



BISHOP SCOTT BOYS' SCHOOL, PATNA

CURRICULUM DEVELOPMENT AND LEARNING OBJECTIVES (CDLO)

Class: X (All Sections)

Subject: English Language and Literature (184)

Academic Session: 2025-26

| Month | Name of the Book and the Chapter | Learning Objectives | Activities | Periods | Portion for PT or Term End Assessment |
|-------|--|--|--|---------|---------------------------------------|
| April | FIRST FLIGHT | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> Analyse the central theme of faith in God and human innocence, as reflected through the character of Lencho, and evaluate how belief shapes people's reactions to adversity. Build vocabulary, improve reading comprehension, and practice expressive writing by summarizing the story, expressing personal opinions, and drafting creative responses (e.g., writing a reply to Lencho's letter). | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> Reading (10 minutes) Discussion or Role Play (5 minutes) Debate or Speech (10 minutes) Advanced Creative Writing (10 minutes) | 7 | |
| |  A Letter to God (Prose) | | | | |
| | FIRST FLIGHT | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> Recognize how small incidents or natural elements (like a crow or snow) can positively impact one's mood and outlook, and they will also relate the poem's message to real-life experiences and express how unexpected events can bring joy or change one's perspective. Analyse how Frost uses fire and ice as metaphors for destructive human emotions like desire and hatred, and they will also discuss the poet's views on the end of the world and link them to larger philosophical and moral questions about human behaviour. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> Reading (10 minutes) Discussion (5 minutes) Debate or Speech (10 minutes) Advanced Creative Writing (10 minutes) | 5 | |
| |  Dust of Snow  Fire and Ice (Poetry) | | | | |
| | FOOTPRINTS | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> Analyse how overindulgence and lack of discipline in pet care (as shown by Mrs. Pumphrey) can lead to health issues, and appreciate the role of balanced care and professional intervention. Reflect on the relationship between humans and animals, and evaluate the vet's decision-making and approach in helping Tricki, considering both emotional and practical aspects. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> Reading (10 minutes) Discussion or Role Play (5 minutes) Debate or Speech (10 minutes) Advanced Creative Writing (10 minutes) | 7 | |
| |  A Triumph of Surgery (Prose) | | | | |

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|-------|--|--|---|---------|---------------------------------------|
| May | FIRST FLIGHT | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Learn about apartheid in South Africa and Nelson Mandela’s sacrifice, leadership, and commitment to equality and justice. • Explore the ideas of personal and political freedom, and how Mandela’s life symbolizes forgiveness, resilience, and service to humanity. • Enhance their skills in reading comprehension, identifying main ideas, and expressing their understanding through analytical responses and value-based discussions. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) | 7 | |
| | Nelson Mandela - Long Walk to Freedom (Prose) | | | | |
| | GRAMMAR | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Define determiners and explain their role in specifying and quantifying nouns in a sentence. • Recognize and distinguish between different types of determiners such as articles, demonstratives, possessives, quantifiers, numbers, distributives, and interrogatives. • Apply appropriate determiners in speaking and writing tasks, thereby enhancing accuracy, clarity, and effectiveness of expression. | <p>The following activities will be conducted in the classroom post the completion of the topic:</p> <ul style="list-style-type: none"> • Students will be asked to bring a short story or newspaper article. • They will be asked to underline all the determiners they find. They will sort them into categories (articles, demonstratives, possessives, quantifiers, etc.). | 4 | |
| | Determiners | | | | |
| | ADVANCED WRITING SKILLS | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Identify and apply the standard structure of an analytical paragraph, including topic sentence, evidence, analysis, and conclusion. They will also learn to analyse texts, draw inferences, and express their interpretation logically and clearly through structured writing. • Recognize the purpose of writing a letter to the editor-expressing opinions on social/public issues. They will also learn to understand the structure and components of a formal letter to the editor. | <p>The following activities will be conducted in the classroom post the completion of the topics:</p> <ul style="list-style-type: none"> • Activity: Divide the class into groups. Each group picks a topic and drafts an analytical paragraph. • Activity: Ask students to share things they often complain about (e.g., bad roads, garbage, noise). Guide them to channel this complaint into a formal letter. | 3 | |
| | Analytical Paragraph Letter to Editor | | | | |

