Learning Outcomes - Class 10

LEARNING OUTCOME PROTOCOL ST. COLUMBA'S (MIDDLE SECTION)

Grade Specific and Subject Specific Learning Outcomes are framed, for the entire academic year. The same is disseminated to the stakeholders through the school website, in addition to hard copies being given. While framing Learning Outcomes, the focus is always on core competencies that the child will develop while undertaking the said course. The attempt is to integrate different levels of thinking skills within a set of Learning Outcomes. The stress is on framing Learning Outcomes that are SMART- Specific, Measureable, Achievable, Realistic and Time bound.

The annual Learning Outcomes are further broken down into monthly documents, disseminated amongst teachers with grade, subject, and topic references.

Teachers then write Weekly Lesson Plans, where Learning Outcomes Specific to the chapter being taught are penned down. This not only is a grade specific and subject specific exercise but, here the individual texture of each class takes centre stage, with the teacher aiming to incorporate multiple intelligence levels and aiming for an inclusive class. The topics to be taught in the upcoming week are the focal point at this stage.

Finally, before the commencement of each class, the learning outcomes are clearly spelt out to the students by each teacher. While in the on-site classes, this was done using the boards, in the current online scenario, this is done using slides in PPTs.

| English | Month | Chapter | Learning Outcomes |
|---------|-------|---|---|
| | | | The learners will be able to: |
| | April | 1.First Flight: Unit 1: • A Letter to God Unit 2: • Nelson Mandela: Long walk to Freedom • Dust of Snow (Poem) • Fire and Ice(Poem) Foot Prints: • A Triumph of Surgery • The Thief's Story • A Tiger in a Zoo (Poem) | 1. Analyze the theme and moral value Summarize the chapter, analyse characters(post master and Lencho) and situations relate the historical narrative to the present context recall the history of apartheid relate the context of the narrative to SDGs infer word meanings from the poem Compose a poem on a similar theme (conservation) Appreciate the poem and identify various poetic devices Infer the theme of the given composition Compare and contrast the tiger's life in the cage and in its natural environment Recite the poem using correct intonation and pronunciation |
| | | 2 Writing Skills : Formal Letters | 2 Formal letter: • understand the purpose and style of writing a letter |

| | | Analyze and compare various formal letters to note differences of conventions, vocabulary, style and tone. Follow conventions of formal letter with respect to layout, solutions, etc. Recognize and demonstrate use of appropriate vocabulary, style and tone in formal letters. Write the address on the envelope clearly and in proper format. Write formal letters to people in immediate and extended social and academic environment for various purposes |
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| | 3 Grammar :Tenses | 3 Grammar: Tenses: define and understand the usage of all 12 tenses identify the verb and the tense in the given sentence explain and understand the structure, usage and rules of all 12 types of tenses use the tenses appropriately in grammatically correct sentences |
| | 4 Reading Comprehension | 4 Reading Comprehension • Read , understand and interpret critically the texts in different contexts. • Develop curiosity and creativity |
| May | 1 First Flight :Unit 3: Stories About Flying The Ball Poem Unit 4: From the Diary of Anne Frank Amanda (Poem) 2 Foot Prints: Revision of Unit 1 and 2 | Analyze the theme and moral value Summarize the chapter, analyse characters and situations Facilitate self -learning to become independent learners Question and articulate their point of view. relate it to the SDGs Appreciate the poem and identify various poetic devices Infer the theme of the given composition and identify poetic devices Recite, appreciate and paraphrase the |
| May | 1 First Flight :Unit 3: Stories About Flying The Ball Poem Unit 4: From the Diary of Anne Frank Amanda (Poem) 2 Foot Prints: Revision of | identify the verb and the tense in the given sentence explain and understand the structure usage and rules of all 12 types of tenses. use the tenses appropriately in grammatically correct sentences 4 Reading Comprehension Read, understand and interpredictically the texts in different contexts. Develop curiosity and creativity through extensive reading 1 Analyze the theme and moral value Summarize the chapter, analyse characters and situations Facilitate self-learning to become independent learners Question and articulate their point of view. relate it to the SDGs Appreciate the poem and identify various poetic devices Infer the theme of the given composition and identify poetic devices Recite, appreciate and paraphrase the poem using correct intonation and |

| | | pronunciation |
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| | | recall the key points of the story and paraphrase it recall the theme and analyse the characters |
| | 3 Writing Skills : Formal Letters | understand the purpose and style of writing a letter Analyze and compare various formal letters to note differences of conventions, vocabulary, style and tone. Follow conventions of formal letter with respect to layout, solutions, etc. Recognize and demonstrate use of appropriate vocabulary, style and tone in formal letters. Write formal letters to people in immediate and extended social and academic environment for various purposes |
| | 4 Grammar: Modals 5 Reading Comprehension | 4 Identify various modals and use them in grammatically correct sentences understand the differences between modals like must; should, should; ought to, should; have to 5. • Read, understand and interpret critically the texts in different contexts. |
| | | Develop curiosity and creativity through extensive reading |
| July | 1 First Flight: Unit 5 The Hundred Dresses Unit 6: The Hundred Dresses 2 Animals (Poem) 2 Foot Prints Footprints Without Feet | 1. O Analyze the theme and moral value Summarize the chapter, analyse characters and situations Appreciate the poem and identify various poetic devices Infer the theme of the given composition Recite, appreciate and paraphrase the poem 2. Analyze the theme and moral value Summarize the chapter, analyse characters and situations |
| | Making of a Scientist | relate it the story to the present context Facilitate self -learning to become independent learners |

| | 3 Writing Skills: Analytical paragraph based on a given outline/ Data/ Chart/ Cue/s 4 Grammar: Subject Verb Concord 5 Reading Comprehension | Question and articulate their point of view. 3. analyse and interpret the given data 4. explain the rules for subject-verb agreement identify and correct errors in subject-verb agreement Compare the subject of t |
|---------------|---|--|
| August | 1 First Flight: Unit 7 Glimpses of India Unit 9 | Develop curiosity and creativity through extensive reading, Express an awareness of social and environmental issues. Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner Infer the theme of the given composition Recite, appreciate and paraphrase the poem 2. Analyze the theme and moral value Summarize the chapter, analyse characters and situations relate it the story to the present day context interpret and analyse the given data revise the rules for reported speech transform the given sentence in indirect speech Read, understand and interpret critically the texts in different contexts. Develop curiosity and creativity |
| Septem ber | 1 First Flight: Unit 10 • Sermon at Benaras | through extensive reading Express an awareness of social and environmental issues. |

