



# **GRADE 10- Curriculum & Assessment Annual Planner\***

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

### **STUDENT'S COPY**

#### **LEARNING OUTCOMES**

The students will be able to:

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

#### **Curriculum Planner**

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

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

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

### **Pre-Board 1 and Pre-Board 2**

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

### **Board-Theory exam (70 marks)**

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

### **Board-Practical exam (30 marks)**

#### **GUIDELINES FOR PRACTICAL:**

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

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

Topics- any one topic from the syllabus



# **Academic Year 2025-2026**

## **Curriculum & Assessment Annual Planner)**

**GRADE- 10**

**Subject: - Physical Education**

**Student's Copy**

### **LEARNING OUTCOMES**

The students will be able to:

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

## Curriculum Planner: **TERM-1** and **TERM-2**

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

### Assessment Planner TERM-1

TERM -1 (Sep) Grade criteria	Sport: - Yoga Skill :- Surya Namaskar	CHECK LIST
Mark 5 A		1 BODY COORDINATION
Mark 4 B		2 EYE COORDINATION
Mark 3 C		3 TEAM WORK
Mark 2 C		4 ENDURANCE
Mark 1 C		5 DISCIPLINE

### Assessment Planner TERM-2

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

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

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

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



# CLASS 10- Curriculum & Assessment Annual Planner\*

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

2025-26

### STUDENT'S COPY

### **EMPLOYABILITY SKILLS**

#### LEARNING OUTCOMES

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

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

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

## PHYSICAL ACTIVITY TRAINER (PAT)

### LEARNING OUTCOMES

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

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

### **Curriculum Planner (Physical Activity Trainer)**

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



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

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

Unit 3- ICT Skills-I

Unit 4- Entrepreneurial Skills

Unit 5- Green Skills

**Physical Activity Trainer (Theory)-40 marks**

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

Unit 2: Assessment and Evaluation of students

Unit 3:Freeplay

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

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

**BoardExam(100 marks)**

**Theory- 50 marks    Practical- 50 marks**

**Theory**

**Employability Skills-10 marks**

Unit 1- Communication Skills

Unit 2-Self Management Skills

Unit 3- ICT Skills

Unit 4- Entrepreneurial Skills

Unit 5- Green Skills

**Physical Activity Trainer (Theory)- 40 Marks**

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

Unit 2: Assessment and Evaluation of students

Unit 3:Freeplay

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

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

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



# CLASS 10 Curriculum & Assessment Annual Planner)\*

**SUBJECT :-COMPUTER APPLICATIONS (STUDENT'S COPY)**

**2025-2026**

## LEARNING OUTCOMES

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

## Curriculum Planner

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

## Assessment Planner

**PA-1 (20 marks )**

**Technique -Subjective test based on**

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

**Half Yearly (PA-2) (80 marks )****Practical Exam- 30 marks**

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

**Syllabus for Practical Exam –**

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

**Theory Exam – 50 marks****Syllabus**

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

**Pre Board 1\* (80 marks )****A. Practical Exam(30 marks)****Viva- 5 marks****Hands on-25 marks****SYLLABUS:**

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

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

**B. Theory Exam (50 marks)****SYLLABUS:**

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

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

**Pre Board 2\* (50 converted to 80 marks )****Theory Exam Only (50 marks)****SYLLABUS:****Chapter 1** - Internet Basics**Chapter 2** - Internet and Web Services**Chapter 3**-Basic HTML Elements**Chapter 4**- HTML Text formatting**Chapter 5**-Working with HTML Lists**Chapter 6**- Embedding picture, Audio & Video into HTML document**Chapter 7**- Tables in HTML**Chapter 8**- Hyperlinks & anchors**Chapter 9**- Frames & Forms in HTML**Chapter 10**- Cascading Style Sheets(CSS)**Chapter 11**- Cyber Ethics

