Academic Syllabus 2021-22 Class – X

HINDI – COURSE ‘B’

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| **MONTH** | **UNIT/TOPIC** | **METHODOLOGY/ ACTIVITIES** | **LEARNING OUTCOME** | **WORKING DAYS** |
| March | cM+s HkkbZlkgc  dchj dh lk[kh | fganh ds lkfgR;dkjksa ds ckjs esa tkudkjh ,d= djuk] cM+s HkkbZ ls feyh f”k{kk dks vuqǔNsn n~okjk fy[kukA  dchj dh lf[k;ksa dk laxzg djuk] dchj dh Hkk’kk ij vuqǔNsn fy[kuk jghe o fcgkjh ds nksgs fy[kuk | euq’; ds LoHkko ,oa O;ogkj dh tkudkjh uSfrd ewY;ksa dh vksj izsfjr djuk] O;aX; ys[ku dh fo”ks’krk,¡ le>kuk] ikB esa of.kZr ekuorkoknh fopkj/kkjk dks viukus dh izsj.kk nsuk] drZO;ksa dks vius thou esa viukus dh dksf”k”k djuk  uSfrd ewY;ksa dh vksj izsfjr djuk] bZ”oj HkfDr dh Hkkouk tkx`r djuk] nksgs fy[kus dh ;ksX;rk dk fodkl djuk] nksgks ds Hkko dks vius nSfud thou ds O;ogkj ds lanHkZ esa tksM+dj ns[kuk]  fofHkUUk inksa dk Kku djuk | 21 |
|  |  | inca/kksa¼laKk] loZuke vkfn½ |  |  |
|  | in ca/k |  |  |  |
| April | ehjk ds in  rrk¡jk okehjksa dFkk | ehjk ds inksa dk laxzg djds d{kk esa lLoj mudk okpu djukA HkfDr dkyhu fefJr Hkk’kk dk Kku iznku djuk] dfof;=h o muds lkfgR; dh tkudkjh nsuk  ns”k fons”k dh fofHkUu yksddFkkvksa dk laxzg djds fy[kuk o d{kk esa mu ij ifjppkZ djukA  dYiuk “kfDr dk fodkl  okD;ksa ds :iksa esa ifjorZu djuk | HkfDr dkyhu fefJr Hkk’kk dk Kku iznku djuk] dfof;=h o muds lkfgR; dh tkudkjh nsuk  rrk¡jk ds vkRecfynku ls n~ohi esa QSyh xgjh fon~osnuk dks tM+ ls m[kkM+ QSdus dh tkudkjh nsuk] izse o ?k`.kk ds ckjs esa crkuk fd izse lcdk tksM+rk gS vkSj ?k`.kk nwjh c<+krh gSA  Hkk’kk Kku dk fodkl  okD; la”ys’k.k dk Kku djuk | 18 |
|  | vuqǔNsn ys[ku  okD;ksa dk :ikUrj.k |  |  |  |
| May | vc dgk¡ nwljs ds nq[k  ls nq[kh gksus okys | O;kIr fdlh leL;k ij vk/kkfjr  dksbZ dgkuh fy[kukA | ifjos”k o izd`fr ds ckjs esa tkudkjh nsuk] tho tarqvksa  ds izfr d#.kk] lgkuqHkwfr] izse]vkfn dh Hkkouk tkx`r | 19 |

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|  |  |  | djuk] i;kZoj.k o iznq’k.k dks jksdus ds fy, fofHkUu  mik;ksa dk O;kogkfjd Kku nsuk |  |
| June | gfjgj dkdk  lekl | fdlh o`n~kJe esa tkdj mudk lk{kkRdkj ysdj ,d ih ih Vh rS;kj djukA | lekt o ifjokj ds ckjs esa tkudkjh nsuk] izk.khek= ds izfr d#.kk]lgkuqHkwfr o izse dh Hkkouk tkx`r djuk] lekt esa QSyh folaxfr;k dh tkudkjh nsuk inksa dk esy djuk fl[kkuk | 15 |
|  |  | nwljksa ds fy, viuk loZLo U;ksNkoj djus okyksa dh tkudkjh  ,d= djukA | u”oj “kjhj ds ckjs esa tkudkjh nsuk] lqe`R; ds Qk;ns crkuk] ^lHkh O;fDr ,d gh bZ”oj dh larku gSa\* rF; dh tkudkjh nsukA lHkh ds lkFk esytksy ls jgus ds Qk;ns crkukA  o’kkZ \_rq esa ioZrksa ij gksus okys ifjorZu dh tkudkjh nsuk] igkMksa ij [kM+s o`{kksa dh lekurk viuh egRokdka{kkvksa ds leku yxuk  vkn”kZ dh rqyuk “kqn~/k lksus ls o O;kogkfjdrk dh rqyuk fxUuh ls dSls dh tkrh gS xka/khth ds mnkgj.k n~okjk le>kuk] tkiku esa gksus okys ekufld jksxksa dh tkudkjh nsuk ,oa muls funku  ds pk uks ;w ds iz;ksx dh tkudkjh nsukA Hkk’kk esa yksdksfDr;ksa dk iz;ksx djuk |  |
|  | ioZr izns”k esa ikol | ioZrh; LFky dh lqanjrk ij ,d vuqǔNsn fyf[k,A |  |
| July | Ikr>M+ esa VwVh ifRr;k¡ |  | 22 |
|  |  | vkn”kZ ,oa O;kogkfjdrk ckjs esa vius vuqHko d{kk esa crkdj ifjppkZ djukA |  |
|  | eqgkojs |  |  |
| August | dj pys ge fQnk  liuksa ds ls fnu | ns”k ij “kghn gksus okys lSfudksa dh “kkS;Z xkFkk ij ifjppkZ  izkphu ,oa vk/kqfud f”k{kk in~/kfr ij ,d ih ih Vh cukukA | lSfudksa dh Hkkoukvksa rFkk thou ls ifjfpr djkuk] dfo dh ns”k ds izfr vkarfjd Hkkoukvksa dks crkuk] ukStokuksa esa ns”k ds izfr tTckrksa dks dk;e j[kukA cpiu dh “kjkjrkas o izkjafHkd f”k{kk dh ds ckjs esa crkuk] laLej.k fy[kus dh ;ksX;rk dk fodkl djuk ] vk/kqfud ,oa izkphu f”k{kk in~/kfr ds varj dh tkudkjh nsukA  Hkk’kk “kfDr dk fodkl | 19 |
|  |  | Jo.k dkS'ky |  |  |
|  | lwpuk ys[ku |  |  |  |
| September | iqujko`fRr  izFke l= ijh{kk | ijh{kk | Kku dk ijh{k.k | 22 |

