

HANSRAJ MODEL SCHOOL
PUNJABI BAGH, NEW DELHI
CURRICULUM
SESSION:2024-25
SUBJECT: ENGLISH
Class: X

Month	Topic / Unit	Learning Intentions	Activities	Assignments
April	<p>1. A Letter to God</p> <p>2. Dust of Snow (Poem)</p> <p>3. Fire and Ice (poem)</p> <p>4. Nelson Mandela : Long</p>	<ul style="list-style-type: none"> Faith is the supreme power. It is key to one's happy existence. Sometimes human existence can be misleading on certain issues. Nature helps to balance one's personality. To enhance the vocabulary, knowledge of lexical structure, pronunciation and understanding of the child. Describe and appreciate the life of Nelson Mandela Analyze the role that Mandela played in South African politics 	<ul style="list-style-type: none"> (Individual Activity: Share one experience when somebody helped you in difficult times) Graphic Organizer Web Chart Thought Expression Activity: Role of youth in shaping the future of our country. 	<p>1(a) Textual Questions+ Long Question + CRAB worksheet SDG : Zero Hunger</p> <p>2(a) RTC + Question answer+ Long question + CRAB worksheet 2 (b) Watch documentary on life of Nelson Mandela</p> <p>3(a) RTC + Question answer+ Long question + CRAB Worksheet</p> <p>4 (a) Textual Questions+ Long question + CRAB Worksheet. SDG: Reduced Inequalities, Peace, Justice Strong Institutions</p>

	<p>Walk to Freedom</p> <p>5. A Triumph of Surgery (S.R)</p> <p>6. The Thief's Story</p>	<p>during and after Apartheid</p> <ul style="list-style-type: none"> • Develop the habits of reading for information & pleasure, drawing inferences from what they read & relating texts to their previous knowledge. • Sometimes the cure of illness is not a surgery but a sense of well-being. • To enable students to appreciate the theme of the lesson and language • To catch a thief one needs to be oversmart. 	<ul style="list-style-type: none"> • Art Integration : Dialogue Writing • Exit Card Making 	<p>5 (a) Textual Questions+ Long question 5(b) Art Integration – Dialogue writing SDG : Good Health and Well Being</p> <p>6 (a) Textual Questions+ Long question SDG: No Poverty</p>
May	<p>7.A Tiger in the zoo (Poem)</p> <p>8.Two stories about Flying</p> <p>9.The Ball Poem (poem)</p>	<ul style="list-style-type: none"> • Freedom is the heart's desire of every living being. • One should fight with fear to overcome the fear of failure. • To make the students learn about the loss of something they love. • To make them learn to develop the ability to understand the difficult situations in their life. • To help them not to grieve but to 	<ul style="list-style-type: none"> • Poster Making: Be Kind to Animals • T Chart Making : Compare and contrast the attitude of the baby bird before/after taking first flight • Graphic Organizer 	<p>7(a) RTC + Textual Question +Long question 7(b) Art Integration (Comic Strip) + CRAB worksheet SDG : Life on Land</p> <p>8(a) Textual Questions+ Long question 8(b) Sports Activity + CRAB worksheet</p> <p>9(a) Textual Questions+ Long question + CRAB worksheet</p>

