



GRADE 10 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT: - SCIENCE

LEARNING OUTCOMES

- Know the importance of various life processes, like nutrition, respiration, transportation and excretion in plants and animals.
- Analyse and differentiate between various types of chemical reactions.
- Appreciate the role of decomposers in nature.
- Explain the 10% law of energy flow and bio magnification.
- Identify different parts of human brain.
- Trace the sequence of events taking place during a reflex action.
- Deduce ohm's law and verify it experimentally.
- Solve numerical on combination of resistors in series and parallel.
- Discuss the magnetic field around a straight current carrying conductor, a circular loop, a solenoid and an electromagnet.
- Appreciate the importance of pH in daily life.
- Draw ray diagrams for image formation by Spherical Mirrors (concave and convex mirror).
- Interpret and explain the varying degree of reactivity that metals display towards air water and acids through description and equations.

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<u>CHEM:</u> CHEMICAL REACTIONS AND EQUATIONS <u>BIO:</u> LIFE PROCESSES	<u>PHY:</u> LIGHT: REFLECTION AND REFRACTION <u>BIO:</u> OUR ENVIRONMENT	<u>CHEM:</u> ACIDS, BASES AND SALTS <u>BIO:</u> CONTROL AND COORDINATION	<u>PHY:</u> HUMAN EYE AND THE COLORFUL WORLD <u>PHY:</u> ELECTRICITY	<u>CHEM:</u> METALS AND NON METALS
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<u>PHY:</u> MAGNETIC EFFECTS OF ELECTRIC CURRENT <u>BIO:</u> HOW DO ORGANISMS REPRODUCE?	<u>CHEM:</u> CARBON AND ITS COMPOUNDS <u>BIO:</u> HEREDITY <u>REVISION</u>	PREBOARD 1	PREBOARD 2	-

Assessment Planner

PA-1 (20 marks)

CHEM: CHEMICAL REACTIONS AND EQUATIONS

BIO: LIFE PROCESSES

Half Yearly (PA-2) (80 marks)

CHEM: CHEMICAL REACTIONS AND EQUATIONS

CHEM: ACIDS, BASES AND SALTS

BIO: LIFE PROCESSES

BIO: OUR ENVIRONMENT

BIO: CONTROL AND COORDINATION

PHY: LIGHT: REFLECTION AND REFRACTION

PHY: HUMAN EYE AND THE COLORFUL WORLD

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

CHEM: CHEMICAL REACTIONS AND EQUATIONS

CHEM: ACIDS, BASES AND SALTS

CHEM: METALS AND NON METALS

CHEM: CARBON AND ITS COMPOUNDS

BIO: LIFE PROCESSES

BIO: OUR ENVIRONMENT

BIO: HEREDITY

BIO: CONTROL AND COORDINATION

BIO: HOW DO ORGANISMS REPRODUCE?

PHY: LIGHT: REFLECTION AND REFRACTION

PHY: HUMAN EYE AND THE COLORFUL WORLD

PHY: ELECTRICITY

PHY: MAGNETIC EFFECTS OF ELECTRIC CURRENT

Multiple Assessment (MA) (5 marks)

MA1

CLASS TEST FROM ANY 2 CHAPTERS OF TERM 1

MA2

CLASS TEST FROM ANY 2 CHAPTERS OF TERM 2

Portfolio Assessment (PORT) (5 marks)

PORT. 1 Prepare an accordion journal on any one of the following topics- related to the rich diversity in Sikkim.

- Types of organisms: Prokaryotes and Eukaryotes
- Type of cell: Plants and animals
- Food resources

PORT.2 Notebook Evaluation

Subject Enrichment (SE) (5 marks)

SE1

Conduct of practical and assessment of practical file.

SE2

Conduct of practical and assessment of practical file.

Board Exam (80 marks)

CHEM: CHEMICAL REACTIONS AND EQUATIONS

CHEM: ACIDS, BASES AND SALTS

CHEM: METALS AND NON METALS

CHEM: CARBON AND ITS COMPOUNDS

BIO: LIFE PROCESSES

BIO: OUR ENVIRONMENT

BIO: HEREDITY

BIO: CONTROL AND COORDINATION

BIO: HOW DO ORGANISMS REPRODUCE?

PHY: LIGHT: REFLECTION AND REFRACTION

PHY: HUMAN EYE AND THE COLORFUL WORLD

PHY: ELECTRICITY

PHY: MAGNETIC EFFECTS OF ELECTRIC CURRENT

ALL PRACTICAL BASED ON THE ABOVE CHAPTERS.

