

# ANNUAL PEDAGOGICAL PLAN

SESSION 2024-25

STD-X

## Mathematics Curriculum Plan

### STD X

(Session:2024-25)

Month Topic	Sub Topic	Concept/Mathematics Activities	Discussion	Assignment
<b>April</b> <b>Chapter:</b> Polynomials <b>No. of</b> <b>Periods:</b> 07	<ul style="list-style-type: none"> <li>Zeroes of a polynomial.</li> <li>Relationship between zeroes and coefficients of quadratic polynomials.</li> <li>Statement and simple Problems on division algorithm for polynomials with real coefficients.</li> </ul>	<b>Lab Activity:</b> To find the no. of zeros for given quadratic and cubic polynomial using graph	Discussion of Scoring Points/ Discussion on Graphs/ Marking Scheme/Sample Questions	Assignment on Quadratic and Cubic Polynomial
<b>Chapter:</b> Pair of Linear Equations in Two Variables <b>No. of Periods:</b> 15	<ul style="list-style-type: none"> <li>Pair of linear equations in two variables and Graphical method of their solution, consistency/inconsistency.</li> <li>Algebraic conditions for number of solutions.</li> <li>Solution of a pair of linear equations in two variables algebraically-by substitution, by elimination and by cross multiplication method.</li> <li>Simple situational problems.</li> <li>Simple problems on equations reducible to a pair of linear equations.</li> </ul>	<b>Lab Activity:</b> To verify the conditions for consistency of a system of linear equations in two Variables by graphical method.		Assignment on Pair of Linear Equations in Two Variables
<b>June</b> <b>Chapter:</b> Real Numbers <b>No. of Periods:</b> 10	<ul style="list-style-type: none"> <li>Euclid's division lemma</li> <li>Fundamental Theorem of Arithmetic-statements after reviewing work done earlier and after illustrating and motivating through examples</li> <li>Proof of irrationality of <math>\sqrt{2}</math>, <math>\sqrt{3}</math>, <math>\sqrt{5}</math>.</li> <li>Decimal representation of rational numbers in terms of terminating/non-terminating recurring decimals.</li> </ul>			Assignment on Real Numbers

Month Topic	Sub Topic	Concept/MathematicsActivities	Discussion	Assignment
<b>June</b> <b>Chapter:</b> Probability <b>No. of Periods:</b> 7	<ul style="list-style-type: none"> <li>• Classicaldefinitionofprobability.</li> <li>• Simpleproblemsonfindingthe probabilityofanevent.</li> </ul>		Discussion of ScoringPoints/ Marking Scheme/Sample Questions	Assignmenton Probability
<b>June</b> <b>Chapter:</b> Quadratic Equations <b>No.ofPeriods:</b> 15	<ul style="list-style-type: none"> <li>• Standardformofaquadraticequation<math>ax^2+bx+c=0</math>, (<math>a\neq0</math>).</li> <li>• Solutionsofquadraticequations(onlyrealroots)by factorization and by using quadratic formula.</li> <li>• RelationshipbetweenDiscriminantandnatureofroots.</li> <li>• Simplesituationalproblems.</li> </ul>	<b>LabActivity</b> Todrawthegraphofaquadratic polynomialandobserve:(i)The shape of the curve when the coefficientof $x^2$ ispositive.(ii)The shape of the curve when the coefficientof $x^2$ isnegative.(iii)Its numberofzeroes.		Assignmenton Quadratic Equations
<b>July</b>	<b>UnitTest-1</b>			
<b>July</b> <b>Chapter:</b> Coordinate Geometry <b>No.ofPeriods:</b> 14	<ul style="list-style-type: none"> <li>• LINES(Intwo-dimensions)</li> <li>• CartesianPlane(2D,3D)</li> <li>• Review:Concepts ofcoordinate geometry</li> <li>• Graphsoflinear equations.</li> <li>• Distanceformulaanditsderivation.</li> <li>• Sectionformula(internaldivision)anditsderivation.</li> <li>• Areaoftriangleanditsderivation.</li> </ul>	<ol style="list-style-type: none"> <li>1) TofindtheCentroidofatriangle using paper cutting and fold activity.</li> <li>2) To observe the distance between two points of geometrical shapes "whenplacedonrotating"byusing distance formula  <math display="block">\sqrt{(x_2-x_1)^2+(y_2-y_1)^2}</math> </li> </ol>	Discussion of Scoring Points/ Marking Scheme/Sample Questions	Assignmenton Coordinate Geometry
<b>July</b> <b>Chapter:</b> Trigonometry <b>No.ofPeriods:</b> 15	<ul style="list-style-type: none"> <li>• Introductionto Trigonometry</li> <li>• Valuesofthe trigonometricratios of<math>30^\circ</math>, <math>45^\circ</math>and<math>60^\circ</math>.</li> <li>• TrigonometricratiosofComplementaryangles.</li> <li>• Relationships between theratios.</li> </ul>			Assignmenton Trigonometry

Month Topic	Sub Topic	Concept/MathematicsActivities	Discussion	Assignment
<b>August</b> <b>Chapter:</b> Some Applications of Trigonometry <b>No.ofPeriods:</b> 10	<ul style="list-style-type: none"> <li>Simple problems on heights and distances. (Problemsshouldnotinvolve morethantworight triangles)</li> <li>Anglesofelevation/depressionshouldbeonly <math>30^\circ</math>, <math>45^\circ</math> and <math>60^\circ</math></li> </ul>	To make a clinometer and use it to measure the height of an object.	Discussion of Scoring Points/ Marking Scheme/ Sample Questions	Assignment on Some Applications of Trigonometry
<b>Chapter:</b> Circles <b>No. of Periods:</b> 10	<ul style="list-style-type: none"> <li>Tangent to a circle at point of contact.</li> <li>(Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact.</li> <li>(Prove) The length of tangents drawn from an external point to a circle are equal.</li> </ul>	<b>Lab Activity:</b> To verify that the lengths of tangents drawn from an external point to a circle are equal		Assignment on Circles
<b>September</b>	<b>SA-1</b>			
<b>September</b> <b>Chapter:</b> Arithmetic Progressions <b>No.ofPeriods:</b> 12	<ul style="list-style-type: none"> <li>Motivation for studying Arithmetic Progression</li> <li>Derivation of the <math>n</math>th term and sum of the first <math>n</math> terms of A.P.</li> <li>Derivation of sum of odd natural nos.</li> <li>Derivation of sum of even natural nos.</li> </ul>	<b>Lab Activity:</b> To verify that the sum of first $n$ natural number is $n(n+1)/2$ . By graphical method	Discussion of Scoring Points/ Marking Scheme/ Sample Questions	Assignment on Arithmetic Progressions

Month Topic	Sub Topic	Concept/Mathematics Activities	Discussion	Assignment
<b>October</b> <b>Chapter:</b> Areas Related to Circles <b>No. of Periods:</b> 12	<ul style="list-style-type: none"> <li>• Introduction to area of a circle</li> <li>• Area of sectors and segments of a circle.</li> <li>• Problems based on areas and perimeter/circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of <math>60^\circ</math>, <math>90^\circ</math> and <math>120^\circ</math> only. Plane figures involving triangles, simple quadrilaterals and circle should be taken.)</li> </ul>	<b>Lab Activity:</b> <b>1)</b> To obtain the formula of area of circle i.e., $\pi r^2$ , by paper cutting and pasting. <b>2)</b> To verify that the sum of area of three sectors of same radii "r" formed at the vertices of any triangle is $\frac{1}{2}\pi r^2$ by paper cutting and pasting.	Discussion of Scoring Points/ Marking Scheme/ Sample Questions	Assignment on Areas related to Circles.
<b>Chapter:</b> Constructions <b>No. of Periods:</b> 8	<ul style="list-style-type: none"> <li>• Division of a line segment in a given ratio (internally).</li> <li>• Tangents to a circle from a point outside it.</li> <li>• Construction of triangles similar to a given triangle.</li> </ul>			Assignment on Constructio ns
<b>November</b> <b>Chapter:</b> Surface Areas and Volumes <b>No. of Periods:</b> 12	<ul style="list-style-type: none"> <li>• Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones.</li> <li>• Frustum of a cone.</li> <li>• Problems involving converting one type of metallic solid into another and other mixed problems. (Problems with combination of not more than two different solids be taken.)</li> </ul>			Assignment on Surface Areas and Volumes

<b>Chapter: Statistics</b> <b>No. of Periods: 18</b>	<ul style="list-style-type: none"> <li>• Mean, median and mode of grouped data (bimodal situation to be avoided).</li> <li>• Cumulative frequency graph.</li> <li>• Finding Median by use of graph. (Constructing less than and more than Ogive.)</li> </ul>			Assignment on Statistics
<b>December</b> <b>Chapter: Triangles</b> <b>No. of Periods: 15</b>	<ul style="list-style-type: none"> <li>• Definitions, examples, counterexamples of similar triangles.</li> <li>• (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.</li> <li>• If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.</li> <li>• If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.</li> <li>• If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar.</li> <li>• If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.</li> <li>• If a perpendicular is drawn from the vertex of the right angle of a right triangle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to each other.</li> <li>• (Prove) The ratio of the areas of two similar triangles is equal to the ratio of the squares on their corresponding sides.</li> </ul>	<b>Lab Activity:</b> <b>1)</b> To verify “the ratio of two similar triangles is equal to the ratio of the square of their corresponding sides” <b>2)</b> To verify “the basic proportionality theorem by using Parallel lines board, triangle cut outs.” <b>3)</b> To verify Pythagoras theorem.		Assignment on Triangles
<b>December</b>	<b>Pre Board Examination</b>			
<b>January</b>	<b>Revision</b>			
<b>February</b>	<b>Revision</b>			
<b>March</b>	<b>Annual Examination</b>			

