

BAL BHARATI PUBLIC SCHOOL, DWARKA
ANNUAL CURRICULUM AND PEDAGOGICAL PLAN 2024-25

Class-X

ENGLISH – 2024-25

LEARNING OBJECTIVES

1. To enable the learner to communicate effectively & appropriately in real-life situation.
2. To enable the learner to be able to respond in discussions and writing, using, literal and interpretative stances to works of fiction and non-fiction.
3. To enable the learner to engage critically and constructively in oral exchange of ideas.
4. To make the learner understand, appreciate and enjoy the learning of English language.

Prescribed Books:

Published by NCERT, New Delhi

1. **First Flight**
2. **Footprints Without Feet**
3. **Words And Expressions – Workbook**

Month	No. Of Working Days	Course Content	Learning Outcome	Assessment Tools	Teaching Learning Strategies	Resources	Inter-Disciplinary
March	12	First Flight- A Letter to God Writing- Letter to Editor	-To enable the students to understand the importance and power of faith in God. -To be able to use correct grammatical structure in a sentence. - Development of writing skills.	Concept Map Note Book Quiz Class Test Class discussions Think-pair-share	Guided Discussion Problem solving based learning Peer teaching Self-assessment	Videos, Smart Board PPT Textbook	Art Technology Language
April	20	First Flight- Dust of Snow, Fire & Ice, Nelson Mandela: A Long Walk to Freedom, Tiger in the Zoo Footprints Without Feet- A Triumph of Surgery Grammar- Tenses, Modals	- Identify and explain the significance of essential elements in poetry. - To be able to use correct grammatical structure in a sentence. -Understanding and appreciation of the works of Robert Frost -Development of comprehension skills. -Understanding of literary devices	Concept Map Note Book Quiz Class Test Class discussions Think-pair-share Homework	Guided Discussion Problem solving based learning Peer teaching Self-assessment	Videos Smart Board PPT Textbook	Art Technology Language Social Studies

May	17	First Flight- Two Stories about Flying i) His First Flight, ii) The Black Aeroplane, How to Tell Wild Animals Footprints Without Feet- The Thief's Story, The Midnight Visitor Writing- Formal Letter (Letter to Editor) Grammar- Reported Speech	-To locate specific information while reading. - To act as a scaffold to understand and empathize with the central character. -To develop the students' critical thinking ability. - To develop the skill to transcribe a text from one form to another. - To develop an understanding of the main idea of the poem. -Understanding and appreciation of the title	Concept Map Note Book Quiz Class Test Class discussions Think-pair- share Homework	Listening Comprehension Conversation Dialogue Symposium	Videos Smart Board PPT Textbook	Art Technology Language Science
			- Inculcating sensitivity towards animals - Development of comprehension skills. - Understanding of literary devices				
July	22	First Flight- From the Diary of Anne Frank, The Ball Poem, Glimpses of India Footprints Without Feet- A Question of Trust Writing- Formal Letter (Purchase& Inquiry), Analytical Paragraph(Map) Grammar Determiners	-To enable the learners to think creatively. -Learning about characterization and self analysis. -To develop the students' critical thinking ability. -To develop the skill to transcribe a text from one form to another. -To develop an understanding of the main idea of the poem. -Development of the skill to sequence events. -Development of comprehension skills -Understanding of literary devices.	Concept Map Note Book Quiz Class Test Class discussions Think-pair- share Homework	Pair Work Extempore Written assignments	Videos Smart Board PPT Textbook	Art Technology Language Social Studies
August	19	First Flight- Amanda, Mijbil the Otter, Trees Footprints Without Feet- The Making of a Scientist, Footprints Without Feet Writing- Formal Letter (Complaint & Invitation) Analytical Paragraph	-To enable the learners to think imaginatively and write creatively. -Learning about characterization. -Use correct grammatical structures -Organizing and expressing ideas coherently -To develop an understanding of the main idea of the poem through the poet's perspective of life.	Concept Map Note Book Quiz Class Test Class discussions Think-pair- share Homework	Dictionary Internet Newspaper Smart Class Module	Videos Smart Board PPT Textbook	Art Technology Language Social Studies Science

		(Line Graph) Grammar- Subject- Verb Concord	-To acquire grammatical accuracy -Development of creative writing skills and comprehension skills. -To plan, organize and present ideas in a coherent manner.				
September	20	First Flight- Madam Rides the Bus, The Sermon at Benares, Fog Footprints Without Feet- The Necklace, Bholi Writing- Formal Letter, Analytical Paragraph (Chart) Grammar- Integrated	-To enable the learners to think creatively. -Learning about characterization and self-analysis. - To develop the students' critical thinking ability. -To develop the skill to transcribe a text from one form to another.	Concept Map Note Book Quiz Class Test Class discussions Think-pair-share Homework	Research Work Gathering Information Deductive Reasoning Group Work	Videos Smart Board PPT Text Book	Arts Technology Language Social Studies Science
October	17	First Flight- The Proposal, Tale of Custard the Dragon, For Anne Gregory Footprints Without Feet- The book that saved the Earth Grammar- Integrated Grammar Writing: Analytical Paragraph (Report)	-To enhance the knowledge about poetic devices -To develop the comprehension skills of the students. -To enhance the ability to move beyond the text for extrapolation. -To develop the writing skills of the students. -The learners will be able to identify and explain the significance of essential elements in poetry. -Read texts actively	Concept Map Note Book Quiz Class Test Class discussions Think-pair-share Homework	Guided Discussion Problem solving based learning Peer teaching Self-assessment	Videos Smart Board PPT Text Book	Arts Technology Language Social Studies Science
November	18	Revision	-To facilitate the understanding of the text and enhance vocabulary. - To enhance the ability to move beyond the text for extrapolation -Acquisition of grammatical accuracy To develop the writing skills of the students. -The learners will be able to identify and explain the significance of essential elements in poetry. -Read texts actively: recognize key passages; raise questions; comprehend the literal	Concept Map Note Book Quiz Class Test Class discussions Think-pair-share Homework	Research Work- Gathering Information Deductive Reasoning Group Work	Videos Smart Board PPT Text Book	Arts Technology Language Social Studies Science

			<p>and figurative uses of language.</p> <p>-Enhancement of the students inferential skills Teaching Aids/Resources</p>				
December	19	Revision	<p>-To facilitate the understanding of the text and enhance vocabulary.</p> <p>- To enhance the ability to move beyond the text for extrapolation</p> <p>-Acquisition of grammatical accuracy</p> <p>To develop the writing skills of the students.</p> <p>-The learners will be able to identify and explain the significance of essential elements in poetry.</p> <p>-Read texts actively: recognize key passages; raise questions; comprehend the literal and figurative uses of language.</p> <p>-Enhancement of the students inferential skills Teaching Aids/Resources</p>	<p>Concept Map</p> <p>Note Book</p> <p>Quiz</p> <p>Class Test</p> <p>Class discussions</p> <p>Think-pair-share</p> <p>Homework</p>	<p>Research Work-Gathering Information</p> <p>Deductive Reasoning</p> <p>Group Work</p>	<p>Videos</p> <p>Smart Board</p> <p>PPT</p> <p>Text Book</p>	<p>Arts</p> <p>Technology</p> <p>Language</p> <p>Social Studies</p> <p>Science</p>
January	17	Revision	<p>-To enable the learners to think creatively.</p> <p>-Learning about characterization and self-analysis.</p> <p>-To develop the students' critical thinking ability.</p> <p>-To develop the skill to transcribe a text from one form to another.</p>	<p>Concept Map</p> <p>Note Book</p> <p>Quiz</p> <p>Class Test</p> <p>Class discussions</p> <p>Think-pair-share</p> <p>Homework</p>	<p>Dictionary, Internet, Newspaper, Smart Class Module</p>	<p>Videos</p> <p>Smart Board</p> <p>PPT</p> <p>Text Book</p>	<p>Arts</p> <p>Technology</p> <p>Language</p> <p>Social Studies</p> <p>Science</p>

February & March	19 18	Board Exams	-To facilitate the understanding of the text and increase vocabulary. -To enhance the ability to move beyond the text for extrapolation. -Recognize key passages; raise questions; appreciate complexity and ambiguity; comprehend the literal and figurative uses of language. The learners will have a better grasp over the language.	Concept Map Note Book Quiz Class Test Class discussions Think-pair-share Homework	Pair Work, Extempore, Written assignments	Videos Smart Board PPT Text Book	Arts Technology Language Social Studies Science
PT 1		LITERATURE- First Flight- A Letter to God, Dust of Snow, Fire & Ice, Nelson Mandela: A Long Walk to Freedom Footprints Without Feet- A Triumph of Surgery Integrated Grammar					
MID TERM		LITERATURE- First Flight- Two Stories about Flying i) His First Flight, ii) The Black Aeroplane, From the Diary of Anne Frank, Glimpses of India, The Ball Poem, How to tell Wild Animals, Tiger in the Zoo Footprints Without Feet- The Thief's Story, The Midnight Visitor, A Question of Trust Writing- Letter to Editor and Purchase, Analytical paragraph GRAMMAR- Integrated					

PT 2		First Flight- Amanda, Mijbil the Otter, Madam Rides the Bus, Fog Footprints Without Feet- The Making of a Scientist, The Necklace Grammar- Integrated					
PB 1		100% Syllabus					
Boards		100% Syllabus					

कक्षा - दसवीं (2024-2025)

विषय - हिंदी (Code 085)

शिक्षण उद्देश्य:

1. विद्यार्थियों में स्वतंत्र चिंतन की क्षमता तथा कल्पना शक्ति का विकास करना।
2. गद्य की भिन्न-भिन्न विधाओं के भाषिक प्रयोगों तथा अन्य भाषिक क्रियाओं द्वारा भाषा संबंधी विशेषताओं का विकास करना।
3. भाषा अभिव्यक्ति, संवाद और लेखन में शुद्धता के साथ-साथ प्रभाव और कल्पना शक्ति बढ़ाना।
4. स्वयं के विचारों को आत्मविश्वास व स्पष्टता से प्रस्तुत करना।
5. मानवीय मूल्यों का विकास करना।

पाठ्यपुस्तकें: स्पर्श (भाग-२) - एन० सी० आर० टी०

संचयन (भाग-२) - एन० सी० आर० टी०

व्याकरण कुंज - पी. पी. पब्लिकेशन

माह/ कार्य दिवस संख्या	विषय वस्तु	अधिगम उद्देश्य Learning Outcomes	मूल्यांकन उपकरण Assessment tools	शिक्षण अधिगम युक्तियाँ Teaching learning strategies	संसाधन Resources	अंतर्विषयी Inter Disciplinary
मार्च व अप्रैल 13+18	<p>स्पर्श(भाग-२)</p> <ul style="list-style-type: none"> • बड़े भाई साहब • पद(मीरा) • साखी(कबीर) <p>व्याकरण मुहावरे, समास (तत्पुरुष, द्विगु) लेखन विज्ञापन लेखन</p>	<p>छात्रों को समय के प्रबंधन व व्यवहार कुशलता के प्रति जागरूक करना।</p> <p>सखियों के माध्यम से नैतिक मूल्यों का ज्ञान व जीवन के व्यावहारिक प्रयोग पर बल दिया जाएगा।</p> <p>मीराबाई के अनन्य और एकनिष्ठ प्रेम व समर्पण भाव की भक्ति से अवगत करवाना।</p> <p>मुहावरों का वाक्यों में प्रयोग कर सकेंगे।</p>	<p>1.पाठ्य पुस्तकें</p> <p>2.प्रश्नोत्तरी</p> <p>3.कक्षा परीक्षा</p> <p>4.कक्षा चर्चा</p> <p>5.विभिन्न गतिविधियाँ</p> <p>6.परियोजना कार्य</p> <p>7.कक्षाकार्य</p> <p>8.गृह कार्य</p> <p>9.अवकाश कार्य</p>	<p>1. इंटरनेट द्वारा प्राप्त सामग्री</p> <p>2. शब्दकोश</p> <p>3. सहायक पुस्तकें</p> <p>4 दृश्य - श्रव्य माध्यम</p> <p>5. कहानी वाचन</p> <p>6. कविता वाचन</p> <p>7. बुद्धि परीक्षण</p> <p>8. कक्षा परीक्षण</p> <p>9. गतिविधियाँ</p> <p>10. परियोजना कार्य</p>	<p>1.पाठ्य पुस्तकें</p> <p>2.प्रश्नोत्तरी पत्र</p> <p>3. कक्षीय उपकरण</p> <p>4. विषय से संबंधित अन्य पुस्तकें</p> <p>5. पी.पी.टी</p> <p>6.वीडियो</p> <p>7.समाचार पत्र व पत्रिकाएँ</p> <p>8. स्मार्ट बोर्ड</p>	<p>शारीरिक स्वास्थ्य व शिक्षा,</p> <p>चित्रकला,</p>

				11. स्मृति मापन		
मई / 13	स्पर्श(भाग-२) डायरी का एक पन्ना व्याकरण - <ul style="list-style-type: none"> समास (कर्मधारय, बहुव्रीहि, अव्ययीभाव, द्वंद्व समास) लेखन <ul style="list-style-type: none"> अनुच्छेद लेखन विज्ञापन लेखन 	समास के विभिन्न भेदों की जानकारी प्रदान करना। भाषा कौशलों का विकास करना।	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी 3.कक्षा परीक्षा 4.कक्षा चर्चा 5.विभिन्न गतिविधियाँ 6.परियोजना कार्य 7.कक्षाकार्य 8.गृह कार्य 9.अवकाश कार्य	1. इंटरनेट द्वारा प्राप्त सामग्री 2. शब्दकोश 3. सहायक पुस्तकें 4. दृश्य - श्रव्य माध्यम 5. कहानी वाचन 6. कविता वाचन 7. बुद्धि परीक्षण 8. कक्षा परीक्षण 9. गतिविधियाँ 10. परियोजना कार्य 11. स्मृति मापन	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी पत्र 3. कक्षीय उपकरण 4. विषय से संबंधित अन्य पुस्तकें 5. पी.पी.टी 6.वीडियो 7.समाचार पत्र व पत्रिकाएँ 8. स्मार्ट बोर्ड	सामाजिक ज्ञान , कला , रंगमंच संस्कृत
जुलाई / 23	स्पर्श (भाग-२) <ul style="list-style-type: none"> ततारा वामीरो कथा पर्वत प्रदेश में पावस तीसरी कसम के शिल्पकार : शैलेंद्र व्याकरण - <ul style="list-style-type: none"> * पदबंध, लेखन <ul style="list-style-type: none"> सूचना लेखन अनुच्छेद 	प्रकृति में उपस्थित विभिन्न प्राकृतिक उपादानों के प्रति प्रेम उत्पन्न करना। विभिन्न संस्कृतियों व उनके रीतिरिवाजों की जानकारी प्रदान करना। व्याकरण के नियमों व सूचना लेखन के नियमों की जानकारी प्रदान करना।	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी 3.कक्षा परीक्षा 4.कक्षा चर्चा 5.विभिन्न गतिविधियाँ 6.परियोजना	1. इंटरनेट द्वारा प्राप्त सामग्री 2. शब्दकोश 3. सहायक पुस्तकें 4. दृश्य - श्रव्य माध्यम 5. कहानी वाचन 6. कविता वाचन	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी पत्र 3. कक्षीय उपकरण 4. विषय से संबंधित अन्य पुस्तकें	नृत्य, सामाजिक ज्ञान, संगीत कला , रंगमंच

	लेखन • अपठित गद्यांश		कार्य 7.कक्षाकार्य 8.गृह कार्य 9.अवकाश कार्य	7. बुद्धि परीक्षण 8. कक्षा परीक्षण 9. गतिविधियाँ 10. परियोजना कार्य 11. स्मृति मापन	5. पी.पी.टी 6.वीडियो 7.समाचार पत्र व पत्रिकाएँ 8. स्मार्ट बोर्ड	
अगस्त / 23	स्पर्श (भाग-२) • अब कहाँ दूसरे के दुख में दुखी होने वाले संचयन • हरिहर काका लेखन • औपचारिक पत्र • लघुकथा लेखन • ई -मेल लेखन	पशु पक्षी व वन्य संरक्षण के प्रति जागरूकता उत्पन्न करना। ग्रामीण जीवन के समाज में व्याप्त जीवन के जटिलता और सामाजिक संवेदनहीनता से अवगत करवाना। औपचारिक पत्र के प्रारूप का ज्ञान और भावाभिव्यक्ति से परिचित करवाना। कहानी लेखन में सक्षम करना।	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी 3.कक्षा परीक्षा 4.कक्षा चर्चा 5.विभिन्न गतिविधियाँ 6.परियोजना कार्य 7.कक्षाकार्य 8.गृह कार्य 9.अवकाश कार्य	1. इंटरनेट द्वारा प्राप्त सामग्री 2. शब्दकोश 3. सहायक पुस्तकें 4. दृश्य - श्रव्य माध्यम 5. कहानी वाचन 6. कविता वाचन 7. बुद्धि परीक्षण 8. कक्षा परीक्षण 9. गतिविधियाँ 10. परियोजना कार्य 11. स्मृति मापन	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी पत्र 3. कक्षीय उपकरण 4. विषय से संबंधित अन्य पुस्तकें 5. पी.पी.टी 6.वीडियो 7.समाचार पत्र व पत्रिकाएँ 8. स्मार्ट बोर्ड	सामाजिक ज्ञान, रंगमंच