LIST OF EXPERIMENTS:

1. (a) To find 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 Sodium Bicarbonate Solution.

(b) To study the properties of acids and bases (dilute HCl & dilute NaOH) by their reaction with i) Litmus solution (Blue/Red) ii) Zinc metal iii) Solid Sodium Carbonate.

2. Performing and observing the following reactions and classifying them into: Combination, Decomposition, displacement and double displacement reactions.

(a) Action of water on quick lime

(b) Action of heat on ferrous sulphate crystals

(c) Iron nail kept in copper sulphate solution

(d) Reaction between sodium sulphate and barium chloride solutions.

3. To observe 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) $\text{Al}_2(\text{SO}_4)_3$ (aq.) b) Arrange Zn, Fe, Cu and Al metals in the decreasing order of reactivity based on the above result.

4. To study the dependence of current (I) on the potential difference (V) across a resistor and determine its resistance. Also plot a graph between V and I.

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

6. To prepare a temporary mount of a leaf peel to show stomata.

7. To show experimentally that carbon dioxide is given out during respiration.

8. To study the following properties of acetic acid (ethanoic acid): i) odour ii) solubility in water iii) effect on litmus iv) reaction with sodium bicarbonate.

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

10. To determine the focal length of a) Concave mirror b Convex lens by obtaining the image of a distant object.

11. To trace 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 results.

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

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

14. Identification of the different parts of an embryo of a dicot seed.

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



GRADE 10 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT: -ENGLISH 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 -<i>The Frog and the Nightingale</i></p> <p>M.C.B- Unit 1- Health and Medicine</p> <p>Writing skill: Application for leave/ change of subject /change of section/ bus-timings etc</p> <p>Grammar: I.G.E- Editing or Omission</p> <p>Workbook- Unit 1,2</p> <p>Note: Use MCB for reading comprehension</p>	<p>Literature: -Mrs. Packletide's Tiger -<i>Not Marble,nor the Gilded Monuments (Sonnet 55)</i></p> <p>Grammar: I.G.E – Revision Editing or Omission</p> <p>Workbook-Unit 3,4</p> <p>Writing skill: Revision- Application</p>	<p>Literature: -The Letter -<i>Ozymandias</i></p> <p>- M.C.B- Unit 2-Education</p> <p>Writing skill: -Factual Description of a person/object</p> <p>Grammar: I.G.E- Gap filling</p> <p>Workbook- UNIT-5,6</p>	<p>Literature: -A Shady Plot - The Dear Departed -<i>The Rime of the Ancient Mariner(Intro)</i></p> <p>M.C.B- Unit 3-Science</p> <p>Writing skill: -Formal letters aligned to MCB</p> <p>Grammar: Sentences Reordering or Sentence Transformation</p> <p>Workbook-Unit 7,8</p>	<p>Literature: -<i>The Rime of the Ancient Mariner</i></p> <p>-M.C. B- Unit 4: Environment</p> <p>Writing skill: Article Writing aligned to MCB</p> <p>Grammar: Revision</p> <p>Workbook-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 -Julius Caesar</p> <p>M.C.B- Unit 5:Travel and Tourism</p> <p>Writing skill: -Article writing (Revision)</p> <p>Grammar: -Sentences Reordering or Sentence Transformation</p> <p>Workbook- Unit 11,12</p>	<p>Literature: -Virtually True -<i>Snake</i></p> <p>M.C. B- Unit 6: National Integration</p> <p>Writing skill: Articles cntd.</p> <p>Grammar: Revision (Gap Filling, editing, omission, sentence transformation)</p> <p>Workbook Units 13,14</p>	PRE BOARDS & REVISION	PRE BOARDS & REVISION	

Assessment Planner

PA-1 (20 marks)

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

Writing skill: - Application for leave/ change of subject /change of section/ bus-timings etc

Grammar-- Editing or Omission

Reading Comprehensions : Factual / Descriptive passages

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: Applications, Factual Description of a person/object, Formal letters, Article Writing

Reading Comprehensions: Factual and Descriptive passages

Pre Board 1 (Dec) & Pre Board 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: Applications, Factual Description of a person/object, Formal letters, Article Writing

Reading Comprehensions : Factual and Descriptive passages

Multiple Assessment (MA)(5 marks)

MA1: Shakespearean Monologue Enactment

MA2: Just a Minute (ASL)

Portfolio Assessment (PORT) (5 marks)

PORT. 1: (Notebook Evaluation)

PORT.2 (Notebook Evaluation)

Subject Enrichment (SE) (5 marks)

SE1 Listening Module (Sikkim State)

SE2: Poster Making (Based on MCB)