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| | Unit 11 The Proposal | Justify the title of the story 'Sermon at Benaras' Analyze the theme and moral value Summarize the chapter, analyse characters and situations Compare and contrast the characters of Natalia and Lemov from the play 'The Proposal' |
| Octob | 2 Writing Skills : Formal letters (revision) 3 Grammar: Determiners 4 Reading Comprehension | summarize the story, analyze character of Bholi list out word meanings from the story relate it to the present day social context debate on the current issue and justify their stand Formal letter: understand the purpose and style of writing a letter Analyze and compare various formal letters to note differences of conventions, vocabulary, style and tone. draft formal letters in the desired style and format Determiners: identify and use the appropriate determiner in the context apply grammatical rules on determiners to fill up sentences using appropriate determiners Reading Comprehension: same as mentioned for the month of April |
| Nover | Revision of all Writing Skills and Grammar topics Reading Comprehension | revise and recall the style, format discussed while drafting formal letters, analytical paragraphs apply rules of tenses, determiners, subject verb agreement and reported speech to construct grammatically correct sentences Read, understand and interpret critically the texts in different contexts. Develop curiosity and creativity through extensive reading |
| Decen ber | n Pre board -1 Exams | read and apply the content learnt in answering questions |
| Janua | | read and apply the content learnt in answering questions |
| Febru ry | a Remediation | |

| Hindi | Month | Chapter | Learning Outcomes The learners will be able to: |
|-------|-------|-----------------------|---|
| | April | 1.डायरी का एक पन्ना | स्वतंत्रता आंदोलन के दौरान जन सामान्य में |
| | | 2.मीरा के पद | मौजूद देश भक्ति की प्रबल भावना को दर्शाना। |
| | | 3. कबीर की साखी | मीरा बाई का अपने आराध्य के प्रति पूर्व समर्पण |
| | | 4. सूचना | के भाव से उनकी भिक्त के दास्य भाव को |
| | | 5. विज्ञापन | समझना। |
| | | 6. अपठित गद्यांश | छात्र साखी के माध्यम से मन्ष्य के प्रति प्रेम , |
| | | 7. वाक्य रूपांतरण | ईश्वर के प्रति भक्ति, वाणी में मिठास अन्य |
| | | 8. मुहावरे | तात्विक ज्ञान आदि को समझेंगे। |
| | | 3 | किसी भी प्रकार की सूचना देने के तरीके को |
| | | | सीखना। |
| | | | • लोगों को आकर्षित करने वाले बिंदुओं की |
| | | | पहचान करना सीखना। |
| | | | • गद्यांश का मूल भाव समझने , भाषा पर |
| | | | अधिकार बढ़ाने तथा प्रश्नों के उत्तर देने में |
| | | | सटीक शब्दों का प्रयोग करने में अधिक सक्षम |
| | | | बनाना। |
| | | | • रचना के आधार पर वाक्य के भेद को जानना , |
| | | | एक भेद से दूसरे भेद में रूपांतरित करना |
| | | | सिखाना। |
| | | | • विभिन्न मुहावरों का अर्थ अवं उनका वाक्य |
| | | | प्रयोग जानना। |
| | May | बड़े भाई साहब | बच्चों के व्यक्तित्व के विकास के लिए आवश्यक खेल |
| | | आत्म्त्राण (deleted) | या मनोरंजन को कम महत्व देने की मानसिकता की |
| | | टोपी शुक्ला | आलोचना। |
| | | औपचारिक पत्र | साहस के साथ आने वाली कठिनाईओं का सामना करने |
| | | अनुछेद | की प्रेरणा देना। |
| | | अपठित गद्यांश | टोपी तथा इफ़्फ़न की दोस्ती के माध्यम से समाज में |
| | | | सांप्रदायिक सोहार्द बढ़ाने पर ज़ोर देते हुए समझाना। |
| | | | विभिन्न प्रकार के पत्रों को लिखना सीखना। अपने |
| | | | विचारों को सही तार्किक ढंग से कहने की क्षमता |
| | | | विकसित करना। |
| | | | शब्दों के उचित चयन अवं सुगठित वाक्य-संरचना से |
| | | | छात्रों को परिचित होना। |
| | | | गद्यांश का मूल भाव समझने , भाषा पर अधिकार |
| | | | बढ़ाने तथा प्रश्नों के उत्तर देने में सटीक शब्दों का |

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| | | प्रयोग करने में अधिक सक्षम बनाना। |
| July | तताँरा वामीरो | ईश्वर का उपहार : प्रेम - का सम्मान करने की सीख |
| | पर्वत प्रदेश में पावस | देना |
| | हरिहर काका | लोककथा के माध्यम से यह सीख कि समाज की |
| | पदबंध | जर्जर रूढ़ियों को तोड़ने के लिए लकड़ी की तलवार भी |
| | समास | सक्षम होती है |
| | | कविता के द्वारा प्रकृति सौंदर्य व उसका मानवीयकरण |
| | | और वर्षा ऋतु की विशिष्टता से छात्र परिचित होंगे |
| | | .पावस ऋतु में प्रकृति में आयी भिन्नता को समझेंगे |
| | | कहानी के माध्यम से वयोवृद्ध के प्रति कर्तव्य तथा |
| | | समाज में रिश्तों की अहमियत बताना। |
| | | वाक्य व पदबंधों को पहचानना सीखेंगे। |
| | | समास व उसके भेद को समझना व उसका प्रयोग |
| | | करना। |
| August | अब कहाँ दूसरों के दुःख | मनुष्य द्वारा जीव मात्र के प्रति प्रेम , दया, सहानुभूति |
| | में दुखी होने वाले | , उदारता आदि की भावना रखने पर ज़ोर देना तथा |
| | कर चले हम फ़िदा | पर्यावरण का ध्यान रखना, समझाना। |
| | (कविता) | देश की सीमा की रक्षा करने वाले सैनिकों की इस |
| | 4. सूचना | अभिलाषा को समझना कि देश के सम्मान को बनाये |
| | विज्ञापन | रखने के लिए अपने प्राणों का उत्सर्ग करने के लिए |
| | समास | देशवासियों को तैयार रहना आवश्यक है। |
| | लघु कथा लेखन | किसी भी प्रकार की सूचना देने के तरीके को सीखना। |
| | | लोगों को आकर्षित करने वाले बिंदुओं की पहचान करना |
| | | सीखना। |
| | | समास व उसके भेद को समझना व उसका प्रयोग |
| | | करना। |
| | | छात्रों को कथा संक्षेप्त में , सुगठित शैली में व्यक्त |
| | | करने से परिचित कराना। |
| Septe | कारत्स | भारत के इतिहास के जाँबाजों से छात्रों का परिचित |
| mber | अपठित गद्यांश | होना। मनुष्य के व्यक्तित्व को वज़ीर अली जैसा निडर |
| | | एवं ज़िंदादिल बनाने की प्रेरणा देना। |
| | | गद्यांश का मूल भाव समझने , भाषा पर अधिकार |
| | | बढ़ाने तथा प्रश्नों के उत्तर देने में सटीक शब्दों का |
| | | प्रयोग करने में अधिक सक्षम बनाना। |
| Octob | झेन की देन | जीवन में शांति , स्थिरता एवं मनुष्यता सम्बन्धी मूल्यों |
| er | समास, मुहावरे , पदबंध , | को बचाए रखने की आवश्यकता को समझना। |
| | वाक्य रूपांतरण | पुनः अभ्यास |
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| Nove | मनुष्यता (कविता) | परोपकार , विश्व बंधुत्व , उदारता की भावना को |
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| mber | सपनों के से दिन | मनुष्यता के लिए सर्वाधिक महत्वपूर्ण समझाना। |
| | | शिक्षा पद्धिति में बाल मनोविज्ञान का महत्व बताना |
| | | तथा निम्नवर्गीय परिवार के अभिभावकों को बच्चों की |
| | | पढाई के महत्व को समझाने की कोशिश करना। |
| Decem ber | Pre board -1 Exams | |
| Januar | Pre board -2 Exams | |
| У | | |
| Februa | Remediation | |
| ry | | |