<p>सितंबर / 21</p>	<p>स्पर्श (भाग-२) मनुष्यता , तोप संचयन</p> <ul style="list-style-type: none"> • सपनों के से दिन <p>व्याकरण</p> <ul style="list-style-type: none"> • वाक्य रूपांतरण (रचना के आधार पर) 	<p>देश प्रेम , मानवमात्र से प्रेम व दूसरों के हित को सर्वोपरि मानने की भावना का संचार करना। अपने प्रतिदिन के अनुभवों को लिखने के लिए प्रेरित करना। व्याकरण के नियमों की जानकारी प्रदान करना।</p>	<ol style="list-style-type: none"> 1. पाठ्य पुस्तकें 2. प्रश्नोत्तरी 3. कक्षा परीक्षा 4. कक्षा चर्चा 5. विभिन्न गतिविधियाँ 6. परियोजना कार्य 7. कक्षाकार्य 8. गृह कार्य 9. अवकाश कार्य 	<ol style="list-style-type: none"> 1. इंटरनेट द्वारा प्राप्त सामग्री 2. शब्दकोश 3. सहायक पुस्तकें 4. दृश्य - श्रव्य माध्यम 5. कहानी वाचन 6. कविता वाचन 7. बुद्धि परीक्षण 8. कक्षा परीक्षण 9. गतिविधियाँ 10. परियोजना कार्य 11. स्मृति मापन 	<ol style="list-style-type: none"> 1. पाठ्य पुस्तकें 2. प्रश्नोत्तरी पत्र 3. कक्षीय उपकरण 4. विषय से संबंधित अन्य पुस्तकें 5. पी.पी.टी 6. वीडियो 7. समाचार पत्र व पत्रिकाएँ 8. स्मार्ट बोर्ड 	<p>विज्ञान सामाजिक ज्ञान, संगीत कला , रंगमंच</p>
<p>अक्टूबर / 21</p>	<p>स्पर्श (भाग-२)</p> <ul style="list-style-type: none"> • पतझर में टूटी पत्तियाँ- गिन्नी का सोना , झेन की देन • कारतूस <p>लेखन</p> <ul style="list-style-type: none"> • औपचारिक पत्र ई -मेल लेखन 	<p>वर्तमान समय में तनाव मुक्त रहने की कला व जापानियों की जीवन जीने की कला से परिचित करना। इतिहास की महत्वपूर्ण से घटना परिचित करना व देश प्रेम की भावना उत्पन्न करना।</p>	<ol style="list-style-type: none"> 1. पाठ्य पुस्तकें 2. प्रश्नोत्तरी 3. कक्षा परीक्षा 4. कक्षा चर्चा 5. विभिन्न गतिविधियाँ 6. परियोजना कार्य 	<ol style="list-style-type: none"> 1. इंटरनेट द्वारा प्राप्त सामग्री 2. शब्दकोश 3. सहायक पुस्तकें 4. दृश्य - श्रव्य माध्यम 5. कहानी वाचन 6. कविता वाचन 7. बुद्धि 	<ol style="list-style-type: none"> 1. पाठ्य पुस्तकें 2. प्रश्नोत्तरी पत्र 3. कक्षीय उपकरण 4. विषय से संबंधित अन्य पुस्तकें 5. पी.पी.टी 	<p>सामाजिक ज्ञान, संगीत</p>

			7.कक्षाकार्य 8.गृह कार्य 9.अवकाश कार्य	परीक्षण 8. कक्षा परीक्षण 9. गतिविधियाँ 10. परियोजना कार्य 11. स्मृति मापन	6.वीडियो 7.समाचार पत्र व पत्रिकाएँ 8. स्मार्ट बोर्ड	
नवम्बर / 19	स्पर्श (भाग-२) • कर चले हम फिदा • आत्मत्राण संचयन • टोपी शुक्ला	सैनिक के माध्यम से छात्रों को देश की सुरक्षा के लिए अपना बलिदान देने से पीछे न हटने के लिए प्रेरित करना। पारस्परिक निश्छल प्रेम से अवगत करना।	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी 3.कक्षा परीक्षा 4.कक्षा चर्चा 5.विभिन्न गतिविधियाँ 6.परियोजना कार्य 7.कक्षाकार्य 8.गृह कार्य 9.अवकाश कार्य	1. इंटरनेट द्वारा प्राप्त सामग्री 2. शब्दकोश 3. सहायक पुस्तकें 4. दृश्य - श्रव्य माध्यम 5. कहानी वाचन 6. कविता वाचन 7. बुद्धि परीक्षण 8. कक्षा परीक्षण 9. गतिविधियाँ 10. परियोजना कार्य 11. स्मृति मापन	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी पत्र 3. कक्षीय उपकरण 4. विषय से संबंधित अन्य पुस्तकें 5. पी.पी.टी 6.वीडियो 7.समाचार पत्र व पत्रिकाएँ 8. स्मार्ट बोर्ड	शारीरिक स्वास्थ्य व शिक्षा,
	माह - दिसंबर से फरवरी					
	पाठ्यक्रम पुनरावृत्ति	अभ्यास प्रश्न पत्र				

परीक्षा हेतु पाठ्यक्रम

आवधिक परीक्षा - 1	<p>गद्य पाठ - बड़े भाई साहब पद्य पाठ - मीरा के पद व्याकरण - समास (तत्पुरुष समास) लेखन - विज्ञापन लेखन</p>
आंतरिक मूल्यांकन - 1	<ul style="list-style-type: none"> • साहित्य ज्ञानवर्धन संबंधी मूल्यांकन - 5 अंक रेडियो शो • बहु विकल्पीय मूल्यांकन - 5 अंक • - रिपोर्ट लेखन - अंडमान निकोबार से आर्थिक संबंध . - अंडमान निकोबार पर यात्रा वृत्तांत (यात्रा विवरणिका) • पोर्टफोलियो - 5 अंक (कक्षा का और घर का काम)
मध्य सत्र परीक्षा	<p>गद्य पाठ - बड़े भाई साहब, डायरी का एक पन्ना, ततारा वामीरो कथा तीसरी कसम के शिल्पकार : शैलेंद्र पद्य पाठ -कबीर की साखी, मीरा के पद, पर्वत प्रदेश में पावस संचयन - हरिहर काका व्याकरण - पदबंध , मुहावरे, समास, वाक्य रूपांतरण लेखन - सूचना लेखन,अनुच्छेद लेखन,विज्ञापन लेखन, औपचारिक पत्र लेखन, लघुकथा लेखन, ई -मेल लेखन पठन - अपठित गद्यांश</p>
आवधिक परीक्षा - 2	<p>गद्य पाठ- अब कहाँ दूसरे के दुख में दुखी होने वाले पद्य पाठ - मनुष्यता, तोप व्याकरण - समास लेखन - सूचना लेखन</p>
आंतरिक मूल्यांकन - 2	<ul style="list-style-type: none"> • साहित्य ज्ञानवर्धन संबंधी मूल्यांकन - 5 अंक नुक्कड़ नाटक • बहु विकल्पीय मूल्यांकन - 5 अंक पसंद बोर्ड - साक्षात्कार , कोलाज , पीपीटी • पोर्टफोलियो - 5 अंक (कक्षा का और घर का काम)
पूर्व बोर्ड परीक्षा - 1,2	संपूर्ण पाठ्यक्रम
बोर्ड परीक्षा	संपूर्ण पाठ्यक्रम

MATHEMATICS 2024-25

MONTH	TOPIC / SUBTOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATEGIES	RESOURCES	INTERDISCIPLINARY
MARCH	<p>CHAPTER2: POLYNOMIALS Zeroes of Polynomial Relationship between zeroes and coefficients of a quadratic polynomial</p> <p>Chapter 14: PROBABILITY Meaning of word 'Probability' Probability -a theoretical approach, Classical Probability Sum of all probabilities , Complement of an event</p>	<p>Recall factor theorem and remainder theorem learnt in earlier classes and its application</p> <p>Relate the zeroes of the quadratic polynomial $ax^2 + bx + c$ with the coefficients $a, b,$ and c</p> <p>Formulate new polynomials as per sum and product of roots</p> <p>Associate probability as a chance</p> <p>Formulate probability of an Event E as $P(E) = \frac{\text{No. of Favourable outcomes}}{\text{No. of all possible outcomes of the Experiment}}$</p> <p>Verify that the sum of all probabilities of all the elementary events of an experiment is 1</p> <p>Justify that for any E, E' stands for not E and show that $P(E) + P(E') = 1$</p>	<ul style="list-style-type: none"> • Graphs • Class Test • Hands on activity <ul style="list-style-type: none"> • Class Test • Hands on Activity • Quiz 	<ul style="list-style-type: none"> • Collaborative learning • Guided discussion • Independent practice • Problem solving with examples. • Inductive and deductive learning <ul style="list-style-type: none"> • Think, pair and share • Brainstorming • Guided discussion • Collaborative learning Problem solving with examples 	<ul style="list-style-type: none"> • You tube Videos • Embibe class room Modules and assignments, • Smart board <ul style="list-style-type: none"> • Videos, • Embibe class room Modules and assignments • Smart board 	<ul style="list-style-type: none"> • Art • Science <p>Economics commerce</p>

APRIL	<p>Chapter3: Pair Of Linear Equations In Two Variable</p> <p>Pair of linear equations in two variables Graphical method of solution of pair of linear equations , Algebraic method of solving a pair of linear equations in two variables, Simple situational problems</p>	<p>Recall and define general form of linear equations in two variables, Express linear equations in two variables Plot ordered pairs in the rectangular coordinate system Create graphs of linear equations to solve word problems Analyze graphs to identify x and y intercepts Determine whether ordered pair is a solution of pair of linear equation in two variables</p>	<ul style="list-style-type: none"> • Maths lab activity • Graphs activity • Role play • Class test • Quiz 	<ul style="list-style-type: none"> • Collaborative learning • Guided discussion • Think pair and share • Brain storming • graphic organiser Brainstorming 	<ul style="list-style-type: none"> • Videos, • Embibe class room Modules and assignments • Smart board • Lab manual book 	<ul style="list-style-type: none"> • Art • English • Hindi

	<p>CHAPTER 1: (REAL NUMBERS) Fundamental theorem of Arithmetic, Revisiting irrational numbers</p>	<p>Solve a system of linear equation by the method of substitution, elimination method</p> <p>Explore the properties of real numbers Represent every given composite number as a product of primes and appreciate that every factorization of composite number is unique Prove that $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$ etc. as irrational numbers</p>	<ul style="list-style-type: none"> • Problem Solving • Class test • Quiz 	<p>Collaborative Learning,</p> <ul style="list-style-type: none"> • Guided discussion, • Inductive and deductive learning, • Problem solving with examples • Brain storming • Think, pair and share 	<ul style="list-style-type: none"> • Videos, • Embibe class room Modules and assignments • Smart board 	<ul style="list-style-type: none"> • Art • English
MAY	<p>CHAPTER 6: TRIANGLES BPT Similar figures Similarity of triangles Criteria for similarity of triangles</p>	<p>Identify plane figures which have the same shape and their dimensions are in a certain ratio</p> <p>Identify and visualize triangles which have the same shape and their sides bear a certain ratio</p> <p>Apply the basis on which two triangles can be termed as similar like AAA, SAS, SSS and RHS .</p>	<ul style="list-style-type: none"> • Class test • Class discussion • Figures and correspondence • Lab activity • Problem solving • Notebook assessment 	<ul style="list-style-type: none"> • Activity Method • inductive deductive method Guided discussion • Peer Teaching • independent Problem solving with examples 	<ul style="list-style-type: none"> • Videos, • Embibe class room Modules and assignments • Smart board • Lab manual book 	<ul style="list-style-type: none"> • English • Art

<p>CHAPTER 4 : QUADRATIC EQUATIONS Introduction to quadratic equations, Standard form of quadratic equations, Solution of a quadratic equation, Factorization method Nature of roots</p>	<p>Recall the concept of quadratic polynomials</p> <p>Correlate with linear equation and quadratic equation</p> <p>Represent the equation in general form as $ax^2 + bx + c = 0$ where a, b, c are real numbers</p> <p>Solve the quadratic equation by using different methods</p> <p>Recall factorization method and apply quadratic formula for finding factors and zeroes</p> <p>Calculate discriminant to find nature of roots and apply the same to problem solving</p>	<ul style="list-style-type: none"> • Role play • Graph activity • Problem solving • Notebook assessment • Class test • Lab activity 	<ul style="list-style-type: none"> • Inductive Deductive Reasoning • Inquiry based learning • Think pair and share Independent practice 	<ul style="list-style-type: none"> • Videos, • Embibe class room Modules and assignments • Smart board • Lab manual book 	<ul style="list-style-type: none"> • English • Art
<p>CHAPTER 13: STATISTICS Mean of grouped data Mode of grouped data Median of grouped data</p>	<p>Calculate the average from grouped data using different methods i.e. direct, assumed mean and step deviation method</p> <p>Determine the modal class in a group data and calculate mode using the formula</p>	<ul style="list-style-type: none"> • Calculation and analytical skills • Tabulation • Notebook assessment • Quiz 	<ul style="list-style-type: none"> • Graphic organizer • Think pair and share Inductive and deductive reasoning • Brainstorming • inquiry based learning • Guided discussion 	<ul style="list-style-type: none"> • Videos, • Embibe class room Modules and assignments • Smart board • Lab manual book 	<ul style="list-style-type: none"> • English • Hindi • Accounting

		Determine the median class in a group data and calculate median using the formula Represent cumulative frequency distribution	<ul style="list-style-type: none"> • Role play 	<ul style="list-style-type: none"> • collaborative learning • Problem solving with examples 		
JULY	<p>Chapter 7: COORDINATE GEOMETRY Plotting of points on coordinate plane Distance Formula Section Formula Mid point Formula</p> <p>Chapter 5: ARITHMETIC PROGRESSION Introduction Arithmetic Progression (A.P.) Identification of A.P. in real life situations First term and common difference</p>	<p>Locate points in 2-dimensional Cartesian coordinate system</p> <p>Apply the formula and calculate distance between two points on a plane</p> <p>Calculate the coordinates of a point which divides the line segment joining the two points internally in the ratio $m : n$ using the formula</p> <p>Find the coordinates of the midpoint of the line segment using the section formula with ratio 1:1 .</p> <p>Recognize the patterns in a given series. Understand the term ‘common difference’ and its importance in an A.P Identify the situations in daily life where the A.P.is observed and apply it in solving problems Identify the first term and the common difference</p>	<ul style="list-style-type: none"> • Problem solving • Hands on activity • Class Test • Quiz <ul style="list-style-type: none"> • Problem solving • Hands on activity • Class Test • Quiz 	<ul style="list-style-type: none"> • Think, pair and share • muddiest point discussion • Problem solving with examples • Peer learning • Graphic organizer <ul style="list-style-type: none"> • Inductive- Deductive reasoning • Problem Solving • Guided discussion • Independent practice • Brain storming 	<ul style="list-style-type: none"> • Videos, • Embibe class room Modules and assignments • Smart board <ul style="list-style-type: none"> • Videos, • Embibe class room Modules and assignments • Smart board • Lab manual book 	<ul style="list-style-type: none"> • Science • Art • English <ul style="list-style-type: none"> • Art • English

