



GRADE 10 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :- Painting

Students Copy

LEARNING OUTCOMES

Learner will be able to-

- Differentiate between 2D and 3D art forms.
- Explain the Elements of Visual Arts (line, shape, form, texture, colour, space, composition and perspective)
- Appreciate beauty of nature, colours, forms light and shades, different textures and natural forms.
- Experiment with different methods and material of visual arts.
- Identify tools, equipment and materials used in different art forms.
- Recognize the contemporary, traditional, folk and regional styles in visual art forms.
- Appreciate different forms, painting, sculpture, prints, photographs, graphics, crafts etc.
- Reflect on work of artists and artisans critically.
- Appreciate and apply painting skills and styles of traditional and folk painters to create new paintings.
- Create art work and communicate emotions skillfully and artistically through selected medium of art.
- Apply artistic and aesthetic sensibility in day-to-day work.
- Display concern for safe use and maintenance of tools and equipment.
- Maintain Art material, art works and artefacts with sensitivity.

Curriculum Planner

<u>April (20)</u>	<u>May(15)</u>	<u>July (21)</u>	<u>Aug (20)</u>	<u>Sep(9)</u>
Theory- 1- Elements of Art 2- Principles of Art Practical- 1- Still life 2- Drawing composition (SDG-4,5)	Theory- 1-Principles of Art 2-Painting Tools Practical- Two-point perspective	Theory- <ul style="list-style-type: none"> • Painting material • Poster Colours • Water Colours • Pencil Colours • Oil pastels Practical-	Theory- Appreciation of Indian painting- Bodhisattva Padampani Practical- <ul style="list-style-type: none"> • Seascape • Nature Study • Folk Art (Warli) 	Theory Indian Folk Art- <ul style="list-style-type: none"> • Warli Painting • Madhubani Painting Practical- <ul style="list-style-type: none"> • Floor Art-Rangoli • Poster

	(SDG-4,6)	Composition- <ul style="list-style-type: none"> My favorite game Landscape (SDG-15)	(SDG-14)	Design (SDG-1.2.4)
<u>Oct (9)</u> Appreciation of Indian Sculpture <ul style="list-style-type: none"> Ashoka Lion Capital Practical- festival celebration (SDG-4)	<u>Nov(20)</u> Appreciation of Indian Architecture <ul style="list-style-type: none"> Kailashnath Temple (Ellora caves) (Revision) Practical- Poster Design Market Scene (SDG-4,6)	<u>Dec(16)</u> PB-1	<u>Jan(20)</u> PB-2	<u>Feb (14)</u>

Assessment Planner
<u>PA-1 (20 marks)</u>
Theory- 1- Elements of Art 2- Principles of Art

Half Yearly (PA-2) (80 marks)

Theory-

- 1- Elements of Art
- 2- Principles of art
- 3- Tools and Material
- 4- Painting Padampani Bodhisattva
- 5- Warli Painting

Practical (50Marks)

Drawing composition

Pre Board 1 (Dec) & Pre Board 2 (Jan) -(PA-3) (80 marks)

Theory- Entire Syllabus (30marks)

Practical- Drawing Composition (50marks)

Multiple Assessment (MA)(5 marks)

MA1- Quiz

MA2- Quiz

Portfolio Assessment (PORT))(5 marks)

PORT. 1-Best of five drawings submission

PORT.2- Best of five drawings submission

Subject Enrichment (SE))(5 marks)

SE1- Project on EBSB paired stae

SE2- Project on EBSB paired state

Board Exam (80 marks)

Theory - Entire Syllabus

Practical- Drawing Composition

**** Subject to change as per CBSE DIRECTIVES**



CLASS 10 Curriculum & Assessment Annual Planner)*

SUBJECT :- COMPUTER APPLICATIONS (STUDENT'S COPY)

2024-2025

LEARNING OUTCOMES

1. Ability to create a simple website
2. Ability to embed images, audio and video in an HTML page
3. Ability to use style sheets to beautify the web pages.
4. Ability to Interface a web site with a web server and record the details of a user's request.
5. Ability to follow basic cyber ethics
6. Ability to familiarize with network concepts.

Curriculum Planner

<p style="text-align: center;"><u>April</u></p> <p>Theory: Chapter 1 – Internet Basics</p> <p>Practical: Chapter 3- Introduction to HTML</p> <p>Chapter 4- HTML Text formatting</p>	<p style="text-align: center;"><u>May</u></p> <p style="text-align: center;">PA1</p> <p>Theory: Chapter 2- Internet and Web services</p> <p>Theory & Practical: Chapter 4- HTML Text formatting (contd.)</p> <p>Chapter 5-Working with HTML Lists</p>	<p style="text-align: center;"><u>July</u></p> <p>Theory & Practical: Chapter 5-Working with HTML Lists</p> <p>Chapter 6- Embedding picture, Audio & Video into HTML document</p>	<p style="text-align: center;"><u>Aug</u></p> <p>Theory & Pract: Chapter 6- Embedding picture, Audio & Video into HTML document</p> <p>Chapter 7- Tables in HTML</p> <p>Chapter 8- Hyperlinks & anchors</p>	<p style="text-align: center;"><u>Sep</u></p> <p style="text-align: center;">HY</p> <p>Theory and Practical: Chapter 8- Hyperlinks & anchors (contd.)</p> <p>Chapter 9- Frames & Forms</p>
<p style="text-align: center;"><u>Oct</u></p> <p>Theory: Chapter 11- Cyber ethics</p> <p>Theory and Practical: Chapter 9- Frames & Forms</p> <p>Chapter 10 – Cascading Style Sheets(CSS)</p>	<p style="text-align: center;"><u>Nov</u></p> <p>Theory: Chapter 11- Cyber ethics (contd.)</p> <p>Theory and Practical: Chapter 10 – Cascading Style Sheets(CSS) (contd.)</p>	<p style="text-align: center;"><u>Dec</u></p> <p>Revision – Based on Board Exam Pattern (using LMP sheets)</p> <p style="text-align: center;">Preboard 1</p>	<p style="text-align: center;"><u>Jan</u></p> <p>Revision – Based on Board Exam Pattern (using LMP sheets)</p> <p style="text-align: center;">Preboard 2</p>	<p style="text-align: center;"><u>Feb</u></p> <p>Revision – Based on Board Exam Pattern (using LMP sheets)</p> <p style="text-align: center;">Board Practical</p>

Assessment Planner

PA-1 (20 marks)

Technique -Subjective test based on

- Chapter 1 – Internet Basics
- Chapter 2- Internet and Web Services
- Chapter 3-Introduction to HTML
- Chapter 4- HTML Text formatting

Half Yearly (PA-2) (80 marks)

Practical Exam- 30 marks

- a) Hands-on(25 marks)
- b) VIVA (5 marks) – based on the syllabus covered

Syllabus for Practical Exam –

- Chapter 3**-Basic HTML Elements (contd.)
- Chapter 4**- HTML Text formatting
- Chapter 5**-Working with HTML Lists
- Chapter 6**- Embedding picture, Audio & Video into HTML document
- Chapter 7**- Tables in HTML
- Chapter 8**- Hyperlinks & anchors

Theory Exam – 50 marks

Syllabus

- Chapter 1** - Internet Basics
- Chapter 2** - Internet and Web Services
- Chapter 3**-Basic HTML Elements
- Chapter 4**- HTML Text formatting
- Chapter 5**-Working with HTML Lists
- Chapter 6**- Embedding picture, Audio & Video into HTML document
- Chapter 7**- Tables in HTML
- Chapter 8**- Hyperlinks & anchors

Pre Board 1* (80 marks)

A. Practical Exam(30 marks)

Viva- 5 marks

Hands on-25 marks

SYLLABUS:

- Chapter 3** –Basic HTML Elements
- Chapter 4**- HTML Text formatting
- Chapter 5**-Working with HTML Lists
- Chapter 6**- Embedding picture, Audio & Video into HTML document
- Chapter 7**- Tables in HTML
- Chapter 8**- Hyperlinks & anchors
- Chapter 9**- Frames & Forms in HTML
- Chapter 10**- Cascading Style Sheets (CSS)

Lab Test	(25 marks)	
S.No.	Unit Name	Marks
1	HTML & CSS –Designing web page(s) based on instructions given	25 marks

B. Theory Exam (50 marks)

SYLLABUS:

- Chapter 1** - Internet Basics
- Chapter 2** - Internet and Web Services
- Chapter 3**-Basic HTML Elements
- Chapter 4**- HTML Text formatting
- Chapter 5**-Working with HTML Lists
- Chapter 6**- Embedding picture, Audio & Video into HTML document
- Chapter 7**- Tables in HTML
- Chapter 8**- Hyperlinks & anchors
- Chapter 9**- Frames & Forms in HTML
- Chapter 10**- Cascading Style Sheets(CSS)
- Chapter 11**- Cyber Ethics

Theory	50 marks	
Unit No.	Unit Name	Marks
1.	Networking	15 marks
2.	HTML	25 marks
3.	Cyber ethics	10 marks

