understand the unit of electrical energy (kilowatt-hour or kWh).</p> <p>Interpret electrical appliance ratings and energy consumption.</p> <p><b>Understand Practical Applications</b></p> <p>Describe the function of an electric fuse and the concept of circuit protection.</p> <p>Relate concepts to household electricity, energy efficiency, and safety precautions.</p> <p><b>Develop Problem-Solving and Analytical Skills</b></p> <p>Solve numericals based on Ohm’s Law, series/parallel circuits, power, and energy.</p> <p>Interpret and draw simple electric circuit diagrams.</p>	<p>(e.g., reading an electricity bill)</p> <p><b>Oral Assessments</b></p> <ul style="list-style-type: none"><li>• Viva voce on circuit components and formulas</li><li>• Q&amp;A during class to assess conceptual clarity</li></ul>	
1	Physics SA	MAGNETIC EFFECTS OF ELECTRIC CURRENT		STUDENTS WILL BE ABLE TO – Understand the Magnetic Field and Its Properties	Interactive Lecture Method	BY THE END OF THIS CHAPTER, STUDENTS WILL BE ABLE TO:	<ul style="list-style-type: none"><li>• <b>Multiple Choice Questions (MCQs)</b> – To test conceptual clarity on rules, definitions, and diagrams.</li></ul>	Generate ideas. Analytical ability, Spontaneous work, Skills Communication skills, Alertness, Art of

	Term 2			<ul style="list-style-type: none"><li>• Define a magnetic field and describe its characteristics.</li><li>• Draw magnetic field lines and explain their properties.</li><li>• Represent the field around a bar magnet and a current-carrying conductor.</li><li>• Understand how an electric current produces a magnetic field.</li><li>• Demonstrate magnetic fields around straight conductors, loops, and solenoids.</li><li>• Differentiate between AC and DC generators with diagrams.</li><li>• Define alternating current (AC) and direct current (DC).</li><li>• Understand the role of the domestic power supply (AC: 220V, 50Hz).</li><li>• Explain the function of a fuse.</li><li>• Understand earthing and circuit breakers (MCBs).</li><li>• Discuss safety precautions in household wiring.</li></ul>	<ul style="list-style-type: none"><li>• Introduce the topic with relatable questions</li><li>• Use real-life examples like loudspeakers, electric motors, and generators.</li><li>• Explain new terms with visuals and analogies</li></ul> <p>Demonstration-Based Learning</p> <ul style="list-style-type: none"><li>• Show magnetic field patterns using iron filings and a bar magnet.</li><li>• Demonstrate the magnetic field around a current-carrying conductor using a magnetic compass and a wire.</li><li>• Display working models of electric motors or use simple kits.</li></ul> <p>Use of Visual Aids and Simulations</p> <ul style="list-style-type: none"><li>• Use diagrams, animations, or videos to explain Left-Hand Rules</li></ul> <p>Activity-Based Learning</p> <ul style="list-style-type: none"><li>• Conduct hands-on activities:</li></ul> <p>Creating a simple electromagnet</p> <p>Identifying field directions using a compass and wire loop</p>	<ul style="list-style-type: none"><li>• Define and explain the concept of a magnetic field and describe the characteristics of magnetic field lines.</li><li>• Illustrate magnetic field patterns around a straight conductor, circular loop, and solenoid carrying current.</li><li>• Apply the Right-Hand Thumb Rule to determine the direction of the magnetic field produced by a current-carrying conductor.</li><li>• Explain the working of an electromagnet and describe how magnetic fields are strengthened using solenoids.</li><li>• Use Fleming's Left-Hand Rule to predict the direction of force on a current-carrying conductor in a magnetic field.</li><li>• Differentiate between alternating current (AC) and direct current (DC), and explain their sources and everyday applications.</li><li>• Identify safety devices used in household circuits (such as fuses and MCBs) and explain their significance.</li></ul>	<ul style="list-style-type: none"><li>• <b>Short and Long Answer Questions</b> – For explanations of working principles</li><li>• <b>Numerical Problems</b></li><li>• <b>Diagram-Based Questions</b> – Labeling and explaining magnetic field lines</li><li>• <b>Practical Assessments</b> – Observations from experiments (e.g., field around a conductor, solenoid behavior).</li><li>• <b>Project Work or Model Demonstration</b> – Building a simple electromagnet</li><li>• <b>Oral/Viva Assessments</b> – To check understanding of Left-Hand Rules and key terms.</li><li>• <b>Concept Maps</b> – Students organize ideas linking magnetic effects, devices, and safety.</li><li>• <b>Group Activities</b> – Peer discussions or presentations on the difference between AC and DC</li><li>• <b>Worksheet Assignments</b> – Including fill-in-the-blanks, match the following, and short problems.</li></ul>	Experimental skills Students learn to express their answers Memory retention Listening skills Inquisitiveness Solving numerical
--	--------	--	--	--	--	---	---	--

