



2020 - 21

Alternative Academic
Calendar
For Students
from 13 - 16 weeks

SECONDARY

Alternative Academic Calendar for 13-16 Weeks

Secondary
(Classes IX - X)

2020-21



**State Council of Educational Research and Training,
Telangana, Hyderabad.**

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CLASS – IX

CLASS – IX

Telugu – First Language

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యూహాలు / కృత్యాలు
<ul style="list-style-type: none"> పాఠం ఆధారంగా పట్టికలో వివరాలను నమోదు చేయగలగడం. ఇంటర్వ్యూకు సంబంధించిన విషయాన్ని చదివి అర్థం చేసుకొని ప్రశ్నలకు జవాబులు రాయగలగడం. దాశరథి రంగాచార్య సాహిత్య సేవ గురించి సొంతమాటల్లో రాయగలగడం. ఇంటర్వ్యూ ప్రశ్నావళిని తయారుచేయగలగడం, వార్తాపత్రికకు లేఖను రాయగలగడం. అర్థాలు, ప్రకృతి - వికృతులను గుర్తించగలగడం. విగ్రహవాక్యాలకు సమాస పదాలు రాయగలగడం, కర్తరి, కర్మణి వాక్యాలను అర్థం చేసుకొని గుర్తించగలగడం. 	<ul style="list-style-type: none"> ఎస్.సి.ఇ.ఆర్.టి. వెబ్సైట్ 9వ తరగతి తెలుగు ప్రథమభాష పాఠ్యపుస్తకం కృత్యపత్రాలు 	<p><u>పదమూడవ వారం</u></p> <ul style="list-style-type: none"> “రంగాచార్యతో ముఖాముఖి” పాఠ్యాంశ బోధన. <p><u>పద్నాలుగవ వారం</u></p> <ul style="list-style-type: none"> “రంగాచార్యతో ముఖాముఖి” పాఠంలోని అభ్యాసాలసాధన. <p><u>పదిహేనవ వారం</u></p> <ul style="list-style-type: none"> “రంగాచార్యతో ముఖాముఖి” పాఠానికి చెందిన కృత్యపత్రాల సాధన. <p><u>పదహారవ వారం</u></p> <ul style="list-style-type: none"> “కుంరమ్ బీం” ఉపవాచకం పాఠ్యాంశ బోధన.

CLASS – IX

Telugu – Second Language

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యాహాలు / కృత్యాలు
<ul style="list-style-type: none"> అపరిచిత గద్యాన్ని చదివి ప్రశ్నలకు జవాబులు రాయగలగడం. గుర్తం జూషువా గురించి సొంతమాటల్లో రాయగలగడం. పాఠం ఆధారంగా సంభాషణలను లేదా హాస్య సంఘటనను రాయగలగడం. జాతీయాలతో వాక్యాలు రాయగలగడం. వ్యతిరేక పదాలు రాయగలగడం. సమాపక అసమాపక క్రియలను గుర్తించగలగడం, రాయగలగడం. 	<ul style="list-style-type: none"> ఎస్.సి.ఇ.ఆర్.టి. వెబ్సైట్ 9వ తరగతి తెలుగు ద్వితీయభాష పాఠ్యపుస్తకం కృత్యపత్రాలు 	<p><u>పదమూడవ వారం</u></p> <ul style="list-style-type: none"> “హాస్యప్రవృత్తి” పాఠ్యాంశ బోధన. <p><u>పద్మాలగవ వారం</u></p> <ul style="list-style-type: none"> “హాస్యప్రవృత్తి” పాఠంలోని అభ్యాసాలసాధన. <p><u>పదిహేనవ వారం</u></p> <ul style="list-style-type: none"> “హాస్యప్రవృత్తి” పాఠానికి చెందిన కృత్యపత్రాల సాధన. <p><u>పదహారవ వారం</u></p> <ul style="list-style-type: none"> సామర్థ్యాల గురించి పునశ్చరణ.

CLASS – IX

Hindi – First Language

सीखने की संप्राप्तियाँ	स्रोत/संसाधन	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे)
<ul style="list-style-type: none"> ● उन्मुखीकरण चित्र के बारे में बातचीत करेंगे। ● अभिनययुक्त पठन पाठन करेंगे। ● देखी, सुनी, पढ़ी गई बातों को अपनी भाषा में व्यक्त करेंगे। ● चित्र पठन को स्वरूपपूर्वक देखेंगे, सुनेंगे अपनी प्रतिक्रिया देंगे। ● चित्र और संदर्भानुसार पाठ पढ़ेंगे। ● कविता और पाठ के पठन अंशों को पढ़कर उससे संबंधित उत्तर देंगे। ● (पाठ्यांश) कवितांश के मुख्य शब्दों की पहचान करेंगे। ● पाठ से संबंधित सृजनात्मक अभिव्यक्ति को विभिन्न तरीकों में लिखेंगे। ● व्याकरण संबंधी प्रश्नों के उत्तर देंगे। ● ज्ञात विषयों के बारे अपने शब्दों में लिखेंगे। ● कविता का सस्वर वाचन तथा मौन वाचन करेंगे। ● सीखे गये शब्दों का संदर्भोचित प्रयोग करेंगे। ● भाषिक तत्वों के (शब्द-भेद और उनके भेद, लिंग, वचन, मुहावरे, उपसर्ग, प्रत्यय) आदि के अर्थ समझेंगे। प्रयोग करेंगे। ● कविता गायन, कविता लेखन आदि गतिविधियों में रुचि लेंगे। 	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 9 की पाठ्यपुस्तक</p> <p>‘साँवले सपनों की याद, एक कुत्ता और एक मैना, खुशबू रचते हैं हाथ, ल्हासा की ओर’ पाठ के वर्कशीटों का उपयोग करें।</p>	<p>सप्ताह - 13 ‘साँवले सपनों की याद’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 14 ‘एक कुत्ता और एक मैना’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 15 ‘खुशबू रचते हैं हाथ’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 16 ‘ल्हासा की ओर’ पाठ के वर्कशीटों का अभ्यास करें।</p>

CLASS – IX

Hindi – Second Language

सीखने की संप्राप्तियाँ	स्रोत/संसाधन	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक /शिक्षक की मदद से करेंगे)
<ul style="list-style-type: none">● उन्मुखीकरण चित्र के बारे में बातचीत करेंगे।● अभिनययुक्त पठन पाठन करेंगे।● देखी, सुनी, पढ़ी गई बातों को अपनी भाषा में व्यक्त करेंगे।● चित्र पठन को स्वरूपपूर्वक देखेंगे, सुनेंगे अपनी प्रतिक्रिया देंगे।● चित्र और संदर्भानुसार पाठ पढ़ेंगे।● कविता और पाठ के पठन अंशों को पढ़कर उससे संबंधित उत्तर देंगे।● (पाठ्यांश) कवितांश के मुख्य शब्दों की पहचान करेंगे।● पाठ से संबंधित सृजनात्मक अभिव्यक्ति को विभिन्न तरीकों में लिखेंगे।● व्याकरण संबंधी प्रश्नों के उत्तर देंगे।● ज्ञात विषयों के बारे अपने शब्दों में लिखेंगे।● कविता का सस्वर वाचन तथा मौन वाचन करेंगे।● सीखे गये शब्दों का संदर्भोचित प्रयोग करेंगे।● भाषिक तत्त्वों के (शब्द-भेद और उनके भेद, लिंग, वचन, मुहावरे, उपसर्ग, प्रत्यय) आदि के अर्थ समझेंगे। प्रयोग करेंगे।● कविता गायन, कविता लेखन आदि गतिविधियों में रुचि लेंगे।	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 9 की पाठ्यपुस्तक</p> <p>'मेरा जीवन, यक्ष प्रश्न, रमजान, अमर वाणी' पाठ के वर्कशीटों का उपयोग करें।</p>	<p>सप्ताह - 13 'मेरा जीवन' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 14 'यक्ष प्रश्न' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 15 'रमजान' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 16 'अमर वाणी' पाठ के वर्कशीटों का अभ्यास करें।</p>

CLASS – IX

Urdu First Language

ہفتہ وار سرگرمیاں (Week-wise activities)	ماخذ (Sources)	آموزشی ماحصل Learning Outcomes
تیرہواں ہفتہ	SCERT web ☆	☆ طلباء نظم کی تعریف کر سکیں گے اور اس کی اقسام کو بیان کر سکیں گے۔
☆ سبق: ”مرغ اور سیاد“ کے مشغلاتی پرچوں کی مشق	☆ جماعت نہم کی اردو کی درسی کتاب (زبان اول)	☆ مصرعوں کا مطلب اپنے الفاظ میں بیان کر سکیں گے۔
چودھواں ہفتہ	☆ مشغلاتی پرچے	☆ متن کے کلیدی نکات کی نشاندہی کر سکیں گے۔
☆ سبق: ”دو فرلانگ لمبی سڑک“ کی تدریس		☆ ان دیکھا متن پڑھ کر سوالوں کے جواب لکھیں گے۔
پندرہواں ہفتہ		☆ اپنے دوست کو خط لکھنے کے قابل بن سکیں گے۔
☆ سبق: ”دو فرلانگ لمبی سڑک“ کے مشغلوں کی مشق		☆ اضا د اور مرکب الفاظ کی شناخت کر سکیں گے۔
سولہواں ہفتہ		☆ صنعت ”کنایہ“ کی تعریف کر سکیں گے اور مثالیں دینے قابل ہوں گے۔
☆ سبق ”دو فرلانگ لمبی سڑک“ سے متعلق مشغلاتی پرچوں کی مشق		☆ اپنے وطن کے بارے میں بیان کرتے ہوئے دوست کو خط لکھیں گے۔
		☆ قومی یکجہتی کے فروغ پر ایک مضمون لکھیں گے۔
		☆ کسی کے اچھے کام کی تعریف کرتے ہوئے توصیفی مضمون لکھیں گے۔