| Maths | Mont | Chapter | Learning Outcomes |
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| | h | | The learners will be able to: |
| | April | 1.REAL NUMBERS 2.STATISTICS 3. PROBABILITY | Recall concepts taught in real numbers and apply them in solving questions Recall what is grouped data, classmark, mean of raw and ungrounded data, median and mode of raw data Calculate mean of grouped data by 3 methods Calculate. Mode and median of grouped data Calculate probability related to cards, coins, die and miscellaneous questions |
| | May | 1.POLYNOMIALS 2. QUADRATIC EQUATIONS 3. LINEAR EQUATIONS IN TWO VARIABLES | DEFINE ZEROES OF A POLYNOMIAL EXPLAIN GEOMETRIC MEANING OF ZEROES VERIFY RELATIONSHIP BETWEEN ZEROES AND COEFFICIENTS GEOMETRIC MEANING OF ZEROES AND VERIFY RELATIONSHIP BETWEEN ZEROES AND COEFFICIENTS FOR A CUBIC POLYNOMIAL COMPREHEND THE DIVISION ALGORITHM AND APPLY THE CONCEPT DEFINE STANDARD FORM of QE AND ITS SOLUTION SOLVE QE BY FACTORIZATION AND QUADRATIC FORMULA APPLY THE METHOD TO SOLVE WORD PROBLEMS IDENTIFY THE NATURE OF ROOTS SOLVE THE WORD PROBLEMS USING QUADRATIC FORMULA Recall the standard form of linear eq in 2 variables |

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| July | 1. TRIANGLES 2. CIRCLES 3. CONSTRUCTIONS | Interpret linear equation geometrically Solve a pair of l.e using algebraic and graphical methods Solve a pair of l.e using substitution, cross multiplication and elimination methods Comprehend, translate and solve the word problems. Comprehend the concept of similarity. State , prove and apply BPT, pythagoras, converse of pythagoras and area theorem define the tangent and secant to a circle. comprehend the properties of tangents and apply it to solve questions construct a pair of tangents to a circle and a |
| | | |
| Augu st Septe | 1. VOLUME AND SURFACE AREA 2. INTRODUCTION TO TRIGONOMETRY 1. APPLICATIONS OF | triangle similar to a given triangle. recall the formulae and properties of solid shapes done in class 9 calculate the volume and surface area of the combination of solids comprehend the concept of conversion of solids and frustum of a cone and apply it. comprehend the T ratios for angles and complementary angles and apply them memorize and apply fundamental T identities . calculate height and distances of a right |
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| Move | 1. ARITHMETIC | triangles using T ratios recall definition of segment, sector, arc and calculate area of sector and segment and length of an arc apply the concepts learnt to find the shaded region area. recall the knowledge of coordinates and cartesian system comprehend and apply distance formula, section formula and area of triangle. comprehend the meaning of progression and |
| mber | PROGRESSION | arithmetic progression |
| | | find the nth term and sum to n terms of an AP and use it to solve questions. |
| Dece | Pre board -1 Exams | recall and apply the content learnt in solving questions |
| mber | | |
| Janua ry | Pre board Exams | recall and apply the content learnt in solving questions |
| Febru | Remediation | |
| ary | | |
| aiy | | |

| Science | Month | Chapter | Learning Outcomes |
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| | | | The learners will be able to: |

| April | 1 Life processes | |
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| | | 1) Know the importance of various life processes, like nutrition, respiration, transportation and excretion in plants and animals. |
| | | 2) critically analyse the various physiological processes related to plants and animals |
| | | 3) appreciate the importance of different organs present in various systems and how effectively they collaborate with each other so that different systems can work effectively. |
| | | 4) Design creative methods to bring a positive change in the life style so as to prevent the various diseases related to various systems. |
| | | 5)Draw diagrams of various systems. |
| | | 1)express a chemical reaction through a chemical equation. |
| | 2.Chemical reactions and equations | 2)analyse and differentiate between various types of chemical reactions. |
| | | 3) explain redox reactions by identifying oxidising and reducing agents |
| | | 4)provide examples for different types of reactions. |
| | | 5)cite examples of oxidation in day to day life |
| | | 6)define corrosion and rancidity and suggest ways to |
| | | prevent them. |
| | | 1)list the characteristics of a good source of energy |
| | | 2)compare various sources of energy |
| | | 3)discuss the working of thermal and hydro electric |
| | | power plants. |
| | | 4)apply the working of solar cooker, biogas plant and wind mills |
| | | 5) describe the working of ocean thermal plants, |
| | | nuclear power plants and tidal and geothermal plants |
| | 3. Sources of energy | 6)recognize the need for using non conventional |
| | | sources of energy. |
| | 40 | 1)Construct food chains and food webs. |
| | 4.Our environment | 2)Define ecosystem and classify it into biotic and |
| | | abiotic components |
| | | 3)appreciate the role of decomposers in nature. |
| | | 4)explain the 10% law of energy flow and bio magnification. |
| May | 1.Management of | 1)discuss the importance of individual contribution in |
| Iviay | natural resources | management of resources. |
| | | 2) critically analyse the various issues related to |
| | | conservation of natural resources. |
| | | 3) appreciate the importance of conservation of |
| | | natural resources collaboratively. Page 10 of 25 |

| 2.Control and co- ordination | 4)design creative methods to bring a positive change in the life style so as to conserve the resources. 1)identify different parts of human brain. 2) trace the sequence of events taking place during a reflex action. |
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| | 3) trace the path of nervous impulse through the body. |
| | 4) distinguish between tropic and nastic movements. |
| | 5)draw well labelled diagrams of brain, reflex arc, and a neuron. |
| | 6)appreciate the role of hormones in humans and plants. |
| 3.Electricity | 1)define electric current, potential difference, resistance, resistivity and power. |
| | 2)deduce ohm's law and verify it experimentally.3)solve numericals on combination of resistors in series and parallel. |
| | 4)derive and state the joules law of heating and solve numericals based on it. |
| | 5)find an expression for electric power and derive commercial unit of electrical energy. |

| July | 1.Magnetic effects of electric current | 1)analyse the concept of magnetic field and demonstrate its presence using a bar magnet. |
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| | | 2)learn the properties of magnetic field lines. |
| | | 3)discuss the magnetic field around a straight current carrying conductor, a circular loop, a solenoid and an electromagnet. |
| | | 4)state and apply right hand thumb rule to find the direction of magnetic field. |
| | | 5)study the force on a current carrying conductor in a magnetic field. |
| | | 6) state and apply fleming's left hand rule to determine the direction of force produced. |
| | | 7)explain electromagnetic induction and state the fleming's right hand rule to determine the direction of induced current. 8)study the construction, working and principle of an electric motor. |
| | 2.Acids bases and salts | 1)compare the chemical properties of acids and bases using indicators and chemical reactions. |
| | | 2)appreciate the importance of pH in daily life. |
| | | 3)apply neutralization and pH to solve problems in day to day life. |
| | | 4)identify strong and weak acids and bases. 5)describe the preparation of various salts. |
| | | 6)suggest the uses of these salts. |
| August | 1.Light- reflection and refraction | 1)study the characteristics of image formation in plane mirrors. |
| | | 2)study the laws of reflection |
| | | 3) differentiate between real and virtual images. |
| | | 4)compare the types of spherical mirrors. |
| | | 5) draw ray diagrams for image formation by Spherical Mirrors (concave and convex mirror) |
| | | 6)solve numericals using mirror formula 7)study the laws of refraction. |

