

SCIENCE

(Code No. 086)

Classes: IX and X (2021-22)

The subject of Science plays an important role in developing well-defined abilities in cognitive, affective and psychomotor domains in children. It augments the spirit of enquiry, creativity, objectivity and aesthetic sensibility.

Upper primary stage demands that a number of opportunities should be provided to the students to engage them with the processes of Science like observing, recording observations, drawing, tabulation, plotting graphs, etc., whereas the secondary stage also expects abstraction and quantitative reasoning to occupy a more central place in the teaching and learning of Science. Thus, the idea of atoms and molecules being the building blocks of matter makes its appearance, as does Newton's law of gravitation.

The present syllabus has been designed around seven broad themes viz. Food; Materials; The World of The Living; How Things Work; Moving Things, People and Ideas; Natural Phenomenon and Natural Resources. Special care has been taken to avoid temptation of adding too many concepts than can be comfortably learnt in the given time frame. No attempt has been made to be comprehensive.

At this stage, while science is still a common subject, the disciplines of Physics, Chemistry and Biology begin to emerge. The students should be exposed to experiences based on hands on activities as well as modes of reasoning that are typical of the subject.

Curricular Expectations

At this stage learners are expected to:

- develop understanding of concepts, principles, theories, and laws governing the physical world, consistent with the stage of cognitive development.
- develop ability to acquire and use the methods and processes of science, such as observing, questioning, planning investigations, hypothesising, collecting, analyzing and interpreting data, communicating explanations with evidences, justifying explanations, thinking critically to consider and evaluate alternative explanation, etc.
- conduct experiments, also involving quantitative measurements.
- appreciate how concepts of science evolve with time giving importance to its historical prospective.
- develop scientific temper (objectivity, critical thinking, freedom from fear and prejudice, etc.).
- nurture natural curiosity, aesthetic sense, and creativity.
- imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment.
- develop respect for human dignity and rights, equity and equality.

General Instructions:

1. There will be an Annual Examination based on the entire syllabus.
2. The Annual Examination will be of 80 marks and 20 marks weightage shall be for Internal Assessment.
3. For Internal Assessment:
 - a There will be Periodic Assessment that would include:
 - For 5 marks- Three periodic tests conducted by the school. Average of the best two tests to be taken that will have a weightage of 05 marks towards the final result.
 - For 5 marks- Diverse methods of assessment as per the need of the class dynamics and curriculum transaction. These may include - short tests, oral test, quiz, concept maps, projects, posters, presentations and enquiry based scientific investigations etc. and use rubrics for arguing them objectively. This will also have a weightage of 05 marks towards the final result.
 - b Practical / Laboratory work should be done throughout the year and the student should maintain record of the same. Practical Assessment should be continuous. There will be weightage of 5 marks towards the final result. All practicals listed in the syllabus must be completed.
 - c Portfolio to be prepared by the student- This would include classwork and other sample of student work and will carry a weightage of 5 marks towards the final results.

COURSE STRUCTURE
CLASS IX
(Annual Examination)

Marks: 80

| Unit No. | Unit | Marks | Periods |
|-----------------|-----------------------------------|--------------|----------------|
| I | Matter - Its Nature and Behaviour | 23 | 50 |
| II | Organization in the Living World | 20 | 45 |
| III | Motion, Force and Work | 27 | 60 |
| IV | Our Environment | 06 | 15 |
| V | Food; Food Production | 04 | 10 |
| | Total | 80 | |
| | Internal assessment | 20 | |
| | Grand Total | 100 | |

Theme: Materials

(50 Periods)

Unit I: Matter-Nature and Behaviour

Definition of matter; solid, liquid and gas; characteristics - shape, volume, density; change of state-melting (absorption of heat), freezing, evaporation (cooling by evaporation), condensation, sublimation.

Nature of matter: Elements, compounds and mixtures. Heterogeneous and homogenous mixtures, colloids and suspensions.

Particle nature and their basic units: Atoms and molecules, Law of constant proportions, Atomic and molecular masses. Mole concept: Relationship of mole to mass of the particles and numbers.

Structure of atoms: Electrons, protons and neutrons, valency, chemical formula of common compounds. Isotopes and Isobars.

