



**BGS Vijnatham School**

॥ विद्या - ज्ञान विज्ञान तन्त्रज्ञान सहितम् ॥

# ANNUAL CURRICULUM PLAN

**STEP - VI**



# ANNUAL CURRICULUM PLAN (2022-23)

STEP: VI

SUBJECT: ENGLISH

Book/s: WOW! English

WOW! Grammar & Composition

Months: April – May

No. of working days: 33 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
Theme: Friendship Inspiring People	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Literature- Wow Course Book 6</b> Lesson 1: 'Friends Forever' 'Learning Text Style – Diary Entry' (Page 7 – 25) Lesson 2: 'A Country Childhood' Poem: 'If' (Page 26 - 40) <b>Grammar-</b> <b>Wow Course Book 6</b> Subject – Verb accord, Articles, Quantifiers, Punctuation: Hyphen Idioms, Types of Pronouns, Past Tense and its Four Forms <b>Wow Grammar &amp; Composition 6</b> Ch 5: Articles Ch 6: Types of Pronouns; Ch 9: The Past Tense: Simple Ch 10: The Past Tense: Continued Ch 13: Subject – Verb accord Ch 23: Invitation Writing Ch 24: Diary Entry <b>Writing Skill</b> Writing Invitations, Diary Entry Character Sketch	<ul style="list-style-type: none"> <li>Identify the characters, main idea, details and sequency the story.</li> <li>Develop sensitivity towards environment and understand different emotions.</li> <li>To frame sentences by making use of different grammar concepts.</li> <li>To understand the character traits of a person on the basis of their actions and feelings</li> <li>To understand the emotions and express it in a diary entry</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the information and make inferences from the informational text.</li> <li>To interpret the situations and have point of view.</li> <li>Express thoughts using simple sentences</li> <li>To know how people inspire others.</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Pen Pal</li> <li>Meet my Mate</li> <li>Friendship Medal</li> <li>Sharing an experience</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>E-Modules</li> <li>Friendship word wall</li> <li>Graphic organizer</li> <li>Edu-tech tool – Quantifiers, Pronouns, Past Tense</li> <li>SEAB –</li> <li>Ex 4: Articles (Pg 16-17)</li> <li>Ex 5: Pronoun (Pg 18 - 19)</li> <li>Ex 6: Verbs (Pg 20)</li> <li>Mixed Bag (Pg 21)</li> <li>Ex 10: Past Tense (Pg 29-30)</li> <li>Ex 11: Past Continuous (Pg 31-32)</li> </ul>	<ul style="list-style-type: none"> <li>Perform role play/ skit in English with appropriate expressions.</li> <li>Vocabulary enhancement</li> <li>Express thoughts in a sequence to explain it effectively.</li> <li>Establish interpersonal relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Skills (Story Reading)</li> <li>Listening Skills (Listening to a letter, Sharing an experience)</li> <li>Speaking Skills (Meet my Mate)</li> <li>Writing skills (Pen Pal, Diary Entry, Character Sketch)</li> <li>Comprehension skills (Analyzing the Character, Q&amp;A)</li> <li>Communication Skills (Meet my Mate, Sharing an experience)</li> <li>Vocabulary (Friend-ship Word wall, Idioms, Dictation)</li> </ul>

Months: July - August

No. of working days: 36 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
Theme: Courage Science	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Literature- Wow Course Book 6</b> Lesson 3: 'The Burning Trail' Poem: 'Don't Give Up' (Page 41 – 55) Lesson 4: 'India and its Scientific Glory' 'Learning Text Style – Information Booklet' (Page 56 – 69) <b>Grammar- Wow Course Book 6</b> Sentences and Clauses Homophones, Homonyms, Homographs, Conjunctions, Four forms of Present Tense, The verb 'need' <b>Wow Grammar &amp; Composition 6</b> Ch 1: Sentences Ch 2: Sentence Analysis Ch 8: Present Tense Ch 11: The Future Tense Ch 16: Conjunctions <b>Writing Skills</b> Message Writing, Comic Strip	<ul style="list-style-type: none"> <li>● To identify skills and abilities to do a task by making them strengths.</li> <li>● To understand the problem in the story and identify the solution.</li> <li>● Understand the use of different grammar concepts to frame correct sentences.</li> <li>● To be able to identify the important message from the conversation.</li> <li>● To be familiarized with comic reading.</li> <li>● To be able to draw and write a comic script.</li> </ul>	<ul style="list-style-type: none"> <li>● To use critical thinking ability to solve a problem with courage.</li> <li>● Use linkers to indicate connections between Sentences such as first, next, then, after, that', etc</li> <li>● Write important message from the communication</li> <li>● Able to write a comic script of their own</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>● Strike a Conversation</li> <li>● A Myth or Science</li> <li>● Future Living (Information Booklet)</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>● Mind Map</li> <li>● Graphic Organizer</li> <li>● Flash Cards</li> <li>● Grammar Wheel</li> <li>● SEAB –</li> </ul> Ex 1: Sentences (Pg 2-7)  Ex 9: Present Tense (Pg 27 - 28) Ex 12: Future Tense (Pg 33 - 34) Ex 17: Conjunctions (Pg 53 – 54)	<ul style="list-style-type: none"> <li>● Able to wisely handle a situation of emergency or disaster.</li> <li>● Identify the facts through research.</li> <li>● To create an information booklet and give supporting details</li> <li>● To have a futuristic vision to identify the environmental gaps and find solutions for the same</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Skills (Story Reading)</li> <li>● Listening Skills (Strike a Conversation, A Myth or Science)</li> <li>● Speaking Skills (Strike a Conversation, A Myth or Science)</li> <li>● Writing skills (Information Booklet, Comic Script)</li> <li>● Comprehension skills (Inferencing, RTC, MCQs, OTBA)</li> <li>● Communication Skills (Strike a Conversation, A Myth or Science)</li> <li>● Vocabulary (Strike a Conversation, Dictation)</li> </ul>

Months: September - October

No. of working days: 39 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
Theme: Dreams and Fantasy Humour	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Literature- Wow Course Book 6</b> Lesson 5: 'The Imaginary Adventures of Don Quixote' Poem: 'A Little Boy's Dream' (Page 70 – 85) Lesson 6: 'The Detective' Poem: 'Macavity, The Mystery Cat' (Page 86 – 98) <b>Grammar-</b> <b>Wow Course Book 6</b> Adverbial and Adjectival Phrases, Adjectives, Adverbs, Using numbers in writing, commonly mispronounced words, Confusing words, Modals, Abbreviations and acronyms <b>Wow Grammar &amp; Composition 6</b> Ch 7: Types of Verbs Ch 14: Adverbs Ch 24: Writing Letters Ch 25: Paragraph Writing Ch 26: Story Writing and Picture Composition Ch 27: More on Story Writing <b>Writing Skill</b> Informal Letter Writing Completing the Story	<ul style="list-style-type: none"> <li>● to explore the imaginative side of dreams and fantasy</li> <li>● to be able to understand difference between fantasy and reality</li> <li>● to explore humour in the text</li> <li>● to be able to accept difference in opinions and infuse the element of humour</li> <li>● to be able to understand the format of letters and express their feelings and emotions in informal letter</li> <li>● understand the elements of a story</li> <li>● to be able to complete a story with the clues</li> </ul>	<ul style="list-style-type: none"> <li>● to be able to visualize the text to interpret the difference between fantasy and reality</li> <li>● to be able to infuse humour in their writing skills</li> <li>● able to use confusing words to write meaningful sentences</li> <li>● able to express their imagination in a story and to introduce humour in their writing styles</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>● Story Weaving</li> <li>● Pen Pal</li> <li>● Wall of Humour</li> <li>● Nonsense Poems</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>● Picture Cube</li> <li>● Cue-cards</li> <li>● E-module</li> <li>● Edu-tech Tool: Adjectives, Adverbs, Mispronounced words, Confusing Words, Modals, Abbreviations</li> <li>● Quiz</li> <li>● SEAB: Ex 15: Adverbs (Pg 45-48) Ex 20: Reading Comprehension (Pg 61 – 64)</li> </ul>	<ul style="list-style-type: none"> <li>● Able to express a dream or fantasy in words</li> <li>● Able to use different elements of a story to write a story</li> <li>● Introduce humour in writing styles</li> <li>● Able to connect the clues to complete a story</li> <li>● Establish a connection with people through informal letter writing</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Skills (Story Reading)</li> <li>● Listening Skills (Story Weaving)</li> <li>● Speaking Skills (Story Weaving, Nonsense Poems)</li> <li>● Writing skills (Notice Writing)</li> <li>● Comprehension skills (Comprehension Questions, RTC, MCQs)</li> <li>● Communication Skills (Pen Pal, Story Weaving, Nonsense Poems)</li> <li>● Vocabulary (Wall of Humour, Dictation)</li> </ul>