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| | | 8)observe the effect of refraction in daily life. |
| | | 9)compare the types of spherical lens. |
| | | 10)draw ray diagrams for image formation by Spherical lens (concave and convex lens) |
| | | 11)solve numericals using lens formula. |
| | | 12)determine the power of the lens. |
| | 2. Metals and non metals | 1)compare and contrast the physical properties of metals and nonmetals |
| | | 2)interpret and explain the varying degree of reactivity that metals display towards air water and acids through description and equations |
| | | 3)describe formation of ionic compounds, give explanation for the properties shown by ionic compounds. |
| Septe mber | 1.How do Organisms Reproduce? | 1)discuss the importance of reproduction for continuity of generation |
| | | 2) differentiate between asexual and sexualreproduction. |
| | | 3)draw the different modes of reproduction. |
| | | 4)understand the importance of using birth control. |
| | | 5)study the reproductive systems in human male and female. |
| | | 6)discuss the menstruation cycle. |
| | | 7)appreciate the importance of government in banning prenatal sex determination. |
| | | 8)learn prevention of sexually transmitted diseases. |

| Octob | 1.Periodic Classification | 1) state the Importance of classification of elements |
|--------------|---------------------------|---|
| er | of Elements | and explain earlier attempts of classification of |
| | | elements ,state Newlands law of Octaves, |
| | | Mendeleev's periodic law, Modern Periodic law |
| | | 2)list merit and demerits of Doberneirâ€s and |
| | | Newlands Classification. |
| | | |
| | | 3)appreciate achievements of Mendeleev's classification and compare arrangement of elements in |
| | | Mendeleev's periodic table and Modern Periodic |
| | | Table. |
| | | |
| | | 4) critically analyse and identify the position of an |
| | | element in the periodic table based on their electronic configuration. |
| | | comiguration. |
| | | 5)predict the variation in attributes of elements based |
| | | on position in the periodic table |
| | 2.Human eye and the | 1)Discover that white light is a mixture of colours and |
| | colourful world | appreciate that the dispersion is caused by the difference in angles of deviation caused by a prism for |
| | | different colours |
| | | |
| | | 2)Correlate dispersion, refraction to certain |
| | | observations in daily life and in nature like rainbow |
| | | 3)Correlate atmospheric refraction and scattering to |
| | | certain observations in daily life and in nature like |
| | | twinkling of stars, blue colour of sky etc |
| Nove | 1.Carbon and its | 1)draw electron dot structures of some simple carbon |
| mber | compounds | compounds -covalent bonding. |
| | | 2)provide IUPAC names and write the structural |
| | | formula of the carbon compounds of simple |
| | | hydrocarbons. |
| | 2. Heredity and | |
| | evolution | 1)Critically analyse the importance of sexual reproduction as an element of genetic variation. |
| | | reproduction as an element of genetic variation. |
| | | 2)Study the laws of inheritance given by mendel. |
| | | |
| <u> </u> | Declared 45 | 3)draw the monohybrid and dihybrid crosses. |
| Decem ber | Pre board -1 Exams | 1)read and apply the content learnt in answering questions. |
| NCI | | questions. |
| Januar | Pre board Exams | 1)read and apply the content learnt in answering |
| У | | questions. |
| Februa | Remediation | |
| ry | Kemediation | |
| | | Page 14 of 25 |

| SST | Month | Chapter | Learning Outcomes |
|-----|-------|-----------------------------|--|
| | | | The learners will be able to: |
| | April | 1.Resources and Development | recall the meaning of resource classify resources and summarise the characteristics of different types of resource identify and critique the land use pattern of India analyse the need for resource planning |
| | | | *demonstrate the various ways in which land is degraded |
| | | | * devise ways for land conservation |
| | | | * classify soils on the basis of texture , colour etc. |
| | | | *summarise the characteristics of different types of soils found in India |
| | | | * devise ways for soil conservation |
| | | | * identify and locate different types of soils on the political map of India |
| | | | *define Power sharing |
| | | | identify and locate Belgium and Sri Lanka |
| | | 2.Power Sharing | outline the policy of Majoritarianism followed in Sri Lanka |
| | | | outline and appraise the elements of Belgium Power sharing model |
| | | | contrast the differing power sharing arrangements in Belgium and Sri Lanka |
| | | | summarize the different power sharing arrangements in modern democracies |
| | | | *trace the origin and growth of Nationalism in India |
| | | 3)Nationalism in India | understand the economic and social situations created by the first world war critically examine the impact of the Rowlatt Act and |
| | | Sjivationansin in mula | empathize with the Jallianwala Bagh massacre understand the significance of 'Salt Satyagraha' |

| | | and Gandhi- Irwin Pact identify the different phases of Indian struggle against the British from Non-Cooperation to between NCM and CDM analyze the various interpretations of' Swaraj by different sections of the population. appraise the role of various leaders including women leaders and masses in the National Movement in India analyze the limitations of the Civil Disobedience Movement analyze and appreciate the cultural processes through which nationalism captured people's imagination |
|-----|---------------|--|
| May | 1.Development | Define Development |
| | | *develop development goals of different categories of people. |
| | | * compare and contrast criterion used by the World Bank and UNDP to classify countries |
| | | *examine the criterion to assess the development of a region |
| | | *interpret the influence of public facilities on development of a country |
| | | *examine the importance of sustainable development |
| | | *critique the consequences of environmental degradation |
| | | *link the lesson with Sustainable development goals |
| | 2)Federalism | *define Federalism |
| | | *enumerate the key features of federalism |
| | | *differentiate between coming together and holding together federations |
| | | *interpret what makes India a federal country |
| | | *analyze the ways in which federalism is practiced in India. |
| | | *outline the process and analyze the need of decentralization in India |
| | | *state the steps taken to strengthen the third tier of democracy |
| • | | Page 16 of 25 |