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| October | dkjrwl | ,dkadh dk d{kk esa eapu djk;k tk,xkA | bZLV bafM;k daiuh ds ckjs esa tkudkjh nsuk] vaxzstksa dh uhan gjke djus okys tk¡ckt flikgh ds ckjs esa crkuk] ,dkadh fy[kus ds fy, izsfjr djukA | 19 |
| November | Vksih “kqDyk | cpiu esa ?kVh fdlh ?kVuk dks laLej.k ds :Ik esa fy[kuk Jo.k dkS'ky | ifjokj esa “kSf{kd egRRo o [kq”kgky okrkoj.k dh mi;ksfxrk crkuk | 07 |
| December | iqujko`fRr% izFke izh  cksMZijh{kk |  | dYiuk “kfDr dk fodkl | 16 |
|  | iqujko`fRr% f}rh;%  izh cksMZijh{kk |  |  |  |

l aLd`r

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| ekpZ | 'kqfpi;kZoj.ke~ | fp=k/kkfjra o.kZue~ vuqǔNsn  ys[kue~ ok] okǔ; ifjorZue~  ]lfU/k%& t”kRo mRo | vkSipkfjda i=e~] vO;;%  inkfu] ?kfVdk;k% le;ys[kue~ vkfnA | LoLFkthouk; izfrfnua  izkd`frd okrkoj.ks Hkze.kh;e~A LokLFkL; i;kZoj.kL; p egRROke~ vocks/kuk;A | 21 |
| vizSy | cqf)cZyorh lnk | lekl%]&rRiq#’k%]  vO;;% inkfu]?kfVdk;k% le;ys[kue~ | jk’Vªh; /;s; okD;kfu]  “kkdkfu ukekfu fp= lfgre~ | cqf);ZL; cya rL; bfr  fo’k;s vocks/kuk;A  O;k;keL; egRROke~ vocks/kuk;A i|xk;ue~A | 18 |
| ebZ | Tkuuh rqY;koRlyk  ~ | O;atulfU/k% ] lRolfU/k% | iz”ufuekZ.k]x`goLrwuka | /kkfeZd xzUFkkuke~ vocks/kuk;A | 19 |
| twu | fp=k/kkfjra  o.kZue | iz”ufuekZ.ke~ | ukekfu lfp=e~ | laoknfo/ks% okrkZykie~A | 15 |
| tqykbZ | lqHkkf"krkfu | lekl%&vO;;hHkko]~}U}] vifBRk  x|ka”k% ] v'kqf) la”kks/kue~ | 'yksdkuke~ vUo;su  lfgra pkVZfuekZ.ke~A ee fo|ky;%] | i|xk;ue~ ] thous  Hkk’kk;ka p mi;ksx%A 'yksdkuka iz;ksxs.k Hkk’kk;k% lkSUn;Zo/kZue~A | 22 |
| vxLr | lkSgknZ izd`rs%  'kksHkk] | vkSipkfjda i=e~] | jkf’Vª;izrhdkuka ukekfu  lfp=e~] ~}U}] leklS% lg lkj.kh fuekZ.ke~A | laoknfo/ks% okrkZykie~  ]lekts ifjokjs p lkSgknZL; Hkkouk;k% vocks/kuk;A | 19 |
| flrEcj | iqujko`fRr% |  |  |  | 22 |
| vDVwcj | fofp=% lk{kh | vuqoknfof/k% | lekpkj&Jo.ka&okpue~  Hkk’kk ØhMk | U;k;L; egRoe~  vocks/kuk;A | 19 |

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| ucEcj | lwDr;%] | izR;;k%&Ro] Vki~] | laLd`rHkk’kk;k% egRRoe | izkphu laLd`r lkfgR;L;  Kkue~ vocks/kuk;A | 07 |
| fnlEcj | iqujko`fRr% izFke  izh cksMZijh{kk | lekl%]&rRiq#’k%]  vO;;% inkfu]?kfVdk;k% | ijksidkjL; egRRoe~ ]ee  m|kue | Nk=s’kq iBuk; fu;feRrk  o/kZuk;A | 16 |
| tuojh | iqujko`fRr%  f}rh;% izh cksMZijh{kk | O;atulfU/k%]folxZlfU/k%A  iz”ufuekZ.ke~ lekl%&vO;;hHkko]  }U}]A vifBRk x|ka”k%] vkSipkfjda i=e~A |  | Nk=s’kq iBuk; fu;feRrk  o/kZuk;A | 18 |

**SOCIAL SCIENCE**

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| **Month** | **UNIT/TOPIC** | **LEARNING OUTCOME** | **METHODOLOGY/ACTIVITY** | **Working**  **days** |
| **March** | Political Science – Lesson-I Power sharing-  Case Studies of Belgium and Sri Lanka   * Why power sharing is desirable? * Forms of Power Sharing   Geography – Lesson –I Resources and Development   * + Types of Resources   + Development of Resources   + Resource Planning in India   + Land Resources   + Land Utilization   + Land Use Pattern in India   + Land Degradation and Conservation Measures   + Soil as a Resource   + Classification of Soils   Economics- Lesson-I Development | Familiarize with the centrality of power sharing in a democracy.   Understand the working of spatial and social power sharing mechanisms.   * Understand the value of resources and the need for their judicious utilization and conservation. | Forms of power sharing  [https://w](http://www.youtube.com/watch?v)ww[.youtube.com](http://www.youtube.com/watch?v)/w[atch?v](http://www.youtube.com/watch?v)  =tZr06ceO1jg  Write about the future scope of the non-conventional resources in India  [https://www.youtube.com/watch?v](https://www.youtube.com/watch?v=UVuiniJvvBg)  [=UVuiniJvvBg](https://www.youtube.com/watch?v=UVuiniJvvBg) | 21 days |

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| **April** | * What Development * Income and other goals * National Development * How to compare different countries or states? * Income and other criteria * Public Facilities * Sustainability of development | Familiarize with concepts of macroeconomics.   Understand the rationale for overall human development in our country, which includes the rise of income, improvements in health and education rather than income.   Understand the importance of quality of life and sustainable development. | Development in context to Indian economy  [https://www.youtube.com/watch?v](https://www.youtube.com/watch?v=rYiKk_Hzd98)  [=rYiKk\_Hzd98](https://www.youtube.com/watch?v=rYiKk_Hzd98) | 18 |
|  | Pol. Science- Lesson- II Federalism   * What is Federalism? * What make India a Federal Country? * How is Federalism practiced? * Decentralization in India     Economics-L-II- Sectors of the Indian Economy-   * Sectors of Economic Activities * Comparing the three sectors * Primary, Secondary and * Tertiary Sectors in | Analyse federal provisions and institutions.   Explain decentralization in rural and urban areas   Identify major employment generating sectors.   Reason out the government investment in different sectors of economy. | 124th Constitutional Amendment Act  [https://www.youtube.com/watch?v](https://www.youtube.com/watch?v=YfnCDP8XlSk)  [=YfnCDP8XlSk](https://www.youtube.com/watch?v=YfnCDP8XlSk)  Contribution of three sectors in Indian economy,  A chart of economic growth in India since independence |  |