				<ul style="list-style-type: none"><li>Organize peer group experiments and circuit tasks.</li></ul> <b>Concept Mapping and Diagram Practice</b> <ul style="list-style-type: none"><li>Encourage students to draw Magnetic field line diagrams</li><li>Use mind maps to connect magnetic effects to practical applications.</li></ul> <b>Collaborative Learning</b> <ul style="list-style-type: none"><li>Assign group work for understanding different devices</li><li>Have peer-to-peer explanations of key concepts (rules, devices).</li></ul> <b>Problem Solving and Application</b> <ul style="list-style-type: none"><li>Solve conceptual and numerical questions in class.</li><li>Apply rules like Fleming’s Left Hand Rule to different scenarios.</li></ul>			
		Chapter: How Do Organisms Reproduce?	Explain why reproduction is essential for the survival of a species. Understand that reproduction leads to the continuity of life. Describe the two main types of reproduction: <b>asexual</b> and <b>sexual</b> . Identify different <b>asexual methods</b> : fission, budding, fragmentation, regeneration, spore formation, vegetative	Previous knowledge testing, class discussion, lecture method, oral questions, demonstration method, giving notes, worksheets, discuss extra questions. The topics will be explained using smartboard also. Images and videos from the internet would be used in the class to help in memory retention of the concepts. Learning in teas would be encouraged in the class.	<ol style="list-style-type: none"><li><b>Understand the Importance of Reproduction</b> Explain the need for reproduction for the continuity of life and species.</li><li><b>Differentiate Modes of Reproduction</b> Identify and describe <b>asexual</b></li></ol>	<b>1.Written Tests/Periodic Test/Quizzes</b> Objective questions (MCQs,True/False, Match the Columns) Short and long answer questions Diagram-based questions  <b>Oral Questioning</b> Ask conceptual or application-based questions during class discussions. <b>Practical Activities Assignments/Homework</b>	Make comparisons critically analyzes a situation raise questions logical reasoning practical skills correlates knowledge with life like situations generate new ideas Coordination and collaboration Drawing skills

			<p>propagation.</p> <p>Understand asexual reproduction in organisms like <b>Amoeba, Hydra, Planaria, yeast, and fungi.</b></p> <p>Identify advantages and limitations of asexual reproduction.</p> <p>Describe natural and artificial methods (e.g., by roots, stems, leaves; and techniques like grafting, layering, cutting).</p> <p>Explain the benefits of vegetative propagation in agriculture and horticulture.</p> <p>Understand the structure and function of <b>flower</b> as a reproductive organ.</p> <p>Explain the process of <b>pollination</b> and <b>fertilization.</b></p> <p>Describe seed formation and dispersal.</p> <p>Explain the structure and function of <b>male and female reproductive systems.</b></p> <p>Understand the process of <b>fertilization, zygote formation, and development of the embryo.</b></p> <p>Discuss changes at puberty and the role of <b>hormones.</b></p>		<p>and <b>sexual</b> methods of reproduction in organisms.</p> <p>3. <b>Describe Asexual Reproduction</b>Expl ain different forms of asexual reproduction: Binary fission (e.g., Amoeba)Budding (e.g., Hydra, yeast)Fragmentatio n, spore formation, regenerationVegeta tive propagation in plants</p> <p>4. <b>Understand Sexual Reproduction in Plants</b>Identify parts of a flower and describe their functions.</p> <p>Explain the processes of <b>pollination,fertilization, and seed formation.</b></p> <p><b>Describe Sexual Reproduction in Humans</b></p> <p>Explain the structure and function of <b>male and female reproductive systems.</b></p>	<p>Worksheets with a mix of theory and practical questios.</p> <p><b>Online Quiz or Game</b></p> <ul style="list-style-type: none"><li>• Speed and accuracy in answering concept-based questions</li><li>• Retention of key facts and terminology</li><li>•</li></ul> <p><b>Poster / Project Work</b></p> <ul style="list-style-type: none"><li>• Scientific accuracy</li><li>• Creativity and clarity in presentation</li><li>• Relevance to topic</li></ul>	
--	--	--	---	--	---	---	--

			<p>Understand the importance of <b>reproductive health, family planning, and contraception.</b></p> <p>Explain how reproduction contributes to <b>genetic variation</b>, which is essential for <b>evolution.</b></p> <p>Link reproduction with heredity and natural selection in a basic way.</p>		<p>Understand the processes of <b>fertilization, embryo development, and birth.</b></p> <p><b>Understand Reproductive Health</b></p> <p>Recognize the importance of personal and reproductie health.</p> <p>Discuss methods of <b>birth control</b> and the importance of <b>sexually transmittd disease (STD) prevention.</b></p> <p><b>Explain the Role of Hormones</b></p> <p>Understand hormonal control invhuman reproductie processes, including puberty.</p> <p><b>Understand Variation and Heredity Link</b></p> <p>Describe how <b>genetic variation</b> arises during reproductin and its role in <b>evolution.</b></p> <p><b>Develop Scientific Temperament</b></p>		
--	--	--	--	--	--	--	--

						<p>Observe, record, and analyse reproductive processes with scientific reasoning.</p> <p>Appreciate the diversity of reproductive strategies in nature.</p>		
		Ch- Heredity		<ul style="list-style-type: none"> <li>• <b>Understand the Concept of Heredity</b> <ul style="list-style-type: none"> <li>• Define heredity as the transmission of characteristics from one generation to the next.</li> <li>• Explain how traits are inherited through genes.</li> </ul> </li> <li>• <b>Recognize the Role of DNA</b> <ul style="list-style-type: none"> <li>• Understand that <b>DNA carries genetic information.</b></li> <li>• Explain the relationship between <b>genes, chromosomes, and traits.</b></li> </ul> </li> <li>• <b>Mendel's Laws of Inheritance</b> <ul style="list-style-type: none"> <li>• Describe <b>Gregor Mendel's experiments</b> with pea plants.</li> </ul> </li> </ul>	<p>Previous knowledge testing, class discussion, lecture method, oral questions, demonstration method, giving notes, worksheets, discuss extra questions. The topics will be explained using smartboard also. Images and videos from the internet would be used in the class to help in memory retention of the concepts. Learning in teas would be encouraged in the class.</p>	<ul style="list-style-type: none"> <li>• <b>Define Heredity</b> <ul style="list-style-type: none"> <li>• Understand and explain heredity as the passing of traits from parents to offspring through genes.</li> </ul> </li> <li>• <b>Explain Mendel's Experiments</b> <ul style="list-style-type: none"> <li>• Describe <b>Gregor Mendel's pea plant experiments</b> and the significance of his observations.</li> <li>• Understand and apply <b>Mendel's laws of inheritance</b> (dominance, segregation, independent assortment).</li> </ul> </li> </ul>	<p><b>1.Written Tests/Periodic Test/Quizzes</b> Objective questions (MCQs, True/False, Match the Columns) Short and long answer questions Diagram-based questions</p> <p><b>Oral Questioning</b> Ask conceptual or application-based questions during class discussions. <b>Practical Activities</b> <b>Assignments/Homework</b> Worksheets with a mix of theory and practical questions.</p> <p><b>Online Quiz or Game</b></p> <ul style="list-style-type: none"> <li>• Speed and accuracy in answering concept-based questions</li> <li>• Retention of key facts and terminology</li> <li>• <b>Poster / Project Work</b> <ul style="list-style-type: none"> <li>• Scientific accuracy</li> </ul> </li> </ul>	<p>Make comparisons critically analyzes a situation raise questions logical reasoning practical skills correlates knowledge with life like situations generate new ideas Coordination and collaboration Drawing skills</p>



