

## Syllabus for Std 10 for April 2025

### ENGLISH LANGUAGE AND LITERATURE

| Month<br>(April 2024)     | Unit / Content                               | Expected Learning Outcomes                                                                                                                                          | Activities / Class Assignments / Home Assignments                                                                                                                                                                                                                                                                          | Values / Skills                                                                                       |
|---------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| (First Flight)            | A Letter to God                              | Understand and appreciate prose as a literary form.<br>Narrate characters and sequence of events<br>Understand the theme of the story                               | <b>Activities</b> - Skimming and Scanning the Reading Text, Language Analysis (Vocabulary)<br><b>Class Assignment</b> – Answer competency-based questions in 30 – 40 words / Long Ans Qs in 120 – 150 words.<br><b>Home Assignment</b> –Portfolio 1 – Dialogue Writing / Worksheet on Extract-Based Questions              | Faith, Culture, and Values                                                                            |
| (Footprints without Feet) | A Triumph of Surgery                         | Understand and appreciate prose as a literary form.<br>Narrate characters and sequence of events<br>Understand the theme of the story                               | <b>Activities</b> - Skimming and Scanning the Reading Text, Language Analysis (Vocabulary), Communicative Tasks (Speaking)<br><b>Class Assignment</b> – Answer competency-based questions in 30 – 40 words.<br><b>Home Assignment</b> –Portfolio 2 – Diary Entry / Worksheet On Extract Based Questions                    | Overindulgence and its consequences.                                                                  |
| (First Flight)            | 1. Dust of Snow<br>2. Fire and Ice           | Appreciate the beauty, rhyme, and style of the poem.<br>Think about nature and human emotions and their effect.                                                     | <b>Activities</b> – Introduce the poet/poem, Explain the poem in detail, Understand figures of speech<br><b>Class Assignment</b> – Answer competency-based questions in 30 – 40 words. / Answer value-based / competency-based questions in 80 – 100 words.<br><b>Home Assignment</b> –/ Extract Based Questions Worksheet | 1. Communication between nature and humans.<br>2. Destructive human emotions.                         |
| Writing Skill             | Formal Letter Writing (Letter to the Editor) | Understand the format, content, and expression of formal letter writing.<br>Demonstrate the purpose of writing a letter to an editor.                               | <b>Activities</b> – Recap of the format, content, and expression in formal letter writing with one example.<br><b>Class Assignment</b> – Discussion and written notes with examples.<br><b>Home Assignment</b> – Worksheet                                                                                                 | To apply in writing, the correct formal content and expression of language with the essential format. |
| Grammar                   | Tenses (Revision)                            | Use present, past, and future tenses with appropriate time markers.<br>Recognize present perfect, past perfect and future perfect tenses & their progressive forms. | <b>Activities</b> – Recap the 12 tenses, the form of each with examples.<br><b>Class Assignment</b> - Complete exercises as per the board pattern.<br><b>Home Assignment</b> –Portfolio 3 Mind Map of 12 Tenses / Worksheet / Reading Comprehension                                                                        | Apply the usage of tenses correctly in writing.                                                       |

**SCIENCE**

| <b>Month</b> | <b>Unit/<br/>Content</b>          | <b>Expected Learning Outcome</b>                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Activities/ Class Assignments/ Home<br/>Assignments</b>                                                                                                                                                                                                                                                                                                                                                                                                | <b>Value Skills</b>                                                                                                                     |
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| April        | Lesson no.5:<br>LIFE<br>PROCESSES | <ul style="list-style-type: none"><li>- To know Life Processes and different types of Nutrition.</li><li>- To understand the stages in the nutrition of Amoeba.</li><li>-To understand the Human Digestive System, Human Respiratory System, and functions of Respiratory organs in Human Beings.</li><li>-To understand the mechanism of Transportation in Human Beings and the structure and working of the Human Heart.</li></ul> | <ul style="list-style-type: none"><li>-To find the different ways glucose is oxidized to provide energy in various organisms.</li><li>-To find how the lungs are designed in human beings to maximize the area for the exchange of gases.</li><li>- Find out the normal range of hemoglobin content in an animal like a buffalo or cow. (<a href="https://www.youtube.com/watch?v=XC-0hzhJ2sA">https://www.youtube.com/watch?v=XC-0hzhJ2sA</a>)</li></ul> | <ul style="list-style-type: none"><li>-To develop a scientific attitude.</li><li>-To develop awareness of health and hygiene.</li></ul> |