CLASS – IX

English

<i>Learning Outcomes</i>	<i>Sources/ Resources</i>	<i>Week-wise Suggestive Activities (to be guided by teachers/parents)</i>
<p>The learner</p> <ul style="list-style-type: none"> writes short answers/paragraphs, reports using appropriate vocabulary and grammar on a given theme; writes discourses given at the end of the text under writing part /letters both formal and informal, invitations, advertisements, notices, slogans, messages and emails according to the need. 	<p>Telangana SCERT official website- www.scert.telangana.gov.in or http://scert.telangana.gov.in</p> <p><i>Use textbook and worksheets</i></p>	<p>Teacher may give additional questions wherever possible and needed.</p> <p>WEEK 13</p> <p>Writing:</p> <p>Speech Script</p> <p>Based on the reading of the text/story learner may now do the short answer comprehension questions</p> <p>Long answer questions article writing, essay writing, letter writing, biography sketch, story writing and so on.</p> <p>Follow the instructions given in the worksheets.</p> <p>Process Approach to Writing</p> <p>Process approach to writing emphasizes the steps a writer goes through when creating a well-written text. The stages include:</p> <p>Brainstorming: writing down many ideas that may come to an individual’s mind or through discussions, pair work, group work</p> <p>Outlining: organizing the ideas into a logical sequence</p> <p>Drafting: The writer concentrates on the content of the message (rather than the form).</p> <p>Revision & Editing: in response to the writer’s second thoughts or feedback provided by peers or teacher, the draft is revised and edited.</p>

<i>Learning Outcomes</i>	<i>Sources/ Resources</i>	<i>Week-wise Suggestive Activities (to be guided by teachers/parents)</i>
		<p>Proof-reading: with an emphasis on form. Correct the language and appropriateness of its use.</p> <p>Final draft: <i>Write the final draft now</i></p>
<p>The learner</p> <ul style="list-style-type: none"> listens for information, gist and details and responds accordingly. listens to and discusses literary/non-literary/audio-visual inputs in varied contexts to infer, interpret and appreciate. 	<p>Telangana SCERT official website- www.scert.telangana.gov.in or http://scert.telangana.gov.in/</p> <p><i>Use textbook and worksheets</i></p> <p>Theme: Freedom</p> <p>A: A Long Walk to Freedom</p> <p>B: Where the Mind is Without Fear (Poem)</p> <p>C: An Icon of Civil Rights</p>	<p>WEEK 14</p> <p>Competency/Skill- Listening & Speaking</p> <ul style="list-style-type: none"> The teachers inform the learners about the website and the particular lesson to be learnt. Learners may be given special instructions <ul style="list-style-type: none"> — what is expected of them. Say, for example, listen to the audio text and then read the same text on their own. <p>Learners may be provided with some Audio/Video/You tube links to visit regarding the Oral Discourses for their better performance in the classroom oral activities.</p> <p>Do the oral discourses like debates/discussions/speeches/narration, etc., given after the face sheet in the text.</p> <p>Follow the instructions given in the worksheets.</p>
<ul style="list-style-type: none"> reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring. reads silently with comprehension, 	<p>Telangana SCERT official website- www.scert.telangana.gov.in or http://scert.telangana.gov.in</p> <p><i>Use textbook and worksheets of</i></p> <p>Reading</p> <p>Having listened to the story/ text/poem, learners read the text</p>	<p>Competency/Skill-Reading</p> <p>Learners may be provided with some Audio/Video/You tube links to visit regarding the text given for Reading.</p> <p>The teachers may divide the reading text into chunks/segments and ask the learners to do the following activities as per the needs of the learner/curriculum:</p> <p>Read the given part/chunk of the text at your own pace.</p>

<i>Learning Outcomes</i>	<i>Sources/ Resources</i>	<i>Week-wise Suggestive Activities (to be guided by teachers/parents)</i>
<p>interprets layers of meaning.</p>	<p>on their own.</p> <p>Learners read the text in chunks (the text may be divided into four or five sections).</p> <p>The text is followed by comprehension check.</p>	<ul style="list-style-type: none"> • Attempt and answer the reading comprehension questions given at the end of text. • Create a sub-text by summarizing the text. • Write or tell the whole story/text in your language to parents or siblings. • Make a visual description of the story. <p>While reading activity</p> <p>As they read the text/stories on their own, learners will have to attempt to answer the question given in the middle of the text or learners are using text from state or other textbooks, they should attempt to answer the questions for comprehension given at the end of the text.</p>
<ul style="list-style-type: none"> • uses words, phrases, idioms and words chunks for meaning in contexts. • understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities. 	<p>Telangana SCERT official website- www.scert.telangana.gov.in or http://scert.telangana.gov.in</p> <p><i>Use textbook and worksheets</i></p>	<p>WEEK 15</p> <p>Post Reading activity Reading comprehension</p> <p>Revisit/reread the text and answer the comprehension questions given at the end of the text.</p> <p>Follow the instructions given in the worksheets.</p> <p>Competency/Skill- Vocabulary & Grammar</p> <p>Teachers may ask learners to</p> <ul style="list-style-type: none"> ➤ Find the new words and categorize into groups and make a word web or mind map of the words. ➤ Create a dictionary of words you come across in the text. ➤ Find the meaning of words and write them down in their note books.

<i>Learning Outcomes</i>	<i>Sources/ Resources</i>	<i>Week-wise Suggestive Activities (to be guided by teachers/parents)</i>
		<p>➤ Try to make sentences using the words.</p> <p>Vocabulary</p> <p>Post Reading activity Vocabulary learning</p> <p>Let learners consult the dictionary online or off line to find the meaning of words/phrases that they find it new in the passage they read.</p> <p>Follow the instructions given in the worksheets.</p>
<ul style="list-style-type: none"> • uses grammar items in context such as reporting verbs, passive and tense, time and tense, etc. • writes short answers/paragraphs, reports using appropriate vocabulary and grammar on a given theme; • writes discourses given at the end of the text under writing part /letters both formal and informal, invitations, advertisements, notices, slogans, messages and emails according to the need. 	<p>Grammar: Notices the grammar items in the text from the given exercises under the grammar part of the textbook.</p> <p>Telangana SCERT official website- www.scert.telangana.gov.in or http://scert.telangana.gov.in <i>Use textbook and worksheets</i></p>	<p>Grammar Usage : Teachers may ask the learners to do the grammar exercises given at the end of the text, after discussing and analyzing in groups.</p> <p>Teacher may give additional questions wherever possible and needed.</p>

<i>Learning Outcomes</i>	<i>Sources/ Resources</i>	<i>Week-wise Suggestive Activities (to be guided by teachers/parents)</i>
<ul style="list-style-type: none"> writes discourses given at the end of the text under writing part /letters both formal and informal, invitations, advertisements, notices, slogans, messages and emails according to the need. 		<p>WEEK 16</p> <p>Writing:</p> <p>Construction of an Essay</p> <p>Based on the reading of the text/story learner may now do the short answer comprehension questions</p> <p>Long answer questions article writing, essay writing, letter writing, biography sketch, story writing and so on.</p> <p>Follow the instructions given in the worksheets.</p> <p>Process Approach to Writing</p> <p>Process approach to writing emphasizes the steps a writer goes through when creating a well-written text. The stages include:</p> <p>Brainstorming: writing down many ideas that may come to an individual's mind or through discussions, pair work, group work</p> <p>Outlining: organizing the ideas into a logical sequence</p> <p>Drafting: The writer concentrates on the content of the message (rather than the form).</p> <p>Revision & Editing: in response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised and edited.</p> <p>Proof-reading: with an emphasis on form. Correct the language and appropriateness of its use.</p> <p>Final draft: <i>Write the final draft now</i></p>

CLASS - IX

Mathematics

Learning Outcomes	Sources/Resources	Week-wise activities (to be guided by parents with the help of Teachers)
<p style="text-align: center;">Week-13:</p> <p>Learners</p> <ol style="list-style-type: none"> Understand how to collect and present the data. Prepare ungrouped frequency distribution tables using tally marks. Prepare grouped frequency distribution table with inclusive/exclusive classes. Calculate measures of central tendency (mean, median and mode) for raw data and ungrouped data. Understand deviation in values of central tendency. 	<p>Go through</p> <ul style="list-style-type: none"> ▪ chapter 9 (Statistics) <p>Work sheets prepared by concerned subject teachers</p> <ul style="list-style-type: none"> ▪ State text book ▪ scerttelangana.gov.in ▪ Measures of central tendency(mean, median and mode) of ungrouped data <p>https://diksha.gov.in/play/collecion/do_31286066298686668813422?contentType=TextBook</p>	<ul style="list-style-type: none"> • The teacher asks them to collect the data of modes of transport, month of birth etc of their friends and prepare ungrouped frequency distribution table. • S/he sends some data and asks them to prepare grouped frequency distribution table. • S/he sends some ungrouped data and raw data and asks them to calculate measures of central tendency • Students have to solve text book exercises and also problems from work sheets related to the above specified concepts.
<p style="text-align: center;">Week-14:</p> <p>Learners</p> <ol style="list-style-type: none"> Can describe what is congruency. Give examples for congruent figures from daily life. Understand what are SAS and ASA criterions for congruency of triangles? Explain how to prove properties of an isosceles triangle using above criterions for congruency. 	<p>Go through</p> <ul style="list-style-type: none"> ▪ chapter 7 (Triangles) <p>Work sheets prepared by concerned subject teachers</p> <ul style="list-style-type: none"> ▪ State text book ▪ scerttelangana.gov.in ▪ https://diksha.gov.in/play/content/do_312960555872804864141?contentType=Resource ▪ https://diksha.gov.in/play/content/do_3129605813600583681171?contentType=Resource 	<ul style="list-style-type: none"> • The teacher may give them some geometrical figures and asks them to tell whether they are congruent figures or not? • The teacher sends some examples for congruent figures and encourages them to give few more examples. • The teacher may give some problems on SAS and ASA congruency, Isosceles triangle properties and asks to solve them. • Students have to solve text book exercises and also problems from work sheets related to the above specified concepts.