	Find the nth term of an A.P. Sum of first n terms	Apply the formula and calculate the nth term of an AP Apply the formula and calculate the sum upto n terms of an A.P. Apply the formula for calculating nth term and sum upto n terms in real life situations				
AUGUST	Chapter 8: TRIGONOMETRY Trigonometric ratios Trigonometric ratios of some specific angles Trigonometric ratios of complementary angles Trigonometric identities	Develop understanding of trigonometric ratios of an acute angle of a right angled triangle Tabulate and make use of trigonometric ratios of standard angles of 30°, 45°, 60° to right angled triangle Trigonometric identities to solve and create other similar identities	<ul style="list-style-type: none"> • Problem solving • Group coordination • Class discussion • Class test • Notebook assessment 	<ul style="list-style-type: none"> • Think, Pair and share • Inquiry based learning • Inductive and deductive reasoning • Guided discussion • Collaborative learning • Peer teaching 	<ul style="list-style-type: none"> • Videos, • Embibe class room Modules and assignments • Smart board 	<ul style="list-style-type: none"> • English • science • Art
SEPTEMBER	Chapter 9: APPLICATIONS OF TRIGONOMETRY Review basics of trigonometry Meaning of angle of elevation and angle of depression	Recall the basic ratios of trigonometry Visualize eye movement while observing an object Finding height and distance of an object	<ul style="list-style-type: none"> • Problem solving • Role Play • Group coordination • Class discussion • Class test 	<ul style="list-style-type: none"> • Think, Pair and share • Inquiry based learning • Inductive and deductive reasoning • Guided discussion 	<ul style="list-style-type: none"> • Videos, • Embibe class room Modules and assignments • Smart board 	<ul style="list-style-type: none"> • English • hindi • science • Art

	<p>CHAPTER 10: CIRCLES Introduction Tangent to a circle Tangent at any point of a circle is perpendicular to the radius through point of contact Length of tangent from an external Point</p>	<p>Locate common point of intersection of a line and a circle in a plane, Define tangent and secant</p> <p>State the theorem and reason out the same (by logical reasoning) Show that the length of two tangents drawn to a circle from an external point are equal, theoretically and geometrically Apply the theorems in various problems and solve them</p>	<ul style="list-style-type: none"> • Notebook assessment • Accuracy and concept • Problem solving • Figure analysis • Class test • Quiz • Notebook assessment • Hands on activity 	<ul style="list-style-type: none"> • Collaborative learning • Peer teaching • Inquiry based learning • Inductive and Deductive learning • discussion of muddiest point • Think pair and share 	<ul style="list-style-type: none"> • Videos, • Embibe class room Modules and assignments • Smart board • Lab manual activity book 	<ul style="list-style-type: none"> • English • Art • science
OCTOBER	<p>Chapter 11: AREA RELATED TO CIRCLES Perimeter and area of circle Areas of sector and segment of a circle</p>	<p>Recall the basic ratios of trigonometry, Identify and apply the terms—major/ minor sector, major/minor segment, angle subtended by the arc at the centre , area of sector of given angle, length of an arc of a sector of given angle.</p>	<p>Class Test</p> <ul style="list-style-type: none"> • problem solving • calculation skills • hands on activity 	<ul style="list-style-type: none"> • Think, Pair and share • Inquiry based learning • Inductive and deductive reasoning • Guided discussion 	<ul style="list-style-type: none"> • Videos, • Embibe class room Modules and assignments • Smart board • Lab manual activity book 	<ul style="list-style-type: none"> • Art Integration • English • Science

	<p>Chapter 12: Surface area and Volume Surface area of a combination of solids, Volume of a combination of solids,</p>	<p>Combine various solid shapes and identify such shapes in the surroundings Combine two solid shapes and calculate its surface area and volume</p>	<ul style="list-style-type: none"> • group discussion • guided discussion • problem solving • calculation skills • hands on activity • group discussion • guided discussion • quiz 	<ul style="list-style-type: none"> • Collaborative learning • Peer teaching • Brain storming • inquiry based learning • Inductive and deductive reasoning • muddiest point discussion • guided learning 	<ul style="list-style-type: none"> • Videos, • Embibe class room Modules and assignments • Smart board • Lab manual activity book 	<ul style="list-style-type: none"> • Art Integration • English • Science
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PT 1	Chapter 2,3
MID TERM	Chapter -1,2,3,4,5,6,7,13,14
PT 2	Chapter – 8, 11
PRE BOARD I	Full syllabus as per CBSE guidelines
PT 3	Chapter 10,12

SCIENCE– PHYSICS

MONTH	NO. OF WORKING DAYS	COURSE CONTENT	LEARNING OUTCOME	SKILL	ASSESSMENT TOOLS	TEACHING LEARNING STRATEGIES	RESOURCES	INTER - DISCIPLINARY
MARCH	13	<p>CH -9 LIGHT-REFLECTION AND REFRACTION.</p> <p>PRACTICALS</p> <p>To determine focal length of concave mirror and convex lens.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> •Conceptualize the term reflection of light and laws of reflection. •Analyze image formation in plane mirror. •Distinguish between real & virtual image. •Solve numerical problems using above relations. •Comprehend the term spherical mirrors, identify their types and define the terms—pole, aperture, focus principal axis, center of curvature, radius of curvature focal length. 	<ul style="list-style-type: none"> • Application and Analysis • Understanding •Evaluate and inference •Collaborating Learning •Critical thinking •Problem solving 	<ul style="list-style-type: none"> • Concept Map • Note Book • Quiz, Class Test • class discussions • think-pair-share • homework • rubric for Song 	<ul style="list-style-type: none"> • Demonstration cum lecture method • Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching • Hands-on Experiments • Inquiry-Based Learning • Project-Based Learning • Technology Integration 	<ul style="list-style-type: none"> • Textbooks, • Laboratory equipment, • Online platform, • Science kit, • Articles, • Collaborative activities. 	<ul style="list-style-type: none"> • Literacy Integration, • Inquiry-Based Learning

APRIL	20	<p>CH -9 LIGHT-REFLECTION AND REFRACTION (cont)</p> <p>PRACTICALS</p> <p>To trace the path of ray of light through a glass slab for different angles of incidence.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Discover rules for obtaining image formed by spherical mirrors. • Draw ray diagrams to show formation of image by concave and convex mirror <ul style="list-style-type: none"> • Classify optical medium as a rarer or a denser medium. • Evolve laws of refraction of light, verify them experimentally. • Interpret the meaning of the term refractive index and its relation to the velocity of light. • Sketch ray diagrams to locate image in convex and concave lenses. • Analyze the reason behind every day phenomena <p>Using knowledge of refraction of light.</p>	<ul style="list-style-type: none"> • Application and Analysis • Understanding • Evaluate and inference • Collaborating Learning • Critical thinking • Problem solving 	<ul style="list-style-type: none"> • Concept Map • Note Book • Quiz, Class Test • class discussions • think-pair-share • homework • rubric for Song 	<ul style="list-style-type: none"> • Demonstration cum lecture method • Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching • Hands-on Experiments • Inquiry-Based Learning • Project-Based Learning • Technology Integration 	<ul style="list-style-type: none"> • Science magazines, • Modeling materials, • Peer teaching, • Interactive white boards, • Laboratory equipment. 	<ul style="list-style-type: none"> • Project-Based Learning • Global Literacy Integration Issues
MAY	17	<p>CH -9 LIGHT-REFLECTION AND REFRACTION (cont)</p> <p>CH -10 HUMAN EYE AND COLOURFUL WORLD</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Develop meaning of power of lens, state and define its unit • Identify combination of lens. • Investigate the uses of lenses in our day-to-day life. • Solve numerical problems using Formula for power of lens. • Sketch various parts of the eye and understand their functions and correlate it to everyday situations. • Develop the meaning of the term Accommodation. 	<ul style="list-style-type: none"> • Environmental awareness • decision making • Understanding • Evaluate and inference • Collaborating Learning • Critical thinking • Problem solving 	<ul style="list-style-type: none"> • Concept Map • Note Book • Quiz, Class Test • class discussions • think-pair-share • homework • rubric for Song 	<ul style="list-style-type: none"> • Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching • Storytelling and Analogies • Collaborative Learning • Differentiated Instruction, • Assessment for Learning 	<ul style="list-style-type: none"> • Textbooks, • laboratory equipment, • online platforms, • science kit, articles 	<ul style="list-style-type: none"> • Hands-On Activities • Cross-Curricular Connections • Real-World Connections

<p>JUL Y</p>	<p>22</p>	<p>CH -10 HUMAN EYE AND COLOURFUL WORLD (cont)</p> <p>PRACTICAL S To trace the path of ray of light through a glass prism. (cont)</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Explain the terms – far point, near point, least distance of distinct vision. • Develop the meaning of Myopia, myopic eye, cause of myopia, and infer its correction using concave lens. • Comprehend Hypermetropia, hypermetropic eye, cause of hypermetropia and infer its correction by convex lens. • Calculate the power of lens for correction of eye-defects. • Trace the path of a ray of light through a glass prism and develop meaning of angle of deviation. 	<ul style="list-style-type: none"> • Understanding • Evaluate and inference • Collaborating Learning • Critical thinking • Problem solving 	<ul style="list-style-type: none"> • Quizzes and test • Lab reports • Projects • Oral presentation • Observation • Concept map 	<ul style="list-style-type: none"> • Storytelling and Analogies • Collaborative Learning • Differentiated Instruction, • Assessment for Learning • Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching 	<ul style="list-style-type: none"> • Textbooks, laboratory equipment, online platforms, science kit, articles, collaborative activities 	<ul style="list-style-type: none"> • Hands-On Activities • Cross-Curricular Connections • Real-World Connections
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<p>AUGUST</p>	<p>19</p>	<p>CH -10 HUMAN EYE AND COLOURS WORLD (cont)</p> <p>CH -11 ELECTRICITY</p> <p>PRACTICALS: To study the dependence of current on potential difference of a resistor and find its resistance.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Calculate the power of lens for correction of eye-defects. • Trace the path of a ray of light through a glass prism and develop meaning of angle of deviation. • Solve numerical problems using Formula • Develop meaning of electric current, electric potential, potential difference and their units. • Evolve Ohm’s law and express it Mathematically. • Verify Ohm’s law experimentally • Develop meaning of resistance using Ohm’s law • List the factors which affect resistance. 	<ul style="list-style-type: none"> • Understanding • Evaluate and inference • Collaborating Learning • Critical thinking • Problem solving 	<ul style="list-style-type: none"> • Quizzes and tests • Lab reports • Projects • Oral presentation • Observation • Concept map 	<ul style="list-style-type: none"> • Hands-on Experiments • Inquiry-Based Learning • Project-Based Learning • Technology Integration • Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching 	<ul style="list-style-type: none"> • Textbooks, laboratory equipment, • online platforms, • science kit, • articles, • collaborative activities 	<ul style="list-style-type: none"> • Literacy Integration, • Inquiry-Based Learning • Hands-On Activities • Cross-Curricular Connections • Real-World Connections
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SEPTEMBER	20	<p>CH -11 ELECTRICITY (CONT)</p> <p>PRACTICALS</p> <p>To determine equivalent resistance in series and parallel combination of resistors.</p> <p>CH -12 MAGNETIC EFFECTS OF CURRENT</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Explain resistivity, Conductors, resistors & insulators • Experimentally determine the factors affecting resistance • Calculate effective resistance in series and in parallel combination • Experimentally verify the laws of resistances in series and in parallel. • State Joule’s law and express it Mathematically. • Experimentally trace magnetic lines of force due to bar magnet, current carrying straight wire, current carrying circular wire, current carrying solenoid. • Comprehend and apply right hand thumb rule to find the direction of magnetic field. • Experimentally study the force acting on a current carrying conductor 	<ul style="list-style-type: none"> • Understanding • Evaluate and inference • Collaborating Learning 	<ul style="list-style-type: none"> • Quizzes and tests • Lab reports • Projects • Oral presentation • Observation • Concept map 	<ul style="list-style-type: none"> • Guided Discussion • Activity based teaching • Problem solving based learning 	<ul style="list-style-type: none"> • Science magazines, • Modeling materials, • Peer teaching, • Interactive white boards, • Laboratory equipment. 	<ul style="list-style-type: none"> • Hands-On Activities • Cross-Curricular Connections • Real-World Connections
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OCTOBER	17	<p>CH -12 MAGNETIC EFFECTS OF CURRENT (cont)</p> <p>PRACTICAL S To determine equivalent resistance in series and parallel combination of resistors. (cont)</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Comprehend and apply Fleming’s Left hand rule for finding direction of force on a current carrying conductor and apply it to working of motor. • To study domestic electric circuit, short circuiting and overloading. 	<ul style="list-style-type: none"> • Understanding • Evaluate and inference • Collaborating Learning • Critical thinking • Problem solving 	<ul style="list-style-type: none"> • Quizzes and test • Lab reports • Projects • Oral presentation • Observation <p>Concept map</p>	<ul style="list-style-type: none"> • Hands-on Experiments • Inquiry-Based Learning • Project-Based Learning <p>Technology Integration</p>	<ul style="list-style-type: none"> • Science magazines, • Modeling materials, • Peer teaching, • Interactive white boards, Laboratory equipment. 	<ul style="list-style-type: none"> • Literacy Integration, • Inquiry-Based Learning • Hands-On Activities • Cross-Curricular Connections • Real-World Connections
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NOVEMBER	18	REVISION						
DECEMBER	19	REVISION	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Recapitulate their learning. 	<ul style="list-style-type: none"> • Reflective thinking. 		<ul style="list-style-type: none"> • Guided Discussion. 		
JANUARY	17	REVISION	<ul style="list-style-type: none"> • Produce their learning in the form of written and oral assessment. 	<ul style="list-style-type: none"> • Collaborating Learning 		<ul style="list-style-type: none"> • Problem solving based learning 		
FEBRUARY	19	REVISION	<ul style="list-style-type: none"> • Reflect upon their interpretation skills. • Reflect upon their writing and learning skills. 	<ul style="list-style-type: none"> • Critical thinking • Problem solving 		<ul style="list-style-type: none"> • Peer Teaching • Smart Board Content • Links from you tube. • , Hand on experiment 		

PT 1		CH - 9. Light Reflection and Refraction Pen and paper -1 (5 marks) Multiple Assessment-1 (5 marks) Notebook-1 (5 marks) Subject Enrichment-1 (5 marks)		
MID TERM		Midterm exam for 80 marks (including physics, chemistry and biology) - 50% of syllabus Chapters 9 and 10		
PT 2		CH 11 Electricity Pen and paper -2 (5 marks) Multiple Assessment-2 (5 marks) Notebook -2 (5 marks) Subject Enrichment-2 (5 marks)		
PRE-BOARD 1		100% syllabus for 80 marks.		
PT 3		Chapters-9 and 10		

		Pen and paper -3 (5 marks) Multiple Assessment-3 (5 marks) Notebook -3 (5 marks) Subject Enrichment-3 (5 marks)		
PRE- BOARD 2		100% syllabus for 80 marks.		