Theme: The World of the Living

(45 Periods)

Unit II: Organization in the Living World

Cell - Basic Unit of life :

Cell as a basic unit of life; prokaryotic and eukaryotic cells, multicellular organisms; cell membrane and cell wall, cell organelles and cell inclusions; chloroplast, mitochondria, vacuoles, endoplasmic reticulum, Golgi apparatus; nucleus, chromosomes - basic structure, number.

Tissues, Organs, Organ System, Organism:

Structure and functions of animal and plant tissues (only four types of tissues in animals; Meristematic and Permanent tissues in plants).

Biological Diversity:

Diversity of plants and animals-basic issues in scientific naming, basis of classification. Hierarchy of categories / groups, Major groups of plants (salient features) (Bacteria, Thallophyta, Bryophyta, Pteridophyta, Gymnosperms and Angiosperms). Major groups of animals (salient features) (Non-chordates upto phyla and chordates upto classes).

Health and Diseases:

Health and its failure. Infectious and Non-infectious diseases, their causes and manifestation. Diseases caused by microbes (Virus, Bacteria and Protozoans) and their prevention; Principles of treatment and prevention. Pulse Polio programmes.

Theme: Moving Things, People and Ideas**(60 Periods)****Unit III: Motion, Force and Work****Motion:**

Distance and displacement, velocity; uniform and non-uniform motion along a straight line; acceleration, distance-time and velocity-time graphs for uniform motion and uniformly accelerated motion, derivation of equations of motion by graphical method; elementary idea of uniform circular motion.

Force and Newton's laws :

Force and Motion, Newton's Laws of Motion, Action and Reaction forces, Inertia of a body, Inertia and mass, Momentum, Force and Acceleration. Elementary idea of conservation of Momentum.

Gravitation:

Gravitation; Universal Law of Gravitation, Force of Gravitation of the earth (gravity), Acceleration due to Gravity; Mass and Weight; Free fall.

Floatation:

Thrust and Pressure. Archimedes' Principle; Buoyancy; Elementary idea of Relative Density.

Work, energy and power:

Work done by a Force, Energy, power; Kinetic and Potential energy; Law of conservation of energy.

Sound:

Nature of sound and its propagation in various media, speed of sound, range of hearing in humans; ultrasound; reflection of sound; echo and SONAR. Structure of the Human Ear (Auditory aspect only).

Theme: Natural Resources: Balance in nature**(15 Periods)****Unit IV: Our Environment****Physical resources:**

Air, Water, Soil. Air for respiration, for combustion, for moderating temperatures; movements of air and its role in bringing rains across India. Air, water and soil pollution (brief introduction). Holes in ozone layer and the probable damages.

Bio-geo chemical cycles in nature: Water, Oxygen, Carbon and Nitrogen.

Theme: Food**(10 Periods)****Unit V: Food Production**

Plant and animal breeding and selection for quality improvement and management; Use of fertilizers and manures; Protection from pests and diseases; Organic farming.

PRACTICALS

(30 Periods)

Practicals should be conducted alongside the concepts taught in theory classes.

(LIST OF EXPERIMENTS)

1. Preparation of: **Unit-I**
 - a) a true solution of common salt, sugar and alum
 - b) a suspension of soil, chalk powder and fine sand in water
 - c) a colloidal solution of starch in water and egg albumin/milk in water and distinguish between these on the basis of
 - transparency
 - filtration criterion
 - stability

2. Preparation of **Unit-I**
 - a) A mixture
 - b) A compoundusing iron filings and sulphur powder and distinguishing between these on the basis of:
 - (i) appearance, i.e., homogeneity and heterogeneity
 - (ii) behaviour towards a magnet
 - (iii) behaviour towards carbon disulphide as a solvent
 - (iv) effect of heat

3. Separation of the components of a mixture of sand, common salt and ammonium chloride (or camphor). **Unit-I**

4. Perform the following reactions and classify them as physical or chemical changes: **Unit-I**
 - a) Iron with copper sulphate solution in water
 - b) Burning of magnesium ribbon in air
 - c) Zinc with dilute sulphuric acid
 - d) Heating of copper sulphate crystals
 - e) Sodium sulphate with barium chloride in the form of their solutions in water

5. Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams. **Unit-II**

6. Identification of Parenchyma, collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals, from prepared slides. Draw their labeled diagrams. **Unit-II**