| | 3) Forests and wildlife Resoures | examine the meaning of biodiversity and highlight its importance identify the types of species analyse the causes for the depletion of forest and wildlife list different types of forests devise various ways for conserving forests and wildlife (to be marked through internal assessment) |
|------|-------------------------------------|--|
| | 4) consumer rights | analyse why consumers need protection examine the advantages and limitations of the consumer movement and the rights of consumers examine the factors in which exploitation of consumers takes place To be marked through project work |
| July | 1.Sectors of the Indian economy | *categorize the Indian economy into various sectors *compare and contrast the characteristic features of various sectors *analyze the reasons for the rising importance of the tertiary sector differentiate between organized and unorganized sector *outline ways to safeguard workers in the unorganized sector *Differentiate between Public and private sector *analyze the contribution of the public sector to the economic development of the nation |
| | 2.Agriculture | *recognize the importance of agriculture in a country like India. *analyse the types of farming practised in India and summarise their features. *differentiate between the cropping seasons in India * evaluate the climatic conditions required to grow crops. *list the major food crops and cash crops grown in India. *appraise the reforms under taken by the govt. to improve agriculture. |
| | 3)Democracy and diversity | *examine and analyse the impact of globalisation on agriculture *outline the origin of social differences *differentiate between overlapping and cross cutting differences |

| | | *examine the reasons for continued tension in |
|------|--------------------------|--|
| | | Northern Ireland |
| | | *analyse the causes leading to the division of Yugoslavia |
| | | (to be marked through internal assessment) |
| Augu | st 1.Age of | enumerate the features of Proto - |
| | Industrialisation | industrialisation |
| | | assess the situation in England before the |
| | | Industrial Revolution |
| | | identify the technological advances that made |
| | | the industrial revolution possible |
| | | demonstrate the pace of industrial change in Britain |
| | | examine the impact of industrialisation on the |
| | | life of workers |
| | | identify the early entrepreneurs of India |
| | | demonstrate the peculiarities of industrial |
| | | growth in India |
| | | examine and evaluate the role of |
| | | advertisements in increasing the popularity of |
| | | British products |
| | 2.Rise of Nationalism in | *analyse the painting made by Frederic |
| | Europe | Sorrieu. |
| | | *examine the first expression of Nationalism |
| | | associated with the French Revolution. |
| | | *highlight the importance of Napoleonic Code. *trace the rise of Nationalism in Europe in the |
| | | 19th and the 20th century |
| | | *redefine the nation- states that occurred |
| | | through a split process of negotiation and |
| | | conflict. |
| | | *evaluate the Age of Revolutions:1830-1848 |
| | | *use the historical routes to deconstruct the |
| | | formation of these modern nation states like |
| | | Germany, Italy and Britain. |
| | | *examine the use of allegories to represent the |
| | | nation |
| | | *establish a relationship between Nationalism |
| | | and Imperialism |
| | 3. Gender, Religion and | *enumerate the reasons for the disadvantaged |
| | Caste | state of women in India |
| | | *identify the discriminatory practices against women in India |
| | | *evaluate the role of religion in shaping Indian |
| | | politics |
| | | *justify that India is a secular state |
| | | *interpret the meaning of communalism |
| | | *examine the effect of caste on politics and |
| | | Page 18 of 25 |

| | | politics on caste |
|--------|---------------------|--|
| | | (To be marked through internal assessment) |
| | 4. Money and Credit | *identify the importance of money as a |
| | | medium of exchange *analyse the inherent defects of the barter |
| | | system |
| | | *identify the modern forms of money |
| | | *enumerate the terms of credit |
| | | *differentiate between organised and the |
| | | unorganised sector |
| | | *evaluate the pros and cons of credit |
| | | *identify and examine the functions and |
| | | advantages of the self- help groups |
| | 5. Water Resources | *analyse the causes for water scarcity |
| | | *highlight the importance of rain water |
| | | harvesting |
| | | *outline the features of hydraulic structures in |
| | | India |
| | | (to be marked through internal assessment) |
| | | *locate and label various dams of India on the |
| | | given political map(only map work to be |
| | | included) |
| Septe | 1.Political parties | *define a political party |
| mber | | *summarise the functions of a political party |
| | | *outline the need for political parties in India |
| | | *compare and contrast the different types of party |
| | | systems of India *identify the challenges faced by the political parties |
| | | *examine the need to reform political parties and |
| | | devise reforms for the same |
| Octobe | 1.Manufacturing | *outline the process of manufacturing and examine its |
| r | Industries | importance |
| | | *list the factors influencing the location of industries |
| | | *classify industries into agro based and mineral based |
| | | *appraise the contribution of different industries to |
| | | the economic development of the country *identify the products produced by different |
| | | industries |
| | | *examine the types of pollution caused by industries |
| | | *evaluate the steps undertaken to prevent industrial |
| | 2. Lifelines of | pollution |
| | National | *list the different means of transport -land, water, air |
| | economy | * list the different means of communication |
| | | *examine the importance of transport , |
| | | communication and trade for the country's progress |
| | | *identify the types of roads in India and list the organization that maintain them |
| | | *identify the factors affecting the construction of |
| I | 1 | Page 19 of 25 |

| | | railways |
|-------|-------------------------|---|
| | | *enumerate the features of major pipelines, airports |
| | | and sea ports of India |
| | | *appraise the tourism industry in India |
| | | appraise the country in many in many |
| | 3.Globalisation and the | *analyse the production process across different |
| | Indian economy | countries. |
| | , | *analyse the integration of trade by globalisation. |
| | | *list the factors that have enabled globalisation. |
| | | *evaluate the role of WTO in globalisation. |
| | | *assess the impact of globalisation on India |
| | | * analyse the role of government in ensuring fair |
| | | globalisation |
| Novem | 1. Print culture | *recognize the first kind of print technology developed |
| ber | | in China, Japan and Korea. |
| | | * understand how print technology spread to Europe |
| | | from China. |
| | | * evaluate the impact of print revolution in Europe |
| | | * appraise the leaps in mass literacy in Europe. |
| | | * list the religious reforms and public debates which |
| | | took place as a result of the development in print |
| | | media. |
| | | * identify the new forms of publication. |
| | | *establish the link between print culture and |
| | | circulation of ideas |
| | | *Examine the impact of print revolution in India |
| | 2. Minerals and | *define a mineral |
| | energy | *infer the importance of minerals for a country's |
| | resources | development |
| | 1 333 411 333 | * differentiate between different modes of occurrence |
| | | of minerals |
| | | *identify the regions rich in mineral deposits |
| | | *distinguish between metallic and non-metallic |
| | | minerals |
| | | *list the iron-ore belts in India |
| | | *examine the need for conserving minerals |
| | | *identify the types of energy resources and their |
| | | importance |
| | | *differentiate between conventional and non- |
| | | conventional sources of energy |
| | | *outline the importance of non- conventional sources |
| | | of energy |
| | | *devise various ways for conserving energy |
| | | *avancing the importance of demonstrate |
| | | *examine the importance of democracy |
| | 2 0-4 | *analyse the meaning of accountable, legitimate and |
| | 3. Outcomes of | responsive government |
| | democracy | *examine the importance of people's participation in |
| | | democracy *analyse the role of democracy in economic growth |
| | | *analyse the role of democracy in economic growth |

| | 4.Challenges to democracy | and development *outline the role of democracy in reduction of inequality and poverty * appraise the fact that democracy promotes dignity and freedom of an individual *identify the challenges faced by democratic countries *examine the guideline required for the success of political reforms *analyse how challenges change in different contexts |
|--------------|------------------------------------|--|
| | democracy | (to be marked through internal assessment) |
| | 5. Popular struggles and movements | *analyse the movement of democracy in Nepal *examine the water war of Bolivia *correlate democracy with popular struggles *identify pressure groups and movements (to be marked through internal assessment only) |
| Decem ber | Pre board -1 Exams | |
| Januar y | Pre board Exams | |
| Februa ry | Remediation | |