Months: November - December

No. of working days: 31 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
Theme: Myths and Legends Wonder and Adventure	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Literature- Wow Course Book 6</b> Lesson 7: 'Pandora's box' Poem: 'More about Stories' (Page 99 – 113) Lesson 8: 'The Wizard of Oz' Poem: 'Laughing Song' (Page 114 – 129) <b>Grammar –</b> <b>Wow Course Book 6</b> Changing word forms, Direct and Indirect speech, Apostrophe, Prefixes and Suffixes, Nouns – numbers and Phrases, Question tags <b>Wow Grammar &amp; Composition 6</b> Ch 3: Nouns Ch 4: Adjectives Ch 17: Punctuation Ch 18: Direct and Indirect Speech Ch 26: Story Writing and Picture Composition <b>Writing Skill:</b> Picture Composition Writing Poem	<ul style="list-style-type: none"> <li>● To identify the mythological characters and understand the evolution of life</li> <li>● To understand the author's purpose to inform and entertain</li> <li>● To be able to identify the setting of the story</li> <li>● To understand about an adventure and talk in detail about their adventurous journey</li> <li>● To be able to write sentences in direct to indirect speech</li> <li>● To be able to use the tenses to write sentences in the correct speech</li> <li>● To be able to read a picture in detail and use various parts of speech to express their emotions</li> </ul>	<ul style="list-style-type: none"> <li>● Develop an understanding towards mythological past to explore the evolution of life</li> <li>● Retell life adventures and share the feelings.</li> <li>● Understand the illustrators work and interpret the details.</li> <li>● To use adjectives to express strong emotions in a poem.</li> </ul>	Activities: <ul style="list-style-type: none"> <li>● I Believe</li> <li>● Skit</li> </ul> Resources: <ul style="list-style-type: none"> <li>● Mind Maps</li> <li>● E – module</li> <li>● Cue-Cards</li> <li>● Quiz</li> <li>● Edutech tool: Apostrophe, Nouns, Adjectives, Punctuation</li> <li>● SEAB</li> </ul> Ex 2: Nouns (Pg 8 – 9) Ex 3: Adjectives (Pg 10 – 12) Ex 18: Punctuation (Pg 55-57) Ex 19: Direct and Reported Speech (Pg 58 – 60)	<ul style="list-style-type: none"> <li>● Able to reason for myths and beliefs in mythological characters.</li> <li>● Able to explore new things and opinions for the same</li> <li>● Able to give supporting details for the opinions</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Skills (I Believe)</li> <li>● Listening Skills (Listen and identify)</li> <li>● Speaking Skills (Skit)</li> <li>● Writing skills (Comprehension questions, Skit)</li> <li>● Comprehension skills (Comprehension Questions, RTC, MCQs)</li> <li>● Communication Skills (I Believe, Skit)</li> <li>● Vocabulary (Skit, Dictation)</li> </ul>



Months: January – February

No. of working days: 31 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
<b>Theme: Travel Care and Concern</b>	<b>Knowledge/ Content Based</b>	<b>Application/ Aptitude Based</b>		<b>Skill Based</b>	
<b>Literature- Wow Course Book 6</b> Lesson 9: 'Rip Van Winkle' Poem: 'Vagabond' (Page 130 – 145) Lesson 10: 'The Naive Friend' Poem: 'Be a Friend' (Page 146 – 160) <b>Grammar</b> <b>Wow Course Book 6</b> Strong Adjectives, Finite and Non-finite verbs, Inverted commas, Phrasal Verbs, Active and Passive Voice, Commas <b>Wow Grammar &amp; Composition 6</b> Ch 12: Active and Passive Voice; Ch 15: Preposition Ch 21: Reading Comprehension <b>Writing Skill:</b> Writing a newspaper report Article Writing	<ul style="list-style-type: none"> <li>● To understand the importance of travel and exploring various cultures.</li> <li>● To be able to take wise decisions in difficult times</li> <li>● To make use of grammar concepts to write an article and a report.</li> <li>● To be able to describe a situation with supporting details of facts and reasons.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the situations and take wise decisions.</li> <li>● Understand the importance of time travel to set priorities</li> <li>● Understand the difference between facts and opinion</li> <li>● To give evidence or facts to support their views.</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>● Talk Show</li> <li>● Ad – Mad Show</li> <li>● Plan a class trip</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>● Cue – Cards</li> <li>● Placards</li> <li>● E-modules</li> </ul> Edu-tech tool: Adjectives, Finite and Non-finite verbs, Active and Passive Voice, Prepositions <b>● SEAB:</b> Ex 13: Active and Passive Voice (39 – 42) Ex 16: Prepositions (Pg 52) Ex 20: Reading Comprehension (Pg 65 – 68)	<ul style="list-style-type: none"> <li>● To be able to raise opinions with supporting facts and evidences.</li> <li>● To convince other people with their supporting point of view.</li> <li>● Able to write an article or newspaper report</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Skills (Story Reading)</li> <li>● Listening Skills (Talk Show)</li> <li>● Speaking Skills (Talk Show, Ad-Mad Show)</li> <li>● Writing skills (Comprehension questions)</li> <li>● Comprehension skills (Comprehension Questions, RTC, MCQs, Group Discussion)</li> <li>● Communication Skills (Talk Show, Ad-Mad Show)</li> <li>● Vocabulary (Talk Show, Dictation)</li> </ul>