Pre Board 2* (50 converted to 80 marks)

Theory Exam Only (50 marks)

SYLLABUS:

- Chapter 1** - Internet Basics
- Chapter 2** - Internet and Web Services
- Chapter 3**-Basic HTML Elements
- Chapter 4**- HTML Text formatting
- Chapter 5**-Working with HTML Lists
- Chapter 6**- Embedding picture, Audio & Video into HTML document
- Chapter 7**- Tables in HTML
- Chapter 8**- Hyperlinks & anchors
- Chapter 9**- Frames & Forms in HTML
- Chapter 10**- Cascading Style Sheets(CSS)
- Chapter 11**- Cyber Ethics

Theory	50 marks	
Unit No.	Unit Name	Marks
1.	Networking	15 marks
2.	HTML	25 marks
3.	Cyber ethics	10 marks

BOARD PRACTICAL

SYLLABUS:

- Chapter 3**-Basic HTML Elements
- Chapter 4**- HTML Text formatting
- Chapter 5**-Working with HTML Lists
- Chapter 6**- Embedding picture, Audio & Video into HTML document
- Chapter 7**- Tables in HTML
- Chapter 8**- Hyperlinks & anchors
- Chapter 9**- Frames & Forms in HTML
- Chapter 10**- Cascading Style Sheets(CSS)

S. No.	Unit Name	Marks
1.	Lab Test	(20 marks)
	HTML (design two or more web page based on a instructions given)	20
2.	Report File + viva	(20 marks)
	Report file: At least 10 HTML pages	15
	Viva voce (based on the report file)	5
3.	Project (HTML and CSS based that uses all the concepts that have been learnt)	(10 marks)
	Total	(50 marks)

***- Subject to change as per CBSE directives**



CLASS 10- Curriculum & Assessment Annual Planner*

SUBJECT :- Employability Skills & Physical Activity Trainer(PAT)

2024-2025

STUDENT'S COPY

EMPLOYABILITY SKILLS

LEARNING OUTCOMES

On completion of the course, students should be able to:

1. Demonstrate knowledge of various methods of communication
2. Identify elements of communication cycle
3. Identify the factors affecting our perspectives in communication
4. Demonstrate the knowledge of basic writing skills
5. Describe the meaning and importance of self-management
6. Identify the factors that helps in building self confidence
7. Describe the role of Information and Communication Technology (ICT) in day-to-day life and workplace
8. Identify components of basic computer system and their functions
9. Demonstrate use of various components and peripherals of computer system
10. Demonstrate basic computer skills
11. Identify various types of business activities
12. Demonstrate the knowledge of distinguishing characteristics of entrepreneurship
13. Demonstrated the knowledge of the factors influencing natural resource conservation
14. Describe the importance of green economy and green skills

Curriculum Planner (Employability Skills)

<u>April</u>	<u>May PA1</u>	<u>July</u>	<u>Aug</u>	<u>Sep TERM1</u>
<u>UNIT 1-</u> Communication Skills 1.Methods of communication 2. <i>Verbal</i> 3. <i>Non-verbal</i> 4. <i>Communication Cycle & Importance of Feedback.</i>	<u>Unit 1-</u> Communication Skills 5. <i>Barriers of effective communication</i> 6. <i>Writing Skills- Parts of Speech.</i> 7. <i>Writing skills- Sentences</i>	<u>Unit3-</u> ICT Skills-I 1. Basic Computer Operations 2. Performing Basic file operations.	<u>Unit 2-</u> Self-Management Skills 1. <i>Stress Management</i> 2. <i>Self-Awareness- Strength and weakness Analysis</i> 3. <i>Self-Motivation</i> Revision	Revision <u>Unit 4-</u> Entrepreneurial Skills 1. <i>Entrepreneurs hip and Society</i>
<u>Oct</u> <u>Unit 4-</u> Entrepreneurial Skills 1. <i>Entrepreneurship and Society</i> 2. <i>Qualities and Functions of an Entrepreneur</i> 3. <i>Myths about Entrepreneurship</i> 4. <i>Entrepreneurship as a Career Option</i>	<u>Nov</u> <u>Unit 5-</u> GreenSkills 1. <i>Sustainable Development</i> 2. <i>Our Goal on Sustainable Development</i> REVISION	<u>Dec(PB1)</u> <input type="checkbox"/> PREBOARD 1 Exams <input type="checkbox"/> REVISION	<u>Jan (PB2)</u> PREBOARD -2 Exams	<u>Feb TERM2</u> <input type="checkbox"/> REVISION <input type="checkbox"/> BOARD EXAMS

PHYSICAL ACTIVITY TRAINER (PAT)

LEARNING OUTCOMES

On completion of the course, students should be able to:

1. Apply effective oral and written communication skills to interact with people and customers;
2. Identify the principal components of a computer system;
3. Demonstrate the basic skills of using computer;
4. Demonstrate self-management skills;
5. Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
6. Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
7. Demonstrate the knowledge of the importance of physical activity in child development;
8. Plan age-appropriate physical activity;
9. Execute age-appropriate exercise;
10. Demonstrate the knowledge of children health and safety;
11. Assess and evaluate the students;
12. Conduct recreational activities; and
13. Demonstrate the knowledge of maintaining records.

Curriculum Planner (Physical Activity Trainer)

<u>April</u>	<u>May PA1</u>	<u>July</u>	<u>Aug</u>	<u>Sep TERM1</u>
<u>Theory</u> Unit 1: Role and responsibility of an early years Physical Activity Facilitator <i>1.1. Identify roles and responsibilities of a physical Activity Facilitator(PAF).</i> <i>1.2 Describe the various activities to be conducted by the PAF</i> <u>Practical</u> <u>Jumping skill</u>	<u>Theory</u> Unit 1: Role and responsibility of an early years Physical Activity Facilitator <i>1.3 Conduct School Assemblies and PTM</i> <u>Practical</u> <u>Movement and Throwing with Force skills</u>	<u>Theory</u> Unit 2: Assessment and Evaluation of students 2.1: Describe the various types and tools of assessments: □ Meaning of assessment and evaluation □Components of fitness <u>Practical</u> <u>Kicking & Shape Identifier</u>	<u>Theory</u> Unit 2: Assessment and Evaluation of students 2.2 Prepare Assessment Report and provide feedback. <u>Practical</u> Throwing Catching & Force Skills Lesson Plan on free play activities.	<u>Theory</u> Revision- Unit 1 & 2 Post Term1 exam Unit 3 :Freeplay 3.1 Describe the importance & purpose of Free play. 3.2 Organize free play activities. <u>Practical</u> <u>Practical Exam Assessments</u>

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u> TERM2
<u>Theory</u> Unit 3 :Freeplay 3.2:Organize free play activities. 3.3:Demonstrate the knowledge of rehabilitation through Free Play. Unit 4: Monitoring the knowledge of rehabilitation through free play. □Introduction <u>Practical Skill Related Components</u> 1 Action 2 Balance	<u>Theory</u> Unit 4: Monitoring the knowledge of rehabilitation through free play. 4.1: Describe the process of Inventory Management Manage Props Revision <u>Practical</u> 1 Co-Ordination 2 Commonly used Props and Equipments	<u>Theory& Practical</u> Preboard 1 <u>Practical Exam</u> Assessments	<u>Theory & Practical</u> Preboard 2 Board Practical	<u>Theory& Practical</u> REVISION <u>Board Exam</u>

Assessment Planner	
<u>PA-1 (20 marks)</u>	
Employability Skills- 4 marks Unit 1-Communication Skills Physical Activity Trainer (Theory)- 16 marks Unit 1: Role and responsibility of an early years Physical Activity Facilitator	
<u>HALF YEARLY EXAM(80 marks)</u>	
Theory- 50 marks Practical- 30 Marks Employability Skills- 10 marks <u>Unit 1</u> -Communication Skills <u>Unit 2</u> -Self Management Skills <u>Unit 3</u> - ICT Skills-I Physical Activity Trainer (Theory)- 40 Marks <u>Unit 1</u> : Role and responsibility of an early years Physical Activity Facilitator <u>Unit 2</u> : Assessment and Evaluation of students Practical 30 Marks Practical Exam:- 20 marks Practical file :- 5 Viva Voice :- 5 Mark	
<u>Preboard 1 and 2 (80marks)</u>	
Employability Skills- 10 marks <u>Unit 1</u> -Communication Skills <u>Unit 2</u> -Self Management Skills	

Unit 3- ICT Skills-I

Unit 4- Entrepreneurial Skills

Unit 5- Green Skills

Physical Activity Trainer (Theory)-40 marks

Unit 1: Role and responsibility of an early years Physical Activity Facilitator

Unit 2: Assessment and Evaluation of students

Unit 3:Freeplay

Unit 4: Monitoring the knowledge of rehabilitation through free play.