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|  | India   * Division of sectors as organized and unorganized * Sectors in terms of ownership: Public and Private Sectors |  |  |  |
| **May**  **June** | Geography-L-III- Water Resources  Map Work  Economics-L-III- Money and credit-   * Money as a medium of exchange * Modern forms of money * Loan activities of Banks * Two different credit situations * Terms of credit * Formal sector credit in India * Self Help Groups for the Poor | Map Work   Understand money as an economic concept.   Understand the role of financial institutions from the point of view of day-to- day life. | Make a list of all Inter-  state water disputes(States’ name, Rivers’ name, main reason) [https://www.youtube.com/watch?v](https://www.youtube.com/watch?v=2Z5qQh8feEU)  [=2Z5qQh8feEU](https://www.youtube.com/watch?v=2Z5qQh8feEU)  Power Point Presentation and Chart on  Role of Reserve Bank of India as an Apex Bank | 19 days |

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|  | * The First World War, Khilafat and Non - Cooperation * Differing Strands within the Movement * Towards Civil Disobedience   + The Sense of Collective Belonging | * Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement. * Analyze the nature of the diverse social movements of the time. * Familiarize with the writings and ideals of different political groups and individuals. | Group Activity on-  Features of Gandhian philosophy | 15 days |
| **July** | Geography L-IV- Agriculture-   * Types of farming * Cropping Pattern * Major Crops * Technological and Institutional Reforms * Impact of Globalization on Agriculture   Economics- L-IV- Globalization is and the Indian Economy-   * + Production across countries   + Interlinking production across countries   + Foreign Trade and integration of markets   + What is |  Explain the importance of agriculture in national economy.   Identify various types of farming and discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern.   Explain the working of the Global Economic phenomenon. | Explain various government policies for institutional as well as technological reforms since independence.  Make a connectivity between national economy and globalization | 22 days |

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|  | globalization?   * World Trade Organisation * Impact of Globalization on India * The Struggle for a fair Globalisation   Pol. Science-L-VI- Political Parties-   * Why do we need Political Parties? * How many Parties should we have? * National Political Parties * State Parties * Challenges to Political Parties * How can Parties be reformed? | Analyse party systems in democracies.   Introduction to major political parties, challenges faced by them and reforms in the country. | Role Play on Political leaders/Skit on Independence day |  |

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| **August** | History-L-I- Nationalism in Europe-   * The French Revolution and the Idea of the Nation * The Making of Nationalism in Europe * The Age of Revolutions: 1830- 1848 * The Making of Germany and Italy * Visualizing the Nation * Nationalism and Imperialism   Economics- L-V- Consumer Rights  Geography-Water Resources | * Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period. * Establish the relationship and bring out the difference between European nationalism and anti- colonial nationalisms.   Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere  Gets familiarized with the rights and duties as a consumer; and legal measures available to  protect from being exploited in markets. | * Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.   Project File  Map Work | 19 days |
| **September** | First Term Examination |  |  | 22 days |
| **October** | Geography- L-VI- Manufacturing Industries | Bring out the importance of industries in the national | INTEGRATED ART ACTIVITY-  To make Broucher on any one | 19 days |

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|  | * Importance of manufacturing * Contribution of Industry to National Economy * Industrial Location * Classification of Industries * Spatial distribution   + Industrial pollution and environmental degradation   Geography-L-VII- Lifelines of National Economy.   * Transport – Roadways,Railways, Pipelines, Waterways, Airways * Communication * International Trade   + Tourism as a Trade   Pol. Science- L-VI- | economy as well as understand the regional disparities which resulted due to concentration of industries in some areas.   Explain the importance of transport and communication in the ever-shrinking world.   Understand the role of trade and tourism in the economic development of a country.  Evaluate the functioning of democracies in comparison to alternative forms of governments.   Understand the causes for | state Arunachal Pradesh or Meghalaya  Guidelines -  # Pictorial presentation should be hand made.  # Map should be used to show location .  # lnclude following information - Famous pilgrimage  Famous hill stations Famous Cuisine Dress style of people Main occupations Main hotels / Resorts  Bus / train / Airways route Location using map  Debate on-  Role of Communication and Transportation in the national economy-  Updating with the newspapers and google search |  |

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| **November** | Outcomes of Democracy-   * How do we assess democracy’s outcomes? * Accountable, responsive and legitimate government * Economic growth and development * Reduction of inequality and poverty * Accommodation of social diversity * Dignity and freedom of the citizens | continuation of democracy in India.   Distinguish between sources of strengths and weaknesses of Indian democracy | PM Narendra Modi’s speech on 73rd Independence Day | 7 days |
| **December** | Revision |  |  | 16 days |
| **December** | PRE BOARD I |  |  | 18 days |
| **January** | PRE BOARD I |  |  | 18 days |

**Information Technology(402)**

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| **MONTH** | **UNIT/TOPIC** | **METHODOLOGY/ ACTIVITIES** | **LEARNING OUTCOME** | **WORKING DAYS** |
| March | * **Web applications** | * OnlinePresentation on web applications. Include type of network. * Make an online account to write the blog on it * Prepare a powerpoint presentation on web application. | * Students will get better understanding of network devices. Easily recognized the device and their uses in the network. | 21 |
| April | * **Database development** | * Create database online, table in mysql. * Applying different type of queries over the data like: - insert/select/modify/ delete etc. * Online Demonstration of DDL/DML commands in mysql using Bank table. * Providing datatype and its size through database table queries in mysql | * Students now create their database, table and perform different type of task in a table. * Student connects multiple tables to remove inconstancy in data. | 18 |
| May | * **Word processing** | * Online Designing of various types of letters in word document * Various types of cards: id, invitation, b`day etc formats in word document * Letter pad document designing using header- footer option * Report card designing using mail merge feature * Images as background & use of clip-art in document Activity to perform text wrapping, inserting object with grouping and ungrouping. | * Students would aware about knowledge of various ms-word options practically. * Using mail-merge, they can design different productive reports practically. * Enhancement in creativity & productivity is achieved by students by various in word document. * Practical knowledge is grasped by students to design various word document formats. | 19 |
| June | * **Digital presentation** | * Online Powerpoint which includes an audio clip and video clip will play at run time. * Insert slide having some objects with the grouping technique and ungroup if required. * Digital presentation on “any topic”Using various options like timing, apply animation & transition etc. * Slide show with speaker notes practically Play audio/ video clip in   ppt | * Students would able to design digital presentation on any topic. * Demonstration of any theoretical concept is learnt by students in ppt form practically. | 15 |
| July | * **Spreadsheet** | * Design an online sheet which include formulas of all types, conditional formatting and contains filters. * Designing of format of calculative sheet(bill calc.) Practically. * Demonstration of GoalSeek function to calculate forecasting outcomes online | * Students will learn to apply filters over data, categories data on the basis of values. * Students will learn to design formula using functions for many calculations practically. * Learners would able to design balance sheet of any transaction. * Graphical presentation is learnt by students to show | 22 |