SCIENCE– CHEMISTRY

MONTH	NO. OF WORKING DAYS	COURSE CONTENT	LEARNING OUTCOME	SKILL	ASSESSMENT TOOLS	TEACHING LEARNING STRATEGIES	RESOURCES	INTER - DISCIPLINARY
MARCH	13	<p>CH -1 CHEMICAL REACTIONS AND EQUATIONS</p> <p>PRACTICALS:</p> <p>To perform and identify types of Chemical Reactions</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate & verify chemical changes • Relate chemical changes to a daily life situation • Convert chemical change into word equation • Substitute it by symbols and formula • Correlate law of conservation to balancing chemical equations • Observe the changes to determine a chemical reaction • Demonstrate types of chemical reactions • Compare the different types of reactions 	<ul style="list-style-type: none"> • Application and Analysis • Understanding • Evaluate and inference • Collaborating Learning • Critical thinking • Problem solving 	<ul style="list-style-type: none"> • Concept Map • Note Book • Quiz, Class Test • class discussions • think-pair-share • homework • rubric for Song 	<ul style="list-style-type: none"> • Demonstration cum lecture method • Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching • Hands-on Experiments • Inquiry-Based Learning • Project-Based Learning • Technology Integration 	<ul style="list-style-type: none"> • Textbooks, • Laboratory equipment, • Online platforms, • Science kit, • Articles, • Collaborative activities. 	<ul style="list-style-type: none"> • Literacy Integration, • Inquiry-Based Learning

APRIL	20	<p>CH -1 CHEMICAL REACTIONS AND EQUATIONS (CONT)</p> <p>CH -2 ACIDS, BASES AND SALTS</p> <p>PRACTICALS</p> <p>To study the properties of acid and bases</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Classify the reactions as oxidation or reduction • Compare the reactions <p>Apply oxidation in daily life</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the properties of acids and bases • Identify the substances as acids or bases. • List the properties of acids and bases after performing the Activities • Compare the properties of acids and bases 	<ul style="list-style-type: none"> • Application and Analysis • Understanding • Evaluate and inference • Collaborating Learning • Critical thinking • Problem solving 	<ul style="list-style-type: none"> • Concept Map • Note Book • Quiz, Class Test • class discussions • think-pair-share • homework • rubric for Song 	<ul style="list-style-type: none"> • Demonstration cum lecture method • Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching • Hands-on Experiments • Inquiry-Based Learning • Project-Based Learning • Technology Integration 	<ul style="list-style-type: none"> • Science magazines, • Modeling materials, • Peer teaching, • Interactive white boards, • Laboratory equipment. 	<ul style="list-style-type: none"> • Project-Based Learning • Art • English
MAY	17	<p>CH -2 ACIDS, BASES AND SALTS (CONT)</p> <p>PRACTICALS</p> <p>To study the strength of acid and bases using pH Scale</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Correlate the pH to acidic, basic or neutral substances. <p>Test the pH values of solutions</p> <ul style="list-style-type: none"> • Classify the substances into acids & bases by noting the color of pH Paper • Discuss the importance of pH in everyday life • Identify the parent acid and base from which the salt is formed • Tabulate the salts into their families 	<ul style="list-style-type: none"> • Environmental awareness • decision making • Understanding • Evaluate and inference • Collaborating Learning • Critical thinking • Problem solving 	<ul style="list-style-type: none"> • Concept Map • Note Book • Quiz, Class Test • class discussions • think-pair-share • homework • rubric for Song 	<ul style="list-style-type: none"> • Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching • Storytelling and Analogies • Collaborative Learning • Differentiated Instruction, 	<ul style="list-style-type: none"> • Textbooks, • laboratory equipment, • online platforms, • science kit, articles 	<ul style="list-style-type: none"> • Hands-On Activities • Cross-Curricular Connections • Real-World Connections • Art

JULY	22	CH -3 METALS AND NON METALS PRACTICALS : To Observe the action of Zn, Fe, Cu and Al metals on the corresponding salt solutions and arrange them in increasing order of reactivity.	The students will be able to: •Demonstrate properties of metals and non-metals • Compare properties of both metals and non-metals • Identify metals and non-metals from the given samples • Tabulate the reactivity series of metals • Arrange metals into ascending and descending order of reactivity •Predict the occurrence of various reactions •Perform experiments on various reactions •Illustrate electronic configuration of elements •Correlate valency and type of bond formed • Draw schematic diagrams for ionic compounds •Demonstrate properties of ionic compounds	<ul style="list-style-type: none"> • Understanding • Evaluate and inference • Collaborating Learning • Critical thinking • Problem solving 	<ul style="list-style-type: none"> • Quizzes and test • Lab reports • Projects • Oral presentation • Observation • Concept map 	<ul style="list-style-type: none"> • Storytelling and Analogies • Collaborative Learning • Differentiated Instruction, • Assessment for Learning • Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching 	<ul style="list-style-type: none"> • Textbooks, laboratory equipment, online platforms, science kit, articles, collaborative activities 	<ul style="list-style-type: none"> • Hands-On Activities • Cross-Curricular Connections • Art • Literacy integration
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AUGUST	19	CH -3 METALS AND NON METALS (CONT)	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Compare minerals and ores • Identify various steps in the extraction of metals • Choose different separating techniques for the ores • Apply conceptual and experimental knowledge of metals in daily life • Demonstrate the activity performed to show corrosion • Identify the factors responsible for corrosion • Relate the metal to the coating Formed i.e corrosion. • Propose various methods to prevent corrosion 	<ul style="list-style-type: none"> • Understanding • Evaluate and inference • Collaborating Learning • Critical thinking • Problem solving 	<ul style="list-style-type: none"> • Quizzes and tests • Lab reports • Projects • Oral presentation • Observation • Concept map 	<ul style="list-style-type: none"> • Hands-on Experiments • Inquiry-Based Learning • Project-Based Learning • Technology Integration • Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching 	<ul style="list-style-type: none"> • Textbooks, laboratory equipment, online platforms, science kit, articles, collaborative activities 	<ul style="list-style-type: none"> • Literacy Integration, • Inquiry-Based Learning • Hands-On Activities • Cross-Curricular Connections
SEPTEMBER	20	CH -4 CARBON AND ITS COMPOUNDS. PRACTICALS: To study the characteristic properties of acetic acid.	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify the name of the homologous series • Select the compound and identify the functional group • List the properties of alcohols and carboxylic acids • Compare the properties of alcohols and carboxylic acids <p>Realize the effect of alcohols on living beings</p>	<ul style="list-style-type: none"> • Understanding • Evaluate and inference • Collaborating Learning 	<ul style="list-style-type: none"> • Quizzes and tests • Lab reports • Projects • Oral presentation • Observation • Concept map 	<ul style="list-style-type: none"> • Guided Discussion • Activity based teaching • Problem solving based learning • Hands-on Experiments • Inquiry-Based Learning • Project-Based Learning • Technology Integration 	<ul style="list-style-type: none"> • Science magazines, Modeling materials, Peer teaching, Interactive white boards, Laboratory equipment. 	<ul style="list-style-type: none"> • Hands-On Activities • Cross-Curricular Connections • Real-World Connections

OCTOBER	17	CH -4 CARBON AND ITS COMPOUNDS. (CONT) PRACTICAL: Study of comparative cleansing capacity of sample of soap in hard and soft water	The students will be able to: <ul style="list-style-type: none"> • Understand the cleansing action of soap • Draw the structure of micelle • Compare hard and soft water • Realize the excessive use of soaps and detergents leads to water pollution • Demonstrate activities for the preparation of soap and for identifying the salts which cause hardness in water 	<ul style="list-style-type: none"> • Understanding • Evaluate and inference • Collaborating • Learning 	<ul style="list-style-type: none"> • Quizzes and tests • Lab reports • Projects • Oral presentation • Observation • Concept map 	<ul style="list-style-type: none"> • Guided Discussion • Activity based teaching • Problem solving based learning • Hands-on Experiments • Inquiry-Based Learning • Project-Based Learning • Technology Integration 	<ul style="list-style-type: none"> • Science magazines, • Modeling materials, • Peer teaching, • Interactive white boards, • Laboratory equipment 	<ul style="list-style-type: none"> • Hands-On Activities • Cross-Curricular Connections • Real-World Connections
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NOVEMBER	18	REVISION						
DECEMBER	19	REVISION	The students will be able to:	<ul style="list-style-type: none"> • Reflective thinking. • Collaborating Learning • Critical thinking • Problem solving 		<ul style="list-style-type: none"> • Guided Discussion. • Problem solving based learning • Peer Teaching • Smart Board Content • Links from you tube. • , Hand on experiment 		
JANUARY	17	REVISION	•Recapitulate their learning.					
FEBRUARY	19	REVISION	•Produce their learning in the form of written and oral assessment.					
MARCH	18	FINAL EXAMS	<ul style="list-style-type: none"> •Reflect upon their interpretation skills. •Reflect upon their writing and learning skills. 					
PT 1			Chapter 1 – Chemical Equations and Reactions Pen and paper -1 (5 marks) Multiple Assessment-1 (5 marks) Notebook -1 (5 marks) Subject Enrichment-1 (5 marks)					
MID TERM			Midterm exam for 80 marks (including physics, chemistry and biology) - 50% of syllabus Chapters 1 and 2					
PT 2			Chapter 3: metals and non-metals Pen and paper -2 (5 marks) Multiple Assessment-2 (5 marks) Notebook -2 (5 marks) Subject Enrichment-2 (5 marks)					
PRE- BOARD 1			100% syllabus for 80 marks (including physics, chemistry and biology)					

PT 3		Chapter 4: carbon and its compounds Pen and paper -3 (5 marks) Multiple Assessment-3 (5 marks) Notebook -3 (5 marks) Subject Enrichment-3 (5 marks)		
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	Pen and paper -3 (5 marks) Multiple Assessment-3 (5 marks) Notebook -3 (5 marks) Subject Enrichment-3 (5 marks)
ARD 2	100% syllabus for 80 marks.

SCIENCE (BIOLOGY)

MONTH	NO. OF WORKING DAYS	COURSE CONTENT	LEARNING OUTCOMES	ASSESSMENT TOOLS	SKILL	TEACHING LEARNING STRATEGIES	RESOURCES	INTERDISCIPLINARY
MARCH	13	<p>CH - 15 OUR ENVIRONMENT</p> <p>PRACTICAL: To prepare a temporary mount of leaf peel to show its stomata</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● develop the definition of ecosystem & study the components. ● classify ecosystems into various types on the basis of their nature and size. ● correlate the importance of biotic and abiotic components in all ecosystem ● develop the definition of food chain and trophic level ● construct the food chain with different trophic levels ● establish nutritional relationships among organisms ● determine features of food chain ● calculate the amount of energy transferred among various trophic levels in a food chain ● construct food web formed by interlinking of food chain 	<ul style="list-style-type: none"> ● Concept Map ● Notebook ● Quiz, Class Test ● Class discussions ● think-pair-share ● homework ● rubrics for activities 	<ul style="list-style-type: none"> ● Understanding, Synthesis ● Analysis, Comprehension ● Application, Understanding ● Understanding, Synthesis ● Synthesis, Analysis ● Analysis, Comprehension ● Comprehension 	<ul style="list-style-type: none"> ● Demonstration cum lecture method ● Guided Discussion ● Activity based teaching ● Problem solving based learning ● Peer teaching 	<ul style="list-style-type: none"> ● Textbooks, ● Laboratory equipment, ● Online platforms, ● Science kit, ● Articles, Collaborative activities. 	<ul style="list-style-type: none"> ● Literacy Integration, ● Inquiry-Based Learning ● Hands-On Activities ● Cross-Curricular Connections (Social Science, Mathematics, English, Technology and Art) ● Real-World Connections

		<p>CH - 15 OUR ENVIRONMENT</p> <p>PRACTICAL: To prepare a temporary mount of leaf peel to show its stomata</p>	<ul style="list-style-type: none"> ● Compare biodegradable and nonbiodegradable wastes. ● analyze and discover the reason of ozone layer depletion and measures to avoid it. ● interpret the harmful effects of ozone depletion. ● justify and circulate awareness amongst themselves & society for protection of ozone layer. ● sensitize for planting of more trees which provides huge amount of oxygen in the atmosphere. 	<ul style="list-style-type: none"> ● Concept Map ● Notebook ● Quiz, Class Test ● Class discussions ● think-pair-share ● homework ● rubrics for activities 	<ul style="list-style-type: none"> ● Problem solving, Application ● Synthesis, Analysis ● appreciate interdependence in nature ● Comprehension, Analysis ● Analysis, problem solving, Decision making, critical thinking, Evaluation 	<ul style="list-style-type: none"> ● Demonstration cum lecture method ● Guided Discussion ● Activity based teaching ● Problem solving based learning ● Peer teaching 	<ul style="list-style-type: none"> ● Textbooks, ● Laboratory equipment, ● Online platforms, ● Science kit, ● Articles, ● Collaborative activities 	<ul style="list-style-type: none"> ● Literacy Integration, ● Inquiry-Based Learning ● Hands-On Activities ● Cross-Curricular Connections ● Real-World Connections ● Integration of subjects: Social Science, Mathematics, English, Technology and Art
APRIL	20	<p>CH – 6 LIFE PROCESSES</p> <p>PRACTICAL: To prepare a temporary mount of leaf peel to show its stomata</p>	<p>TOPIC: NUTRITION The students will be able to:</p> <ul style="list-style-type: none"> ● develop the concept of life processes ● arrive at the meaning of autotrophic nutrition (photosynthesis) ● compare and contrast the steps of opening and closing of stomata ● identify the type of heterotrophic nutrition in living organisms on the basis of their features ● evolve the meaning & function of enzyme ● arrange/sequentially all the steps of digestion of food in human ● draw labelled diagram of human digestive system 	<ul style="list-style-type: none"> ● Concept Map ● Notebook ● Quiz, Class Test ● Class discussions ● think-pair-share ● homework ● rubrics for activities 	<ul style="list-style-type: none"> ● Understanding Synthesis ● Analysis ● Comprehension, Application, Problem solving ● Application Analysis ● Comprehension Analysis ● Comprehension Analysis, Synthesis ● Application 	<ul style="list-style-type: none"> ● Demonstration cum lecture method ● Guided Discussion ● Activity based teaching ● Problem solving based learning ● Peer teaching 	<ul style="list-style-type: none"> ● Textbooks, ● Laboratory equipment, ● Online platforms, ● Science kit, ● Articles, ● Collaborative activities 	<ul style="list-style-type: none"> ● Literacy Integration, ● Inquiry-Based Learning ● Hands-On Activities ● Cross-Curricular Connections ● Real-World Connections ● Integration of subjects: Social Science, Mathematics, English, Technology and Art

ARIL	20		<p>TOPIC: RESPIRATION</p> <ul style="list-style-type: none"> ● interpret the significance of various pathways of glucose catabolism. ● Unify the concept of glucose catabolism – ● investigate about the gas released during exhalation ● draw and identify the parts of respiratory system 	<ul style="list-style-type: none"> ● Concept Map ● Notebook ● Quiz, Class Test ● Class discussions ● think-pair-share ● homework ● rubrics for activities 	<ul style="list-style-type: none"> ● Artistic skills creative thinking ● Application, Analysis ● Synthesis, Application, problem solving ● Artistic Skill, Application 	<ul style="list-style-type: none"> ● Demonstration cum lecture method ● Guided Discussion ● Activity based teaching ● Problem solving based learning ● Peer teaching 	<ul style="list-style-type: none"> ● Textbooks, ● Laboratory equipment, ● Online platforms, ● Science kit, ● Articles, ● Collaborative activities 	<ul style="list-style-type: none"> ● Literacy Integration, ● Inquiry-Based Learning ● Hands-On Activities ● Cross-Curricular Connections ● Real-World Connections
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MAY	17	CH – 6 LIFE PROCESSES (contd..)	TOPIC: TRANSPORTATION The students will be able to: <ul style="list-style-type: none"> ● identify the components of transport system in humans ● mark the direction of blood flow in human heart ● conceptualize the path of circulation through flow chart ● compare and contrast structure and function of vein and artery ● draw and identify the parts of human heart ● emphasize on the importance of lymphatic system ● discover the mechanism of transport of water in plants. 	<ul style="list-style-type: none"> ● Concept Map ● Notebook ● Quiz, Class Test ● Class discussions ● think-pair-share ● homework ● rubrics for activities 	<ul style="list-style-type: none"> ● Comprehension, Understanding ● Analysis, Application ● Knowledge, Synthesis ● Comprehension, Application ● Drawing skill, Comprehension ● Analysis ● Application, Analysis 	<ul style="list-style-type: none"> ● Guided Discussion ● Activity based teaching ● Problem solving based learning ● Peerteaching ● Demonstration cum lecture method 	<ul style="list-style-type: none"> ● Textbooks, ● Laboratory equipment, ● Online platforms, ● Science kit, ● Articles, Collaborative activities 	<ul style="list-style-type: none"> ● Literacy Integration, ● Inquiry-Based Learning ● Hands-On Activities ● Cross-Curricular Connections ● Real-World Connections ● Integration of subjects: Social Science, Mathematics, English, Technology and Art
JULY	22	CH – 6 LIFE PROCESSES (contd..)	TOPIC: EXCRETION The students will be able to: <ul style="list-style-type: none"> ● identify various waste products ● understand the importance of filtration and removal of liquid waste (urine) through kidney ● draw the detailed structure of nephron ● find out the waste products of plants & mechanism of their removal ● discover the impact of less intake of water on excretory system 		<ul style="list-style-type: none"> ● Comprehension ● Comprehension, understanding ● Health awareness ● Application, Artistic Skills 			

		<p>PRACTICAL : To experimentally show that carbon dioxide is given out during respiration.(contd.)</p>	<ul style="list-style-type: none"> ● evaluate the coordination and cooperation of different life processes for survival of organisms ● discover the interdependence between plants & animals in the biosphere 	<ul style="list-style-type: none"> ● Concept Map ● Notebook ● Quiz, Class Test ● Class discussions ● think-pair-share ● homework ● rubrics for activities 	<ul style="list-style-type: none"> ● Evaluation, coordination ● Creative thinking ● Critical thinking ● Environmental awareness 			
JULY	22	<p>CH – 7 CONTROL AND COORDINATION</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● develop the meaning of stimulus and its corresponding response and sensory receptors ● Identify nerve cell and its functions ● construct the sequential mechanism of transmitting nerve impulses from one part of the body to another ● draw and label the structure of a nerve cell ● investigate and list impact of stimulus that creates reflex action ● construct a reflex arc in response to a stimulus ● tabulate the structure & function of each part of human brain ● analyse the diagram of human brain and relate the different parts of brain with their functions ● identify the structure of spinal cord & explain its function ● compare the spinal nerve and cranial nerve on the basis of origin and function 	<ul style="list-style-type: none"> ● Concept Map ● Notebook ● Quiz, Class Test ● Class discussions ● think-pair-share ● homework ● rubrics for activities 	<ul style="list-style-type: none"> ● Understanding, Synthesis ● Application, Comprehension ● Synthesis, Application ● Application, Artistic Skill ● Analysis, Comprehension ● Synthesis, Application ● Application, Synthesis ● Analysis, Application, Critical Thinking ● Application, Comprehension 	<ul style="list-style-type: none"> ● Guided Discussion ● Activity based teaching ● Problem solving based learning ● Peer teaching ● Demonstration cum lecture method 	<ul style="list-style-type: none"> ● Textbooks, ● Laboratory equipment, ● Online platforms, ● Science kit, ● Articles, Collaborative activities 	<ul style="list-style-type: none"> ● Literacy Integration, ● Inquiry-Based Learning ● Hands-On Activities ● Cross-Curricular Connections ● Real-World Connections ● Integration of subjects: Social Science, Mathematics, English, Technology and Art