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| June | FIRST FLIGHT | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> Explore how fear, confidence, and critical decisions play a role in life's turning points, as shown through the characters in both stories. Reflect on emotions like fear, hope, and relief, and understand how overcoming inner fears leads to growth, as seen in His First Flight. Analyse the narrative techniques, character development, and plot twists, especially the mysterious element in The Black Aeroplane. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> Reading (10 minutes) Discussion or Role Play (5 minutes) Debate or Speech (10 minutes) Advanced Creative Writing (10 minutes) | 7 | <p>PERIODIC TEST - 01</p> <p><u>READING PASSAGES</u></p> <ol style="list-style-type: none"> Discursive Passage Factual Passage <p><u>CREATIVE WRITING</u></p> <ol style="list-style-type: none"> Analytical Paragraph Letter to Editor |
| |  Stories About Flying (Prose) | | | | |
| | FIRST FLIGHT | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> Analyze how the poet contrasts the tiger's life in the zoo with its natural habitat, highlighting the themes of freedom, confinement, and helplessness. Identify and interpret poetic devices such as imagery, alliteration, personification, and contrast, and examine how these enhance the poem's meaning and emotional impact. Reflect on the ethical concerns surrounding animal captivity and express informed opinions on wildlife conservation and human responsibility. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> Reading (10 minutes) Discussion (5 minutes) Debate or Speech (10 minutes) Advanced Creative Writing (10 minutes) | 3 | |
| |  A Tiger in the Zoo (Poetry) | | | | |
| | FOOTPRINTS | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> Analyse how kindness, trust, and compassion can bring about positive change in a person, as seen in the transformation of the young thief. Study the contrasting traits of Hari Singh (the thief) and Anil (the kind employer), and discuss values like honesty, forgiveness, and second chances. Enhance their ability to interpret character motivations, infer meaning from context, and express insights through discussion, analytical writing, and value-based responses. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> Reading (10 minutes) Discussion or Role Play (5 minutes) Debate or Speech (10 minutes) Advanced Creative Writing (10 minutes) | 6 | |
| |  The Thief's Story (Prose) | | | | |
| | | | | | <p><u>GRAMMAR</u></p> <ol style="list-style-type: none"> Determiners <p><u>FIRST FLIGHT</u></p> <ol style="list-style-type: none"> A Letter to God (Prose) Nelson Mandela (Prose) Dust of Snow (Poetry) Fire and Ice (Poetry) <p><u>FOOTPRINTS</u></p> <ol style="list-style-type: none"> A Triumph of Surgery (Prose) |

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| July | FIRST FLIGHT | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Gain insight into Anne Frank's life during Nazi occupation, understanding the emotional, psychological, and social impact of living in hiding during a time of war and persecution. • Recognize the value of diary writing as a means of self-expression, and understand how Anne's reflections reveal her thoughts, feelings, and maturity beyond her years. • Reflect on themes such as freedom, discrimination, courage, and hope, developing a deeper appreciation for equality, tolerance, and human dignity. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) | 7 | |
| |  From the Diary of Anne Frank (Prose) | | | | |
| | GRAMMAR | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Identify the three main tenses (Present, Past, Future) and their four forms (Simple, Continuous, Perfect, Perfect Continuous), understanding how they reflect time in language. • Learn the appropriate tense forms to convey time, sequence of events, and actions accurately in different contexts like storytelling, conversation, and formal writing. | <p>The following activities will be conducted in the classroom post the completion of the topic:</p> <ul style="list-style-type: none"> • Each group will be assigned a specific tense (e.g., Group A: Past, Group B: Future). • They write a short story in their assigned tense and then read it aloud. • They will also discuss which tense was used and how it helped convey time. | 5 | |
| | Tenses | | | | |
| | FOOTPRINTS | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Recognize how wit, presence of mind, and intelligence can be more powerful than physical strength or traditional heroic looks, as demonstrated by the character Ausable. • Analyse the plot twist, identify clues, and interpret character behaviour, enhancing their ability to read between the lines and appreciate suspenseful storytelling. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) | 7 | |
| |  The Midnight Visitor (Prose) | | | | |

