2023-2024 (GRADE 10 Curriculum & Assessment Annual Planner)**

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

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

Oct	**Nov**	**Dec**	**Jan**	**Feb**
स्पर्श- पतझड़ की टूटी पत्तियाँ ,कारतूस व्याकरण व लेखन **पुनःअभ्यास**	**स्पर्श-** - मनुष्यता **संचयन** - सपनों के से दिन **लेखन कार्य** - ई -मेल लेखन	**पुनःअभ्यास**	**पुनःअभ्यास**	**पुनःअभ्यास**

Assessment Planner

PA-1 (20 marks)

साहित्य- बड़े भाई साहब

व्याकरण - अपठित गद्यांश , मुहावरे ,वाक्य रूपांतरण

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

साहित्य -बड़े भाई साहब ,ततााँरा वामीरो , अब कहााँ दूसरों के दुःख से दुखी होने वाले , ,पतझड़ में टूटी पत्तियााँ , 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	**पाठ आधारित मुहावरे (वर्कशीट)**
PORT.2	**अनुच्छेद ,औपचारिक पत्र , सूचना , विज्ञापन**

Subject Enrichment (SE))(5 marks)

SE1	**ASL + बस एक मिनट**
SE2	**दोहा वाचन**

Board Exam (80 marks)

साहित्य -बड़े भाई साहब ,तताँरा 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

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

Academic Year 2023-2024

Curriculum & Assessment Annual Planner)

Subject: - Art Education

CLASS: - 10

LEARNING OUTCOMES

Student 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 paining 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.

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 : TERM-1 and TERM-2

April	**May**	**July**	**Aug**	**Sept**
• Elements and Principles of Art • 2D Composition using geometrical shapes • 3D Objects • Pencil and charcoal shading	• Poster design (social awarenes s)	• Border Design • Patten Design • Zentangle(Art therapy	• Calligraphy • Slogan writing • Mask Making • (Tribal Mask) • News Paper Painting	• Mandala Art (Art therapy) • Thangka Art (Sikkim)
Oct	**Nov**	**Dec**	**Jan**	**Feb**
Floor Art • Rangoli • Alpana • Paper Craft	**Paper Craft** • Folk Art • Warli • Madhubani	Christmas Decorations	Doodle Art	Mandala Art (Art therapy) **Submission of work- 2nd term**

	Submission of work- 1st term			

2023-2024 (GRADE 10 Curriculum & Assessment Annual Planner)**

SUBJECT :- Computer Science

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

- ✓ Define the following terms:
  - Cyber Ethics
  - E-Commerce
- ✓ Explain the various means to safeguard user privacy
- ✓ Elaborate on other ethical issues like
  - Intellectual Property Rights
  - Plagiarism
  - Digital Property Rights
- ✓ 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.

Curriculum Planner				
April Chapter-6: Cyber Ethics (Page: 186 to 188)	**May** Chapter-6: Cyber Ethics (Page: 189 to 191 (before Threats to digital properties))	**July** Revision and LMP Worksheets **PA-1 Exam**	**Aug** Chapter-8: Python Revision (Page: 234 (Relational Operators only) Chapter-9: Python Selection and Iteration Constructs (Page: 252, 253)	**Sep** Revision and Worksheet **HY Exams**
Oct Chapter-9: Python Selection and Iteration Constructs	**Nov** Chapter-8: Python Revision (Page: 235 (Logical operators	**Dec**	**Jan**	**Feb**

(Page: 254 ,255, 256 (before the Range() Function))	only)) Python programs covering the concepts learnt in the syllabus.			

Assessment Planner

PA-1 (20 marks)

Chapter-6: Cyber Ethics (Page: 186 to 191 (before Threats to digital properties)

Half Yearly (PA-2) (40 marks)

Chapter-6: Cyber Ethics (Page: 186 to 191 (before Threats to digital properties))
Chapter-8: Python Revision
(Page: 234 (Relational Operators only)
Chapter-9: Python Selection and Iteration Constructs
(Page: 252 – 253)

Pre Board 1 (Dec) -(PA-3) (40 marks)

Chapter-6: Cyber Ethics (Page: 186 to 191 (before Threats to digital properties))
Chapter-8: Python Revision (Page: 234 (Relational Operators only) and (Page: 235 (Logical operators only))
Chapter-9: Python Selection and Iteration Constructs (Page: 252 – 256 (before range() function)) and Python programs covering the concepts learnt in the syllabus.

Multiple Assessment (MA)(5 marks)

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.

