

RAMJAS PUBLIC SCHOOL (DAY BOARDING)
ANNUAL CURRICULUM PLAN (2026-27)
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	<u>PROSE/ FICTION</u> 1. A LETTER TO GOD (G L Fuentes)	FIRST FLIGHT	<u>GENERAL OBJECTIVES</u> To develop an appreciation for prose as a literary genre by analyzing the narrative techniques, structure, and language used by the author. To familiarize learners with the writing style of the author and understand how his cultural background influences the story. To enhance comprehension skills through the exploration of plot development, setting, character motivations, and thematic depth. To enrich vocabulary through context-based learning and application of new words in meaningful contexts. To foster critical and creative thinking by encouraging learners to reason, interpret, infer, and justify viewpoints based on textual evidence. To interpret and evaluate key themes, such as faith, irony, and human kindness, and reflect on their relevance in	A 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. ACTIVITY – 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? Discussion on postal service and email. The students will write an article on the topic ‘Faith can move Mountains’ for the school magazine. Brainstorming of the end of lesson comprehension questions. Learners will also be shown video modules related to the lesson to enhance/	By the end of the lesson, learners will be able to: Read with correct word stress, sentence stress and intonation. Read for understanding/ comprehension both global and specific Identify and explain the key elements of the story (plot, setting, characters, and theme) with 80% accuracy in a short-answer assessment. Use at least 5 new vocabulary words from the text correctly in sentences of their own within the class period. Analyze 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. Demonstrate 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. Relate 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.

			contemporary life. <u>SPECIFIC OBJECTIVES</u> To help learners understand how unwavering faith can provide strength and hope during adversity, while also recognizing the dangers of blind faith. To encourage learners to connect literature with real-life situations, promoting empathy, ethical reasoning, and deeper personal reflection. To enable students to analyze character behavior and motivation, particularly Lencho’s innocence and perception of justice. To cultivate an understanding of situational irony, and how it adds depth and meaning to the narrative. To guide learners in articulating personal responses, both oral and written, using evidence from the text to support their views. To promote collaborative learning through discussions, debates, and role-play activities related to the story’s events and characters.	aid comprehension.	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.
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April	PT1 SA1	<u>PROSE/ FICTION</u> NELSON MANDELA: A LONG WALK TO FREEDOM (Nelson Mandela)	FIRST FLIGHT	<u>GENERAL OBJECTIVES</u> – Same as mentioned above <u>SPECIFIC OBJECTIVES</u> <i>To make the learners understand the difference between different genres of literature, in this case, an autobiography and other prose categories.</i> <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> <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> Understand the historical and political context of apartheid and Mandela’s role in the freedom struggle. Analyze the literary style and tone of Mandela’s autobiographical writing. Enhance vocabulary and comprehension through context-based learning. Relate the themes of freedom, equality, and justice to present-day scenarios.	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. Learners will also be shown video modules related to the lesson to enhance/ aid comprehension Brainstorming of the end of lesson comprehension questions. ACTIVITY – 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.	By the end of the lesson learners will be able to – Read with correct word stress, sentence stress and intonation. Read for understanding/ comprehension both global and specific. Summarize the key events in the chapter in 4–5 bullet points with 90% accuracy. Identify and explain at least three values or qualities of Mandela as reflected in the text. Use 4 new words from the lesson in meaningful sentences. Respond to 3 inferential comprehension questions using textual evidence. Draw connections between Mandela’s fight for freedom and a current global or local issue involving equality or human rights. Express personal opinions on freedom and leadership in a short paragraph or group discussion.
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April	PT1 SA1	<u>PROSE/ FICTION</u> A TRIUMPH OF SURGERY	FOOT-PRINTS WITHOUT FEET	<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> <i>The learners will be able to understand that pets have their own needs which need to be taken care of.</i> <i>They will be able to understand the evils of overindulgence, especially concerning a pet.</i> <i>Learners will be able to understand that keeping a pet is like raising a child. It has its share of responsibilities.</i> <i>Appreciate the author’s humorous and compassionate narrative style.</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. ACTIVITY – Class discussion on the how over-caring and overpampering manifests itself and its effect on individuals particularly children.	By the end of the lesson, learners will be able to: Retell the story's plot in sequence in 5–6 sentences with 90% accuracy. Identify and describe the main characters (Tricki, Mrs. Pumphrey, and the narrator) and their traits using a character map. List 4 new words or expressions from the story and use them in original sentences. Answer 3 higher-order questions involving reasoning, such as why the narrator chose a different approach for Tricki’s treatment. Explain the central theme of overindulgence and its consequences in both pets and humans in a short paragraph. Participate in a role-play or group discussion portraying Mrs. Pumphrey and the narrator to understand perspectives and build empathy.
April	PT1 & SA1	<u>POETRY</u> DUST OF SNOW (Robert Frost)	FIRST FLIGHT	<u>GENERAL OBJECTIVES</u> - To enable learners to appreciate the literary genre of poetry and appreciate the poet’s style of writing. To make the learners comprehend the literal as well as the figurative meaning of the poem.	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.	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

April	PT1 & SA1	<u>POETRY</u> FIRE AND ICE (Robert Frost)	FIRST FLIGHT	To enable the learners to understand the literary devices/figures of speech used in the poem. To develop an understanding of the themes conveyed by the poem. To enable learners to reason, recall, extrapolate, illustrate, justify etc on the basis of the text read. To enable learners to relate literature to real life. <u>SPECIFIC OBJECTIVES</u> <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> <i>To make them see the significance of small natural events in bringing about a positive change.</i> <u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> <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>	Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative. Identification and discussion of figures of speech used in the poem. The themes conveyed by the poem will be highlighted and discussed. ACTIVITY – 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? 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.	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 a learning or inspiration from it. 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
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April	PT1 & SA1	<u>PROSE/ FICTION</u> THE THIEF’S STORY (Ruskin Bond)	FOOT PRINTS WITHOUT FEET	<i>hatred. Both emotions are dangerous and may bring the world to an end.</i> <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> <i>To enable them to understand that Fire and ice, both are just as competent in bringing the world to a catastrophic end.</i> <u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> <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> <i>To also make them understand that love and kindness can transform even the most destructive minds in this world.</i>	Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative. Identification and discussion of figures of speech used in the poem. The themes conveyed by the poem will be highlighted and discussed. ACTIVITY – 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. 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. ACTIVITY – Class discussion on whether Anil and Hari Singh are found only in fiction, or are there such people in real life?	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 a learning or inspiration from it. 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.
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April/ May	PT1 & SA1	WRITING SKILL A LETTER TO AN EDITOR	-----	<i>To enable them to appreciate and understand the value of education.</i> <i>To make them understand the importance of honesty and integrity in life.</i> <u>SPECIFIC OBJECTIVES</u> <i>To enable learners to write in a style and format appropriate for writing letters to editors of newspapers and magazines.</i> <i>To enable them to plan, organize and present ideas coherently, logically and concisely.</i> <i>To help/advise them to use CODER while attempting writing tasks.</i> <i>To make them acquire the skill of introducing, developing and concluding a topic.</i>	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 – www.inklewriter.com) Preparation and distribution of handouts with format and value points to be kept in mind while framing a letter to an editor. Discussion of the format and value points. Discussion and writing of a model answer in class to make the learners understand the format and the related value points. Brainstorming of practice questions regarding the content of the letter to enable learners to write them as class task/home task.	Being able to relate literature to real life and draw learning or inspiration from it. <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> <i>The students will understand the importance of values and making life decisions.</i> The students will develop communicative skills. Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically by introducing, developing and concluding a topic. Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence.
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May	PT1 & SA1	INTEGRATED GRAMMAR EXERCISES • Editing • Gap filling • Sentence Reordering	-----	Teaching the rules of grammar related to the various topics and their application / functional usage. Reinforcement of the rules and usage. Application of language conventions and using integrated structures with accuracy and fluency.	Reinforcement of the rules and usage through exercises in the workbook and the module. Worksheets will be given for reinforcement.	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. Comprehension of concepts, critical thinking.
May	PT1 & SA1	POETRY A TIGER IN THE ZOO (Leslie Norris)	FIRST FLIGHT	<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> <i>To enable learners to understand the importance of freedom.</i> <i>To make them see the dangers of deforestation and the blessings of forestation.</i> <i>To sensitize them to the fact that all animals will be happy only in their natural habitat.</i> <i>To make them understand the responsibility of the present generation in preserving the environment and earth.</i> <i>To enable learners to understand the theme of the poem - freedom vs captivity.</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 both its meanings – literal and figurative. Identification and discussion of figures of speech used in the poem. The themes conveyed by the poem will be highlighted and discussed. ACTIVITY – Group discussion on the topic - ‘Freedom is a birthright and the most beautiful gift of God’.	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.