7. Determination of the melting point of ice and the boiling point of water. **Unit-I**

8. Verification of the Laws of reflection of sound. **Unit-III**

9. Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder. **Unit-III**

10. Establishing the relation between the loss in weight of a solid when fully immersed in
- a) Tap water **Unit-III**
 - b) Strongly salty water with the weight of water displaced by it by taking at least two different solids.
11. Determination of the speed of a pulse propagated through a stretched string/slinky (helical spring). **Unit-III**
12. Study of the characteristics of *Spirogyra*, *Agaricus*, Moss, Fern, Pinus (either with male or female cone) and an Angiospermic plant. Draw and give two identifying features of the groups they belong to. **Unit-II**
13. Observe the given pictures/charts/models of earthworm, cockroach, bony fish and bird. For each organism, draw their picture and record: **Unit-II**
- a) one specific feature of its phylum.
 - b) one adaptive feature with reference to its habitat.
14. Verification of the law of conservation of mass in a chemical reaction. **Unit-III**
15. Study of the external features of root, stem, leaf and flower of monocot and dicot plants. **Unit-III**

COURSE STRUCTURE CLASS X
(Annual Examination)

Marks: 80

| Unit No. | Unit | Marks | Periods |
|----------|--|------------|---------|
| I | Chemical Substances-Nature and Behaviour | 25 | 55 |
| II | World of Living | 23 | 50 |
| III | Natural Phenomena | 12 | 23 |
| IV | Effects of Current | 13 | 32 |
| V | Natural Resources | 07 | 20 |
| | Total | 80 | |
| | Internal assessment | 20 | |
| | Grand Total | 100 | |

Theme: Materials

(55 Periods)

Unit I: Chemical Substances - Nature and Behaviour

Chemical reactions:

Chemical equation, Balanced chemical equation, implications of a balanced chemical equation, types of chemical reactions: combination, decomposition, displacement, double displacement, precipitation, neutralization, oxidation and reduction.

Acids, bases and salts:

Their definitions in terms of furnishing of H^+ and OH^- ions, General properties, examples and uses, concept of pH scale (Definition relating to logarithm not required), importance of pH in everyday life; preparation and uses of Sodium Hydroxide, Bleaching powder, Baking soda, Washing soda and Plaster of Paris.

Metals and nonmetals:

Properties of metals and non-metals; Reactivity series; Formation and properties of ionic compounds; Basic metallurgical processes; Corrosion and its prevention.

Carbon compounds:

Covalent bonding in carbon compounds. Versatile nature of carbon. Homologous series. Nomenclature of carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes, alkanes and alkynes), difference between saturated hydro carbons and unsaturated hydrocarbons. Chemical properties of carbon compounds (combustion, oxidation, addition and substitution reaction). Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.

Periodic classification of elements:

Need for classification, early attempts at classification of elements (Dobereiner's Triads, Newland's Law of Octaves, Mendeleev's Periodic Table), Modern periodic table, gradation in properties, valency, atomic number, metallic and non-metallic properties.

Theme: The World of the Living**(50 Periods)****Unit II: World of Living****Life processes:**

'Living Being'. Basic concept of nutrition, respiration, transport and excretion in plants and animals.

Control and co-ordination in animals and plants:

Tropic movements in plants; Introduction of plant hormones; Control and co-ordination in animals: Nervous system; Voluntary, involuntary and reflex action; Chemical co-ordination: animal hormones.

Reproduction:

Reproduction in animals and plants (asexual and sexual) reproductive health-need and methods of family planning. Safe sex vs HIV/AIDS. Child bearing and women's health.

Heredity and Evolution:

Heredity; Mendel's contribution- Laws for inheritance of traits: Sex determination: brief introduction; Basic concepts of evolution.

Theme: Natural Phenomena**(23 Periods)****Unit III: Natural Phenomena**

Reflection of light by curved surfaces; Images formed by spherical mirrors, centre of curvature, principal axis, principal focus, focal length, mirror formula (Derivation not required), magnification.

Refraction; Laws of refraction, refractive index.

Refraction of light by spherical lens; Image formed by spherical lenses; Lens formula (Derivation not required); Magnification. Power of a lens.

Functioning of a lens in human eye, defects of vision and their corrections, applications of spherical mirrors and lenses.

Refraction of light through a prism, dispersion of light, scattering of light, applications in daily life.