AUGUST	19	CH – 7 CONTROL AND COORDINATION	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● interpret the need of chemical coordination ● locate the position of endocrine glands in human body ● correlate the functions of different hormones as means of information transmission in human body ● interpret the significance of feedback mechanism ● discover the effect of stimuli on plant growth and movement ● differentiate between Nastic movement and tropic movement ● develop the concept of phytohormones ● analyze the effect of concentration of different plant hormones on growth of root / shoot, flowering, ageing etc. ● investigate the importance of coordination of different endocrine glands and their secretion in performing various functions related to growth, metabolism & movements. 		<ul style="list-style-type: none"> ●Comprehension, Analysis ●Application, Analysis Knowledge, Application ●Application, Comprehension, Analysis ●Application, Comprehension ●Application, Analysis Critical thinking ●Analysis, Comprehension, coordination, Co-operative learning 			

<p>SEPTEMBER</p>	<p>20</p>	<p>CH – 8 HOW DO ORGANISMS REPRODUCE?</p> <p>PRACTICAL: To study binary fission in Amoeba and budding in yeast with the help of permanent slides.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● explore the formation and passage of DNA to progeny from parent cells ● explain the significance of variation in the survival of species ● conceptualize the various modes of reproduction used by unicellular organisms ● observe the formation of two daughter cells from a single parent cell (through slide) ● observe & relate the small outgrowths developing from yeast cell with the mode of reproduction ● observe the bryophyllum leaves, sprouting seeds & explore the parts of plant which propagate vegetatively ● draw and describe different types of asexual reproduction ● develop the concept of sexual reproduction ● correlate the labelled diagram to show the parts of a flower with the functions of each part ● draw labelled diagram of male and female reproductive system ● synthesise the various steps of reproduction in order ● analyse the need of reproductive health ● identify the contraceptive measures and its need ● justify the need of reproduction for the perpetuation & continuity of life 	<ul style="list-style-type: none"> ● Concept Map ● Notebook ● Quiz, Class Test ● Class discussions ● think-pair-share ● homework rubrics for activities 	<ul style="list-style-type: none"> ● Analysis, Comprehension, Creative thinking ● Comprehension, Application ● Comprehension ● Comprehension, Analysis ● Analysis, Understanding ● Application, Analysis, decision making. ● Application, Artistic Skill ● Knowledge, Synthesis ● Application, Analysis ● Application, Artistic skill ● Synthesis, Comprehension, Application ● Analytical ability, Evaluation, Self awareness ● Comprehension ● Evaluation, Gender equality, 	<ul style="list-style-type: none"> ● Guided Discussion ● Activity based teaching ● Problem solving based learning ● Peer teaching Demonstration cum lecture method 	<ul style="list-style-type: none"> ● Textbooks, ● Laboratory equipment, ● Online platforms, ● Science kit, ● Articles, Collaborative activities 	<ul style="list-style-type: none"> ● Literacy Integration, ● Inquiry-Based Learning ● Hands-On Activities ● Cross-Curricular Connections ● Real-World Connections ● Integration of subjects: Social Science, Mathematics, English, Technology and Art
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			<ul style="list-style-type: none"> justify that sex ratio needs to be maintained to balance the reproductive process and to spread awareness against female foeticide for a healthy society. 		Critical thinking			
OCTOBER	17	CH – 9 HEREDITY AND EVOLUTION PRACTICAL: To identify the different parts of an embryo of a dicot seed.	The students will be able to: <ul style="list-style-type: none"> Understand the concept of heredity identify common traits in humans & classify them in different categories appreciate the efforts of Mendel for studying contrasting traits located on different chromosomes in pea plant construct a monohybrid & dihybrid cross and calculate the ratio of offsprings (Punnet square) co-relate the link between genes present and the traits expressed analyze the importance of knowledge of gender/sex determination in present situation in India construct a cross to show possibility of male or female child being born in human create awareness of the fact that scientifically the male is responsible for the sex of the child, not female through the knowledge gained in the class – which will enlighten the society not to do female foeticide. 	<ul style="list-style-type: none"> Concept Map Notebook Quiz, Class Test Class discussions think-pair-share homework rubrics for activities 	<ul style="list-style-type: none"> Understanding Analysis, Application Problem Solving Critical thinking Synthesis, Problem solving Application, Problem solving Evaluation, Analysis Critical thinking Synthesis, Analysis Application Gender sensitization, Critical Thinking 	<ul style="list-style-type: none"> Guided Discussion Activity based teaching Problem solving based learning Peer teaching Demonstration cum lecture method 	<ul style="list-style-type: none"> Textbooks, Laboratory equipment, Online platforms, Science kit, Articles, Collaborative activities 	<ul style="list-style-type: none"> Literacy Integration, Inquiry-Based Learning Hands-On Activities Cross-Curricular Connections Real-World Connections Integration of subjects: Social Science, Mathematics, English, Technology and Art
NOVEMBER	18	REVISION	The students will be able to:			<ul style="list-style-type: none"> Reflective thinking. Collaborative 	<ul style="list-style-type: none"> Guided Discussion. Problem solving based learning 	
DECEMBER	19	REVISION	<ul style="list-style-type: none"> Recapitulate their learning. 					
JANUARY	17	REVISION	<ul style="list-style-type: none"> Produce their learning in the form 					

FEBRUARY	19	REVISION	of written and oral assessment. • Reflect upon their interpretation skills. • Reflect upon their writing and learning skills.	Learning •Critical thinking •Problem solving	• Peer teaching • Smart Board Content • Links from you tube. • Hands on experiment
MARCH	18	FINAL EXAMS			
PT 1		Chapter 15 Our Environment Pen and paper -1 (5 marks) Multiple Assessment-1 (5 marks) Notebook -1 (5 marks) Subject Enrichment-1 (5 marks)			
MID TERM		Midterm exam for 80 marks (including physics, chemistry and biology) - 50% of syllabus Chapters 6, 7, 15			
PT 2		Chapter 8 How do organisms reproduce? Pen and paper -2 (5 marks) Multiple Assessment-2 (5 marks) Notebook -2 (5 marks) Subject Enrichment-2 (5 marks)			
PRE- BOARD 1		100% syllabus for 80 marks.			
PT 3		Post term exam for 40 marks- Chapters- 8, 9 Pen and paper -3 (5 marks) Multiple Assessment-3 (5 marks) Notebook -3 (5 marks) Subject Enrichment-3 (5 marks) (These marks include physics, chemistry and biology)			
PRE- BOARD 2		100% syllabus for 80 marks.			

	<p>Geography: Resource and Development</p> <p>Economics Ch1:Development</p>	<p>how planning is essential judicious utilization of resources and the need to develop them in India</p> <ul style="list-style-type: none"> • Infers the rationale for development of resources • Analyse and evaluate data and information related to nonoptimal land, utilization in India. • What Development Promises - Different People, Different Goals • Income and Other Goals • National Development • How to compare different countries or states? • Income and other criteria • Public Facilities • Sustainability of Development 	<ul style="list-style-type: none"> • Digital poster making • Class test • Quiz 	<ul style="list-style-type: none"> • Problem solving, • Peer teaching, • Digital content • Quiz 	<ul style="list-style-type: none"> • Embibe class room app, • Smart board, • Map work • Multiple websites for research work 	<ul style="list-style-type: none"> • Art Integration
APRIL	History: Nationalism in India	<ul style="list-style-type: none"> • Explore various facets of Nationalistic movements that ushered in the sense of Collective Belonging • Discuss the impact of the first world war on triggering two defining movements (Khilafat & 	<ul style="list-style-type: none"> • Map work • class test • Collage of Types of media • Rubrics for Debate • Diagrams 	<ul style="list-style-type: none"> • Induction method, • Guided Discussion, • Problem solving, • Peer teaching, 	<ul style="list-style-type: none"> • Videos, • Embibe class room app, • Smart board, 	<ul style="list-style-type: none"> • Art • English • Hind • Maths

	<p>Civics: POWER SHARING</p> <p>Geography: Geography: Resource and Development (Continued) Economics Ch1:Development</p>	<p>Non-cooperation Movement) in India.</p> <ul style="list-style-type: none"> Assess/ appraise the role of Mahatma Gandhi and other leaders in the two movements (NCM & CDM) Examines and comprehends how democracies handle demands and need for power sharing. <ul style="list-style-type: none"> Analyse the Challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing Appraise and infer the need to conserve all resources available in India suggest remedial measures for optimal utilization of underutilized resources 	<ul style="list-style-type: none"> Rubrics for Debate class test quiz Map work Class test Concept Map 	<ul style="list-style-type: none"> Digital content, Quiz Guided Discussion, Problem solving, Peer teaching, Digital content, Quiz Collaboration Problem Solving 	<ul style="list-style-type: none"> Videos, Embibe class room app, Smart board, newspapers Videos, Embibe class room app, Smart board, Newspaper articles 	<ul style="list-style-type: none"> Science Geology English Art Integration
MAY	Civics: FEDERALISM	<ul style="list-style-type: none"> Comprehend the theory and Practice of Federalism in India 	<ul style="list-style-type: none"> Class test Class discussion Poster making Debate 	<ul style="list-style-type: none"> Guided Discussion, Problem solving, 	<ul style="list-style-type: none"> Videos, Embibe class room app, 	<ul style="list-style-type: none"> English Hindi Art

	<p>Civics: Gender, Religion and Caste</p> <p>Geography: Forest and Wildlife Resources Economics Ch1:Development (Continued)</p>	<p>• Analyse the policies and politics that has strengthened federalism in practice.</p> <p>• Examines the role and differences of Gender, religion and Caste in practicing Democracy in India.</p> <p>• Analyses the different expressions based on these differences are healthy or otherwise in a democracy</p> <p>• Enumerate how conservation of forests and wildlife are interdependent in nature and in maintain the ecology of India.</p> <p>• Analyse and infer how some of the developmental works, grazing wood cutting have impacted on the</p>	<ul style="list-style-type: none"> • Diagrams • Poster on water conservation • Group coordination • Class discussion • Class test • Notebook assessment • Group coordination • Class test • Notebook assessment • Data Interpretation 	<ul style="list-style-type: none"> • Peer teaching, • Digital content, • Quiz • Guided Discussion, • Problem solving, • Peer teaching, • Digital content, • Quiz • Role Play • Flipped Learning • Problem solving, • Peer teaching, • Digital content, • Quiz 	<ul style="list-style-type: none"> • Smart board,newspapers • Videos • ,Embibe class room app, • Smart board • Videos, • Embibe class room app, • Smart board, • Newspapers articles 	<ul style="list-style-type: none"> • Economics • English • Hindi • Art • Sociology • Phycology • Science • Sociology • Dramatics • Art Integration • Data Interpretation (Mathematics)
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		<p>survival or otherwise of the forests.</p> <ul style="list-style-type: none"> Summarizes the reasons for conservation of biodiversity in India under sustainable development. 				
JULY	<p>Geography: Water Resources</p> <p>Economics: Sectors of the Indian Economy</p>	<ul style="list-style-type: none"> Enumerate why the water resource of India to be conserved. Summarize the roles of Multipurpose projects supporting the water requirement of India. Identify major employment generating sectors. Reason out the government investment in different sectors of economy. 	<ul style="list-style-type: none"> Class Test Awareness Campaign (Hashtag Making) Poster Making Quiz 	<ul style="list-style-type: none"> Flipped learning Survey method Peer teaching Group learning Research work 	<ul style="list-style-type: none"> Smart board Embibe classroom app Newspaper articles 	<ul style="list-style-type: none"> Science Art Integration Sociology Anthropology English Hindi
AUGUST	Civics: Political Parties	<ul style="list-style-type: none"> Examine the role, purpose and no. of Political Parties in Democracy Evaluates the contributions made by national and regional political parties in making or otherwise of Indian democracy. 	<ul style="list-style-type: none"> Diagrams Poster on water conservation Group coordination Class discussion Class test Notebook assessment 	<ul style="list-style-type: none"> Guided Discussion, Problem solving, Peer teaching, Digital content, Quiz 	<ul style="list-style-type: none"> Videos Embibe class room app, Smart board 	<ul style="list-style-type: none"> English Hindi Art

	<p>History: Print culture and the Modern World.</p> <p>Geography: Agriculture Economics: Sectors of the Indian Economy (Continued)</p>	<ul style="list-style-type: none"> • Examine the development of Print from its beginnings in East Asia to its expansion in Europe and India • Analyse the impact of the spread of technology and consider how social life and culture changed with coming of print • Enumerate how agriculture plays a contributory role in Indian economy • Analyses and infers the challenges faced by the farming community in India • Identifies and summarizes various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and the impact of agriculture on the environment 	<ul style="list-style-type: none"> • Concept map • Map work • Project work • Class test • Quiz • Class Test • Comparatives • Poster Making • Quiz 	<ul style="list-style-type: none"> • Guided Discussion, • Problem solving, • Peer teaching, • Digital content, • Quiz • Art Integration • Brainstorming • Mind map • Quiz 	<ul style="list-style-type: none"> • Videos, • Embibe class room app, • Smart board, • Map work • Videos, • Embibe class room app, • Smart board, • Map work 	<ul style="list-style-type: none"> • English • Hindi • Art • Science • Art Integration • Mathematics • English
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SEPTEMBER	<p>The Making of a Global World Sub topic 1 The pre modern world Sub topic 2 19th century 1815 - 1914</p> <p>Sub topic 3 - The inter- war economy</p> <p>Sub topic 4 Rebuilding of world economy: the post war era.</p> <p>Outcomes of Democracy</p>	<ul style="list-style-type: none"> • Explore various aspects of how the world changed profoundly in the 19th century in terms of Economic, Political, Social, Cultural and technological areas. • Analyse the destructive impact of colonialism on the economy and the livelihoods of colonised people. • Comprehends the expected and actual outcomes of democracy in view of quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. • Analyses the reasons behind gap that occurs in conversion of expected outcomes into actual outcomes of democracy in various respects: quality of 	<ul style="list-style-type: none"> • Concept map • Map work • Project work • Class test • Quiz • Diagrams • Poster on water conservation • Group coordination • Class discussion • Class test • Notebook assessment 	<ul style="list-style-type: none"> • Guided Discussion, • Problem solving, • Peer teaching, • Digital content, • Quiz • Guided Discussion, • Problem solving, • Peer teaching, • Digital content, • Quiz 	<ul style="list-style-type: none"> • Videos, • Embibe class room app, • Smart board, • Map work • Videos • ,Embibe class room app, • Smart board 	<ul style="list-style-type: none"> • English • Hindi • Art • Economics • English • Hindi • Art • Sociology • Psychology

	<p>Geography: Minerals and Energy Resources</p> <p>Economics :Money & Credit</p>	<p>government, economic wellbeing, inequality, social differences and conflict and finally freedom and dignity</p> <ul style="list-style-type: none"> • Analyses and infers how different types of minerals are formed, where they are found, their uses, importance for human life and the economy • Infers the resource distribution to real-world situations and proposes strategies for sustainable use of natural resources • Differentiates between the conventional and nonconventional sources of energy <p>Understand the role of financial institutions from the point of view of day-to- day life</p>	<ul style="list-style-type: none"> • Class Test • Notebook Assessment • Poster Making • Quiz • Class Test 	<ul style="list-style-type: none"> • Kinaesthetic learning (Cookie mining activity) • Collaborative learning • Problem solving 	<ul style="list-style-type: none"> • Videos, • Embibe class room app, • Smart board, • Map work 	<ul style="list-style-type: none"> • Science • Art Integration • Mathematics • English • Economics • History
OCTOBER	<p>Geography: Manufacturing Industries</p>	<ul style="list-style-type: none"> • Differentiates between various types of manufacturing industries based on their input materials, 	<ul style="list-style-type: none"> • Class Test • Notebook Assessment • Concept Map • Quiz 	<ul style="list-style-type: none"> • Flipped learning • Peer teaching • Group learning • Research work 	<ul style="list-style-type: none"> • Videos, • Embibe class room app, • Smart board, • Map work 	<ul style="list-style-type: none"> • Art Integration • Mathematics • English • Economics

