

Subject : Science

Grade : X

Year : 2021-2022

Year Planner

Text book used: NCERT

| Month & No. of Teaching Days | Units | Sub-Units | Objectives | Activities Planned | Evaluation |
|------------------------------|--|--|--|---|---|
| March-13 | Bridge course | Last year's portion | To revise the concepts taught | Oral questionnaire | |
| April-17 | Ch 1(A): Chemical reactions & equations | | The students will be able to <ul style="list-style-type: none">Recognize chemical changesWrite equations to represent a chemical reactionUnderstand types of reactions, oxidation and reduction and its and its effects. | Lab activity: To perform and observe the following reactions and classify them into: <ul style="list-style-type: none">(i) Combination,(ii) Decomposition(iii) displacement,(iv) double displacement | worksheet: 1A; 1B SLIP TEST-1 |
| | Ch 6 (B): Life processes | <ul style="list-style-type: none">PhotosynthesisNutrition (Plant nutrition) | The students will be able to <ul style="list-style-type: none">Identify vital life processesStudy about the mechanism of photosynthesis and the parts of plant involved in this process. | Lab activity: To show experimentally that life is necessary for photosynthesis. | |
| June (20) | Ch 10 (A): Light | | To enable students recognize the formation of images through spherical mirrors. To enable students acknowledge concepts of refraction through prism, gas slab and lens | Lab activity(2) : To determine the focal length of concave mirror by obtaining the images of a distant object. Lab activity(2) : To trace the path of a ray of light passing through a rectangular glass slab for different angles of incidence. | Worksheet: 2A; 2B |
| | Ch 6 (B): Life processes | <ul style="list-style-type: none">Nutrition (remaining)Respiration | <ul style="list-style-type: none">Describe the different modes of nutritionStudy about the mode of nutrition | Text book activities: To show | SLIP TEST-2 |

| | | | | | |
|------------------|---|---|---|--|--|
| | | | <p>in human, with a detailed study of each organ of the digestive system.</p> <ul style="list-style-type: none"> • Explain the respiratory organs • Functions of each organ of respiratory system • The mechanism of respiration • Various types of respiration | that carbon dioxide is present in the air we breathe out | |
| July (24) | Ch 2 (A): Acids, Bases and Salts Ch 12 (A): Electricity (up to Ohm's Law Verification) | | <ul style="list-style-type: none"> • To enable students differentiate between properties of acids, bases and salts and also about PH indicators | Lab activity (2) To study the properties of an acid and base by their reactions with <ul style="list-style-type: none"> • Litmus solution (blue/ red) Zinc metal/ solid sodium carbonate | |
| | Ch 6 (B): Life processes | <ul style="list-style-type: none"> • Transportation • Excretion | <ul style="list-style-type: none"> • Students will be able to learn about transportation of substances in plants and humans; • To procure a deeper understanding of the circulatory system in animals and plants. • To learn about the excretory system in human beings in detail • To learn about the mechanism of excretion in animals and plants | Text book activities: To show the movement of transpiration in trees | Worksheet 3A;3B PERIODIC TEST -I |