# वार्षिक पाठ्यक्रम योजना (2022-23)

कक्षा : VI

विषय : हिन्दी

पुस्तक - वल्लरी / सुरभिका

माह - अप्रैल-मई

कार्य दिवस - 36

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<b>वसंत:</b> पाठ-1-वह चिड़िया जो(कविता) पाठ-2- बचपन (संस्मरण) पाठ-3- नादान दोस्त (कहनी) <b>व्याकरण:</b> पाठ-1 भाषा-विचार पाठ-2 वर्ण-विचार पाठ-3- संधि पाठ-4- शब्द-विचार पाठ-5- शब्द-भंडार <b>रचनात्मक लेखन:</b> पत्र- लेखन , ई-मेल <b>बाल राम कथा:</b>	<ul style="list-style-type: none"> <li>चिड़िया के माध्यम से अपने स्वभाव से अपने स्वभाव को चित्रित किया है। यह छोटी सी चिड़िया बहुत संतोष स्वभाव की है। हमें भी जीवन में संतोष स्वभाव का होना चाहिए है।</li> <li>इस पाठ में लेखिका ने वर्तमान समय के साथ उनकी तुलना की है जो जीवन शैली से रूबरू करता है।</li> <li>इस पाठ के माध्यम से लेखक ने बच्चों को यह शिक्षा दी है कि उन्हें ऐसा कोई कार्य नहीं करना चाहिए, जिससे किसी का जीवन खतरे में पड़ जाया।</li> <li>भाषा-विचार, वर्ण-विचार , शब्द-विचार, शब्द-भंडार को पहचानना।</li> </ul>	<ul style="list-style-type: none"> <li>शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना।</li> <li>किन गुणों को अपनाकर और किन बुरी बातों से दूर रहकर हम देश को आगे ले जा सकते हैं।</li> <li>कवि ने नीली चिड़िया का नाम नहीं बताया है। वह कौन सी चिड़िया रही होगी।</li> <li>अपनी बीते दिनों को याद करते हुए किसी रोजक घटना को अनुच्छेद रूप में लिखिए।</li> <li>मकर संक्रांति अन्य प्रदेशों में किन नामों से और किस प्रकार मनाई जाती है?</li> </ul>	<b>गतिविधियाँ</b> <ul style="list-style-type: none"> <li>लाल चोज वाले हरे-हरे तोते पीआर एक छोटी से कविता की रचना करो।</li> <li>अगर तुम्हें अपनी पोशाक बनाने को कहा जाए तो कैसी पोशाक बनाओगे और पोशाक बनाते समय किन बातों का ध्यान रखोगे?</li> <li>पत्र लेखन, विभिन्न त्योहारों के बारे में जानकारी उपलब्ध कराना।</li> </ul> <b>संसाधन</b> <ul style="list-style-type: none"> <li>वसंत हिन्दी कार्यपुस्तिका (पृष्ठ सं०- 5-26)</li> </ul>	<ul style="list-style-type: none"> <li>उचित हाव-भाव के साथ कक्षा में पठन करना।</li> <li>शब्द कोश बढ़ाना।</li> <li>अपने विचारों को सबके समक्ष रखना।</li> <li>कविता एवं पाठ को लय के साथ पढ़ना एवं नए शब्दों से वाक्य बनाना।</li> </ul>	<ul style="list-style-type: none"> <li><b>पठन कौशल</b> (पत्रिका)</li> <li><b>श्रवण कौशल</b> (UT -1)</li> <li><b>वाचन कौशल</b> (कहानी/कविता को समझते हुए उसमें अपनी बात/कहानी जोड़ना)</li> <li><b>लेखन कौशल</b> ( पत्र-लेखन)</li> <li><b>अभिव्यक्ति कौशल</b> (पात्रों का विश्लेषण, प्रश्नोत्तर)</li> <li><b>शब्द कोश</b> (श्रुतलेख)</li> </ul>

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p><b>वसंत:</b> पाठ-4- चाँद से थोड़ी सी गप्पें (कविता) पाठ-5- अक्षरों का महत्व (निबंध) पाठ-6- पार नज़र के (कहानी) पाठ-7- साथी हाथ बढ़ना (कहानी) <b>व्याकरण:</b> पाठ-6- उपसर्ग पाठ-7- संज्ञा पाठ-8- लिंग पाठ-9- वचन पाठ-10- कारक <b>रचनात्मक लेखन:</b> अनुच्छेद- लेखन <b>बाल राम कथा:</b></p>	<ul style="list-style-type: none"> <li>चाँद से थोड़ी सी गप्पें (कविता) में कवि एक बच्चे की मानसिकता का वर्णन के आरंभ रहे हैं जो वो चाँद से गप्पें लगा रही हैं के विषय में रोचक जानकारी को समझना।</li> <li>इस पाठ के माध्यम से लेखक ने यह समझाने की चेष्टा की है कि यदि अक्षरों का अनूठा संसार न होता, तो आज यह दुनिया इतनी विकसित नहीं होती है।</li> <li>पार नज़र के (कहानी) के माध्यम से लेखक ने यह समझाने की चेष्टा की है पृथ्वी के वैज्ञानिक मंगल की मिट्टी के अध्ययन द्वारा जानना चाहते हैं कि मंगल गृह पीआर जीवन है या नहीं, जो आज भी एक रहस्य है</li> <li>उपसर्ग, संज्ञा, लिंग, वचन, कारक को पहचानना।</li> <li>हमारे अन्दर कोई न कोई विशेषताएँ होती हैं उनको जाना और समझना।</li> </ul>	<ul style="list-style-type: none"> <li>शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना।</li> <li>अक्षरों के महत्व विषय पर अपने विचार अनुच्छेद रूप में लिखिए।</li> <li>यह कहानी जमीन के अंदर की जिंदगी का पता देती है। जमीन के ऊपर मंगल ग्रह पीआर सब कुछ कैसा होगा, इसकी कल्पना करो और लीखों।</li> <li>परोपकार विषय पर कुछ दोहे, श्लोक और कुछ पंक्तियाँ लिखिए।</li> <li>एकता के महत्व को दर्शाती एक लघुकथा लिखिए।</li> </ul>	<ul style="list-style-type: none"> <li><b>गतिविधियाँ</b></li> <li>इंटरनेट की सहायता से अन्य ग्रह पर जीवन के अस्तित्व के विषय में पता कीजिए तथा उसे अनुच्छेद रूप में लिखिए।</li> <li>हिमालय के बारे में जानकारी एकत्रित कर एक परियोजना तैयार कीजिए।</li> <li>मान लो कि तुम छोटू हो और यह कहानी किसी को सुना रहे हो तो कैसे सुनाओगे। सोचो और "मैं" शैली में यह कहानी सुनाओ।</li> <li>अपने आस पास तुम किसको साथी मानते हो और क्यों? इससे मिलते- जुलते कुछ और शब्द खोजकर लीखों।</li> <li><b>संसाधन</b> वसंत हिन्दी कार्यपुस्तिका (पृष्ठ सं०- 27- 45)</li> </ul>	<ul style="list-style-type: none"> <li>उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनना और अपनी प्रतिक्रिया व्यक्त करते हैं।</li> <li>अपने विचारों को सबके समक्ष रखना।</li> <li>शब्द कोष बढ़ाते हुए शब्दों को समझकर उनका अर्थ सुनिश्चित करना।</li> </ul>	<ul style="list-style-type: none"> <li><b>पठन कौशल</b> (समाचार पत्र का पठन)</li> <li><b>श्रवण कौशल</b> (एक दूसरे के विचारों को सुनना)</li> <li><b>वाचन कौशल</b> (कक्षा अभिनय)</li> <li><b>लेखन कौशल</b> (सुनी/देखी बातों को अपने तरीके से, अपनी भाषा में लिखना)</li> <li><b>अभिव्यक्ति कौशल</b> (प्रश्नोत्तर, बहुविकल्पीय प्रश्न)</li> <li><b>शब्द कोश</b> (श्रुतलेख, पर्यायवाची शब्द एवं शब्दार्थ)</li> </ul>



पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p><b>वसंत:</b> पाठ-8-ऐसे ऐसे (एकांकी) पाठ-9- टिकट-अलबम(कहानी) पाठ-10- झाँसी की रानी(कविता) पाठ-11-जो देख कर भी नहीं देखते (निबंध) <b>व्याकरण:</b> पाठ-11- सर्वनाम पाठ-12- विशेषण पाठ-13- क्रिया पाठ- 14-काल <b>रचनात्मक लेखन:</b> निबंध-लेखन <b>बाल राम कथा:</b></p>	<ul style="list-style-type: none"> <li>ऐसे ऐसे पाठ लेखक एक बच्चे की शरारत का वर्णन केआर रहे हैं वो अपने माता -पिता से अपने पेट दर्द का नाटक कर रहा है ,के विषय को समझना।</li> <li>झाँसी की रानी कविता मे झाँसी की रानी की वीरता की गाता है और उन्होंने अपने प्राणों को न्योछावर कर दिया, के विषय को समझने का प्रयास।</li> <li>जो देख कर भी नहीं देखते मे लेखक ने कहा है की वह उन्हीं चीज़ों की आशा करता है, जो उनके पास नहीं हैं। लेखिका कहती हैं की आँखों वाले लोग अक्सर कुछ नहीं देखते अथवा बहुत कम देखते हैं इस विषय को समझने का प्रयास।</li> </ul>	<ul style="list-style-type: none"> <li>शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना।</li> <li>क्या आपके मन में भी कभी लालच पैदा हुआ है? अपने-अपने अनुभव सुनाइए।</li> <li>‘ राजप्पा और नगरजन की तरह क्या तुम भी कोई शौक रखते हो ? उससे जुड़े किस्से सुनाओ।</li> <li>कान से न सुन पाने पर दुनिया कैसी लगती होगी इस पर टिप्पणी लीखों।</li> <li>सच्चे मित्र की पहचान कैसे कर सकते हैं” विषय पर चर्चा“</li> </ul>	<p><b>गतिविधियाँ</b></p> <ul style="list-style-type: none"> <li>कल्पना के आधार पर किसी साहसिक या विचित्र घटना का वर्णन कीजिए।</li> <li>एक दृशीतहीन और श्रवण बंधित व्यक्ति को जीवन में किन मुश्किलों का सामना करना पड़ता होगा? सोचकर बताइए।</li> <li>स्वधिनता संग्राम में सक्रिय भूमिका निभाने वाली किसी वीरगना पर एक अनुच्छेद लीखों।</li> <li>अपने-अपने विभिन्न चित्रों से एक सुंदर अलबम तैयार किया है। इसके बारे में आगरा में रहने वाले अपनेमामा जी को पत्र लिखिए।</li> </ul> <p><b>संसाधन</b></p> <ul style="list-style-type: none"> <li>वसंत हिन्दी कार्यपुस्तिका (पृष्ठ सं०- 57-76)</li> </ul>	<ul style="list-style-type: none"> <li>उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनना और अपनी प्रतिक्रिया व्यक्त करते हैं।</li> <li>अपने विचारों को सबके समक्ष रखना।</li> <li>शब्द कोश बढ़ाते हुए शब्दों को समझकर उनका अर्थ सुनिश्चित करना।</li> </ul>	<ul style="list-style-type: none"> <li><b>पठन कौशल</b> (श्याम पट्ट/ बोर्ड पर लिखे वाक्यों का पठन)</li> <li><b>श्रवण कौशल</b> (विडियो द्वारा सर्वनाम , विशेषण, क्रिया, काल को सुनना और समझना)</li> <li><b>वाचन कौशल</b> ( निबंध-लेखन)</li> <li><b>लेखन कौशल</b> ( निबंध-लेखन)</li> <li><b>अभिव्यक्ति कौशल</b> (प्रश्नोत्तर, किसने किससे कहा)</li> <li><b>शब्द कोश</b> (श्रुतलेख, विलोम शब्द, वाक्यांश)</li> </ul>

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p><b>वसंत:</b> पाठ-12- संसार पुस्तक है पाठ-13- मैं सबसे छोटी होऊँ (कविता) पाठ-14- लोकगीत(निबंध)</p> <p><b>व्याकरण:</b> पाठ-15- अविकारी शाब्द पाठ- 16- वाक्य पाठ-17- अशुद्ध वाक्य का संशोधन पाठ-18- विराम-चिह्न</p> <p><b>रचनात्मक लेखन:</b> चित्र-वर्णन</p> <p><b>बाल राम कथा:</b></p>	<ul style="list-style-type: none"> <li>जवाहरलाल नेहरू ने कहा है की किताबें पढ़कर दुनिया का हाल ज्ञात करना सही नहीं है बल्कि हमें संसार रूपी पुस्तक को पढ़कर इसका हाल मालूम करना चाहिए , विषय को समझना।</li> <li>मैं सबसे छोटी होऊँ कविता मे कवि ने एक बच्ची के मन की भावना को उत्पन्न किया है इस विषय को समझना।</li> <li>इस पाठ मे लेखक ने विभिन्न आंचलों के पारंपरिक लोकगीतों की अनुपम झाँकी प्रस्तुत की है।</li> <li>विराम-चिह्न को को पहचानना।</li> </ul>	<ul style="list-style-type: none"> <li>शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना।</li> <li>“हमें जैसा जीवन मिला है उसी से खुश रहना चाहिए” यह बात कहाँ तक सही है, विषय पर चर्चा ।</li> <li>हमारा प्यारा झंडा कविता पढ़कर आपको क्या शिक्षा मिली? यह बताते हुए दादा जी को पत्र लिखिए।</li> </ul>	<p><b>गतिविधियाँ</b></p> <ul style="list-style-type: none"> <li>माँ शीर्षक पीआर सात- आठ पंक्तियों की एक कविता लिखिए</li> <li>वृक्षारोपण एक पुनीत और महान कार्य है बच्चों को वृक्षारोपण के लिए काहिए</li> <li>आपने अपने क्षेत्र में विभिन्न अफसर पर गए जाने वाले लोकगीतों को सुना होगा। उन्हीं में से किसी लोकगीत की कुछ पंक्तियाँ लिखिए।</li> <li>समूह बनाकर बच्चों को अशुद्ध वाक्य का संशोधन बताना।</li> <li>समूह बनाकर बच्चों को विराम-चिह्न बताना।</li> </ul> <p><b>संसाधन</b></p> <ul style="list-style-type: none"> <li>वसंत हिन्दी कार्यपुस्तिका (पृष्ठ सं०- 82- 102)</li> </ul>	<ul style="list-style-type: none"> <li>उचित हाव-भाव के साथ नाटक, कविता आदि को ध्यान से समझते हुए सुनना और अपनी प्रतिक्रिया व्यक्त करते हैं।</li> <li>शब्द कोश बढ़ाते हुए शब्दों/ अशुद्ध वाक्य का संशोधन करना और उसको समझकर उनका अर्थ सुनिश्चित करना।</li> <li>लिखते हुए अपने लेखन में विराम-चिह्नों, जैसे- पूर्ण विराम, अल्प-विराम, प्रश्नवाचक चिह्न का सचेत इस्तेमाल करते हैं। अपने विचारों को सबके समक्ष रखना।</li> </ul>	<ul style="list-style-type: none"> <li><b>पठन कौशल</b> ( चित्र-वर्णन)</li> <li><b>श्रवण कौशल</b> (वीडियो द्वारा चित्र-वर्णन को समझने )</li> <li><b>वाचन कौशल</b> (कक्षा अभिनय)</li> <li><b>लेखन कौशल</b> (वाक्य-प्रयोग, चित्र-लेखन)</li> <li><b>अभिव्यक्ति कौशल</b> (प्रश्नोत्तर, मुहावरे, पात्रों का विश्लेषण)</li> <li><b>शब्द कोश</b> ( अविकारी शाब्द , वर्तनी-शुद्धि)</li> </ul>