## Curriculum Plan of Science

### Session (2024-25)

Month Topic	Sub Topic	Audio Visual Inputs	Concept Maps/ Diagrams/ Interdisciplinary Linkages/ Art Integration	Practical	Assignment/ Discussion
<b>April Topic:</b> Chemical Reactions and Equations <b>No. of periods:</b> 09	Chemical equation, Balanced chemical equation, implications of a balanced chemical equation, types of chemical reactions: combination, decomposition, displacement, double displacement, precipitation, neutralization, oxidation and reduction	Videos to show balancing of chemical equations, types of chemical reactions i.e., combination reactions, decomposition reactions, displacement reactions, double displacement reactions, double displacement reactions and rancidity.	<b>Interdisciplinary Linkage:</b> Maths <b>Diagrams:</b> Fig 1.2, 1.3, 1.6. (NCERT) <b>Art Integration:</b> Drawing figure of Electrolytic decomposition.	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 quicklime (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	1. Assignment on Chemical equations and reactions. 2. Discussion of Scoring Points/ Marking Scheme/ Sample Questions
<b>June Topic:</b> Acids, Bases and Salts <b>No. of periods:</b> 09	Their definitions in terms of furnishing of $H^+$ and $OH^-$ ions, General properties, examples and uses, concept of pH scale (Definition relating to logarithm not required), importance of pH in everyday life. Preparation and uses of Sodium Hydroxide, bleaching powder, baking soda, Washing soda and Plaster of Paris	Videos to show different type of indicators, neutralization reactions, pH scale and importance of pH in everyday life.	<b>Interdisciplinary Linkage:</b> Maths, Life Sciences <b>Diagrams:</b> Fig 2.1, 2.2, 2.3, 2.6, 2.8. (NCERT) <b>Art Integration:</b> Drawing pH scale.	A. Finding the pH of the following samples by using pH paper/universal indicator: (i) Dilute Hydrochloric Acid (ii) Dilute NaOH solution (iii) Dilute Ethanoic Acid solution (iv) Lemon juice (v) Water (vi) Dilute Hydrogen Carbonate solution B. Studying the properties of acids and bases (HCl & NaOH) on the basis of their reaction with: a) Litmus solution (Blue/Red) b) Zinc metal c) Solid sodium carbonate	1. Assignment on Acids, Bases and Salts. 2. Discussion of Scoring Points/ Marking Scheme/ Sample Questions

Month Topic	SubTopic	AudioVisualInputs	ConceptMaps/Diagrams/ Interdisciplinary Linkages/ArtIntegration	Practical	Assignment/ Discussion
<b>July &amp;August Topic:</b> Metals and Non-Metals <b>No. of periods:</b> 11	Properties of metals and non-metals; Reactivity series; Formation and properties of ionic compounds. Basic metallurgical processes, corrosion and its prevention.	Videos to show the difference in the physical properties of metals and non-metals, to show the formation of ionic compounds, extractions of metals and non-metals.	<b>Interdisciplinary Linkage:</b> Maths <b>Diagrams:</b> Fig 3.3, 3.4, 3.5, 3.6, 3.8, 3.10, 3.12. (NCERT) <b>Art Integration:</b> Drawing the figure to show the action of steam on a metal, formation of sodium chloride and magnesium chloride, electrolytic refining.	Observing the reaction of Zn, Fe, Cu and Al metals on the following salt solutions: i) $\text{ZnSO}_4(\text{aq})$ ii) $\text{FeSO}_4(\text{aq})$ iii) $\text{CuSO}_4(\text{aq})$ iv) $\text{Al}_2(\text{SO}_4)_3(\text{aq})$ Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Metals and Non-metals</li> <li>○ Carbon and its compounds</li> <li>○ Periodic classification of elements</li> </ul> </li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>
<b>August &amp;September Topic:</b> Carbon and its compounds <b>No. of periods:</b> 11	Covalent bonding in carbon compounds. Versatile nature of carbon. Homologous series. Nomenclature of carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes, alkanes, alkenes and alkynes), difference between saturated hydrocarbons and unsaturated hydrocarbons. Chemical properties of carbon compounds (combustion, oxidation, addition and substitution reaction). Ethanol and Ethanoic acid (only properties and uses), soaps and detergents	Videos to show that why carbon forms covalent bond formation, electron dot structure of various molecules, soap and its working.	<b>Interdisciplinary Linkage:</b> Maths <b>Diagrams:</b> Fig 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.12, 4.13. (NCERT) <b>Art Integration:</b> Drawing figures of electron dot structures of a molecule of hydrogen, Oxygen, Nitrogen, Methane, ethane, ethene, micelle, effect of soap in cleaning.	<b>Practical:</b> 1. Study of the following properties of acetic acid (ethanoic acid): i) odour ii) solubility in water iii) effect on litmus iv) reaction with Sodium Hydrogen Carbonate. 2. Study of the comparative cleaning capacity of a sample of soap in soft and hard water.	
<b>October &amp;November Topic:</b> Periodic classification of elements <b>No. of periods:</b> 5	Need for classification, Modern periodic table, gradation in properties, valency, atomic number, atomic size, metallic and non-metallic properties	Videos to show Dobereiner's Classification, Newland law of octaves, Mendeleev's classification, Trends in Modern Periodic classification.	<b>Interdisciplinary Linkage:</b> Maths <b>Diagrams:</b> Fig Table 5.6 (NCERT) <b>Art Integration:</b> Drawing Modern Periodic Table as a Teaching learning aid.	<b>Practical:</b> Discussion of Practical based questions and Revision of Practicals.	



Month Topic	SubTopic	AudioVisualInputs	ConceptMaps/Diagrams/Interdisciplinary Linkages/ Art Integration	Practical	Assignment/ Discussion
<b>April Topic:</b> Life Processes <b>No. of periods:</b> 13	<b>Periodic Test–1</b>				
	Living being. Basic concept of nutrition, respiration, transport and excretion in plants and animals.	Videos to show Stomatal opening and closing, Human digestive system, Human respiratory system, Circulation in humans, Excretory system in humans.	<b>Interdisciplinary Linkage:</b> Botany, Zoology. <b>Diagrams:</b> Fig 6.1, 6.3, 6.5, 6.6, 6.8, 6.9, 6.10, 6.11, 6.13, 6.14, (NCERT) <b>Art Integration:</b> Drawing figures of Cross section of a leaf, Open and closed stomatal pore, Nutrition in Amoeba, Human alimentary canal, breakdown of glucose by various pathways, Human respiratory system, sectional view of human heart, Double circulation, Excretory system in human beings, structure of a nephron.	1. Preparing a temporary mount of a leaf peel to show stomata. 2. Experimentally show that carbon dioxide is given out during respiration.	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Life processes</li> <li>○ Control and coordination</li> <li>○ How do organisms reproduce?</li> </ul> </li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>
<b>June Topic:</b> Control and coordination <b>No. of periods:</b> 12	Tropic movements in plants, introduction to plant hormones; control and coordination in animals, nervous system, voluntary, involuntary and reflex action. Chemical coordination: Animal hormones	Videos to show Tyndall effect, Brownian movement, Homogeneous and heterogeneous catalysis, enzyme catalysis.	<b>Concept Map:</b> Mind map to show the functions of different parts of brain. <b>Diagrams:</b> Fig 7.1, 7.2, 7.3, 7.7. (NCERT) <b>Art Integration:</b> Drawing figures to show structure of neuron, Neuromuscular junction, Reflex arc, Human Brain, Endocrine glands in human beings (a) male (b) female	Discussion of Practical based questions and Revision of Practicals.	
<b>July &amp; August Topic:</b> How do organisms reproduce? <b>No. of periods:</b> 13	Reproduction in animals and plants (asexual and sexual) reproductive health-need and methods of family planning. Safe sex versus HIV/ AIDS. Child bearing and women's health	Videos to show Binary fission in amoeba, Multiple fission in plasmodium, Regeneration in Planaria, Budding in Hydra, Spore formation in Rhizopus, L.S. of	<b>Concept Map:</b> Mind map to show the types of reproduction. <b>Diagrams:</b> Fig 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, (NCERT) <b>Art Integration:</b> Drawing figures Binary fission in amoeba, Multiple fission, Regeneration in Planaria, Budding in Hydra, Spore formation in Rhizopus, L.S. of flower, Germination of pollen on stigma, Germination, Human male	1. Studying (a) binary fission in Amoeba, and (b) budding in yeast and Hydra with the help of prepared slides. 2. Identification of the different parts of an embryo of a dicot seed	

Month Topic	SubTopic	AudioVisualInputs	ConceptMaps/Diagrams/ InterdisciplinaryLinkages/Art Integration	Practical	Assignment/ Discussion
		flower, Germination of pollenonstigma,Huma- male reproductive system,Human-female reproductive system.	reproductivesystem,Human-female reproductive system.	(Pea,gramorredkidneybean).	
<b>September &amp; October</b> <b>Topic:</b> Heredityand Evolution <b>No. of periods:</b> 12	Heredity; Mendel's contribution- Laws for inheritance of traits, sex determination: brief introduction, basic concepts ofevolution.	Videos to show Monohybrid cross, Dihybrid cross, Sex determination in Human beings,Homologousand Analogous organs, Fossils.	<b>Interdisciplinarylinkages:</b> Maths <b>Diagrams:</b> Fig 9.3, 9.4, 9.5, 9.6, (NCERT) <b>ArtIntegration:</b> Drawing the diagrams to show monohybrid cross, Dihybrid cross, Sexdeterminationinhumanbeings.	DiscussionofPracticalbased questions and Revision of Practical's.	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Heredityand Evolution.</li> <li>○ Light</li> </ul> </li> <li>• Discussion of ScoringPoints/ Marking Scheme/ Sample Questions</li> </ul>
<b>August &amp; September</b> <b>Topic:</b> Light <b>No. of periods:</b> 13	Reflection of light by curved surfaces; Images formed by spherical mirrors, centre of curvature,principalaxis, principal focus, focal length, mirror formula (Derivation not required),magnification. Refraction of light by spherical lens; Image formed by spherical lenses; Lens formula (Derivation not required);Magnification. Powerof lens.	Video to show theimage formation by concave/convex mirrors andconvexandconcave lenses, Refraction of light through a rectangular glassslab.	<b>InterdisciplinaryLinkages:</b> Maths <b>Diagrams:</b> Fig10.1,10.7,10.8,10.9, 10.10,10.12,10.16,10.17,(NCERT) <b>Art Integration:</b> Drawingfigures of Concave mirror, convex mirror, ray diagrams,fortheimageformationby aconcavemirror,formationofimage by a convex mirror, the new Cartesian Sign convention for spherical mirrors, Refraction of light through a rectangular glass slab, images formed by convex and concave lens.	1. Finding the image distance for varying object distances in case of a convex lens and drawing corresponding ray diagrams to showthenatureofimageformed. 2. Determinationofthefocallength of: i) Concavemirror ii) Convexlensbyobtainingthe image of a distantobject. 3. Tracing the path of a ray oflight passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angleofemergenceandinterpret theresult. 4. Tracingthepathoftheraysof light through a glassprism.	