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: Applications, Factual Description of a person/object, Formal letters, Article Writing

Reading Comprehensions: Factual and Descriptive

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



GRADE 10 Curriculum & Assessment Annual Planner

2025 - 2026

SUBJECT :- हिंदी

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 बिंदुओं 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, वाक्य रूपांतरण, मुहावरे लेखन कार्य - अनुच्छेद - लेखन	पद्य - कबीर (साखी) गद्य - डायरी का एक पन्ना व्याकरण - वाक्य रूपांतरण संचयन - टोपी शुक्ला लेखन कार्य - औपचारिक - पत्र	गद्य - ततार्रा वामीरो एक प्रेम कथा, तीसरी कसम के शिल्पकार पद्य - तोप, आत्मत्राण व्याकरण - वाक्य रूपांतरण, पदबंध लेखन कार्य - विज्ञापन - रचना	गद्य - अब कहाँ दूसरों के दुःख से दुखी होने वाले स्पर्श - पर्वत प्रदेश में पावस व्याकरण - समास लेखन कार्य - सूचना - लेखन, लघु कथा	पुनः अभ्यास संचयन - हरिहर काका स्पर्श - कर चले हम फ़िदा लेखन कार्य - लघु कथा
Oct	Nov	Dec	Jan	Feb
स्पर्श - पतझड़ में टूटी पत्तियाँ, कारतूस व्याकरण व लेखन - ई - मेल लेखन पुनः अभ्यास	स्पर्श - मनुष्यता संचयन - सपनों के से दिन लेखन कार्य - ई - मेल लेखन, लघु - कथा, अनुच्छेद - लेखन	पुनः अभ्यास	पुनः अभ्यास	पुनः अभ्यास

Assessment Planner	
<u>PA-1 (20 marks)</u>	
साहित्य - बड़े भाई साहब	
व्याकरण - अपठित गद्यांश, मुहावरे, वाक्य - रूपांतरण, अनुच्छेद - लेखन	
<u>Half Yearly (PA-2) (80 marks)</u>	
साहित्य - बड़े भाई साहब, ततौरा वामीरो एक प्रेम कथा, 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 - लेखन, विज्ञापन - रचना , लघु कथा , अनुच्छेद - लेखन, औपचारिक - पत्र	
<u>Pre Board 1 (Dec) & Pre Board 2 (Jan) -(PA-3) (80 marks)</u>	
साहित्य - बड़े भाई साहब, ततौरा वामीरो एक प्रेम कथा, 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 रचना, लघु कथा, अनुच्छेद - लेखन, औपचारिक - पत्र, ई - मेल लेखन	
व्याकरण - अपठित गद्यांश, मुहावरे, वाक्य - रूपांतरण, पदबंध, समास	
<u>Multiple Assessment (MA)(5 marks)</u>	
MA1 अपठित गद्यांश	
MA2 सूचना - लेखन	
<u>Portfolio Assessment (PORT))(5 marks)</u>	
PORT. 1 परियोजना कार्य - *सिक्किम* की दो लोककथाएँ लिखकर उनसे संबंधित चित्र भी लगाएँ। (A4 size शीट पर यह कार्य करेंगे।)	
PORT.2 अनुच्छेद - लेखन, औपचारिक - पत्र, विज्ञापन - रचना	

Subject Enrichment (SE))(5 marks)

SE1 बस एक मिनट

SE2 ASL (श्रवण - कौशल कार्य)

Board Exam (80 marks)

साहित्य - बड़े भाई साहब, ततौरा वामीरो एक प्रेम कथा, 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 -लेखन, विज्ञापन - रचना, लघु कथा, अनुच्छेद - लेखन, औपचारिक- पत्र, ई - मेल लेखन

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



Curriculum & Assessment Annual Planner 2025 - 2026

SUBJECT :-Mathematics Class 10 (Students 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 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

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

Assessment Planner

<u>PA-1 (20 Marks)</u>			
● Polynomials	●	Pair of Linear Equations in two variables	
<u>PA-2 / Half Yearly (80 Marks)</u>			
● Real Numbers	●	Polynomials	● Triangles
● Intro to Trigonometry	●	Coordinate Geometry	● Probability
● Pair of Linear Equation in two variables	●	Areas Related to Circles	
<u>Pre Board 1 (Dec) & Pre Board 2 (Jan) - (PA-3) (80 marks)</u>			
● Real Numbers	●	Polynomials	● Triangles
● Intro to Trigonometry	●	Coordinate Geometry	● Probability
● Pair of Linear Equation in two variables	●	Areas Related to Circles	
● Quadratic Equations	●	Some Applications of Trigonometry	
● Arithmetic Progression	●	Circles	● Statistics ● Surface Areas & Volume