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|  |  | * Design macro to perform financial task in excel * Create Scenarios to calculate different calculation on a single sheet . | calculative changes periodically. | |  |
| August | * **Employability Skill** | * Necessities of different types of online skills for professional environment * Categorize different skill for culture of life * **Integrated Art based Activities using IT:**   + **Movie clip on Technological support in Covid-19 duration in India**   **OR**   * + **Visual Picture Making on “Support of IT in various ongoing Govt. Projects in Uttar Pradesh”**   (It’s a group activity of 5-6 students group) | * Student will learn practically online/offline service & its environment. * A learning environment is provided through Integrated Art based activities by which they will enhance their Professional skills beyond the syllabus. | | 19 |
| September | REVISION & EXAM  . | | | | |
| October | * **DataBase , Word Processing Practical approach (Advance)** | * Through online demonstration test/Assignment or worksheets |  | 19 | |
| November | * **Digital Presentation , Spreadsheet Practical approach(Advance)** | * Through online demonstration Test/Assignment or worksheets |  | 7 | |
| December | PREBOARD-1 | | | | |
| January | PREBOARD-2 | | | | |

**Mathematics**

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| **MONTH** | **UNIT/TOPIC** | **METHODOLOGY/ ACTIVITIES** | **LEARNING OUTCOME** | **WORKING**  **DAYS** |
| **March** | * **Unit II:ALGEBRA** * **Chapter: Polynomials** * Polynomials – Basic Terminology * Geometrical Meaning of Zeroes of a polynomial * Linear Polynomials * Quadratic Polynomials * Cubic Polynomials * Division Algorithm for Polynomials * **Chapter: Linear Equations In Two Variables** * Introduction to Pair of linear Equations * Solution of graphical method * Conditions of pair of linear equations * Solution by Substitution Method * Solution by Elimination Method * Solution by Cross Multiplication Method | In this lesson, learners will recall the basic terminology of polynomials, their categories and he method to calculate their zeroes. They will also learn to find the zero or zeroes of a polynomial by studying its graph. Moreover, they will study the relationship between the zeroes and the coefficients of linear, quadratic and cubic polynomials. Further, they will learn about the division algorithm for polynomials and also verify the division algorithm.  **Activity - 1**  **Finding the zeroes of quadratic polynomial**  In this activity, students need to find the zeroes of the given quadratic polynomial and verify the relationship between the zeroes and the coefficients of the polynomial.  **Activity - 2**  **Division Algorithm Activity**  In this activity, students need to verify the division algorithm after performing the polynomial division.  In this lesson, learners will study about the general form of a pair of linear equations in two variables. They will learn to solve a pair of linear equations in two variables by using the graphical method as well as the algebraic method, such as elimination, substitution and cross multiplication.  Activity – 1: Graphical Method  In this Activity, students need to graphically find the solution of a pair of linear equations in two variables Activity – 2: Chit Activity  In this Activity, students need to algebraically find the solutions of pair of equations. | After studying this lesson, learners will be able to find the zeroes of the polynomial by studying its graph. They will also be able to verify the relationship between the zeroes and the coefficients of linear, quadratic and cubic polynomials. Further, they will be able to verify the division algorithm.  After studying this lesson, learners will be able to solve a pair of linear equations  by using the graphical method as well as the algebraic method, such as elimination, substitution and cross multiplication. They will also be able to non linear equations. | 21 |

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| April | * Unit II:ALGEBRA * Chapter: Quadratic Equations * Solving Quadratic Equations * Quadratic Formula * Sum and Product of Roots of a Quadratic Equation   Find the Roots of a Quadratic Equation by using Completing the square method | This lesson will introduce learners to Quadratic Equations and the different methods to find their roots. They will also learn to derive the Quadratic formula and use it to find the roots of a Quadratic Equation. Further, they will learn to find the nature of the roots of a Quadratic Equation as well as the Sum and the Product of the roots.  **Activity – 1: Chit Activity**  In this activity need to check if a given equation is a Quadratic Equation.  **Activity – 2: Nature, Sum and Product of Roots**  In this activity, students need to determine the nature of the roots of Quadratic Equations. They also need to find the sum and the product of the roots, if the roots exist for a given equation. | After studying the lesson, learners should be able to identify a Quadratic Equation. They should also be able to find the roots of the Quadratic Equation using the methods of Factorization and completing the square. They should also be able to derive the formula and use it to find the roots of a Quadratic Equation. Further, they should be able to find the nature of the roots of a Quadratic Equation and the sum and the product of the roots. | 18 |
| May | * Unit II:ALGEBRA * Chapter: Arithmetic Progressions * General Term * Sum of n Terms | * Identify if a given series of numbers from an arithmetic progression * Derive the formula for the sum of the first n Terms of an A.P * Find the sum of the first n Terms of an A.P * Find the sum of the first n Positive Integers   In this Lesson, learners will be introduced to the concept of A.P. They will learn about the general form of an A.P. They will also learn about the first term, the common difference and the nth term of an  A.P and also they will learn to the sum of the first n terms of an A.P.  **Activity – 1: Flashcard Activity**  In this activity, students need to answer the questions given on flashcards.  **Activity – 2: Chit Activity**  In this activity, students need to answer questions on A.P | After Studying the lesson, learners should be able to identify the A.P. They should also be able to identify the first term and the common difference of an A.P and find the nth term of an A.P. Additionally, they should be able to find the sum of first n terms of an A.P and the sum of first n positive integers. | 19 |