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p><b>वसंत:</b> पाठ-15- नौकर पाठ-16- वन के मार्ग में(कविता) पाठ-17- साँस-साँस में बाँस (निबंध) <b>व्याकरण:</b> पाठ-11- मुहावरे और लोकोक्तियाँ पाठ-12- अपठित गद्यांश पाठ- 13- अपठित पद्यांश <b>बाल राम कथा:</b> (पृष्ठ सं० 5,7,10)</p>	<ul style="list-style-type: none"> <li>गांधी जी के सरल स्वभाव तथा उनकी कर्मठता का वर्णन किया है, इस विषय को समझना।</li> <li>इस पाठ में सीता जी के वन जाने का वर्णन किया है और उन कठिन समय का वर्णन किया है इस विषय को समझना।</li> <li>साँस-साँस में बाँस (निबंध) लेखक ने बाँस के महत्व को समझने का प्रयास किया है</li> <li>मुहावरे और लोकोक्तियाँ को पहचानना।</li> <li>अपठित गद्यांश और अपठित पद्यांश को समझना।</li> </ul>	<ul style="list-style-type: none"> <li>शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना।</li> <li>अपने माता- पिता का हाथ बटाने के लिए तुम कौन-कौन से काम करते हो? लीखों</li> <li>विनम्रता ज्ञान की पहचान होती है है इस पर निबंध-लेखन लीखों।</li> <li>कोई अप्रिय घटना भी कुछ समय बाद शुभ संदेश दे देती है। अपने परिवार के बड़े लोगों से बातें करके पता लगाइए कि क्या उनके जीवन में कोई ऐसी घटना घटी है।</li> </ul>	<p><b>गतिविधियाँ</b></p> <ul style="list-style-type: none"> <li>कालिदास के विषय में और जानकारी प्राप्त कीजिए तथा सब मिलकर एक कार्य योजना तैयार कीजिए।</li> <li>प्रकृति का अतुलित भंडार हमारी सभी आवश्यकताओं की पूर्ति करता है। पेड़ की पत्तियों के विभिन्न क्षेत्र में उपयोग विषय पर एक अनुच्छेद लिखिए।</li> <li>कल्पना करें की तुम एक बूँद हो। जल से भाप बनकर बादलों में पहुँचने और बदलो से पुनः बूँद बनने की कहानी को आत्मकथा के रूप में लिखिए।</li> </ul> <p><b>संसाधन</b></p> <ul style="list-style-type: none"> <li>वसंत हिन्दी कार्यपुस्तिका (पृष्ठ सं०- 103- 119)</li> </ul>	<ul style="list-style-type: none"> <li>उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनना और अपनी प्रतिक्रिया व्यक्त करते हैं।</li> <li>मुहावरे और लोकोक्तियाँ का प्रयोग करना</li> <li>अपठित गद्यांश सचेत इस्तेमाल करते हैं। अपने विचारों को सबके समक्ष रखना।</li> <li>अपठित पद्यांश सचेत इस्तेमाल करते हैं। अपने विचारों को सबके समक्ष रखना।</li> <li>शब्द कोष बढ़ाते हुए शब्दों को समझकर उनका अर्थ सुनिश्चित करना।</li> </ul>	<ul style="list-style-type: none"> <li><b>पठन कौशल</b> ( मुहावरे, अपठित गद्यांश, अपठित पद्यांश)</li> <li><b>श्रवण कौशल</b> (वीडियो द्वारा मुहावरे और लोकोक्तियाँ का प्रयोग करना)</li> <li><b>वाचन कौशल</b> (संसार की सबसे कीमती वस्तु क्या हो सकती है, पर परिचर्चा करना)</li> <li><b>लेखन कौशल</b> (पत्र-लेखन/शब्द-चित्र)</li> <li><b>अभिव्यक्ति कौशल</b> (प्रश्नोत्तर, मूल्य आधारित प्रश्न)</li> <li><b>शब्द कोश</b> (श्रुतलेख, समानार्थी शब्द, वाक्य-पूर्ति)</li> </ul>

# ANNUAL CURRICULUM PLAN (2022-23)

STEP: VI

SUBJECT: MATHEMATICS

Book : Wow Math

Months : April – May

No. of Working Days : 39

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Chapter 1 :</b> Numbers and their Operations <b>Chapter 2 :</b> Integers <b>Chapter 3 :</b> Factors and Multiples	<b>Chapter 1 : Numbers and their Operations</b> Natural and whole numbers; place value and expanded form; forming numbers; Rounding off; Simplification; Roman Numerals  <b>Chapter 2 : Integers</b> Absolute value of an integer, comparing and ordering integers, addition and subtraction of integers  <b>Chapter 3 : Factors and Multiples</b> Factors and Multiples; types of numbers; Divisibility test; HCF; LCM; relationship between HCF and LCM	<b>Chapter 1 : Numbers and their Operations</b> whenever you calculate the price per unit, weigh produce, figure out percentage discounts, and estimate the final cost, you're using math to make your shopping experience easier. <b>Chapter 2 : Integers</b> Income and expense, temperature, the height of a mountain and the depth of the ocean are quantities that have opposite properties. <b>Chapter 3 : Factors and multiples</b> We use factors when we want to arrange things in different ways. For example, arranging books in rows & columns, making groups of children in different ways etc.	<b>Chapter 1 : Numbers and their Operations</b> WOW Math page no:19; WOW Math page no:32; Group activity; Real life based activity  <b>Chapter 2 : Integers</b> <b>Activity :</b> WOW Math page no:48; Dice game  <b>Chapter 3 : Factors and Multiples</b> WOW Math page no: 71, 72; Game board  <b>Resources :</b> Written Work Brain Storming Group Discussion Use of ICT Assignments	Adept at solving quantitative problems  Cognitive skill  Proficient in communicating mathematical ideas  Mental ability and Problem solving  Mathematical Reasoning and Aptitude	Online Quiz  Notebook Work  Assignments  Practice sheets