| Computer | Month | Chapter | Learning Outcomes |
|----------|-----------|-----------|---|
| Science | | | The learners will be able to: |
| | April | 1.Cyber | Define the following terms: |
| | | Ethics | o Cyber Ethics |
| | | | o E-Commerce |
| | | | Enumerate and explain various means to safeguard user privacy |
| | | | Describe different types of online frauds |
| | | | Explain the concept of Secure Data Transmission |
| | May | 1.Cyber | · |
| | | Ethics | Elucidate Intellectual Property Rights |
| | | | Elaborate on the concept of Plagiarism |
| | | | Enlist the means to avoid Plagiarism |
| | | | Elucidate the concepts of:- |
| | | | Digital Property |
| | | | Digital Rights |
| | | | Digital Responsibilities |
| | July | 1. Python | Identify all the relational operators |
| | | Revision | Implement the use of relational operators in the Python |
| | | | programs |
| | August | 1. Python | Implement Basic Selection statements in Python using IF |
| | | Revision | Condition |
| | | | Develop programs with the combination of IF Condition |
| | | | and Relational Operators |
| | September | 1. Python | Recapitulate the Concept of Relational Operators and IF |
| | | Revision | Condition |

| | | Implement Advance IF Condition in Python programs. |
|-------|--|---|
| Octob | er 1. Python Revision | Develop condition based and menu driven programs by implementing the skills acquired during the session. |
| Nover | nber 1. Cyber Ethics 2. Python Revision | Recapitulate the Concepts of Python learnt during the session Recapitulate the Concepts of Cyber Ethics learnt during the session. Implement the knowledge while answering the questions. |

| Art | Month | Chapter | Learning Outcomes |
|-----|--------------|---|--|
| | | | The learners will be able to: |
| | April | | Enhance their sketching. |
| | | 1-Pencil Shading | Learn shading technique |
| | | 2-Charcoal Shading | Learn about the folk art of India Demonstrate refined observational skills |
| | | 3-folk Art | 0 |
| | May | 1- Calligraphy | Students will be able to critically evaluate, appreciate the art of handwriting. |
| | | 2-Collage Making 3-Doodle Art | Learn various fonts Improve their handwriting. Improve sketching. |
| | July | 1-Environment Based | students will be able to develop sensetivity towards nature and |
| | | 2-Poster | environment. |
| | | Making(Nature) | Acquire awareness about the immediate surroundings. |
| | | 3- Pattern Design | Enhance sketching |
| | August | 1- Still Life | Apply elements (line, shape, form, texture, colour, value, and space) and principles |
| | | 2- Mandana Art 3- Submission of work done in 1 st Term | (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates their ideas. |
| | _ | done in 1 Term | Learn traditional folk Art |
| | Septem | 1 Pook Cover Design | Enhance his observation skills. |
| | ber | 1- Book Cover Design | Learn to make tribal masks. |
| | | 2- Mask Making | Gain knowledge of Tribal Art |
| | October | 1-Diwali (Craft) 2- Folk Art | Learn about the festivals of India. To be part of the celebration of different festivals. |
| | | | Learn about the traditional folk art of India |
| | Novem ber | 1- Christmas Craft 2- (SUBMISSION OF ENTIRE YEARS WORK) | learn to celebrate all festivals keeping diversity in mind Learn to compile his work aesthetically for submission |
| | Decemb | Pre board -1 Exams | |

| er | | |
|---------|-----------------|--|
| January | Pre board Exams | |
| Februar | Remediation | |
| у | | |

| PHE | Month | Chapter | Learning Outcomes The learners will be able to: |
|-----|---------|-----------------------------------|---|
| | A muil | | |
| | April | 1. Importance of | Develop motor ability skills Develop sense of rhythm |
| | | Physical | Develop sense of mythm Develop coordination ability |
| | | Education | Develop Coordination ability |
| | | 2.Marching | |
| | May | | Rules and regulations of football |
| | ,, | 1.Football laws | Overall personality development |
| | | 2.Cricket Laws | Improves cardiovascular health |
| | | | Promotes teamwork and sharing |
| | | | Improve endurance and stamina |
| | | | Develop essential fine motor skills |
| | | | Improve hand-eye |
| | July | | A sense of discipline and respect for oneself and |
| | J 50.1, | 1.Meaning and | others |
| | | Benefits of Yoga | Develop mentally, physically, emotionally, |
| | | With Asanas | socially and psychologically |
| | | | Overall personality development |
| | | 2.Asana's for | a constant personality a constant personality |
| | | stomach, liver and | |
| | | pancreas: | |
| | | A.Pawanmukta | |
| | | Asana B.Uttanpaada | |
| | | Asana C.Nauka | |
| | | Asana(Boat-Pose) | |
| | | D.Setubandha Asana | |
| | | E. Pada | |
| | | gushtnasasarpa | |
| | | Asana | |
| | August | 4.4 | The student will be able to demonstrate |
| | | 1.Asanas which are | proficiency at the poses covered in class (at a |
| | | good for back pain | basic level) |
| | | and strengthens backbone muscles: | The student will increase their dynamic |
| | | backbone muscles: | flexibility |
| | | A.Bhujanga asana | The student will perform proper breathing techniques |
| | | | The student will be able to identify some of the |
| | | B.Dand asana | major muscles used in any given pose |
| | | 0.0-11 | The student will develop a greater sense of body |
| | | C.Saulb asana | self-esteem and appreciation for the art of yoga |
| | | D.Vipreetnauk asana | 2011 2013 2011 2012 2014 2014 2014 2014 2014 2014 |
| | | E.Dhanur asana | |
| | Septemb | Exercises for fat loss. | |
| | er | LACICISES IOI IALIUSS. | The student will be able to know about the |
| | Ci | | |

| | | strengths and weakness in their body. |
|--------------|---|---|
| | | They would learn how to maintain their diet and know about the nutrients. |
| | | They can find a way to tone their body and workout on the weak parts. |
| October | Cricket | 1 To be able some of the basic rules of cricket. |
| | | 2. To develop a range of skills to use in isolation and in a competitive context. |
| | | 3. To use basic skills with more consistency including striking a bowled ball |
| | | 4. To develop the range of Cricket skills they can apply in a competitive context. |
| | | 5. To choose and use a range of simple tactics in isolation and in a game context. |
| | | 6. To consolidate existing skills and apply with consistency |
| | | 7. To link together a range of skills and use in combination |
| | | 8. To collaborate as a team to choose, use and adapt rules in games. |
| | | 9. To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance |
| | | 10. To apply with consistency standard cricket rules in a variety of different styles of games. |
| | | 11. To attempt a small range of recognised shots in isolation and in competitive scenarios. |
| | | 12. To use a range of tactics for attacking and defending in role of bowler, batter and fielder |
| Novemb er | Yoga MundakAsana ,Vakra Asana , Gomukh | The student will be able to demonstrate proficiency at the poses covered in class (at a basic level) |
| | Asana , Goniukii Asana , Ardhmatsyendrasana | The student will increase their dynamic flexibility The student will perform proper breathing |
| | | techniques The student will be able to identify some of the major muscles used in any given pose |
| | | The student will develop a greater sense of body |

| | | self-esteem and appreciation for the art of yoga |
|----------|--------------------|--|
| Decembe | Pre board -1 Exams | |
| r | | |
| January | Pre board Exams | |
| February | Remediation | |