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|  | * Unit III * Chapter: Coordinate Geometry * Distance Formula * Mid-Point Formula * Section Formula * Collinear * Centroid of a triangle * Area of triangle | * Derive the distance formula to find   the distance between any two points whose coordinates are given.   * Calculate the distance between any two points whose coordinates are given. * Derive the section Formula * Calculate the area of triangle when three vertices are given * Calculate the point of centroid * Collinearity   In this lesson, the learners will learn to find the distance between two points whose coordinate are given. They will also learn to find the coordinates of a point that divides a line segment joining two points of known coordinates internally in a given ratio.  Further, they will learn to calculate the area of a triangle using the coordinates of its vertices  **Activity:-1-Graph Activity**  In this activity, students need to find the distance between two points marked on a graph paper and calculate the area of triangle drawn on a graph paper.  **Activity:-2-Problem Solving Using Section Formula**  In this activity, students need to find the coordinates of a point that divides a line segment joining two points of known coordinates internally in a given ratio | After Studying the lesson, learners should be able to find the distance between any two points whose coordinates are given. They will also able to find the coordinates of a point that divides a line segment joining two points of known coordinates internally in a given ratio. They will also be able to find the area of triangle when three vertices are given and also able to calculate the point of Centroid |  |
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| June | * Unit:7 * Chapter: Statistics * **Mean of Grouped Data** * Direct Method * Assume mean method * **Mode of Grouped Data** * **Median of Grouped/ Ungrouped Data** * **Unit:7** * **Chapter: Probability** * Define probability * Define outcomes and events * Elementary event * Complementary of an Event * Sure Event * Impossible Event | This lesson will introduce the students to the various methods used to calculate the mean and mode of grouped data. They will also learn to find the median of grouped and ungrouped data. Moreover they will learn to graphically represent cumulative frequency curves.  **Activity – 2: Calculating the mean of grouped data**  In this activity, students will calculate the mode of grouped data.  **Activity – 3: Calculating the median of grouped data/ungrouped data**  In this activity, students will calculate the median of data/ungrouped data  This lesson will introduce the concept of the theoretical probability. They will also learn about various terms, such as equally likely outcomes, elementary events, complement of an event, sure event and impossible event. Moreover, they will be able to solve the questions based on theoretical probability.  **Activity – 1: Experiment**  In this activity, students will perform an experiment to understand the difference between experimental probability and theoretical probability  **Activity – 2: Presentation**  In this activity , students will perform experiments and explain various concepts, such as equally likely outcomes, complementary events, elementary events, sure events and impossible events. | After studying this lesson students should be able to calculate he mean and mode of grouped data. They should also be able to calculate the median of grouped and ungrouped data.  After studying this lesson, students will be able to learn about various terms, such as equally likely outcomes, elementary events, complement of an event, sure event and impossible event. Moreover, they will be able to solve the questions based on theoretical probability. | 15 |

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| July | * Unit:6 * Area Related to Circles * Surface Area and Volume | In this lesson, learners will recall various geometrical terms related to a circle such as chord, radius, diameter, arc, segment, sector and circumference.  They will also be taught to calculate the length of an arc of a circle and the areas of a sector and a segment of a circle and also calculate the areas of combinations of plane figures.  In this lesson, learners will calculate the surface areas and the volumes of the combination of solids.  **Activity – 1: Area of a sector and length of an arc**  **Activity – 2: Surface Areas and volumes Activity** Show that volume of cone is one third of volume of cylinder. | Students will be able to solve the problem of Area Related to Circles and Surface Area and Volume | 22 |
| August | * Unit: 5 * Introduction to Trigonometry * Trigonometric Ratios of an Angle * Calculating Trigonometric Ratios * Trigonometric Ratios of angle 0°, 30°, 45°, 60°, 90° * Trigonometric Ratios of complementary angles * Trigonometric Identities | This lesson will introduce students to the concept of trigonometric ratios of an acute angle in a right angle triangle. They will learn about the specific angles such as angle 0°, 30°, 45°, 60°and complementary angles and trigonometric identities.  **Activity – 1: Presentations on trigonometric ratios**  **Activity – 2: Grid Activity** | After studying this lesson, students will be able to solve the problems of Trigonometry | 19 |
| September | **Revision and Examination** |  |  | 22 |

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| October | * Unit: IV   Chapter: Geometry (Construction and Circles)   * Division of a line segment * Construction of similar triangles * Construction of a tangent to a circle * Tangents to a circle * Unit: 5 * **Some Application of Trigonometry** * Height and Distances * Unit : 1 * **Real Numbers** * Describe Euclid’s Division Lemma * Calculate HCF of two positive integers using Euclid Lemma * Recall the properties of Irrational numbers * Express a number as a product of its prime factors   Describe the fundamental theorem of arithmetic | In this lesson, students will learn about tangents and secants to a circle.  In this lesson, learners will be taught to divide a line segment in a given ratio using a compass. They will learn the construction of a triangle similar to a given triangle as per the specified scale factor  This lesson will introduce students to the concept of Angle of elevation and angle of depression. Also, they will learn to solve the problems of Height and Distances using the trigonometric ratios.  **Activity – 3: Grid Activity**  This lesson will introduce learners to Euclid division Lemma and the fundamental theorem of arithmetic. Further, they will learn the prime factorization method. They will so learn the properties of rational and irrational numbers.  **Activity – 1: Presentations:** Rational and irrational numbers. | After studying this lesson, students will be able to construct and verify the construction of tangents and similar triangles.  After studying this lesson, students will be able to solve the problems of Trigonometry and its applications.  After studying this lesson, students will be able to solve the problems of real numbers. | 19 |

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| November | * Unit: 4 * Chapter: Triangles * Similar Objects * Basic Proportional Theorem * AAA Similarity Criteria * SSS Similarity Criteria * SAS Similarity Criteria * Areas of similar Triangles Pythagoras Theorem   o **Art Integrated Activities**   * How to make spirolateral math art project | This lesson will introduce students to the concept of similarity. They will learn about the similarity f different figures and the similarity of triangles. They will also learn important theorems like BPT and its converse, Pythagoras and its converse and Area ratio theorem and similarity criterias. | After studying this lesson, students will be able to solve the problems of Triangles. | 7 |
| December | Revision and Pre – board - I |  |  | 16 |
| January | Revision and Pre – board - II |  |  | 18 |

**Physics**

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| **MONTH** | **UNIT/TOPIC** | **METHODOLOGY/ ACTIVITIES**  **(through Online Labs Website)** | **LEARNING OUTCOME** | **WORKING**  **DAYS** |
| **March** | Electricity  Electric current, Electric circuits, Electric potential, Potential difference, Circuit diagrams and Ohm’s Law | To identify the components of a circuit like ammeter, voltmeter, resistors, rheostat, etc.  To verify Ohm’s Law in Virtual Laboratory | Students are able to understand the importance of electricity in our daily life.  They are able to understand how current flows through a circuit and what are the required conditions for the flow of current in a conductor. | 21 |
| **April** | Electricity (contd.)  Resistance, Resistivity, Resistors in series and parallel, Heating Effect and its applications, Electric power and Electrical Energy | To study the dependence of resistance of a conductor on its length and area of its cross section.  To study the combination of resistors in series and in parallel and to find their equivalent resistance.  To learn how to study an electricity bill. | Students are able to understand the concept of resistance and analyze the different combinations of resistors.  They are able to draw the circuit diagrams.  They can understand what is electric power and how to calculate an electricity bill. | 18 |
| **May** | Magnetic Effects of Electric Current  Magnetic field and field lines, Oersted’s experiment, Magnetic field due to a current carrying conductor (straight and circular), Right hand thumb rule | To demonstrate how to plot the magnetic field pattern of a bar magnet using a magnetic compass.  To demonstrate the force experienced by a conductor in magnetic field using ‘Kick Wire Experiment’. | Students are able to understand about magnetic field and magnetic field lines. | 19 |
| **June** | Magnetic Effects of Electric Current (contd.)  Fleming’s left and right hand rules, Solenoid, Electric motor, Electromagnetic Induction, Induced Current and Induced Voltage | To show the working and components of an electric motor.  To demonstrate the Faraday’s Experiments of Electromagnetic induction | Student can apply the different rules like right hand thumb rule to solve the problems.  Students are able to understand the working of a motor. | 15 |