Month Topic	SubTopic	AudioVisualInputs	ConceptMaps / Diagrams/ InterdisciplinaryLinkages/ ArtIntegration	Practical	Assignment/ Discussion
<b>October&amp; November Topic:</b> HumanEye andcolourful World <b>No. of periods:</b> 10	Functioningofalensinhuman eye,  Powerofaccommodationofeye, Colourvision,defectsofvisionand their correction, applications of spherical mirrors and lenses. Refractionoflightthrougha prism, dispersionofwhitelightthrough glassprism,Atmosphericrefraction- optical phenomenon in nature, scatteringoflight,Tyndalleffect, applicationsindailylife.	Videostoshowthe  workingofHuman Eye, Myopia, Hypermetropia, Dispersionofwhite light by prism, Atmospheric refraction.	<b>InterdisciplinaryLinkages:</b>  Maths <b>Diagrams:</b> Fig11.1,11.2, 11.3,11.5,11.6,11.8,11.9, 11.10, 11.12(NCERT) <b>ArtIntegration:</b> Drawing figurestoshowStructureof HumanEye,Myopiaandits correction,Hypermetropia anditscorrection,Dispersion oflightbyPrism.	DiscussionofPracticalbased  questionsandRevisionof Practicals.	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ HumanEyeand colourfulworld</li> </ul> </li> <li>• Discussion of Scoring Points/ MarkingScheme/ SampleQuestions</li> </ul>
<b>April</b>	<b>HalfYearlyExamination</b>				
<b>Topic:</b> Electricity <b>No. of periods:</b> 18	Electriccurrent,potentialdifference and electric current. Ohm's law; Resistance, Resistivity, Factors on which the resistance of a conductor depends. Series and parallel combination of resistors and its applications in daily life. Heating effect of electric current and its applications. Electric power, Interrelation between P, V, I andR.	Videos to show Ohm's Law, Series andparallelcircuits, Heating effect of electric current.	<b>InterdisciplinaryLinkages:</b>  Maths <b>Diagrams:</b> Figtable12.1, 12.3,12.6,12.7(NCERT) <b>ArtIntegration:</b> Drawing series and parallel circuits and graph of Ohm'slaw.	1. Studying the dependence of potentialdifference(V)across a resistor on the current (I) passing through it and determine its resistance. Also plotting a graph between V andI. 2. Determination of the equivalentresistanceoftwo resistors when connectedin series and parallel.	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Electricity</li> <li>○ Magneticeffect on electric current</li> </ul> </li> <li>• Discussion of Scoring Points/ MarkingScheme/ SampleQuestions</li> </ul>
<b>June Topic:</b> Magnetic Effect of electric current	Magnetic field, field lines, field due to a current carrying conductor, current carrying coil or solenoid; Forceoncurrentcarryingconductor, Fleming's Left-HandRule. Electromagneticinduction.Induced	Videos to show Magnetic field line patternaroundabar magnet, solenoid, working of an	<b>InterdisciplinaryLinkages</b> Maths (Geometry) <b>Diagrams:</b> Fig. 13.3, 13.4, 13.6,13.8,13.10,13.11, 13.12,13.13,13.15,13.17, 13.18,13.19 (NCERT)	<b>Practical:</b> DiscussionofPracticalbased questions and Revision of Practicals.	

Month Topic	SubTopic	AudioVisualInputs	Concept Maps / Diagrams/ InterdisciplinaryLinkages/Art Integration	Practical	Assignment/ Discussion
No. of periods:14	potential difference and current. Fleming’s Right-Hand Rule, Direct current.Alternatingcurrent:Frequencyof AC, Advantages of AC overDC, Domestic electric circuits.	electricmotorand working of an electricgenerator.	<b>ArtIntegration:</b> Drawingfiguresof electric motor,electricgenerator,solenoid,fieldlines around a bar magnet, magnetic field lines of the filed produced by a current carrying circular loop, electromagnetic induction.		
<b>October &amp;Novem be r Topic:</b> Sourcesof Energy <b>No. of periods:</b> 07	Different forms of energy, conventional and non-conventional sources of energy: Fossil fuels, solar energy, biogas, wind, water and tidal energy; Nuclear energy. Renewableversusnon-renewablesources of energy.	Videos to show the difference between Renewableandnon- renewablesourcesof energy, Working of Hydropower plant and biogas plant.	<b>Diagrams:</b> Fig14.3,14.4,14.6 <b>ArtIntegration:</b> DrawingfigureofHydropowerplant,biogas plant, solar cooker.	Discussion of Practicalbased questions and Revision of Practicals.	<ul style="list-style-type: none"><li>• Assignment<ul style="list-style-type: none"><li>○ Sourcesof Energy</li><li>○ Our Environment</li><li>○ Management of Natural Resources</li></ul></li><li>• Discussion of ScoringPoints/ Marking Scheme/ Sample Questions</li></ul>
<b>November Topic:</b> Our Environment <b>No. of periods:</b> 07	Eco-system, environmental problems, Ozonedepletion,wasteproductionand theirsolutions.Biodegradableandnon- biodegradable substances	Videostoshowthe concept of food chainandfoodweb.	<b>Diagrams:</b> Fig15.2,15.4. <b>ArtIntegration:</b> Drawingresonatingstructurestoexplainthe acidity of amines.	Discussion of Practicalbased questions and Revision of Practicals.	
<b>November Topic:</b> Management of Natural Resources <b>No. of periods:</b> 06	Conservation,managementandjudicious use of natural resources. Forest and wild life, coal and petroleum conservation. ExamplesofPeople’sparticipationfor conservation of natural resource. Big dams: advantages and limitations; alternatives(ifany).Waterharvesting. sustainability of natural resources	Videos to show the production ofcoal and petroleum, Sustainable management.	<b>ArtIntegration:</b> Drawingfigurestoshow water harvesting.	Discussion of Practicalbased questions and Revision of Practicals.	
<b>December</b>	<b>PreBoardExamination</b>				
<b>January</b>	<b>Revision</b>				
<b>February</b>	<b>Revision</b>				
<b>March</b>	<b>AnnualExamination</b>				

## Curriculum Plan of English Language and Literature (Session 2024-25)

Month Topic	Theme/Audio Visual Inputs	Assignment /Discussion	Listening, Speaking, Reading and Writing Skills	Core Skills/Art Integration/ Interdisciplinary Linkages
<b>April</b> First Flight <ul style="list-style-type: none"> <li>Lesson-1 A Letter to God</li> <li>Lesson-2 Nelson Mandela Long Walk to Freedom</li> <li>Lesson 3 Two Stories about Flying</li> <li>Lesson 4 Diary of Anne Frank</li> <li>Poem-1 Dust of Snow</li> <li>Poem 2 Fire and Ice</li> <li>Poem 3 A Tiger in the Zoo</li> <li>Poem 4 How to Tell Wild Animals</li> <li>Poem 5 The Ball Poem</li> </ul> Supplementary Reader <ul style="list-style-type: none"> <li>Lesson 1 A Triumph of Surgery</li> <li>Lesson 2 The Thief's Story</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the Genre <ul style="list-style-type: none"> <li>Fiction</li> <li>Autobiography</li> <li>Parable</li> <li>Mystery</li> </ul> </li> <li>Central Idea</li> <li>A/V Inputs (on the theme of literature lessons and poems)</li> </ul>	<ul style="list-style-type: none"> <li>Assignment <ul style="list-style-type: none"> <li>Literature lessons and Poems</li> </ul> </li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>Listening Skills <ul style="list-style-type: none"> <li>Dictation, Shared Reading, Oral Comprehension Check, A/V Inputs</li> </ul> </li> <li>Reading Skills <ul style="list-style-type: none"> <li>Reading for appreciation of poems, Poem Recitation, Reading for pleasure, Extended reading, Silent Reading, Scanning</li> </ul> </li> <li>Speaking Skills <ul style="list-style-type: none"> <li>Sharing a personal Experience, Poem recitation, PPT presentation</li> </ul> </li> <li>Writing Skills <ul style="list-style-type: none"> <li>Article</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Inter-disciplinary Linkage <ul style="list-style-type: none"> <li>Countries where Peso is used as a unit of currency</li> <li>History of The Treatment of the Jews in Nazi Germany</li> <li>History of Apartheid in South Africa</li> </ul> </li> <li>Core Life Skills <ul style="list-style-type: none"> <li>Empathy, Coping with Stress and Emotions, Problem Solving, Self-awareness, Decision making</li> </ul> </li> <li>Core Value Concerns <ul style="list-style-type: none"> <li>Self-confidence, Motivation, Social responsibility, Joy of Giving</li> </ul> </li> </ul>
<b>May</b> First Flight <ul style="list-style-type: none"> <li>Lesson 5 The Hundred Dresses-I</li> <li>Lesson 6 The Hundred Dresses-II</li> <li>Poem 6 Amanda</li> </ul> Supplementary Reader <ul style="list-style-type: none"> <li>Lesson 3 The Midnight Visitor</li> </ul>	<b>Periodic Test- 1</b>			
	<ul style="list-style-type: none"> <li>Understanding the Genre <ul style="list-style-type: none"> <li>Realistic Fiction</li> <li>Fantasy</li> </ul> </li> <li>Central idea</li> <li>A/V Inputs (on the theme of literature lessons and poem)</li> </ul>	<ul style="list-style-type: none"> <li>Assignment <ul style="list-style-type: none"> <li>Literature lessons and Poems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listening Skills <ul style="list-style-type: none"> <li>Dictation, Shared Reading, Oral Comprehension Check, A/V Inputs</li> </ul> </li> <li>Reading Skills <ul style="list-style-type: none"> <li>Reading for appreciation of poems, Poem Recitation, Reading for pleasure, Extended reading, Silent Reading, Scanning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Inter-disciplinary Linkage <ul style="list-style-type: none"> <li>History of Polish-American Community in the USA</li> </ul> </li> <li>Core Life Skills <ul style="list-style-type: none"> <li>Self-awareness, Empathy, Inter-personal relationship, Coping with stress and emotions, Problem solving</li> </ul> </li> </ul>