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| August | FIRST FLIGHT | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Learn about the traditions, lifestyles, landscapes, and occupations in different parts of India—Goa, Coorg, and Assam—gaining a broader appreciation of the country’s unity in diversity. • Analyse how the authors use vivid imagery and local details to portray the uniqueness of each region, encouraging observation and description in their own writing. • Reflect on the importance of preserving culture, celebrating regional identity, and valuing nature through the stories shared in the chapter. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) | 8 | |
| | Glimpses of India (Prose) | | | | |
| | GRAMMAR | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Learn what modals are and understand how they express ability, possibility, permission, necessity, obligation, advice, and probability. • Learn to recognize modals such as can, could, may, might, must, shall, should, will, would, need, ought to, and used to, and apply them accurately in various contexts. | <p>The following activities will be conducted in the classroom post the completion of the topic:</p> <ul style="list-style-type: none"> • Students will be provided a debatable statement: <i>“Homework should be banned.”</i> • Further they will be asked to take sides and use modals to support their arguments: | 4 | |
| | Modals | | | | |
| | FOOTPRINTS | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Explore how the story presents irony, betrayal, and the concept of “honour among thieves,” questioning the reliability of trust when both characters are dishonest. • Examine the personalities of Horace Danby and the mysterious lady, understanding how their motivations, actions, and twist in the tale shape the narrative. • Interpret the moral dilemma, evaluate character decisions, and express personal views through analytical writing, debates, or value-based discussions. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) | 7 | |
| |  A Question of Trust (Prose) | | | | |

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|-----------|--|--|--|---------|--|
| September | FIRST FLIGHT | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Explore the emotional connection and companionship between the narrator and Mijbil, understanding themes of care, trust, and responsibility toward animals. • Learn about the behaviour of otters, and how the narrator adjusts to Mijbil's needs, while also facing practical and social challenges in different settings. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) | 6 | <p>HALF YEARLY EXAM</p> <p><u>READING PASSAGES</u></p> <ol style="list-style-type: none"> 1. Discursive Passage 2. Factual Passage <p><u>CREATIVE WRITING</u></p> <ol style="list-style-type: none"> 1. Analytical Paragraph 2. Letter to Editor <p><u>GRAMMAR</u></p> <ol style="list-style-type: none"> 1. Determiners 2. Tenses 3. Modals <p><u>FIRST FLIGHT</u></p> <ol style="list-style-type: none"> 1. A Letter to God 2. Nelson Mandela 3. Stories About Flying 4. From the Diary of Anne.. 5. Glimpses of India 6. Dust of Snow 7. Fire and Ice 8. A Tiger in the Zoo <p><u>FOOTPRINTS</u></p> <ol style="list-style-type: none"> 1. A Triumph of Surgery 2. The Thief's Story 3. The Midnight Visitor 4. A Question of Trust |
| | Mijbil the Otter (Prose) | | | | |
| | FIRST FLIGHT | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Explore how the poet uses humour, exaggeration, and playful tone to describe wild animals in an entertaining yet imaginative way. • Learn to develop their ability to visualize, interpret descriptions, and respond creatively to the poem, engaging with both the literal and figurative meanings. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) | 3 | |
| |  How to Tell Wild Animals (Poetry) | | | | |
| | FIRST FLIGHT | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Interpret how the poem explores the emotional experience of loss and how such experiences contribute to a child's journey toward maturity and understanding responsibility. • Learn to reflect on their own experiences of loss or learning through mistakes and connect personally with the poem's message of acceptance and growth. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) | 3 | |
| |  The Ball Poem (Poetry) | | | | |