Portfolio Assessment (PORT))(5 marks)

PORT. 1 Notebook **+** Worksheet
PORT.2 Notebook **+** A presentation based on case study

Subject Enrichment (SE))(5 marks)

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**

2023-2024 (GRADE 10 Curriculum & Assessment Annual Planner)**

SUBJECT :- ENGLISH

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

- **acquire the skills of listening, speaking, reading and writing in a integrated manner.**
- **build greater confidence and proficiency in oral and written communication**
- **develop the ability and knowledge required to engage in independent reflection and inquiry.**
- **use appropriate English to communicate in various social settings.**
- **use essential language skills to question and to 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 own work and work done by peers.**
- **integrate listening and speaking skills in 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 which has been depicted pictorially or in any other non-verbal mode**
- **respond in writing to business letters, official communications, email etc**
- **read and identify the mail 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				
April First Flight-Unit 1 Footprints without feet-Ch 1 Formal Letter Writing (Editor & complaint) Grammar-IGE-(Tenses) Reading Comprehension Words & Exp	**May** First Flight - Unit2 Footprints without feet - Ch 2 Formal Letter Writing (Inquiry & order) Grammar-IGE (Modals) Reading Comprehension Words & Exp	**July** First Flight-Unit 3 & 4 Footprints without feet-Ch 3 & 4 Analytical Paragraph-maps chart Grammar-IGE (Subj Verb Concord) Reading Comprehension Words & Exp	**Aug** First Flight-Unit 7 & 8 Footprints without feet-Ch 5 & 6 Analytical Paragraph-graphs, cues Grammar-IGE (Reported Speech) Reading Comprehension Words & Exp	**Sep** **REVISION**
Oct First Flight -Unit 9 & 10 Footprints without feet-Ch 7 & 9 Formal Letters Revision IGE IGE(Gap filling, Editing, Sentence Transformation) Reading Comprehension Words & Exp	**Nov** First Flight - Unit 11 Footprints without feet-Ch 10 Formal Letters & Analytical Paragraph Revision IGE IGE(Gap filling, Editing, Sentence Transformation) Reading Comprehension Words & Exp	**Dec** PREBOARDS & REVISION	**Jan** PREBOARDS & REVISION	**Feb**

Assessment Planner

PA-1 (20 marks)

First Flight-Unit 1 & 2 , Footprints Without Feet-Ch 1 & 2
Formal Letter(Editor, Complaint), IGE(Tenses, Modals)
Reading Comprehension

Half Yearly (PA-2) (80 marks)

First Flight-Unit 1, 2,3, 4,7,8 Footprints Without Feet-Ch 1,2,3,4,5,6
Formal Letter(Editor, Enquiry, Complaint, Placing order)
Analytical Paragraph (maps, charts, graphs, cues)
IGE(Tenses, modals, Subj-verb Concord, Reported Speech) , Reading Comprehension

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

Pre Board 1* (80 marks)

First Flight-Unit 1, 2,3, 4,7,8,9,10,11 , Footprints Without Feet-Ch 1,2,3,4,5,6,7,9,10
Formal Letter(Editor, Enquiry, Complaint, Placing order)
Analytical Paragraph (maps, charts, graphs, cues)
IGE- Gap filling, Editing, Sentence Transformation (Tenses, modals, Subj-verb Concord, Reported Speech) , Reading Comprehension

Multiple Assessment (MA)(5 marks)

MA1 **Project on Famous personalities/poets from Sikkim**
MA2 **Spell vocab test**

Portfolio Assessment (PORT))(5 marks)

PORT. 1 A letter to God , Dust of snow , Nelson Mandela A long walk to freedom
PORT.2 Madam rides a bus, The tale of Custard the dragon, Sermon at Benares

Subject Enrichment (SE))(5 marks)

SE1 ASL (Assessment of speaking & listening skills) Poem recitation
SE2 ASL (Assessment of speaking & listening skills) Listening comprehension

Board Exam (80 marks)

First Flight-Unit 1, 2,3, 4,7,8,9,10,11

Footprints Without Feet-Ch 1,2,3,4,5,6,7,9,10

Formal Letter(Editor, Enquiry, Complaint, Placing order)

Analytical Paragraph (maps, charts, graphs, cues)

IGE Gap filling, Editing, Sentence Transformation (Tenses, Modals, Subj-verb Concord, Reported Speech) , Reading Comprehension

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

2023-2024 (GRADE 10 Curriculum & Assessment Annual Planner)**

SUBJECT :-LIBRARY

STUDENT'S COPY

LEARNING OUTCOMES

LEARNING OUTCOMES

- **Library rules- objective- to use library effectively.**
- **Introduction to different genre – objective—will be able to understand and differentiate among the books.**
- **Introduction to different authors—objective—will be able to categorised their writing under different genres.**
- **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.**

Maintaining reading log will motivate them.