Month Topic	Theme/AudioVisual Inputs	Assignment /Discussion	Listening,Speaking,Readingand Writing Skills	CoreSkills/ArtIntegration/ Interdisciplinary Linkages
		<ul style="list-style-type: none"> <li>• Discussion of Scoring Points/ Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• SpeakingSkills <ul style="list-style-type: none"> <li>◦ Ppt.Presentation,Speech</li> </ul> </li> <li>• WritingSkills <ul style="list-style-type: none"> <li>◦ Paragraph,Article</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CoreValueConcerns <ul style="list-style-type: none"> <li>◦ Respect, Courtesy, Self confidence,Self-regulationof feelings and emotionstoface challenges of life, Decision making, Problem solving</li> </ul> </li> </ul>
<b>July</b> FirstFlight <ul style="list-style-type: none"> <li>• Lesson7GlimpsesofIndia <ul style="list-style-type: none"> <li>I. ABakerfromGoa</li> <li>II. Coorg</li> <li>III. TeafromAssam</li> </ul> </li> <li>• Poem–7Animals</li> </ul> SupplementaryReader <ul style="list-style-type: none"> <li>• Lesson4AQuestionofTrust</li> <li>• Lesson5Footprintswithout Feet</li> </ul>	<ul style="list-style-type: none"> <li>• Understandingthe Genre <ul style="list-style-type: none"> <li>◦ Satire</li> <li>◦ Nonfiction</li> </ul> </li> <li>• CentralIdea</li> <li>• A/VInputs (onthethemeof literaturelessons and poem)</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>◦ Literature lessonsand Poem</li> </ul> </li> <li>• Discussion of Scoring Points/ Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• ListeningSkills <ul style="list-style-type: none"> <li>◦ Dictation, Shared Reading, Oral ComprehensionCheck,A/VInputs</li> </ul> </li> <li>• ReadingSkills <ul style="list-style-type: none"> <li>◦ Readingforappreciationofpoems, Poem Recitation, Reading for detail, Reading for pleasure, Extended reading, Silent Reading, Scanning</li> </ul> </li> <li>• SpeakingSkills <ul style="list-style-type: none"> <li>◦ GroupDiscussion,Roleplay</li> </ul> </li> <li>• WritingSkills <ul style="list-style-type: none"> <li>◦ Story</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Inter-disciplinaryLinkage <ul style="list-style-type: none"> <li>◦ GeographicallocationofGoa, Assam,Coorg</li> <li>◦ Organisations working for AnimalWelfare–PETA,WTI, SPCA</li> </ul> </li> <li>• CoreLifeSkills <ul style="list-style-type: none"> <li>◦ Self–awareness,Criticaland Creative thinking</li> </ul> </li> <li>• CoreValuesConcern- <ul style="list-style-type: none"> <li>◦ Responsibility towards one’s work,Appreciationforbeauty and Aesthetics</li> </ul> </li> </ul>
<b>August</b> FirstFlight <ul style="list-style-type: none"> <li>• Lesson8MijbiltheOtter</li> <li>• Poem-8TheTrees</li> </ul> SupplementaryReader <ul style="list-style-type: none"> <li>• Lesson6TheMakingofa Scientist</li> <li>• Lesson7TheNecklace</li> </ul>	<ul style="list-style-type: none"> <li>• Understandingthe Genre <ul style="list-style-type: none"> <li>◦ Fiction</li> <li>◦ SymbolicPoem</li> </ul> </li> <li>• CentralIdea</li> <li>• A/VInputs (onthethemeof literaturelessons and poem)</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>◦ Literature lessonsand Poem</li> </ul> </li> <li>• Discussion of Scoring Points/ Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• ListeningSkills <ul style="list-style-type: none"> <li>◦ Dictation, Shared Reading, Oral ComprehensionCheck,A/VInputs</li> </ul> </li> <li>• ReadingSkills <ul style="list-style-type: none"> <li>◦ Readingforappreciationofpoems, Poem Recitation, Reading for detail, Reading for pleasure, Extended reading, Silent Reading, Scanning</li> </ul> </li> <li>• SpeakingSkills <ul style="list-style-type: none"> <li>◦ Poemrecitation,Debate</li> </ul> </li> <li>• WritingSkills <ul style="list-style-type: none"> <li>◦ FormalLetter</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Inter-disciplinaryLinkage <ul style="list-style-type: none"> <li>◦ Geographical and Climatic differencesbetweenLondonand Iran</li> <li>◦ ScientificsignificanceofTrees</li> </ul> </li> <li>• CoreLifeSkills <ul style="list-style-type: none"> <li>◦ Empathy,Decisionmaking</li> </ul> </li> <li>• CoreValuesConcern <ul style="list-style-type: none"> <li>◦ Love, Care and Compassion, Interpersonal relationship, Curiosityandreceptivitytonew ideas</li> </ul> </li> </ul>

Month Topic	Theme/AudioVisual Inputs	Assignment /Discussion	Listening,Speaking,Readingand Writing Skills	CoreSkills/ArtIntegration/ Interdisciplinary Linkages
<b>September</b> FirstFlight <ul style="list-style-type: none"> <li>Poem 9 Fog</li> </ul> SupplementaryReader <ul style="list-style-type: none"> <li>Lesson8TheHackDriver</li> </ul>	<b>HalfYearlyExamination</b>			
	<ul style="list-style-type: none"> <li>Understandingthe Genre <ul style="list-style-type: none"> <li>Mystery</li> </ul> </li> <li>CentralIdea</li> <li>A/VInputs (onthethemeofthe literaturelessonand poem)</li> </ul>	<ul style="list-style-type: none"> <li>Assignment <ul style="list-style-type: none"> <li>Literature lessonand poem</li> </ul> </li> <li>Discussion of Scoring Points/ Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>ListeningSkills <ul style="list-style-type: none"> <li>Dictation,OralComprehension Check, A/V Inputs</li> </ul> </li> <li>ReadingSkills <ul style="list-style-type: none"> <li>Readingforappreciationofpoems, Reading for pleasure, Extended reading, Silent Reading, Scanning</li> </ul> </li> <li>SpeakingSkills <ul style="list-style-type: none"> <li>Poemrecitation</li> </ul> </li> <li>WritingSkills <ul style="list-style-type: none"> <li>Article</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Inter-disciplinaryLinkage <ul style="list-style-type: none"> <li>Fog-howdoesit form</li> <li>DifferencebetweenFogand Mist</li> </ul> </li> <li>CoreLifeskills <ul style="list-style-type: none"> <li>Creativethinking</li> </ul> </li> <li>CoreValuesConcern <ul style="list-style-type: none"> <li>Senseofaweandwonder,Self-awareness,Socialresponsibility</li> </ul> </li> </ul>
<b>October</b> FirstFlight <ul style="list-style-type: none"> <li>Lesson9MadamRidestheBus</li> <li>Poem10TheTaleofCustardthe Dragon</li> </ul> SupplementaryReader <ul style="list-style-type: none"> <li>Lesson9Bholi</li> </ul>	<ul style="list-style-type: none"> <li>Understandingthe Genre <ul style="list-style-type: none"> <li>Fiction</li> <li>Whimsical Fantasy</li> </ul> </li> <li>CentralIdea</li> <li>A/VInputs (onthethemeof literaturelessons and poem)</li> </ul>	<ul style="list-style-type: none"> <li>Assignment <ul style="list-style-type: none"> <li>Literature lessonsand Poem</li> </ul> </li> <li>Discussion of Scoring Points/ Marking Scheme/Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>ListeningSkills <ul style="list-style-type: none"> <li>Dictation, Shared Reading, Oral ComprehensionCheck,A/VInputs</li> </ul> </li> <li>ReadingSkills <ul style="list-style-type: none"> <li>Readingforappreciationofpoems, Poem Recitation, Reading for pleasure, Extended reading, Silent Reading, Scanning</li> </ul> </li> <li>SpeakingSkills <ul style="list-style-type: none"> <li>Speech</li> </ul> </li> <li>WritingSkills <ul style="list-style-type: none"> <li>FormalLetter</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Inter-disciplinaryLinkage <ul style="list-style-type: none"> <li>ImaginationandInnocence–A Child’s Perspective on Life</li> </ul> </li> <li>CoreLifeskills <ul style="list-style-type: none"> <li>Interpersonalrelationship</li> </ul> </li> <li>CoreValuesConcern <ul style="list-style-type: none"> <li>Selfconfidence,Humilityand Politeness, Self-awareness</li> </ul> </li> </ul>
<b>November</b> FirstFlight <ul style="list-style-type: none"> <li>Lesson10TheSermonat Benaras</li> <li>Lesson11TheProposal</li> <li>Poem11ForAnneGregory</li> </ul> SupplementaryReader <ul style="list-style-type: none"> <li>Lesson10TheBookThatSaved</li> </ul>	<ul style="list-style-type: none"> <li>Understandingthe Genre- <ul style="list-style-type: none"> <li>HistoricalFiction</li> <li>One-actPlay</li> <li>Folkloreand Mythology</li> </ul> </li> <li>CentralIdea</li> </ul>	<ul style="list-style-type: none"> <li>Assignment <ul style="list-style-type: none"> <li>Literature lessonsand Poem</li> </ul> </li> <li>Discussion of ScoringPoints/ Marking</li> </ul>	<ul style="list-style-type: none"> <li>ListeningSkills <ul style="list-style-type: none"> <li>Dictation, Shared Reading, Oral ComprehensionCheck,A/VInputs</li> </ul> </li> <li>ReadingSkills <ul style="list-style-type: none"> <li>Readingforappreciationofpoems, Poem Recitation, Reading for detail, Reading for pleasure,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Inter-disciplinaryLinkage <ul style="list-style-type: none"> <li>HistoryofBuddhism</li> <li>Culturaldifferencesbetween India and Russia</li> </ul> </li> <li>CoreLifeSkills <ul style="list-style-type: none"> <li>Empathy</li> </ul> </li> </ul>