	Economics:Globalisation	<p>processes, and end products, and analyse their significance in the Indian economy.</p> <ul style="list-style-type: none"> • Enumerates the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector. • Infers the relation between availability of raw material and location of the industry <p>What is Globalisation and its impact.</p>	<ul style="list-style-type: none"> • Class Test 	<ul style="list-style-type: none"> • Inter-disciplinary linkages 		
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PT 1	<p>HISTORY – AGE OF INDUSTRIALIZATION CIVICS – POWER SHARING GEOGRAPHY- RESOURCE AND DEVELOPMENT (excluding Soil as a Resource and Soil Classification) Economics:Development</p>
MID TERM	<p>HISTORY – NATIONALISM IN INDIA NATIONALISM IN EUROPE CIVICS - POWER SHARING FEDERALISM GEOGRAPHY- RESOURCE AND DEVELOPMENT FOREST AND WILDLIFE RESOURCES Economics:Development & Sectors of Indian Economy</p>

PT 2	HISTORY – PRINT CULTURE AND THE MODERN WORLD CIVICS – GENDER, RELIGION AND CASTE GEOGRAPHY- WATER RESOURCES Economics:Money and Credit
PRE BOARD I	HISTORY – NATIONALISM IN INDIA NATIONALISM IN EUROPE PRINT CULTURE AND THE MODERN WORLD THE MAKING OF GLOBAL WORLD CIVICS – POWER SHARING FEDERALISM GENDER, RELIGION AND CASTE POLITICAL PARTIES OUTCOMES OF DEMOCRACY GEOGRAPHY- RESOURCE AND DEVELOPMENT FOREST AND WILDLIFE RESOURCES WATER RESOURCES AGRICULTURE MINERAL AND ENERGY RESOURCES MANUFACTURING INDUSTRIES Economics-Full Syllabus
PT 3	HISTORY – THE MAKING OF GLOBAL WORLD CIVICS – OUTCOMES OF DEMOCRACY GEOGRAPHY- AGRICULTURE Economics-Globalisation

संस्कृतम् (सम्प्रेषणात्मकम्) 2024-25

(कक्षा-दशमी)

कूटाङ्कः (119)

अधिगम-उद्देश्य

1. संस्कृत के माध्यम से छात्रों को भारतीय संस्कृति की सम्यक जानकारी प्राप्त करने योग्य बनाना ।
2. संस्कृत भाषा के शुद्ध उच्चारण पर बल देना ।
3. नैतिक मूल्यों एवं अनुशासन आदि भावों का विकास करना ।
4. विद्यार्थियों में संस्कृत लिखने, पढ़ने व समझने के लिए रूचि उत्पन्न करना ।
5. छात्रों को पाठगत विषयों में नैपुण्य प्रदान करना ।

पाठ्यपुस्तकानि

1. 'मणिका' - द्वितीयो भागः(प्रकाशनम्-केन्द्रीय माध्यमिक शिक्षा बोर्ड)
2. 'मणिका' - अभ्यासपुस्तकम् -2 (प्रकाशनम्-केन्द्रीय माध्यमिक शिक्षा बोर्ड)

मासाः	कार्य-दिवसाः	विषय-वस्तु	शिक्षणोद्देश्यः	कौशलम्	शिक्षण-युक्तयः	शिक्षणाधिगम-सामग्रयः	अन्तर्विषयकोपागमः
मार्च		<p><u>मणिका-भाग-2</u> पाठ-१ वाङ्मयं तपः</p> <ul style="list-style-type: none"> ➤ श्लोकान्वयः ➤ श्लोकभावार्थः ➤ कठिनशब्दार्थः ➤ कर्तृ-कर्म-क्रिया-विशेषण-विशेष्य-पर्याय-विलोम-विभक्ति-प्रत्यय-सन्धि-समासादीनाम् अवबोधनम् । ➤ अपठित-अवबोधनम् <p><u>रचनात्मककार्यम्-</u></p> <ul style="list-style-type: none"> ➤ संवादः /कथापूर्तिः ➤ पत्रम् (औपचारिकानौपचारिकम्) 	<ul style="list-style-type: none"> ➤ नीतिपरक श्लोकों का वाचन करना एवं उनमें निहित ज्ञान को आत्मसात् करना साथ ही श्लोकों का कण्ठस्थीकरण करना । 	<ul style="list-style-type: none"> ➤ कल्पनाशीलता ➤ विश्लेषणात्मकता ➤ भावात्मकता ➤ वाचनात्मकता ➤ छन्दोऽनुकूलगेयता 	<ul style="list-style-type: none"> ➤ उदाहरण विधि ➤ आगमन विधि ➤ निगमन विधि ➤ व्याख्यानविधि ➤ कथाकथनविधि ➤ दृश्य-श्रव्यात्मकविधि 	<ul style="list-style-type: none"> ➤ दृश्य-श्रव्य सामग्री ➤ पी. पी. टी. ➤ कक्षा-कक्ष ➤ अन्तर्जाल माध्यम ➤ फ्लिप-ग्रिड् ➤ यू-ट्यूब 	<p>छात्राः छन्द-स्वर-ताल-लय-पूर्वकं श्लोकानां प्रस्तवनं विधास्यन्ति ।</p>

		➤ चित्रवर्णनम् / अनुच्छेदलेखनम्					
अप्रैल		<p>मणिका-भाग-2 पाठ-२ नास्ति त्यागसमं सुखम्</p> <p>➤ प्रश्न-निर्माणम्</p> <p>➤ घटनानुसार कथापूर्ति:</p> <p>➤ कर्तृ-कर्म-क्रिया-विशेषण-विशेष्य-पर्याय-विलोम-विभक्ति-प्रत्यय-सन्धि-समासादीनाम् अवबोधनम् ।</p> <p>➤ कठिनशब्दार्थः</p> <p>➤ अपठित-अवबोधनम्</p> <p>रचनात्मककार्यम्-</p> <p>➤ संवादः /कथापूर्ति:</p> <p>➤ पत्रम् (औपचारिकानौपचारिकम्)</p> <p>➤ चित्रवर्णनम् / अनुच्छेदलेखनम्</p> <p>सन्धिकार्यम् -</p> <p>➤ स्वरसन्धि: (वृद्धि, यण , अयादि , पूर्वरूपम्)</p> <p>➤ व्यञ्जन सन्धि: (परसवर्णः (अनुस्वारस्थाने पञ्चमवर्णस्य प्रयोगः) , तुगागमः , वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम्)</p> <p>➤ विसर्ग सन्धि :- (विसर्गस्य उत्त्वम्, रत्वम्, विसर्गलोपः , विसर्गस्य स्थाने स्, श्, ष्)</p>	<p>➤ छात्रों में त्याग की भावना को विकसित करना एवं प्राचीन भारतीय मूल्यों से परिचय करवाना ।</p> <p>➤ भारतीय परम्परा में सङ्ग्रह की अपेक्षा परोपकार के लिए किए गए त्याग को प्रशस्त बताया गया है , इस बात को पाठ के अनुसार स्पष्ट करना ।</p> <p>छात्रों को सन्धि-प्रयोग में निपुण बनाना और पाठगत सन्धियों के अवबोधन के लिए छात्रों में सामर्थ्याधान करना ।</p>	<p>➤ कल्पनाशीलता</p> <p>➤ विश्लेषणात्मकता</p> <p>➤ भावात्मकता</p> <p>➤ वाचनात्मकता</p>	<p>➤ उदाहरण विधि</p> <p>➤ आगमन विधि</p> <p>➤ निगमन विधि</p> <p>➤ व्याख्यानविधि</p> <p>➤ कथाकथनविधि</p> <p>➤ दृश्य-श्रव्यात्मकविधि</p>	<p>➤ दृश्य-श्रव्य सामग्री</p> <p>➤ पी. पी. टी.</p> <p>➤ कक्षा-कक्ष</p> <p>➤ अन्तर्जाल माध्यम</p> <p>➤ फ्लिप-ग्रिड</p> <p>➤ यू-ट्यूब</p>	<p>छात्राः त्यागस्य महिमानं वर्णयन्तः सङ्घणकमाध्यमेन पी.पी.टी इत्यस्य निर्माणं विधास्यन्ति ।</p>
मई		<p>मणिका-भाग-2 पाठ-३ रमणीया हि सृष्टिः एषा</p> <p>➤ प्रश्न-निर्माणम्</p>	<p>➤ छात्रों में विविधता में एकता के भाव को विकसित करना ।</p>	<p>➤ कल्पनाशीलता</p>	<p>➤ उदाहरण विधि</p> <p>➤ आगमन विधि</p>	<p>➤ स्लाइड</p>	<p>➤ छात्राः पाठस्थपात्राणां</p>

	<ul style="list-style-type: none"> ➤ कर्तृ-कर्म-क्रिया-विशेषण-विशेष्य-पर्याय-विलोम-विभक्ति-प्रत्यय-सन्धि-समासादीनाम् अवबोधनम् । ➤ जटिलशब्दार्थः ➤ कठिनशब्दानां प्रसङ्गानुसारोचितार्थलेखनम् ➤ अपठित-अवबोधनम् <p><u>रचनात्मककार्यम्-</u></p> <ul style="list-style-type: none"> ➤ संवादः /कथापूर्तिः ➤ पत्रम् (औपचारिकानौपचारिकम्) ➤ चित्रवर्णनम् / अनुच्छेदलेखनम् <p><u>व्याकरणम्</u></p> <p>समासः - वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः</p> <ul style="list-style-type: none"> ➤ तत्पुरुषः (विभक्तिः, नञ्, उपपदः) ➤ अव्ययीभावः (अनु, उप, सह, निर्, प्रति, यथा) ➤ द्वन्द्वः 	<ul style="list-style-type: none"> ➤ पाठ के पात्रों के उदाहरणपूर्वक <u>एक भारत श्रेष्ठ</u> भारत का प्रतिपादन । ➤ ईश्वरीय सृष्टि में प्रत्येक जीव का समान अधिकार है , अतः सभी के प्रति भेदभाव रहित समदृष्टि का भाव विकसित करना । ➤ छात्रों के वाचन एवं पठन कौशल का विकास करना । ➤ छात्रों को समास के प्रयोग में निपुण बनाना । 	<ul style="list-style-type: none"> ➤ विश्लेषणात्मकता ➤ भावात्मकता ➤ वाचनात्मकता 	<ul style="list-style-type: none"> ➤ निगमन विधि ➤ व्याख्यानविधि ➤ पात्राभिनयविधि ➤ दृश्य-श्रव्यात्मकविधि ➤ नाट्य-सम्वादविधि 	<ul style="list-style-type: none"> ➤ पाठ्यपुस्तकें ➤ संगणक ➤ एनिमेशन कार्टून-स्ट्रिप् 	<p>नाट्याभिनयमाध्यमेन चित्रणं करिष्यन्ति</p>
जुलाई	<p><u>मणिका-भाग-2</u></p> <p>पाठ-४ अज्ञा गुरूणां हि अविचारणीया</p> <ul style="list-style-type: none"> ➤ प्रश्न-निर्माणम् ➤ घटनानुसार कथापूर्तिः ➤ कर्तृ-कर्म-क्रिया-विशेषण-विशेष्य-पर्याय-विलोम-विभक्ति-प्रत्यय-सन्धि-समासादीनाम् अवबोधनम् । ➤ जटिलशब्दार्थः 	<ul style="list-style-type: none"> ➤ छात्रों को गुरु-आज्ञा का महत्व समझाना एवं गुरुओं के प्रति आदर-सत्कार के भाव को विकसित करना । ➤ छात्र पाठ में निहित मौलिक ज्ञान को अपने जीवन में ग्रहण कर पाएँगे साथ ही अपने से ज्येष्ठ एवं गुरुओं के अनुभव के महत्व को समझेंगे । 	<ul style="list-style-type: none"> ➤ सृजनात्मकता ➤ विश्लेषणात्मकता ➤ कल्पनाशीलता ➤ भावात्मकता ➤ वाचनात्मकता 	<ul style="list-style-type: none"> ➤ प्रत्यक्ष विधि ➤ व्याख्यान विधि ➤ आगमन विधि ➤ निगमन विधि ➤ दृश्य-श्रव्यात्मकोपकरण विधि 	<ul style="list-style-type: none"> ➤ दृश्य-श्रव्य सामग्री ➤ पी. पी. टी. ➤ कक्षा-कक्ष ➤ अन्तर्जाल माध्यम ➤ फ्लिप-ग्रीड 	<ul style="list-style-type: none"> ➤ छात्राः पञ्चतन्त्रहितोपदेशादिकथाग्रन्थानां कथानकं चित्राणां माध्यमेन प्रस्तौष्यन्ति ।

	<ul style="list-style-type: none"> ➤ कठिनशब्दानां प्रसङ्गानुसारोचितार्थलेखनम् ➤ अपठित-अवबोधनम् <p><u>रचनात्मककार्यम्-</u></p> <ul style="list-style-type: none"> ➤ संवादः /कथापूर्तिः ➤ पत्रम् (औपचारिकानौपचारिकम्) ➤ चित्रवर्णनम् / अनुच्छेदलेखनम् <p><u>व्याकरणम् -</u></p> <p>प्रत्ययाः</p> <ul style="list-style-type: none"> ➤ तद्धिताः (मतुप् ,ठक्,,त्व,तल्) ➤ स्त्रीप्रत्ययौ (टाप् , डीप्) ➤ वाच्यपरिवर्तनम् - (केवलं लट् लकारे) – कर्तृ-कर्म-क्रिया 	<p>अपने से बड़ों के आज्ञा की अवहेलना से होने वाली हानि से अवगत होंगे और उनके प्रति श्रद्धाभाव से अवनत भी होंगे ।</p>		<ul style="list-style-type: none"> ➤ कथाकथनविधि ➤ यू-ट्यूब 		
अगस्त	<p><u>मणिका-भाग-2</u></p> <p>पाठ – ५ अभ्यासवशगं मनः</p> <ul style="list-style-type: none"> ➤ श्लोकान्वयः ➤ श्लोकभावार्थः ➤ कठिनशब्दार्थः ➤ कर्तृ-कर्म-क्रिया-विशेषण-विशेष्य-पर्याय-विलोम-विभक्ति-प्रत्यय-सन्धि-समासादीनाम् अवबोधनम् । ➤ अपठित-अवबोधनम् <p><u>रचनात्मककार्यम्-</u></p> <ul style="list-style-type: none"> ➤ संवादः /कथापूर्तिः ➤ पत्रम् (औपचारिकानौपचारिकम्) ➤ चित्रवर्णनम् / अनुच्छेदलेखनम् 	<ul style="list-style-type: none"> ➤ प्रस्तुत पाठ कुरुक्षेत्र के समराङ्गण में भगवान श्रीकृष्ण द्वारा मोहग्रस्त अर्जुन को कर्तव्यच्युति से सावधान करते हुए कर्म करने के लिए अभिप्रेरित किए गए ग्रन्थ श्रीमद्-भगवद्गीता से स्वीकृत है । ➤ छात्रों को श्रीमद्-भगवद्गीता के कर्मण्येवाधिकारस्ते जैसे श्लोकों से जीवन में कर्म का महत्व बताया जाएगा । ➤ काम, क्रोध, लोभ, मोह, मद और मात्सर्य जैसे मनुष्य के आन्तरिक शत्रुओं के ऊपर विजयप्राप्ति हेतु अभ्यास का माहत्म्य बताया जाएगा । ➤ किशोरावस्था में आकर्षण एवं मनश्चाञ्चल्य अत्यधिक होता है, अतः 	<ul style="list-style-type: none"> ➤ सृजनात्मकता ➤ विश्लेषणात्मकता ➤ कल्पनाशीलता ➤ भावात्मकता ➤ वाचनात्मकता 	<ul style="list-style-type: none"> ➤ प्रत्यक्ष विधि ➤ व्याख्यान विधि ➤ आगमन विधि ➤ निगमन विधि ➤ दृश्य-श्रव्यात्मकोपकरण विधि ➤ सामूहिकश्लोक वाचनविधि 	<ul style="list-style-type: none"> ➤ स्लाइड ➤ पाठ्यपुस्तकें ➤ संगणक ➤ एनिमेशन कार्टून-स्ट्रिप् 	<p>छात्राः भगवद्गीतायाः विद्यापरकसंस्कृत श्लोकानां दृश्याङ्कननिर्माणं करिष्यन्ति ।</p>