Learning Outcomes	Sources/Resources	Week-wise activities (to be guided by parents with the help of Teachers)
	<ul style="list-style-type: none"> ▪ https://diksha.gov.in/play/content/do_3129605840894689281172?contentType=Resource 	
<p>Week-15:</p> <p>Learners</p> <ol style="list-style-type: none"> 1. Understand what are the other criteria for congruency of triangles? (ie, SSS and RHS congruency) 2. Compare two sides and their opposite angles and try to establish a relation between them. 3. Can tell the conditions to be satisfied to claim that given triangles are congruent. 4. Solve problems on SSS and RHS congruency and also on inequalities of triangles. 	<p>Go through</p> <ul style="list-style-type: none"> ▪ chapter 7 (Triangles) <p>Work sheets prepared by concerned subject teachers</p> <ul style="list-style-type: none"> ▪ State text book ▪ scerttelangana.gov.in ▪ https://diksha.gov.in/play/content/do_3129605781851504641157?contentType=Resource ▪ https://diksha.gov.in/play/content/do_3129612270667366401214?contentType=Resource ▪ https://diksha.gov.in/play/content/do_313037837402300416194?contentType=PracticeResource 	<ul style="list-style-type: none"> • The teacher may give some activities to students to make them understand SSS and RHS congruency. • She may give some activities to make them understand inequalities of triangles. • She may give some problems on SSS and RHS congruency and also on inequalities of triangles. • Students have to solve text book exercises and also problems from work sheets related to the above specified concepts
<p>Week-16:</p> <p>Learners</p> <ol style="list-style-type: none"> 1. Can classify the quadrilaterals based on their properties. 2. Explain the properties of a parallelogram. 3. Understand the properties of other quadrilaterals. 4. Can use midpoint theorem and its converse for solving problems. 	<p>Go through</p> <ul style="list-style-type: none"> ▪ chapter 8 (Quadrilaterals) <p>Work sheets prepared by concerned subject teachers</p> <ul style="list-style-type: none"> ▪ State text book ▪ scerttelangana.gov.in ▪ https://diksha.gov.in/play/content/do_3129613394725437441222?contentType=ExplanationResource 	<ul style="list-style-type: none"> • The teacher sends some quadrilateral figures and asks them to classify them. • The teacher may encourage students to tell the properties of different quadrilaterals in their own words. • She may engage students by sending some activities (using dot sheet) to make them understand mid-point theorem and its converse. • Students have to solve text book exercises and also problems from work sheets related to the above specified concepts.

CLASS - IX

Physical Science

Learning Outcomes	Source /Resources	Week wise suggestive activities
WEEK – 13		
CHAPTER-9: WHAT IS INSIDE THE ATOM		
<p>The learner</p> <ul style="list-style-type: none"> • Can explain about the fundamental particles in the atom and their arrangement, based on Dalton, Thomson’s proposals • Can explain the existence of nucleus based on Rutherford’s experiment. • Can explain Rutherford’s model of atom and its defects. 	<p>Links</p> <p>SCERT/State govt.Text book of class IX Chapter : WHAT IS INSIDE THE ATOM</p> <p>Video links have been provided in the worksheets</p> <p>http://diksha.gov.in https://www.youtube.com/watch?v=kHaR2rsFNhg https://www.youtube.com/watch?v=fm2C0ovz-3M https://www.youtube.com/watch?v=IVSF2IP4oBA</p>	<p>The learner</p> <ul style="list-style-type: none"> • Can explain about the fundamental particles in the atom and their arrangement, based on Dalton, Thomson’s proposals • Can explain the existence of nucleus based on Rutherford’s experiment. • Can explain Rutherford’s model of atom and its defects.
WEEK-14		
Chapter – 9: WHAT IS INSIDE THE ATOM		
<p>The learner</p> <ul style="list-style-type: none"> • Can explain Bohr’s model of atom and can write electronic configuration. • Can explain Valency, atomic number, mass number and isotopes of elements. 	<p>Links:</p> <p>SCERT/State Govt text books of class IX Chapter: What is inside the atom.</p> <p>Video links have been provided in the work sheets</p> <p>http://diksha.gov.in https://www.youtube.com/watch?v=fm2C0ovz-3M https://www.youtube.com/watch?v=IVSF2IP4oBA</p>	<p>After studying this chapter, The learner</p> <ul style="list-style-type: none"> • Can explain Bohr’s model of atom and can write electronic configuration. • Can explain Valency, atomic number, mass number and isotopes of elements. • Can prepare models based on different atomic models.
WEEK – 15		
Chapter – 10: Work and Energy		
<p>The learner</p> <ul style="list-style-type: none"> • Can explain the work scientifically with daily life examples and can draw a formula to calculate the work done. 	<p>Links</p> <p>SCERT/State Govt text books of class IX Chapter: Work and Energy</p> <p>Video links have been provided in the</p>	<p>After studying this chapter, the learner</p> <ul style="list-style-type: none"> • Can explain the work scientifically with daily life examples and can draw a formula to

Learning Outcomes	Source /Resources	Week wise suggestive activities
<ul style="list-style-type: none"> • Can explain the energy with examples and establish relation between work and energy. • Can differentiate between Potential energy and Kinetic energy. • Can give daily life examples for PE and KE. • Can calculate the energy in a system. 	worksheets. http://diksha.gov.in https://www.youtube.com/watch?v=dt0XVCZeQAM https://www.youtube.com/watch?v=VtE0d_Ycwp0 https://www.youtube.com/watch?v=IqV5L66EP2E https://www.youtube.com/watch?v=Giek094C_14	calculate the work done. <ul style="list-style-type: none"> • Can explain the energy with examples and establish relation between work and energy. • Can differentiate between Potential energy and Kinetic energy. • Can perform some activities to understand PE and KE. • Can give daily life examples for PE and KE. • Can calculate the energy in a system.

WEEK – 16

Chapter – 10: Work and Energy

The learner <ul style="list-style-type: none"> • Can explain mechanical energy. • Can conduct experiments to understand mechanical energy. • Can explain about different sources of energy. • Can give examples for renewable energy sources. • Can effectively use renewable energy sources and do some projects on the usage of renewable energy sources. 	Links SCERT/State Govt text books of class IX Chapter: Work and Energy Video links have been provided in the worksheets. http://diksha.gov.in https://www.youtube.com/watch?v=dt0XVCZeQAM https://www.youtube.com/watch?v=VtE0d_Ycwp0 https://www.youtube.com/watch?v=IqV5L66EP2E https://www.youtube.com/watch?v=Giek094C_14	After studying this chapter, the learner <ul style="list-style-type: none"> • Can explain mechanical energy. • Can conduct experiments to understand mechanical energy. • Can explain about different sources of energy. • Can give examples for renewable energy sources. • Can effectively use renewable energy sources and do some projects on the usage of renewable energy sources.
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CLASS - IX

Biological Science

LEARNING OUTCOMES	SOURCE/RESOURCE	WEEK WISE SUGGESTIVE ACTIVITIES
<p>The Learner</p> <ul style="list-style-type: none"> Explains About methods of crop rotation and mixed crops. Appreciates the role of farmers in organic farming. Explains about the Vermicompost. Draws the labelled diagram of root nodule in legume plants. Compare the chemical fertilizers with organic manure. Explains About the weeds and their effects on yield. Identifies the Insects and birds helping in pollination. <p>Explains about Green Manure crops</p>	<p>Telangana state SCERT Text Books, https://scert.telangana.gov.in/pdf/publication/ebooks2019/9%20biosci%20em%202020-21.pdf</p> <p>NCERT text books https://ncert.nic.in/textbook.php?iesc1=0-15</p> <p>QR Codes</p> <p>You tube</p> <p>1.https://www.youtube.com/watch?v=rphD5XCZdIg.</p> <p>2.https://www.youtube.com/watch?v=r-OQYtwndQk</p> <p>3.https://www.youtube.com/watch?v=wOCldfNEisQ</p> <p>4.https://www.youtube.com/watch?v=gVIw5I-QEbk</p> <p>5.https://www.youtube.com/watch?v=qsN1gd4EqSw</p>	<p>Week: 13- Challenges in Improving Agricultural Production.</p> <ul style="list-style-type: none"> The learner can be asked to conduct experiments to know the transpiration in plants. <p>Activity : To know the arrangement of the experiment about transpiration in plants.</p> <ul style="list-style-type: none"> Take a polythene bag. Cover the bag on leaves and tie it. Keep it 4-5 hours. You observe it. After some time you did find the water in the polythene bag. By this you will be able to see how much water a plant releases into the air. Do this experiment during day time and night time separately. Note the differences in your note book <p>Task:</p> <ul style="list-style-type: none"> Draw the labelled diagram of root nodule in legume plants. <p>Project:</p> <ul style="list-style-type: none"> Observe some water irrigation methods in your surroundings and fill in a table prepared by your own. <p>After reading the text book, worksheets and after watching videos, reflect on the following.</p> <p>Evaluation:</p> <ul style="list-style-type: none"> Make a block diagram of irrigation of water from major water resources in your village.

LEARNING OUTCOMES	SOURCE/RESOURCE	WEEK WISE SUGGESTIVE ACTIVITIES
		<ul style="list-style-type: none"> • Suggest some ways through which our country could increase the production of rice to meet atleast global limits • What are the essential measures that a farmer needs to take before sowing the seeds of a crop? <p>Week: 14. Challenges in Improving Agricultural Production</p> <ul style="list-style-type: none"> • The learner can be asked to conducts an activity that to make a list of the major weeds in their area. • Activity: Make a list of the major weeds in your area. Find out which weeds grow with which crops. If possible, collect these weeds and make display. Find out what farmers do to get rid of these weeds. <p>Task:</p> <ul style="list-style-type: none"> • Draw the diagrams of Insects and birds helping in pollination. • Project: • Collect the information about Natural pest controlling methods in your area, and fill in a table prepared by your own. <p>After reading the text books, worksheets and after watching videos, reflect on the following.</p> <p>Evaluation:</p> <ul style="list-style-type: none"> • Natural pest controlling methods are useful to Bio diversity. Comment it?