<b>Month Topic</b>	<b>Theme/AudioVisual Inputs</b>	<b>Assignment /Discussion</b>	<b>Listening,Speaking,Readingand Writing Skills</b>	<b>CoreSkills/ArtIntegration/ Interdisciplinary Linkages</b>
theEarth	<ul style="list-style-type: none"> <li>• A/V Inputs- (onthethemeof literaturelessonsand poem)</li> </ul>	Scheme/Sample Questions	Extendedreading,SilentReading, Scanning <ul style="list-style-type: none"> <li>• SpeakingSkills               <ul style="list-style-type: none"> <li>○ GroupDiscussion,TalkTime</li> </ul> </li> <li>• WritingSkills               <ul style="list-style-type: none"> <li>○ Article,Story</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CoreValuesConcern               <ul style="list-style-type: none"> <li>○ Love,CareandCompassion, interpersonal relationship, Criticalandcreativethinking</li> </ul> </li> </ul>
<b>December</b>	<b>PreBoardExamination</b>			
<b>January</b>	<b>Revision</b>			
<b>February</b>	<b>Revision</b>			
<b>March</b>	<b>BoardExaminaiton</b>			



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## Curriculum Plan of Social Science std X (Session: 2024-25)

Books prescribed: India and the contemporary world II, Contemporary India II,  
Understanding economic development, Democratic politics II

Month Topic	Sub Topic	Learning Objectives	Audio Visual Inputs	Miscellaneous	Core Skills/Art Integration/ Interdisciplinary Linkages
<b>April Topic</b> Resources and Development No. of Periods: 8	<ul style="list-style-type: none"> <li>Types of Resources</li> <li>Development of Resources</li> <li>Resource Planning in India</li> <li>Land Resources</li> <li>Land Utilization</li> <li>Land Use Pattern in India</li> <li>Land Degradation and Conservation Measures</li> <li>Soil as a resource</li> <li>Classification of Soils</li> <li>Soil Erosion and Soil Conservation</li> </ul>	<ul style="list-style-type: none"> <li>Understand the value of resources and the need for their judicious utilization and conservation.</li> </ul>	Video <ul style="list-style-type: none"> <li>Resource and Development</li> <li>Land Degradation and Conservation measures.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment               <ul style="list-style-type: none"> <li>Resources and classification</li> <li>Power Sharing</li> <li>Development</li> </ul> </li> <li>Timeline/Concept Mapping</li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Self awareness, Decision making, Observation skills, Analytical skills</li> </ul> </li> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Prepare a list of resources found in your state and also identify the resources that are important but deficit in your state.</li> </ul> </li> <li><b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>Science</li> </ul> </li> </ul>
<b>Topic:</b> Power Sharing. No. of Periods: 6	<ul style="list-style-type: none"> <li>Case Studies of Belgium and Sri Lanka</li> <li>Why power sharing is desirable?</li> <li>Forms of Power Sharing</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize with the centrality of power sharing in a democracy.</li> <li>Understand the working of spatial and social power sharing mechanisms.</li> </ul>	Video <ul style="list-style-type: none"> <li>Power sharing</li> <li>Case of Belgium and Sri Lanka</li> </ul>		<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Problem Solving, Critical Thinking, Observation skills, Logical thinking, Application, Team building</li> </ul> </li> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Read any newspaper for one week and make clippings of news related to on-going conflicts or wars.</li> </ul> </li> <li><b>Interdisciplinary Linkage</b> <ul style="list-style-type: none"> <li>History</li> </ul> </li> </ul>

<b>Topic:</b> Development <b>No.ofPeriods:</b> 11	<ul style="list-style-type: none"> <li>• What Development Promises - Different people different goals</li> <li>• Income and other goals</li> <li>• National Development</li> </ul>	<input type="checkbox"/> Familiarize with concepts of macroeconomics. <input type="checkbox"/> Understand the rationale for	Video <ul style="list-style-type: none"> <li>• Development</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Self awareness, Decision-making, Critical Thinking, Interpersonal skills</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Picture Reading and Paragraph</li> </ul> </li> </ul>
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Month Topic	SubTopic	Learning Objectives	Audio Visual Inputs	Miscellaneous	Core Skills/Art Integration/ Interdisciplinary Linkages
	<ul style="list-style-type: none"> <li>• How to compare different countries or states?</li> <li>• Income and other criteria</li> <li>• Public Facilities</li> <li>• Sustainability of development</li> </ul>	<p>overall human development in our country, which includes the rise of income, improvements in health and education rather than income.</p> <ul style="list-style-type: none"> <li>• Understand the importance of quality of life and sustainable development.</li> </ul>			<p>writing. (NCERT Pg. 7)</p> <ul style="list-style-type: none"> <li>• <b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>○ Science</li> </ul> </li> </ul>

<b>June Topic:</b> Forest and wild life resources <b>No. of Periods:</b> 8 <b>Note:</b> The chapter 'Forest and Wildlife' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.	<ul style="list-style-type: none"> <li>• Biodiversity or Biological Diversity</li> <li>• Flora and Fauna in India</li> <li>• Vanishing Forests</li> <li>• Asiatic Cheetah: Where did they go?</li> <li>• The Himalayan Yew in trouble</li> <li>• Conservation of forest and wildlife in India</li> <li>• Project Tiger</li> <li>• Types and distribution of forests and wildlife resources</li> <li>• Community and Conservation</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of forests and wild life in one environment as well as develop concept towards depletion of resources.</li> </ul>	Video <ul style="list-style-type: none"> <li>• Classification of Flora and Fauna</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment               <ul style="list-style-type: none"> <li>○ Forest and wildlife resources</li> <li>○ Water Resources</li> </ul> </li> <li>• Timeline/Concept Mapping</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Self awareness, Critical thinking, Observation Skills, Reasoning skills</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Collect more information on the wildlife sanctuaries and national parks of India and cite their locations on the map of India.</li> </ul> </li> <li>• <b>Interdisciplinary Linkage</b>                Science and History             </li> </ul>
<b>Topic:</b> Water Resources	<ul style="list-style-type: none"> <li>• Water Scarcity and The Need for Water Conservation and</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend the importance of water as a resource as well as develop awareness</li> </ul>	Video <ul style="list-style-type: none"> <li>• Rainwater harvesting</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Self awareness, Interpersonal relationship, Decision making, Analytical skills</li> </ul> </li> </ul>

Month Topic	Sub Topic	Learning Objectives	Audio Visual Inputs	Miscellaneous	Core Skills/Art Integration/ Interdisciplinary Linkages
<b>Note-</b> Chapter will be assessed in the Periodic Tests only and not in Board Examination.	Management <ul style="list-style-type: none"> <li>• Multi-Purpose River Projects and Integrated Water Resources Management</li> <li>• Rainwater Harvesting</li> </ul>	towards its judicious use and conservation.	system in India		<ul style="list-style-type: none"> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Make a list of inter-state water disputes.</li> </ul> </li> <li>• <b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>○ Science</li> </ul> </li> </ul>
	Periodic Test – 1				

<b>Topic:</b> The Rise of Nationalism in Europe. <b>No. of Periods:</b> 15	<ul style="list-style-type: none"> <li>• The French Revolution and the Idea of the Nation</li> <li>• The Making of Nationalism in Europe</li> <li>• The Age of Revolutions: 1830-1848</li> <li>• The Making of Germany and Italy</li> <li>• Visualizing the Nation</li> <li>• Nationalism and Imperialism</li> </ul>	<ul style="list-style-type: none"> <li>• Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.</li> <li>• Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalisms.</li> <li>• Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and Elsewhere.</li> </ul>	Video <ul style="list-style-type: none"> <li>• French Revolution</li> <li>• German unification</li> <li>• Italy Unification</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment               <ul style="list-style-type: none"> <li>○ French revolution and Unification in Europe</li> <li>○ Federalism</li> </ul> </li> <li>• Timeline/ Concept Mapping</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Reasoning skills, Critical thinking, Analytical skill, Decision-making</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Plot the changes drawn up by the Vienna Congress on the Map of Europe</li> </ul> </li> <li>• <b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>○ History and Geography</li> </ul> </li> </ul>
<b>Topic:</b> Federalism <b>No. of Periods:</b> 6	<ul style="list-style-type: none"> <li>• What is Federalism?</li> <li>• What makes India a Federal Country?</li> <li>•</li> </ul>		Video <ul style="list-style-type: none"> <li>• Federalism</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Reasoning skills, Critical thinking, Analytical skill, Decision making</li> </ul> </li> <li>• <b>Art Integration</b></li> </ul>

Month Topic	Sub Topic	Learning Objectives	Audio Visual Inputs	Miscellaneous	Core Skills/Art Integration/ Interdisciplinary Linkages
	<ul style="list-style-type: none"> <li>• How is Federalism practiced?</li> <li>• Decentralization in India</li> </ul>				<ul style="list-style-type: none"> <li>○ Find out about the local government in the village or town you live in.</li> <li>• <b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>○ History and Geography</li> </ul> </li> </ul>



<b>July</b> <b>Topic:</b> Consumer Rights and Projects (to be done as Project Work). <b>No. of periods:</b> 5		<ul style="list-style-type: none"> <li>Gets familiarized with the rights and duties as a consumer; and legal measures available to protect from being exploited in markets.</li> </ul>			<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Self-awareness, Analytical skill</li> </ul> </li> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Project</li> </ul> </li> </ul>
<b>Topic:</b> Democracy and Diversity. <b>No. of Periods:</b> 7 <b>Note:</b> The chapter 'Democracy and Diversity' to	<ul style="list-style-type: none"> <li>Case Studies of Mexico</li> <li>Differences, similarities and divisions</li> <li>Politics of social divisions</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the relationship between social cleavages and political competition with reference to Indian situation.</li> </ul>	Video <ul style="list-style-type: none"> <li>Overlapping and Crosscutting differences</li> </ul>	<ul style="list-style-type: none"> <li>Assignment <ul style="list-style-type: none"> <li>Democracy and Diversity</li> <li>Idea of Satyagraha, Non-Cooperation movement and Civil disobedience movement with the sense of collective belonging</li> </ul> </li> <li>Timeline/Concept Mapping</li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Interpersonal relationship, Critical thinking, Decision making</li> </ul> </li> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Draw or collect some images of social divisions in different aspects of life. Can you think of some examples of social division or discrimination in the field of sports?</li> </ul> </li> <li><b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>History</li> </ul> </li> </ul>
<b>Topic:</b> Nationalism in India. <b>No. of Periods:</b> 15	<ul style="list-style-type: none"> <li>The First World War, Khilafat and Non-Cooperation</li> <li>Differing Strands within the Movement</li> <li>Towards Civil Disobedience</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement.</li> <li></li> </ul>	Video <ul style="list-style-type: none"> <li>Jallianwala Bagh Massacre</li> <li>Non-cooperation movement</li> <li>Civil Disobedience Movement</li> </ul>		<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Interpersonal relationship, Critical thinking, Problem solving, Decision-making</li> </ul> </li> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Find out about other participants in the National</li> </ul> </li> </ul>