	<p>व्याकरणम् -</p> <ul style="list-style-type: none"> ➤ अशुद्धि संशोधनम् (वचन-लिङ्ग-लकार-पुरुष-दृष्ट्या संशोधनम्) ➤ समयः- अंकानां स्थाने शब्देषु समयलेखनम् (सामान्य-सपाद-सार्ध-पदोन,) 	<p>पाठानुसार मनोनिग्रह का लाभ प्रतिपादित किया जाएगा।</p> <p>अध्ययन के साथ समस्त क्षेत्रों में निरन्तर अभ्यास के महत्त्व एवं उसके परिणामों से अवगत कराना।</p>				
सितम्बर	<p>मणिका-भाग-2</p> <p>पाठ ६ राष्ट्र संरक्ष्यमेव हि</p> <ul style="list-style-type: none"> ➤ प्रश्न-निर्माणम् ➤ कर्तृ-कर्म-क्रिया-विशेषण-विशेष्य-पर्याय-विलोम-विभक्ति-प्रत्यय-सन्धि-समासादीनाम् अवबोधनम्। ➤ जटिलशब्दार्थः ➤ कठिनशब्दानां प्रसङ्गानुसारोचितार्थलेखनम् <p>पाठ ७ साधुवृत्तिं समाचरेत्</p> <ul style="list-style-type: none"> ➤ प्रश्न-निर्माणम् ➤ घटनानुसार कथापूर्तिः ➤ कर्तृ-कर्म-क्रिया-विशेषण-विशेष्य-पर्याय-विलोम-विभक्ति-प्रत्यय-सन्धि-समासादीनाम् अवबोधनम्। ➤ जटिलशब्दार्थः ➤ कठिनशब्दानां प्रसङ्गानुसारोचितार्थलेखनम् ➤ अपठित-अवबोधनम् <p>रचनात्मककार्यम्-</p> <ul style="list-style-type: none"> ➤ संवादः /कथापूर्तिः ➤ पत्रम् (औपचारिकानौपचारिकम्) 	<ul style="list-style-type: none"> ➤ छात्रों में राष्ट्रभक्ति की भावना को विकसित करना। ➤ छात्रों में राष्ट्र के प्रति त्याग एवं बलिदान के महत्त्व को जागृत करना। ➤ छात्रों को अपने जीवन में सदाचरण, अनुशासन, ज्येष्ठों के प्रति सम्मान जैसे नैतिक सद्गुणों को धारण करने के लिए प्रेरित करना। ➤ छात्र पाठ को पढ़ सकेंगे एवं संस्कृत के नवीन शब्दों से परिचित होकर वाक्य निर्माण कर सकेंगे। <p>साधुवृत्तिं समाचरेत् पाठ के दुष्टबुद्धि एवं प्रच्छन्नभाग्य दोनों पात्रों के उदाहरणपूर्वक छात्रों में सदाचरण का आधान करना।</p>	<ul style="list-style-type: none"> ➤ सृजनात्मकता ➤ विश्लेषणात्मकता ➤ कल्पनाशीलता ➤ भावात्मकता ➤ वाचनात्मकता 	<ul style="list-style-type: none"> ➤ प्रत्यक्ष विधि ➤ व्याख्यान विधि ➤ पात्राभिनयविधि ➤ समस्या समाधान विधि ➤ समूहचर्चा विधि ➤ नाट्यविधि ➤ दृश्य-श्रव्य सामग्री द्वारा शिक्षण 	<ul style="list-style-type: none"> ➤ स्लाइड ➤ पाठ्यपुस्तकें ➤ संगणक ➤ एनिमेशन कार्टून-स्ट्रिप् 	<p>छात्राः राष्ट्रभक्तिभरितानि गीतानि चित्रकला माध्यमेन प्रस्तौष्यन्ति।</p>

	<p>➤ चित्रवर्णनम् / अनुच्छेदलेखनम्</p> <p>व्याकरणम् -</p> <p>➤ अव्यय-पदानि (इव, उच्चै, एव, नूनम्, इतस्ततः, विना, सहसा, वृथा, शनैः, इति, मा, यत्, सम्प्रति, इदानीम्, अधुना, यावत्, बहिः, कदापि, च, अपि, पुरा, अत्र-तत्र, यथा-तथा, कदा, श्वः, ह्यः, किमर्थम्, कुत्र)</p>					
अक्टूबर	<p>मणिका-भाग-2</p> <p>पाठ- ८ तिरक्कुरल्-सूक्ति-सौरभम्</p> <p>➤ श्लोकान्वयः</p> <p>➤ श्लोकभावार्थः</p> <p>➤ कठिनशब्दार्थः</p> <p>➤ कर्तृ-कर्म-क्रिया-विशेषण-विशेष्य-पर्याय-विलोम-विभक्ति-प्रत्यय-सन्धि-समासादीनाम् अवबोधनम् ।</p> <p>➤ अपठित-अवबोधनम्</p> <p>रचनात्मककार्यम्-</p> <p>➤ संवादः /कथापूर्तिः</p> <p>➤ पत्रम् (औपचारिकानौपचारिकम्) चित्रवर्णनम् / अनुच्छेदलेखनम्</p>	<p>➤ तमिल भाषा के महाकवि संत तिरुवल्लुवर की महान शिक्षाओं से छात्रों को परिचित कराना एवं छात्रों को जीवन में उत्तम आचरण अपनाने की शिक्षा देना ।</p> <p>➤ तिरक्कुरल्-सूक्ति-सौरभम् पाठ के माध्यम से छात्रों का रचनात्मक एवं नैतिक विकास होगा ।</p> <p>छात्र भारतीय बहुभाषी समाज में व्याप्त ज्ञान को पद्यमय संस्कृतानुवाद के माध्यम से अधिगत करेंगे ।</p>	<p>➤ रचनात्मकता</p> <p>➤ कल्पनाशीलता</p> <p>➤ विश्लेषणात्मकता</p> <p>➤ वाचनात्मकता</p>	<p>➤ समूहचर्चा विधि</p> <p>➤ सामूहिकश्लोक वाचनविधि</p> <p>➤ आगमन विधि</p> <p>➤ निगमन विधि</p> <p>➤ उदाहरण विधि</p> <p>➤ व्याख्यान विधि</p>	<p>➤ स्लाइड</p> <p>➤ पाठ्यपुस्तकें</p> <p>➤ संगणक</p> <p>➤ एनिमेशन कार्टून-स्ट्रिप्</p>	<p>छात्राः तमिलभाषायां तिरक्कुरल् गास्यन्ति ।</p>
नवम्बर	<p>पाठ-९ सुस्वागतं भो ! अरुणाचलेऽस्मिन्</p> <p>➤ पश्र-निर्माणम्</p> <p>➤ कर्तृ-कर्म-क्रिया-विशेषण-विशेष्य-पर्याय-विलोम-विभक्ति-प्रत्यय-सन्धि-समासादीनाम् अवबोधनम् ।</p> <p>➤ जटिलशब्दार्थः</p> <p>➤ कठिनशब्दानां प्रसङ्गानुसारोचितार्थलेखनम्</p>	<p>➤ छात्रों को पूर्वोत्तर-राज्य अरुणाचल की भाषा-संस्कृति, खान-पान, रहन-सहन एवं प्राकृतिक सौन्दर्य से परिचित करवाना ।</p> <p>➤ छात्र पात्रानुकूल अभिनयात्मक सम्वाद प्रस्तुत करने में सक्षम होंगे ।</p> <p>छात्रों का रचनात्मक एवं ज्ञानात्मक विकास होगा ।</p>	<p>➤ रचनात्मकता</p> <p>➤ कल्पनाशीलता</p> <p>➤ विश्लेषणात्मकता</p> <p>➤ वाचनात्मकता</p>	<p>➤ प्रत्यक्ष विधि</p> <p>➤ व्याख्यान विधि</p> <p>➤ पात्राभिनयविधि</p> <p>➤ समस्या समाधान विधि</p>	<p>➤ दृश्य-श्रव्य सामग्री</p> <p>➤ पी. पी. टी.</p> <p>➤ कक्षा-कक्ष</p> <p>➤ अन्तर्जाल माध्यम</p>	<p>छात्राः अभिनयपूर्वकं पाठस्य पात्राणां चरित्रं प्रस्तौष्यन्ति ।</p>

		<ul style="list-style-type: none"> ➤ अपठित-अवबोधनम् <u>रचनात्मककार्यम्-</u> ➤ संवादः /कथापूर्तिः ➤ पत्रम् (औपचारिकानौपचारिकम्) ➤ चित्रवर्णनम् / अनुच्छेदलेखनम् 			<ul style="list-style-type: none"> ➤ समूहचर्चा विधि ➤ नाट्यविधि ➤ दृश्य-श्रव्य सामग्री द्वारा शिक्षण 	<ul style="list-style-type: none"> ➤ फ्लिप-ग्रिड् ➤ यू-ट्यूब 	
दिसम्बर	<p>पाठ- १० कालोऽहम् (केवलम् आन्तरिक-मूल्याङ्कनाय)</p> <p>पाठ- ११ किं किम् उपादेयम् (केवलम् आन्तरिक)</p>	<ul style="list-style-type: none"> ➤ छात्रों को समय का महत्त्व बताते हुए सभी कार्यों को यथासमय करने के लिए प्रेरित करना । ➤ छात्र भारतीय प्राचीनकालगणना पद्धति से अवगत होंगे । श्रीमदादिशङ्कराचार्य विरचित प्रश्नोत्तरमालिका ग्रन्थ से परिचित करवाना एवं उसमें वर्णित प्रश्नों के माध्यम से जानना कि जीवन में क्या-क्या ग्रहण करने योग्य है अथवा क्या नहीं है । 	<ul style="list-style-type: none"> ➤ सृजनात्मकता ➤ विश्लेषणात्मकता ➤ भावात्मकता ➤ वाचनात्मकता ➤ प्रयोगात्मकता 	<ul style="list-style-type: none"> ➤ समूह चर्चा ➤ आगमन एवं निगमन विधि ➤ उदाहरण विधि ➤ व्याख्यान विधि ➤ समस्या समाधान विधि ➤ दृश्य-श्रव्य सामग्री द्वारा शिक्षण प्रयोगविधि 	<ul style="list-style-type: none"> ➤ दृश्य-श्रव्य सामग्री ➤ पी. पी. टी. ➤ कक्षा-कक्ष ➤ अन्तर्जाल माध्यम ➤ फ्लिप-ग्रिड् ➤ यू-ट्यूब 	<p>छात्राः छन्द-स्वर-ताल-लय-पूर्वकं श्लोकानां प्रस्तवनं विधास्यन्ति ।</p>	
जनवरी	पुनरावृत्तिः	छात्र पठित पाठों की पुनरावृत्ति करेंगे एवं तत्संबंधित कठिनाईओं का निराकरण करेंगे	<ul style="list-style-type: none"> ➤ सृजनात्मकता ➤ विश्लेषणात्मकता ➤ प्रयोगात्मकता शङ्कासमाधानात्मकता 	<ul style="list-style-type: none"> ➤ उदाहरण विधि ➤ व्याख्यान विधि ➤ प्रश्नपरिपृच्छा विधि ➤ समूहचर्चाविधि 	<ul style="list-style-type: none"> ➤ कक्षा-कक्ष ➤ अन्तर्जाल माध्यम ➤ फ्लिप-ग्रिड् ➤ यू-ट्यूब 		
फ़रवरी	पुनरावृत्तिः	छात्र पठित पाठों की पुनरावृत्ति करेंगे एवं तत्संबंधित कठिनाईओं का निराकरण करेंगे	<ul style="list-style-type: none"> ➤ सृजनात्मकता ➤ विश्लेषणात्मकता 	<ul style="list-style-type: none"> ➤ उदाहरण विधि ➤ व्याख्यान विधि 	<ul style="list-style-type: none"> ➤ कक्षा-कक्ष ➤ अन्तर्जाल माध्यम 		

				<ul style="list-style-type: none"> ➤ प्रयोगात्मकता शङ्कासमाधाना त्मकता 	<ul style="list-style-type: none"> ➤ प्रश्नपरिपृच्छा विधि ➤ समूहचर्चाविधि 	<ul style="list-style-type: none"> ➤ फ्लिप्-ग्रिड् ➤ यू-ट्यूब 	
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<p>पूर्वमध्य-सत्र (पी.टी.-१)</p>	<p>‘मणिका’-द्वितीयो भागः - पाठ -१,२</p> <ul style="list-style-type: none"> ➤ अपठित-अवबोधनम् <p><u>रचनात्मककार्यम् –</u></p> <ul style="list-style-type: none"> ➤ पत्रलेखनम् ➤ चित्रवर्णनम् /अनुच्छेदः ➤ सम्वादः/कथापूर्तिः <p><u>व्याकरणम्</u></p> <p><u>सन्धिः</u></p> <ul style="list-style-type: none"> ➤ स्वरसन्धिः (वृद्धि, यण , अयादि , पूर्वरूपम्) ➤ व्यञ्जन सन्धिः (परसवर्णः (अनुस्वारस्थाने पञ्चमवर्णस्य प्रयोगः) , तुगागमः , वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम्) <p>विसर्ग सन्धि :- (विसर्गस्य उत्त्वम्, रत्वम्, विसर्गलोपः , विसर्गस्य स्थाने स्, श्, ष्)</p>
<p>मध्य-सत्र</p>	<p>‘मणिका’-द्वितीयो भागः - पाठ-१,२,३,४</p> <ul style="list-style-type: none"> ➤ अपठित-अवबोधनम् <p><u>रचनात्मककार्यम् –</u></p> <ul style="list-style-type: none"> ➤ पत्रलेखनम् ➤ चित्रवर्णनम् /अनुच्छेदः ➤ सम्वादः/कथापूर्तिः <p><u>व्याकरणम्</u></p> <p><u>सन्धिः</u></p> <ul style="list-style-type: none"> ➤ स्वरसन्धिः (वृद्धि, यण , अयादि , पूर्वरूपम्) ➤ व्यञ्जन सन्धिः (परसवर्णः (अनुस्वारस्थाने पञ्चमवर्णस्य प्रयोगः) , तुगागमः , वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम्) <p>विसर्ग सन्धि :- (विसर्गस्य उत्त्वम्, रत्वम्, विसर्गलोपः , विसर्गस्य स्थाने स्, श्, ष्)</p>

	<p>समासः - वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः ➤ तत्पुरुषः (विभक्तिः, नञ्, उपपदः) ➤ अव्ययीभावः (अनु, उप, सह, निर, प्रति, यथा) द्वन्द्वः प्रत्ययाः - ➤ तद्धिताः (मतुप्, ठक्, त्व, तल्) ➤ स्त्रीप्रत्ययौ (टाप्, डीप्) वाच्यपरिवर्तनम् - (केवलं लट् लकारे) – कर्तृ-कर्म-क्रिया</p>
उत्तरमध्य-सत्र (पी.टी.-२)	<p>‘मणिका’-द्वितीयो भागः - पाठ- ५, ६, ७ ➤ अपठित-अवबोधनम् रचनात्मकार्यम् - ➤ पत्रलेखनम् ➤ चित्रवर्णनम् /अनुच्छेदः ➤ सम्वादः/कथापूर्तिः व्याकरणम् - ➤ अशुद्धि संशोधनम् (वचन-लिङ्ग-लकार-पुरुष-दृष्ट्या संशोधनम्) ➤ समयः- अंकानां स्थाने शब्देषु समयलेखनम् (सामान्य-सपाद-सार्ध-पदोन,) ➤ अव्यय-पदानि (इव, उच्चै, एव , नूनम्, इतस्ततः, विना, सहसा, वृथा, शनैः, इति , मा, यत्, सम्प्रति, इदानीम्, अधुना, यावत्, बहिः, कदापि, च, अपि, पुरा, अत्र-तत्र, यथा-तथा, कदा, श्वः, ह्यः, किमर्थम्, कुत्र)</p>
(पी.टी.-3)	<p>‘मणिका’-द्वितीयो भागः- ८, ९ व्याकरणम्- सन्धिः ➤ स्वरसन्धिः (वृद्धि, यण , अयादि , पूर्वरूपम्) ➤ व्यञ्जन सन्धिः (परसवर्णः (अनुस्वारस्थाने पञ्चमवर्णस्य प्रयोगः) , तुगागमः , वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम्)</p>