Learning Outcomes - Class 10 (Alternate Stream)

LEARNING OUTCOME PROTOCOL ST. COLUMBA'S (MIDDLE SECTION)

Grade Specific and Subject Specific Learning Outcomes are framed, for the entire academic year. The same is disseminated to the stakeholders through the school website, in addition to hard copies being given. While framing Learning Outcomes, the focus is always on core competencies that the child will develop while undertaking the said course. The attempt is to integrate different levels of thinking skills within a set of Learning Outcomes. The stress is on framing Learning Outcomes that are SMART- Specific, Measureable, Achievable, Realistic and Time bound.

The annual Learning Outcomes are further broken down into monthly documents, disseminated amongst teachers with grade, subject, and topic references.

Teachers then write Weekly Lesson Plans, where Learning Outcomes Specific to the chapter being taught are penned down. This not only is a grade specific and subject specific exercise but, here the individual texture of each class takes centre stage, with the teacher aiming to incorporate multiple intelligence levels and aiming for an inclusive class. The topics to be taught in the upcoming week are the focal point at this stage.

Finally, before the commencement of each class, the learning outcomes are clearly spelt out to the students by each teacher. While in the on-site classes, this was done using the boards, in the current online scenario, this is done using slides in PPTs.

| Painting | Month | Chapter | Learning Outcomes The learners will be able to: |
|----------|-------|---|--|
| | April | 1.Fundamentles of Visual Art 2.Elements of Art 3. Principles of Art 4.Understanding and appropriate use of Painting material Practical- Composition 1.Landscape | Students will be able to demonstrate basic understanding of Elements of art. Develop understanding of basic Principles of Art. Compose artwork aesthetically. Knowledge of using basic tools. Learn to work independently. Develop expressive possibilities of various media Practical- Enhance their sketching Learn to paint Enhance aesthetic sense Develop eye and hand coordination Appreciate the beauty in lines forms and colours |
| | | 2.Seascape· | Enjoy painting as a medium of expressions |
| | May | Theory- | Theory- • Enhance their observation skills' • Develop creativity |
| | | 1.Sketching from nature and imagination | Use painting tools and material appropriately |
| | | 2. Understanding and appropriate use of tools | Maintain his painting tools appropriately Display his paintings aesthetically |

| | 3. Indian folk art | • |
|--------|---|---|
| | | Practical |
| | Warli Practical- | Apply pencil colour, oil pastels, poster |
| | Topics | colours, water colour as painting medium |
| | 1.Pencil shading | Improve Sketching |
| | technique | Learn the technique of shading. |
| | 2.Charcoal shading | |
| | 3. Crayon and oil pastel | |
| | shading | |
| July | Theory- | Appreciate Folk art techniques of various |
| | 1-Indian folk Art | states. |
| | Madhubani | Understand the culture of India. |
| | 2- Indian painting, | learn to utilise natural material. |
| | Sculptures and | Develop sense of colour |
| | Architecture. | Aware of creative, colourful village art. |
| | 3-Indian painting Bodhisattva Padmapani | |
| | Ajanta caves | |
| | Mother Teresa | |
| | (M.F Husain) | |
| | Practical | |
| | Topics | |
| | 1. One Point | Students will be able to appreciate ancient |
| | perspective | Indian Painting. |
| | 2. Nature study | Learn Indian culture through painting. |
| | 3. Kite flying scene | Enhance his knowledge of painting |
| | 4. Family Function scene | technique.Appreciate the works of various renowned |
| | scene | artist |
| | | Practical |
| | | Student will be able to create illusion of |
| | | depth on their picture plan using one poin perspective |
| | | draw their own ideas, concepts from their imagination. |
| | | Refine memory and observation power |
| | | through painting composition. • Enhance their observation |
| August | | Students will be able to learn about the |
| | Theory- | history of art. |
| | Indian Painting, | Understand the technical aspects of India |
| | Architecture and | sculpture Art. |
| | Sculpture | history of our national emblem Ashok Chakra. |
| | | learn about old Indian culture |
| | 1. Ashoka Lion | icam about our maian culture |

| Septembe | Capital.Mauryan period 2. Nataraja,Chola Period. Practical- 1.Poster Design Social awareness Theory- Indian painting,Sculpture and Architecture. Kailashnatha Temple (Ellora,Maharashtra) Taj- Mahal (Agra Uttar pradesh) Practical Poster Making (Social Awareness) | Learn the technique of poster making. express his emotions through poster Aware of social problems. Students will be able to learn about the history of art. Understand the technical aspects of Indian sculpture Art. Learn about the cave art of India learn about old Indian culture. Gain knowledge of magnificent Indian Architecture. Practical- Learn the technique of poster making. express his emotions through poster Aware of social problems. |
|--------------|--|---|
| October | Revision and completion of entire work | |
| Novembe r | Revision and completion of entire work | |
| December | Pre board-1 Exams | |
| January | Pre board-2 Exams | |
| February | Remediation | |

| Computer Applications | Month | Chapter | Learning Outcomes The learners will be able to: |
|--------------------------|-------|--|--|
| | April | Theory and Practical: Chapter 8- Programming in Python Theory: Chapter 1 - Internet Basics | Familiarize themselves with basic tools needed for writing a program. Acquire the ability to write basic programs with Python. Acquire the ability to use technical terms related to Internet and Network. Acquire the ability to familiarize themselves with basic network concepts. |

| May | Theory and Practical: Chapter8- Programming in Python Chapter9-Python Selection and Iteration Constructs. Theory: Chapter 1- Internet Basics(contd.) Chapter 2 - Internet and services | Familiarize themselves with advanced programming skills including: |
|------|---|---|
| July | Theory and Practical: Chapter8- Programming in Python(revision) Chapter9-Python Selection and Iteration Constructs.(revision) Chapter 3 -Basic HTML Elements Theory: Chapter 2 - Internet and services(Review) | Familiarize themselves with advanced programming skills including: Iterative Construct- FOR loop WHILE loop Acquire the ability to write programs using iterative construct in Python. Acquire the ability to identify the basic components of a web page Acquire the ability to familiarize themselves with basic internet protocols to understand the working of the WWW. |

| August | Theory and Practical: Chapter3 –Basic HTML Elements | Acquire the ability to create a simple web page |
|-----------|---|--|
| September | Theory and Practical: Chapter 4-HTML- Image, links and Tables | Acquire the ability to embed images, audio and basic table in an HTML page |
| October | Theory and Practical: Chapter 4-HTML- Image, links and Tables(contd.) Chapter 5- Cascading Style Sheets(CSS) Theory Chapter-6- Cyber Ethics | Acquire the ability to embed images, audio, hyperlinks and table with merged components (rows and columns) in an HTML page Acquire the ability to use style sheets to beautify the web pages. Acquire the ability to follow basic cyber ethics |
| November | Theory Chapter 6- Cyber Ethics(contd.) Practical: Revision of HTML,CSS | Acquire the ability to understand the cybercrimes and frauds and follow basic cyber ethics to ensure safety. Acquire the ability to Interface a web site with a web server and record the details of a user's request. |