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| **July** | Reflection and Refraction of Light  Reflection of light, Types and Laws of reflection, Plane and Spherical mirrors, Image formation by spherical mirrors, Ray diagrams | To show the reflection of light by different kinds of mirrors using Laser Torch.  To show the formation of real images by a concave mirror.  To find the focal length of a concave mirror using a distant object. | Students can understand the concept of reflection of light through different kinds of mirrors.  They can draw the ray diagrams and apply mirror formula to solve various problems. | 22 |
| **August** | Reflection and Refraction of Light (contd.)  Sign convention, Mirror formula, Magnification  Refraction through a glass slab, Spherical lenses, Image formation by spherical lenses, Ray diagrams, Sign convention, Lens formula, Magnification, Power of a lens | To show the formation of real images by a convex lens.  To show the refraction of light through spherical lenses.  To trace the path of a ray of light through a rectangular glass slab and a glass prism.  To find the focal length of a convex lens using a distant object. | Students can understand the concept of refraction of light through different kinds of objects like lenses, slab and prism.  They can draw the ray diagrams and apply lens formula to solve various problems. | 19 |
| **September** | REVISION | Online Tests, Revision Worksheets, Practice of NCERT Exemplar Problems, CBSE Sample Papers and Previous Year Question Papers | | 22 |
| **October** | Power of accommodation, refraction through a prism.  Dispersion of light, Formation of Rainbow, Atmospheric Refraction, Scattering of Light and Twinkling of Stars. | To show the dispersion of light through a glass prism.  Documentary on functionality of Human Eye and defects of vision.  To show the scattering of light. | Students are able to understand dispersion of light, atmospheric refraction and scattering of light and various optical phenomenon. | 19 |

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| **November** | REVISION | Online Tests, Revision Worksheets, Practice of NCERT questions and NCERT Exemplar Problems, CBSE Sample Papers and Previous Year Question Papers | 7 |
| **December** | REVISION | First Pre-Board Examination | 16 |
| **January** | REVISION | Second Pre-Board Examination | 18 |

Biology

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| **MONTH** | **UNIT/TOPIC** | **METHODOLOGY/ ACTIVITIES** | **LEARNING OUTCOME** | **WORKING DAYS** |
| **March**  life process | Nutrition, nutrition in plants and human beings, respiration type of respiration, | Zoom meeting, PPt, Board Marker, lecture method, short videos and test google. | After reading this chapter students will be able to answer:  What processes would you consider essential for maintain life?  What is the role of the acid in our stomach? | 21 |
| **April**  life process | transportation of material  ,heart structure and function, excretion | Zoom meeting, PPt, Board Marker, lecture method, short videos and test google. | What is the function of digestive enzymes?  How deoxygenated and oxygenate blood separate in body? | 18 |
| **May**  How do organism reproduce? | Asexual and sexual reproduction in plants, cutting layering and grafting methods in plant (vegetative prorogation) flowers part and their functions. | Zoom meeting, PPt, Board Marker, lecture method, short videos and test google. | The students will be able to:  Express the modes of reproduction by single organism. Discuss sexual reproduction in plants.  Explain asexual reproduction in bacteria and amoeba, fungi. | 19 |
| **June**  how do organism reproduce? | Sexual reproduction in humans, reproductive health, | Zoom meeting, PPt, Board Marker, lecture method, short videos and test google. | students will be able to explain: What is the function of scrotum? What happen if egg is not fertilised? | 15 |

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| **July**  our environment | biotic and biotic component’s of environment, food chain and food web, trophic levels, waste management | Zoom meeting, PPt, Board Marker, lecture method, short videos and test google. | How food chain maintain environment?  Why decomposers are very important in environment? | 22 |
| A**ugust** | Revision for term examination | Zoom meeting, PPt, Board Marker, lecture method, short videos and test google. |  | 19 |
| **September** | Term I Exam |  |  | 22 |
| **October**  management of natural resources. | Types of water pollution and ganga action plan stake holders and their importance water harvesting ancient and modern methods. | Zoom meeting, PPt, Board Marker, lecture method, short videos and test google.  . | Students will be able to explain why conservation of natural resources is necessary?  What is sustainable development? | 19 |
| **November**  Heredity and evolution | Mendel’s law of heredity,  Blood group inheritance,  Evolution, theories of evolution, human origin and evolution. | Zoom meeting, PPt, Board Marker, lecture method, short videos and test google. | Students will be able to answer : Why mendal chosen pea plant? How evolution occurs?  What is the importance of variation? Different theories on evolution. | 7 |
| **December** | 1st Pre-Board |  |  | 16 |
| **January** | 2nd Pre-Board |  |  | 16 |

Chemistry

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| **MONTHS** | **TOPIC** | **METHODOLOGY/ACTIVITIES** | **Learning outcome** | **DAYS** |
| **March** | **Chemical Reactions and Equations**   * Chemical equation, Balanced chemical equation, implications of a balanced chemical * Combination | With the help of virtual experiment the chemical reactions would be shown to them.  Concept can also be explained by the Power point presentation. | Children would understand what is meant by a chemical reaction and would be able to  construct balanced chemical equations to represent reactions | 21 |
| **April** | * Decomposition, * Displacement, * Double displacement, Precipitation, * Neutralization, * Oxidation, and reduction. | Role play  Story telling competition  And the examples from their daily life | Children would be able to write any chemical change into the form of chemical equations **.** | 18 |
| **May** | **Acids Bases and Salts**   * Their definitions in terms of furnishing of H+ and OH- ions, General properties, examples and uses, concept of pH scale (Definition relating to logarithm not required), | Studying the properties of acids and bases (HCl&NaOH) on the basis of their reaction with a) Litmus solution (Blue/Red) Unit-I b) Zinc metal c) Solid sodium carbonat**.** | Children would be able to understand the differences between acids bases and salts .  They will understand the role of pH in tooth decay. | 19 |
| **June** | * importance of pH in everyday life; * preparation and uses of Sodium Hydroxide, Bleaching powder, Baking soda, Washing soda and   Plaster of Paris | Science kit  This is one of the innovative methods of teaching scid and base to children by the use of indicators . now making use of [science kits](http://tictacteach.com/preschool-science-experiments/) to help students have an engaging educational experience. | Students would know the uses of different salts which can bemade by common salt. | 15 |
| **July** | **Metals and Non-Metals**   * Properties of metals and non-metals * Reactivity series | Observing the action of Zn, Fe, Cu, and Al metals on the following salt solutions:  ZnSO4(aq)   1. FeSO4(aq) 2. CuSO4(aq) | Children would understand the place of metals and nonmetals in periodic table and their properties | 22 |