**Months : July - August**  
**No. of Working Days : 39**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Chapter 4 :</b> Fractions <b>Chapter 5 :</b> Decimals <b>Chapter 9 :</b> Basic Geometrical Ideas <b>Chapter 15 :</b> Perimeter and Area	<b>Chapter 4 : Fractions</b> Equivalent fractions; addition and subtraction of like, unlike and mixed fractions; Properties of addition of fractions <b>Chapter 5 : Decimals</b> Decimal Fraction; Place value and expanded form; Number line; equivalent decimals; like and unlike decimals; comparing and ordering; addition and subtraction of decimals; decimals in real life <b>Chapter 9 : Basic Geometrical Ideas</b> Plane; Types of lines; Open and closed figures; Polygons; Linear and curvilinear boundaries; Construction of line segment and perpendicular bisector <b>Chapter 15 : Perimeter and Area</b> Perimeter of regular figures; Perimeter of composite figures; Area of square and rectangle; area of composite figures; area of irregular figures	<b>Chapter 4: Fractions</b> Splitting a bill at a restaurant, Calculating the discounted price of an object, following a recipe, to understand our body mass index. <b>Chapter 5: Decimals</b> Weight on the weighing machine, dealing with money <b>Chapter 9: Basic Geometrical Ideas</b> Getting a scan done, creating an image or an animated video, building our house, decorating the house, etc. <b>Chapter 15: Perimeter and Area</b> Fencing off an area to plot a crop; Planning the construction of a house; building a barn; Building a swimming pool.	<b>Chapter 4 : Fractions</b> WOW Math page no: 91; Fraction strip  <b>Chapter 5 : Decimals</b> WOW Math page no: 101; WOW Math page no: 110; Eating decimals  <b>Chapter 9: Basic Geometrical Ideas</b> Interdisciplinary group activity  <b>Chapter 15 : Perimeter and Area</b> WOW Math page no: 260; Fence it  <b>Resources :</b> Written Work Brain Storming Group Discussion Use of ICT Assignments	Spatial Sense  Ability to understand both concrete and abstract problems  Mental ability  Problem solving  Mathematical Reasoning and Aptitude  Team Work	Notebook Work  Assignments  Quiz  Practice worksheet

Months : September - October

No. of Working Days : 37

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Chapter 12 :</b> Circles <b>Chapter 13 :</b> Three-Dimensional Shapes <b>Chapter 14 :</b> Symmetry <b>Chapter 16 :</b> Data Handling	<b>Chapter 12 : Circles</b> Radius and diameter of circle; chord, arc, sector and segment; concentric circles  <b>Chapter 13 : Three-Dimensional Shapes</b> Basic 3 D shapes; elements of 3-D shapes; Polyhedron; Nets of solids  <b>Chapter 14 : Symmetry</b> Line of symmetry; Reflection in a line; Reflective symmetry; Mirror symmetry  <b>Chapter 16 : Data Handling</b> Types of data; primary data; data handling; frequency distribution table; tally marks; statistics; pictograph; bar graph	<b>Chapter 12 : Circles</b> Camera lenses, pizzas, Ferris wheels, rings, steering wheels, cakes, pies, buttons, etc. are some real-life examples of circles <b>Chapter 13 : Three-Dimensional Shapes</b> a cube in a <b>Rubik's</b> cube and a die, a rectangular prism in a book and a box, a sphere in a globe and a ball, a cone in carrot and an ice cream cone and a cylinder in a bucket and a barrel, around us. <b>Chapter 14 : Symmetry</b> The ceiling fan in our room; The hands in an analogue clock. <b>Chapter 16 : Data Handling</b>  In libraries -To keep a record of books, Doctors keep records of patients, Meteorologists take records of the weather, Astrologists record the movement of stars	<b>Chapter 12 : Circles</b> WOW Math page no: 220; Create a design using circles  <b>Chapter 13 :</b> <b>Three-Dimensional Shapes</b> WOW Math page no: 228; Art integration  <b>Chapter 14 : Symmetry</b> WOW Math page no: 240 Group activity  <b>Chapter 16 : Data Handling</b> WOW Math page no: 275 Drawing graphs  <b>Resources :</b> Written Work Brain Storming Group Discussion Use of ICT Assignments	Spatial Sense  Ability to understand both concrete and abstract problems  Mental ability  Problem solving and critical analysis  Mathematical Reasoning and Aptitude  Accurately organize, analyze, and interpret data;	Notebook Work  Assignments  Quiz  Practice worksheet



Months : November - December

No. of Working Days : 42

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Chapter 6 :</b> Introduction to Algebra <b>Chapter 7:</b> Linear Equations <b>Chapter 8 :</b> Ratio and Proportions	<b>Chapter 6 : Introduction to Algebra</b> Algebraic expressions; variable and constants; like and unlike terms; kinds of algebraic expression; evaluation of expressions <b>Chapter 7: Linear Equations</b> Algebraic equation; linear equation; systematic method; transposition method; forming and solving a linear equation <b>Chapter 8 : Ratio and Proportions</b> Ratio between 3 quantities; equivalent ratios; ratio and fractions; comparison of ratios; proportions;	<b>Chapter 6 : Introduction to Algebra</b> Algebra is used almost every day and in every work that we do. Example the people in the market make use of algebraic operations to calculate profit and loss incurred.  <b>Chapter 7: Linear Equations</b> Linear equation simplifies the process of solving real-world problems. This is done by using letters to represent unknowns, restating problems in the form of equations, and offering systematic techniques for solving those equations.  <b>Chapter 8 : Ratio and Proportions</b> Comparing prices per kg while grocery shopping, calculating the proper amounts for ingredients in recipes and determining how long car trip might take .	<b>Chapter 6 : Introduction to Algebra</b> WOW Math page no: 126; Group activity  <b>Chapter 7: Linear Equations</b> WOW Math page no: 138  <b>Chapter 8 : Ratio and Proportions</b> WOW Math page no: 145 WOW Math page no: 156  <b>Resources :</b> Written Work Brain Storming Group Discussion Use of ICT Assignments	Spatial Sense  Ability to understand both concrete and abstract problems  Mental ability  Problem solving and critical analysis  Mathematical reasoning and aptitude	Notebook Work  Assignments  Quiz  Practice worksheet

Months : January - February

No. of Working Days : 31

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Chapter 10 : Angles</b> <b>Chapter 11: Triangles and Quadrilateral</b>	<b>Chapter 10 : Angles</b> Magnitude of an angle; Types of angle; special pairs of angles; Construction of bisector of an angle; construction of 30, 45, 60, 90 and 120 degrees  <b>Chapter 11: Triangles and Quadrilateral</b> Types and properties of triangle; concave and convex; angles in quadrilaterals; parallelogram; rhombus; rectangle; square; kite; trapezium	<b>Chapter 10 : Angles</b> Engineers use angle measurements to construct buildings, bridges, houses, monuments, etc. Carpenters use angle measuring devices such as protractors, to make furniture like chairs, tables, beds, etc.  <b>Chapter 11: Triangles and Quadrilateral</b> Everything from blueprints (of homes), doors, window, swimming pool, boxes, football ground, paper etc. is generally made up of such quadrilaterals.	<b>Chapter 10 : Angles</b> WOW Math page no: 180 WOW Math page no: 191 Architectural activity  <b>Chapter 11: Triangles and Quadrilateral</b> WOW Math page no: 212 Architectural activity  <b>Resources :</b> Written Work Brain Storming Group Discussion Use of ICT Assignments	Spatial Sense  Ability to understand both concrete and abstract problems  Mental ability  Problem solving and critical analysis  Mathematical Reasoning	Notebook Work  Assignments  Quiz  Practice worksheet