				<ul style="list-style-type: none"><li>• Understand and apply <b>Mendel’s laws:</b><ul style="list-style-type: none"><li>○ Law of Dominance</li><li>○ Law of Segregation</li><li>○ Law of Independent Assortment</li></ul></li><li>• <b>Monohybrid and Dihybrid Crosses</b><ul style="list-style-type: none"><li>• Solve simple <b>monohybrid crosses</b> and interpret <b>Punnett squares</b>.</li><li>• Identify <b>dominant and recessive traits</b> using genetic crosses.</li></ul></li></ul>		<ul style="list-style-type: none"><li>• <b>Use Genetic Terminology</b><p>Understand terms like <b>gene, allele,genotype, phenotype,homozygous, heterozygus.</b></p><p><b>Interpret Genetic Crosses</b></p><p>Solve simple <b>monohybrid</b> and <b>dihybrid crosses</b> using <b>Punnett squares</b>.</p><p>Predict phenotypic and genotypic ratios of offspring.</p><p><b>Understand the Role of DNA</b></p><p>Explain that <b>DNA</b> is the hereditary material responsible for carrying genetic information.</p><p><b>Recognize Variation in Inheritance</b></p><p>Understand how <b>variation</b> occurs due to sexual reproduction and genetic recombination.</p></li><li>• Creativity and clarity in presentation</li><li>• Relevance to topic</li></ul>	
--	--	--	--	---	--	---	--

					<p><b>Connect Heredity to Evolution</b></p> <p>Relate heredity and variation to the concept of <b>natural selection</b> and <b>evolution</b>.</p> <p><b>Develop Scientific Thinking</b></p> <p>Apply heredity concepts to real-life examples such as <b>family traits</b>, <b>plant/animal breeding</b>, and <b>genetic disorders</b>.</p>		
		Ch-Our Environment	<p>By the end of this chapter, students will be able to:</p> <ol style="list-style-type: none"><li><b>Understand Components of the Environment</b><ul style="list-style-type: none"><li>Identify and describe the <b>biotic</b> (living) and <b>abiotic</b> (non-living) components of the environment.</li></ul></li><li><b>Learn about Ecosystems</b><ul style="list-style-type: none"><li>Explain the structure and</li></ul></li></ol>	<p>Previous knowledge testing, class discussion, lecture method, oral questions, demonstration method, giving notes, worksheets, discuss extra questions. The topics will be explained using smartboard also. Images and videos from the internet would be used in the class to help in memory retention of the concepts. Learning in teams would be encouraged in the class.</p>	<p>After completing this chapter, students will be able to:</p> <ol style="list-style-type: none"><li><b>Describe the Components of an Ecosystem</b> Identify <b>biotic</b> and <b>abiotic components</b> and explain their interactions in a natural system.</li><li><b>Understand Food Chains and Food Webs</b></li></ol>	<p><b>1. Written Tests/Periodic Test/Quizzes</b> Objective questions (MCQs, True/False, Match the Columns) Short and long answer questions Diagram-based questions</p> <p><b>Oral Questioning</b> Ask conceptual or application-based questions during class discussions.</p> <p><b>Practical Activities Assignments/Homework</b> Worksheets with a mix of theory and practical questions.</p>	<p>Make comparisons critically analyzes a situation raise questions logical reasoning practical skills correlates knowledge with life like situations generate new ideas Coordination and collaboration Drawing skills</p>

				<p>function of an <b>ecosystem</b>.</p> <ul style="list-style-type: none"><li>○ Identify and describe <b>producers, consumers, decomposers</b>, and their roles in the ecosystem.</li></ul> <p>3. <b>Understand Food Chains and Webs</b></p> <ul style="list-style-type: none"><li>○ Construct and interpret <b>food chains</b> and <b>food webs</b>.</li><li>○ Understand <b>trophic levels</b>, energy flow, and the concept of the <b>10% law</b>.</li></ul> <p>4. <b>Explain Energy Flow in Ecosystems</b></p> <ul style="list-style-type: none"><li>○ Describe how energy flows from one trophic level to another.</li><li>○ Understand why the number of trophic levels in a food chain is limited.</li></ul> <p>5. <b>Understand Human Impact on the Environment</b></p> <ul style="list-style-type: none"><li>○ Identify the effects of <b>human</b></li></ul>		<p>Construct and explain <b>food chains</b> and <b>food webs</b>.</p> <p>Identify <b>trophic levels</b> and explain energy flow using the <b>10% law</b>.</p> <p><b>Recognize the Role of Decomposers</b></p> <p>Understand how <b>decomposers</b> contribute to nutrient recycling in ecosystems.</p> <p><b>Differentiate Between Types of Waste</b></p> <p>Distinguish between <b>biodegradable</b> and <b>non-biodegradable wastes</b>.</p> <p>Explain how different types of waste impact the environment.</p> <p><b>Understand Ozone Layer Depletion</b></p> <p>Explain the role of the <b>ozone layer</b> and how it is being damaged by <b>CFCs</b>.</p>	<p><b>Online Quiz or Game</b></p> <ul style="list-style-type: none"><li>• Speed and accuracy in answering concept-based questions</li><li>• Retention of key facts and terminology</li></ul> <p>•</p> <p><b>Poster / Project Work</b></p> <ul style="list-style-type: none"><li>• Scientific accuracy</li><li>• Creativity and clarity in presentation</li><li>• Relevance to topic</li></ul>	
--	--	--	--	--	--	---	---	--