Physical Activity Trainer (Practical)-30 marks (Practical will be conducted once only)

BoardExam(100 marks)

Theory- 50 marks Practical- 50 marks

Theory

Employability Skills-10 marks

Unit 1- Communication Skills

Unit 2-Self Management Skills

Unit 3- ICT Skills

Unit 4- Entrepreneurial Skills

Unit 5- Green Skills

Physical Activity Trainer (Theory)- 40 Marks

Unit 1: Role and responsibility of an early years Physical Activity Facilitator

Unit 2: Assessment and Evaluation of students

Unit 3:Freeplay

Unit 4: Monitoring the knowledge of rehabilitation through free play.

Practical Work	Marks
Practical Examination	15
Written Test	10
Practical File (Based on Lesson Plans)	10
Project work\Students Portfolio	10
Viva Voice	5

***- Subject to change as per CBSE directives.**



GRADE 10 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT: - PHYSICAL EDUCATION

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

- 1. Apply and refine Locomotors Skills and concepts effort space and relationship to perform and create a variety of activities to improve Personal performance.**
- 2. Adopt and improve activity specific skills a variety of games.**
- 3. Select plan and create game that incorporates simple and more Challenging strategies and tactics.**
- 4. Adopt and improve activity specific skills in a variety of individual pursuits Eg: - Resistance Training Aerobics**
- 5. Communicate thoughts and feelings in an appropriate respectful Manner as they relate to participation in physical education.**
- 6. Discuss issues related to positive athletic / active living role.**
- 7. Demonstrate etiquette and fair play.**
- 8. Describe apply monitor and assess leadership and followership skills Related to physical activity.**
- 9. Develop and apply practice that contributes to team work.**
- 10. Identify and Demonstrate positive behaviour that show respect for self and other**

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p>1.Surya Namaskar</p> <p>2.Athletic Selections Events 100M, 200M,400M</p> <p>3.Final Selections</p> <p>4.Games.</p>	<p>1.Surya Namaskar</p> <p>2.Athletics Selections Events Long Jump Shot Put</p> <p>3.Final Selections</p> <p>4.Games.</p>	<p>1.Athletics Practise</p> <p>2.Hip mobility Exercise</p> <p>3.Games.</p>	<p>1.Surya Namaskar & Hip mobility Exercise</p> <p>2.Athletics Practise</p> <p>3.Games.</p>	<p>1.Assessment TERM 1</p> <p>2.Athletics Practise</p> <p>3.Games.</p>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>1.Strength & Endurance</p> <p>2.Athletics Practise</p> <p>3.Games.</p>	<p>1.Speed & Coordination Ability</p> <p>2.Athletics Practise</p> <p>3.Games.</p>			

Assessment Planner		
<u>PA-1 (20 marks)</u>		
<u>Half Yearly (5 marks)</u>		
TERM -1 (Sep)		CHECK LIST
Grade criteria	Sport: - Yoga Skill: - Surya Namaskar	
Mark 5 A		1 BODY COORDINATION
Mark 4 B		2 EYE COORDINATION
Mark 3 C		3 TEAM WORK
Mark 2 C		4 ENDURANCE
Mark 1 C		5 DISCIPLINE
<u>Pre Board 1 (Dec) & Pre Board 2 (Jan) -(PA-3) (80 marks)</u>		
<u>Multiple Assessment (MA)(5 marks)</u>		
MA1		
MA2		
<u>Portfolio Assessment (PORT))(5 marks)</u>		
PORT. 1		
PORT.2		
<u>Subject Enrichment (SE))(5 marks)</u>		
SE1		
SE2		
<u>Final Term (5 marks)</u>		

TERM -2 (Feb)	Game: - Cricket	CHECK LIST
Grade criteria	Skill: - HIGH CATCH WITH ORTHODOX CUP	
Mark 5 A		1 BALL CONTROL
Mark 4 B		2 EYES ON THE BALL
Mark 3 C		3 COME UNDER THE BALL
Mark 2 C		4 ORTHODOX CUP
Mark 1 C		5 DISCIPLINE

**** Subject to change as per CBSE DIRECTIVES**



GRADE 10 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :- LIBRARY

STUDENT'S COPY

LEARNING OUTCOMES

- Library rules - objective- to use library effectively.
- Introduction to different genre – objective—will be able to understand and differentiate among the different kind of genre. It cultivates reading habits in students It develops their interest in using the library.
- Related Vocabulary – objective – students will learn new words and their usage.
- Read Aloud will help students to enhance their reading skills and create interest in reading. It will also improve their pronunciation.
- Guided Reading will trigger their interest in reading. It develops the self-learning skills of students. It nurtures good moral values and principles in the children. It cultivates respect and love for the nation and its culture in the students.

Following titles for compulsory reading:

The Alchemist by Paulo Coelho

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p>Introduction of Library Rules for classes.</p> <p>Discuss about different Genres and explore on it.</p> <p>Introduction of the book assigned to the students and Author of the assigned book. .</p> <p>Independent reading will take place as well.</p>	<p>Few chapters were assigned to the students to read from the assigned book. They will prepare quiz on those chapters and ask in the class.</p> <p>Independent reading will</p>	<p>Reiteration of Library Rules</p> <p>Boys will prepare quiz in the class during the period of the chapter assigned to them after reading it.</p> <p>Students will share their experience of reading the book.</p> <p>Assessment will start from the 2nd</p>	<p>Continuation of Assessment will be done.</p> <p>Independent Reading</p>	<p>Reiteration of library Rules</p> <p>Independent Reading</p>

	take place as well. Prepare a fact file from the newspapers they receive in the class and present it and at end of every month.	last week of the month.		
<u>Oct</u> Self reading will also take place. Assessment of the 2 nd term from the given activity To prepare an Accordion Book on the given topic.	<u>Nov</u> Self reading which will help them to be focus Choral Reading : Divide the class into groups. Each group reads One sentence turn wise.	<u>Dec</u> Self reading which will help them to be focus	<u>Jan</u> Self reading which will help them to be focus	<u>Feb</u> Self reading which will help them to be focus

Assessment Planner	
PA-1 (20 marks)	
Half Yearly (PA-2) (10 marks)	
20 Questions : Each child will write 20 questions on a sheet of paper. The sheet will be exchanged & then the child who answers all the 20 questions first will be graded first & so on.	
Pre Board 1 (Dec) & Pre Board 2 (Jan) -(PA-3) (80 marks)	
Assessment of the 2 nd term from the given activity To prepare an Accordion Book on the given topic.	
Multiple Assessment (MA)(5 marks)	
MA1 Create your own dictionary after reading the text. Boys have to write word meaning, origin of the word, usage of the word, type of the word. Work will be done date wise.	
MA2 Create your own reading log in which they have to mention about the summary of the book, Title of the book, Author of the book, Which character they like the most. Their reviews about the book.	

Portfolio Assessment (PORT) (5 marks)

PORT.1

PORT.2

Subject Enrichment (SE) (5 marks)

SE1

SE2

Board Exam (80 marks)

**** Subject to change as per CBSE DIRECTIVES**



GRADE 10 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :-SOCIAL SCIENCE

STUDENT'S COPY

LEARNING OUTCOMES

The learner's will be able to-

- Discover that the growth of modern nationalism is intimately connected to the anti-colonial movement in India and identify the diverse processes through which nation states and nationalism came into being in nineteenth century Europe
- Examine how power sharing promotes harmony amongst Indians transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women.
- Appreciate the diversity in natural resources and their contribution to the economy with a focused study of sustainable economic development.
- Identify economic development as “human development” vis a vis other indicators that along with income, broadly define the quality of life of a people.
- Differentiate between types of resources and define the concept of Sustainable development
- Analyse the impact of industrialization and development of print technology on Europe and India
- Develop sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggest measures for their conservation

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
POL SC: CH 1 Power Sharing ECO: CH 1 Development HIST: CH 1 Nationalism in Europe	REVISION P.A.1 GEO: CH 1 Resources & Development POL SC: CH 2 Federalism (Intro.) CH 5 Consumer Rights **	POL SC: CH 2 Federalism (Contd.) ECO: CH 2 Sectors of the Indian Economy GEO: CH 4 Agriculture HIST: CH 2 Nationalism in India	HIST.:CH 4 Age of Industrialisation ECO: CH 3 Money & Credit GEO: CH 2 Forest and Wildlife Resources POL SC: CH 6 Political Parties	POL.SC.:CH3 Gender, Religion and Caste Revision- Half Yearly
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>

POL SC: CH 7 Outcomes of Democracy	GEO: CH 3 Water Resources			
GEO: CH 5 Minerals & Energy Resources	GEO: CH 6 Manufacturing Industries (Contd.)			
HIST: CH 5 Print Culture and the Modern World	HIST: CH 3 The Making of the Global World			
GEO: CH 6 Manufacturing Industries (Intro.)				
GEO: CH 7 Lifelines of the National Economy (MAP POINTING ONLY) (IDP)	ECO: CH 4 Globalisation & the Indian Economy			

Assessment Planner

PA-1 (20 marks)

Hist.: Ch-2 Nationalism in Europe (till page no. 10 up to unit 2.2)