June	SA1 (MA1)	Holiday Homework Read a book from the list given and write a book review. Use the following guidelines to prepare the book review. ● Introduction – name of the novel, author’s name and his/her short bio-sketch. ● Plot – a brief outline of the story (200 - 250 words) ● Main characters in the novel. (Just name them) ● Your favourite character and why? ● Why would you recommend this novel to others to read? Also, design a suitable COVER for the book.		<i>Reading for pleasure and for comprehension.</i> <i>Intensive reading for understanding a novel in terms of its plot, setting, characterization and themes.</i> <i>To build interest in reading.</i>	Students will collect information about ‘Project Tiger’ and draft a poster on ‘Save the Tiger, Save Humanity’. Giving students a reading list. Giving guidelines on developing good reading habits. Discussing the guidelines for preparing a book review.	Exploratory skills. Comprehension Critical analysis to build an understanding of the content read Creativity/imagination Originality
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	SA1 (MA1)	<u>INTERDISCIPLINARY PROJECT</u> Prepare a brochure on the famous handicrafts of Lakshadweep Islands (Roll numbers 1-10). The brochure should have the following - • A cover page with the name of the island and an attractive image. • Famous handicrafts of Lakshadweep Islands - images and description. • 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.		<i>To guide the learners to explore the different aspects Andaman & 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> <i>To enable students to understand the format and value points to be kept in mind while preparing a brochure.</i> <i>To enable the students to integrate their learning by working across subject boundaries.</i>	Class discussion and brainstorming on the given topic. Giving the students guidelines on how the project is to be done. Discussion of the format and value points to be kept in mind while preparing a brochure.	Exploratory skills Comprehension Critical analysis to build an understanding of the content researched. Creativity/imagination Originality
July	SA1	<u>PROSE/ FICTION</u> FROM THE DIARY OF ANNE FRANK (Anne Frank)	FIRST FLIGHT	<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> <i>To know about WWII through the experience of Anne Frank.</i>	Introduction-Discussion on the events that lead to WWII , the Nazi Rule and the atrocities committed by Hitler on Jews. The Teacher will give an introduction to Anne Frank’s Diary of a Young Girl .	Reading with correct word stress, sentence stress and intonation. Reading for understanding/ comprehension both global and specific.

				<i>Revisit the History of Nazi Rule.</i> <i>To explore the Epistolary form of writing.</i> <i>To explore the relevance of Autobiography, as a mode of writing.</i> <i>To enable students to understand the dynamics of moral values and decision making in challenging times.</i>	The main events of Anne Frank’s life will be mapped in class. Text Exploration-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 . Focus will be brought to the Student - Teacher relationship and classroom environment. Discussion of Text based questions and identifying value points pertaining to the answers. The students can enhance their vocabulary by using the AI Tool - Semantris. Semantris (google.com)	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. The students will be able to: • Learn to appreciate the Epistolary form of writing. • The students will be encouraged to read the Autobiography of Famous Personalities. • Write a character sketch of Anne Frank and other important people in Anne Frank’s life. • Learn to analyze a text through the lens of History. • Able to identify the dynamics of morality and decision-making during challenging times.
July	SA1	<u>GRAMMAR TOPIC – TENSES</u>	-----	To enable learners to • <i>distinguish between the twelve tense forms</i>	The previous knowledge of the learners will be assessed through oral questioning.	Learners will be able to – Understand the function of tenses and their usage for accuracy in language (both spoken and

July	SA1	<u>PROSE/ FICTION</u> GLIMPSES OF INDIA • Part I: A Baker from Goa • Part II: Coorg • Part III: Tea from Assam	FIRST FLIGHT	• <i>identify incorrect and correct tenses in a text.</i> • <i>explain common verb tense errors</i> • <i>demonstrate command of the conventions of standard English grammar and their usage while speaking or writing.</i> <u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> <i>The learners will be able to</i> • <i>understand how culture and tradition influence the society</i> • <i>appreciate the facts, cultures and beauty of different places in India</i> • <i>apprehend the location, background and historical culture of Goa, Coorg and Assam.</i>	A handout will be given to the learners giving the kinds, structure and usage of the various tense forms. Each category of tenses will be taken up separately for discussion in terms of its structure and usage. Reinforcement of the rules will be done through exercises given in the worksheets shared with the learners. Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. The teacher will discuss about - • Incredible India – Rich cultures and traditions • 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. Students will research about Goa, Coorg and Assam in terms of – • Cuisines • Culture / art • Topography • Literature • History • Wildlife • Attractions	written) by the processes of noticing, identifying and applying them in use and arriving at the rules. Comprehension and understanding of concepts, critical thinking. 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.
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July/ August	SA1	<u>POETRY</u> HOW TO TELL WILD ANIMALS (Carolyn Wells)	FIRST FLIGHT	<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> <i>To develop an understanding of why</i>	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.) ● Video 1: Goan Poder & Pao - https://www.youtube.com/watch?v=ODZMNPjT7iI ● Video 2: Coorg Scotland of India, Karnataka - https://www.youtube.com/watch?v=25TEOWHaUIQ ● Video 3: The Legend of Tea - https://www.youtube.com/watch?v=HVDgRqzoXFE Brainstorming of the end of lesson comprehension questions. ACTIVITY – An open discussion on the features of these places on topics such as - Food - People - Language - Main attraction - Profession Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and	Being able to relate literature to real life and draw learning or inspiration from it. SPECIFIC OUTCOMES The students will be able to ● recognize and appreciate cultural experiences / diversity in the text and make oral and written presentations ● make use of their experiences and relate with their learning. ● use visual aids, and develop learning materials to complement and supplement the textbook ● Apprehend how history leaves a great impact even on the present. Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings. Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions,
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July/ August	SA1	<u>PROSE/ FICTION –</u>	FOOTPRIN- TS	<i>poetic liberties are permitted in language usage.</i> <i>To enable learners to appreciate the poetic language the poetess uses to treat the most ferocious animals.</i> <i>To make them understand that the humour in the poem is aimed at developing learners sensitivity to them.</i>	the rhythm in the poem. Loud reading by learners to reinforce the same. Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative. Identification and discussion of figures of speech used in the poem. The themes conveyed by the poem will be highlighted and discussed. 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? Brainstorming end of the poem comprehension questions. ACTIVITY - Poaching is a major cause of extinction of species. Learners will watch a video and discuss why poaching happens and ways to stop it. https://www.youtube.com/watch?v=yYY0Jg0qGH0 Class discussion on the author’s life and work.	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. Developing an understanding of why poetic liberties are permitted in language usage. Reading with correct word stress, sentence stress and intonation.
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		THE MIDNIGHT VISITOR (Robert Arthur)	WITHOUT FEET	<u>SPECIFIC OBJECTIVES</u> <i>Presence of mind and intelligence are more powerful than a gun.</i> <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>	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. ACTIVITY – 1) Learners will give examples from their own experience, or narrate a story, which shows someone’s presence of mind. 2) Open discussion on what learners would do in the situations described below. • A small fire starts in your kitchen. • A child starts to choke on a piece of food. • An electrical appliance starts to hiss and gives out sparks. • A bicycle knocks down a pedestrian. • It rains continuously for more than twenty-four hours. • A member of your family does not return home at the usual or expected time	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.
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July/ August	SA1	<u>WRITING SKILL -</u> ANALYTICAL PARAGRAPH WRITING	-----	<i>To enable learners to write in a style and format appropriate for analytical paragraph writing.</i> <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> <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> <i>To enable them to plan, organize and present ideas coherently, logically and concisely.</i> <i>To help/advise them to use CODER while attempting writing tasks.</i> <i>To make them acquire the skill of introducing, developing and concluding a topic using appropriate structures and vocabulary.</i>	Preparation and distribution of handouts with format and value points to be kept in mind for writing analytical paragraphs. Discussion of the format, value points, structure, vocabulary to be used. Discussion and writing of a model answer in class to make the learners understand the format and the related value points. Brainstorming of practice questions regarding the content of the letter to enable learners to write them as class task/home task.	Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically by introducing, developing and concluding a topic. Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence. Writing with objectivity, avoiding personal biases or emotions.
August	SA1	<u>POETRY</u> THE BALL POEM (JOHN BERRYMAN)	FIRST FLIGHT	<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> <i>To enable learners to appreciate the joys</i>	Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and	Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings. Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions,

August	SA1	<u>PROSE/ FICTION</u> A QUESTION OF TRUST	FOOTPRIN- TS WITHOUT FEET	<i>and pains of childhood, the speaker’s nostalgia for those carefree, innocent days.</i> <i>To also make them understand the grief loss brings – be it the loss of a thing or a loved one.</i> <i>To enable them to understand the inevitability of loss and the impermanence of things in life.</i> <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> <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> <u>GENERAL OBJECTIVES</u> – Same as mentioned earlier.	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. ACTIVITY – 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. Class discussion on the author’s life and work.	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. Reading with correct word stress, sentence stress and intonation.
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		(Horace Danby)		<u>SPECIFIC OBJECTIVES</u> <i>Cheats and burglars also expect honesty in their profession.</i> <i>Learners would try to understand the reasons that could lead a respectable man on the path of thievery</i> <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>	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. ACTIVITY – 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.	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.
August	SA1	<u>PROSE/ FICTION</u> FOOTPRINTS WITHOUT FEET (H G Wells)	FOOTPRINTS WITHOUT FEET	<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> <i>To caution learners against the misuse of science and its tremendous discoveries, as doing so can transform even the most</i>	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.	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.