				<p><b>activities</b> (e.g., pollution, deforestation, waste generation) on the environment.</p> <p>6. <b>Learn about Waste Management</b></p> <ul style="list-style-type: none"><li>○ Understand the difference between <b>biodegradable and non-biodegradable wastes</b>.</li><li>○ Explain the environmental impact of <b>plastic and synthetic materials</b>.</li></ul> <p>7. <b>Know about Ozone Layer and Its Depletion</b></p> <ul style="list-style-type: none"><li>○ Understand the importance of the <b>ozone layer</b> in protecting life.</li><li>○ Identify causes and effects of <b>ozone layer depletion</b> and ways to reduce it.</li></ul> <p>8. <b>Promote Environmental Awareness and Responsibility</b></p>	<p>Describe the environmental consequences of ozone layer depletion.</p> <p><b>Analyze Human Impact on the Environment</b></p> <p>Evaluate the negative effects of <b>pollution, deforestation, and improper waste disposal</b>.</p> <p>Understand how human activities disrupt ecological balance.</p> <p><b>Promote Environmental Responsibility</b></p> <p>Appreciate the importance of <b>environmental conservation and sustainability</b>.</p> <p>Advocate for <b>reduce, reuse, recycle (3Rs)</b> and other ecofriendly practices.</p> <p><b>Develop Scientific and Environmental Awareness</b></p> <p>Use scientific knowledge to make informed</p>		
--	--	--	--	---	---	--	--

				<ul style="list-style-type: none"><li>○ Appreciate the need for <b>sustainable development</b>.</li><li>○ Encourage environmentally friendly practices like <b>reduce, reuse, recycle</b>.</li></ul>		decisions about protecting the environment,		
--	--	--	--	--	--	---	--	--

**RAMJAS PUBLIC SCHOOL (DAY BOARDING)****SESSION-2025-2026****ANNUAL CURRICULUM PLAN****NCERT TEXTBOOK****CLASS X****SOCIAL SCIENCE**

PT/FA/SA	TASK/Name of the Lesson	Learning Objectives	Methodology	Learning Outcomes	Assessment Tools
PT-1	PERIODIC TEST  POWER SHARING NATIONALISM IN INDIA	Small test enable students to be thorough in their syllabus. They imbibe regularity , punctuality & discipline	Pen paper test which includes MCQs , Definitions, short answers HOTs	The student will be able to solve the questions. 2. Develop Creative thinking and Time Management	Pen and paper test
FA-1	PROJECT (Social Issues) CBSE Holidays Homework	Students will be able to – Explore trade routes, technological advancements and impact of colonialism.  Analyze the various social issues of our country.	Using smart Board , chart , Project File	The student will develop the following competencies- 1. Collaboration 2.Usage of analytical skills. 3.Find creative solutions. 4. Use right communicative skills.	PROJECT Rubrics Presentation-2 marks Content- 2 marks Viva- 1 marks
FA-1	INTERDISCIPLINARY PROJECT -Making of the Global World To be done in class	Take active part & interest in assignment Inculcate the habit of regularity & neatness Reinforce learning Inculcate the habit of self learning	Models Charts Power Point Presentation	Student will be able to Develop Awareness. Understand the different concepts. Students will be able	PROJECT Rubrics Presentation-2 marks Content- 2 marks Viva- 1 marks

			Diagrams	to develop Public Speaking Teamwork Speaking & Communication Skills	
SA-1	Nationalism In India (History )	<ul style="list-style-type: none"><li>• Recognize the features of Indian nationalism through a case study of non - Cooperation Movement &amp; Civil Disobedience Movement</li><li>• Analyze the nature of the diverse social movements of the time.</li><li>• Appreciate the ideas promoting Pan Indian belonging.</li></ul>	Class Discussion Brain Storming Notes Giving Videos Using Smart Board Group Discussion	The students will be able to-  1. Evaluate the effectiveness of the strategies applied by Gandhiji.  2. Summarise the effects of the First World War on India.  3. Compare the different movements of Gandhiji.	Map  Oral test  Multiple choice questions  Note book  Pen and paper test
SA-1	Nationalism in Europe (History)	Enable the learners to identify & comprehend the forms in which Nationalism developed along with the formation of nation states in Europe in the post 1830 period.  Establish the relationship & bring out the difference between European nationalism & anti -colonial nationalism .	Class Discussion Brain Storming Note Giving Videos Using Smart Board Group Discussion	The students will be able to  evaluate the  reason for the  rise of nation	Pen and Paper test  Quiz  Notebook

				states in Europe.  Understand the  role of  influencers like  Mazzini, Otto  von Bismarck.	Very short questions  Oral test
SA-1	Power Sharing (Political Sc)	<ul style="list-style-type: none"> <li>Familiarize with the centrality of power sharing in a democracy</li> <li>Understand the working of spatial &amp; social power sharing mechanisms.</li> <li>Learn different forms of power sharings.</li> </ul>	Class Discussion Brain Storming Note Giving Videos Using Smart Board Group Discussion	The students will be able to summarise the purpose of power sharing in maintaining the unity and stability of a country.  Analyze the cause of Civil War in Srilanka.	Periodic test  Notebook
SA-1	Federalism (Political Sc)	<ul style="list-style-type: none"> <li>Analyze federal provisions &amp; institutions .</li> </ul>	Class Discussion		