LEARNING OUTCOMES	SOURCE/RESOURCE	WEEK WISE SUGGESTIVE ACTIVITIES
		<ul style="list-style-type: none"> If insects that pollinate crops are killed, what effect will this have on crop production? If we don't use these chemicals, how can we get a good crop? How can we increase production?
<p>The Learner</p> <ul style="list-style-type: none"> Explains About the different ecosystems Appreciates the Animals which develops the adaptations for their survival. Explains about the adaptations in aquatic organisms. Draws the labelled diagram of Zones in Lake Ecosystem and Types of Organisms present Compare desert plants with mesophytes. Explains About the Adaptations in Aquatic ecosystems Identifies the organisms found in lake 	<p>Telangana state SCERT Text Books, https://scert.telangana.gov.in/pdf/publication/ebooks2019/9%20biosci%20em%202020-21.pdf</p> <p>NCERT text books https://ncert.nic.in/textbook.php?iesc1=0-15</p> <p>QR Codes Youtube: https://www.youtube.com/watch?v=KdGKKqFEWUc</p> <p>https://www.youtube.com/watch?v=3ipZTQms3LM</p> <p>https://www.youtube.com/watch?v=vnmPdHmRv9o</p> <p>https://www.youtube.com/watch?v=n3OWsRFtTeI</p> <p>https://www.youtube.com/watch?v=WpCG71xu7_g</p>	<p>Week: 15- Adaptations in Different Ecosystems</p> <ul style="list-style-type: none"> The learner can be asked to conduct experiments to know the transpiration in plants. <p>Activity: Collect an aquatic plant (Eg. Hydrilla, Vallisneria etc.) either floating at the surface or propping out of it. Plant it in a pot and water it. What do you observe From the above activity we see that some plants dry up without water very quickly, while others can grow even with very little water. Each of these plants are adapted to the conditions in their surroundings on the basis of need of water.</p> <p>Task:</p> <ul style="list-style-type: none"> Draw the labelled diagram of some desert animals which shows adaptations. <p>Project:</p> <ul style="list-style-type: none"> Collect an aquatic plant in your surroundings (Eg. Hydrilla, Vallisneria etc.) either floating at the surface or propping out of it. Plant it in a pot and water it and fill in a table prepared by yourown.

LEARNING OUTCOMES	SOURCE/RESOURCE	WEEK WISE SUGGESTIVE ACTIVITIES
		<p data-bbox="997 304 1407 427">After reading the text book, worksheets and after watching videos, reflect on the following.</p> <p data-bbox="997 465 1161 499">Evaluation:</p> <ul data-bbox="997 524 1407 1227" style="list-style-type: none"> <li data-bbox="997 524 1407 560">• What is a habitat? <li data-bbox="997 580 1407 725">• In what way flexible stem is useful to the aquatic plants? <li data-bbox="997 745 1407 949">• What do you understand by adaptations in organisms and why do they adapt? <li data-bbox="997 969 1407 1227">• With the help of two examples, explain how these organisms have adapted themselves in the ecosystem? <p data-bbox="997 1245 1407 1335">Week: 16 Adaptations in Different Ecosystems</p> <ul data-bbox="997 1355 1407 1798" style="list-style-type: none"> <li data-bbox="997 1355 1407 1541">• The learner can be asked to conducts an activity that to know some of the animals that reside in and around lake or pond. <li data-bbox="997 1547 1407 1798">• Activity: Collect some of the animals that reside in and around lake or pond. Make a list of those animals and the characteristics of their body. <p data-bbox="997 1839 1082 1872">Task:</p> <p data-bbox="997 1892 1407 2000">Draw the diagrams of Zones in Lake Ecosystem and Types of Organisms present</p>

LEARNING OUTCOMES	SOURCE/RESOURCE	WEEK WISE SUGGESTIVE ACTIVITIES
		<p>Project:</p> <ul style="list-style-type: none"> • Collect the information about desert plants growing in your area, and fill in a table prepared by your own. <p>After reading the text books, worksheets and after watching videos, reflect on the following.</p> <p>Evaluation:</p> <ul style="list-style-type: none"> • Why cranes have long legs and long beaks? • Why polar bear has thick fur over its body

CLASS - IX

Social Studies

Learning Outcomes	Sources	Week – wise suggestive Activities (to be guided by parents with the help of teachers)
Week 13		
<p>The Learner...</p> <ol style="list-style-type: none"> 1. Understands the importance of Industries 2. Differentiates the types of Industries. 3. Explains different minerals. 4. Discusses about problems emerging from industries. 5. Discusses about Impact of Industrialisation Policies 	<ol style="list-style-type: none"> 1. SCERT Text Books 2. Atlas 3. Globe 4. Lessons telecast through Doordarshan yadagiri and T – Sat channels 	<p>Read the given worksheets carefully and do the following activities</p> <ul style="list-style-type: none"> • Differentiate the all industries in a tabular form. • Make a flow chart about the textile industry. • Make a poster of minerals and its importance • Identify cotton textiles, MICA, Coal fields in map of India. • Make table with types of industries and with its raw materials.
Week 14		
<ol style="list-style-type: none"> 1. Defines the what is service activity 2. Explains about changes in technology and exports of service sector. 3. Describes about outsourcing. 4. Explains about Stress in jobs in Information Technology 	<ol style="list-style-type: none"> 1. SCERT Text Books 2. Atlas 3. Globe 4. Lessons telecast through Doordarshan yadagiri and T – Sat channels 	<ul style="list-style-type: none"> • Differentiate the service sector industries among the all industries. • List out the Service sector jobs. • Collect the information about service sector job charts from the persons doing jobs in that sector nearby you. • Describe the table in page no 100 • Locate the software technology parks in map of India.

Learning Outcomes	Sources	Week – wise suggestive Activities (to be guided by parents with the help of teachers)
Week 15		
<ol style="list-style-type: none"> 1. Explains how forests were used before british rule 2. Explains how forests in danger and the need to plant new trees 3. Describes the Adivasi Revolts 4. Discusses about the Indian Industry during the First World War 5. Discusses about work Conditions in industries 6. Describes the Labourers’ Struggles 	<ol style="list-style-type: none"> 1. SCERT Text Books 2. Atlas 3. Globe 4. Lessons telecast through Doordarshan yadagiri and T – Sat channels 	<ul style="list-style-type: none"> • Make a poster of forest. • List the forest acts in India. • List the uses of forests in our time. • Make a pamphlet on Forest protection. • Locate the places where the adivasi revolts took place. • What type of industries were established during world war 1? • Give some suggestions to improve labourers’ conditions in industries.
Week 16		
<ol style="list-style-type: none"> 1. Explains the importance of Democracy. 2. Describes the struggle of Libya to achieve democracy. 3. Describes the struggle of Myanmar to achieve democracy. 4. Explains The March of Democracy. 	<ol style="list-style-type: none"> 1. SCERT Text Books 2. Atlas 3. Globe 4. Lessons telecast through Doordarshan yadagiri and T – Sat channels 	<ul style="list-style-type: none"> • List out non democratic countries in the World. • Make pamphlet on the importance of democracy. • Make two slogans on democracy. • Make a poster on the importance of democracy • Locate the Libya and Myanmar in world map.

CLASS – X

CLASS – X

Telugu – First Language

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యాసాలు / కృత్యాలు
<ul style="list-style-type: none"> అపరిచిత పేరాను చదివి ప్రశ్నలకు జవాబులను గుర్తించగలగడం. భాగ్యరెడ్డి వర్మ ఆది హిందువుల కోసం చేసిన కృషిని వివరించి రాయగలగడం. సమాజం కోసం పాటుపడిన వారి గురించి అభినందన వ్యాసం రాయగలగడం. పర్యాయపదాలు, పదబంధాలను వివరించి రాయగలగడం. రూపకాలంకారాన్ని అర్థం చేసుకోవడం, గుర్తించగలగడం, ప్రత్యక్ష పరోక్ష కథనాలను అర్థం చేసుకోని రాయగలగడం. 	<ul style="list-style-type: none"> ఎస్.సి.ఇ.ఆర్.టి. వెబ్సైట్ 10వ తరగతి తెలుగు ప్రథమభాష పాఠ్యపుస్తకం కృత్యపత్రాలు 	<p><u>పదమూడవ వారం</u></p> <ul style="list-style-type: none"> “భాగ్యోదయం” పాఠ్యాంశ బోధన. <p><u>పద్నాలుగవ వారం</u></p> <ul style="list-style-type: none"> “భాగ్యోదయం” పాఠంలోని అభ్యాసాలసాధన. <p><u>పదిహేనవ వారం</u></p> <ul style="list-style-type: none"> “భాగ్యోదయం” పాఠానికి చెందిన కృత్యపత్రాల సాధన. <p><u>పదహారవ వారం</u></p> <ul style="list-style-type: none"> రామాయణం ఉపవాచకంలోని “బాలకాండం, అయోధ్యాకాండం” పాఠ్యాంశ బోధన.

CLASS – X

Telugu – Second Language

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యాసాలు / కృత్యాలు
<ul style="list-style-type: none"> శతకపద్యాలను ధారాళంగా చదివి, వాటి భావాలను సొంతమాటల్లో చెప్పగలగడం, అపరిచిత పద్య గద్యాలను చదివి ప్రశ్నలకు జవాబులు గుర్తించగలగడం. శతకపద్యాల ద్వారా తెలుసుకున్న మంచి విషయాలను సొంతమాటల్లో రాయగలగడం. పోస్టర్ తయారుచేయగలగడం. పదాలకు అర్థాలు, పర్యాయపదాలు, వ్యుత్పత్తి అర్థాలు రాయగలగడం. సమాసం గురించి తెలుసుకొని ద్వీగుసమాసానికి ఉదాహరణలు రాయగలగడం. 	<ul style="list-style-type: none"> ఎస్.సి.ఇ.ఆర్.టి. వెబ్‌సైట్ 10వ తరగతి తెలుగు ద్వితీయభాష పాఠ్యపుస్తకం కృత్యపత్రాలు 	<p><u>పదమూడవ వారం</u></p> <ul style="list-style-type: none"> “శతకపద్యాలు” పాఠ్యాంశ బోధన. <p><u>పద్నాలుగవ వారం</u></p> <ul style="list-style-type: none"> “శతకపద్యాలు” పాఠంలోని అభ్యాసాలసాధన. <p><u>పదిహేనవ వారం</u></p> <ul style="list-style-type: none"> “శతకపద్యాలు” పాఠానికి చెందిన కృత్యపత్రాల సాధన. <p><u>పదహారవ వారం</u></p> <ul style="list-style-type: none"> “మఖ్ఖిం మొహియుద్దీన్” ఉపవాచకం పాఠ్యాంశ బోధన.