# ANNUAL CURRICULUM PLAN (2022-23)

## STEP: VI

### SUBJECT: SOCIAL STUDIES

Book : Landmark Integrated Social Sciences

Months: April – May

No. of Working days: 36

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> <li><b>History</b> L-01: Where, When and How? L-02: The Earliest Societies L-03: The Seeds of a Revolution</li> <li><b>Geography</b> L-13: The Earth in the Solar System L-14: The Globe – Latitudes and Longitudes</li> <li><b>Social and Political Life</b> L-23: Understanding Diversity L-24: Prejudice, Discrimination, and Inequality</li> </ul>	<p>L-01 -Identify different types of sources archaeological sources.</p> <p>L-02 -Recognize distinctive features of early humans.</p> <p>L-03- Appreciate the diversity of early domestication.</p> <p>L-13 Understand the meaning of celestial objects in the space.</p> <p>L-14 Understand the lines of latitudes and longitudes and their importance.</p> <p>L-23 To participate in discussions on the concepts of diversity, discrimination, government, and livelihood.</p>	<p>Develop an understanding of the significance of the archaeological evidence.</p> <p>Identify the material culture generated by people in relatively stable settlements.</p> <ul style="list-style-type: none"> <li>To know the features that make the earth a unique planet.</li> <li>To know the globe, which is a model of the spherical earth, know the International Date Line.</li> <li>To develop a healthy attitude towards various kinds of diversity around her/him.</li> </ul>	<p>L-01 Motivation activity on reconstruction of history.</p> <p>L-02 Locate the sites given in the book.</p> <p>L-03 explain broad developments during ancient period.</p> <p>L-13 Group Activity on rotation and revolution.</p> <ul style="list-style-type: none"> <li>Discuss how Gandhiji was a victim of racial discrimination?</li> </ul>	<p>L-01 Enhance Textual analysis, identify and describe the use of sources to construct history.</p> <p>L-02 Locate important historical and place them on an outline map of India.</p> <p>L-13 Distinguish between stars planets and satellites. Recognize the that the earth is a unique celestial body due to existence of life.</p> <p>L-14 identify latitudes and longitudes, examples poles, equator, tropics.</p> <p>L-23 To describe various forms of human diversity around her/him.</p> <ul style="list-style-type: none"> <li>To develops a healthy attitude towards various kinds of diversity around her/him.</li> </ul>	<p>L-01 Pictograph, discuss, Question answers.</p> <p>L-02,03 Map skills, In-text questions, Case studies, Back exercises.</p> <p>L-13,14 Subject Enrichment on pg.120,127 and book exercises</p> <p>Thinking Hat (Page 177)</p> <p>In-text Question (Page 178)</p> <p>Additional questions</p>

Months: July – August

No. of Working days: 39

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> <li><b>History</b> L-04: The Birth of a Civilization L-05: The Vedic Age</li> <li><b>Geography</b> L-15: Rotation and Revolution L-16: Maps and Map Reading L-17: The Realms of the Earth</li> <li><b>Social and Political Life</b> L-26: Essence of Democracy L-27: Local Self- Government</li> </ul>	<ul style="list-style-type: none"> <li>Explain broad developments during ancient period</li> <li>Use diagrams, models, and audio-visual materials to understand motions of the earth.</li> <li>Study from the text and directly observe of functioning of a Gram Panchayat or a municipality/corporation (according to the place a student lives)</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the distinctive life in cities.</li> <li>Observe stars, planets, satellite (Moon), eclipse under the guidance of parents/ teacher/elders, etc. to understand astronomical phenomena.</li> <li>Discuss based on principles of democracy five steps to elect your class leader.</li> </ul>	<p>Activity under 'Fun with History' page 23.</p> <p>Rapid-fire quiz to test the knowledge on various facts about planets.</p> <p>ACTIVITY: SCRAPBOOK Paste the picture of Nelson Mandela and write about his struggle against racial segregation and the eventual success.</p>	<ul style="list-style-type: none"> <li>Identify the archaeological evidence of urban centres, understand how this is used to reconstruct processes such as craft production.</li> <li>Identify the type of maps which will show major towns in states, rivers, lakes or temperature, crops etc.</li> <li>To describe the role of government, especially at the local level.</li> <li>identifies various levels of the government— local, state and union</li> </ul>	<p>Fun with History (Page 43) Source-based Question (Page 41) Values and Life Skills (Page 43) Source-based Question (Page 49) Map Work</p> <p>In-text Question (Page 129) Source-based Question (Page 130), Book Exercises, worksheet.</p> <p>In-text Question (Page 187), Book exercise, Worksheet.</p>

Months : September – October

No. of Working days: 37

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> <li><b>History</b> L-06: The Age of Empire and Assemblies L-07: New Ideas and New Religions</li> <li><b>Geography</b> L-18: Continents and Oceans L-19: Major Relief Features of the World</li> <li><b>Social and Political Life</b> L-28: Urban Local Self-Government L-29: Rural Administration</li> </ul>	<ul style="list-style-type: none"> <li>To explore epics Ramayana, Mahabharata, Silappadikaram, Manimekalai or some important works by Kalidas etc.</li> <li>Locates physical features of India such as mountains, plateaus, plains, rivers, desert, etc. on the map of India.</li> <li>Identify various levels of the government—local, state and union.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss basic ideas and central values of Buddhism, Jainism and other systems of thoughts.</li> <li>Identify different types of               <ul style="list-style-type: none"> <li>To know plateaus their formation and significance.</li> </ul> </li> <li>Explain the Swachh Bharat Mission in brief.               <ul style="list-style-type: none"> <li>Gains a sense of the working of Indian democracy, its institutions, and processes at the local, state and union levels.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Do the source-based question on page 59 of the textbook.</li> <li>Draw flowchart of main features of the life of the people and professions which can be explained with the help of a tree diagram.</li> <li>Activity (Use an atlas) a. Find out the names of the five Great Lakes. b. Which line of latitude forms the international boundary between Canada and USA. c. Name the island group situated immediately south of the mainland of USA.</li> <li>Draw flowchart showing levels of government and functions of the Urban and Rural government.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the contributions of important kingdoms, dynasties.</li> <li>Locate important historical sites, places on an outline map of India.</li> <li>Locates directions on the flat surface, and continents and oceans on the world map.</li> <li>Locates physical features of India.</li> <li>Describes the role of government, especially at the local level.</li> <li>Identifies various levels of the government—local, state and union.</li> </ul>	<ul style="list-style-type: none"> <li>Source-based Question (Page 59) Map Work Book exercises OTBA</li> <li>In-text Question (Page 148) In-text Question (Page 153) Book exercises, Worksheet</li> <li>Book Exercises, Intext questions, Case Study, Worksheets.</li> </ul>

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> <li><b>History</b> L-08 The First Empire -The Mauryas L-09 The Second Urbanization</li> <li><b>Geography</b> L-20: India – Physical Features L-21: Climate of India L-22: Natural Vegetation and Wildlife</li> <li><b>Social and Political Life</b> L-30: Rural Livelihoods L-31: Urban Livelihoods</li> </ul>	<ul style="list-style-type: none"> <li>Role play on various historical themes like change of Ashoka after Kalinga War—one of the events, incidents from literary works of the time etc.</li> <li>Explore maps for locating continents, oceans, seas, States/UTs of India, India and its neighbouring countries, physical feature of India such as mountains, plateaus, plains, deserts, rivers, etc.</li> <li>Understand the different types of vegetation in India.</li> <li>describe case studies of nearby localities/ villages in respect of occupations.</li> </ul>	<ul style="list-style-type: none"> <li>Undertake projects on the evolution of state working of ganas or sanghas– contributions of kingdoms, dynasties in the field of culture.</li> <li>Search the Internet to gather information on the following features first coral reef in Lakshadweep the Sundarbans delta</li> <li>Read the weather report of your city published in the local newspaper for a week and then prepare a brief write up on the weather of that week.</li> <li>classify the occupations of the occupation people around you as primary secondary and tertiary.</li> </ul>	<ul style="list-style-type: none"> <li>On an outline map of India marked the places where Ashokan edicts are found.</li> <li>Collect pictures and newspaper cuttings related to the monsoon season. These could also include the destruction and havoc the rains cause in some places make a presentation to your class on this topic.</li> <li>make a poster with interesting slogans and beautiful sketches to create awareness about Wildlife Conservation</li> <li>Make a report: Speak to your driver, domestic help or daily wage worker about their livelihood. Make a report and present in the class.</li> </ul>	<ul style="list-style-type: none"> <li>Explains broad developments during the ancient period.</li> <li>Describes issues, events, personalities mentioned in literary works of the time.</li> <li>locates physical features of India such as– mountains, plateaus, plains, rivers, desert etc. on the map of India.</li> <li>describes factors responsible for availability of different occupations undertaken in rural and urban areas</li> </ul>	<ul style="list-style-type: none"> <li>Map Skills Intext Questions Back Exercises</li> <li>Map Skills Back exercises.</li> <li>Picture study on page 220.</li> <li>Subject Enrichment on page 218</li> </ul>