	<p>10.The Midnight Visitor (S.R)</p> <p>11.A Question of Trust (S.R)</p> <p>12.How to Tell Wild Animals (poem)</p> <p>13.Comprehension passage</p>	<p>experience new things over the loss of something.</p> <ul style="list-style-type: none"> • To help them cope with the problems of life. • communicate thoughts, ideas, views and opinions verbally • read with comprehension and interpret the text; enrich vocabulary • read with comprehension and interpret the text; enrich vocabulary • <p>• To enhance the vocabulary, knowledge of lexical structure, Identify and appreciate significant , literary elements such as– metaphor, imagery, symbol, simile, alliteration, rhyme-scheme, etc. In order to demonstrate understanding of their significance in literature and narrative pronunciation and understanding of the child.</p> <p>• To enhance the vocabulary, knowledge of lexical structure, pronunciation and understanding of the child.</p>	<ul style="list-style-type: none"> • Exit Card Making • Lend Me Your Ears: Trust Binds relationships; Without trust it’s nearly impossible for any relationship to last • Graphic Organizer 	<p>10(a) Textual Questions + Long question</p> <p>11(a) Textual Questions + Long question</p> <p>12(a) Textual Questions+ Long question + CRAB worksheet SDG : Life on land</p> <p>13. worksheet</p>
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<p>July</p>	<p>14.From the Diary of Anne Frank.</p> <p>15. Amanda (poem)</p> <p>16.The Trees (Poem)</p> <p>17. Letter Writing Letter to Editor,</p>	<ul style="list-style-type: none"> • To sensitize the students to the feelings of an individual. Talk on key contemporary issues like social justice, environment, gender, etc. In speech and writing in order to demonstrate awareness and empathy for key issues, research skills and ability to reason. • Identify and appreciate significant , literary elements such as– metaphor, imagery, symbol, simile, alliteration, rhyme-scheme, etc. In order to demonstrate understanding of their significance in literature and narratives • To enable the students to hone their poem recitation skills • To read out the poem aloud with intonation and expressions • The students will understand that they share their environment with other animals and will be able to identify many of them. • learn the format and usage of Formal letter writing • Write personal /official letter business letter, article, debate, 	<ul style="list-style-type: none"> • Diary Entry • Graphic Organizer • Just A Minute : Trees the GREEN GOLD of earth 	<p>14(a) Textual Questions+ Long Question 14(b) Diary Entry + CRAB worksheet SDG: Quality Education</p> <p>15 (a) Textual questions + Long Questions + CRAB worksheet SDG: Good Health and Well Being</p> <p>16(a) RTC + Question answer+ Long question +</p> <p>CRAB worksheet SDG : Gender Equality</p> <p>17. Samples of each type + Questions for Practice</p>
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	<p>Letter of inquiry, Letter placing order, Letter of complaint official and Letter of complaint product</p>	<p>paragraphs based on visual /verbal clues, narratives, stories, poems, etc. in order to demonstrate creativity, critical thinking, correspondence and research skills.</p>		
<p>August</p>	<p>18.Glimpses of India</p> <p>19.Footprints without feet (S.R)</p> <p>20.The Making of Scientist (S.R)</p>	<ul style="list-style-type: none"> To know about the culture and traditions of Goan village. To know the profession of the people. Improve students' LSRW skills communicate thoughts, ideas, views and opinions verbally read with comprehension and interpret the text; enrich vocabulary To encourage the learners for their inclination towards beginning with small discoveries and inculcate the habits thereof. To make them learn about Richard Ebright and his journey to become scientist 	<ul style="list-style-type: none"> Brochure Making (any state of your choice) Spell –O – Check (Make a list of difficult words, learn them& rewrite) Crossword Puzzle 	<p>18(a) Question answer + Long Question + CRAB worksheet SDG: Decent Work and Economic Growth</p> <p>19(a) Textual Questions + Long Question + CRAB worksheet</p> <p>20(a) Question answer + Long Question + CRAB Worksheet SDG: Decent work and Economic Growth</p>

	<p>21.The Necklace (S.R)</p> <p>22.Grammar Worksheet</p>	<ul style="list-style-type: none"> To summarize The Necklace by Guy de Maupassant To discuss key plot points in The Necklace To analyze characters in The Necklace To enable the students 	<ul style="list-style-type: none"> Story Mountain 	<p>21 (a) Textual Questions + Long Question SDG : No Poverty</p> <p>22Grammar Worksheet</p>
September		Revision and Examination		
October	<p>23.Fog</p> <p>24.Mijbil the Otter.</p>	<ul style="list-style-type: none"> Identify and appreciate significant, literary elements such as– metaphor, imagery, symbol ,simile, alliteration, rhyme-scheme, etc. In order to demonstrate understanding of their significance in literature and narratives Listen for information, gist and details and responds to questions accordingly, in order to demonstrate comprehension and ability to infer Write paragraphs, narratives, etc. by planning revising, editing, rewriting and finalizing in order to demonstrate ability to interact with 	<ul style="list-style-type: none"> Poem Composition Compose your own poem (Cinquain / Haiku) Plot Diagram 	<p>23(a) RTC + Question answer + Long question+ CRAB worksheet.</p> <p>24 (a) Textual Questions+ Long question+ CRAB Worksheet SDG: Clean Water and Sanitation</p>