CLASS – X

Hindi – First Language

सीखने की संप्राप्तियाँ	स्रोत/संसाधन	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक /शिक्षक की मदद से करेंगे)
<ul style="list-style-type: none"> ● छात्र सुनी और पढ़ी गयी बातों पर विचार विमर्श करेंगे और मौखिक एवं लिखित रूप से अपनी प्रतिक्रिया तथा अभिव्यक्ति देंगे। ● विषय के प्रति जागरूक बनेंगे तथा उसके महत्व को समझेंगे। ● पाठों की विधाओं एवं उद्देश्यों से परिचित होंगे। ● संबंधित अंशों की अपने शब्दों में लिखित या मौखिक रूप से भावाभिव्यक्ति करेंगे। ● पाठ के व्याकरणांशों द्वारा अपनी भाषा को सुंदर एवं सुदृढ़ बनायेंगे। ● कहानी, कविता, आत्मकथा, संवाद लेखन, साक्षात्कार में सक्षम बनेंगे। ● पाठों के भाव अपने शब्दों में लिखेंगे। ● सृजन के द्वारा अपनी काल्पनिकता को मूर्तरूप प्रदान करेंगे। 	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 10 की पाठ्यपुस्तक</p> <p>‘अन्वेषण, बच्चों से न छीने उनका हक, बाट की पहचान, सफलता की चुनौतियाँ’ पाठ के वर्कशीटों का उपयोग करें।</p>	<p>सप्ताह - 13 ‘अन्वेषण’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 14 ‘बच्चों से न छीने उनका हक’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 15 ‘बाट की पहचान’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 16 ‘सफलता की चुनौतियाँ’ पाठ के वर्कशीटों का अभ्यास करें।</p>

CLASS – X

Hindi – Second Language

सीखने की संप्राप्तियाँ	स्रोत/संसाधन	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक /शिक्षक की मदद से करेंगे)
<ul style="list-style-type: none"> ● छात्र सुनी और पढ़ी गयी बातों पर विचार विमर्श करेंगे और मौखिक एवं लिखित रूप से अपनी प्रतिक्रिया तथा अभिव्यक्ति देंगे। ● विषय के प्रति जागरूक बनेंगे तथा उसके महत्व को समझेंगे। ● पाठों की विधाओं एवं उद्देश्यों से परिचित होंगे। ● संबंधित अंशों की अपने शब्दों में लिखित या मौखिक रूप से भावाभिव्यक्ति करेंगे। ● पाठ के व्याकरणांशों द्वारा अपनी भाषा को सुंदर एवं सुदृढ़ बनायेंगे। ● कहानी, कविता, आत्मकथा, संवाद लेखन, साक्षात्कार में सक्षम बनेंगे। ● पाठों के भाव अपने शब्दों में लिखेंगे। ● सृजन के द्वारा अपनी काल्पनिकता को मूर्तरूप प्रदान करेंगे। 	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 10 की पाठ्यपुस्तक</p> <p>‘भक्ति पद, स्वराज्य की नींव, नीति दोहे, धरती के सवाल अंतरिक्ष के जवाब’ पाठ के वर्कशीटों का उपयोग करें।</p>	<p>सप्ताह - 13</p> <p>‘भक्ति पद’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 14</p> <p>‘स्वराज्य की नींव’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 15</p> <p>‘नीति दोहे’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 16</p> <p>‘धरती के सवाल अंतरिक्ष के जवाब’ पाठ के वर्कशीटों का अभ्यास करें।</p>

CLASS – X

Urdu First Language

ہفتہ وار سرگرمیاں (Week-wise activities)	ماخذ (Sources)	آموزشی ماحصل Learning Outcomes
تیرہواں ہفتہ	SCERT web ☆ site	☆ سبق روانی سے پڑھنا اور فہم حاصل کرنا۔ ☆ نامعلوم شعر/نظم پڑھ کر فہم حاصل کرنا اور سوالوں کے جواب لکھنا۔
☆ سبق: ”غزل“ کے مشغلاتی پرچوں کی مشق	☆ جماعت دہم کی اردو کی	☆ دیئے گئے اشعار کی بحوالہ متن تشریح کرنا۔
چودھواں ہفتہ	☆ درسی کتاب (زبان اول)	☆ سبق کی بنیاد پر مصنف/شاعر کی طرز تحریر سے متعلق لکھنا۔
☆ سبق: ”دوسرا موسم“ کی تدریس	☆ مشغلاتی پرچے	☆ خود لکھنا کے تحت سوالوں کے جواب اپنے الفاظ میں لکھنا۔
پندرہواں ہفتہ		☆ دیئے گئے الفاظ کو جملوں میں استعمال کرنا ان الفاظ کے معنی مترادفات اور اضداد لکھنا۔
☆ سبق: ”دوسرا موسم“ کے مشغلوں کی مشق		☆ محاوروں اور کہاوتوں کو سمجھ کر موقع و محل کے مناسبت سے روزمرہ زندگی میں استعمال کرنا۔
سولہواں ہفتہ		☆ قواعد کو سمجھ کر عمل کرنا۔
☆ سبق ”دوسرا موسم“ سے متعلق مشغلاتی پرچوں کی مشق		☆ تشبیہ اور استعارہ کی شناخت کرنے کے قابل ہونا۔
		☆ طلباء نظم کی تعریف کر سکیں گے اور اس کی اقسام کو بیان کر سکیں گے۔
		☆ مصرعوں کا مطلب اپنے الفاظ میں بیان کر سکیں گے۔
		☆ متن کے کلیدی نکات کی نشاندہی کر سکیں گے۔
		☆ ان دیکھا متن پڑھ کر سوالوں کے جواب لکھیں گے۔
		☆ اپنے دوست کو خط لکھنے کے قابل بن سکیں گے۔
		☆ اضداد اور مرکب الفاظ کی شناخت کر سکیں گے۔
		☆ صنعت ”کنایہ“ کی تعریف کر سکیں گے اور مثالیں دینے قابل ہوں گے۔
		☆ اپنے وطن کے بارے میں بیان کرتے ہوئے دوست کو خط لکھیں گے۔
		☆ قومی سنجہتی کے فروغ پر ایک مضمون لکھیں گے۔
		☆ کسی کے اچھے کام کی تعریف کرتے ہوئے توصیفی مضمون لکھیں گے۔

CLASS – X

English

<i>Learning Outcomes</i>	<i>Sources/ Resources</i>	<i>Week-wise Suggestive Activities (to be guided by teachers/parents)</i>
<ul style="list-style-type: none"> writes short answers/paragraphs , reports using appropriate vocabulary and grammar on a given theme; 	<p>Telangana SCERT official website- www.scert.telangana.gov.in or http://scert.telangana.gov.in <i>Use textbook and worksheets</i></p>	<p>Teacher may give additional questions wherever possible and needed.</p>
<ul style="list-style-type: none"> writes discourses given at the end of the text under writing part /letters both formal and informal, invitations, advertisements, notices, slogans, messages and emails according to the need. 		<p>WEEK 13</p> <p>Writing</p> <p>Writing a Review of a Film</p> <p>Writing Opinions</p> <p>Preparation of a Script for Skit</p> <p>Based on the reading of the text/story learner may now do the short answer comprehension questions</p> <p>Long answer questions article writing, essay writing, letter writing, biography sketch, story writing and so on.</p> <p>Follow the instructions given in the worksheets.</p> <p>Process Approach to Writing</p> <p>Process approach to writing emphasizes the steps a writer goes through when creating a well-written text. The stages include:</p> <p>Brainstorming: writing down many ideas that may come to an individual’s mind or through discussions, pair work, group work</p> <p>Outlining: organizing the ideas into a logical sequence</p> <p>Drafting: The writer concentrates on the content of the message (rather than the form).</p>

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
		<p>Revision & Editing: in response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised and edited.</p> <p>Proof-reading: with an emphasis on form. Correct the language and appropriateness of its use.</p> <p>Final draft: Write the final draft now</p>
<p>The learner</p> <ul style="list-style-type: none"> listens for information, gist and details and responds accordingly. listens to and discusses literary/non-literary/ audio-visual inputs in varied contexts to infer, interpret and appreciate. 	<p>Telangana SCERT official website- www.scert.telangana.gov.in or http://scert.telangana.gov.in/ Theme: Social Issues A: The Storied House (Part-I) B: The Storied House (Part-II) C: Abandoned(Poem) Use textbook and worksheets</p>	<p>WEEK 14</p> <p>Competency/Skill- Listening & Speaking</p> <ul style="list-style-type: none"> The teachers inform the learners about the website and the particular lesson to be learnt. Learners may be given special instructions — what is expected of them. Say, for example, listen to the audio text and then read the same text on their own. Learners may be provided with some Audio/Video/Youtube links to visit regarding the Oral Discourses for their better performance in the classroom oral activities. Do the oral discourses like debates/discussions/speeches/narrations, etc., given after the face sheet in the text. <p>Follow the instructions given in the worksheets.</p>
<ul style="list-style-type: none"> reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, 	<p>Telangana SCERT official website- www.scert.telangana.gov.in or http://scert.telangana.gov.in Use textbook and worksheets of Reading Having listened to the story/ text/poem, learners read the text</p>	<p>Competency/Skill-Reading</p> <ul style="list-style-type: none"> Learners may be provided with some Audio/Video/Youtube links to visit regarding the text given for Reading. The teachers may divide the reading text into chunks/segments and ask the learners to do the following activities as per the needs of the learner/curriculum:

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<p>previewing, reviewing, inferring.</p> <ul style="list-style-type: none"> reads silently with comprehension, interprets layers of meaning. 	<p>on their own.</p> <p>Learners read the text in chunks (the text may be divided into four or five sections).</p> <p>The text is followed by comprehension check.</p>	<ul style="list-style-type: none"> Read the given part/chunk of the text at your own pace. Attempt and answer the reading comprehension questions given at the end of text. Create a sub-text by summarizing the text. Write or tell the whole story/text in your language to parents or siblings. Make a visual description of the story. <p>While reading activity</p> <ul style="list-style-type: none"> As they read the text/stories on their own, learners will have to attempt to answer the question given in the middle of the text or learners are using text from state or other textbooks, they should attempt to answer the questions for comprehension given at the end of the text.
<ul style="list-style-type: none"> uses words, phrases, idioms and word chunks for meaning in contexts. understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities. 	<p>Telangana SCERT official website- www.scert.telangana.gov.in or http://scert.telangana.gov.in</p> <p>Use textbook and worksheets</p>	<p>WEEK 15</p> <p>Post - Reading activity</p> <p>Reading comprehension</p> <ul style="list-style-type: none"> Revisit/reread the text and answer the comprehension questions given at the end of the text. <p>Follow the instructions given in the worksheets.</p> <p>Competency/Skill - Vocabulary & Grammar</p> <p>Teachers may ask learners to</p> <ul style="list-style-type: none"> Find the new words and categorize into groups and make a word web or mind map of the words. Create a dictionary of words you come across in the text.

<i>Learning Outcomes</i>	<i>Sources/ Resources</i>	<i>Week-wise Suggestive Activities (to be guided by teachers/parents)</i>
		<ul style="list-style-type: none"> • Find the meaning of words and write them down in their note books. • Try to make sentences using the words. <p>Vocabulary</p> <p>Post - Reading activity</p> <p>Vocabulary learning</p> <ul style="list-style-type: none"> • Let learners consult the dictionary online or off line to find the meaning of words/phrases that they find it new in the passage they read. <p>Follow the instructions given in the worksheets.</p>
<ul style="list-style-type: none"> • uses grammar items in context such as reporting verbs, passive form, time and tense, etc. 	<p>Grammar: Notices the grammar items in the text from the given exercises under the grammar part of the textbook.</p>	<p>Grammar Usage :</p> <ul style="list-style-type: none"> • Teachers may ask the learners to do the grammar exercises given at the end of the text, after discussing and analyzing in groups. • Teacher may give additional questions wherever necessary.
<ul style="list-style-type: none"> • writes short answers/paragraphs, reports using appropriate vocabulary and grammar on a given theme; • writes discourses given at the end of the text under writing part /letters both formal and informal, invitations, advertisements, notices, slogans, messages and emails according to the need. 	<p>Telangana SCERT official website- www.scert.telangana.gov.in or http://scert.telangana.gov.in</p> <p>Use textbook and worksheets</p>	<p>WEEK 16</p> <p>Writing</p> <p>Preparation of an Invitation</p> <p>Writing a News Report</p> <ul style="list-style-type: none"> • Based on the reading of the text/story learner may now do the short answer comprehension questions • Long answer questions article writing, essay writing, letter writing, biography sketch, story writing and so on. <p>Follow the instructions given in the worksheets.</p> <p>Process Approach to Writing</p> <p>Process approach to writing emphasizes the steps a writer goes through when creating a well-written text. The stages include:</p>

<i>Learning Outcomes</i>	<i>Sources/ Resources</i>	<i>Week-wise Suggestive Activities (to be guided by teachers/parents)</i>
		<p>Brainstorming: writing down many ideas that may come to an individual's mind or through discussions, pair work, group work</p> <p>Outlining: organizing the ideas into a logical sequence</p> <p>Drafting: The writer concentrates on the content of the message (rather than the form).</p> <p>Revision & Editing: in response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised and edited.</p> <p>Proof-reading: with an emphasis on form. Correct the language and appropriateness of its use.</p> <p>Final draft: Write the final draft now.</p>

CLASS – X
Mathematics

Learning Outcomes	Sources/Resources	Week-wise activities (to be guided by parents with the help of Teachers)
<p style="text-align: center;">Week-13:</p> <p>Learners</p> <ol style="list-style-type: none"> 1. Write linear equations when daily life situations are given. 2. Understand the relation between coefficients and nature of system of equations 3. Identify whether given pair of linear equations are consistent or inconsistent or dependent. 3. Draw graphs for pair of linear equations and find solution from graphs. 	<p>Go through</p> <ul style="list-style-type: none"> ▪ Chapter 4 (Pair of Linear equations in two variables) work sheets prepared by concerned subject teachers ▪ State text book ▪ scerttelangana.gov.in 	<ul style="list-style-type: none"> • The teacher may engage students by giving some situations and asking them to write suitable linear equations. • S/he may encourage them to establish the relation between coefficients and nature of equations by giving them some activities. • S/he asks to find solutions for linear equations by graphical method. • Students have to solve problems from text book exercises and also from work-sheets related to the above specified concepts.
<p style="text-align: center;">Week-14:</p> <p>Learners</p> <ol style="list-style-type: none"> 1. Solve linear equations using algebraic methods <ol style="list-style-type: none"> (i) Substitution method (ii) Elimination method 	<p>Go through</p> <ul style="list-style-type: none"> ▪ Chapter 4 (Pair of Linear equations in two variables) work sheets prepared by concerned subject teachers ▪ State text book ▪ scerttelangana.gov.in 	<ul style="list-style-type: none"> • The teacher encourages students to explain procedures for substitution and Elimination methods in their own words. • S/he may give some problems and asks them to solve by using algebraic methods. • Students have to solve problems from text book exercises and also from work-sheets related to the above specified concepts.

<p style="text-align: center;">Week-15:</p> <p>Learners</p> <ol style="list-style-type: none"> 1. Write quadratic equations when daily life situations are given. 2. Solve quadratic equations using algebraic methods <ol style="list-style-type: none"> (i) factorization method (ii) formula method 3. Describe the nature of roots of the given quadratic equation without solving it. 	<p>Go through</p> <ul style="list-style-type: none"> ▪ chapter 5 (Quadratic Equations) work sheets prepared by concerned subject teachers ▪ State text book ▪ scerttelangana.gov.in 	<ul style="list-style-type: none"> • The teacher may engage students by giving some situations and asking them to write suitable quadratic equations. • S/he may give some problems and asks them to solve by using algebraic methods. • S/he may encourage them to explain the nature of roots without actually finding them. • Students have to solve problems from text book exercises and also from work-sheets related to the above specified concepts.
<p style="text-align: center;">Week-16:</p> <p>Learners</p> <ol style="list-style-type: none"> 1. Understand how to find distance between two given points in different situations. 2. Solve problems involving section formula, centroid, mid-point, points of trisection etc. 3. Describe slope of a line. 	<p>Go through</p> <ul style="list-style-type: none"> ▪ chapter 7 (co-ordinate Geometry) work sheets prepared by concerned subject teachers ▪ State text book ▪ scerttelangana.gov.in 	<ul style="list-style-type: none"> • Teacher gives some problems and asks them to find the distance between them. • S/he may motivate students to explain different conditions required to identify the type of given triangles and quadrilaterals. • S/he may encourage them to explain the relation of section formula with mid-point, centroid and points of trisection. Also s/he may ask to solve problems. • S/he may ask to explain the slope of a line and find slopes of given lines. • Students have to solve problems from text book exercises and also from work-sheets related to the above specified concepts.

CLASS - X

Physical Science

LEARNING OUTCOMES	SOURCES/ RESOURCES SCERT / State Text Book	WEEK WISE SUGGESTED ACTIVITIES (To be guided by the Teacher/Parent
<p>The Learner</p> <ul style="list-style-type: none"> differentiates between different principles of electronic configuration. identifies the errors in filling the electrons as per the rules in the given figure. uses the knowledge of electronic configuration rules gives reason for electron distribution in orbital. states the differences between different types of periodic tables. identifies the errors in electron distribution. states the Dobereiner's Triads. gives examples for Dobereiner's Triads. explains about the Mendeleeff's Periodic Table 	<p style="text-align: center;"><u>WEEK :- 13</u></p> <p><u>Unit/ Lesson name:-</u> Atomic Structure</p> <p><u>Worksheet No :- 63</u></p> <p>The Aufbau principle</p> <p><u>Worksheet No :- 64</u></p> <p>The Pauli exclusion principle, Hund's rule</p> <p><u>Unit/ Lesson name:-</u> Classification of Elements-The Periodic Table</p> <p><u>Worksheet No :- 65</u></p> <p>Dobereiner's Triads</p> <p><u>Worksheet No :- 66</u></p> <p>Newlands' law of Octaves</p> <p><u>Worksheet No :- 67</u></p> <p>Mendeleeff's Periodic Table</p>	<p style="text-align: center;"><u>WEEK :- 13</u></p> <p>By referring to the worksheet 63 to 67 the learner can do tasks provided in assessment. The learner explains atomic structure in own words.S/he</p> <ul style="list-style-type: none"> identifies the electronic configuration of elements. explains aufbau principle with suitable examples. explains Pauli exclusion principle and Hund's Rule with suitable examples differentiate between the principles. draws figures related to sub energy levels i.e orbitals . classify various elements based on their properties. explains classification of elements. draws figures to describe moilers structure. explains the different types of classifications. explains the salient features of Mendeleeff's Periodic Table