Theme: How Things Work**(32 Periods)****Unit IV: Effects of Current**

Electric current, potential difference and electric current. Ohm's law; Resistance, Resistivity, Factors on which the resistance of a conductor depends. Series combination of resistors, parallel combination of resistors and its applications in daily life. Heating effect of electric current and its applications in daily life. Electric power, Interrelation between P, V, I and R.

Magnetic effects of current :

Magnetic field, field lines, field due to a current carrying conductor, field due to current carrying coil or solenoid; Force on current carrying conductor, Fleming's Left Hand Rule, Electric Motor, Electromagnetic induction. Induced potential difference, Induced current. Fleming's Right Hand Rule, Electric Generator, Direct current. Alternating current: frequency of AC. Advantage of AC over DC. Domestic electric circuits.

Theme: Natural Resources

(20 Periods)

Unit V: Natural Resources

Sources of energy:

Different forms of energy, conventional and non-conventional sources of energy: Fossil fuels, solar energy; biogas; wind, water and tidal energy; Nuclear energy. Renewable versus non-renewable sources of Energy.

Our environment:

Eco-system, Environmental problems, Ozone depletion, waste production and their solutions. Biodegradable and non-biodegradable substances.

Management of natural resources:

Conservation and judicious use of natural resources. Forest and wild life; Coal and Petroleum conservation. Examples of people's participation for conservation of natural resources. Big dams: advantages and limitations; alternatives, if any. Water harvesting. Sustainability of natural resources.

PRACTICALS

Practical should be conducted alongside the concepts taught in theory classes

LIST OF EXPERIMENTS

1. A. Finding the pH of the following samples by using pH paper/universal indicator: **Unit-I**
 - (i) Dilute Hydrochloric Acid
 - (ii) Dilute NaOH solution
 - (iii) Dilute Ethanoic Acid solution
 - (iv) Lemon juice
 - (v) Water
 - (vi) Dilute Hydrogen Carbonate solution

B. Studying the properties of acids and bases (HCl & NaOH) on the basis of their reaction with: **Unit-I**

 - a) Litmus solution (Blue/Red)
 - b) Zinc metal
 - c) Solid sodium carbonate
2. Performing and observing the following reactions and classifying them into: **Unit-I**
 - A. Combination reaction
 - B. Decomposition reaction
 - C. Displacement reaction
 - D. Double displacement reaction
 - (i) Action of water on quicklime
 - (ii) Action of heat on ferrous sulphate crystals
 - (iii) Iron nails kept in copper sulphate solution
 - (iv) Reaction between sodium sulphate and barium chloride solutions
3. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions: **Unit-I**
 - i) $\text{ZnSO}_4(\text{aq})$
 - ii) $\text{FeSO}_4(\text{aq})$
 - iii) $\text{CuSO}_4(\text{aq})$
 - iv) $\text{Al}_2(\text{SO}_4)_3(\text{aq})$

Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.
4. Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plotting a graph between V and I. **Unit-IV**
5. Determination of the equivalent resistance of two resistors when connected in series and parallel. **Unit-IV**
6. Preparing a temporary mount of a leaf peel to show stomata. **Unit- II**
7. Experimentally show that carbon dioxide is given out during respiration. **Unit-II**
8. Study of the following properties of acetic acid (ethanoic acid): **Unit- I**
 - i) Odour
 - ii) solubility in water
 - iii) effect on litmus
 - iv) reaction with Sodium Hydrogen Carbonate

9. Study of the comparative cleaning capacity of a sample of soap in soft and hard water. **Unit- I**
10. Determination of the focal length of: **Unit-III**
- i) Concave mirror
 - ii) Convex lens
- by obtaining the image of a distant object.
11. Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result. **Unit - III**
12. Studying (a) binary fission in *Amoeba*, and (b) budding in yeast and Hydra with the help of prepared slides. **Unit-II**
13. Tracing the path of the rays of light through a glass prism. **Unit-III**
14. Finding the image distance for varying object distances in case of a convex lens and drawing corresponding ray diagrams to show the nature of image formed. **Unit-III**
15. Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean). **Unit-II**

PRESCRIBED BOOKS:

- Science-Textbook for class IX-NCERT Publication
- Science-Text book for class X- NCERT Publication
- Assessment of Practical Skills in Science-Class IX - CBSE Publication
- Assessment of Practical Skills in Science- Class X- CBSE Publication
- Laboratory Manual-Science-Class IX, NCERT Publication
- Laboratory Manual-Science-Class X, NCERT Publication
- Exemplar Problems Class IX – NCERT Publication
- Exemplar Problems Class X – NCERT Publication

Assessment Areas (Theory) 2021-22

(Class X)

Science (086)

Time: 3 hrs.