August	SA1	<u>WRITING SKILLS</u> – LETTERS OF COMPLAINT	<i>brilliant scientist into a dangerous outlaw.</i> ----- <i>To enable learners to write in a style and format appropriate for writing letters of complaint.</i> <i>To enable them to plan, organize and present ideas coherently, logically and concisely.</i> <i>To help/advise them to use CODER while attempting writing tasks.</i> <i>To make them acquire the skill of introducing, developing and concluding a topic.</i>	Brainstorming of the end of lesson comprehension questions. ACTIVITY – An open discussion on the following questions Would you like to become invisible? What advantages and disadvantages do you foresee, if you did? Preparation and distribution of handouts with format and value points to be kept in mind while framing a letter of complaint. Discussion of the format and value points. Discussion and writing of a model answer in class to make the learners understand the format and the related value points. Brainstorming of practice questions regarding the content of the letter to enable learners to write them as class task/home task.	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. Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically by introducing, developing and concluding a topic. Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence.
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August/September	SA1	<u>GRAMMAR TOPIC – MODALS</u>		<i>Learners will be able to –</i> • <i>define modals</i> • <i>differentiate between the modals used for possibility, obligation, and necessity by identifying these modals in the language around them.</i> • <i>explain modal errors</i> • <i>demonstrate command of the conventions of standard English grammar and their usage while speaking or writing.</i>	The previous knowledge of the learners will be assessed through oral questioning. A handout will be given to the learners giving the kinds and usage of the various modals. Each category of modals will be taken up separately for discussion in terms of its usage. Reinforcement of the rules will be done through exercises given in the worksheets shared with the learners.	Learners will be able to – 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. Comprehension and understanding of concepts, critical thinking.
August/September	SA1	<u>GRAMMAR TOPIC- SUBJECT VERB AGREEMENT</u>		Identify the subject and verb of a sentence. Understand the rules of subject-verb agreement Practice choosing a verb that agrees with the subject of a sentence.	The previous knowledge of the learners will be assessed through oral questioning. A handout will be given to the learners giving the different rules of subject-verb agreement. Each rule will be taken up separately for discussion in terms of its usage. Reinforcement of the rules will be done through exercises given in the worksheets shared with the learners.	Learners will be able to – 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. Comprehension and understanding of concepts, critical thinking.

					<u>RUBRICS FOR ASSESSMENT FOR DIFFERENT ACTIVITIES –</u> 1) GROUP DISCUSSION/ CLASS DISCUSSION/ PRESENTATION • Research and content relevance • Connection to the theme of overcoming challenges • Group collaboration and participation • Presentation skills (clarity, confidence, engagement) • Creativity and originality in presentation • Time management during presentation 2) DEBATE ON A TOPIC • clarity of speech and articulation • Strength and relevance of arguments • Refutation and counter-arguments • Confidence and stage presence • Team coordination (for team debates) • Use of facts, examples, and evidence • Body language and eye contact • Time management and adherence to allotted time 3) FOR WRITING TASK ACTIVITIES • Clarity and coherence of ideas • Relevance to the given topic • Grammar, punctuation, and spelling • Vocabulary and language usage • Organization and structure <u>ASSESSMENT TOOLS-</u> • Class room response • Class activities • Notebook work • Periodic Tests • Term End exams • Project work • Holiday Homework
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					(introduction, body, conclusion) • Creativity and originality • Proper format and presentation • Word limit adherence 4) FOR POSTERS AND OTHER ART WORK • Creativity and originality • Relevance to the theme/topic • Visual appeal and neatness • Clarity of message or idea conveyed • Use of color, space, and layout • Effort and overall presentation • Labeling, slogans, or captions (if required) • Adherence to given instructions or guidelines 5) FOR CREATIVE WRITING ACTIVITIES – STORIES, DIALOGUES, POETRY • Originality and imagination • Creativity in plot or theme development • Clarity and coherence of ideas • Expression and emotional impact • Vocabulary and language use • Grammar, punctuation, and spelling • Structure and organization (beginning, middle, end) • Adherence to format and instructions	
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RAMJAS PUBLIC SCHOOL (DAY BOARDING)
ANNUAL CURRICULUM PLAN (2026-27)
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	<u>PROSE/ FICTION</u> MIJBIL, THE OTTER (Gavin Maxwell)	FIRST FLIGHT	<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> <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. ACTIVITY – 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	<u>POETRY</u> AMANDA (Robin Klein)	FIRST FLIGHT	<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES -</u> <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	<u>PROSE/ FICTION</u> MADAM RIDES THE BUS (Vallikkannan)	FIRST FLIGHT	<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> <i>The learners will be able to:</i> • <i>Read the lesson fluently.</i> • <i>Understand the lesson and remember the events and description.</i> • <i>Recount the story in their own words.</i> • <i>Gauge the intensity and yearning of a growing girl to explore her surroundings.</i> • <i>Gauge how the young girl comes to realize about life and death and how she</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. Anticipation and prediction Developing writing skills by integrating literature with language.

October	SA2	<u>WRITING SKILL</u> LETTERS PLACING AND CANCELLING ORDERS	-----	<i>sees the gap in human understanding of the same.</i> • <i>Infer the theme of the story.</i> • <i>Answer contextual and non-contextual questions.</i> <i>To enable learners to write in a style and format appropriate for writing letters placing and cancelling orders.</i> <i>To enable them to plan, organize and present ideas coherently, logically and concisely.</i> <i>To enable them to use CODER while attempting writing tasks.</i> <i>To make them acquire the skill of introducing, developing and concluding a topic using appropriate vocabulary and structures.</i>	ACTIVITY – 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? 2. Have you made a journey that was unforgettable in some way? What made it memorable? 3. Are you concerned about traffic and road safety? What are your concerns? How would you make road travel safer and more enjoyable? Preparation and distribution of handouts with format and value points to be kept in mind while framing a letter to an editor. Discussion of the format and value points. Discussion and writing of a model answer in class to make the learners understand the format and the related value points. Brainstorming of practice questions regarding the content of the letter to enable learners to write them as class task/home task.	Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Being able to relate literature to real life and draw learning or inspiration from it. Extrapolate the given text. Develop awareness and sensitivity to the feelings of children in regard to their desires, yearnings, curiosity and understanding. Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically by introducing, developing and concluding a topic. Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence.
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October	SA2	<u>POETRY</u> THE TREES (Adrienne Rich)	FIRST FLIGHT	<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> – <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	<u>PROSE/ FICTION</u> THE MAKING OF A SCIENTIST (Robert W Peterson)	FOOTPRINTS WITHOUT FEET	<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> <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	<u>PROSE/ FICTION</u> THE SERMON AT BENARAS (Betty Renshaw)	FIRST FLIGHT	<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> <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>	ACTIVITY – 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? 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. ACTIVITY – 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. 1. Teaching someone to understand a new or difficult idea	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. 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. 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.
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Nov	SA2	<u>POETRY</u> FOG (Carl Sandburg)	FIRST FLIGHT	<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> <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> <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>	2. Helping each other to get over difficult times 3. Thinking about oneself as unique, or as one among billions of others 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.
Nov	SA2	<u>DRAMA/ PLAY</u> THE PROPOSAL (Anton Chekov)	FIRST FLIGHT	<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier for prose lessons.	Class discussion on the author’s life and work.	Reading with correct word stress, sentence stress and intonation.

Nov	SA2	<u>PROSE/ FICTION</u> THE NECKLACE (Guy de Maupassant)	FOOTPRINTS WITHOUT FEET	<u>SPECIFIC OBJECTIVES</u> <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> <i>The learner will be able to appreciate the humour in the play resulting from situational, verbal ironies.</i>	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. ACTIVITY – 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? 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.	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. 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.
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Nov	SA2	<u>POETRY</u> THE TAIL OF CUSTARD THE DRAGON (Ogden Nash)	FIRST FLIGHT	<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> <i>They will also understand that honesty is always the best policy.</i> <u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> <i>By the end of the poem learners will be able to understand that -</i> <i>Appearances may be deceptive. Everyone has his own capabilities and should never be judged on the basis of his appearance.</i> <i>Merely outer appearances and physical strength don't make a person brave. One</i>	Understanding the lesson in terms of its plot, characters and themes. Brainstorming of the end of lesson comprehension questions. 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 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. 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.
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Nov	SA2	<u>PROSE/ FICTION</u> BHOLI (Khwaja Ahmed Abbas)	FOOTPRINTS WITHOUT FEET	<i>should have the strength of mind and self-confidence to be really great.</i> <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> <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> <i>Learners will also be able to appreciate a ballad and understand its relevance and structure.</i>	ACTIVITY – Narration of experiences by learners where they have misjudged a person based on his/ her looks and appearance.	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.
				<u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> – <i>By the end</i>	Class discussion on the author’s life and work. Reading with correct stresses and intonation.	Reading with correct word stress, sentence stress and intonation. Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating

Nov	SA2	<u>POETRY</u> FOR ANNE GREGORY (William Butler Yeats)	FIRST FLIGHT	<i>of the lesson, the learners will be able to appreciate that -</i> <i>Emotional stability and family support are crucial for a child’s healthy development.</i> <i>A strong mentor in life can help a person to become self confident and self aware.</i> <i>Education has the power to transform an individual from a meek, weak person into a fearless and courageous one.</i> <u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> - <i>By the end of the lesson, the learners will be able to appreciate that –</i> <i>The poem expresses the speaker’s adoration for Anne Gregory, and he explains to Anne,</i>	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. ACTIVITY – 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? 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.	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. 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.
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Nov – Dec	SA2	<u>DRAMA/ PLAY</u> THE BOOK THAT SAVED THE EARTH (Claire Baiko)	FOOTPRINTS WITHOUT FEET	<i>the difference between inner beauty and external beauty.</i> <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> <u>GENERAL OBJECTIVES</u> – Same as mentioned earlier. <u>SPECIFIC OBJECTIVES</u> - <i>By the end of the lesson, the learners will be able to appreciate that –</i> <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> <i>Pride will always lead to a fall.</i>	Identification and discussion of figures of speech used in the poem. The themes conveyed by the poem will be highlighted and discussed. 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. ACTIVITY – Narration of personal experience -Can you think of any incidents where you misinterpreted a word or an action? How did you resolve the misunderstanding	Reading for understanding - both global and specific. Being able to relate literature to real life and draw learning or inspiration from it. Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically by introducing, developing and concluding a topic. Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence.
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Nov – Dec	SA2	<u>WRITING SKILL</u> LETTERS OF ENQUIRY	-----	<i>To enable learners to write in a style and format appropriate for writing letters of enquiry.</i> <i>To enable them to plan, organize and present ideas coherently, logically and concisely.</i> <i>To enable them to use CODER while attempting writing tasks.</i> <i>To make them acquire the skill of introducing, developing and concluding a topic.</i> <i>To help learners develop proficiency and confidence in written communication.</i>	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. Discussion of the format and value points. Discussion and writing of model answers in class to make the learners understand the format and the related value points. Brainstorming practice questions regarding the content of the letters to enable learners to write them as class task/home task.	Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically by introducing, developing and concluding a topic. Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence.
Nov – Dec	SA2	<u>GRAMMAR TOPIC</u> REPORTED SPEECH	-----	<i>By the end of the lesson, students will be able to -</i> <i>Differentiate reported speech from direct speech by comparing their features and use.</i> <i>Understand the difference in rules of transformation based on the type of sentence involved – statement, question, imperative.</i>	The previous knowledge of the learners will be assessed through oral questioning. Prepared handouts and modules will be used to explain the rules of identification and transformation of speech – direct or reported. Reinforcement of the rules and their usage will be done through exercises in worksheets shared with the learners.	Demonstrate command over the conventions of standard English grammar and their usage while writing and speaking. Comprehension and understanding of concepts, critical thinking. Grammatical and analytical skills.

Nov – Dec	SA2	<u>GRAMMAR TOPIC</u> DETERMINERS	-----	<i>Use direct speech and reported speech appropriately in written and spoken communication.</i> 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 Identify determiners in a written text. Use determiners accurately in written and spoken communication.	The lesson will start with articles. 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?). Further, the following will be explained in the classroom with suitable examples- What are determiners Determiners vs. Pronouns Types of determiners • Articles – definite and indefinite • Demonstratives • Possessives • Quantifiers Reinforcement will be done through fill up, editing, omission exercises in worksheets shared with students.	Demonstrate command over the conventions of standard English grammar and their usage while writing and speaking. Comprehension and understanding of concepts, critical thinking. Grammatical and analytical skills. <u>ASSESSMENT TOOLS-</u> • Class room response • Class activities • Notebook work • Periodic Tests • Term End exams • Project work • Holiday Homework
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					<u>RUBRICS FOR ASSESSMENT FOR DIFFERENT ACTIVITIES –</u> 1) GROUP DISCUSSION/ CLASS DISCUSSION/ PRESENTATION • Research and content relevance • Connection to the theme of overcoming challenges • Group collaboration and participation • Presentation skills (clarity, confidence, engagement) • Creativity and originality in presentation • Time management during presentation 2) DEBATE ON A TOPIC • clarity of speech and articulation • Strength and relevance of arguments • Refutation and counter-arguments • Confidence and stage presence • Team coordination (for team debates) • Use of facts, examples, and evidence • Body language and eye contact • Time management and adherence to allotted time 3) FOR WRITING TASK ACTIVITIES • Clarity and coherence of ideas • Relevance to the given topic • Grammar, punctuation, and spelling • Vocabulary and language usage • Organization and structure	
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					(introduction, body, conclusion) • Creativity and originality • Proper format and presentation • Word limit adherence 4) FOR POSTERS AND OTHER ART WORK • Creativity and originality • Relevance to the theme/topic • Visual appeal and neatness • Clarity of message or idea conveyed • Use of color, space, and layout • Effort and overall presentation • Labeling, slogans, or captions (if required) • Adherence to given instructions or guidelines 5) FOR CREATIVE WRITING ACTIVITIES – STORIES, DIALOGUES, POETRY • Originality and imagination • Creativity in plot or theme development • Clarity and coherence of ideas • Expression and emotional impact • Vocabulary and language use • Grammar, punctuation, and spelling • Structure and organization (beginning, middle, end) • Adherence to format and instructions	
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ASSESSMENTS

<u>Date</u>	<u>Content</u>	<u>Marks</u>	<u>Learning Objectives</u>	<u>Methodology</u>	<u>Skills Developed</u>
July	TERM – I PERIODIC TEST-I/PRE MID TERM ● Reading - Unseen Passage ● Writing - Letter to the Editor ● Grammar - 1) Integrated grammar exercises such as: ○ Gap Filling ○ Editing/ Omission ○ Sentence Reordering ● Literature – i) A Letter to God (Prose) ii) Dust of Snow (Poem) iii) Fire and Ice (Poem) iv) Proposal (Drama) v) A Triumph of Surgery (Prose)	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.
	PERIODIC TEST-II / MIDTERM EXAM 1) Reading - Reading comprehension through unseen passages 2) Writing - Letters to the Editor, Letters of Complaint, Analytical Paragraph 3) Grammar – All topics done in Term 1 4) Literature – All lessons and poems taught in Term 1	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
	PERIODIC TEST-III/POST MIDTERM ● Reading - Unseen Passage ● Writing - Letters of Complaint/ Letter to the Editor/ Analytical Paragraph	40	Reinforcement of the content taught and the skills developed.	Individual assessment through a pen and paper test.	Reading comprehension, vocabulary and grammar skills

	● Grammar - Integrated grammar exercises, Reported Speech (Statements) ● Literature – i) Glimpses of India (Prose) ii) Amanda (Poem) FINAL/ BOARD EXAMS I. Reading - Reading comprehension through unseen passages II. Writing - All formal letters done in Term 1&2 and Analytical Paragraph Writing. III. Grammar- Integrated grammar exercises from all grammar topics of both terms. IV. Literature – All lessons (prose & drama) and poetry from both readers – First Flight & Footprints Without Feet	80	Reinforcement of the content taught and the skills developed.	Individual assessment through a pen and paper test.	Global comprehension of the literature content taught Critical/analytical thinking Reading comprehension, vocabulary, grammar and literature skills. Global comprehension of the literature content taught Critical/analytical thinking
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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).
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ANNUAL CURRICULUM PLAN (2026-27)

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) (ग्रीष्मावकाश गृहकार्य)	(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।	ग्रीष्मावकाश गृहकार्य द्वारा विभिन्न भाषा कौशलों को अभिव्यक्त कर सकेंगे।	रचनात्मक कार्य द्वारा
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 कार्य 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 महत्त्व 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 महत्त्व 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	सद्ब्यवहार सीखना लालच से बचने के तरीके सीखना	कहानी कथन विधि	स्तोत्र 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।

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 महत्त्व समझना तथा सहायता करना। सामाजिक कार्यों में भाग लेना सीखना। दृढ़ इच्छाशक्ति का महत्त्व समझना।	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।

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पाठ -6 मनुष्यता	August	• 1 दूसरो से न जलने की शिक्षा देना • 2 कर्मशीलता का महत्त्व तथा परोपकार की भावना का विकास करना।	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		व्याख्यान विधि पठन-पाठन विधि	स्तोत्र लेखन तथा कहानी कथन कौशल का विकास करना।	दैनिक जीवन में समय के महत्त्व तथा उपयोगिता को ध्यान में रखते हुए कार्य करेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
संचयन	August	चरित्र -निर्माण एवं मानव मूल्यों का विकास अपने कर्तव्यों के प्रति समझ का विकास	भाव स्पष्टीकरण तथा व्याख्यान विधि			
पाठ - हरिहर काका सपनों के से दिन		हिंदी साहित्य के पठान के प्रति जागरूकता पैदा करना । चरित्र -निर्माण एवं		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।

<u>व्याकरण</u>						
<u>संरचना के आधार पर वाक्य - भेद</u>	April	• वाक्यों का महत्त्व समझाना। • वाक्यों की पहचान से परिचित करना। • वाक्य संरचना पर बल देना	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।

समास	May	- समास के प्रकारों से परिचित कराना - उदाहरणों के माध्यम से समझाना।	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।
पदबंध	July	- पदबंध के प्रकारों से परिचित कराना - उदाहरणों के माध्यम से समझाना।	आगमन तथा निगमन विधि	लेखन तथा वाचन कौशल का विकास	- अपनी बात कहने के लिए भाषा के विभिन्न रूपों का प्रयोग कर सकेंगे। - व्याकरण के सही प्रयोग द्वारा शुद्ध बोलने और लिखने का प्रयास करेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।

विज्ञापन लेखन	August	व्याकरणिक इकाई के माध्यम से विज्ञापन लेखन के तरीके बताना और अभ्यास करना	आगमन तथा निगमन विधि खेल विधि	चिंतन तथा लेखन कौशल का विकास	- अपनी बात कहने के लिए विज्ञापनों के विभिन्न रूपों का प्रयोग कर सकेंगे - व्याकरण के सही प्रयोग द्वारा शुद्ध बोलने और लिखने का प्रयास करेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
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।