<p>The Learner</p> <ul style="list-style-type: none"> explains the modern periodic table. explains reasons for developing modern periodic table. explains the periodic property regarding modern periodic table. differentiates groups, periods. explains the properties of metals and non metals. explains the arrangement of metals and non metals. explains what is valence. gives reason for why valence varies in groups and periods. 	<p style="text-align: center;"><u>WEEK :- 14</u></p> <p><u>Unit/ Lesson name:-</u></p> <p>Classification of Elements-The Periodic Table</p> <p><u>Worksheet No :- 68</u></p> <p>Modern Periodic Table - Introduction</p> <p><u>Worksheet No :- 69</u></p> <p>Groups</p> <p><u>Worksheet No :- 70</u></p> <p>Periods</p> <p><u>Worksheet No :- 71</u></p> <p>Metals and non Metals</p> <p><u>Worksheet No :- 72</u></p> <p>Valence</p>	<p style="text-align: center;"><u>WEEK :- 14</u></p> <p>By referring the Worksheets from 68 to 72 the learner</p> <ul style="list-style-type: none"> can explain the modern periodic table. can explain reasons for developing modern periodic table. can differentiate groups, periods. explains how periods are designed. explains s-block, p-block, d-block and f-block elements. can explain the properties of metals and non metals. can explain the arrangement of metals and non metals. explains valence writes reason for why valence varies in groups and periods
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<p>The Learner</p> <ul style="list-style-type: none"> explains about atomic radius and how it is changing in groups and periods. identifies the factors affecting the IE and EA. uses the knowledge of factors affecting the IE and how it varies I groups and periods. finds characteristics of elements. gives reason for changing the atomic radius. explains the flow of charges in a conductor. explains the reason for motion charges in a conductor. explains potential difference and how it can be calculated. finds the work done by the electric force. 	<p style="text-align: center;"><u>WEEK-15</u></p> <p><u>Worksheet No :- 73</u></p> <p>Atomic radius</p> <p><u>Worksheet No :- 74</u></p> <p>Ionization Energy & Electron Affinity</p> <p><u>Unit/ Lesson name:-</u></p> <p>Chemical Bonding</p> <p>(This chapter is in activity and project based syllabus)</p> <p><u>Unit/ Lesson name:-</u></p> <p>Electric Current</p> <p><u>Worksheet No :-</u></p> <p>Prepared by the Teacher</p> <p><u>Worksheet No :-</u></p> <p>Prepared by the Teacher</p> <p><u>Worksheet No :-</u></p> <p>Prepared by the Teacher</p>	<p style="text-align: center;"><u>WEEK :- 15</u></p> <p>By referring the Worksheets the learner</p> <ul style="list-style-type: none"> can explain about atomic radius and how it is changing in groups and periods. identifies the factors affecting the IE and EA. uses the knowledge of factors affecting the IE and how it varies I groups and periods. finds characteristics of elements. gives reason for changing the atomic radius. explains the flow of charges in a conductor. explains the reason for motion charges in a conductor. explains potential difference and how it can be calculated. finds the work done by the electric force.
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<p>The learner</p> <ul style="list-style-type: none"> explains electromotive force. explains how battery works. does the experiment regarding to Ohm's Law. explains the procedure of Ohm's Law experiment. differentiates between Ohmic and Non ohmic conductors. draws graphs regarding Ohm's law experiment. explains what is electric shock. explains about precautions to be taken while handling electric current. explains what factors affects the resistance of a material. explains how length, area of cross section, material and temperature affects the resistance of the material. 	<p style="text-align: center;"><u>WEEK-16</u></p> <p><u>Unit/ Lesson name:-</u></p> <p>Electric Current</p> <p><u>Worksheet No :-</u></p> <p>Prepared by the Teacher</p> <p><u>Worksheet No :-</u></p> <p>Prepared by the Teacher</p> <p><u>Worksheet No :-</u></p> <p>Prepared by the Teacher</p> <p><u>Worksheet No :-</u></p> <p>Prepared by the Teacher</p> <p><u>Worksheet No :-</u></p> <p>Prepared by the Teacher</p>	<p style="text-align: center;"><u>WEEK-16</u></p> <p>By referring the Worksheets the learner</p> <ul style="list-style-type: none"> explains electromotive force in his own words. explains how battery works with neat diagrams. does the experiment regarding to Ohm's Law and writes report. explains the procedure of Ohm's Law experiment. writes the Differences between Ohmic and Non ohmic conductors. draws graphs regarding Ohm's law experiment. explains what is electric shock in his own words. can writes the precautions to be taken while handling electric current. explains what factors affects the resistance of a material. explains how length, area of cross section, material and temperature affects the resistance of the material by doing activities.
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CLASS - X

Biological Science

Learning Outcomes	Sources/Resources	Suggested Activities (To be guided by teachers/Parent)
<p>The learner</p> <ul style="list-style-type: none"> • Explains the term Reproduction. • Identifies the different modes of reproduction. • Draws the diagrams of male reproductive system. • Conducts an activity of Rhizopus observation/bread mould. • Differentiates between artificial propagation and natural propagation, asexual reproduction and sexual reproduction. • Explains different developmental stages of human embryo. • Draws the diagrams of female reproductive system and gametophyte. • Differentiates between unisexual and bisexual flowers. 	<p>SCERT text books/ NCERT text books/ TROER/ YOUTUBE links.</p> <p>https://www.youtube.com/watch?v=6Ew6mqwgGR0</p> <p>https://www.youtube.com/watch?v=V4QYi3x-Yhk</p> <p>https://www.youtube.com/watch?v=XBoL2BT0H8A</p> <p>https://www.youtube.com/watch?v=j2TMbZZBWu4</p> <p>https://www.youtube.com/watch?v=uN9wXTXgKVg</p> <p>https://www.youtube.com/watch?v=K2BpsMrQT8g</p> <p>https://www.youtube.com/watch?v=VN_p20dDmY</p> <p>SCERT text books/ NCERT text books/ TROER/ YOUTUBE links.</p> <p>https://www.youtube.com/watch?v=HP21hIVJhWI</p>	<p>WEEK - 13</p> <p>Theme : Reproduction The learner is asked to read the concept of events of reproduction and to watch the links.</p> <p>Task-1 Answer the following questions. 1. Explain different modes of asexual reproduction. 2. What are stolons? Give examples. 3. Write the differences between cutting and grafting.</p> <p>Theme-Spore formation The learner is asked to do the following activity</p> <p>Task-2 Let us discuss about an activity showing the Rhizopus sporangium or bread mould. Take a soft bread, leave it in the open air for about an hour, so it is exposed to contaminants in the air. Place the bread in plastic bag and sprinkle water then seal the bag, leaving some air inside. Mould would start growing in 2-3 days. Take the formed mould, put it on a slide and examine under the microscope.</p> <p>Task – 3 Draw a well labeled diagram of male reproductive system.</p> <p>Task-4-Project Collect the information of vegetative propagation in plants.</p> <p>Week – 14</p> <p>Theme – Female reproductive system and Sexual reproduction in plants. The learner asked to answer the following question.</p> <p>Task – 5</p>

<ul style="list-style-type: none"> • Conducts an activity of observation of pollen grain. • Appreciates the role of different extra embryonic layers and the colostrum that develop immunity in infants. • Explains the process of cell division. • Gives reasons for the consequences if cell division is absent. • Differentiates between Mitosis and Meiosis. • Appreciates the role of cell division in perpetuation of life. • Prepares a model of cell division. • Compares between surgical methods of birth control in men and women. • Explains the terms Heredity and variations. • Conducts activities to observe variations among the family members. 	<p>https://www.youtube.com/watch?v=FP7ZD_VbCaM</p> <p>https://www.youtube.com/watch?v=BHSdzOc6tKA</p> <p>https://www.youtube.com/watch?v=a8fgm-zEYjQ</p> <p>https://www.youtube.com/watch?v=HP21hIVJhWI</p> <p>SCERT text books/ NCERT text books/ TROER/ YOUTUBE links.</p> <p>https://www.youtube.com/watch?v=7NM-UWFHG18</p> <p>https://www.youtube.com/watch?v=DwAFZb8juMQ</p> <p>https://www.youtube.com/watch?v=nMEyeKQClqI</p> <p>SCERT text books/ NCERT text books/ TROER/ YOUTUBE links.</p> <p>https://www.youtube.com/watch?v=KyU880oHSxM</p> <p>https://www.youtube.com/watch?v=uGt5wXJ0UME</p> <p>https://www.youtube.com/watch?v=ng22Ucr33aw</p> <p>SCERT tenth class Biology textbook/ NCERT text books/ TROER/ YOUTUBE links.</p>	<ol style="list-style-type: none"> 1. What is the function of amniotic sac. 2. Name the four extra embryonic membranes. 3. Write the importance of colostrum. 4. What are the advantages of sexual reproduction. <p>Task-6</p> <ol style="list-style-type: none"> 1. Draw the diagram of female reproductive system. 2. Prepare a flow chart to explain the process of sexual reproduction in plants. <p>Week –15</p> <p>Theme –Cell division and continuation of life.</p> <p>Task - 7</p> <p>The learner asked to answer the following questions.</p> <ol style="list-style-type: none"> 1. Name the different steps of cell cycle. 2. Write the differences between Mitosis and Meiosis. 3. What would be the consequences if there is no meiosis in organisms that reproduce sexually. <p>Theme- Reproductive health.</p> <p>Task – 8</p> <ol style="list-style-type: none"> 1. List out the chemical birth control methods and surgical methods of birth control. 2. What are the devices used for birth control. 3. Write slogans on female foeticide. <p>Task – 9-Project</p> <p>The learner is asked to do a project on how AIDS is caused, its symptoms and control measures.</p> <p>Week – 16</p> <p>Theme – Heredity</p> <p>Task-10</p> <p>The learner is asked to answer the</p>
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	<p>https://www.youtube.com/watch?v=3I4aazBYQPE</p> <p>https://www.youtube.com/watch?v=6bWssRDAHW4</p> <p>https://www.youtube.com/watch?v=jUHokSPkzT8</p>	<p>following questions.</p> <ol style="list-style-type: none"> 1. What is heredity? 2. What are variations? <p>Task – 11</p> <p>The learner is asked to do the following activities.</p> <p>Activity-1.</p> <p>Compare your traits of eye colour, hair colour shape of nose, type of ear lobe(attached or free) with the traits of your parents in a tabular form.</p> <p>Activity – 2</p> <p>Observe some of your friends characters like shin colour, marking of inner side of the thumb, length of forehead, colour of eyes and note them in a tabular form.</p> <p>system.</p>
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CLASS - X