Maximum Marks: 80 Marks

| Competencies | |
|---|------|
| Demonstrate Knowledge and Understanding | 46 % |
| Application of Knowledge/Concepts | 22 % |
| Analyze, Evaluate and Create | 32 % |

Note:

- Typology of Questions: VSA including objective type questions, Assertion – Reasoning type questions; SA; LA; Source-based/ Case-based/ Passage-based/ Integrated assessment questions.
- An internal choice of approximately 33% would be provided.

Internal Assessment (20 Marks)

- **Periodic Assessment** - 05 marks + 05 marks
- **Subject Enrichment** (Practical Work) - 05 marks
- **Portfolio** - 05 marks

Suggestive verbs for various competencies

- **Demonstrate Knowledge and Understanding**
State, name, list, identify, define, suggest, describe, outline, summarize, etc.
- **Application of Knowledge/Concepts**
Calculate, illustrate, show, adapt, explain, distinguish, etc.
- **Analyze, Evaluate and Create**
Interpret, analyze, compare, contrast, examine, evaluate, discuss, construct, etc.

Class IX

| Suggested Pedagogical Processes | Learning Outcomes |
|--|---|
| <p>The learners may be provided with opportunities individually or in groups and encouraged to—</p> <ul style="list-style-type: none"> observe, group or classify materials, such as mixtures, based on their properties, viz. solubility, passage of light, etc., by performing various activities. Based on the observations, a discussion may be facilitated to help arrive at the appropriate conclusions. Students with visual impairment or low vision may be motivated to observe solubility of the materials by touching (caution should be taken while using the materials). design and carry out activities. For example, ‘Tug of war’ to understand balanced and unbalanced forces. They may be encouraged to experiment by applying forces (equal and unequal) on an object in same and opposite directions, followed by peer group discussion to generalise. study the daily life experiences, using interdisciplinary approach such as the cause behind cooling of water in earthen pots. They may be encouraged to measure and compare the temperatures of water both in earthen pot and metal containers, thereby helping them to relate process of evaporation with cooling effect. Students with visual impairment or low vision may be encouraged to feel the difference in temperature by touching the surface of the containers. <p>conduct survey to understand the process of spreading of diseases. They may be encouraged to collect data from doctors and nurses about various diseases. They can prepare a report on spread, causes, prevention, and cure of diseases. They may share their findings with the community through role plays, skits and also campaign for prevention.</p> | <p>The learner—</p> <ul style="list-style-type: none"> differentiates materials, objects, organisms, phenomena, and processes, based on properties or characteristics, such as, prokaryotes and eukaryotes, plant cell and animal cell, diffusion and osmosis, simple and complex tissues, distance and displacement, speed and velocity, balanced and unbalanced forces, elements, compound and mixture, solution, suspension and colloid, isobars and isotopes, etc. classifies materials, objects, organisms, phenomena, and processes, based on properties or characteristics, such as, classification of plants and animals under various hierarchical sub-groups, natural resources, classification of matter based on their states (solid/liquid/gas) and composition (element/compound/mixture), etc. plans and conducts investigations or experiments to arrive at and verify the facts, principles, phenomena or to seek answers to queries on their own, such as, how does speed of an object change? How do objects float/ sink when placed on the surface of a liquid? Is there any change in mass when chemical reaction takes place? What is the effect of heat on the state of substances? What is the effect of compression on different states of matter? Where are stomata present in different types of leaves? Where are growing tissues present in plants? relates processes and phenomena with causes and effects, such as, symptoms with diseases and causal agents, tissues with their functions, production with use of fertilisers, |