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

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

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

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



# **GRADE 10 Curriculum & Assessment Annual Planner**

**2025-2026**

**SUBJECT :-SOCIAL SCIENCE**

**STUDENT'S COPY**

## **LEARNING OUTCOMES**

The learner's will be able to-

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

## **Curriculum Planner**

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

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

### Assessment Planner

#### PA-1 (20 marks )

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

Pol. Sc.: Ch-1 Power Sharing

Eco.: Ch-1 Development

#### Half Yearly (PA-2) (80 marks )

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

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

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

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

Ch-3 Money and Credit

#### LIST OF MAP ITEMS

##### History

##### **1.Nationalism in India**

##### **I. Congress sessions:**

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

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

**III.** Jallianwala Bagh

**IV.** Dandi March

##### Geography

##### **2. Resources and Development**

a. Identify: Major Soil Types

**3.Agriculture** Identify: Major areas of Rice and Wheat

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

##### **4.Water Resources**

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

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

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

Pol. Sc.: Ch-1 Power Sharing Ch-2 Federalism Ch-3 Gender, Religion and Caste Ch-4 Political Parties  
Ch-5 Outcomes of Democracy

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

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

**LIST OF MAP ITEMS**

**History**

**1.Nationalism in India**

**I. Congress sessions:**

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

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

**III. Jallianwala Bagh**

**IV. Dandi March**

**Geography**

**2.Resources and Development**

Identify: Major Soil Types

**3.Water Resources**

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

**4.Agriculture Identify:**

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

**5.Minerals and Energy Resources Identify:**

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



**6.Manufacturing Industries** (Locating and Labelling only)

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

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

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

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

**Multiple Assessment (MA)(5 marks )**

**MA1**

**Interdisciplinary project as part of multiple assessments**

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

**GROUP PPT/GROUP PROJECT**

2. Poster making/Accordion Book on the partner state

**MA2**

1. CROSSWORD/MCQ

**Portfolio Assessment (PORT) )(5 marks )**

**PORT. 1**

1. Map Work
2. Notebook evaluation

**PORT.2**

1. Map Work
2. Notebook evaluation

**Subject Enrichment (SE) )(5 marks )**

**SE1**

**Economics: Ch-5 Consumer Rights** -Students to prepare a 15 page handwritten project report on:-

**CONSUMER RIGHTS- HISTORY/RIGHTS**

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

**SE2**

**CONSUMER RIGHTS- CASE STUDY**

One case study including solutions.

**Knowledge will be tested through a viva**

**Board Exam (80 marks )**

History: Ch-1 Rise of Nationalism in Europe Ch-2 Nationalism in India Ch-3 Making of the Global World

**(SUB-TOPIC-1-1.3)** Ch-5 Print Culture and the Modern World

Pol. Sc.: Ch-1 Power Sharing Ch-2 Federalism Ch-3 Gender, Religion and Caste

Ch-4 Political Parties Ch-5 Outcomes of Democracy

Geography: Ch-1 Resources and Development Ch.- 2 Forests and Wildlife Ch -3 Water Resources Ch-4 Agriculture  
Ch-5 Minerals and Energy Resources

Ch-6 Manufacturing Industries Ch-7 Lifelines of the Indian Economy(**Only map pointing to be evaluated in the Board Examination**)

Economics: Ch-1 Development Ch-2 Sectors of the Indian Economy Ch-3 Money and Credit

Ch-4 Globalisation and the Indian Economy-(**ONLY What is Globalization? Factors that have enabled Globalisation**)

**LIST OF MAP ITEMS**

**History**

**1.Nationalism in India**

**I. Congress sessions:**

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

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

**III.** Jallianwala Bagh

**IV.** Dandi March

**Geography**

**2.Resources and Development**

Identify: Major Soil Types

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

**4. Agriculture Identify:**

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

**5. Minerals and Energy Resources Identify:**

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

**6. Manufacturing Industries** (Locating and Labelling only)

- **Cotton Textile Industries:** a. Mumbai b. Indore c. Surat d. Kanpur e. Coimbatore
- **Iron and Steel Plants:** a. Durgapur b. Bokaro c. Jamshedpur d. Bhilai e. Vijayanagar f. Salem
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**\*\* Subject to change as per CBSE DIRECTIVES**



# GRADE 10 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :- LIBRARY

STUDENTS COPY

## LEARNING OUTCOMES

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

Following titles for compulsory reading:

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

## **Curriculum Planner**

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

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

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

**Assessment of the 2<sup>nd</sup> term from the given activity**

**To prepare a Brochure on the given topic.**

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