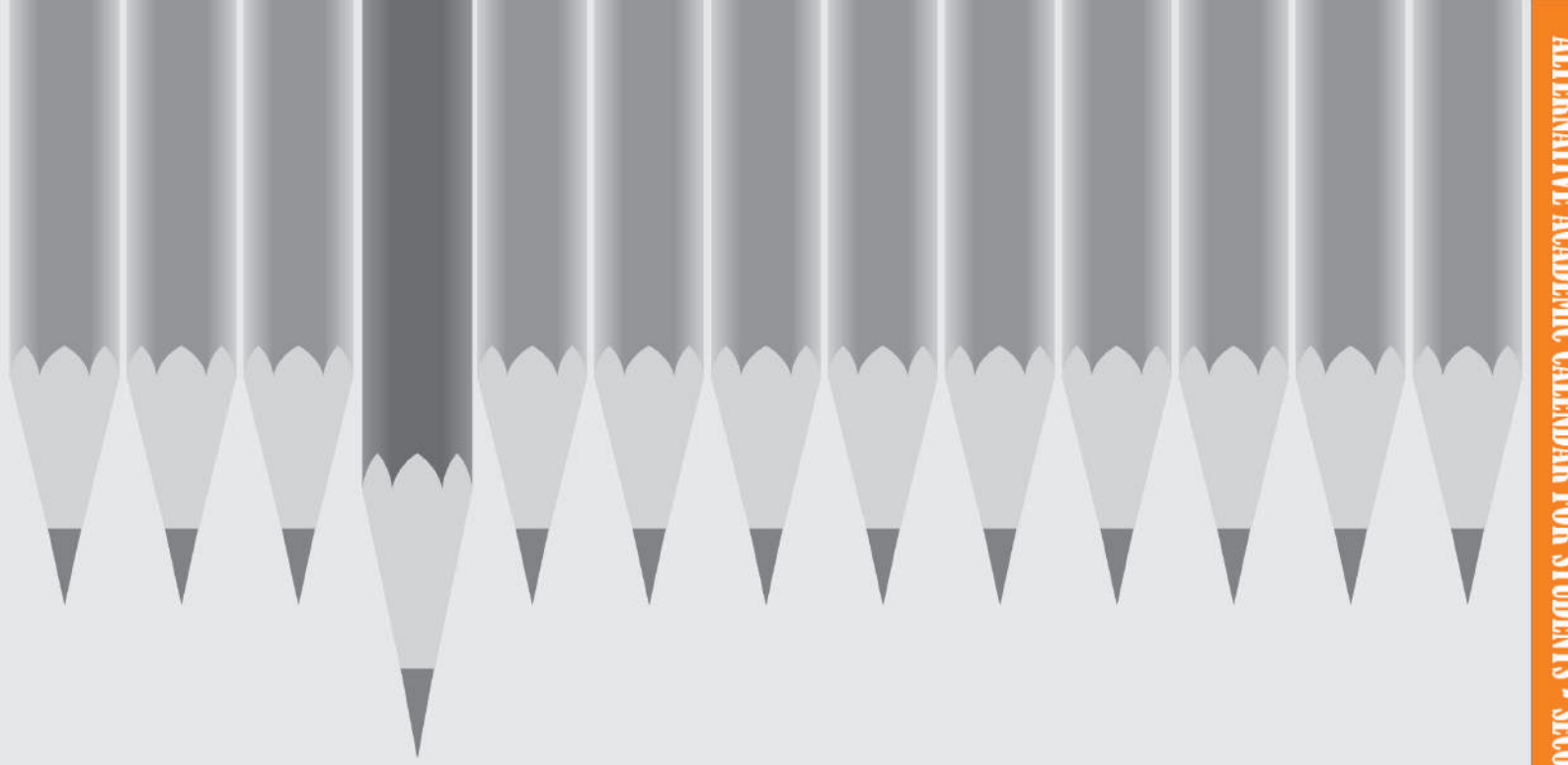
Social Studies

Learning outcomes	Sources or resources	Week wise suggested activities (to be guided by the teachers or parents)
<ul style="list-style-type: none"> • Analyses the major changes in politics after emergency. • Explains how regional aspirations leads to emergence of Regional Political Parties. • Prepares chart on Coalition party governments and on political parties. • Identifies Non – Congress ruling states in India map. • Comments on Liberal Economic policies. • Analyses the changes after telecom revolution. • Prepares Album of the Prime Ministers of India. • Comments on Terrorism. 	<ul style="list-style-type: none"> i. Social studies textbook of class 10th published by SCERT Telangana ii. Atlas iii. globe iv. www.scert telangana.gov. in v. lessons telecasted through DD yadagiri vi. lessons telecasted through t sat channel 	<p>week 13 Lesson : Emerging Political Trends 1977 to 2000 read the given worksheets carefully and do the following activities</p> <ul style="list-style-type: none"> • Prepare list of State Parties • Prepare list of Prime ministers of India with their periods. • Discuss with elders on formation of regional parties in India. • Teacher may ask the students to record the changes took place after Telecom Revolution. • Discuss the role of anti-sikh riots of Delhi in 1984 in fuelling Sikhseparatism and extremism. • Prepare a list of coalition governments at centre and merits, de – merits of coalition politics. • Read the para under the title “Andhra Pradesh” from. “In combined Andhra PradeshOffice of the congress party” of page 258 and comment on it. • The teacher may as the students to make a list of measures to increase employment opportunities in our country • Answer all the questions given under assign assessments

Learning outcomes	Sources or resources	Week wise suggested activities (to be guided by the teachers or parents)
<ul style="list-style-type: none"> • Explains the need of food security in the country. • Fills the table related to Per person availability of food grains. • Explains the uses of Coarse Cereals. • Collects the information on food grains availability in their locality. • Explains the role of Public Distribution System in providing food grains to the people. • Comments on Malnutrition. • Appreciate the role of Food Corporation of India. • Identify the need of Buffer stocks. • Prepares the list of Minerals and other essential nutrients. • Comments on Body Mass Index. • Analyses Calorie intake graph given in page no. 138 	<ul style="list-style-type: none"> i. Social studies textbook of class 10th published by SCERT Telangana ii. Atlas iii. globe iv. www.scert telangana.gov. in v. lessons telecasted through DD yadagiri vi. lessons telecasted through t sat channel 	<p>week 14</p> <p>Lesson : Food Security</p> <ul style="list-style-type: none"> • Discuss with your grand parents on given photograph in page no. 132. • With help of your parents prepare a list of food crops grown in your area. • Describe the per hectare yield of paddy and wheat by filling the blanks, given in page no. 134. • Prepare a list of food grains available in Ration Shop in your location. • Prepare a chart on required minerals, nutrients and available source. • Teacher may ask the Student to Measure Body Mass index of your family members and analyse it. • Prepare poster on ‘Don’t waste food’. • Prepare a table on Breakfast, Lunch, Dinner you took this week and analyse it. • Answer all the questions given under assign assessments
<ul style="list-style-type: none"> • Prepares list of various Social movements. Differentiates and compares the movements. • Prepares pamphlet on Civil Rights. • Responds on Environmental 	<ul style="list-style-type: none"> i. Social studies textbook of class 10th published by SCERT Telangana ii. Atlas iii. globe 	<p>week 15</p> <p>Lesson : Social Movements in Our Times</p> <p>Read the given tasks, watches the videos carefully and do the following activities</p>

Learning outcomes	Sources or resources	Week wise suggested activities (to be guided by the teachers or parents)
<ul style="list-style-type: none"> • movements. • Prepares list of various Environmental movements. • Identify the places in India map where the Environmental movements took place. • Comments on Women protests. • Collects photos and information of Bhopal Gas Tragedy. • Writes an essay on social movements. • Prepares pamphlets on protection of Environment. 	<ul style="list-style-type: none"> iv. www.scert telangana.gov.in v. lessons telecasted through DD Yadagiri vi. lessons telecasted through t sat channel 	<ul style="list-style-type: none"> • Make a table and list the demands of civil rights movement and your possible solutions. • The teachers may encourage the students to collect the environmental pollution report of different places in India and analyse it. • The teachers are suggested to discuss the impact of globalisation on human lifestyle and effects on environments. • The teacher may ask the students to prepare of the Fundamental Rights given in the Constitution of India. • Prepare an album by collecting pictures on various Human rights issues and Women protests. • Answer all the questions given under assign assessments .
<ul style="list-style-type: none"> • Explains the important points of Gentlemen’s agreement. • Explains Prof. Jayashankar’s reasons for separate Telangana. • Collects news and photos of Telangana movement. • Draws Telangana outline map. • Appreciate role of Telangana artist and poets in Movement. • Analyses the role of K. Chandra ShekarRao’s role in Telangana movement. 	<ul style="list-style-type: none"> i. Social studies textbook of class 10th published by SCERT Telangana ii. Atlas iii. globe iv. www.scert telangana.gov.in v. lessons telecasted through DD yadagiri vi. lessons telecasted through t sat channel 	<p>Week 16 Lesson: The Movement for the Formation of Telangana State</p> <ul style="list-style-type: none"> • Read the given worksheets and write the answers to the questions • Teachers my guide the student the distinct features of Telangana under the following themes: <ul style="list-style-type: none"> i. Natural Features ii. Society iii. Historical background

Learning outcomes	Sources or resources	Week wise suggested activities (to be guided by the teachers or parents)
<ul style="list-style-type: none"> • Collects autobiography of Prof. Jayashankar. • Comments on the role of students in Telangana Movement. 		<p>Prepare a list of countries adapting presidential and parliamentary form of Government</p> <ul style="list-style-type: none"> • Teachers may hold discussion on impact of Gentlemen’s agreement on Telangana. • Prepare a photo album of Telangana agitation. • Prepare a list on Forms of Protest in Telangana Movement. • Interview some people who had participated in the movements during 2009.Find out about their experiences and prepare a report. • Teacher may ask the students to collect biography of Professor Jayashankar (The Telangana ideologist) • Collect the newspaper clippings on the formation of Telangana State. • Answer all the questions given under assign assessments



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