- present their observations/ ideas/ learning through flow charts/ concept maps/ graphs and ICT tools.
- gather data for calculating different physical quantities, such as distance, displacement, velocity, which can be shared and discussed in groups or with peers. Rubrics can be used to assess the conversion of units and reporting results.
- collect and analyse wide variety of graphs from newspapers, magazines or the internet. They may be encouraged to draw, analyse and interpret the graphs (for example, distance-time, speed-time, or acceleration-time graphs of motion of a vehicle on a straight road)
- write chemical formulae of simple compounds, chemical equations, etc., using playway methods such as a game of cards.
- select and use appropriate devices for measuring physical quantities. They may be encouraged to find the minimum and maximum value that can be measured by an instrument and note down the readings correctly.
- collect information from books, e-books, magazines, internet, etc., to appreciate the efforts of scientists made over time, for example, various models of atoms, discovery of microscope, etc., and showcase it in the form of a project or role play.
- observe various technological devices and innovative exhibits such as waste management kits, water filtration system, using low-cost or no-cost eco-friendly materials, develop them and showcase it in science exhibitions, clubs and parent-teacher meets.
- share and discuss their beliefs and views regarding myths, taboos, superstitions, etc., by initiating an open ended debate,

process of evaporation with cooling effect, various processes of separation with the physical and chemical properties of the substances, production of sound with vibrations of source, etc.

- **explains processes and phenomena**, such as, functions of different organelles, spread of diseases and their prevention, effect of force on the state of motion of objects, action and reaction, rotation and revolution of planets and satellites, conservation laws, principle of separation of different gases from air, melting, boiling, freezing, how bats use ultrasonic waves to catch prey, etc.
- **calculates using the data given**, such as, distance, velocity, speed, frequency, work done, number of moles in a given mass of substance, concentration of solution in terms of mass by mass percentage of substances, conversion of Celsius scale to Kelvin scale and vice versa, number of neutrons in an atom from atomic number and mass number, speed of sound, kinetic and potential energies of an object, boiling points of liquids to predict the order of their separation from the mixture, etc.
- **draws labelled diagrams, flow charts, concept maps, graphs**, such as, biogeochemical cycles, cell organelles and tissues, human ear, distance-time and speed-time graphs, distribution of electrons in different orbits in an atom, process of distillation and sublimation, etc.
- **analyses and interprets graphs and figures** such as, distance-time and velocity-time graphs, computing distance, speed, acceleration of objects in motion, properties of components of a mixture to identify the appropriate method of separation, crop yield after use of fertilisers, etc.

leading to the alignment of their beliefs to the scientifically proven facts. They may also be involved in awareness campaigns in the community.

- **uses scientific conventions, symbols, and equations to represent various quantities, elements, and units**, such as, SI units, symbols of elements, formulae of simple compounds, chemical equations, etc.
- **measures physical quantities using appropriate apparatus, instruments, and devices**, such as, weight and mass of an object using spring balance, mass using a physical balance, time period of a simple pendulum, volume of liquid using measuring cylinder, temperature using thermometer, etc.
- **applies learning to hypothetical situations**, such as, weight of an object at moon, weight of an object at equator and poles, possibility of life on other planets, etc.
- **applies scientific concepts in daily life and solving problems**, such as, separation of mixtures, uses safety belts in automobiles, covers walls of large rooms with sound absorbent material, follows intercropping and crop rotation, takes preventive measures to control disease causing agents, etc.
- **derives formulae, equations, and laws**, such as, mathematical expressions for Newton's second law of motion, law of conservation of momentum, expression for force of gravity, equations of motion from velocity-time graphs, etc.
- **draws conclusion**, such as, classification of life forms is related to evolution, deficiency of nutrients affects physiological processes in plants, matter is made up of particles, elements combine chemically in a fixed ratio to form compounds, effect of action and reaction on two different bodies, etc.
- **describes scientific discoveries and inventions**, such as, discovery of various atomic models, discovery of cell with invention of microscope, experiments of Lavoisier and Priestley, beliefs regarding motion, discovery of real cause for peptic ulcers, Archimedes principle, classification of living things, etc.

- **designs models using eco-friendly resources**, such as, 3D model of a cell, water purification system, stethoscope, etc.
 - **exhibits values of honesty, objectivity, rational thinking, freedom from myths, superstitious beliefs while taking decisions, respect for life, etc.**, such as, records and reports experimental data exactly, myth that sexually transmitted diseases are spread by casual physical contact, belief that vaccination is not important for prevention of diseases, etc.
 - **communicates the findings and conclusions effectively**, such as, those derived from experiments, activities, and projects both in oral and written form using appropriate figures, tables, graphs, and digital forms, etc.
- applies the interdependency and interrelationship in the biotic and abiotic factors of environment to promote conservation of environment**, such as, organic farming, waste management, etc.