Month Topic	Sub Topic	Learning Objectives	Audio Visual Inputs	Miscellaneous	Core Skills/Art Integration/ Interdisciplinary Linkages
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	<ul style="list-style-type: none"> <li>• The Sense of Collective Belonging</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the nature of the diverse social movements of the time.</li> <li>• Familiarize with the writings and ideals of different political groups and individuals.</li> <li>• Appreciate the ideas promoting Pan Indian belongingness.</li> </ul>		<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Gender Religion and Caste</li> <li>○ Sectors of the Indian Economy</li> <li>○ Agriculture</li> </ul> </li> </ul>	<p>Movement who were captured and put to death by the British.</p> <ul style="list-style-type: none"> <li>• <b>Integrated linkage</b> political Science and Indian national movement.</li> </ul>
<p><b>Topic:</b> Gender Religion and Caste. <b>No of Periods:</b> 8</p>	<ul style="list-style-type: none"> <li>• Gender and Politics</li> <li>• Religion, Communalism and Politics</li> <li>• Caste and Politics</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and analyse the challenges posed by communalism to Indian democracy.</li> <li>• Recognize the enabling and disabling effects of caste and ethnicity in politics.</li> <li>• Develop a gender perspective on politics.</li> </ul>	<p>Video</p> <ul style="list-style-type: none"> <li>• Women discrimination and empowerment</li> <li>• Communalism and caste in politics</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline/Concept Mapping</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Self awareness, Critical thinking, Decision-making, Problem solving</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Time use survey on all adults (males and females) in your family</li> </ul> </li> <li>• <b>Interdisciplinary linkage</b> History</li> </ul>
<p><b>Topic:</b> Sectors of Indian Economy. <b>No of Periods:</b> 12</p>	<ul style="list-style-type: none"> <li>• Sectors of Economic Activities</li> <li>• Comparing the three sectors</li> <li>• Primary, Secondary and Tertiary Sectors in India</li> <li>• Division of sectors as organized and unorganized</li> <li>• Sectors in terms of ownership: Public and Private Sectors</li> </ul>	<ul style="list-style-type: none"> <li>• Identify major employment generating sectors.</li> <li>• Reason out the government investment in different sectors of economy.</li> </ul>	<p>Video</p> <ul style="list-style-type: none"> <li>• Sectors of the Indian Economy</li> <li>• Organized and Unorganized Sector</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Problem Solving, Self awareness, Critical thinking, Decision-making</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Classify the given list of occupations under primary secondary and tertiary sectors (NCERT Pg.21)</li> </ul> </li> <li>• <b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>○ Political Science</li> </ul> </li> </ul>

<b>Topic:</b> Agriculture <b>No of Periods:</b> 9	<ul style="list-style-type: none"> <li>• Types of farming</li> <li>• Cropping Pattern</li> <li>• Major Crops</li> <li>• Technological and</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of agriculture in national economy.</li> <li>• Identify various types of farming and discuss the various farming</li> </ul>	Video <ul style="list-style-type: none"> <li>• Different Cropping patterns in India</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Self awareness, Critical thinking, Decision making</li> </ul> </li> <li>• <b>Art Integration</b></li> </ul>
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Month Topic	Sub Topic	Learning Objectives	Audio Visual Inputs	Miscellaneous	Core Skills/Art Integration/ Interdisciplinary Linkages
	Institutional Reforms <ul style="list-style-type: none"> <li>• Impact of Globalization on Agriculture</li> </ul>	methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern. <ul style="list-style-type: none"> <li>• Explain various government policies for institutional as well as technological reforms since independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubber plantation and cotton cultivation</li> </ul>		<ul style="list-style-type: none"> <li>○ List the items which are made of rubber and are used by us</li> <li>• <b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>○ Economics</li> </ul> </li> </ul>
<b>August</b> <b>Topic:</b> Minerals and Energy Resources. <b>No of Periods:</b> 8	<ul style="list-style-type: none"> <li>• What is a mineral?</li> <li>• Mode of occurrence of Minerals</li> <li>• Ferrous and Non-Ferrous Minerals</li> <li>• Non-Metallic Minerals</li> <li>• Rock Minerals</li> <li>• Conservation of Minerals</li> <li>• Energy Resources <ul style="list-style-type: none"> <li>○ Conventional and Non-Conventional</li> <li>○ Conservation of Energy Resources</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify different types of minerals and energy resources and places of their availability</li> <li>• Feel the need for their judicious utilization</li> </ul>	Video <ul style="list-style-type: none"> <li>• Occurrence of Mineral</li> <li>• Conventional and Non-conventional resources</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Minerals and Energy Resources</li> <li>○ Money and Credit</li> </ul> </li> <li>• Timeline/ Concept Mapping</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Critical thinking, Decision-making, Analytical</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ From the map identify a thermal power station in your state and also name the fuel that is used there.</li> </ul> </li> <li>• <b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>○ Science</li> </ul> </li> </ul>

<b>Topic:</b> Money and Credit <b>No of Periods:</b> 13	<ul style="list-style-type: none"> <li>• Money as a medium of exchange</li> <li>• Modern forms of money</li> <li>• Loan activities of Banks</li> <li>• Two different credit situations</li> <li>• Terms of credit</li> <li>• Formal sector credit in India</li> <li>• Self Help Groups for the Poor</li> </ul>	<ul style="list-style-type: none"> <li>• Understand money as an economic concept.</li> <li>• Understand the role of financial institutions from the point of view of day-to-day life.</li> </ul>	Video <ul style="list-style-type: none"> <li>• Terms of Credit</li> <li>• Formal and Informal sectors</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Self awareness, Critical thinking, Decision making, Problem solving</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Classify the people into two groups based on whom you think might get a bank loan and those who might not and complete the table (NCERT Pg 53)</li> </ul> </li> <li>• <b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>○ Maths</li> </ul> </li> </ul>
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Month Topic	Sub Topic	Learning Objectives	Audio Visual Inputs	Miscellaneous	Core Skills/Art Integration/ Interdisciplinary Linkages
<b>Topic:</b> Popular Struggles and Movements (to be assessed in the Periodic Tests only and not in Board Examination) <b>No. of Periods:</b> 5	<ul style="list-style-type: none"> <li>• Popular Struggles in Nepal and Bolivia</li> <li>• Mobilization and Organization</li> <li>• Pressure Groups and Movements</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the vital role of people's struggle in the expansion of democracy.</li> </ul>	Video <ul style="list-style-type: none"> <li>• Nepal Democracy and Bolivia water war</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment             <ul style="list-style-type: none"> <li>○ Popular Struggles and Movements</li> <li>○ Political Parties</li> </ul> </li> <li>• Timeline/Concept Mapping</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Self awareness, Critical thinking, Interpersonal relationship</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Follow the news on any news TV channel for one week. Make a note of news related to pressure groups or movements representing the following sectors or sections: farmers, traders, labour, industry, environment and women.</li> </ul> </li> <li>• <b>Integrated linkage</b> <ul style="list-style-type: none"> <li>○ History</li> </ul> </li> </ul>

<b>Topic:</b> Political Parties <b>NoofPeriods:</b> 8	<ul style="list-style-type: none"> <li>• Whydoweneed PoliticalParties?</li> <li>• HowmanyParties should we have?</li> <li>• National Political PartiesandStateParties</li> <li>• ChallengestoPolitical Parties</li> <li>• HowcanPartiesbe reformed?</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse party systems in democracies.</li> <li>• Introduction to major political parties, challenges faced by them and reforms in the country.</li> </ul>	Video <ul style="list-style-type: none"> <li>• Summary of 2019elections</li> <li>• Politicalparties in India.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>CoreSkills</b> <ul style="list-style-type: none"> <li>○ Selfawareness,Critical Thinking, Decision making</li> </ul> </li> <li>• <b>ArtIntegration</b> <ul style="list-style-type: none"> <li>○ Findonephotographornews clipping from your own area for each of the functions.</li> </ul> </li> <li>• <b>Interdisciplinarylinkage</b> <ul style="list-style-type: none"> <li>○ History</li> </ul> </li> </ul>
<b>September</b>  <b>Topic: Age of Industrialization</b> <b>NoofPeriods:</b> 15	<b>Terminal examination</b>				
	<ul style="list-style-type: none"> <li>• Beforetheindustrial revolution</li> <li>• Handlabourandsteam power</li> <li>• Industrializationinthe colonies</li> <li>• Factoriescomeup</li> <li>• Thepeculiaritiesof industrial growth</li> </ul>	<ul style="list-style-type: none"> <li>• Expansionofworld trade.</li> <li>• Preference for handmadeproducts</li> <li>• Lifeofthe workers</li> </ul>	Videoonageof industrialisation	Boardquestionsto be solved	<ul style="list-style-type: none"> <li>• <b>CoreSkills</b> <ul style="list-style-type: none"> <li>○ Interpersonalrelationship, Critical thinking</li> </ul> </li> <li>• <b>ArtIntegration</b> <ul style="list-style-type: none"> <li>○ Findoutmoreaboutindustrial revolution</li> <li>○ How advertisement was a importantthingtomarketa product</li> </ul> </li> </ul>