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|---------|--|--|--|---------|---------------------------------------|
| October | FIRST FLIGHT | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> Explore how the poem reflects a young girl's longing for freedom, imagination, and self-expression, in contrast to the constant adult instructions and expectations. They will also learn how the poem reflects on teenage emotions, the need for individual space, and effective communication, promoting empathy toward both parents and growing children. Explore how the poem uses trees as symbols of freedom, growth, and resistance, and how it reflects the struggle for liberation—both in nature and human life. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> Reading (10 minutes) Discussion (5 minutes) Debate or Speech (10 minutes) Advanced Creative Writing (10 minutes) | 7 | |
| |  <p>Amanda (Poetry) The Trees (Poetry)</p> | | | | |
| | GRAMMAR | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> Learn how the verb form must match the subject in number (singular/plural) and person (first/second/third) in a sentence. They will also learn to demonstrate the correct use of subject-verb agreement in descriptive writing, narratives, dialogues, and formal writing tasks, improving overall language competence. Differentiate between direct speech (exact words of a speaker) and indirect speech (reported words), and understand when and how to use each form. They will also learn to use reported speech correctly in writing and conversation, especially in contexts like storytelling, news reporting, and dialogue writing, improving overall language effectiveness. | <p>The following activities will be conducted in the classroom post the completion of the topics:</p> <ul style="list-style-type: none"> Students will be given a short paragraph with intentional subject-verb agreement errors. Further they will be asked to underline the incorrect verbs and rewrite the correct version. Students will be asked to write down famous quotes or sayings in direct speech. Further they will be asked to convert them into indirect speech. | 10 | |
| | <p>Subject-Verb Concord Direct and Indirect Speech</p> | | | | |
| | FOOTPRINTS | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> Explore how scientific discovery, when misused, can lead to unintended consequences, as seen through the story of Griffin, a brilliant but reckless scientist. Critically evaluate Griffin's character, his use of invisibility, and how his choices reflect themes of morality, isolation, and abuse of power. Interpret the fantastical elements of the story, examine cause-effect relationships, and express ideas through analytical responses or creative writing. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> Reading (10 minutes) Discussion or Role Play (5 minutes) Debate or Speech (10 minutes) Advanced Creative Writing (10 minutes) | 6 | |
| | <p>Footprints Without Feet  (Prose)</p> | | | | |

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|----------|--|--|--|---------|---|
| November | FIRST FLIGHT | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> Explore how the story captures a young girl's innocent curiosity, her first journey into the outside world, and how she begins to understand life and death. They will also learn to reflect on emotional maturity, the importance of safety, and respect for others' experiences, encouraging thoughtful responses and discussions. Explore the core message of detachment, impermanence of life, and the inevitability of death, as explained through Lord Buddha's sermon. They will also learn to engage with universal themes like suffering, acceptance, and peace of mind, enhancing their ability to interpret values and express thoughtful opinions. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> Reading (10 minutes) Discussion or Role Play (5 minutes) Debate or Speech (10 minutes) Advanced Creative Writing (10 minutes) | 10 | <p>PERIODIC TEST - 02</p> <p><u>READING PASSAGES</u></p> <ol style="list-style-type: none"> Discursive Passage Factual Passage <p><u>CREATIVE WRITING</u></p> <ol style="list-style-type: none"> Analytical Paragraph Letter to Editor <p><u>GRAMMAR</u></p> <ol style="list-style-type: none"> Subject-Verb Concord Direct and Indirect Speech <p><u>FIRST FLIGHT</u></p> <ol style="list-style-type: none"> Mijbil the Otter (Prose) Nelson Mandela (Prose) How to Tell Wild Animals (Poetry) The Ball Poem (Poetry) Amanda (Poetry) The Trees (Poetry) <p><u>FOOTPRINTS</u></p> <ol style="list-style-type: none"> Footprints Without Feet (Prose) |
| |  <p>Madam Rides the Bus (Prose)</p> <p> The Sermon at Benares (Prose)</p> | | | | |
| | FIRST FLIGHT | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> Explore how the poem humorously challenges stereotypes of courage, showing that true bravery may lie beneath a timid appearance, as seen in Custard the Dragon. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> Reading (10 minutes) Discussion (5 minutes) Debate or Speech (10 minutes) Advanced Creative Writing (10 minutes) | 4 | |
| |  <p>The Tale of Custard the Dragon (Poetry)</p> | | | | |
| | FOOTPRINTS | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> Learn how qualities such as curiosity, hard work, perseverance, and a thirst for knowledge shaped Richard Ebright's journey to becoming a scientist. They will also learn to reflect on their own strengths and interests, understanding that with dedication, discipline, and passion, great achievements are possible. Explore how the story highlights the consequences of desiring social status, appearance over reality, and how pride and dishonesty can lead to lifelong regret. They will also learn to reflect on the importance of being content with what one has, the value of honesty, and how small decisions can drastically change one's life. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> Reading (10 minutes) Discussion or Role Play (5 minutes) Debate or Speech (10 minutes) Advanced Creative Writing (10 minutes) | 10 | |
| | <p> The Making of a Scientist (Prose)</p> <p> The Necklace (Prose)</p> | | | | |