Class X

| Suggested Pedagogical Processes | Learning Outcomes |
|---|---|
| <p>The learners may be provided with opportunities individually or in groups and encouraged to—</p> <ul style="list-style-type: none">• recognise the difference between reactions, such as, exothermic and endothermic, oxidation and reduction, etc.• observe to understand the difference in the temperatures in both the reactions using laboratory thermometer.• investigate the ways of segregation of waste material on the basis of their degradation property. They may be encouraged to practice the segregation of waste before disposal at home, school, and public places.• explore the relationship between two physical quantities, such as, between potential difference across a conductor and electric current flowing through it; design, conduct, and share the findings of an activity• find out ‘why’ and ‘how’ of processes or phenomena, such as, transportation in plants and animals, extraction of metals from ores, with the help of activities, experiments, and demonstration. The learners may be encouraged to discuss, relate, conclude and explain processes or phenomena to their peers using interdisciplinary approach.• observe diagrams, such as that of digestive system and the names given to various organs. The learners may be motivated to make poster of the digestive system for displaying in school. They may also be provided opportunities to use ICT tools for drawing.• collect wide variety of graphs from newspapers, magazines, or the internet, with a view to understand the information contained therein. The learners may be facilitated to draw a graph, such as V-I graph for analysing the relationship between the potential difference across a conductor and the current through it. | <p>The learner—</p> <ul style="list-style-type: none">• differentiates materials, objects, organisms, phenomena, and processes, based on, properties and characteristics, such as, autotrophic and heterotrophic nutrition, biodegradable and non-biodegradable substances, various types of reactions, strong and weak acids and bases, acidic, basic, and neutral salts using different indicators, real and virtual images, etc.• classifies materials, objects, organisms, phenomena, and processes, based on properties and characteristics, such as, metals and non-metals, acid and bases on the basis of their physical and chemical properties.• plans and conducts investigations and experiments to arrive at and verify the facts, principles, phenomena, or to seek answers to queries on their own, such as, investigates conditions necessary for rusting, tests the conductivity of various solutions, compares the foaming capacity of different types of soap samples, verifies laws of reflection and refraction of light, Ohm’s law, etc. Do variegated leaves perform photosynthesis? Which gas is evolved during fermentation? Why does the shoot of a plant moves towards light?• relates processes and phenomena with causes and effects, such as, hormones with their functions, tooth decay with pH of saliva, growth of plants with pH of the soil, survival of aquatic life with pH of water, blue colour of sky with scattering of light, deflection of compass needle due to magnetic effect of electric current, etc.• explains processes and phenomena, such as, nutrition in human beings and plants, transportation in plants |

- study how chemical equations are balanced using simple mathematical skills. Discussion may be conducted on the significance of balancing of chemical equations.
- get familiar with New Cartesian Sign Convention using illustrated cards and may be given ample opportunities to apply the sign convention in various situations of reflection by spherical mirrors.
- perform a role-play on ecosystem in a hypothetical situation, such as, what will happen if all herbivores suddenly vanish from earth. This may be followed by a discussion about how the loss of biodiversity disrupts the food chain hereby adversely affecting the energy flow in an ecosystem.
- derive equations, formulae, laws, etc. For example, the derivation for formula of the equivalent resistance of resistors in series (or parallel). They should be encouraged to practice the derivation till they are confident.
- study the features inherited through genes, such as, attached or free earlobes. They may be encouraged to observe and compare the earlobes of their friends with the earlobes of their parents and grandparents to arrive at the conclusion that characters or traits are inherited in offsprings from their parents.
- collect print and non-print materials by exploring the library and the internet about scientists and their findings to appreciate how concepts evolved with time. They may be motivated to share their findings by preparing posters and performing role plays or skits.
- encourage learners to visit science museums, biodiversity parks, aviaries, zoological parks, botanical gardens, fisheries, poultry farms, factories, etc.

and animals, extraction of metals from ores, placement of elements in modern periodic table, displacement of metals from their salt solutions on the basis of reactivity series, working of electric motor and generator, twinkling of stars, advanced sunrise and delayed sunset, formation of rainbow, etc.