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|  | * Formation and properties of ionic compounds | iv) Al2 (SO4)3  (aq) Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result |  |  |
| **August** | **Revision** | **Projects based on integral art**  it would be a group activity that helps students to showcase the application side of what they learnt through theory.  This method involves choosing the idea, building a plan, executing the plan and finally evaluating it.  When students pass through these stages, they can improve their skills to express ideas, problem solving, overcoming the challenges, team work and self assessment. By using the tools of  **Multimedia Approach, Video clips ,Power Points/ science fairs/ role play** [**to /or by science songs**](https://www.sciencebuddies.org/science-fair-projects/science-fair/the-value-of-a-science-fair-project)[topromote](https://www.sciencebuddies.org/science-fair-projects/science-fair/the-value-of-a-science-fair-project) students interest in the subject as well as to evaluate their level of understanding.  Or a competition, students can be given a time frame to answer a question or perform a task through a range of experiments and research. They showcase the output in the form of reports, display board, or as models | Integral art learning project  involves choosing the idea, building a plan, executing the plan and finally evaluating it. When students pass through these stages, they can improve their skills to express ideas, problem solving, overcoming the challenges, team work and self assessment. | 19 |
| **September** | **First Term Examination** |  |  | 22 |
| **October** | **Carbon and it's compound**   * Covalent bonding in carbon   compounds.   * Versatile nature of carbon. Homologous series. | Worksheets based on homologues series.  Models to show covalent bonding in organic compounds.  3-D models of alkanes |  | 19 |

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| **November** | **Periodic classification of elements**   * Need for classification, early attempts at classification of elements (Dobereiner’s Triads, Newland’s Law of Octaves, Mendeleev’s Periodic Table), Modern periodic table, gradation in properties, valency, atomic number, metallic and non-metallic properties | Make an innovative periodic table.  Interpret the arrangement of the periodic table including groups, periods This is an activity designed to help students demonstrate an understanding of the arrangement of the periodic  Make and learn a song to memorize the periodic table. | The student will understand the importance of the Periodic Table of the Elements, how it came to be, and its role in organizing chemical information**.** | 7 |
| **December** | First Pre-board |  |  | 16 |
| **January** | Second Pre-board |  |  | 18 |

English

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| **Month** | **Topic\Unit** | **Methodology\Activities** | **Learning out comes** | **Working Days** |
| March | First flight Unit, 1  A letter to god | This story is about extreme faith in god. Students will be asked to participate in the self reading deducing the meaning of difficult words , enabling them to comprehend the text. they will be asked to co relate the story with daily life. | The students will be able to understand that faith can move mountains and importance of faith in life. | 21 |
|  | First flight Dust of snow | The poem teaches us that we should not be desperate because there is always an opportunity to change the sad mood in to a happy mood. Students will be asked to read the poem recognizing different poetic devices & analysing the gist of poem. It will develop a positive attitude among learners. | The students will understand the importance of changes, and scope of improvement in each and every situation. |  |
|  | First flight Fire and ice | During introductory session students will be introduced with the gist of poem enabling them to understand concept of symbolism and other poetic devices. | Student will evaluate contrasting interpretation of the poem.  They will develop an understanding of symbolism. |  |
| Grammar- Tenses | The session would start with the proactivity speaking about their ‘daily routine’. The learners would be first taught the difference between the types of verbs and tenses. All types of sentences would be discussed with the rules including examples. Learners would participate in written and oral practice. | The learners would be able to identify verbs in the sentences and extract the differences |
|  | First flight | The lesson reveals the important events in the life of Nelson | Students will be able to understand |  |
| Unit 2 | Mandela. Before reading the chapter, students will be | there is no substitute of hard work and |
| Nelson | suggested some warm up activities and to read more about | dedication. They will be able to |
| Mandela: Long | Nelson Mandela. | understand a quality of a good leader. |
| walk To |  |  |
| freedom |  |  |

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|  | First flight  A tiger in the zoo | Students will be asked some general questions about wild animals and their natural habitat. They will be asked to comprehend the poem and then to explain the gist in the class. | Students will be able to differentiate between the natural habitat and man- made habitat of a tiger. |  |
| Writing skills- Analytical Paragraph | Students will be encouraged to  To generate ideas, to experiment with language ,to analyse and plan how to group the information  Recommended essay structure will be recapitulated  Will be explained how to express opinion with logics and examples | Students will be able to improve their analytical thinking |
|  | Footprints without feet A Triumph of Surgery. | Students will be asked some questions related to physical fitness and causes of obesity. After reading the story they will be asked to co relate the situation with their own life and importance of Yoga and healthy diet | Learner would develop their reading and language skills.  Learner will learn not to over feed their pet. |  |
|  | Students will be provided a suitable format following other required hints to write a letter. They will be asked to compose informal letters as pre-activity in order to enhance their knowledge. |  |
| Writing skills- Letter writing (placing order) |  | Students will learn to draft different types of letters. They will learn to convey a message from one person to another. |
| April | First Flight Unit 3  Two stories about flying Part 1-His first flight  Grammar Modals | This is a magnificent story about courage and self - confidence. Students will be asked some pre reading questions related to the theme. They will be asked to analyse their fear and shortcomings.  Various questions will be posed to students in order to get the answer using an appropriate modal. Students will be asked to construct their own sentences as well | Students will be able to develop a sense for challenges and opportunity comes in their life.  The learners would be able to identify the use of different modals in context of various situations. | 18 |

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|  | First flight Two stories about flying Part-2 Black Aeroplane  Writing skills  Descriptive paragraph | The story depicts vividly the mystery and suspens.Students can be asked to narrate their own examples on the basis of the story. They will be asked to correlate the  Myth and reality.  To write a descriptive paragraph students will be asked to study their topic closely, make a list of the details they observe, and to organise these details into a logical structure. | Students will evaluate- Apart from advancement of technology some mysteries really exist.  Students will be able to prepare a draft or writing piece on their own. |  |
|  | First flight  The Ball Poem. | This poem makes us realize that gains and losses are part and parcel of life. Students will be asked to understand and enjoy the theme and the language by reading with close attention looking for familiar and unfamiliar words to comprehend them. | Students will understand the steps involved in the analysis and interpretation in poem.  They will learn nothing is permanent in the world of possessions. |  |
|  | First flight Unit 4  From The Diary of Anne Frank | Students will be asked to analyse  Conditions before war and after war. On the basis of pre knowledge they will be asked about the hardships faced by concerned people. Chapter will be explained with deep patience describing the negative effect of war  On the basis of learner’s previous knowledge, they will be asked to draft the format and content. | Learner will understand the power of non-fiction memories and personal observation.  They will understand the importance of hearing from people who are marginalized in society and they can be a powerful weapon against repeating mistakes of the past. |  |
| Letter to Editor |  | Students will be able to draft various letters in order to satisfy various needs to pass or send required message |