## MATHEMATICS

| Month | Unit/ Content                                                          | Expected Learning Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Activities/ Class Assignments/ Home assignments                                                                                                                                                                                                                                                                                                                                                                                         |
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| April | <b>Probability</b><br><b>(Ls. No. 15)</b>                              | <ul style="list-style-type: none"><li>• To understand the concept of equally likely events.</li><li>• To understand the definition of probability and to derive its formula</li><li>• To understand the concepts of Complementary Events, Sure Events and Impossible Events.</li><li>• To calculate the probabilities for various examples such as 2 dice, 3 coins, pack of cards and number cards.</li></ul>                                                                                                                                                                                                                                                | Home assignment – Exercises from textbook + Extra sums + worksheet based on the lesson.<br><br>Activity - Probability activity based on pack of cards, dice and coins<br><br>YouTube link –<br><a href="https://www.youtube.com/watch?v=dHZyqh5DoBM">https://www.youtube.com/watch?v=dHZyqh5DoBM</a><br><a href="https://www.youtube.com/watch?v=ckAMdUFhD2U">https://www.youtube.com/watch?v=ckAMdUFhD2U</a>                           |
|       | <b>Pair of linear equations in two variables</b><br><b>(Ls. No. 3)</b> | <ul style="list-style-type: none"><li>• To state the properties of linear equations and classify the given equation as linear or non-linear.</li><li>• to interpret the concepts of a pair of linear equations and represent them algebraically and graphically.</li><li>• To plot the lines corresponding to two linear equations and comment on the nature of the lines representing linear equations.</li><li>• To use different algebraic methods (substitution and Elimination) and solve a pair of linear equations.</li><li>• To compare the ratios of coefficients of linear equations to decide the nature of a pair of linear equations.</li></ul> | Home assignment – Exercises from textbook + Extra sums + worksheet based on the lesson.<br><br>Lab Activity – Activity based on 3 conditions of consistency of a pair of linear equations in two variables.<br><br>Extra revision sums for the graphical method, Substitution method, and Elimination method<br>YouTube link –<br><a href="https://www.youtube.com/watch?v=t8nhtI7pzpU">https://www.youtube.com/watch?v=t8nhtI7pzpU</a> |

## SOCIAL SCIENCE

| Month | Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Expected Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Activities                                                                                                                                                                                                                                         | Assignment                                                                  |
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| April | <b><u>HISTORY</u></b><br>Unit 1: India and the Contemporary World - II<br>Section 1: Events and Processes<br><b>The Rise of Nationalism in Europe</b><br><b>Sub-topics:</b> <ul style="list-style-type: none"> <li>• The French Revolution and the Idea of the Nation</li> <li>• The Making of Nationalism in Europe</li> <li>• The Age of Revolutions: 1830 - 1848</li> <li>• The Making of Germany and Italy</li> <li>• Visualizing the Nation</li> </ul> | Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation-states in Europe in the post-1830 period.<br><br>Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalism.<br><br>Understand the way the idea of nationalism emerged and led to the formation of nation-states in Europe and elsewhere.<br><br>Use of graphic organizers to explain unification of states to form one nation. | Prepare a Mind Map of the lesson (Portfolio 1)<br><br>Map activity familiarizing the location of various places studying the map of Europe after the Congress of Vienna 1815 and locating important places on the political outline map of Europe. | Short Answers and Long Answer Questions / MCQs / Competency-Based Questions |
|       | <b><u>POLITICAL SCIENCE</u></b><br><b>Democratic Politics – II</b><br>1. Power Sharing<br>Case Studies of Belgium and Sri Lanka Why power sharing is desirable?<br>Forms of Power_Sharing                                                                                                                                                                                                                                                                   | Familiarize with the centrality of Power-sharing in a democracy.<br><br>Understand the workings of spatial and social power-sharing mechanisms.                                                                                                                                                                                                                                                                                                                                                                    | Prepare a Mind Map of the lesson (Portfolio 2)<br><br><a href="https://youtu.be/DHet25Now1c">https://youtu.be/DHet25Now1c</a><br><br>Role Play                                                                                                     | Short Answers and Long Answer Questions / MCQs / Competency-Based Questions |