- **draws labelled diagrams, flow charts, concept maps, and graphs**, such as, digestive, respiratory, circulatory, excretory, and reproductive systems, electrolysis of water, electron dot structure of atoms and molecules, flowchart for extraction of metals from ores, ray diagrams, magnetic field lines, etc.
- **analyses and interprets data, graphs, and figures**, such as, melting and boiling points of substances to differentiate between covalent and ionic compounds, pH of solutions to predict the nature of substances, V-I graphs, ray diagrams, etc.
- **calculates using the data given**, such as, number of atoms in reactants and products to balance a chemical equation, resistance of a system of resistors, power of a lens, electric power, etc.
- **uses scientific conventions to represent units of various quantities, symbols, formulae, and equations**, such as, balanced chemical equation by using symbols and physical states of substances, sign convention in optics, SI units, etc.
- **handles tools and laboratory apparatus properly; measures physical quantities using appropriate apparatus, instruments, and devices**, such as, pH of substances using pH paper, electric current and potential difference using ammeter and voltmeter, etc.

- collect eco-friendly, commonly available materials to design and develop technological devices and innovative exhibits, such as, electric motor, soda acid fire extinguisher, respiratory system, etc. They may be motivated to display their exhibits or models in science exhibitions, science club, classrooms, during parent-teacher meet and to respond to the queries raised during interaction.
- visit classrooms, laboratories, library, toilets, playground, etc., to identify places where wastage of electricity and water may be occurring. Discussion may be held on importance of natural resources and their conservation, leading to the conviction for adoption of good habits in their day-to-day life. The learners may also organise a sensitisation programme on such issues.
- share their findings of the activities, projects, and experiments, such as, extraction of metals from ores, working of electric motor and generator, formation of rainbow, etc., in oral and written forms. Report writing may be facilitated to share their findings by using appropriate technical terms, figures, tables, graphs, etc. They may be encouraged to draw conclusions on the basis of their observations.
- **applies learning to hypothetical situations**, such as, what will happen if all herbivores are removed from an ecosystem? What will happen if all non-renewable sources of energy are exhausted?
- **applies scientific concepts in daily life and solving problems**, such as, suggest precautions to prevent sexually transmitted infections, uses appropriate electrical plugs (5/15A) for different electrical devices, uses vegetative propagation to develop saplings in gardens, performs exercise to keep in good health, avoids using appliances responsible for ozone layer depletion, applies concept of decomposition reaction of baking soda to make spongy cakes, etc.
- **derives formulae, equations, and laws**, such as, equivalent resistance of resistors in series and parallel, etc.
- **draws conclusion**, such as, traits or features are inherited through genes present on chromosomes, a new species originates through evolutionary processes, water is made up of hydrogen and oxygen, properties of elements vary periodically along the groups and periods in periodic table, potential difference across a metal conductor is proportional to the electric current flowing through it, etc.
- **takes initiative to know about scientific discoveries and inventions**, such as, Mendel's contribution in understanding the concept of inheritance, Dobereiner for discovering triads of elements, Mendeleev for the development of the periodic table of elements, Oersted's discovery that electricity and magnetism are related, discovery of relation between potential difference across a metal conductor and the electric current flowing through it by Ohm, etc.
- **exhibits creativity in designing models using eco-friendly resources**, such as, working model of respiratory,

digestive, and excretory systems, soda acid fire extinguisher, periodic table, micelles formation, formation of diamond, graphite, and Buckminsterfullerene, human eye, electric motor and generator, etc.

- **exhibits values of honesty, objectivity, rational thinking, and freedom from myth and superstitious beliefs while taking decisions, respect for life, etc.,** such as, reports and records experimental data accurately, says no to consumption of alcohol and drugs, sensitises others about its effect on physical and mental health, sensitises for blood and organ donations, understands the consequences of pre-natal sex determination, etc.
- **communicates the findings and conclusions effectively,** such as, those derived from experiments, activities, and projects orally and in written form using appropriate figures, tables, graphs, and digital forms, etc.
- **makes efforts to conserve environment realising the inter-dependency and inter-relationship in the biotic and abiotic factors of environment,** such as, appreciates and promotes segregation of biodegradable and non-biodegradable wastes, minimises the use of plastics, takes appropriate steps to promote sustainable management of resources in day-to-day life, advocates use of fuels which produce less pollutants, uses energy efficient electric devices, uses fossil fuels judiciously, etc.