रचनात्मक लेखन - चित्र वर्णन - अनुच्छेद लेखन - पत्र लेखन - अपठित गद्यांश	April to September	- रुचिकर विषयों पर अपने शब्दों में लिखने का अभ्यास कराना। - अर्थग्रहण संबंधी प्रश्नों के माध्यम से अपठित गद्यांश का अभ्यास कराना। - विभिन्न क्रियाओं को दर्शाते हुए चित्र लेखन का अभ्यास कराना। - पत्र के विभिन्न भेदों का परिचय देते हुए पत्र लेखन के प्रारूप की	अवलोकन विधि स्पष्टीकरण विधि सामूहिक चर्चा विधि	सृजनात्मक लेखन व चिंतन कौशल का विकास	- विभिन्न स्थितियों व लेखन के स्वरूप के अनुसार अनुच्छेद के रूप में लिखेंगे। - अपनी कल्पना से मौलिक रचना करेंगे। - अपने अनुभवों को अपनी भाषा शैली में लिखेंगे।	रचनात्मक लेखन अभ्यास द्वारा
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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

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 कार्यो 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					
पाठ -अब कहां दूसरों के दुख से दुखी होने वाले (कहानी)	September	अपने कर्म पर विश्वास करने के लिए प्रेरित करना। संतोष ही परम धन है। इस भावना को विकसित करना।	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।

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।
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पाठ -कर चले हम फिदा (कविता)	December	- जीवन में कर्तव्य के महत्व को समझना मातृभूमि के प्रति समर्पण की भावना ,स्वार्थ कापरित्याग करना सीखना - निरंतर कर्म करने के लिए तत्पर रहने की सीख देना।	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।

पाठ -कारतूस	December	- अपने कर्म पर विश्वास करने के लिए प्रेरित करना। - संतोष ही परम धन है। इस भावना को विकसित करना।	व्याख्यान विधि पठन-पाठन विधि	लेखन ,वाचन ,पठन तथा श्रवण कौशल का विकास	पढ़ी गई सामग्री पर बेहतर समझ के लिए स्वयं प्रश्न बनाएंगे और पूछेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
पाठ -आत्मत्राण	December	जीवन में कर्तव्य के महत्व को समझना मातृभूमि के प्रति समर्पण की भावना ,स्वार्थ कापरित्याग करना सीखना	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
संचयन पाठ - टोपी शुक्ला	December	नरि	व्याख्यान विधि पठन-पाठन विधि	लेखन ,वाचन ,पठन तथा श्रवण कौशल का विकास	पढ़ी गई सामग्री पर बेहतर समझ के लिए	पाठ के अंत में दिए

<u>व्याकरण</u>						
<u>संरचना के आधार पर वाक्य - भेद</u>	October	- वाक्यों का महत्त्व समझाना। - वाक्यों की पहचान से परिचित करना। - वाक्य संरचना पर बल देना	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।
<u>समास</u>	November	- समास के प्रकारों से परिचित कराना - उदाहरणों के माध्यम से समझाना।	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	पदबंध के प्रकारों से परिचित कराना उदाहरणों के माध्यम से समझाना।	आगमन तथा निगमन विधि खेल विधि	लेखन, पठन, श्रवण तथा वाचन कौशल का विकास	- शुद्ध उच्चारण के साथ शुद्ध लेखन का प्रयास करेंगे। - वर्तनी संबंधी अशुद्धियों को भाँपेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा।
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<u>रचनात्मक लेखन</u> • चित्र वर्णन • अनुच्छेद लेखन • पत्र लेखन • अपठित गद्यांश	December	• रुचिकर विषयों पर अपने शब्दों में लिखने का अभ्यास कराना। • अर्थग्रहण संबंधी प्रश्नों के माध्यम से अपठित गद्यांश का अभ्यास कराना। • विभिन्न क्रियाओं को दर्शाते हुए चित्र लेखन का अभ्यास कराना। • पत्र के विभिन्न भेदों का परिचय देते हुए पत्र लेखन के प्रारूप की	अवलोकन विधि स्पष्टीकरण विधि सामूहिक चर्चा विधि	सृजनात्मक लेखन व चिंतन कौशल का विकास	• विभिन्न स्थितियों व लेखन के स्वरूप के अनुसार अपने अनुभवों को अपनी भाषा शैली में लिखेंगे। • अपनी कल्पना से मौलिक रचना करेंगे।	रचनात्मक लेखन के अभ्यास द्वारा
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मुहावरे	December	मुहावरों का अर्थ समझाते हुए वाक्य प्रयोग द्वारा अभ्यास कराना।	खेल विधि स्पष्टीकरण विधि	लेखन तथा ज्ञानात्मक कौशल का विकास	मुहावरों की सहायता से रोचक कहानी लिख सकेंगे।	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	मौखिक और लिखित भाषा में मुहावरों का प्रयोग करेंगे। वाक्य रचना की सहायता से अलग-अलग सूचना लिख पाएंगे	रचनात्मक लेखन के अभ्यास द्वारा

विज्ञापन लेखन	December	व्याकरणिक इकाई के माध्यम से विज्ञापन लेखन के तरीके बताना और अभ्यास करना	आगमन तथा निगमन विधि खेल विधि	लेखन तथा ज्ञानात्मक कौशल का विकास	- अपनी बात कहने के लिए विज्ञापनों के विभिन्न रूपों का प्रयोग कर सकेंगे - व्याकरण के सही प्रयोग द्वारा शुद्ध बोलने और लिखने का प्रयास करेंगे।	पाठ के अंत में दिए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कार्यपत्रिका द्वारा
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ANNUAL CURRICULUM PLAN (2026-27)

Subject: Mathematics | Class: 10th

S.No.	Task / Assessment Type	Learning Objectives	Methodology	Learning Outcomes
1	PT-1 Evaluation • Chapter 1: Real Numbers • Chapter 2: Polynomials • Chapter 14: Probability	Formal conceptual evaluation of foundational mathematical frameworks.	• Pen-and-paper examination. • Targeted application and reasoning problems.	• Accurate metrics tracking student performance in real numbers, polynomials, and basic probability. • Enhanced academic time-management skills.
2	Unit 1: Real Numbers	• Understand the Fundamental Theorem of Arithmetic and its real-world applications. • Establish the relationship: $LCM(a, b) \times HCF(a, b) = a \times b$. • Distinguish between rational and irrational numbers using decimal representations. • Formally prove the irrationality of numbers (e.g., $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$). • Analyze word problems to determine whether to apply HCF or LCM.	• Recapitulation and diagnostic warm-up sessions. • Classroom discussions and brainstorming. • Smartboard slides and targeted quizzes. • Activity: Mapping irrational numbers on a physical number line.	• Firm grip on prime factorization and divisibility characteristics. • Ability to resolve realistic word problems using factors and multiples.

S.No.	Task / Assessment Type	Learning Objectives	Methodology	Learning Outcomes
3	Unit 2: Polynomials	• Define polynomials, identify terms, coefficients, and determine degree. • Classify polynomials based on their terms and degrees. • Evaluate the value and find the zeroes of a polynomial. • Verify the relationship between the zeroes and coefficients of a polynomial. • Analyze the graphical representation of polynomial functions.	• Smartboard teaching combined with geometric visualization of algebraic curves. • Practical applications of quadratic variables. • Interactive short question rounds.	• Seamless algebraic manipulation of polynomial relationships. • Capability to infer roots and degrees directly from graphical data.
4	Unit 14: Probability	• Compute the classical probability of an event. • Verify that the sum of probabilities of all elementary events is 1. • Analyze daily-life random events (coins, dice, cards) to calculate clear likelihoods. • Recognize applications of probability in fields like genetics and risk prediction.	• Experimental tracking using actual dice, coins, and playing cards. • Class data pooling. • Educational animations showcasing complex sample spaces.	• Calculated appreciation of chance and uncertainty. • Ability to structure analytical sample spaces systematically.
5	Multiple Assessment I • Holiday Homework • Art-Integrated Activity • Interdisciplinary Project	• To reinforce abstract concepts using structural physical models. • To align core mathematics with regional Indian art and literature.	• Learning-by-doing method. • Chart layout curation, model drafting, and written assignments. • Collaborative team projects.	• Practical consolidation of classroom math. • Improved design skills and healthy peer collaboration.

S.No.	Task / Assessment Type	Learning Objectives	Methodology	Learning Outcomes
6	Subject Enrichment Activity-I	To solidify the essential mechanics of abstract numerical units.	• Hands-on laboratory activities. • Observational sheets and structured drills.	Deeper clarity of basic operations through active tactile learning.
7	Portfolio-1 (FA1)	To encourage consistent work habits, punctuality, and pride in neatness.	Systematic evaluation of notebook updates, assignment submissions, and class behavior.	Establishment of structured study patterns and meticulous record-keeping.
8	Unit 3: Pair of Linear Equations in Two Variables	• Express linear equation systems in standard algebraic form. • Differentiate between intersecting, parallel, and coincident lines graphically. • Solve pairs of equations using graphical and algebraic methods (Substitution, Elimination). • Apply algebraic equations to model and solve practical word problems.	• Experiential learning through precise graph-paper coordinates. • Brainstorming focused on elimination routines. • Step-by-step conversion of written text into algebraic equations.	• Competence in resolving dual-variable constraints. • Deep conceptual preparation for analytical coordinate graphs.
9	Unit 6: Triangles	• Differentiate clearly between similar and congruent figures. • Analyze geometric similarity properties for polygons (<i>AAA</i>, <i>SAS</i>, <i>SSS</i>). • Reproduce and apply the proof of the Basic Proportionality Theorem (BPT) and its converse. • Utilize similarity parameters to solve spatial scale and height problems.	• Deductive mathematical delivery paired with ruler constructions. • Hands-on measurement exercises to visually check scale factors. • Group analysis of structural proofs.	• Rigorous understanding of spatial scaling laws. • Ability to construct geometric proofs logically.