Graded Reading Levels

Following titles for compulsory reading:

- **THE ALCHEMIST BY PAULO COELHO**

Curriculum Planner				
April	**May**	**July**	**Aug**	**Sep**
Introduction of Library Rules for classes. **Introduction of the book assigned to the students and Author of the assigned book.** **Independent reading will take place as well**	**Few chapters were assigned to the students to read from the assigned book.** **Independent reading will take place as well.**	**Reiteration of Library Rules** **Discussion of the Author of the suggested book.** **Suggested book to be continued** **Assessment will be done on the basis of the suggested book.**	**Continuation of Assessment will be done.** **Independent Reading** **Browsing of Books**	**Reiteration of library Rules**

Oct **Related Vocabulary to be given of the suggested book** **Independent Reading.** **Assessment on the Non-fiction/ short story character sketch**	**Nov** **Related Vocabulary to be given of the suggested book.** **Independent Reading.** **Continuation of the Assessment on the Non-fiction/ short story character sketch Story**	**Dec**	**Jan**	**Feb**

Assessment Planner

PA-1 (20 marks)

Following titles for compulsory reading:

- **THE ALCHEMIST BY PAULO COELHO**

Criteria for Assessing the Graded Reading Levels

- Deep reading
- Brief discussion about book

Incidents to which they can relate or refer

Half Yearly (PA-2) (80 marks)

- **First Term Assessment-- will be based on the Book given to read that is THE ALCHEMIST BY PAULO COELHO**

Boys will prepare the book cover on which they will write the summary of the book and will submit after the summer break.

Students will prepare a character sketch of their favourite character from the book in the library period.

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

Multiple Assessment (MA)(5 marks)

MA1
MA2

Portfolio Assessment (PORT))(5 marks)

PORT. 1
PORT.2

Subject Enrichment (SE))(5 marks)

SE1
SE2

Board Exam (80 marks)

Final Term Assessment—Boys will prepare any latest news on A3 size paper in their own words of any of these subjects –Political (Domestic or International), Environment, Sports, Economics. They will give their article a proper name to it.

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

2023-2024 (GRADE 10 Curriculum & Assessment Annual Planner)
SUBJECT :- Mathematics
Student's 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.

Curriculum Planner

April	**May**	**July**	**Aug**	**Sep**
Polynomials Real Numbers Triangles	Triangles Coordinate Geometry	Pair of Linear Equations in Two Variables Intro to Trigonometry	Areas Related to Circles Probability Circles	Quadratic Equations
Oct	Nov	**Dec**	**Jan**	**Feb**
Some Applications of Trigonometry Arithmetic Progression	Surface Areas & Volumes Statistics	Preboard Remediation	Preboard Remediation	Remediation

Assessment Planner

PA-1 (20 marks)

Real Numbers
Polynomials
Triangle

Half Yearly (PA-2) (80 marks)

Real Numbers
Polynomials
Triangles
Pair of Linear equations in two variables
Intro to Trigonometry
Areas Related to Circles
Probability
Coordinate Geometry

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

Real Numbers
Polynomials
Triangles
Pair of Linear equations in two variables
Intro to Trigonometry
Areas Related to Circles
Probability
Coordinate Geometry
Quadratic Equations
Some Applications of Trigonometry
Arithmetic Progression
Circles
Surface Areas & Volume
Statistics

Multiple Assessment (MA)(5 marks)

MA1 : Polynomials
MA2 : Quadratic Equations

Portfolio Assessment (PORT))(5 marks)

PORT. 1 : Real Numbers
PORT.2 : Maths Journal

Subject Enrichment (SE))(5 marks)

SE1 : 5 Lab Activities
SE2 : 3 Lab Activities

Board Exam (80 marks)

Real Numbers
Polynomials
Triangles
Pair of Linear equations in two variables
Intro to Trigonometry
Areas Related to Circles
Probability
Coordinate Geometry
Quadratic Equations
Some Applications of Trigonometry

Arithmetic Progression Circles Surface Areas & Volume Statistics

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

2023-2024 (GRADE 10 Curriculum & Assessment Annual Planner)**

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				
April Surya namaskar Football Instep and game	**May** Surya namaskar Football Instep and game.	**July** Surya namaskar football instep ,basketball and games	**Aug** Surya namaskar football instep , athletics ,basketball and games Assessment	**Sep** Surya namaskar football instep , athletics,basketball and games Assessment
Oct Athletics selection and game.	**Nov** Athletics selection and game.			