| December | PRE Board I | Acquire the ability to understand the questions, apply the understanding and write meaningful answers. Acquire the ability to understand the questions, apply the understanding and create HTML pages & Python programs as per given instructions. |
|----------|--------------------------------|---|
| January | PRE Board II | Acquire the ability to understand the questions, apply the understanding and write meaningful answers. Acquire the ability to understand the questions, apply the understanding and create HTML pages & Python programs as per given instructions. |
| February | Revision & Board Practicals | Acquire the ability to understand the questions, apply the understanding and write meaningful answers. Acquire the ability to understand the questions, apply the understanding and create HTML pages & Python programs as per given instructions. |

| Home | Mont | Chapter | Learning Outcomes | |
|---------|-------|----------------------------------|--|--|
| Science | h | | The learners will be able to: | |
| | April | HUMAN GROWTH & DEVELOPMENT | Define play, understand the role of play in the growth & development of children, elaborate types of play, select play material for children. List features of physical & motor development, highlight social & emotional development, describe language & cognitive development during early and middle childhood. | |
| | | | Define the term Adolescence, identify the physical | |

| | | features of girls & boys, list the motor & social characteristics, Recognize the language & cognitive abilities of adolescents. |
|---------------|---|--|
| May | FOOD & PERSONAL HYGIENE | List the Principles of hygienic handling and serving of food. |
| | | Maintain Hygiene in kitchen Adopt Personal hygiene of food handler Practice Hygiene during food storage |
| July | MANAGEMENT OF RESOURCES: Time, Energy | Time Management - Definition & Importance Prepare a Time plan considering all factors affecting it Appreciate the significance of Energy Management, its definition and Importance Explain various types of fatigue. Suggest various ways of work Simplification. |
| Augus t | MEAL PLANNING | Understand the Concept of Meal Planning Enumerate Factors affecting meal planning-age, sex, climate, occupation, food items, number of family members, occasion, availability of food, family traditions, likes and dislikes List the Basic food groups(ICMR) Understand the use of food groups in planning diet for self & family |
| Septe mber | FOOD SAFETY & CONSUMER EDUCATION | Understand Problems faced by consumers: price variation, poor quality, Faulty weights and measures, non-availability of goods, misleading information,lack of standardized products Define Food adulteration, indicate the common adulterants & highlight their harmful effects on human health. Understand Food Safety Standards- FSSAI(2006) |
| Octob er | FOOD SAFETY & CONSUMER EDUCATION | Understand Problems faced by consumers: price variation, poor quality, Faulty weights and measures, non-availability of goods, misleading information,lack of standardized products Define Food adulteration, indicate common adulterants & highlight their harmful effects on human health. |
| Nove | CARE & | Understand Food Safety Standards-FSSAI(2006) List Cleaning and finishing agents used in routine |

| mber | MAINTENANCE | care of clothes. |
|--------------|----------------------|--|
| | OF FABRIC & | Explain the principles of Stain removal |
| | APPAREL | Elaborate the procedure for Storage of cotton, silk, wool and synthetics |
| Dece mber | Pre board-1 Exams | Unit I : Human growth & development II |
| Illbei | LAGIIIS | Unit II: Management of Resources: Time, Energy |
| | | Unit III : Food & Personal Hygiene |
| | | Unit IV : Meal Planning |
| | | Unit V : Food Safety and Consumer Education |
| | | Unit VI: Care and Maintenance of Fabrics and Apparel |
| Janua | Pre board-2 | |
| ry | Exams | Unit I : Human growth & development II |
| | | Unit II: Management of Resources: Time, Energy |
| | | Unit III : Food & Personal Hygiene |
| | | Unit IV : Meal Planning |
| | | Unit V : Food Safety and Consumer Education |
| | | Unit VI: Care and Maintenance of Fabrics and Apparel |
| Febru ary | Remediation | Unit I : Human growth & development II |
| | | Unit II : Management of Resources : Time, Energy |
| | | Unit III : Food & Personal Hygiene |
| | | Unit IV : Meal Planning |
| | | Unit V : Food Safety and Consumer Education |
| | | Unit VI: Care and Maintenance of Fabrics and Apparel |

| Eleme nts of | Month | nth Chapter Learning Outcomes The learners will be able to: | |
|-----------------------------|-------|--|--|
| Busine ss Studie s | April | 1.Joint Stock Company (JSC) | define the concept of Joint Stock Companies explain the organs of joint stock companies give the characteristics, merits and demerits of joint stock company explain the liquidation of joint stock company |
| | May | 2. Private and Public Limited Company 3. Multinational Companies | explain the concept of MNCs, private and public limited companies give characteristics, merits and demerits of MNCs, private and public limited companies compare and contrast of public and private limited companies |

| July | Sources of Business Finance | term source of finance give characteristics, months borrowed and owners give examples long te source of finance compare and contrast ownership finance explain the concept of debentures, preference learning | nerits and demerits of ship finance rm and short term toorrowed and fequity share, |
|--------------|---|---|--|
| August | Communication in Business | explain the concept o businessexplain the elements | of communication in to verbal and non-verbal and non-verbal and inmunications in stics, merits and mail, video onic communication to business letters, e- |
| September | Selling and Distribution a) concept of purchase and sale b) Types - cash, credit, hire purchase system and Installment Payment System | explain the concept o give the characteristic state the activities in give and explain the n give mode of purchas | cs of sales and purchase selling product nethods of payment e t deferred installment |
| October | Large Scale Retail | explain the meaning of ldentify/explain the data trade - Itinerant Retain Retailing enlist the various type trade compare and contrast scale retail trades - demultiples shops, super give meaning, charact demerits of departments shops, super bazar explain the meaning a retailing | of Large Scale Retail lifferent types of retail iling, fixed shop es of large scale retail t various forms of large- epartmental store, r bazar teristics merits and ental stores, multiples and types of non- store |
| November | Personal selling and Sale | explain the meaning of | of personal selling and |

| | Promotion | sale promotion state the objectives of sale promotion and personal selling give the importance of sale promotion and personal selling in business explain the essential elements personal selling and sales promotion explain the techniques of personal selling and sale promotion |
|----------|-------------------|---|
| December | Pre board-1 Exams | Joint - Stock Company Multinational Corporation Private and Public Limited Companies Business Finance Communication in Business Selling and Distribution Large Retail Trade Personal selling and sale promotion |
| January | Pre board-2 Exams | Joint - Stock Company Multinational Corporation Private and Public Limited Companies Business Finance Communication in Business Selling and Distribution Large Retail Trade Personal selling and sale promotion |
| February | Remediation | Joint - Stock Company Multinational Corporation Private and Public Limited Companies Business Finance Communication in Business Selling and Distribution Large Retail Trade Personal selling and sale promotion |