S.No.	Task / Assessment Type	Learning Objectives	Methodology	Learning Outcomes
10	Unit 7: Coordinate Geometry	• Map coordinates onto a Cartesian framework and understand standard axes. • Derive and apply the Distance Formula through the Pythagorean approach. • Apply the Section Formula for internal point division ratios. • Evaluate structural areas of polygons given Cartesian vertices.	• Grid-board graphing clinics. • Peer problem-solving challenges. • Real-world mapping and navigation design case examples.	• Ability to calculate spatial boundaries and separation metrics algebraically. • Foundation for vector mapping and modern tracking layouts.
11	Unit 8: Introduction to Trigonometry	• Comprehend right-triangle ratios (<i>sin, cos, tan, cot, sec, cosec</i>). • Memorize ratios for specific milestones ($0^\circ, 30^\circ, 45^\circ, 60^\circ, 90^\circ$). • Deduce solutions utilizing reciprocal and complementary angle attributes. • Verify standard trigonometric identities: $\sin^2\theta + \cos^2\theta = 1$	• Direct lectures matching mnemonic memory triggers for ratios. • Interactive geometric matching loops. • Verifying dynamic equations through side length transformations.	• Fluidity in converting angular metrics into proportional side lengths. • Strong foundation for calculus and spatial physics modeling.
12	PT-2 Evaluation • Chapter 4: Quadratic Equations • Chapter 5: Arithmetic Progressions • Chapter 10: Circles	Midterm metric measurement to evaluate advanced topic readiness.	• Time-bound written testing. • Complex operational problem tracks.	• Diagnostic overview of structural gaps before final review tracks begin. • Enhanced mathematical endurance.
13	Subject Enrichment Activity-II	To balance abstract algebraic formulas with tangibly constructed geometries.	Geometric construction laboratory tracks and calculation reviews.	Strong physical verification of formula limits.

S.No.	Task / Assessment Type	Learning Objectives	Methodology	Learning Outcomes
14	Portfolio-2 (FA2)	Continuous structural monitoring of assignment notebooks and documentation.	Comprehensive checking of index pages, neatness, and correction tasks.	Increased personal accountability and organized workspace skills.
15	Multiple Assessment II	Evaluation of adaptive student responses using alternative academic styles.	Flash quiz tracking, logic puzzles, matching games, and verbal concept challenges.	Rapid retrieval of formulas and discovery of hidden structural talents.
16	Unit 4: Quadratic Equations	- Recognize second-degree equations in standard format: $ax^2 + bx + c = 0, (a \neq 0)$ - Solve using factorization and the definitive Quadratic Formula. - Predict real vs. imaginary solutions using the discriminant ($D = b^2 - 4ac$).	- Algorithmic walkthroughs step-by-step. - Comparative drilling highlighting speed benefits of each method. - Contextual problem translation routines.	- Precise resolution of complex parabolic system formulas. - Ability to predict functional roots efficiently.
17	Unit 5: Arithmetic Progression (AP)	- Identify sequential systems behaving with common differences. - Track properties using first terms (a) and step values (d). - Derive and utilize values for individual index positions (a_n) and comprehensive sums (S_n).	- Pattern observation introductory sessions. - Financial ledger tracking models (e.g., compounding and tiering models). - Visual sequence stacking slides.	- Ability to project trend models over designated limits. - Automated tracking of logistical progression steps.

S.No.	Task / Assessment Type	Learning Objectives	Methodology	Learning Outcomes
18	Unit 9: Some Applications of Trigonometry	- Define lines of sight, elevations, and downward angles of depression. - Apply angular logic to establish real-world structural heights and spatial gaps.	- Outdoor measurement assignments using basic tracking tools. - Complex multi-triangle layout breakdowns on the board.	- Practical grasp of structural scaling. - Ease in breaking real landscapes down into manageable triangles.
19	Unit 10: Circles	- Examine tangent lines vs. secant intersection planes. - Prove tangent-to-radius orthogonal right angles at contact points. - Prove external dual tangent lengths are matching.	- Interactive spatial circle drafting. - Paper-folding demonstrations to check symmetry matching. - Rider problem breakdown maps.	- Clear geometric spatial processing competence. - Confidence in combining basic shapes inside larger proofs.
20	Unit 11: Areas Related to Circles	- Apply circle parameter rules while evaluating the constant π. - Calculate structural sectors, arc steps, and segments.	- Visual slicing demonstrations using smartboard setups. - Design templates focusing on area yields.	Precise tracking of curved geometric properties vs. straight layout boundaries.
21	Unit 12: Surface Areas and Volumes	Evaluate structural exterior bounds and capacities of complex items (cones, cylinders, spheres, cuboids).	3D wood block analysis. - Recasting visualization problems (liquid transition tracking).	Structural comprehension of volumetric boundaries and material updates.

S.No.	Task / Assessment Type	Learning Objectives	Methodology	Learning Outcomes
22	Unit 13: Statistics	• Compute mean, median, and modal values for complex grouped records. • Draft cumulative curves (Ogives) to pinpoint tracking marks graphically. • Apply structural checks using the empirical rule: <i>Mode = 3(Median) - 2(Mean)</i>	• Real class metrics evaluation clinics.	• Objective capability to transform massive information lists into actionable summaries. • Fluency in reading real-world graphical statistics.
23	Revision and Final Assessments (All Chapters)	Comprehensive review and exam preparation.	Mock test, discussions.	Consolidating complete academic learning.
24	Final Examination	Final term examination for complete syllabus.	Pen and paper test.	Demonstrating full learning achievements.

RAMJAS PUBLIC SCHOOL (DAY BOARDING)

ANNUAL CURRICULUM PLAN (2026-2027)

SUBJECT: SCIENCE

TERM - I

CLASS: X

S. N o.	FA/SA/Term	Task	Marks	Learning Objectives	Methodology	Skills To Be Developed
1	FA Term-1	PERIODIC TEST <u>Physics-</u> PERIODIC TEST CH: LIGHT: REFLECTION AND REFRACTION <u>CHEMISTRY</u> CH: CHEMICAL REACTIONS AND EQUATIONS <u>BIOLOGY</u> CH: LIFE PROCESSES (upto respiration)	5	*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	*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,	Allows students to generate ideas quickly and spontaneously. Critical thinking Creative thinking Stress management Time management Analytical ability Memory retention Drawing skills Cooperation, team work and coordination

				day study of Biology. * They would learn the basic functions and structures of various cell organelles and their importance.	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	
2.	FA Term-1	SUBJECT ENRICHMENT ACTIVITY Activities/ Experiments as per CBSE Guidelines PRACTICALS	5	*Provide opportunities to explore and work with one's hands, Observe, collect data, analyse, organize and interpret data and draw generalisations.	1.Learning by Doing Experiments keep giving students an opportunity to explore, investigate, concept clarity, reinforcement of learning	Allows stuents to genrate ides quikly and spotaneously · Critical thiking Creative thiking

		(WRITTEN + DEMO)		*Experiential Learning, learning by doing. * Provides an opportunity to work in real life situations	2.Children are encouraged for judicious use of materials and keep them back after use 3.This enables students to work together, share experiences and learn from each other	Stress maagement Time maagement Analytical abilty Memory retntion Research wok Skills of intgration Team work Interperson al relaionship
3.	FA Term-1	CW/ HW & HOLIDAY HW (ASSIGNMENTS) (Parameters of Assessment) * Timely execution * Presentation * Originality *Relevance of Topic *Content Quality	5	To help the learners to: *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	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: *Worksheet to be completed for recapitulation of the topic, meant for reinforcement of learning	Apart from developme nt of skills as: Analytical ability Time managemen t Critical thinking Stress managemen t A child also will be able to learn:

	FA Term-1	* Neatness * Creativity			*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.	Regularity in submission of work Completeness, correctness and neatness of work Overall quality of answers Better expression
4.	FA Term 1	PORTFOLIO Student portfolio is a compilation of academic work and other forms of educational evidence Assembled.	5	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,	*Tasks related to rectification of mistakes/errors - Project topics are decided/chosen	Allows students to generate ideas Critical thinking Creative thinking

				sharing and learning from each other. 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	, 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 Portfolios come in many forms, from notebooks filled with documents, notes, and graphics to online digital	Time management Analytical ability Research work Skills of integration Team work Inter-personal relationship A child also will be able to learn: Regularity in submission of work Completeness, correctness and neatness of work Overall quality of answers Better expression A portfolio is a
		TOTAL	20			

				accurate picture of what students have learned and are able to do than more traditional measures—such as standardized tests, quizzes, or final exams—that only measure what students know at a specific point in time	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	powerful tool that showcases: • Innovation. • Organization. • Creativity. • Writing skills. • Effective use of technology. • Leadership. • Initiative. • Accomplishments. Some portfolios help to
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					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	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.
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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.

