

## COURSE STRUCTURE CLASS X

First Term

Marks: 90

| Unit No.     | Unit                                     | Marks     |
|--------------|--|-----------|
| I            | Chemical Substances-Nature and Behaviour | 33        |
| II           | World of Living                          | 21        |
| IV           | Effects of Current                       | 29        |
| V            | Natural Resources                        | 07        |
| <b>Total</b> |  | <b>90</b> |

### Theme: Materials

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

### Theme: The World of the Living

(20 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.

### 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. Electromagnetic induction. Induced potential difference, Induced current. Fleming's Right Hand Rule, Direct current. Alternating current : frequency of AC. Advantage of AC over DC. Domestic electric circuits.

**Theme: Natural Resources**

**(08 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.

### **PRACTICALS - FIRST TERM**

Practical should be conducted alongside the concepts taught in theory classes

#### **LIST OF EXPERIMENTS**

1. To find the pH of the following samples by using pH paper/universal indicator:
  - a) Dilute Hydrochloric Acid
  - b) Dilute NaOH solution
  - c) Dilute Ethanoic Acid solution
  - d) Lemon juice
  - e) Water
  - f) Dilute Sodium Bicarbonate solution
2. To study the properties of acids and bases (HCl & NaOH) by their reaction with:
  - a) Litmus solution (Blue/Red)
  - b) Zinc metal
  - c) Solid sodium carbonate
3. To perform and observe the following reactions and classify them into:
  - (i) Combination reaction
  - (ii) Decomposition reaction
  - (iii) Displacement reaction
  - (iv) Double displacement reaction
    - 1) Action of water on quick lime
    - 2) Action of heat on ferrous sulphate crystals
    - 3) Iron nails kept in copper sulphate solution
    - 4) Reaction between sodium sulphate and barium chloride solutions
4. (i) To observe the action of Zn, Fe, Cu and Al metals on the following salt solutions:
  - a)  $\text{ZnSO}_4$  (aq)
  - b)  $\text{FeSO}_4$  (aq)
  - c)  $\text{CuSO}_4$  (aq)
  - d)  $\text{Al}_2(\text{SO}_4)_3$  (aq)
  - ii) Arrange Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.

5. To study the dependence of potential difference ( $V$ ) across a resistor on the current ( $I$ ) passing through it and determine its resistance. Also plot a graph between  $V$  and  $I$ .
6. To determine the equivalent resistance of two resistors when connected in series.
7. To determine the equivalent resistance of two resistors when connected in parallel.
8. To prepare a temporary mount of a leaf peel to show stomata.
9. To show experimentally that light is necessary for photosynthesis.
10. To show experimentally that carbon dioxide is given out during respiration.

## COURSE STRUCTURE CLASS X

Second Term

Marks: 90

| Unit No.     | Unit                                      | Marks     |
|--------------|---|-----------|
| I            | Chemical Substances -Nature and Behaviour | 23        |
| II           | World of Living                           | 30        |
| III          | Natural Phenomena                         | 29        |
| V            | Natural Resources                         | 08        |
| <b>Total</b> |   | <b>90</b> |

### Theme: Materials

(25 Periods)

#### Unit I: Chemical Substances - Nature and Behaviour

**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 hydrocarbons 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, Modern periodic table, gradation in properties, valency, atomic number, metallic and non-metallic properties.

### Theme: The World of the Living

(30 Periods)

#### Unit II: World of Living

**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: Natural Resources

(12 Periods)

### Unit V: Natural Resources

Conservation of natural resources.

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.

**Regional environment:** Big dams: advantages and limitations; alternatives, if any. Water harvesting. Sustainability of natural resources.

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

## PRACTICALS - SECOND TERM

Practicals should be conducted alongside the concepts taught in theory classes

### LIST OF EXPERIMENTS

- To study the following properties of acetic acid (ethanoic acid):
  - odour
  - solubility in water
  - effect on litmus
  - reaction with sodium bicarbonate
- To study saponification reaction for preparation of soap.
- To study the comparative cleaning capacity of a sample of soap in soft and hard water.
- To determine the focal length of:
  - Concave mirror
  - Convex lensby obtaining the image of a distant object.
- To trace 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.
- To study (a) binary fission in *Amoeba*, and (b) budding in yeast with the help of prepared slides.
- To trace the path of the rays of light through a glass prism.

8. To find the image distance for varying object distances in case of a convex lens and draw corresponding ray diagrams to show the nature of image formed.
9. To study homology and analogy with the help of models/charts of animals and models/charts/specimens of plants.
10. To identify the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean).

**PRESCRIBED BOOKS:**

- Science - Textbook for class IX - NCERT Publication
- Science - Textbook 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

**QUESTION PAPER DESIGN FOR SCIENCE (CODE NO. 086/090)**  
**Class-X (2015-16)**

Time: 3 Hours

Max. Marks: 90

| S. No. | Typology of Questions  | Very Short Answer (VSA)<br>1 Mark | Short Answer -I (SAI)<br>2 Marks | Short Answer -II (SAII)<br>3 Marks | Long Answer (LA)<br>5 Marks | Total Marks | % Weight age |
|--------|--|-----------------------------------|----------------------------------|------------------------------------|-----------------------------|-------------|--------------|
| 1      | <b>Remembering</b> (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define or recite, information)  | 3                                 | -                                | 1                                  | 1                           | 11          | 15%          |
| 2      | <b>Understanding</b> (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)   | -                                 | 1                                | 4                                  | 1                           | 19          | 25%          |
| 3      | <b>Application</b> (Use abstract information in concrete situation, to apply knowledge to new situations, use given content to interpret a situation, provide an example, or solve a problem)                                      | -                                 | -                                | 4                                  | 1                           | 17          | 23%          |
| 4      | <b>High Order Thinking Skills</b> (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources) | -                                 | 2                                | -                                  | 1                           | 9           | 12%          |
| 5      | <b>Inferential and Evaluative</b> (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)  | -                                 | -                                | 2+1*                               | 2                           | 19          | 25%          |
|        | <b>Total (Theory Based Questions)</b>  | 3x1=3                             | 3x2=6                            | 12x3=36                            | 6x5=30                      | 75(24)      | 100%         |
|        | <b>Practical Based Questions (PBOs)</b>  | 9x1=9                             | 3x2=6                            | -                                  | -                           | 15(12)      |              |
|        | <b>Total</b>   | 12x1=12                           | 6x2=12                           | 12x3=36                            | 6x5=30                      | 90(36)      |              |

\*One question of 3 marks will be included to assess the values inherent in the texts.