Assessment Planner

Half Yearly Grades (A,B,C,D,E)

- **Body coordination**
- **Eye coordination**
- **Team work**
- **Endurance**
- **Discipline**

Annual Exam Grades (A,B,C,D,E)

- **BALL CONTROL**
- **EYE ON THE BALL**
- **COME UNDER THE BALL**
- **ORTHODOX CUP**
- **DISCIPLINE**

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

2023-2024 (GRADE 10 Curriculum & Assessment Annual Planner)**

SUBJECT :- Science

STUDENT'S COPY

LEARNING OUTCOMES

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 various processes important to life such as Nutrition, Respiration, Transportation & Excretion in plant and animals.
8. Make efforts to protect the environment using resources judiciously e.g. controlled use of fertilizers, modern farming practices etc.
9. Solve numericals using given formulae from the chapter Light and Electricity.
10. Draw neat and well- labelled diagram of various organ systems and circuits.

CURRICULUM PLANNER

Apr	**May**	**July**
• Chemical Reactions & Equations • Life Processes	• Light • Our Environment	• Acid, Bases & Salts • Control & Co-ordination
August	**Sept-Oct**	**Nov**
• Human Eye & Colourful world • Electricity	• Metals & Non Metals • Magnetic Effects of Electric Current • How do Organisms Reproduce?	• Carbon and its Compounds • Heredity

Assessment Planner

PA-1 (20 marks)

- Chemical Reactions & Equations
- Life Processes
- Light –Reflection only

All practicals based on the above chapters.

Half Yearly (PA-2) (80 marks)

CHEMISTRY :	PHYSICS:	BIOLOGY
• Chemical Reactions & Equations • Acids, Bases & Salts	• Electricity • Light: Reflection & Refraction • Human Eye & the Colourful World	• Life Processes • Our Environment • Control & Coordination

All practicals based on the above chapters.

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

CHEMISTRY	PHYSICS	BIOLOGY
• Chemical Reactions & Equations • Metals & Non Metals • Acids, Bases & Salts • Carbon & its Compounds	• Electricity • Magnetic Effects of Electric Current. • Light: Reflection & Refraction • Human Eye & the Colourful World	• Life Processes • Our Environment • Control & Coordinat • How do Organisms Reproduce? • Heredity

All practicals based on above chapters.

Multiple Assessment (MA)(5 marks)

MA1 Class Tests – Chemical Reactions, Life Processes
MA2 Class Tests – Carbon and its Compounds, Magnetic effects of Electric Current

Portfolio Assessment (PORT))(5 marks)

PORT. 1 Prepare a report on any one of the following topics from the chapter – 'Our Environment' a) Biological Magnification b) Biodegradable and non-biodegradable wastes and their effects on our environment c) Food chain, food web and energy flow (a specific example)
PORT.2 Notebook evaluation

Subject Enrichment (SE))(5 marks)

SE1 All practicals based on the chapters of term 1
SE2 All practicals based on the chapters of term 2

Board Exam (80 marks)

- **All practicals based on the following chapters.**

CHEMISTRY	PHYSICS	BIOLOGY
• Chemical Reactions & Equations • Metals & Non Metals • Acids, Bases & Salts • Carbon & its Compounds	• Electricity • Magnetic Effects of Electric Current. • Light: Reflection & Refraction • Human Eye & the Colourful World	• Life Processes • Our Environment • Control & Coordinat • How do Organisms Reproduce? • Heredity

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:
Unit-I
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) $ZnSO_4(aq)$
ii) $FeSO_4(aq)$
iii) $CuSO_4(aq)$
iv) $Al_2 (SO4)_3(aq)$
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. Amoeba and Hydra are found in the natural inland wetlands of Sikkim. Write a short note on the freshwater systems in the beautiful state of Sikkim.

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**

2023-2024 (GRADE 10 Curriculum & Assessment Annual Planner) **

SUBJECT: - SOCIAL SCIENCE

STUDENT'S COPY

LEARNING OUTCOMES

The learner's will be able to-

1. Locate and map India's states.State significant crops grown in different regions
2. Analyse the meaning of development in India
3. 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
4. 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.
5. Appreciate the diversity in natural resources and their contribution to the economy with a focused study of sustainable economic development.
6. Identify economic development as "human development" vis a vis other indicators that along with income, broadly define the quality of life of a people.

Curriculum Planner

March-April	May
HIST: CH 1 Nationalism in Europe (Intro.) ECO: CH 1 Development- POL SC: CH 1 Power Sharing GEOG: CH 1 Resources & Development (Intro.)	GEOG: CH 1 Resources & Development (Intro.) HIST: CH 2 Nationalism in Europe (Contd.) POL SC: CH 2 Federalism **CH 5 Consumer Rights ****

Assessment Planner

PA-1 (20 marks)

Hist.: Ch-2 Nationalism in Europe (till page no. 10 up to unit 2.2)
Geo.: Ch-1 Resources and Development (till page no. 7, before land Degradation and conservation measures)
Pol. Sc.: Ch-1 Power Sharing
Eco.: Ch-1 Development

** Subject to change as per CBSE Directives