SA Term -1

S. No.	FA/ SA	CHAPTER	Marks	Learning Objectives	Methodology	Skills To Be Developed
1	Physics	Chapter 9: Light-Reflection and refraction		STUDENTS WILL LEARN- Reflection of light by curved surfaces Images formed by spherical mirrors Following terms related to spherical mirrors: Centre of curvature, principal axis, principal focus, focal length Mirror formula, magnification. Refraction Laws of refraction Refractive index. Refraction of light by spherical lenses Images formed by spherical lenses Lens formula ,magnification Power of a lens	Starting with brainstorming and Oral questions Group discussions, Interactive lecture Lecture demonstration Note giving Worksheets Case study Conducting experiments The topics will be taken up using green board, smart board and text books	Analytical ability Critical thinking Students learn to generate ideas spontaneously. Logical reasoning Communication skills Alertness Art of quizzing Overall quality of expression is improved by discussion Students learn to express their answers relating them to daily life Memory retention Listening skills Drawing graphs Solving numericals Practical skills
2	SA Term 1	Chapter 10: Human eye and the		Functioning of a lens in human eye	Starting with brainstorming and Oral questions Group discussions, Interactive lecture	Analytical ability Critical thinking Students learn to generate ideas spontaneously. Logical reasoning

		colourful world		Defects of vision and their corrections Refraction of light through a prism Dispersion of light Scattering of light and its applications in daily life	Lecture demonstration Note giving Worksheets Case study Conducting experiments The topics will be taken up using green board, smart board and text books	Communication skills Alertness Art of quizzing Overall quality of expression is improved by discussion Students learn to express their answers relating them to daily life Memory retention Listening skills Drawing graphs Solving numericals Practical skills
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1	Chemistry	Chapter1: Chemical Reactions and Equations		To know what a chemical reaction is To understand different types of chemical reactions--- combination, decomposition, displacement, double displacement exothermic and endothermic reactions To understand oxidation and reduction in terms of gain and loss of oxygen and hydrogen.	Oral questions, worksheets, Note giving, interactive lecture, group discussion, HOTS questions, Home assignment, Smart board module, Quiz and MCQ Experiment :To identify different types of chemical reactions	Listening skills, clarity of concept, communication skills, comprehension, Application of knowledge, regularity, independent problem solving, observation skills
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2		CH 2: ACIDS, BASES AND SALTS	To understand what are acids, bases and salts, their general properties, examples and uses To learn about pH scale.	Oral questions, worksheets, Note giving, interactive lecture, group discussion, HOTS questions, Home assignment, Smart board module, Quiz and MCQ Experiment: To find the pH of given samples Experiment: To study the properties of acids and bases by their reaction with litmus solution, zinc metal and solid sodium carbonate	To put forth one's views, inquisitiveness, observation skills, Experimental skills, analytical skills, drawing conclusions, Application of knowledge
1	Biology	LIFE PROCESSES	Students will be able to: •Analyze the different activities that are performed by the living organisms to sustain life. •Define nutrition and explain the types of nutrition. •State the steps involved in photosynthesis. •Discuss the	Brainstorming Discussions Practical Class activity Smart Board	Comprehending and interpreting information to identify main points listening skills Observation skills Reasoning skills

			nutrition in amoeba and in human beings. •Define respiration and explain the types of cellular respiration. •Explain the transportation in humans and in plants. •Describe the excretion in humans and in plants.		
2.		CONTROL AND COORDINATION	•To compare the processes of control and coordination in plants and animals. •To identify the type of receptors and effectors involved in a sudden action. •To label the parts of human brain and list their functions. •To arrange the events that occur during a reflex action in proper sequence. •To recognize the diseases caused due to less secretion of some hormones. •To differentiate between growth independent and growth dependent	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 .	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

			movements in plants. •To apply the knowledge of functions of various plant hormones in horticulture		
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		(Asexual Reproduction)			method, giving notes, worksheets, discuss extra questions. The topics will be explained using smartboard tools and inputs from internet videos and images. Groups would be made for peer learning and class presentations.	Comprehension and memory retention critically analysis logical reasoning practical skills correlates knowledge with life like situations generate new ideas Coordination and collaboration Drawing skills
2.	FA Term-2	SUBJECT ENRICHMENT ACTIVITY Activities/ Experiments as per CBSE Guidelines PRACTICALS (WRITTEN + DEMO)	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	1.Learning by Doing Experiments keep giving students an opportunity to explore, investigate, concept clarity, reinforcement of learning 2.Children are encouraged	Allows students to generate ideas quickly and spontaneously. Critical thinking Creative thinking Stress management

					for judicious use of materials and keep them back after use 3.This enables students to work together, share experiences and learn from each other	Time management Analytical ability Memory retention Research work Skills of integration Team work Inter-personal relationship
3	FA	CW/ HW (ASSIGNMENTS) (Parameters of Assessment) * Timely execution * Presentation * Originality *Relevance of Topic *Content Quality * Neatness * Creativity	5	To help the learners to: 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	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: Worksheet to be completed for recapitulation of the topic, meant for reinforcement of learning Questions based on real life situations, interpreting	Apart from development of skills as: Analytical ability Time management Critical thinking Stress management A child also will be able to learn: Regularity in submission of work

					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 and chemical equations etc. Tasks related to rectification of mistakes/errors	Completeness, correctness and neatness of work Overall quality of answers / Better expression
	FA2	PORTFOLIO Student portfolio is a compilation of academic work and other forms of educational evidence		Students will learn the application of the concepts to the situational problems Will be able to suggest and bring out the appropriate	Students are allowed to bring or have access to resources and then are given the questions to be solved within fixed time duration	Provides a chance for students to acquire knowledge during the preparation process Enhances information retrieval skills of the students Enhances the comprehension and

4	FA2	Assembled.	5	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.	in the exam hall Questions are given prior to the exam and students can utilize their resources and present the answers during the exam.	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
		TOTAL		Objective of Portfolio (1) evaluating coursework quality, learning progress, and academic achievement; (2) determining whether students have met learning standards or other	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	A portfolio is a powerful tool that showcases: • Innovation. • Organization. • Creativity. • Writing skills. • Effective use of technology. • Leadership. • Initiative. • Accomplishments. Some portfolios help to evaluate learning

			20	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 standardized	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,	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.
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				ed tests , quizzes, or final exams—that only measure what students know at a specific point in time	multimedia presentations, spreadsheets, websites, photographs, or other digital artefacts of learning.	
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* List of Experiments

8. 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

9. Study of the comparative cleaning capacity of a sample of soap in soft and hardwater.

10. 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.

11. Determination of the equivalent resistance of two resistors when connected in series and parallel.

12. Studying (a) binary fission in Amoeba, and (b) budding in yeast with the help of prepared slides.

13. Tracing the path of the rays of light through a glass prism.

14. Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean).

SA2

S. No.	FA/ SA	CHAPTER	Marks	Learning Objectives	Methodology	Skills To Be Developed
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1.	Physics SA2	ELECTRICITY		STUDENTS WILL LEARN- About Electric charge, potential	Starting with brainstorming and Oral questions Group/ Class discussions, Interactive lecture	Analytical ability Critical thinking Students learn to generate ideas spontaneously. Logical reasoning
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			difference and electric current Ohm's law; Resistance, Resistivity Factors on which the resistance of a conductor depends Series combination of resistors Parallel combination of resistors and its applications in daily life Heating effect of electric current and its applications in daily life Electric power Interrelation between P, V, I and R	Lecture -demonstration Note giving Worksheets Case study Conducting experiments The topics will be taken up using green board, smart board and text books	Communication skills Alertness Art of quizzing Overall quality of expression is improved by discussion Students learn to express their answers relating them to daily life Memory retention Listening skills Drawing graphs Solving numericals Practical skills
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S. No .	FA/ SA	CHAPT ER	Marks	Learning Objectives	Methodolo gy	Skills To Be Developed
2.		Magnetic effects of current		STUDENTS WILL LEARN- Magnetic field, field lines Field due to a current carrying conductor Field due to current carrying coil or solenoid Force on current carrying conductor Fleming's Left Hand Rule Domestic electric circuits.	Starting with brainstorming and Oral questions Group discussions, Interactive lecture Lecture demonstration Note giving Worksheets Case study Conducting experiments The topics will be taken up using green board, smart board and text books	Analytical ability Critical thinking Students learn to generate ideas spontaneously. Logical reasoning Communication skills Alertness Art of quizzing Overall quality of expression is improved by discussion Students learn to express their answers relating them to daily life Memory retention Listening skills Drawing graphs Solving numericals Practical skills

1.	Chemistry	METALS AND NON METALS		To understand the differences between metals and non metals To have an elementary idea about ionic bonding in salts To understand about various steps involved in metallurgical processes	Oral questions, worksheets, Note giving, interactive lecture, group discussion, HOTS questions, Home assignment, Smart board module, Quiz and MCQ Experiment: To observe the action of zinc, iron, copper and aluminium metals on zinc sulphate, ferrous sulphate, copper sulphate and aluminium sulphate solutions	Listening skills, clarity of concepts, application of knowledge, Observation skills, ,experimental skills, Drawing conclusions, analytical skills
2.		CARBON AND ITS COMPOUNDS		To know about various carbon compounds and their chemical properties To have an elementary idea about covalent bonding To understand the differences between saturated and unsaturated hydrocarbons To understand the nomenclature of carbon compounds To understand the nomenclature and properties of alcohols and carboxylic acids To understand the differences between soaps and detergents	Oral questions, worksheets, Note giving, interactive lecture, group discussion, HOTS questions, Home assignment, Smart board module, Quiz and MCQ Experiment: To study the properties of acetic acid Experiment: To study saponification	Inquisitiveness, alertness, time management, application of knowledge, reasoning skills ,art of quizzing, experimental skills, drawing conclusions

				and their cleansing action Students will be able: •To categorize the types of reproduction in different organisms. •To label the different parts of reproductive systems in the flowers. •To describe the male and female reproductive systems in humans. •To identify the different parts of a flower involved in sexual reproduction in flowering plants. •To distinguish the male and female reproductive systems in humans. •To analyze different problems related with the reproductive health in human population. •To apply the knowledge related to the sexually transmitted diseases in the society. •To demonstrate various methods of prevention of the sexually transmitted diseases. Students will be able to: •State the variation at various levels.	reaction for the preparation of soap Experiment: To study cleaning capacity of a sample of soap in soft water and hard water Previous knowledge testing, class discussion, lecture method, oral questions, demonstration method, giving notes, worksheets,	Comprehension and memory retention critically analysis logical reasoning practical skills correlates knowledge with life like situations generate new ideas Coordination and collaboration Drawing skills Make comparisons
	Biology SA2 1.	How do Organisms Reproduce?				