	<p>25. Madame Rides the Bus</p>	<p>any kind of English text and also to demonstrate creative and critical thinking abilities.</p> <ul style="list-style-type: none"> • Use the meaning of words and phrases as given in the texts read in order to demonstrate understanding of the text 	<ul style="list-style-type: none"> • Just A Minute : Was Valli right in taking a ride alone in bus without any information with parents? 	<p>25 (a) RTC + Question answer+ Long question + CRAB worksheet</p>
	<p>26. The Tale of Custard the Dragon (poem)</p>	<ul style="list-style-type: none"> • Identify and appreciate significant, literary elements such as– metaphor, imagery, symbol, simile, alliteration, rhyme-scheme, etc. In order to demonstrate understanding of their significance in literature and narratives 	<ul style="list-style-type: none"> • Crossword Puzzle 	<p>26 (a) Textual Questions+ Long question + CRAB worksheet</p>
	<p>27. The Sermon at Banaras</p>	<ul style="list-style-type: none"> • Write paragraphs, narratives, etc. by planning revising, editing, rewriting and finalizing in order to demonstrate ability to interact with any kind of English text and also to demonstrate creative and critical thinking abilities. 		<p>27. Textual Questions+ Long question + CRAB worksheet SDG: Good Health and Well Being</p>
	<p>28. For Anne Gregory (poem)</p>	<ul style="list-style-type: none"> • Identify and appreciate significant, literary elements such as– metaphor, imagery, symbol, simile, alliteration, rhyme-scheme, etc. In order to demonstrate understanding of their significance in literature and narratives. 	<ul style="list-style-type: none"> • Graphic Organizer 	<p>28. (a) Textual Questions+ Long question + CRAB worksheet</p>

	29.The Proposal	<ul style="list-style-type: none"> • To help them differentiate between internal and external conflict. • To help them identify the different types of conflict within the story. • To help them articulate the necessity of conflict within the text. • To appreciate and comprehend the text 	<ul style="list-style-type: none"> • Cartoon Strip Making 	29. (a) Textual Questions+ Long question + CRAB worksheet SDG: Peace, Justice and Strong Institutions
November	30. Bholi (S.R) 31.The Book That Saved the Earth (S.R)	<ul style="list-style-type: none"> • To sensitize the students to the importance of education. • To explain the importance of emotional security and family support for children. • To indicate the need of love, encouragement and education for the disabled. • to fight against their odds • To enable the students- -- To introduce the concept of Aliens, Martians. <ul style="list-style-type: none"> • To help the students think futuristically. • To introduce the main ideas of a play. 	<ul style="list-style-type: none"> • Story Mountain 	30. Textual Questions +Long Question + CRAB worksheet SDG: Gender Equality, Quality Education 31 (a) Textual Questions + Long Questions (b) Role Play

	<p>32. Analytical Paragraph</p> <p>33. Grammar Worksheet</p> <p>34. Letter Writing</p> <p>35. Last Year's Question Paper</p>	<ul style="list-style-type: none"> • To enable the students to understand the plot and characters and sequence of incidents in the play. • To appreciate the humor in the play. • To enable the students to Comprehend, Analyze, Compare and conclude 		<p>32. Practice questions</p> <p>33. Revision - Grammar Worksheet</p> <p>34. Revision - Four Letters</p> <p>35 Question Papers Practice</p>
<p>December</p>		<p>Examination</p>		