		<ul style="list-style-type: none"> <li>Understand the concept of decentralization in rural &amp; urban areas .</li> <li>Study the different features of federalism.</li> </ul>	Brain Storming Note Giving Videos Using Smart Board Group Discussion	The students will  infer how federalism  is being practiced in  India.	Oral test Pen and paper test Notebook
SA-1	Gender Religion Caste (Political Sc)	<ul style="list-style-type: none"> <li>Identify &amp; analyse the challenges posed by communalism to Indian democracy .</li> <li>Recognize the enabling &amp; disabling effects of caste &amp; ethnicity in politics.</li> <li>Develop a gender perspective on politics.</li> </ul>	Class Discussion Brain Storming Note Giving Videos Using Smart Board Group Discussion	The students will  be able to examine  the role and	CBSE PROJECT  Pen and paper test  Multiple choice questions.



				<p>difference of gender religion and caste in practice in democracy.</p>	
SA-1	<p>Print Culture History</p>	<ul style="list-style-type: none"> <li>Identify the link between print culture &amp; the circulation of ideas .</li> <li>Familiarize with the pictures , cartoons , extracts from propaganda literature &amp; newspaper debates on important events &amp; issues in the past.</li> </ul>	<p>Class Discussion Brain Storming Note Giving Videos Using Smart Board Group Discussion</p>	<p>The students will be able to compare and contrast the old traditions of hand written manuscripts versus print technology.</p>	<p>Pen and paper test Note book Very short questions</p>
	<p>MID-TERM EXAMS</p>				
FA-2	<p>The Age Of Industrialization (History )</p> <p>Periodic Test</p>	<ul style="list-style-type: none"> <li>Familiarize with the Proto – Industrial Phase &amp; Early factory system .</li> <li>Familiarize with the process of industrialization &amp; its impact on labour class .</li> <li>Enable them to understand industrialization in the colonies with reference to Textile industries.</li> </ul>	<p>Class Discussion Brain Storming Note Giving Videos Using Smart Board Group Discussion</p>	<p>The students will be able to analyse and infer on how the industrialization</p>	<p>Pen and paper test Notebook</p>

				impacted the colonies with specific focus on India.	
SA 2	Political Parties (Political Sc)	<ul style="list-style-type: none"><li>Analyze party system in democracies.</li><li>Introduction to major political parties and their ideologies.</li><li>Enable them to understand the challenges faced by political parties .</li><li>Study the various types of party systems in the world.</li></ul>	Class Discussion Brain Storming Note Giving Videos Using Smart Board Group Discussion	The students will be able to understand the process of parties getting elected.  Students will compare and contrast different political parties of India.	Multiple choice questions.  Quiz  Pen and paper test  HOTS  Note book
SA 2	Outcomes of Democracy ( Political Sc)	<ul style="list-style-type: none"><li>Evaluate the functioning of democracies in comparison to alternative forms of governments.</li><li>Distinguish between sources of strengths &amp; weakness of Indian Democracy .</li></ul>	Class Discussion Brain Storming Note Giving Videos Using Smart Board Group Discussion	The students will be able to understand the success of democracy depends	Pen and paper test Short questions Note book

				on quality of government ,  economic well  being, inequality,  social differences,  conflict, freedom  and dignity.	
<b>FA/SA</b>	<b>TASK</b>	<b>Learning Objective</b>	<b>Methodology</b>	<b>Learning outcomes</b>	
<b>FA-1</b>	PERIODIC TEST-1 L-1 Development	Small test enable students to reinforce their learning as well as assess them..	Pen paper test.	The student will be able to solve the questions. 2. Develop Creative thinking and Time Management	Pen and paper test
<b>FA-1</b>	PROJECT Consumer Rights & Sustainable Development	The project will enable the students to: 1.Understand the rights of consumers and the duties. 2.Know about Consumer Protection Act 1986. 3.Identify the forms of exploitation of consumers. 4.Understand the concept of Sustainable Development and the need to conserve the depleting resources. 5.Appericiate the initiative of the countries in developing sustainable practices.	Textbook Explanation of concept.  Use of Interactive videos to explain the topics. Discussion on Consumer courts redressing the grievances of consumers.  Discussion on 17 SDG’S.	The student will develop the following competencies- 1. Collaboration 2.Usage of analytical skills. 3.Find creative solutions. 4. Use right communicative skills.	Rubrics Presentation-2 marks Content- 2 marks Viva- 1 marks

<b>FA-1</b>	INTERDISCIPLINARY PROJECT -Globalisation	The Project will enable the students to: 1.Connect the role of means of transport and communication in the process of globalization. 2.Investigated the factors that facilitated the growth of MNC's.	Inquiry based learning.  Colloborative learning Videos. Group Discussions.  Role play Integration of technology.	The student will develop the following competencies- 1. Collaboration 2.Usage of analytical skills. 3.Find creative solutions. 4. Use right  communicative skills.	Rubrics Presentation-2 marks Content- 2 marks Viva- 1 marks
<b>FA-2</b>	PERIODIC TEST L-3 Money and credit.	Small test enable students to reinforce their learning as well as assess them..	Pen paper test.	The student will be able to solve the questions. 2. Develop Creative thinking and Time Management	Pen and paper test
<b>FA-2</b>	Class work/Homework	To enable the students to: 1. Complete assignment and inculcate the habit of regularity & neatness.  2.Reinforce learning and inculcate the habit of self learning.	Worksheets. Sample papers based on CBSE syllabus .	The student will be able to solve the questions. 2. Develop Creative thinking and Time Management.	