|       |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                             |                                                                                                                                              |
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| April | <b>ECONOMICS</b><br>1. Development                | Enumerate and examine the different processes involved in setting developmental Goals that help in nation building. Analyze and infer how the per capita income depicts the economic condition of the nation.<br>Evaluate the development goals that have been set for the nation by the Planning commission of India -with specific reference to their efficacy, implemental strategies, relevance to current requirements of the nation.                                                                                                                              | <a href="https://youtu.be/fTnX3oNQOSU">https://youtu.be/fTnX3oNQOSU</a>                                                                                                     | Case study and debate on the topic “Is the development acting as an adversary for conservation”.<br><br>Present a report in the form of PPT. |
|       | <b>GEOGRAPHY</b><br>1. Resources and Development: | Compare and contrast the per capita income of some countries and infer reasons for the variance.<br>Analyses the multiple perspectives on the need of development.<br>Concept<br>1. Development of Resources<br>2. Resource Planning - Resource Planning in India, Conservation of Resources<br>3 Land Resources<br>4. Land Utilization<br>5 Land Use Pattern in India<br>6. Land Degradation and Conservation Measures<br>Soil as a Resource - Classification of Soils, Soil Erosion and Soil Conservation (excluding Box Information on State of India’s Environment) | Understand the value of resources and the need for their judicious utilization and conservation.<br><a href="https://youtu.be/tedG79l27oI">https://youtu.be/tedG79l27oI</a> | Make a project showing the consumption & conservation of resources.                                                                          |

## HINDI

| महीना  | पाठ का नाम                                                                                                 | अपेक्षित कुशलताएँ                                                                                                                                                                                                                                                                                                                                                                                                                               | सुझावित क्रियाकलाप/कार्य प्रपत्र /links                                                                                                                                                                                                                                     | उद्देश्य/मूल्य                                                                                                                                                                                                                                                              |
|--------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| अप्रैल | पदय खंड –<br>पाठ १- साखी<br>( स्पर्श भाग -२ )<br><br>गदय खंड<br>पाठ<br>१ बड़े भाई साहब<br>( स्पर्श भाग २ ) | दोहों का सस्वर गायन /वाचन , तर्कपूर्ण विचारधारा के साथ भाव संप्रेषण, दोहों की भाषा-शैली, दोहों में प्रयुक्त शब्दों के प्रचलित रूप तथा उनका अर्थ-ग्रहण करना ,प्रश्नोत्तर ,मूल्याधारित प्रश्न ,वैचारिक अभिव्यक्ति ।<br><br>पाठ में आए उर्दू/ फारसी / अरबी शब्दों का अर्थग्रहण ,पाठ में आए मुहावरों के अर्थ तथा उनका वाक्यों में प्रयोग करना, शुद्ध उच्चारण के साथ पठन क्षमता का विकास, प्रश्नोत्तर, मूल्याधारित प्रश्न,मन के भाव अभिव्यक्त करना । | • पाठ- १ साखी की लिंक - –<br><a href="https://youtu.be/EvVYXu4KpQ">https://youtu.be/EvVYXu4KpQ</a><br>सामूहिक परियोजना कार्य<br><br>१) दोहों का सस्वर गायन<br><br>पाठ-१. बड़े भाई साहब की लिंक –<br><a href="https://youtu.be/mCyt4najFiU">https://youtu.be/mCyt4najFiU</a> | साखियों के माध्यम से सामाजिक जीवन और रीति-रिवाजों से परिचित कराना । आडम्बर के स्थान पर ईश्वर की सच्ची भक्ति के तरीके से परिचित कराना ।<br><br>प्रेमचंद की यथार्थवादी शैली का ज्ञान, समय का महत्त्व, जीवन में अनुभव का महत्त्व , शिक्षा और खेल के मध्य समन्वय स्थापित करना । |