2.		Heredity	•Demonstrate the Mendel experiment and analyze their findings. •Discuss the sex determination. •Describe the laws given by the Mendel. • Students will be able: •To define natural environment, ecosystem, And environmental issues like ozone depletion and waste management. •To explain the components of an ecosystem. •To design a model for energy flow in an ecosystem. •To analyze the consequences of adding waste into the environment and also the harmful effects of ozone depletion. •To predict the energy loss while moving from one trophic level to the next. •To propose human intervention to protect natural environment. •To evaluate and identify the biodegradable and non-biodegradable wastes. •To implement a proper action plan to dispose the waste in a proper way and to minimize the use of CFCs.	discuss extra questions. The topics will be explained using smartboard tools and inputs from internet videos and images. Groups would be made for peer learning and class presentations Oral questions Crossword puzzle Activity showing different types of Mendelian crosses Use of smart Board Class discussion	critically analyzes a situation raise questions logical reasoning practical skills correlates knowledge with life like situations generate new ideas Coordination and collaboration Drawing skills Comprehending and interpreting information to identify main points listening skills Observation skills Reasoning skills Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills
3.		Our Environment			

					Everyday examples Class activity Smart Board	
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RAMJAS PUBLIC SCHOOL (DAY BOARDING)**SESSION-2026-2027****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)	• Recognize the features of Indian nationalism through a case study of non - Cooperation Movement & Civil Disobedience Movement • Analyze the nature of the diverse social movements of the time. • Appreciate the ideas promoting Pan Indian belonging.	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)	- Familiarize with the centrality of power sharing in a democracy - Understand the working of spatial & social power sharing mechanisms. - Learn different forms of power sharings.	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)	Analyze federal provisions & institutions .	Class Discussion		

		- Understand the concept of decentralization in rural & urban areas . - Study the different features of federalism.	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)	- Identify & analyse the challenges posed by communalism to Indian democracy . - Recognize the enabling & disabling effects of caste & ethnicity in politics. - Develop a gender perspective on politics.	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.

				difference of gender religion and caste in practice in democracy.	
SA-1	Print Culture History	• Identify the link between print culture & the circulation of ideas . • Familiarize with the pictures , cartoons , extracts from propaganda literature & newspaper debates on important events & issues in the past.	Class Discussion Brain Storming Note Giving Videos Using Smart Board Group Discussion	The students will be able to compare and contrast the old traditions of hand written manuscripts versus print technology.	Pen and paper test Note book Very short questions
	MID-TERM EXAMS				
FA-2	The Age Of Industrialization (History) Periodic Test	• Familiarize with the Proto – Industrial Phase & Early factory system . • Familiarize with the process of industrialization & its impact on labour class . • Enable them to understand industrialization in the colonies with reference to Textile industries.	Class Discussion Brain Storming Note Giving Videos Using Smart Board Group Discussion	The students will be able to analyse and infer on how the industrialization	Pen and paper test Notebook

				impacted the colonies with specific focus on India.	
SA 2	Political Parties (Political Sc)	- Analyze party system in democracies. - Introduction to major political parties and their ideologies. - Enable them to understand the challenges faced by political parties . - Study the various types of party systems in the world.	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)	- Evaluate the functioning of democracies in comparison to alternative forms of governments. - Distinguish between sources of strengths & weakness of Indian Democracy .	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.	
FA/SA	TASK	Learning Objective	Methodology	Learning outcomes	
FA-1	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
FA-1	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

FA-1	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. Collaborative 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
FA-2	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
FA-2	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	The lesson will enable the learners to: 1. Examine the significance of designing suitable development goals. 2. Understand the criteria used by World Bank to compare the countries. 3. Define infant mortality rate,literacy rate and net attendance ratio. 4. Realise the importance of Public facilities.	--Textbook Reading and Explanation. --Use of Interactive boards to show videos and PPT's related to the topics. --Discussion on lower infant mortality rate in state of Kerala owing to improved literacy.	The student will be able to- 1. Analyse the multiple perspectives on the need of development. 2. Compare the per capita income of some countries and infer reasons for the variations.	Pen and paper test Multiple choice questions Note book
	L-1 Development continued	The lesson will enable the learners to: 1. Understand about the relevance of HDI in comparing the development in any two countries as well as states. 2. Analyse the casestudies based on limited ground water reserves and crude oil. 3. Appericiate the need for Sustainable development to protect environment and conserve non-renewable resources.	--Textbook Reading and Explanation. --Use of Interactive boards to show videos and PPT's related to the topics. Discussion on rising prices of crude due to Russia Ukraine war.	3. Analyse and infer how the per capita income depicts the economic condition of the nation.	

SA	L-2 Sectors of the economy	The lesson will enable the learners to : 1. To identify the Economic activities around them. 2. Understand the classification of sectors on the basis of economic activities namely primary,secondary and tertiary. 3. Explain the interdependence between the three sectors. 4. Analyse the rising importance of tertiary sector in our economy. 5. Interpret the contribution of sectors to GDP and employment with the help of bar graph . 6. Differentiate between intermediate and final goods and the problems of double counting.	--Textbook Reading and Explanation. --Use of Interactive boards to show videos and PPT's related to the topics. Discussion on expanding tertiary sector especially IT which is currently booming and contribution to GDP.	The student will be able to propose solutions to identify problems in different sectors based on their understanding.	Quiz Multiple choice questions Very short questions
SA	L-2 Sectors of the economy continued	The lesson will enable the learners to : 1. Understand about the underemployment prevalent in agriculture sector. 2. Explain the steps taken by the government to generate employment in rural areas. 3. Familiarise with Right to Work and its features. 4. Analyse the working condition of worker in organised and unorganized sector. 5. Understand about Public and Private sector.	--Textbook Reading and Explanation. --Use of Interactive boards to show videos and PPT's related to the topics. Discussion on exploitation of workers in unorganized sector and need to ensure protection of workers.	The student will be able to summarise howthe organized and unorganized sectors are providing employment.	
SA— Mid Term Exams	---Revision And PEN and Paper test	---Students will apply knowledge gained of different topics taught in the class.	---Pen and paper test. --Quiz --Peer learning	to develop --Application skillThe students will be able Critical thinking.	

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

			pertaining to developmental issues, globalisation and synthesise the details to present in the class. To research about WTO biased approach towards developed countries in recent years in agriculture.		
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

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

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

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	*To know about the concept of conventional and non - conventional sources of energy. *To know about the Meaning of Metallic ,non- Metallic ,Ferrous & Non ferrous minerals.	Videos on conventional and non - conventional sources of energy. *Videos on extraction of different minerals of India.	The students will be able to differentiate between the conventional and the non conventional sources of energy. Analyses the importance of minerals and natural resources for economic development of the country. Suggest strategies for sustainable use of natural resources.	Worksheet Pen paper test Class test HOTs
Annual Examination	L-6 Manufacturing industries	Contemporar y India-2	*To know about the concept of industries their classification *To know about the concept of contribution of industries to our national economy.	*Reference to the text book * Videos on Iron and steel industry. Videos on cotton ,sugar, jute ,IT industry and automobile industry of India.	The students will be able to enumerate the impact of manufacturing industries on the environment and development strategies for sustainable development of the manufacturing sector. Differentiate between various types of manufacturing industries based on their inputs materials processes and end product and analyse their significance in the Indian economy.	Class-work Home work Quiz Class test MCQ Very short answers.

	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.		
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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 st Term & All the chapters of 2nd 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 st Term & All the chapters of 2nd 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 (2026-27)

MONTH	CONTENT/NAME OF THE LESSON	LEARNING OBJECTIVES	METHODOLOGY	LEARNING OUTCOMES	MODE OF ASSESSMENT
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	Students will be able to: 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	Students will be able to: 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	Students will be able to: 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	Students will be able to: 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	Students will be able to: 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	Students will be able to: 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	Students will be able to: 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	Students will be able to: Analyze entrepreneurship opportunities, challenges, and rewards through real-life discussions, fostering entrepreneurial thinking and strategy formulation.	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	Students will be able to: 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	Students will be able to: 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	Students will be able to: 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	Students will be able to: 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