SA-1	L-1 Development	<p>The lesson will enable the learners to:</p> <ol style="list-style-type: none"><li>1.Examine the significance of designing suitable development goals.</li><li>2. Understand the criteria used by World Bank to compare the countries.</li><li>3. Define infant mortality rate,literacy rate and net attendance ratio.</li><li>4. Realise the importance of Public facilities.</li></ol>	<p>--Textbook Reading and Explanation.</p> <p>--Use of Interactive boards to show videos and PPT's related to the topics.</p> <p>--Discussion on lower infant mortality rate in state of Kerala owing to improved literacy.</p>	<p>The student will be able to-</p> <ol style="list-style-type: none"><li>1. Analyse the multiple perspectives on the need of development.</li><li>2. Compare the per capita income of some countries and infer reasons for the variations.</li></ol>	<p>Pen and paper test</p> <p>Multiple choice questions</p> <p>Note book</p>
	L-1 Development continued	<p>The lesson will enable the learners to:</p> <ol style="list-style-type: none"><li>1. Understand about the relevance of HDI in comparing the development in any two countries as well as states.</li><li>2. Analyse the casestudies based on limited ground water reserves and crude oil.</li><li>3. Appericiate the need for Sustainable development to protect environment and conserve non-renewable resources.</li></ol>	<p>--Textbook Reading and Explanation.</p> <p>--Use of Interactive boards to show videos and PPT's related to the topics.</p> <p>Discussion on rising prices of crude due to Russia Ukraine war.</p>	<ol style="list-style-type: none"><li>3. Analyse and infer how the per capita income depicts the economic condition of the nation.</li></ol>	

SA	L-2 Sectors of the economy	<p>The lesson will enable the learners to :</p> <ol style="list-style-type: none"> <li>1.To identify the Economic activities around them.</li> <li>2.Understand the classification of sectors on the basis of economic activities namely primary,secondary and tertiary.</li> <li>3.Explain the interdependence between the three sectors.</li> <li>4.Analyse the rising importance of tertiary sector in our economy.</li> <li>5.Interpret the contribution of sectors to GDP and employment with the help of bar graph .</li> <li>6.Differentiate between intermediate and final goods and the problems of double counting.</li> </ol>	<p>--Textbook Reading and Explanation.</p> <p>--Use of Interactive boards to show videos and PPT's related to the topics.</p> <p>Discussion on expanding tertiary sector especially IT which is currently booming and contribution to GDP.</p>	<p>The student will be able to propose solutions to identify problems in different sectors based on their understanding.</p>	<p>Quiz</p> <p>Multiple choice questions</p> <p>Very short questions</p>
SA	L-2 Sectors of the economy continued	<p>The lesson will enable the learners to :</p> <ol style="list-style-type: none"> <li>1. Understand about the underemployment prevalent in agriculture sector.</li> <li>2. Explain the steps taken by the government to generate employment in rural areas.</li> <li>3. Familiarise with Right to Work and its features.</li> <li>4. Analyse the working condition of worker in organised and unorganized sector.</li> <li>5. Understand about Public and Private sector.</li> </ol>	<p>--Textbook Reading and Explanation.</p> <p>--Use of Interactive boards to show videos and PPT's related to the topics.</p> <p>Discussion on exploitation of workers in unorganized sector and need to ensure protection of workers.</p>	<p>The student will be able to summarise how the organized and unorganized sectors are providing employment.</p>	
SA— Mid Term Exams	---Revision And PEN and Paper test	---Students will apply knowledge gained of different topics taught in the class.	<p>---Pen and paper test.</p> <p>--Quiz</p> <p>--Peer learning</p>	<p>to develop</p> <p>--Application skillThe students will be able Critical thinking.</p>	

			<p>To deposit the cheque by filling the details in the counterfoil.</p> <p>To Research about SHG's in any state working for the empowerment of women and to prepare a PPT on the same.</p> <p>To find about mergers of Nationalised Banks in recent times and the reasons for these mergers.</p>		
FA	<p>L-5 Globalisation</p> <p>INTER DISCIPLINARY PROJECT</p>	<p>The lesson will enable the learners to:</p> <p>1 Identify the MNC's in their country.</p> <p>2. Understand the ways in which MNC control their production in different countries.</p> <p>3 Critically analyse the implications of Chinese toys in the Indian market and impact on Indian Toy makers.</p> <p>4. Appericiate the efforts of the government in transforming India into a dynamic economy due to certain policies .</p> <p>5.Examines the concept of globalisation and its definition,evolution and impact on the global economy.</p>	<p>To locate the places in which important multinational corporations set up their offices and factories on the map of India</p> <p>To discuss the reasons behind the choice of location and its implication on people's livelihood.</p> <p>To find about the local companies in the recent times either taken by MNC or entered into joint collaboration with MNC.</p> <p>To collect news clippings/texts from popular magazines and journals</p>	<p>The student will be able to solve the questions.</p> <p>2. Develop Creative thinking and Time Management.</p>	<p>Rubrics</p> <p>Presentation-2 marks</p> <p>Content- 2 marks</p> <p>Viva- 1 marks</p>