Month Topic	SubTopic	LearningObjectives	Audio Visual Inputs	Miscellaneous	CoreSkills/ArtIntegration/ Interdisciplinary Linkages
	<ul style="list-style-type: none"> <li>Marketforgoods</li> </ul>	<ul style="list-style-type: none"> <li>Theearlyentrepreneurs.</li> <li>Coloniallimitationsover Indian merchants</li> <li>Smallscaleindustries predominate</li> <li>Roleofweavers.</li> <li>Initialstageofadvertisingin India</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li><b>Interdisciplinarylinkage</b> <ul style="list-style-type: none"> <li>Economics,<b>International</b> PoliticsandScience</li> </ul> </li> </ul>
<b>OctoberTopic:</b> Manufacturing Industries <b>NoofPeriods:</b> 8	<ul style="list-style-type: none"> <li>Importanceofmanufacturing</li> <li>ContributionofIndustry to National Economy</li> <li>IndustrialLocation</li> <li>ClassificationofIndustries</li> <li>Spatialdistribution</li> <li>Industrialpollutionand environmental degradation</li> <li>Control of Environmental Degradation</li> </ul>	<ul style="list-style-type: none"> <li>Bring out the importance of industries in the national economy as well as understand the regional disparitieswhichresulteddue to concentration of industries in some areas.</li> <li>Discusssthe needforaplanned industrial development and debate over the role of government towards sustainabledevelopment.</li> </ul>	Video <ul style="list-style-type: none"> <li>Classificati on of Industries and Industrial pollution.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment <ul style="list-style-type: none"> <li>Manufactur ing Industries</li> <li>Outcome s of Democra cy</li> </ul> </li> <li>Timeline/ Concept Mapping</li> <li>Discussion of ScoringPoints/ Marking Scheme/ Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li><b>CoreSkills</b> <ul style="list-style-type: none"> <li>Selfawareness,Decision making</li> </ul> </li> <li><b>ArtIntegration</b> <ul style="list-style-type: none"> <li>Collect information about steel plants located in your Stateandshowthemonthe Map of India</li> </ul> </li> <li><b>Integratedlinkage</b> <ul style="list-style-type: none"> <li>EconomicsandScience</li> </ul> </li> </ul>
<b>Topic:</b> Outcomesof Democracy <b>NoofPeriods:</b> 5	<ul style="list-style-type: none"> <li>Howdoweassess democracy's outcomes?</li> <li>Accountable responsive andlegitimategovernment</li> <li>Economicgrowth and development</li> <li>Reductionofinequality and poverty</li> <li>Accommodationof social diversity</li> <li>Dignityandfreedomof the citizens</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the functioning of democraciesincomparison to alternative forms of governments.</li> <li>Understand the causes for continuationofdemocracyin India.</li> <li>Distinguish between sourcesofstrengthsandweaknes sesof Indian democracy.</li> </ul>	Video <ul style="list-style-type: none"> <li>Outcomes of Democrac y.</li> </ul>		<ul style="list-style-type: none"> <li><b>CoreSkills</b> <ul style="list-style-type: none"> <li>Problemsolving,Decision making</li> </ul> </li> <li><b>ArtIntegration</b> <ul style="list-style-type: none"> <li>PictureInterpretation (NCERT – Pg. 93)</li> </ul> </li> <li><b>Interdisciplinarylinkage</b> <ul style="list-style-type: none"> <li>Economicsandhistory</li> </ul> </li> </ul>

Month Topic	SubTopic	LearningObjectives	AudioVisual Inputs	Miscellaneous	CoreSkills/ArtIntegration/ Interdisciplinary Linkages
<b>Topic:</b> Globalization & the Indian Economy <b>No of Periods:</b> 14	<ul style="list-style-type: none"> <li>• Production across countries</li> <li>• Interlinking production across countries</li> <li>• Foreign Trade and integration of markets</li> <li>• What is globalization?</li> <li>• Factors that have enabled Globalization</li> <li>• World Trade Organisation</li> <li>• Impact of Globalization on India</li> <li>• The Struggle for a</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the working of the Global Economic phenomenon.</li> </ul>	Video <ul style="list-style-type: none"> <li>• Globalization</li> <li>• World Trade organization</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment               <ul style="list-style-type: none"> <li>○ Globalization</li> </ul> </li> <li>• Timeline/ Concept Mapping</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Self-awareness, Interpersonal relationship</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Take some branded products that we use daily (soaps, garments, electronic goods, etc.). Check which of these are produced by MNCs?</li> </ul> </li> <li>• <b>Interdisciplinary linkage</b> History</li> </ul>
<b>November Topic:</b> The Print Culture and the Modern World <b>No of Periods:</b> 15	<ul style="list-style-type: none"> <li>• The First Printed Books</li> <li>• Print Comes to Europe</li> <li>• The Print Revolution and its Impact</li> <li>• The Reading Mania</li> <li>• The Nineteenth Century</li> <li>• India and the World of print</li> <li>• Religious Reform and Public Debates</li> <li>• New Forms of Publication</li> <li>• Print and Censorship</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the link between print culture and the circulation of ideas.</li> <li>• Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.</li> <li>• Understand that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.</li> </ul>	Video <ul style="list-style-type: none"> <li>• Print in Europe and Gutenberg Printing Press</li> <li>• Print in India</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment               <ul style="list-style-type: none"> <li>○ Print in Europe and India</li> <li>○ Lifelines of national Economy</li> </ul> </li> <li>• Timeline/ Concept Mapping</li> <li>• Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Interpersonal relationship, Critical Thinking, Analytical skills</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ You are a bookseller advertising the availability of new cheap printed books. Design a poster for your shop window.</li> </ul> </li> <li>• <b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>○ Science and Technology</li> </ul> </li> </ul>
<b>Topic:</b> Lifelines of National Economy	<ul style="list-style-type: none"> <li>• Transport – Roadways, Railways, Pipelines, Waterways, Airways</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of transport and communication in the ever-shrinking world.</li> </ul>	Video <ul style="list-style-type: none"> <li>• Golden Quadrilateral</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Interpersonal relationship, Decision making, Self awareness</li> </ul> </li> </ul>

Month Topic	SubTopic	LearningObjectives	AudioVisual Inputs	Miscellaneous	CoreSkills/ArtIntegration/ Interdisciplinary Linkages
No of Periods: 7	<ul style="list-style-type: none"> <li>Communication</li> <li>International Trade</li> <li>Tourism as a Trade</li> </ul>	<ul style="list-style-type: none"> <li>Understand the role of trade and tourism in the economic development of a country.</li> </ul>	Video <ul style="list-style-type: none"> <li>Indian Railways and Waterways</li> </ul>		<ul style="list-style-type: none"> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Find out the current Railway zones and their headquarters. Also locate the headquarters of Railway zones on the map of India.</li> </ul> </li> <li><b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>History and Economics</li> </ul> </li> </ul>
<b>Topic:</b> Challenges to Democracy (to be assessed in the Periodic Tests only and not in Board Examination) <b>No of Periods: 5</b>	<ul style="list-style-type: none"> <li>Thinking about challenges</li> <li>Thinking about Political Reforms</li> <li>Redefining democracy</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the different kinds of measures possible to deepen democracy.</li> <li>Promote an active and participatory citizenship.</li> </ul>	Video <ul style="list-style-type: none"> <li>Challenges of Democracy</li> </ul>	<ul style="list-style-type: none"> <li>Assignment               <ul style="list-style-type: none"> <li>Challenges of Democracy</li> </ul> </li> <li>Timeline/ Concept Mapping</li> <li>Discussion of Scoring Points/ Marking Scheme/ Sample Questions</li> </ul>	<ul style="list-style-type: none"> <li><b>Core Skills</b> <ul style="list-style-type: none"> <li>Problem solving, Critical thinking, Decision-making</li> </ul> </li> <li><b>Art Integration</b> <ul style="list-style-type: none"> <li>Case and Context with description of challenge (NCERT–Pg. 103, 104)</li> </ul> </li> <li><b>Interdisciplinary linkage</b> <ul style="list-style-type: none"> <li>History</li> </ul> </li> </ul>
<b>December</b>	<b>Periodic Test–2</b>				
<b>December</b>	<b>Preboard 1</b>				
<b>January</b>	<b>Preboard 2</b>				
<b>February</b>	<b>Annual Examination</b>				



# **ANNUAL CURRICULUM PLAN**

**CLASS-**

**X (SESSION: 2024-25)**

**Computer Science**

**Schedule & Syllabus (Projects) (Session:  
2019-2020)**

<b>Computer Science</b>	<b>Term-1</b>	<b>Term-2</b>
	<ul style="list-style-type: none"><li>➤ <b>HTML Project</b><ul style="list-style-type: none"><li>• Economic Sectors of India</li></ul></li><li>➤ <b>PowerPoint Presentation</b><ul style="list-style-type: none"><li>• Election-</li></ul></li></ul>	<ul style="list-style-type: none"><li>➤ <b>XML Project</b><ul style="list-style-type: none"><li>• SKIS Club</li><li>• Movie Mania</li><li>• Café Menu</li></ul></li><li>➤ <b>PowerPoint Presentation</b><ul style="list-style-type: none"><li>• Natural Disaster</li></ul></li></ul>

## Curriculum Plan of Computer Science (Session: 2024-25)

**Book Prescribed: Zoom Into Computers**

Month	Theory	Activities	Practical/Project
<b>April-</b> Learn To Use Access 2007	<ul style="list-style-type: none"> <li>➤ Introduction of HTML</li> <li>➤ Features of HTML</li> <li>➤ Tools required to create a web page</li> <li>➤ Terms in HTML</li> <li>➤ Structure of an HTML Document</li> <li>➤ Creating &amp; saving HTML document with text editor</li> <li>➤ Viewing an HTML document in web browser</li> <li>➤ Adding headers</li> <li>➤ Adding paragraphs</li> <li>➤ Adding line breaks</li> <li>➤ Drawing horizontal line               <ul style="list-style-type: none"> <li>• adding color, width to lines</li> </ul> </li> <li>➤ Formatting text</li> <li>➤ Marquee text</li> <li>➤ Adding comments</li> <li>➤ Setting background color</li> <li>➤ Inserting images</li> <li>➤ Setting image as a background</li> <li>➤ Creating lists</li> <li>➤ Creating Tables</li> <li>➤ Inserting pictures, images</li> <li>➤ Inserting Hyperlink</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand the tools required to create web page               <ul style="list-style-type: none"> <li>• Text editor</li> <li>• A Web Browser</li> <li>• A web Server</li> </ul> </li> <li>➤ Terms in HTML</li> <li>➤ HTML Tag-               <ul style="list-style-type: none"> <li>• Empty-nonempty</li> <li>• Attributes</li> <li>• Values</li> <li>• Nesting tags</li> <li>• Special symbols</li> </ul> </li> <li>➤ Structure of HTML</li> <li>➤ Basic syntax of HTML</li> <li>➤ Creating HTML document in text editor- Notepad</li> <li>➤ Saving it as name.html</li> <li>➤ Viewing the same in web browser</li> <li>➤ Create a web page using HTML</li> <li>➤ Add header, paragraph, line breaks</li> <li>➤ Draw horizontal rules &amp; add</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lab</li> <li>Html tag practice for               <ul style="list-style-type: none"> <li>• List,</li> <li>• Tables</li> <li>• Images</li> <li>• Hyperlink</li> <li>• Audios</li> <li>• Videos</li> </ul> </li> <li>➤ <b>HTML Project</b> <ul style="list-style-type: none"> <li>• The River system of India</li> </ul> </li> </ul>