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|---|--|---|---|---------|---|
| December | FIRST FLIGHT | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Explore how Chekhov uses humour, absurd situations, and satire to critique the materialistic nature of marriage, land disputes, and social pretensions in 19th-century Russian society. • Examine the characters of Lomov, Natalya, and Chubukov, and understand how pride, pettiness, and miscommunication create conflict and comedy. • Recognize features of drama, such as dialogue, stage directions, and character interaction, enhancing their speaking, reading aloud, and theatrical expression skills. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion or Role Play (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) | 7 | <p>PRE-BOARD EXAMINATION</p> <p>Note: This examination will cover the entire syllabus of the course as prescribed by the CBSE, Delhi.</p> |
| |  The Proposal (Play) | | | | |
| | FIRST FLIGHT | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Understand how the poet uses a cat metaphor to describe fog, enhancing their ability to interpret figurative language and visual imagery in a poetic context. • Explore the poem's message that true love should be based on a person's inner qualities, not just their physical appearance. They will also learn to think critically about how society views beauty, and express their own opinions through discussion, writing, or creative responses to the poem. | <p>The following activities will be conducted in the classroom post the completion of the chapter:</p> <ul style="list-style-type: none"> • Reading (10 minutes) • Discussion (5 minutes) • Debate or Speech (10 minutes) • Advanced Creative Writing (10 minutes) | 3 | |
| |  Fog (Poetry) | | | | |
| |  For Anne Gregory (Poetry) | | | | |
| | FOOTPRINTS | <p>The objectives are to enable the students to:</p> <ul style="list-style-type: none"> • Explore how the story emphasizes the transformative power of education, self-respect, and the fight against gender discrimination and dowry practices. They will also be encouraged to think critically about societal expectations, individual dignity, and the role of teachers and parents in shaping a child's future. • Explore how the play uses humour and fantasy to present a futuristic scenario where a simple nursery rhyme book prevents an alien invasion. They will also learn to reflect on the power of knowledge, the unpredictability of intelligence, and how literature and imagination can influence even the most advanced minds. | <p>The following activities will be conducted in the classroom post the completion of the topic:</p> <ul style="list-style-type: none"> • Activity: Assign students the role of a school reporter. They write a report on a recent or imaginary school event (e.g., sports day, science exhibition, and farewell). • Activity: Set up a scenario (e.g., a traffic accident, fire outbreak, or local protest). Assign roles to students: eyewitnesses, reporters and victims. | 10 | |
|  Bholi (Prose) | | | | | |
|  The Book that Saved the Earth (Play) | | | | | |