			<p>pertaining to developmental issues, globalisation and synthesise the details to present in the class.</p> <p>To research about WTO biased approach towards developed countries in recent years in agriculture.</p>		
Mock Exam	Revision of all chapters.	--To enable the students to assess their understanding.	--Pen and paper test	The student will be able to solve the questions. 2. Develop Creative thinking and Time Management	
Annual exam		--To enable the students to assess their understanding and paper test	---Pen and paper test	The student will be able to solve the questions. 2. Develop Creative thinking and Time Management	



**GEOGRAPHY**

<b>FA/SA /PT PT-1</b>	<b>Name of the Lesson</b>	<b>Text book</b>	<b>Learning objectives</b>	<b>Methodology</b>	<b>Learning Outcomes</b>	<b>Assesment tools</b>
	L-1 Resources and development	Contemporar y India-2	<p>*To under stand the value of resources and the need for their judicious utilisation and conservation.</p> <p>*Inter depend relation ship between nature ,technology and institution.(study about it)</p>	<p>*N.C.E.R.T Book *Videos on smart board *Map atlas</p> <p>* News paper articles</p> <p>*Reference books. -X=am idea -Together</p>	<p>The students will be able to suggest remedial measures for optimal utilization of under utilized resources.</p> <p>Analyse and evaluate data and information related to non optimal land , utilization in India.</p>	<p>Pen and paper test</p> <p>HOTS , MCQ Very short answers.</p>
Mid Term Exami nation	L-2 Forest and wild life	Contemporar y India-2	<p>*To know about Geological structure.</p> <p>*To understand the different species of nature and their existence.</p>	<p>*N.C.E.R.T Book *Videos on smart board *Map atlas</p> <p>* News paper articles</p> <p>*Reference books. -X=am idea -Together</p>	<p>The students will be able to –</p> <p>Analyse the role of grazing and wood cutting in the development in the degradation.</p> <p>Summarise the reasons for the conservation of biodiversity under sustainable development.</p>	<p>Class-work Home work Quiz Class test MCQ Very short answers.</p>

	L-2 Forest and wild life (CONTD)	Contemporar y India-2	*To know about the conservation methods by the community. *To know about the association of various NGOs& social groups to conserve the species of different plant kingdom.	*Text book by N.C.E.R.T  *smart board - videos & animations on different tribal communities of India & How they are preserving our nature and its resources?	Examine the importance of conserving forest and wildlife and their interdependency in maintaining the ecology for the sustainable development of India	Class-work Home work Quiz Class test MCQ Very short answers.
Inter Disciplinarit y Activity.	L-7 Life lines of the national economy   *Inter disciplinarity activity.  Pipe line to tourism as a trade will be evaluated in the annual examination.	Contemporar y India-2	*To know about the different means of transport in our country.   *Analyse the impact of roadways and railways on the national economy . *Evaluate the challenges faced by the roadways and railways in the country.  *To know about the tourism industry as a trade.	*Reference to the text book.   *Use of smart board  *Use of N.C.E.R.T Book  *Animation and videos on role of different means of transport in our national economy.	Analyse and infer the impact of roadways and railways on the national economy.  Analyses and infers the challenges faced by the roadways and railway sector in India	The project must be completed at school between the months of April and September under the guidance of a teacher.  Project Work  10 days suggestive planning for the project work.

				<p>*Reference to different web sites for Inter disciplinary activities.</p> <p>Rubrics - Presentation- 2 marks</p> <p>Content -2 marks, viva-1 marks</p>		
Mid Term	L- 4 Agriculture	Contemporary India-2	<p>*To understand the need for growing various crops and climatic conditions required for their growth.</p> <p>*To understand the relationship between different types of farming in India.</p>	<p>*Reference to the text book</p> <p>*Use of smart board -showing videos and animation on different types of agriculture in India.</p>	<p>Examine the critical role played by agriculture in our economy and Society.</p> <p>Analyse the challenges faced by the farming community in India .</p> <p>Identifies various aspect of Agriculture including crop production types of farming etc</p>	<p>Class-work</p> <p>Home work</p> <p>Quiz</p> <p>Class test</p> <p>MCQ</p> <p>Very short answers.</p>

SA	Revision work & Mid term examination	Contemporar y India-2	All the chapters of 1 st Term	*Pen paper test *Quiz *HOTS	The students will be able to develop --Application skill Critical thinking.skill	Pen paper Examination
PT-3	L-5 Minerals and power resources	Contemporar y India-2	<p>*To know about the concept of conventional and non - conventional sources of energy.</p> <p>*To know about the Meaning of Metallic ,non- Metallic ,Ferrous &amp; Non ferrous minerals.</p>	<p>Videos on conventional and non - conventional sources of energy.</p> <p>*Videos on extraction of different minerals of India.</p>	<p>The students will be able to differentiate between the conventional and the non conventional sources of energy.</p> <p>Analyses the importance of minerals and natural resources for economic development of the country.</p> <p>Suggest strategies for sustainable use of natural resources.</p>	<p>Worksheet</p> <p>Pen paper test</p> <p>Class test</p> <p>HOTs</p>
Annual Examination	L-6 Manufacturing industries	Contemporar y India-2	<p>*To know about the concept of industries their classification</p> <p>*To know about the concept of contribution of industries to our national economy.</p>	<p>*Reference to the text book</p> <p>* Videos on Iron and steel industry.</p> <p>Videos on cotton ,sugar, jute ,IT industry and automobile industry of India.</p>	<p>The students will be able to</p> <p>enumerate the impact of manufacturing industries on the environment and development strategies for sustainable development of the manufacturing sector.</p> <p>Differentiate between various types of manufacturing industries based on their inputs materials processes and end product and analyse their significance in the Indian economy.</p>	<p>Class-work</p> <p>Home work</p> <p>Quiz</p> <p>Class test</p> <p>MCQ</p> <p>Very short answers.</p>