Pol. Sc.: Ch-1 Power Sharing

Eco.: Ch-1 Development

Half Yearly (PA-2) (80 marks)

Hist: Ch-1 Rise of Nationalism in Europe; Ch-2 Nationalism in India; Ch- 4-Age of Industrialisation

Geo: Ch-1 Resources and Development; Ch- 2 Forest and wildlife resources; Ch-4 Agriculture

Pol. Sc: Ch-1 Power Sharing; Ch-2 Federalism in India

Eco: Ch-1 Development Ch-2 Sectors of the Indian Economy

Ch-3 Money and Credit

LIST OF MAP ITEMS

History

1.Nationalism in India

I. Congress sessions:

- 1920 Calcutta
- 1920 Nagpur.
- 1927 Madras session,

II. Satyagraha movements: Kheda (Gujarat) Champaran (Bihar). Ahmedabad (Gujarat) mill workers

III. Jallianwala Bagh

IV. Dandi March

Geography

2. Resources and Development

a. Identify: Major Soil Types

3.Agriculture Identify: Major areas of Rice and Wheat

- b. Largest/ Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute Minerals and Energy

4. Water Resources

Locating and Labelling: Salal Bhakra Nangal Tehri Rana Pratap Sagar Sardar Sarovar Hirakud Nagarjuna Sagar Tungabhadra

Pre Board 1 (Dec) & Pre Board 2 (Jan) -(PA-3) (80 marks)

History: Ch-1 Rise of Nationalism in Europe Ch-2 Nationalism in India Ch-3 Making of the Global World **(SUB-TOPIC-1-1.3)** Ch-5 Print Culture and the Modern World

Pol. Sc.: Ch-1 Power Sharing Ch-2 Federalism Ch-4 Gender, Religion and Caste Ch-6 Political Parties Ch-7 Outcomes of Democracy

Geography: Ch-1 Resources and Development Ch.- 2 Forests and Wildlife Ch -3 Water Resources Ch-4 Agriculture Ch-5 Minerals and Energy Resources Ch-6 Manufacturing Industries Ch-7 Lifelines of the Indian Economy **(Only map pointing to be evaluated in the Board Examination)**

Economics: Ch-1 Development Ch-2 Sectors of the Indian Economy Ch-3 Money and Credit Ch-4 Globalisation and the Indian Economy **(To be evaluated in the Board Examination: What is Globalization? Factors that have enabled Globalisation)**

LIST OF MAP ITEMS

History

1. Nationalism in India

I. Congress sessions:

- 1920 Calcutta
- 1920 Nagpur.
- 1927 Madras session,

II. Satyagraha movements: Kheda (Gujarat) Champaran (Bihar). Ahmedabad(Gujarat) mill workers

III. Jallianwala Bagh

IV. Dandi March

Geography

2. Resources and Development

Identify: Major Soil Types

3. Water Resources

- Locating and Labelling: Salal Bhakra Nangal Tehri Rana Pratap Sagar Sardar Sarovar Hirakud Nagarjuna Sagar Tungabhadra

4. Agriculture Identify:

- **Major areas of Rice and Wheat**
- **Largest/ Major producer states** of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute Minerals and Energy

5. Minerals and Energy Resources Identify:

- **Iron Ore mines** Mayurbhanj Durg Bailadila Bellary Kudremukh

- **Coal Mines** Raniganj Bokaro Talcher Neyveli c. Oil Fields Digboi Naharkatia Mumbai High Bassien Kalol Ankleshwar
- Locate & label: **Power Plants** a. Thermal Namrup Singrauli Ramagundam b. Nuclear Narora Kakrapar Tarapur Kalpakkam

6.Manufacturing Industries (Locating and Labelling only)

- **Cotton Textile Industries:** a. Mumbai b. Indore c. Surat d. Kanpur e. Coimbatore
- **Iron and Steel Plants:** a. Durgapur b. Bokaro c. Jamshedpur d. Bhilai e. Vijayanagar f. Salem
- **Software Technology Parks:** a. Noida b. Gandhinagar c. Mumbai d. Pune e. Hyderabad, f. Bengaluru g. Chennai. h. Thiruvananthapuram

7.Lifelines of the National Economy (Locating and Labelling):

- **Major sea ports** Kandla Mumbai Marmagao New Mangalore Kochi Tuticorin Chennai Visakhapatnam Paradip Haldia
- **International Airports:** Amritsar (Raja Sansi - Sri Guru Ram Dass jee) Delhi (Indira Gandhi) Mumbai (Chhatrapati Shivaji) Chennai (MeenamBakkam) Kolkata (Netaji Subhash Chandra Bose) Hyderabad (Rajiv Gandhi)

Note: Items of Locating and Labelling may also be given for Identification.

Multiple Assessment (MA)(5 marks)

MA1

Interdisciplinary project as part of multiple assessments

1. (ECO/HISTORY/GEOG)The Making of a Global World + Globalisation and The Indian Economy + Lifelines of National Economy -

GROUP PPT/GROUP PROJECT

2. Poster making/Accordion Book on the partner state

MA2

1. CROSSWORD/MCQ

Portfolio Assessment (PORT))(5 marks)

PORT. 1

1. Map Work
2. Notebook evaluation

PORT.2

1. Map Work
2. Notebook evaluation

Subject Enrichment (SE))(5 marks)

SE1

Economics: Ch-5 Consumer Rights -Students to prepare a project report on

Project Report:Upload the project on google classroom; Knowledge will be tested through a viva

CONSUMER RIGHTS- HISTORY/RIGHTS

1. History of Consumer Movement in India
2. Rights and Duties of Consumers

SE2

CONSUMER RIGHTS- CASE STUDY

One case study including solutions.

Board Exam (80 marks)

History: Ch-1 Rise of Nationalism in Europe Ch-2 Nationalism in India Ch-3 Making of the Global World (SUB-TOPIC-1-1.3) Ch-5 Print Culture and the Modern World

Pol. Sc.: Ch-1 Power Sharing Ch-2 Federalism Ch-4 Gender, Religion and Caste
Ch-6 Political Parties Ch-7 Outcomes of Democracy

Geography: Ch-1 Resources and Development Ch.- 2 Forests and Wildlife Ch -3 Water Resources Ch-4 Agriculture
Ch-5 Minerals and Energy Resources
Ch-6 Manufacturing Industries Ch-7 Lifelines of the Indian Economy(**Only map pointing to be evaluated in the Board Examination**)

Economics: Ch-1 Development Ch-2 Sectors of the Indian Economy Ch-3 Money and Credit
Ch-4 Globalisation and the Indian Economy-(**ONLY What is Globalization? Factors that have enabled Globalisation**)

LIST OF MAP ITEMS

History

1.Nationalism in India

I. Congress sessions:

- 1920 Calcutta
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II. Satyagraha movements: Kheda (Gujarat) Champaran (Bihar). Ahmedabad(Gujarat) mill workers

III. Jallianwala Bagh

IV. Dandi March

Geography

2.Resources and Development

Identify: Major Soil Types

3. Water Resources Locating and Labelling: Salal Bhakra Nangal Tehri Rana Pratap Sagar Sardar Sarovar Hirakud Nagarjuna Sagar Tungabhadra

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- **Major areas of Rice and Wheat**
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- Locate & label: **Power Plants** a. Thermal Namrup Singrauli Ramagundam b. Nuclear Narora Kakrapar Tarapur Kalpakkam

6. Manufacturing Industries (Locating and Labelling only)

- **Cotton Textile Industries:** a. Mumbai b. Indore c. Surat d. Kanpur e. Coimbatore
- **Iron and Steel Plants:** a. Durgapur b. Bokaro c. Jamshedpur d. Bhilai e. Vijayanagar f. Salem
- **Software Technology Parks:** a. Noida b. Gandhinagar c. Mumbai d. Pune e. Hyderabad, f. Bengaluru g. Chennai. h. Thiruvananthapuram

7. Lifelines of the National Economy (Locating and Labelling):

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Note: Items of Locating and Labelling may also be given for Identification.