Multiple Assessment : MA (5 marks)

- Term -1 : Brochure based on Real Numbers
- Term - 2 : Brochure based on Arithmetic Progressions

Portfolio Assessment : PORT (5 Marks)

- Term -1 : Journal (mind map based on) : Polynomials, Pair of Linear Equations, Triangle
- Term -2 : Journal based on: Formulae for Algebraic identities, Formulae for Surface Area and Volumes, Properties of Quadrilaterals, Properties of Circles

Subject Enrichment : SE (5 Marks)

- **Term -1** : 4 Lab activities [Polynomial ; Pythagoras theorem ; centroid ; linear equations]
- **Term -2** : 4 Lab activities [Sikkim ; tangent to the circle ; AP ; surface area]

Board Exam (80 Marks)

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

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



GRADE 10 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :- Computer Science

STUDENTS' COPY

LEARNING OUTCOMES

Students will be able to:

1. Write about flow of control
2. Develop programs using
 - a. If
 - b. if...else
 - c. if...elif...else
 - d. Nested If
3. Solve the problems by developing of Python codes using while loop.
4. Use range() and for loop to create Python programs for solving problems.

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Chapter 7: Data Flow Control (Page 61 to 64)	Chapter 7: Data Flow Control (Page 65 to 66 (Before elif Statements) REVISION FOR PA1 Syllabus	Chapter 7: Data Flow Control (Page 66 (From elif Statement) to 68)	Chapter 7: Data Flow Control (Page 69 to 72)	REVISION FOR Term1 (PA2) Syllabus Term1 (PA2) Exam
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Chapter 8: Looping (Page 73 to 76 (Before For Loop))	Chapter 8: Looping (Page 76 (From For Loop) to 77) Python programs covering the concepts learnt in the syllabus	REVISION FOR PB1 Syllabus PB1 Exam		

Assessment Planner

PA-1 (20 marks)

Chapter 7: Data Flow Control (Page 61 to 66 (Before elif Statements))

Half Yearly (PA-2) (40 marks)

Chapter 7: Data Flow Control (Page 61 to 72)

Pre Board 1 (Dec) (40 marks)

Chapter 7: Data Flow Control (Page 61 to 72)

Chapter 8: Looping (Page 73 to 77)

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 + A presentation based on case study (related to Sikkim)

PORT.2: Notebook + Worksheet

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**



GRADE 10- Curriculum & Assessment Annual Planner*

SUBJECT :- Elements of Business (EBS) 2025-2026

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

<u>Oct</u> <u>Theory:</u>	<u>Nov</u> <u>Theory:</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb TERM 2</u> <u>Theory & Practical</u>
(contd.) Large Scale Retail Trade b. Non – store retailing – mail order business, tele-shopping, automate d vending machine, E-commence	Unit 6 Selling a. Personal Selling – meaning and importance b. Sales promotion – meaning and techniques c. Advertising Meaning, importance and media of advertising	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 and 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



Academic Year 2025-2026

Curriculum & Assessment Annual Planner)

GRADE- 10

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 for 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 roles.**
- 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: TERM-1 and TERM-2

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
1 Marching 2. Drill practice. 3.Athletic Selections Events 100M, 200M,400M 4 Final Selections 5.Games.	1 Marching 2.Drill practise 3. Athletics Selections Events Long Jump Shot Put 4 Final Selections 5.Games.	1 Marching 2.Drill practise 3. Athletics Practise 4. Games. 5.Surya Namaskar	1 Marching 2.Drill practise 3.Athletics Practise 4.Games. 5.Surya Namaskar	1 Marching 2.Drill practise 3.Athletics Practise 4.Games. 5.Assessment TERM 1
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
1.Marching 2.Drill practise 3.Athletics Practise 4.Games.	1 Marching 2.Drill practise 3.Athletics Practise 4 Games.			

Assessment Planner TERM-1

TERM -1 (Sep) Grade criteria	Sport: - Yoga Skill :- Surya Namaskar	CHECK LIST
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

Assessment Planner TERM-2

TERM -2 (Feb) Grade criteria	Game: - Football Skill: - Instep Kick	CHECK LIST
Mark 5 A		1 Approach on the ball
Mark 4 B		2 Strike

Mark 3	C		3 Kick with laces part
Mark 2	C		4 Follow through
Mark 1	C		5 Discipline

ATTENDANCE will carry 5 marks and will be reflected in both the terms.