		colorto thelines ➤ changefont,fontsize,fontcolor and font style ➤ AddMarqueeffect ➤ AddcommentinHTML document ➤ Insertimages ➤ Changethebackground ➤ Createtables ➤ CreateLists <ul style="list-style-type: none"> <li>• orderedlist</li> <li>• unorderedlist</li> <li>• nestedlist</li> <li>• Definitionlist</li> </ul> ➤ Inserthyperlinks	
<b>May</b>	<b>Vacation</b>		
<b>June</b> Introduction To Internet	➤ Introduction ➤ ComputerNetworks ➤ Internet,HistoryofInternet,ManagingbodiesoftheInternet ➤ WorkingofTheInternet,HowIsDataTransferred,Internet Protocol ➤ CommonUsesofTheInternet ➤ Internet Requirements, Computer System, Modem, Telephone,CableLine,ISP(InternetServiceProvider), Internet Access Software, Browser ➤ TypesofInternetAccess ➤ ConnectingtotheInternet,SettingupDial-up,Settingup Broadbandconnection ➤ The World Wide Web, Features of the WWW, WWW Terminology,WebAddressingSystem,LetterAddressing, Number Addressing, Uniform Resource Locator (URL) ➤ ViewingWebPagesUsingClientServerTechnology	➤ ConnecttotheInternet.Check out details of your ISP ➤ Openthewebbrowserandnotice the home page or the page that opens first ➤ Now type www.google.com and searchthenamesofsomesimilar searchengines. ➤ Searchinformationaboutthe state you belong to. ➤ Check out travelling and tourism options to a place you have wantedtogobutneverhavebeen to ➤ Searchforinformationabout	Make a chart on "HistoryofInternet"

		<p>latest IPODs. As you search, you will realize the potential of the web.</p> <ul style="list-style-type: none"><li>➤ As you type the URL and try opening sites, just check the status bar of the browser, it will many times display IP addresses also</li><li>➤ Check out and make a list of IP addresses of a few of your favorite sites using a search engine.</li><li>➤ Try to open the sites using those IP addresses.</li><li>➤ Open <a href="http://www.ebay.com">www.ebay.com</a> and see how you can buy products on the web. Notice the advertisements that appear. Make a list of them. You can see E-Commerce for yourself</li></ul>	
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Month	Theory	Activities	Practical/Project
<b>July</b> Internet Services	<ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Information Retrieval, Some Interesting And Common Websites</li> <li>➤ Internet E-Mail, Special Advantages of E-Mail, Limitations of E-Mail, Understanding an E-Mail Message, Understanding an E-Mail Address, Creating an E-Mail Account, Logging In And Viewing E-Mail Messages, Sending E-Mails, Sending E-Mails to Multiple Recipients, Transferring Files By E-Mail, Deleting E-Mail Messages, Replying And Forwarding Messages</li> <li>➤ Search Engines, How Search Engines Work, Information Search Using A Search Engine, Finding People on the web</li> <li>➤ Internet Chat</li> <li>➤ Emoticons &amp; Acronyms</li> <li>➤ Voice-Conferencing Uses of Video Conferencing, Limitations of Video Conferencing, Video Conferencing Using Microsoft Office Live Meeting</li> <li>➤ FTP (File Transfer Protocol), Advantages of FTP, Uploading And Downloading Files</li> <li>➤ Telnet (The Network Terminal Protocol)</li> <li>➤ Newsgroups, Where to Find Newsgroups, Browsing Using A Newsreader</li> <li>➤ E-Commerce</li> <li>➤ Applications of E-Commerce, E-Shopping, E-Banking, E-Reservation, E-Learning, E-Groups, Advertising, Blogs, Social Networking</li> </ul>	<ul style="list-style-type: none"> <li>➤ Open up a few sites on animals, games and online greetings from the list given in the chapter. Surf through them</li> <li>➤ Create an Email account on Indiatimes or Sify.</li> <li>➤ Login to your mailbox, send simple mail to your friends, Send attachments. Try out sending carbon copy mail. Remove unwanted mails from inbox.</li> <li>➤ Use at least three search engines like google, yahoo search, MSN Search and search for information on rural India, tours and travel and the best residential schools in India. Create a file of this information.</li> <li>➤ Try chatting and check out the process</li> <li>➤ Open Microsoft Office Live Meeting and check out the window and menus of this software</li> <li>➤ Try using anonymous FTP on the sites given to you. Check out the pub directory using command line method</li> <li>➤ Check out various newsgroups through the methods discussed in the chapter. Collect the views of people on the topics HTML, children films, Spiderman.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepare a chart on the most commonly used Acronyms and Emoticons</li> </ul>

<b>August</b>  Linux Directory Structure	<ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Treestructureofdirectory</li> <li>➤ RootDirectory</li> <li>➤ Childfolders</li> <li>➤ Subfolders</li> </ul>	<ul style="list-style-type: none"> <li>➤ LinuxDirectorystructure</li> <li>➤ Pathoffileorfolder</li> <li>➤ Drawingflowchart</li> <li>➤ Child directory</li> </ul>	<ul style="list-style-type: none"> <li>➤ Drawingdifferentflowchartwith path-Manually</li> <li>Lab</li> <li>➤ DrawingflowchartinMSword with the help of shapes</li> </ul>
<b>September</b>	<b>Lab-PracticalHTML &amp;Flow Chart&amp;PracticaalexamforTerm-1+Project</b>		

Month	Theory	Activities	Practical/Project
<b>October</b> Browsers	<ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ EvolutionofWebBrowsers,Typesof Browsers</li> <li>➤ LatestBrowsers,MozillaFirefox,AppleSafari, Opera, Google Chrome</li> <li>➤ Microsoft Internet Explorer, Features of Internet ExplorerLaunching Microsoft InternetExplorer,ComponentsofTheMSIE Window,MenusInMSIE11,WorkingWith Microsoft Internet Explorer, Setting The HomePageOrStartPageonMSIE,Loading WebPagesAndOtherDocuments,SavingA Web Page, Saving an Image From A Web Page, Preview in Printing A Web</li> <li>➤ Page,FavoritesList,ManagingHistory, Viewing Source Code</li> <li>➤ Netscape Navigator, Features of Netscape Navigator, Launching Netscape Navigator, Components of The Navigator Window, Working With Netscape Navigator, Setting TheHomePage,LoadingAndViewingWeb Pages In Navigator, Saving A Web Page, Saving an Image From A Web Page, Previewing and Printing A Web Page,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Openyourbrowser.Checkthehome page and set it to Blank</li> <li>➤ Openthesitewww.google.comand search for the site of National Geographicandsetthispageasthe home page</li> <li>➤ Add the page to your Favorites/Bookmarks.</li> <li>➤ Findmoresitesonanimalsandadd them to you favorites /bookmarks</li> <li>➤ Now organise all these favorites/bookmarksintoasingle folder called great animals after creating it</li> <li>➤ Saveayourfavoritepageoneachsite and an image from each site to your hard disk</li> <li>➤ CheckouttheNavigationButtons Forward,Back</li> <li>➤ CheckyourHistoryfilesandClear them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Download Mozilla Firefox and use Prepare a tabular chart comparing features with Internet Explorer.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ BookmarksList,ManagingHistory</li> <li>➤ KeyboardShortcutsForInternetExplorer</li> <li>➤ KeyboardShortcutsForNetscapeNavigator</li> <li>➤ BrowserErrorMessage</li> </ul>	<ul style="list-style-type: none"> <li>➤ Changethenumberofdaystokeepin History to 10 days.</li> <li>➤ Printpreviewthewebpages.</li> <li>➤ Printthepageyoulikebestalong with images</li> </ul>	
<b>November</b> IntroductionTo Xml	<ul style="list-style-type: none"> <li>➤ IntroductiontoXML,DifferencebetweenXML &amp; HTML</li> <li>➤ UsesofXML</li> <li>➤ XMLSYNTAX</li> <li>➤ XMLDocumentStructure,Attributes,white space, Comments</li> <li>➤ XMLElements,Contents,Relationship Extensible, Naming Rules</li> <li>➤ XMLAttributes,Elementsvs.Attributes</li> <li>➤ WellFormedXMLdocument</li> <li>➤ ValidXMLdocuments</li> <li>➤ ViewingXMLFiles</li> <li>➤ XMLParser</li> </ul>	<ul style="list-style-type: none"> <li>➤ XMLSYNTAX</li> <li>➤ XMLDocumentStructure,Attributes, white space, Comments</li> <li>➤ XMLElements,Contents,Relationship Extensible, Naming Rules</li> <li>➤ XMLAttributes,Elementsvs. Attributes</li> <li>➤ WellFormedXMLdocument</li> </ul>	<b>Project</b> <ul style="list-style-type: none"> <li>• SKISClub</li> <li>• MovieMania</li> <li>• CaféMenu</li> </ul>
<b>December</b> SocietalImpacts Of It	<ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ ComputerVirus</li> <li>➤ TrojanHorse</li> <li>➤ ComputerWorm</li> <li>➤ Spyware</li> <li>➤ Malware</li> <li>➤ Spam</li> <li>➤ ProtectingYourComputer</li> <li>➤ HackerAndCracker</li> <li>➤ Security</li> <li>➤ Information And Communication Technology,BenefitsofICTInEducation, BenefitsofICTInHealthcare,BenefitsofICT</li> </ul>	<ul style="list-style-type: none"> <li>➤ Checkouthowtoworkwithatleast one tool of each type Data Backup Data Recovery Encryption, Compression.</li> <li>➤ Learnhowtoinstall,runandprotect your computer using an Antivirus software.</li> </ul>	Writeshortnotesonthefollowing: <ul style="list-style-type: none"> <li>➤ Onlinestorage</li> <li>➤ Typesofcomputervirus.</li> <li>➤ LatestinventionsinICT</li> </ul>

	In Governance, Benefits of ICT In Virtual School, Benefits of ICT In Emergence of Knowledge, Benefits of ICT In Economy, ImpactOf ICTonKnowledge BasedSociety, Impact Of ICT on Infomania, Impact Of ICT onDigitalUnityAndDigitalDivide,Negative impactsofICT.		
<b>January</b>	Project Submission+LabPracticals		
<b>February</b>	<b>BoardExamination</b>		
<b>March</b>			