**** Subject to change as per CBSE DIRECTIVES**



Academic Year 2024-2025

Curriculum & Assessment Annual Planner

Subject:- Computer Science

STUDENT'S COPY

Class - 10

LEARNING OUTCOMES

The students will be able to:

- Tabulate the Relational Operators along with their functions
- Develop the programs in Python using the following Selection Statements:
 - If
 - If-Else
 - If ... elif... else
 - Nested If
- Create programs by implementing Relational and Logical Operators in IF statements.
- Develop Python program with the user of While Loop
- Simplify the coding with the use of assignment operators

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Chapter-8: Python Revision (Page: 232 (Relational Operators only) Chapter-9: Python Selection and Iteration Constructs (Page: 250 to 252)	Chapter-9: Python Selection and Iteration Construct (Page: 252 contd. to 253 (before Nested If) Revision and Worksheets PA-1 Exam	Chapter-9: Python Selection and Iteration Construct (Page: 253(from Nested If) to 254 (before Range() function)	Chapter-8: Python Revision (Page: 233 (Logical Operators only))	Revision and Worksheet HY Exams
<u>Oct</u> Chapter-9: Python Selection and Iteration Constructs (Page: 257 (from While Loop)) to 258)	<u>Nov</u> Ch-9: Python Selection and Iteration Construct (Page: 258 Contd) Ch-8: Python Revision (Page: 232-233(from Assignment operators, before logical operators)) Python programs covering the concepts learnt in the syllabus.	<u>Dec</u> Revision and Worksheet PB1 Exams		

Assessment Planner	
<u>PA-1 (20 marks)</u>	
Chapter-8: Python Revision (Page: 232 (Relational Operators only)) Chapter-9: Python Selection and Iteration Constructs (Page: 250 to 253 (before Nested If))	
<u>Half Yearly (PA-2) (40 marks)</u>	
Chapter-8: Python Revision (Page: 232 (Relational Operators only) and Page: 233 (Logical Operators only)) Chapter-9: Python Selection and Iteration Constructs (Page: 250 to 254 (before Range() function))	
<u>Pre Board 1 (Dec) -(PA-3) (40 marks)</u>	
Chapter-8: Python Revision (Page: 232 (from Relational Operators) to Page: 233) Chapter-9: Python Selection and Iteration Constructs (Page: 250 to 254 (before Range() function), (Page: 257 (from While Loop)) to 258)	
<u>Multiple Assessment (MA)(5 marks)</u>	
MA1: Debugging/Output of Python Program to assess the skills acquired by the students based on the concepts covered.	
MA2: Debugging/Output of Python Program to assess the skills acquired by the students based on the concepts covered.	
<u>Portfolio Assessment (PORT))(5 marks)</u>	
<u>PORT. 1</u> Notebook + Worksheet	
<u>PORT.2</u> Notebook + A presentation based on case study	
<u>Subject Enrichment (SE))(5 marks)</u>	
SE1: Students will be asked to write a program in Python according to the instructions given. • It will be a hands-on experience on the computer.	
SE2: Students will be asked to write a program in Python according to the instructions given. • It will be a hands-on experience on the computer.	

**** Subject to change as per CBSE DIRECTIVES**



GRADE 10 Curriculum & Assessment Annual

Planner

2024-2025

SUBJECT :- Art Education

STUDENT'S COPY

LEARNING OUTCOMES

- Demonstrate safe and proper use, care, and storage of media, materials, and equipment used in Art work.
- Develop critical thinking skills.
- Demonstrate evidence of reflection, thoughtfulness, and care in selecting Ideas and completing work.
- Demonstrate refined observational skills.
- Understand and apply Elements of Art (line, shape, form, texture, colour, value, and space) and Principles of Art (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates their ideas.

Graded Ability Levels

Grade A - 81-100 marks

Grade B - 61-80 marks

Grade C - 41-60 marks

Grade D - 33-40 marks

Grade E - 10-32 marks

Criteria for Assessing the Graded Levels

- Observation

- Participation
- Interest
- Motivation
- Originality
- Creativity
- Imagination
- Inquisitiveness
- Timely completion and submission of work

Assessment Tools

Art File

Portfolio

Group Activities

Involvement in Art Exhibition/ Competitions and other Art activities

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<ul style="list-style-type: none"> • File cover decoration • Poster Design (Social awareness) (SDG-1,2,6) 	<ul style="list-style-type: none"> • Border Design • Patterns • Zentangles (SDG-11) 	<ul style="list-style-type: none"> • Texture Painting • Coffee Painting (SDG- 12) 	Craft (waste material) Tribal Mask (SDG- 12)	Floor Art <ul style="list-style-type: none"> • Rangoli and Mandana (SDG- 10 &12)
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<ul style="list-style-type: none"> • Desert Art • Sand 	<ul style="list-style-type: none"> • Sticks craft • Jharokha 	<ul style="list-style-type: none"> • PB-1 • Art Exhibition 		

Painting (SDG- 13 & 15)	•Christmas Decorations (SDG- 12)	•Compilation of all the work	PB-2	
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GRADE 10 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :- SCIENCE

STUDENT'S COPY

LEARNING OUTCOMES

Students will be able to:

1. Know the facts and principles, e.g. related to Electricity and Magnetism.
2. Acquire the Practical Skills to demonstrate certain chemical reactions, prepare slides of cells, tissues and study various processes such as budding, fission.
3. Develop a historical and developmental perspective of science e.g. studying earlier attempts of classification of elements.
4. Analyze the information to identify trends and properties of elements.
5. Classify materials as metals and non- metals, acids and bases based on their properties or characteristics.
6. Apply scientific concept in day-to-day life like rainbow formation, colour of sky at sunrise and sunset, corrosion etc.
7. Comprehend the various processes important to life such as Nutrition, Respiration, Transportation & Excretion in plants and animals.
8. Make efforts to protect the environment by using resources judiciously e.g. controlled use of fertilizers, modern farming practices etc.
9. Solve numericals using formulae given in the chapter Light and Electricity.
10. Draw neat and well- labelled diagram of various organ systems and circuits.

Curriculum Planner

Apr CHEM- Chemical Reactions & Equations BIO- Life Processes	May PHY- Light BIO- Our Environment	July CHEM- Acid, Bases & Salts BIO- Control & Co-ordination	August PHY- Human Eye & Colourful world PHY- Electricity	Sep CHEM- Metals & Non Metals
Oct PHY- Magnetic Effects of Electric Current BIO- How do Organisms Reproduce?	Nov CHEM – Carbon & its Compounds BIO- Heredity REVISION	Dec PREBOARD 1	Jan PREBOARD 2	Feb BOARD EXAMINATION

Assessment Planner

PA-1 (20 marks)

CHEM - Chemical Reactions & Equations
BIO -Life Processes

Half Yearly PA2 (80 marks)

CHEMISTRY : <ul style="list-style-type: none">• Chemical Reactions & Equations• Acids, Bases & Salts	PHYSICS: <ul style="list-style-type: none">• Light: Reflection & Refraction• Human Eye & the Colourful World	BIOLOGY <ul style="list-style-type: none">• Life Processes• Our Environment• Control & Coordination
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All practicals based on the above chapters.

Pre Board 1 (Dec) & Pre Board 2 (Jan) -(PA-3) (80 marks)

CHEMISTRY <ul style="list-style-type: none">• Chemical Reactions & Equations• Metals & Non Metals• Acids, Bases & Salts• Carbon & its Compounds	PHYSICS <ul style="list-style-type: none">• Electricity• Magnetic Effects of Electric Current.• Light: Reflection & Refraction• Human Eye & the Colourful World	BIOLOGY <ul style="list-style-type: none">• Life Processes• Our Environment• Control & Coordination• How do Organisms Reproduce?• Heredity
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Multiple Assessment (MA)(5 marks)

MA1 Light Acids, Bases and Salts	
MA2 Carbon and its Compounds Electricity	

Portfolio Assessment (PORT))(5 marks)

PORT. 1 Prepare an Accordion Journal on the topic: Aquatic Life of Andaman and Nicobar Islands. Choose any one aspect from the following: <ul style="list-style-type: none">(i) Aquatic Food Chain(ii) Bio-magnification(iii) Food Resources of Aquatic Life
PORT.2 Notebook evaluation

Subject Enrichment (SE))(5 marks)

SE1 Conduct of practicals and assessment of practical file.
SE2 Conduct of practicals and assessment of practical file.

Board Exam (80 marks)

CHEMISTRY <ul style="list-style-type: none">• Chemical Reactions & Equations• Metals & Non Metals• Acids, Bases & Salts• Carbon & its Compounds	PHYSICS <ul style="list-style-type: none">• Electricity• Magnetic Effects of Electric Current.• Light: Reflection & Refraction• Human Eye & the Colourful World	BIOLOGY <ul style="list-style-type: none">• Life Processes• Our Environment• Control & Coordination• How do Organisms Reproduce?• Heredity
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All practicals based on the above chapters.

LIST OF EXPERIMENTS

1. A. Finding the pH of the following samples by using pH paper/universal indicator:
 - (i) Dilute Hydrochloric Acid
 - (ii) Dilute NaOH solution
 - (iii) Dilute Ethanoic Acid solution
 - (iv) Lemon juice
 - (v) Water

(vi) Dilute Hydrogen Carbonate solution

B. Studying the properties of acids and bases (HCl & NaOH) on the basis of their reaction with:

a) Litmus solution (Blue/Red)

b) Zinc metal

c) Solid sodium carbonate

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

A. Combination reaction

B. Decomposition reaction

C. Displacement reaction

D. Double displacement reaction

(i) Action of water on quicklime

(ii) Action of heat on ferrous sulphate crystals

(iii) Iron nails kept in copper sulphate solution

(iv) Reaction between sodium sulphate and barium chloride solutions

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

i) $\text{ZnSO}_4(\text{aq})$

ii) $\text{FeSO}_4(\text{aq})$

iii) $\text{CuSO}_4(\text{aq})$

iv) $\text{Al}_2(\text{SO}_4)_3(\text{aq})$

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

4. Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plotting a graph between V and I.