**MARATHI**

| महिना  | पाठाचे नाव                  | उद्दिष्ट                                                                                                                                                                                                                 | भाषा कौशल्य                                                                                                                                                                        | व्याकरण                                         |
|--------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| एप्रिल | १. तू बुद्धी दे (प्रार्थना) | १. विद्यार्थ्यांच्या मनावर सद्विचार व सुसंगती यांचे महत्त्व पटवून देणे.<br>२. संतांचा परिचय व त्यांच्या साहित्याची ओळख करून घेणे.<br>३. विद्यार्थ्यांनी त्यांच्या आवडीच्या वस्तू व त्यांच्याशी निगडित भावना व्यक्त करणे. | १. प्रार्थनेतून विचार जाणून घेणे.<br>२. अभंगाचा भावार्थ समजून घेणे व मरणशरणीचा विकास होणे.<br>३. विद्यार्थ्यांना त्यांच्या आवडत्या वस्तूंबद्दल आपल्या भावना शब्दात मांडता याव्यात. | शब्दांच्या जाती:<br>विकारी शब्द<br>अविकारी शब्द |

**SANSKRIT**

| Month | Unit /Content                                                                                                                                                                                 | Expected Learning Outcome                                                                                                                                         | Activities /Class Assignments /Home Assignments                                                                                                                                                       | Value /Skills /link                                                                                                                                                                                                               |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April | <p>थमः पाठः - शुचिपर्यावरणम्</p> <p>द्वितीयः पाठः - बुद्धिर्बलवती सदा</p> <p>समयलेखनम्</p> <p>अव्ययाः (उच्चैः, च, एव), संज्ञा-विशेषण प्रयोग</p> <p>अपठित गद्यांशः</p> <p>रचनात्मक कार्यम्</p> | <p>To understand the importance of the environment.</p> <p>To read Sanskrit stories from Panchatantra</p> <p>Developing translation and comprehension skills.</p> | <p>Group discussion based on remedies to protect the environment.</p> <p>Reading and discussion of <i>Panchatantra</i> stories.</p> <p>Sanskrit translation and comprehension of unseen passages.</p> | <p>The lesson शुचिपर्यावरणम् is interlinked with EVS. Debate on new ways to use plastic-free materials in daily life.</p> <p>Enhancing moral values and wisdom through ancient tales.</p> <p>Strengthening linguistic skills.</p> |

**GERMAN**

| Month | Unit                                                                                                                                  | Learning Outcome                                    | Activities/ Class Assignments/ Home Assignments  | Values / Skills                                  |
|-------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------|--------------------------------------------------|
| April | <p>Lektion 6:Magst du grüne Bohnen</p> <p>Adjektivendungen<br/>: Null artikel im Nominativ und Akkusativ<br/>Indirekte Fragesätze</p> | To be able to ask about food preferences of people. | <p>Group Discussions</p> <p>PPT Presentation</p> | Students learn about food preferences of Germans |



| Month | Unit/ Content                 | Expected Learning Outcome                                                            | Activities/ Class Assignments/<br>Home assignments | Value Skills                         |
|-------|-------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------|
| April | Surya Namaskar                | Students will get knowledge about:-<br>a) Posture<br>b) Breathing Position           | Practice                                           | Hard work, discipline and commitment |
|       | Judo - Warm Up & Introduction | Judo meaning, Rules Regulations                                                      |                                                    | Courage and respect                  |
|       | Basic Fitness                 | Demonstrate an understanding of the physiological benefits of movements and wellness | Regular exercises                                  | Regularity                           |
|       | Carrom                        | Rules and Regulations                                                                | Practice                                           | Striking styles                      |
|       | Chess                         |                                                                                      |                                                    | Creative thinking                    |
|       | Games                         | To learn rules and regulations with basic skills                                     |                                                    | Perfection, Coordination             |

**COMPUTER SCIENCE**

| <b>Month</b> | <b>Unit/ Content</b> | <b>Expected Learning Outcomes</b>                                              | <b>Activities/ Class Assignments/<br/>Home assignments</b>                             | <b>Value Skills</b>             |
|--------------|----------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------|
| April        | HTML TABLES          | Students will get knowledge about<br><br>1. Table border<br><br>2. Table sizes | <ul style="list-style-type: none"><li>· Class Assignment: To create a tables</li></ul> | Knowledge regarding HTML tables |