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|  | First flight Amanda | In this poem the poet shows children love freedom and they do not love only restrictions. Students will be asked to describe different restrictions which they do not like on the other hand they will be informed about the importance of parents in one’ s life. | Students will be able to understand- New words and phrases  Lear the use of imperatives. Explore the poetry. |  |
|  | Footprints without feet The Thief’s Story | Students will be asked to read the story deducing the meanings of difficult words. It will enable them to comprehend the merits and demerits of an individual. Later they will be able to develop a positive character. | * Learner will be able to understand the quality of faith and compassion * Importance of education. |  |
| May | First Flight Unit 5  The Hundred Dresses-1 | Learner will be able to understand-  New words and phrases to develop sensitivity towards poor people.  To understand a piece of individual research. |  | 19 |
|  | First flight  Unit 6  The Hundred Dresses-2 |  | Learner will be able to explore their sense for lit and language.  The students will get familiar with the thought of repentance. |  |
| Writing skills | Students will be provided a suitable format and guidelines to write a complaint letter. | Students will be able to express themselves independently. |
| Complaint Letter |  |  |

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|  | First flight Animals | The poem is about comparison between human being and animals. Human are too busy to find Fault with others where as animals are satisfied with their own self. Same thought will be propound among students through deep explanation  Of the poem. | | Learner will be able to -distinguish the characteristics of a human and animals . Increase their analytical skills. | |  |
|  | Footprints Without Feet  Footprints Without Feet | The teacher will explain the chapter highlighting the positive aspect of a successful person. some warm up activities will be conducted for the better understanding of the chapter. | | Learner will develop-  A comprehensive approach for reading and language.  Write fluently and accurately. | |  |
| **JUNE** | **Reading skills- Assignment** | | **Students will be taught how to**  **Think while reading. They will be Asked to read more to Comprehend** More | | **For courses in content areas.** | 15 |
| July | Unit 7 First Flight  Glimpses of India Part-1 A Baker From Goa | | Through this chapter students will be introduced with the glimpses of India as a vast country. Students will be asked to tell name of different places where they had been and tell about their speciality. | | Student will be able to understand and develop a comprehensions approach for Paders. They are able to understand tradition and nostalgic aspects of bakers from Goa. | 22 |
|  | First flight Glimpses of India Part-2 Coorg | | Coorg is a beautiful place of the high lands with a generally cool and wet climate. Students will be asked to describe a place of same scenic beauty. | | Learner will be able to understand the essence of nature. They will praise nature. |  |
|  | First flight Glimpses of India Part-3 Tea of Assam | | Students will be asked to read the chapter and to prepare a collage with the help of photographs . | | Student will be able to- Gather knowledge about Tea plantation.  A comprehensive approach for tea. |  |

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|  | Grammar Reported speech | The teacher would start with a game board where the class would be divided into three groups involving direct and indirect dialogues to test the students’ prior knowledge.  The changes would be explained. The rules to change direct sentences to indirect would be explained through rule chart and examples. The changes in the verb, pronouns and time would be detailed. The learners would be taught about the usage of reporting verbs. | They would be able to identify the use of punctuations in direct speech and the changes followed in the indirect speech. |  |
|  | Footprints without feet  The Making of a Scientist | This lesson is on account of a curious child channelizing his curiosity to become a scientist. This is long journey of struggle, failure of a scientist .After reading the chapter students will learn to identify their character traits and interest . They will be able to analyse their hobbies and interest. | Learner will be able to recognize –  Hard work is the key to success. Usage of new words and style of language. |  |
| August | First Flight Unit 9  Madam rides the bus. | The chapter will be explained to the students along with the difficult words. Some pre reading questions will be asked to students related to the theme of chapter. Students will be asked to learn dialogue writing after reading the chapter. | Student will be able to learn. Good usage of language and style Ultimate reality of life.  Death is the end of every human being. | 19 |
|  | First flight The tale of  custard dragon | This poem deals with the theme of courage and wisdom. This poem is a humorous ballad which shows the courage of a Dragon .Students will be asked to have a silent reading of the chapter understanding the core message. By this time learners would be able to identify different poetic devices on their own. | Learner will be able to understand difference between reality and fancy.  Some things can be simplified by courage. |  |
|  | Suitable format would be provided to the students. |  |
| Writing skills |  |  |
| Letter of Enquiry |  |  |
|  |  | Students will be able to draft various  letters. |

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|  | First flight Unit 10  The sermon at Benares | This story deals with the journey of Gautama Buddha in search of enlightenment. Chapter will be explained by teacher with great patience highlighting the supreme truth of life. Students will be told to inherit supreme truth of life | | Learner will be able to learn-  Joy and sorrow are the two aspects of life.  Develop an interest towards language and literature. | |  |
|  | Footprints without feet The Necklace | Since the story set upon the highest qualities of ones life ,same would be explained through direct method describing important text and word meanings. | | Students will be able to understand  –  we should content with what life gives us.  Honesty is the best policy. | |  |
|  | Footprints without feet The Hack Driver | The story sets upon humorous setting. It will enable students to create and analyse various humorous situation. Teacher will explain the story highlighting the key points. | | Learner would develop their reading and language skills.  They would develop an interest towards language and literature. | |  |
| **SEPTEMBER** | |  | **REVISION\ FIRST TERM EXAMINATION**  **Assessment of speaking and listening skills** | | | 22 |
| **October** | First flight Unit 11  The Proposal | | The one act play, the proposal throws light on the lifestyle of the landlords of Russia in the 19th century. Students Will be asked to have a role play on the same to comprehend emotions and humorous situations.  Students will be made familiar with different rules through white board. | | The learner would develop their reading and language skills.  They would develop an interest toward play and drama.  Learner would be able to stage and perform thus building their confidence. | 19 |
|  | Grammar | |  | |  |  |
|  | Subject verb concord | |  | | Students will be able to make correct use of verb according to subject. |  |

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|  | Footprints without feet  Bholi | Some pre reading questions and warm up activities would be conducted in the class for better understanding of the chapter. Students will be asked to develop a positive attitude towards disabled children. | Learner will be able to understand  -  Different between normal and disabled child.  Emotional support is very important in a child growth. |  |
| **NOVEMBER** |  | **REVISION** |  | 7 |
| **DECEMBER** | Art integrated activity  **FIRST PRE BOARD EXAMINATION** | There are a number of craft based professions which are dying out pick one of the crafts below and make a group presentation about the skills required, and the possible reasons for the decline of the craft. Also suggest ways to revive these crafts.  -Pottery  -Batik work  -Embroidery  -Bamboo weaving  (Chapters Glimpses of india) | Students will be able to inhance their knowledge about various crafts work and develop a taste for the same suggesting new ways and methods to revive these ancient arts. | 16 |
| **JANUARY** |  | **SECOND PRE BOARD EXAMINATION** |  | **18** |