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

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

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

8. Study of the following properties of acetic acid (ethanoic acid):

i) Odour

ii) solubility in water

iii) effect on litmus

iv) reaction with Sodium Hydrogen Carbonate

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

10. Determination of the focal length of:

i) Concave mirror

ii) Convex lens

by obtaining the image of a distant object.

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

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

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

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

**** Subject to change as per CBSE DIRECTIVES**



GRADE - Curriculum & Assessment Annual Planner

2024-2025

English -Grade 10

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

- acquire the skills of listening, speaking, reading and writing in an integrated manner.
- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required to engage in independent reflection.
- use appropriate English to communicate in various social settings.
- use essential language skills to question and articulate their point of view.
- build competence in the different aspects of English.
- develop sensitivity to, and appreciation of, other varieties of English, like Indian English, and the culture they reflect.
- access knowledge and information through reference skills.
- (Consulting a dictionary/thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading.
- facilitate self-learning to enable them to become independent learners.
- review, organize and edit their work and work done by peers.
- integrate listening and speaking skills into the curriculum.
- give a brief oral description of events/incidents of topical interest.
- retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations.
- narrate a story that has been depicted pictorially or in any other non-verbal mode
- respond in writing to business letters, official communications, emails etc
- read and identify the main points/significant details of a given text.
- transcode information from a graph/chart to a description.
- write on a given topic and be able to express the stand taken with convincing arguments.
- write an assessment of different points of view expressed in a discussion/debate.
- read poems effectively with proper rhythm and intonation

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p>Literature: -Two Gentlemen of Verona</p> <p>-The Frog and The Nightingale</p> <p><u>M.C.B-</u> Unit 1- Health and medicine</p> <p>Writing skill: -Email to school authorities</p> <p>Grammar: <u>I.G.E-</u> Editing or Omission</p> <p>-<u>Workbook-</u> unit 1,2</p>	<p>Literature: -Mrs. Packletide's Tiger</p> <p>-Not Marble, nor the Gilded Monuments (Sonnet 55)</p> <p>Grammar: <u>I.G.E</u> – Rev. Editing or Omission</p> <p><u>Workbook-</u> Unit 3,4</p> <p>Writing skill: Rev- Email</p>	<p>Literature: -The Letter</p> <p>-Ozymandias</p> <p>- <u>M.C.B-</u> unit 2- Education</p> <p>Writing skill: -Factual Description of a person/object</p> <p>Grammar: <u>I.G.E-</u> Gap filling</p> <p>-<u>Workbook-</u> UNIT 5,6</p>	<p>Literature: -A Shady Plot</p> <p>- The Dear Departed</p> <p>- <u>M.C.B-</u> Unit 3- Science</p> <p>Writing skill: -Formal letters</p> <p>Grammar: Sentences Reordering or Sentence Transformation</p> <p><u>Workbook-</u>Unit 7,8</p>	<p>Literature: -The Rime of the Ancient Mariner</p> <p>-<u>M.C. B-</u> Unit 4: Environment</p> <p>Writing skill: Formal letters cotd</p> <p>Grammar: <u>Workbook-</u>Unit 9,10</p>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>Literature: -Patol Babu, Film Star</p> <p>-Julius Caesar</p> <p><u>M.C.B-</u>Unit 5: Travel And Tourism</p> <p>Writing skill: -Articles</p> <p>Grammar: -Sentences Reordering or Sentence Transformation</p>	<p>Literature: -Virtually True</p> <p>-Snake</p> <p>-<u>M.C. B-</u> Unit 6: National Integration</p> <p>Writing skill: Articles cotd.</p> <p>Grammar: <u>Workbook-</u> unit 13,14</p>	<p>PREBOARDS & REVISION</p>	<p>PREBOARDS & REVISION</p>	

Workbook- unit 11,12				
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Assessment Planner

PA-1 (20 marks)

Literature -Two Gentlemen of Verona, The Frog and The Nightingale

Writing skill: -Email

Grammar-- Editing or Omission

Reading Comprehensions : Factual / Descriptive

Half Yearly (PA-2) (80 marks)

Literature- Two Gentlemen of Verona, The Frog and The Nightingale, -Mrs. Packletide's Tiger, Not Marble nor the Gilded Monuments (Sonnet 55), The Letter, Ozymandias, A Shady Plot, The Dear Departed, The Rime of the Ancient Mariner

Grammar- Editing or Omission, Gap filling , Sentences Reordering or Sentence Transformation

Writing skill: Email, Factual Description of a person/object , Formal letters

Reading Comprehensions : Factual and Descriptive

Preboard 1(Dec). Preboard 2 (Jan) /PA-3 (80 marks)

Literature- Two Gentlemen of Verona, The Frog and The Nightingale, Mrs. Packletide's Tiger, The Letter, Not Marble nor the Gilded Monuments (Sonnet 55), A Shady Plot, The Dear Departed, Ozymandias, Patol Babu- Film Star, The Rime of the Ancient Mariner, Julius Caesar, Virtually True, Snake

Grammar- Editing or Omission, Gap filling, Sentences Reordering or Sentence Transformation

Writing skill: Email, Factual Description of a person/object , Formal letters, Articles

Reading Comprehensions : Factual and Descriptive

Multiple Assessment (MA) (5 marks)

MA-1- Inspirational Speech

MA-2- Spell Vocab

Portfolio Assessment (PORT) (5 marks)

Notebook Evaluation 1- Two Gentlemen of Verona, The Frog and The Nightingale, Mrs. Packletide's Tiger, The Letter

Notebook Evaluation 2- Patol Babu, Film Star, The Rime of the Ancient Mariner, Julius Caesar, Virtually True

Subject Enrichment (SE) (5 marks)

SE 1- Listening Module (Andaman Nicobar/State)

SE 2- ASL (Spin a Yarn)

Board Exam (80 marks)

Literature- Two Gentlemen of Verona, The Frog and The Nightingale, Mrs. Packletide's Tiger, The Letter, Not Marble nor the Gilded Monuments (Sonnet 55), A Shady Plot, The Dear Departed, Ozymandias, Patol Babu, Film Star, The Rime of the Ancient Mariner, Julius Caesar, Virtually True, Snake

Grammar- Editing or Omission, Gap filling, Sentences Reordering or Sentence Transformation

Writing skill: Email, Factual Description of a person/object , Formal letters, Articles

Reading Comprehensions : Factual and Descriptive

****Subject to change as per CBSE DIRECTIVES**



GRADE 10 Curriculum & Assessment Annual Planner
2024-2025

SUBJECT :- HINDI

STUDENT'S COPY

LEARNING OUTCOMES

साहित्य- छात्र -पाठों के माध्यम से आलोचनात्मक

चिंतन,तार्किकता,सराहना,मूल्यांकन,सृजनात्मकता, कल्पनाशीलता,अभिव्यक्ति में मौलिकता एवं जीवन-मूल्यों की पहचान सीखने-समझने में समर्थ होंगे ।

व्याकरण- व्याकरण के माध्यम से व्याकरणिक संरचनाओं का बोध,प्रयोग,विश्लेषण व भाषिक कौशल सीखने में समर्थ होंगे ।

रचनात्मक कार्य - रचनात्मक कार्य के माध्यम से अभिव्यक्ति की मौलिकता,सृजनात्मकता ,भाषा में प्रवाह,उचित प्रारूप का प्रयोग, संकेत बिन्दुओं का विस्तार व विचारों को सोदाहरण अभिव्यक्त करने में सक्षम होंगे।

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p><u>गद्य</u> - बड़े भाई साहब</p> <p><u>पद्य</u>- मीरा के पद</p> <p><u>व्याकरण</u> - - अपठित गद्यांश , मुहावरे</p> <p><u>लेखन कार्य</u> - अनुच्छेद</p>	<p><u>पद्य</u> - कबीर (साखी)</p> <p><u>गद्य</u> -डायरी का एक पन्ना</p> <p><u>व्याकरण</u> - वाक्य रूपांतरण</p> <p><u>संचयन</u> - टोपी शुक्ला</p> <p><u>लेखन कार्य</u> - औपचारिक पत्र</p>	<p><u>गद्य</u> - ततार्रा वामीरो एक प्रेम कथा ,तीसरी कसम के शिल्पकार</p> <p><u>पद्य</u> -तोप, आत्मत्राण</p> <p><u>व्याकरण</u> - वाक्य रूपांतरण , पदबंध</p> <p><u>लेखन कार्य</u> - विज्ञापन</p>	<p><u>गद्य</u> - अब कहाँ दूसरों के दुःख से दुखी होने वाले</p> <p><u>स्पर्श</u> - पर्वत प्रदेश में पावस</p> <p><u>व्याकरण</u> - समास</p> <p><u>लेखन कार्य</u> - सूचना ,लघु कथा</p>	<p><u>पुनः अभ्यास</u></p> <p><u>संचयन</u> -हरिहर काका</p> <p><u>स्पर्श</u> -कर चले हम फिदा</p> <p><u>लेखन कार्य</u> - लघु कथा</p>