	<p>➤ विसर्ग सन्धि :- (विसर्गस्य उत्त्वम्, रत्वम्, विसर्गलोपः , विसर्गस्य स्थाने स्, श्, ष्)</p> <p>समासः - वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः</p> <ul style="list-style-type: none"> ➤ तत्पुरुषः-विभक्तिः, नञ्, उपपदः ➤ अव्ययीभावः(अनु, उप, सह, निर, प्रति, यथा) , ➤ द्वन्द्वः <p>प्रत्ययाः -</p> <ul style="list-style-type: none"> ➤ तद्धिताः (मतुप्, ठक्, त्व, तल्) ➤ स्त्रीप्रत्ययौ (टाप्, डीप्) <p>समयः-</p> <ul style="list-style-type: none"> ➤ अंकानां स्थाने शब्देषु समयलेखनम् (सामान्य-सपाद-सार्ध-पदोन,)
<p>वार्षिक-परीक्षा</p>	<p>‘मणिका’-द्वितीयो भागः- पाठ- १, २, ३, ४, ५, ६, ७, ८, ९</p> <ul style="list-style-type: none"> ➤ अपठित-अवबोधनम् <p>रचनात्मककार्यम् –</p> <ul style="list-style-type: none"> ➤ पत्रलेखनम् ➤ चित्रवर्णनम् /अनुच्छेदः ➤ सम्वादः/कथापूर्तिः <p>व्याकरणम्-</p> <p>सन्धिः</p> <ul style="list-style-type: none"> ➤ स्वरसन्धिः (वृद्धि, यण , अयादि , पूर्वरूपम्) ➤ व्यञ्जन सन्धिः (परसवर्णः (अनुस्वारस्थाने पञ्चमवर्णस्य प्रयोगः) , तुगागमः , वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम्) ➤ विसर्ग सन्धि :- (विसर्गस्य उत्त्वम्, रत्वम्, विसर्गलोपः , विसर्गस्य स्थाने स्, श्, ष्) <p>समासः - वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः</p> <ul style="list-style-type: none"> ➤ तत्पुरुषः-विभक्तिः, नञ्, उपपदः ➤ अव्ययीभावः(अनु, उप, सह, निर, प्रति, यथा) , ➤ द्वन्द्वः

	<p>प्रत्ययाः -</p> <ul style="list-style-type: none"> ➤ तद्धिताः (मतुप्, ठक्, त्व, तल्) ➤ स्त्रीप्रत्ययौ (टाप्, डीप्) <p>वाच्यपरिवर्तनम् -</p> <ul style="list-style-type: none"> ➤ (केवलं लट् लकारे) – कर्तृ-कर्म-क्रिया <p>अशुद्धि संशोधनम्</p> <ul style="list-style-type: none"> ➤ (वचन-लिङ्ग-लकार-पुरुष-दृष्ट्या संशोधनम्) <p>समयः-</p> <ul style="list-style-type: none"> ➤ अंकानां स्थाने शब्देषु समयलेखनम् (सामान्य-सपाद-सार्ध-पदोन,) <p>अव्यय-पदानि</p> <p>(इव, उच्चै, एव , नूनम्, इतस्ततः, विना, सहसा, वृथा, शनैः, इति , मा, यत्, सम्प्रति, इदानीम्, अधुना, यावत्, बहिः, कदापि, च, अपि, पुरा, अत्र-तत्र, यथा-तथा, कदा, श्वः, ह्यः, किमर्थम्, कुत्र)</p>
	<ul style="list-style-type: none"> ● आन्तरिक-मूल्यांकनार्थं सम्मर्शाः - <p>बहुविध-मूल्यांकनं, विषयसम्बर्धनगतिविधयश्च</p> <ul style="list-style-type: none"> ➤ पाठानुसारेण स्फोरकपत्राणां निर्माणम् । ➤ पाठगतविषयाणां सचित्रप्रतिपादनम् । ➤ श्लोककण्ठस्थीपूर्वकं दृश्याङ्कननिर्माणम् । ➤ पाठगतपात्राणां नाट्यमञ्चनम् । ➤ पोर्टफोलियो इति निवेशसूचिकायाः निर्माणम् । ➤ संस्कृतसूक्तिसङ्कलनम् । ➤ डिजिटल् इति अङ्कीयमाध्यमेन कार्टून् इति व्यङ्ग्यकथानिर्माणम् । ➤ कॉमिक्स् इति चित्रकथानिर्माणम् । ➤ दृश्य-श्रव्यमाध्यमेन विविधज्ञानवर्धकक्रीडानाम् आयोजनम् । ➤ समसामयिकघटनानां संस्कृतवार्ताप्रस्तवनम् । ➤ स्वरलयतालपूर्वकं संस्कृतगीतानां प्रस्तवनम् । ➤ अन्येऽपि क्रियाकलापाः यथापाठम् आयोजनीयाः ।

ANNUAL CURRICULUM AND PEDAGOGICAL PLAN 24-25

SUBJECT: PAINTING (049)

CLASS: X

• **Book: Panoramic Indian Painting** (Vishal Publishing Co.) **Class X** by **Nidhi Sekhon, R.C. Luthera, C.K. Luthera** (Theory: 30 Marks)

• **Portfolio: A- 3 File consist of 20 still life drawing and 20 Composition with water/poster colour** (Practical: 70 Marks)

PORTFOLIO ASSESSMENT FOR FINE ARTS MAY BE DONE ON THE BASIS OF FOLLOWING CRITERIA

Creativity, Innovation, Technique, Experimentation, Progressive Work, Skills,

DAYS/ MONTH	TOPIC/SUBTOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATEGIES	RESOURCES	INTER- DISCIPLINARY
13 March	<p>Unit 1 (Theory) Fundamentals of Visual Arts</p> <ul style="list-style-type: none"> The Elements of Art <p>Practical: - Composition based on daily life such as family Functions, school sports day etc.</p>	<ul style="list-style-type: none"> - Enjoy paintings as a medium of expressions - Appreciate the beauty in lines, forms, and colours - Know the fundamentals of Painting (Elements and Principles) and apply Them in their creations. - Use painting tools and materials appropriately. - Apply pencil colours, oil pastels, poster colours, water colours etc. as a Painting medium. - Differentiate between 'opaque' and 'transparent' colours as a technique. 	<ul style="list-style-type: none"> -Visual Analysis Worksheets - Artistic Reproduction Projects - Research Papers or Presentations - Art Critique Sessions - Quizzes or Exams - Portfolio Assessment - Peer and Self-Assessment 	<ul style="list-style-type: none"> - Visual Demonstrations - Discussion and Analysis - Peer Collaboration - Sketchbook Assignments - Integration with Other Subjects - Individualized Projects - Reflection and Self-assessment 	<ul style="list-style-type: none"> -Books -Online Articles and Websites -Documentaries and Educational Videos -Interactive Learning Resources 	- History, Science

<p>20 April</p>	<p>Unit 1 (Theory) Fundamentals of Visual Arts</p> <ul style="list-style-type: none"> Principals of Art <p>Practical: - Composition based on daily life such as Market scene, any school event etc.</p>	<ul style="list-style-type: none"> - Enjoy paintings as a medium of expressions - Appreciate the beauty in lines, forms, and colours - Know the fundamentals of Painting (Elements and Principles) and apply Them in their creations. - Use painting tools and materials appropriately. - Apply pencil colours, oil pastels, poster colours, water colours etc. as a Painting medium. - Differentiate between 'opaque' and 'transparent' colours as a technique. 	<ul style="list-style-type: none"> -Visual Analysis Worksheets - Artistic Reproduction Projects - Research Papers or Presentations - Art Critique Sessions - Quizzes or Exams - Portfolio Assessment - Peer and Self-Assessment 	<ul style="list-style-type: none"> - Visual Demonstrations - Discussion and Analysis - Peer Collaboration - Sketchbook Assignments - Integration with Other Subjects - Individualized Projects - Reflection and Self-assessment 	<ul style="list-style-type: none"> -Books -Online Articles and Websites -Documentaries and Educational Videos -Interactive Learning Resources 	<ul style="list-style-type: none"> - History, Science, Maths
<p>17 May</p>	<p>UNIT-II: Methods and Materials of Painting Understanding and appropriate use of:</p> <ul style="list-style-type: none"> Tools <p>Practical: - Still life with water colour</p>	<ul style="list-style-type: none"> - Enjoy paintings as a medium of expressions - Appreciate the beauty in lines, forms, and colours - Know the fundamentals of Painting (Elements and Principles) and apply Them in their creations. - Use painting tools and materials appropriately. - Apply pencil colours, oil pastels, poster colours, water colours 	<ul style="list-style-type: none"> -Visual Analysis Worksheets - Artistic Reproduction Projects - Research Papers or Presentations - Art Critique Sessions - Quizzes or Exams - Portfolio Assessment - Peer and Self-Assessment 	<ul style="list-style-type: none"> - Visual Demonstrations - Discussion and Analysis - Peer Collaboration - Sketchbook Assignments - Integration with Other Subjects - Individualized Projects - Reflection and Self-assessment 	<ul style="list-style-type: none"> -Books -Online Articles and Websites -Documentaries and Educational Videos -Interactive Learning Resources 	<ul style="list-style-type: none"> - Mathematics, Technology

		etc. as a Painting medium. - Differentiate between 'opaque' and 'transparent' colours as a technique.				
22 July	UNIT-II: Methods and Materials of Painting Understanding and appropriate use of: <ul style="list-style-type: none"> • Painting Materials - Poster Colours, Water Colours, Oil Pastels and Pencils Practical: - Still life with water colour	- Enjoy paintings as a medium of expressions - Appreciate the beauty in lines, forms, and colours - Know the fundamentals of Painting (Elements and Principles) and apply Them in their creations. - Use painting tools and materials appropriately. - Apply pencil colours, oil pastels, poster colours, water colours etc. as a Painting medium. - Differentiate between 'opaque' and 'transparent' colours as a technique.	-Visual Analysis Worksheets - Artistic Reproduction Projects - Research Papers or Presentations - Art Critique Sessions - Quizzes or Exams - Portfolio Assessment - Peer and Self-Assessment	- Visual Demonstrations - Discussion and Analysis - Peer Collaboration - Sketchbook Assignments - Integration with Other Subjects - Individualized Projects - Reflection and Self-assessment	-Books -Online Articles and Websites -Documentaries and Educational Videos -Interactive Learning Resources	- Social Studies, Environmental Studies
19 August	UNIT-II: Methods and Materials of Painting Understanding and appropriate use of: <ul style="list-style-type: none"> • Painting Materials - Poster Colours, Water Colours, Oil Pastels and Pencils Practical: - Composition based on National Festival, Rainy day Nature study with pastel colour and colour pencil	- Enjoy paintings as a medium of expressions - Appreciate the beauty in lines, forms, and colours - Know the fundamentals of Painting (Elements and Principles) and apply Them in their creations.	-Visual Analysis Worksheets - Artistic Reproduction Projects - Research Papers or Presentations - Art Critique Sessions - Quizzes or Exams	- Visual Demonstrations - Discussion and Analysis - Peer Collaboration - Sketchbook Assignments - Integration with Other Subjects	-Books -Online Articles and Websites -Documentaries and Educational Videos -Interactive Learning Resources	- Social Studies, Environmental Studies

		<ul style="list-style-type: none"> - Use painting tools and materials appropriately. - Apply pencil colours, oil pastels, poster colours, water colours etc. as a Painting medium. - Differentiate between 'opaque' and 'transparent' colours as a technique. 	<ul style="list-style-type: none"> - Portfolio Assessment - Peer and Self-Assessment 	<ul style="list-style-type: none"> - Individualized Projects - Reflection and Self-assessment 		
20 September	<p>UNIT-III: Story of Indian Art Appreciation of Indian Art covering selected paintings, sculptures, and architectural glimpses.</p> <p>(a) Paintings Bodhisattva Padmapani (Ajanta) (b) Sculpture Ashokan Lion capital (Mauryan Period)</p> <p>Practical: - Composition based on folk art, Madhu Bani painting with poster colour</p>	<ul style="list-style-type: none"> - Enjoy paintings as a medium of expressions - Appreciate the beauty in lines, forms, and colours - Know the fundamentals of Painting (Elements and Principles) and apply Them in their creations. - Use painting tools and materials appropriately. - Apply pencil colours, oil pastels, poster colours, water colours etc. as a Painting medium. - Differentiate between 'opaque' and 'transparent' colours as a technique. 	<ul style="list-style-type: none"> -Visual Analysis Worksheets - Artistic Reproduction Projects - Research Papers or Presentations - Art Critique Sessions - Quizzes or Exams - Portfolio Assessment - Peer and Self-Assessment 	<ul style="list-style-type: none"> - Visual Demonstrations - Discussion and Analysis - Peer Collaboration - Sketchbook Assignments - Integration with Other Subjects - Individualized Projects - Reflection and Self-assessment 	<ul style="list-style-type: none"> -Books -Online Articles and Websites -Documentaries and Educational Videos -Interactive Learning Resources 	- Cultural Studies
17 October	<p>UNIT-III: Story of Indian Art Appreciation of Indian Art covering selected paintings, sculptures, and architectural glimpses.</p> <p>(c) Architecture Kailashnath Temple, (Ellora, Maharashtra)</p>	<ul style="list-style-type: none"> - Enjoy paintings as a medium of expressions - Appreciate the beauty in lines, forms, and colours 	<ul style="list-style-type: none"> -Visual Analysis Worksheets - Artistic Reproduction Projects 	<ul style="list-style-type: none"> - Visual Demonstrations - Discussion and Analysis - Peer Collaboration 	<ul style="list-style-type: none"> -Books -Online Articles and Websites -Documentaries and Educational Videos 	- Cultural Studies

	<p>(ii) Indian Folk Art – Paintings: Madhubani and Warli</p> <p>Practical: - Poster on Social issues with water/poster colour</p>	<ul style="list-style-type: none"> - Know the fundamentals of Painting (Elements and Principles) and apply Them in their creations. - Use painting tools and materials appropriately. - Apply pencil colours, oil pastels, poster colours, water colours etc. as a Painting medium. - Differentiate between 'opaque' and 'transparent' colours as a technique. 	<ul style="list-style-type: none"> - Research Papers or Presentations - Art Critique Sessions - Quizzes or Exams - Portfolio Assessment - Peer and Self-Assessment 	<ul style="list-style-type: none"> - Sketchbook Assignments - Integration with Other Subjects - Individualized Projects - Reflection and Self-assessment 	<ul style="list-style-type: none"> -Interactive Learning Resources 	
18 November	<p>Practical: - Composition based on daily life with water/poster colour</p> <p>Theory: - Revision</p>	<ul style="list-style-type: none"> - Enjoy paintings as a medium of expressions - Appreciate the beauty in lines, forms, and colours - Know the fundamentals of Painting (Elements and Principles) and apply Them in their creations. - Use painting tools and materials appropriately. - Apply pencil colours, oil pastels, poster colours, water colours etc. as a Painting medium. - Differentiate between 'opaque' and 'transparent' colours as a technique. 	<ul style="list-style-type: none"> -Visual Analysis Worksheets - Artistic Reproduction Projects - Research Papers or Presentations - Art Critique Sessions - Quizzes or Exams - Portfolio Assessment - Peer and Self-Assessment 	<ul style="list-style-type: none"> - Visual Demonstrations - Discussion and Analysis - Peer Collaboration - Sketchbook Assignments - Integration with Other Subjects - Individualized Projects - Reflection and Self-assessment 	<ul style="list-style-type: none"> -Books -Online Articles and Websites -Documentaries and Educational Videos -Interactive Learning Resources 	- Cultural Studies

19 December	Pre-Board
17 January	Board Practical
19 February	Board Exam commence
18 March	Board Exam
PT 1	<ul style="list-style-type: none"> • The Elements of Art • Notebook (5marks), Subject enrich (5 marks), Multiple Assessment (5 marks)
MID- TERM	Theory: - <ul style="list-style-type: none"> • Element of Art & Principal of Art & Methods and Materials of Painting
PT-2	<ul style="list-style-type: none"> • Principals of Art • Notebook (5marks), Subject enrich (5 marks), Multiple Assessment (5 marks)
PRE- BOARD 1	Practical with water/ poster colour (70 marks) Theory: - Unit-I, II, III (30 marks)
PT -3	<ul style="list-style-type: none"> • Unit 3 • Notebook (5marks), Subject enrich (5 marks), Multiple Assessment (5 marks)

Music

LEARNING OBJECTIVES: To enrich students with various aspects of modern as well as traditional music.

VALUES TO BE INCULCATED: To foster the spirit of peace and harmony, celebrate festivals through music, develop love for every one and for our society especially through real music.

Month	No. of Working Days	Course Content
April	17	Satrarambh song, prayers,songs& National Anthem
May	17	National Song, National Anthem &Prayers
July	21	Patriotic songs, Prayers, National Anthem,etc.
August	21	Independence day song,Prayers, National anthem,etc.
September	19	Janmashtami song,Gandhi jayanti song, Prayers & Anthem.
October	20	Community songs, patriotic songs, prayers & Anthem.
November	17	Annual day, patriotic songs, prayers & Anthem.
December	20	Christmas song,community songs, prayers & Anthem,
January	17	Basant panchami song,Community songs, patriotic songs, prayers & Anthem
February	21	Community songs, patriotic songs, prayers &Anthem
Mid-Term	18	Assessment: Participation in various school functions.
Annual Examination		Assessment: Participation in school events