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



CLASS 10- Curriculum & Assessment Annual Planner*

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

2025-26

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.Writing Skills- Parts of Speech. 7. Writing skills- Sentences	<u>Unit3-</u> ICT Skills-I 1. Basic Computer Operations 2. Performing Basic file operations.	<u>Unit 2-</u> Self-Management Skills 1.Stress Management 2. Self-Awareness- Strength and weakness Analysis 3. Self-Motivation Revision	Revision <u>Unit 4-</u> Entrepreneurial Skills 1.Entrepreneurs hip and Society
<u>Oct</u>	<u>Nov</u>	<u>Dec(PB1)</u>	<u>Jan (PB2)</u>	<u>Feb TERM2</u>
<u>Unit 4-</u> Entrepreneurial Skills 1.Entrepreneurship and Society 2. Qualities and Functions of an Entrepreneur 3. Myths about Entrepreneurship 4.Entrepreneurship as a Career Option	<u>Unit 5-</u> GreenSkills 1Sustainable Development 2. Our Goal on Sustainable Development REVISION	PREBOARD 1 Exams REVISION	PREBOARD -2 Exams	REVISION 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>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>Practical</u> <u>Jumping skill</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>Theory</u> Unit 4: Monitoring the knowledge of rehabilitation through free play. □ 4.1: Describe the process of Inventory Management □ Manage Props Revision	<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>
<u>Practical Skill Related Components</u> 1 Action 2 Balance	<u>Practical</u> 1 Co-Ordination 2 Commonly used Props and Equipments			

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.**



CLASS 10 Curriculum & Assessment Annual Planner)*

SUBJECT :-COMPUTER APPLICATIONS (STUDENT'S COPY)

2025-2026

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

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

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 the 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**



GRADE 10 Curriculum & Assessment Annual Planner

2025-2026

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 4 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 5 Outcomes of Democracy				

GEO: CH 5 Minerals & Energy Resources	GEO: CH 3 Water Resources			
HIST: CH 5 Print Culture and the Modern World	GEO: CH 6 Manufacturing Industries (Contd.)			
GEO: CH 6 Manufacturing Industries (Intro.)	HIST: CH 3 The Making of the Global World			
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

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-3 Gender, Religion and Caste Ch-4 Political Parties
Ch-5 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 15 page handwritten project report on:-

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.

Knowledge will be tested through a viva

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-3 Gender, Religion and Caste

Ch-4 Political Parties Ch-5 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
- 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:

- a. **Iron Ore mines** Mayurbhanj Durg Bailadila Bellary Kudremukh b. 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.

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



GRADE 10 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :- LIBRARY

STUDENTS 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 (APRIL – MAY)
- THE INVISIBLE MAN BY H.G. WELLS (JUNE- JULY)
- TO KILL THE MOCKING BIRD BY HARPER LEE (AUGUST-SEPT)
- BIOGRAPHY OF STEVE JOB BY ISAACSON (OCT-NOV)
- THINGS FALL APART BY CHINUA ACHABE (DEC-JAN)

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Library Rules- Prepared by students	Independent reading will take place as well. Prepare a fact file from the	Reiteration of Library Rules Book for the month of July and August will be	Independent Reading Boys will prepare the scrabble from the book assigned to them.	Reiteration of library Rules Independent Reading

<p>Introduction of the book assigned to the students. .</p> <p>Independent reading will take place as well.</p>	<p>newspapers they receive in the class and present it and at end of every month.</p> <p>Test will be conducted from the assigned book.</p>	<p>introduced.</p> <p>Independent</p> <p>Current affair topics will be given to them to research and share in the class</p> <p>Students will share their experience of reading the book.</p> <p>Extract from the book is given to them and they have to explain them to the class</p>		<p>Introduction of the book assigned to the students. .</p>
<p><u>Oct</u></p> <p>Self reading will also take place</p> <p>To prepare an Brochure on the given topic.</p>	<p><u>Nov</u></p> <p>Self reading which will help them to be focus</p> <p>Introduction of the book assigned to the students. .</p>	<p><u>Dec</u></p> <p>Self reading which will help them to be focus</p>	<p><u>Jan</u></p> <p>Self reading which will help them to be focus</p> <p>Introduction of the book assigned to the students. .</p>	<p><u>Feb</u></p> <p>Self reading which will help them to be focus</p>

Assessment Planner
<p><u>Half Yearly (PA-2) (5 marks)</u></p> <p>The written test will be conducted for 5 marks based on the book read in the months from April to July,</p>

Assessment of the 2nd term from the given activity

To prepare a Brochure on the given topic.

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