	Mock exam and  Pre board Whole syllabus			MAP WORK- According to cbse list all maps from all the chapters will be done. Rubrics- Location- 3 marks,symbol-2 marks.		
--	---	--	--	---	--	--

Annual Examination	L-3- Water resources	Contemporary India-2	*To know about the river system of India.  *To know about the river & lake system in Indian economy *To know about water management system in our country.	*Reference to N.C.E.R.T Book  *Videos on drainage system ,lakes & pollution in different rivers of India.	The students will be able to examine the reason for conservation of water resources in India.  Analyse and infer how the multipurpose projects are supporting the requirement of water	Class-work Home work Quiz Class test MCQ Very short answers.
SA	MOCK EXAMINATION & REVISION	Contemporary India-2	All the chapters of 1 <sup>st</sup> Term  & All the chapters of 2 <sup>nd</sup> Term.	*Pen paper test *Quiz *HOTS & Sample paper Map work	The students will be able to develop --Application skill  Critical thinking.skill	Pen paper examination
SA	PRE- BOARD	Contemporary India-2	All the chapters of 1 <sup>st</sup> Term  & All the chapters of 2 <sup>nd</sup> Term.	*Pen paper test *Quiz *HOTS Sample paper  *Revision dates *Map work	The students will be able to develop --Application skill  Critical thinking.skill	Pen paper examination
SA	BOARD EXAMINATION	Contemporary India-2	Complete syllabus of the year.	*Pen paper test. Examination		Pen paper examination

**ARTIFICIAL INTELLIGENCE**  
**ACP FOR CLASS X**

<b>MONTH</b>	<b>CONTENT/NAME OF THE LESSON</b>	<b>LEARNING OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>LEARNING OUTCOMES</b>	<b>MODE OF ASSESSMENT</b>
April	Revisiting AI Project Cycle & Ethical Frameworks for AI	Revise AI domains, project cycle, problem scoping, data acquisition, rule-based learning, ANN	Discussion, student participation, block diagrams, presentations	Explain AI domains, ethics, problem scoping, data types, and describe rule-based learning and neural networks through discussions.	Notebook Assessment, Assignments & Worksheets, Pen Paper Test
May	Advanced Concepts of Modelling in AI	Understand AI, ML, DL; supervised, unsupervised, reinforcement learning; neural networks	Practical examples, conceptual explanation	Differentiate AI, ML, DL and apply supervised, unsupervised, reinforcement learning concepts and neural networks practically.	Notebook Assessment, Assignments & Worksheets, Pen Paper Test, Lab Assignments
July	Communication skills II	Review types of communications, barriers in communication, basic grammar skills for paragraph writing	Real-life examples, guidelines for paragraph writing	Demonstrate effective communication by overcoming barriers, and construct grammatically correct paragraphs using real-life examples.	Notebook Assessment, Assignments & Worksheets, Pen Paper Test, Lab Assignments
July	Self Management Skills II	Teach techniques to manage stress and maintain motivation	Situational discussion, psychological techniques	Apply stress management techniques and demonstrate motivation strategies through situational analysis and psychological practices.	Notebook Assessment, Assignments & Worksheets, Pen Paper Test, Lab Assignments

July	Evaluating Models	Evaluate an AI project	Explaining AI model evaluation methods	Assess AI project effectiveness using proper evaluation techniques and performance analysis methodologies.	Notebook Assessment, Assignments & Worksheets, Pen Paper Test
August	ICT Skills II	Guide about file management, device maintenance and protection from security threats	Practical examples, device performance guidelines	Manage computer files efficiently, maintain device performance, and implement security measures against potential threats effectively.	Notebook Assessment, Assignments & Worksheets, Pen Paper Test, Lab Assignments
September	Advanced Python	Learn using Anaconda and Jupyter Notebook; practice lists and tuples	Installation and usage demonstration of Anaconda and Jupyter	Install and operate Anaconda, use Jupyter Notebook, and apply Python concepts like lists and tuples in real-time applications.	Notebook Assessment, Assignments & Worksheets, Pen Paper Test, Lab Assignments
September	Entrepreneurial Skills II	Understand entrepreneurship, challenges, and rewards	Discussion on entrepreneurship expectations vs realities	Analyze entrepreneurship opportunities, challenges, and rewards through real-life discussions, fostering entrepreneurial thinking and	Notebook Assessment, Assignments & Worksheets, Pen Paper Test
October	Green Skills II	Explain world environment scenario and sustainable development goals	Discussion on environmental impacts and sustainable paths	Evaluate the impact of sustainable development and propose actionable steps towards achieving global environmental goals.	Notebook Assessment, Assignments & Worksheets, Pen Paper Test



November	Computer Vision	Explain image processing, OpenCV, and neural networks in computer vision	Discussion on digital image processing, pixels, OpenCV	Describe image recognition processes, use OpenCV tools, and explain the significance of pixels and neural networks in computer vision.	Notebook Assessment, Assignments & Worksheets, Pen Paper Test
November	Natural Language Processing	Understand NLP, chatbots, text normalization, and related techniques	Explaining NLP techniques through examples	Interpret NLP processes, create chatbots, and apply text normalization techniques to real-world language understanding problems.	Notebook Assessment, Assignments & Worksheets, Pen Paper Test
December	Statistical Data	Define statistical data; understand no-code and low-code AI	Concept explanation through examples and discussions	Explain the concept of statistical data and differentiate between no-code and low-code AI through practical examples and applications.	Notebook Assessment, Assignments & Worksheets, Pen Paper Test