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p><u>स्पर्श</u>- पतझड़ की टूटी पत्तियाँ ,कारतूस व्याकरण व लेखन ई -मेल लेखन</p> <p>पुनःअभ्यास</p>	<p><u>स्पर्श</u>- - मनुष्यता</p> <p><u>संचयन</u> - सपनों के से दिन</p> <p><u>लेखन कार्य</u> - ई -मेल लेखन लघु-कथा, अनुच्छेद लेखन</p>	<p>पुनःअभ्यास</p>	<p>पुनःअभ्यास</p>	<p>पुनःअभ्यास</p>

Assessment Planner

PA-1 (20 marks)

साहित्य- बड़े भाई साहब

व्याकरण - अपठित गद्यांश , मुहावरे ,वाक्य

रूपांतरण

Half Yearly (PA-2) (80 marks)

साहित्य -बड़े भाई साहब ,ततॉरा वामीरो , अब कहाँ दूसरों के दुःख से दुखी होने वाले , डायरी का एक पन्ना , तीसरी कसम के शिल्पकार

पद्य - कबीर (साखी) ,मीरा के पद ,तोप ,आत्मत्राण,पर्वत प्रदेश में पावस

व्याकरण - अपठित गद्यांश , मुहावरे ,वाक्य रूपांतरण,पदबंध ,समास

संचयन -टोपी शुक्ला

लेखन कार्य - सूचना , विज्ञापन , लघु कथा , अनुच्छेद , औपचारिक पत्र

Pre Board 1 (Dec) & Pre Board 2 (Jan) -(PA-3) (80 marks)

साहित्य - बड़े भाई साहब ,ततार्रा वामीरो , अब कहाँ दूसरों के दुःख से दुखी होने वाले , ,पतझड़ में टूटी पत्तियाँ , डायरी का एक पन्ना , तीसरी कसम के शिल्पकार , कारतूस

पद्य - कबीर (साखी),मीरा के पद, तोप ,आत्मत्राण, पर्वत प्रदेश में पावस ,मनुष्यता , कर चले हम फ़िदा

संचयन - हरिहर काका ,सपनों के से दिन ,टोपी शुक्ला

लेखन कार्य - सूचना , विज्ञापन , लघु कथा , अनुच्छेद , औपचारिक पत्र , ई -मेल लेखन

व्याकरण - अपठित गद्यांश , मुहावरे ,वाक्य रूपांतरण,पदबंध ,समास

Multiple Assessment (MA)(5 marks)

MA1 **अपठित गद्यांश**

MA2 **सूचना**

Portfolio Assessment (PORT))(5 marks)

PORT. 1 परियोजना कार्य -

* अंडमान निकोबार द्वीपसमूह * की दो लोककथाएँ लिखकर उनसे संबंधित चित्र भी लगाएँ | (A4 size शीट पर यह कार्य करेंगे |)

PORT.2 अनुच्छेद ,औपचारिक - पत्र , सूचना , विज्ञापन

Subject Enrichment (SE))(5 marks)

SE1 कबीर -दोहा वाचन (मौखिक वाचन)/बस.एक.मिनट

SE2 ASL (श्रवण-कौशल कार्य)

Board Exam (80 marks)

साहित्य - बड़े भाई साहब , ततारा वामीरो , अब कहाँ दूसरों के दुःख से दुखी होने वाले , पतझड़ में टूटी पत्तियाँ कारतूस , डायरी का एक पन्ना , तीसरी कसम के शिल्पकार ,

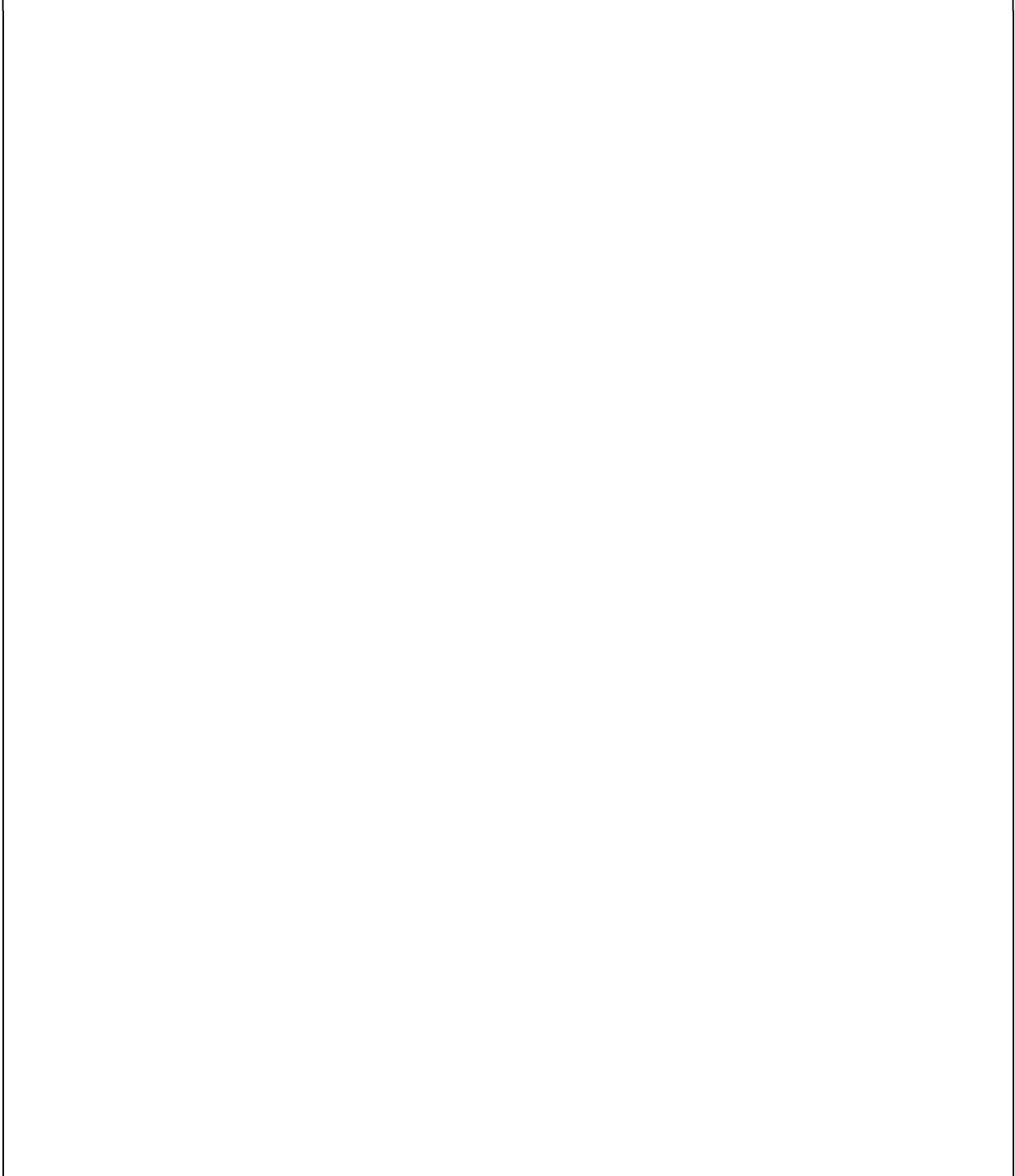
पद्य - कबीर (साखी), मीरा के पद, तोप , आत्मत्राण, पर्वत प्रदेश में पावस , मनुष्यता , कर चले हम फ़िदा

संचयन - हरिहर काका , सपनों के से दिन , टोपी शुक्ला

व्याकरण - अपठित गद्यांश , मुहावरे , वाक्य रूपांतरण, पदबंध , समास

लेखन कार्य - सूचना , विज्ञापन , लघु कथा , अनुच्छेद , औपचारिक पत्र, ई -मेल लेखन

**** Subject to change as per CBSE DIRECTIVES**





Curriculum & Assessment Annual Planner 2024- 2025

SUBJECT :-Mathematics Class 10 (Student Copy)

LEARNING OUTCOMES

The Learner will be able to:

- acquire the ability to solve problems using algebraic methods.
- apply the knowledge of simple trigonometry to solve problems of height and distances.
- carrying out experiments with numbers and forms of geometry
- frame hypothesis and verifying these with further observations form an inherent part of Mathematics learning at this stage.
- consolidate the Mathematical knowledge and skills acquired at the upper primary stage.
- acquire knowledge and understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles and symbols and underlying processes and skills.
- develop mastery of basic algebraic skills.
- develop drawing skills.
- feel the flow of reason while proving a result or solving a problem.
- apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method.
- to develop the ability to think, analyze and articulate logically.
- to develop awareness of the need for national integration, protection of the environment, observance of small family norms, removal of social barriers, elimination of gender biases.
- to develop necessary skills to work with modern technological devices and mathematical softwares.
- to develop interest in mathematics as a problem-solving tool in various fields for its beautiful structures and patterns, etc.
- to develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics.
- to develop interest in the subject by participating in related competitions.
- to acquaint students with different aspects of Mathematics used in daily life.
- to develop an interest in students to study Mathematics as a discipline.

**** Subject to change as per CBSE Directives.**

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Polynomials	Triangles (cont)	Coordinate Geometry	Applications of trigonometry	Quadratic Equations
Pair of linear Equations in two variables	Real Numbers	Intro to Trigonometry	Areas Related to Circles	
Triangles			Probability	
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<u>Circles</u>	Surface Areas & Volumes	Preboard Remediation	Preboard Remediation	Remediation
Arithmetic Progression	Statistics			

Assessment Planner

Assessment Planner			
PA-1 (20 marks)	Polynomials		
	Pair of Linear Equations in two variables		
Half Yearly (PA-2) 80 marks	Real Numbers	Poly nomials	Tri angle s
	Pair of Linear equations in two variables	Intr o to Trig ono met ry	Area s Rela ted to Circl es
	Prob ability	Coor dina te Geo met ry	
Pre Board 1 (Dec) & Pre Board 2 (Jan) - (PA-3) (80 marks)	Real Numbers	Poly nomials	Tri angle s
	Pair of Linear equations in two variables	Intr o to Trig ono met ry	Area s Rela ted to Circl es
	Prob ability	Coor dina te Geo met ry	Qua drati c Equ atio ns
	Some Applic	Arit hme	Circl es

	Applications of Trigonometry	Progression		
	Surface Area & Volume	Statistics		
Multiple Assessment 5 marks	Term 1	Brochure based on Real Numbers		
	Term 2	Brochure based on Arithmetic Progression		
Portfolio Assessment 5 marks	Term 1	Maths Journal based on: <ul style="list-style-type: none"> • Polynomials • Pair of Linear Equations in two variables • Triangles 		
	Term 2	Maths Journal based on: <ul style="list-style-type: none"> • Formulae for Algebraic identities • Formulae for Surface Area and Volumes • Properties of Quadrilaterals • Properties of Circles 		
Subject Enrichment 5 Marks	Term 1	4 Lab Activities		
	Term 2	4 Lab Activities		
Board Exam 80 Marks	Real Numbers	Poly nomials	Triangles	
	Circles	Intro to Trigonometry	Areas Related to Circles	
	Probability	Coordinate Geometry	Quadratic Equations	
	Some Applications	Arithmetic	Pair of Lines	

	ications of Trigonometry	Progressions	Linear Equations in two variables	
	Surface Area & Volume	Statistics		



GRADE 9 &10 Curriculum & Assessment Annual

Planner

2024-2025

SUBJECT :- COUNSELOR

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

1. Empowered students towards a conscious and informed decision-making regarding their emotional well-being.
2. Enhanced sensitivity and awareness among students for their holistic development.
 - ☑ Vapes, social media other kinds of addictions.
 - ☑ Understanding regarding gender equality in modern day.
 - ☑ Non- biased information regarding sensitive topics like: Sex education, self-awareness, LGBTQIA+

Curriculum Planner TERM-1 and TERM-2

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
1. Introduction of counselling and the process in school system. 2. Importance of healthy diet (breakfast) and mental well-being.	1. Series of awareness sessions on different types of addictions. 2. Prefect leadership training.	1. Bursting myths and facts about sexuality education.	1. Time management and organizational skills 2. Dealing with distractors	1. Effective study skills and dealing with exam anxiety.
<u>Oct & Nov</u>	<u>Dec & Jan</u>	<u>Feb</u>		
1. Communication skills as a personality enhancer.	1. Problem solving and Decision making	1. Handling gadget addictions.		

**** Subject to change as per CBSE DIRECTIVES**



CLASS 10- Curriculum & Assessment Annual Planner*

SUBJECT :- Elements of Business (EBS)

2024-2025

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

- ✓ critically analyses the content (mentioned below)
- ✓ differentiate between the types of companies, large-scale retail trade
- ✓ list the features, merits, and demerits of different concepts
- ✓ conduct independent or group research study, collate information any one of the topics given below
- ✓ read and comprehend the instructions and apply in the learning.
- ✓ skim for the main idea and present facts related to the given content
- ✓ recall and apply the knowledge to various concepts
- ✓ co-relate concepts related to business and real-life situation

Curriculum Planner

<u>April</u>	<u>May PA1</u>	<u>July</u>	<u>Aug</u>	<u>Sep TERM 1</u>
<p><u>Theory:</u></p> <p>Unit 1 Joint Stock Company</p> <p>Private and Public Company meaning and features.</p> <p>SDG-3,4,5,8,10</p>	<p><u>Theory:</u></p> <p>Unit 3 Communication- in Business Organisation</p> <p>Meaning and methods: letter, e-mail, video conferencing, telephone</p> <p>Revision PA-1</p> <p>SDG-4,5,8,10,12,16</p>	<p>Unit 2 Sources of Business Finance - Owned and Borrowed Funds.</p> <p>SDG-3,4,5,8,10</p>	<p><u>Theory:</u></p> <p>Unit 4 Selling and Distribution</p> <p>a. Concept of purchase and sale</p> <p>b. Types – Cash, Credit, Hire Purchase System, and Installment Payment System</p> <p>SDG- 4,5,8,10,12,16</p>	<p>(contd.)</p> <p>Selling and distribution</p> <p>Instalment Payment System</p> <p><u>Theory:</u></p> <p>Unit 5 Large Scale Retail Trade.</p> <p>a. Forms of large-scale retail trade Departmental Store and Multiple shop.</p> <p>Revision for Term - 1 (PA2)</p> <p>SDG- 4,5,8,10,12,16</p>

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	Feb TERM 2 <u>Theory & Practical</u>
Theory: (contd.) Large Scale Retail Trade b.Non – store retailing – mail order business, tele-shopping, automated vending machine, E-commence SDG- 4,5,8,10,12,16	Theory: Unit 6 Selling a.Personal Selling – meaning and importance b.Sales promotion – meaning and techniques c.Advertising Meaning, importance and media of advertising SDG- 4,5,8,10,12,16	Revision <u>Theory& Practical</u> Preboard 1	Revision <u>Theory& Practical</u> Preboard 2	REVISION <u>Board Exam</u>

Assessment Planner
<p style="text-align: center;"><u>PA-1 (20 marks)</u></p> <p>Theory test based on Unit 1 - Joint Stock Company Private and Public Company meaning and features Multinational Company meaning and features <u>Tool</u> STANDARDIZED TEST</p>
<p style="text-align: center;"><u>HALF YEARLY EXAM (80 marks)</u> <u>(Theory and Practical)</u></p> <p>Theory test based on Unit 1 - Joint Stock Company Private and Public Company meaning and features Multinational Company meaning and features Unit 2 - Sources of Business Finance Owned and Borrowed Funds Unit 3 Communication in Business Organisation Meaning and methods: letter, e-mail, video conferencing, telephone</p> <ul style="list-style-type: none"> • Viva (10m) <p><u>Tool</u> STANDARDIZED TEST</p>

Pre-Board 1)

- Joint Stock Company
- Private and Public Company (meaning and features)
- Multinational Company (meaning and features)
- Sources of Business Finance – Owned/ Borrowed Funds
- Communication in Business Meaning and methods: letter, e-mail, video conferencing, telephone
- Selling (a) Personal Selling – meaning and importance (b) Sales promotion – meaning and techniques
- Selling and Distribution (a) Concept of purchase and sale (b) Types – Cash, Credit, Hire Purchase System, and Instalment Payment system
- Large Scale Retail Trade (a) Forms of large-scale retail trade – Departmental Store and Multiple shop
- Viva

Pre-Board 2

- Joint Stock Company
- Private and Public Company (meaning and features)
- Multinational Company (meaning and features)
- Sources of Business Finance – Owned/ Borrowed Funds
- Communication in Business Meaning and methods: letter, e-mail, video conferencing, telephone
- Selling (a) Personal Selling – meaning and importance (b) Sales promotion – meaning and techniques
- Selling and Distribution (a) Concept of purchase and sale (b) Types – Cash, Credit, Hire Purchase System, and Instalment Payment system
- Large Scale Retail Trade (a) Forms of large-scale retail trade – Departmental Store and Multiple shop
- Viva

Board-Theory exam (70 marks)

- Unit I Joint Stock Company -10 marks
Unit II Sources of Business Finance -10 marks
Unit III Communication in Business Organisations -15marks
Unit IV Selling and Distribution- 15 marks
Unit V Large Scale Retail Trade -10 marks
Unit VI Selling -10 marks

Board-Practical exam (30 marks)

GUIDELINES FOR PRACTICAL:

Project should be brief and should be of 30 pages, preferably handwritten. The project will be evaluated on the following parameters:

Particulars	Marks
Prepare a Chart/ Project on any one topic from syllabus	20
Viva	10

Topics- any one topic from the syllabus

***- Subject to change as per CBSE directives.**