Months : January- March

No. of Working days: 41

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>History</b> L-10: Reaching Out to Distant Lands L-11: India from the 4 <sup>th</sup> Century CE to the 7 <sup>th</sup> Century CE L-12: Flowering of Culture and Science	<ul style="list-style-type: none"><li>• Understand India's contact with areas outside India highlighting the impact of these contacts.</li></ul>	<ul style="list-style-type: none"><li>• analyses basic ideas and values of various religions and systems of thought during ancient period.</li><li>• Locate important historical sites places on an outline map of India.</li></ul>	<ul style="list-style-type: none"><li>• picture study on page #98 on statue of Buddha from Gandhara School of Art.</li><li>• Textual analysis on page #106.</li><li>• Picture study on page #114 of Virupaksha temple</li></ul>	<ul style="list-style-type: none"><li>• describes issues, events, personalities mentioned in literary works of the time</li><li>• describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc</li></ul>	Picture Study Map Skills(Silk Route)

# ANNUAL CURRICULUM PLAN (2022-23)

STEP: VI

SUBJECT: Science

BOOK/S: Wow! Science -6

Months: April - May

No. of working days: 36

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> <li><b>Chapter 1:</b> Measurement and Motion</li> </ul>	<ul style="list-style-type: none"> <li>Physical quantities</li> <li>Measurement and SI units</li> <li>Importance of estimation</li> <li>Motion and types of motion</li> </ul>	<ul style="list-style-type: none"> <li>To understand the need of standard units and requirement of measurement.</li> <li>Application of estimation.</li> </ul>	<ul style="list-style-type: none"> <li>Science Kit activity</li> <li><b>Videos / e- modules</b></li> <li><b>Group activity</b> – Estimation of heights</li> <li><b>Activity: page no - 8, 11, 14,</b> pendulum</li> <li><b>SEAB: page No.-2-3</b></li> </ul>	<ul style="list-style-type: none"> <li>To be able to measures physical quantities and expresses in SI units</li> <li>Spatial recognition &amp; intelligence</li> </ul>	<ul style="list-style-type: none"> <li>Objective type questions</li> <li>Long answer type questions</li> <li>Assignments</li> </ul>
<ul style="list-style-type: none"> <li><b>Chapter 2:</b> Fun with Magnets</li> </ul>	<ul style="list-style-type: none"> <li>Magnetic effects</li> <li>Magnetic and non-magnetic substances</li> </ul>	<ul style="list-style-type: none"> <li>To identify the use of magnets in motors, fans, TVs, loudspeakers etc.</li> </ul>	<ul style="list-style-type: none"> <li>Science Kit activity</li> <li><b>Videos / e- modules</b></li> <li><b>Model</b> – DIY compass</li> <li><b>Activity: page no -24, 25, 27</b></li> <li><b>SEAB: page No.- 4-6</b></li> </ul>	<ul style="list-style-type: none"> <li>To understand Earth's magnetism and its effects.</li> <li>To be able to use compass needle for finding directions</li> </ul>	<ul style="list-style-type: none"> <li>Objective type questions</li> <li>Short &amp; Long answer type questions</li> <li>Model</li> </ul>
<ul style="list-style-type: none"> <li><b>Chapter 5:</b> Fiber to Fabric</li> </ul>	<ul style="list-style-type: none"> <li>Categorization of manmade and natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>To explore various kinds of cloth materials and to identify specific differences.</li> </ul>	<ul style="list-style-type: none"> <li>Science Kit activity</li> <li><b>Videos / e- modules</b></li> <li><b>Activity: page no – 64</b></li> <li><b>SEAB: page No.-10-12</b></li> </ul>	<ul style="list-style-type: none"> <li>To be able to select season appropriate fabrics</li> </ul>	<ul style="list-style-type: none"> <li>OTBA</li> <li>Flow charts</li> <li>Scrap book – types of fabric</li> </ul>
<ul style="list-style-type: none"> <li><b>Chapter 6:</b> Changes around us</li> </ul>	<ul style="list-style-type: none"> <li>Identifying different changes as physical/chemical, reversible/irreversible changes.</li> </ul>	<ul style="list-style-type: none"> <li>To identify how different changes affect us.</li> </ul>	<ul style="list-style-type: none"> <li>Science Kit activity</li> <li><b>Videos / e- modules</b></li> <li>Chart making</li> <li><b>Activity: page no – 78, 83, 82</b></li> <li><b>SEAB: page No.- 13-14</b></li> </ul>	<ul style="list-style-type: none"> <li>Able to identify reversible and irreversible changes.</li> <li>Use of changes to get desirable products in life, e.g.- curd</li> </ul>	<ul style="list-style-type: none"> <li>Objective type questions</li> <li>Short &amp; Long answer type questions</li> <li>Chart making and presentation.</li> </ul>

**Months: July - August**

**No. of working days: 39**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> <li><b>Chapter 3:</b> Electric Current and Circuits</li> </ul>	<ul style="list-style-type: none"> <li>To know about electric current, its effects, and electrical circuits.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to understand working of electrical circuits.</li> <li>Can differentiate between electrical conductors and insulators.</li> </ul>	<ul style="list-style-type: none"> <li>Science kit</li> <li><b>Activity:</b> page no – 38, 42</li> <li><b>E-modules/Videos</b></li> <li><b>Diagrams/Circuit diagrams:</b> page 37, 39, 40,</li> <li><b>SEAB: Page No.</b> 7</li> </ul>	<ul style="list-style-type: none"> <li>Understands importance of minimizing use of electricity.</li> <li>To identify methods to minimize wastage of electricity.</li> </ul>	<ul style="list-style-type: none"> <li>OTBA</li> <li>Fill in the blanks</li> <li>Match the following</li> <li>Long and short answer question</li> <li>Diagram</li> </ul>
<ul style="list-style-type: none"> <li><b>Chapter 7:</b> Sorting Materials into groups</li> </ul>	<ul style="list-style-type: none"> <li>To know about the different types of materials, their properties and usage.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how different properties of materials (malleability, ductility etc) makes them suitable for certain usage.</li> </ul>	<ul style="list-style-type: none"> <li>Science kit</li> <li><b>Activity:</b> page no – 88, 92 (solubility and insolubility), 93 (float or sink)</li> <li><b>SEAB: Page No.</b> 15-16</li> </ul>	<ul style="list-style-type: none"> <li>To be able to understand and segregate materials for daily use based on their properties. E.g.- not storing pickle in metal jar.</li> </ul>	<ul style="list-style-type: none"> <li>OTBA</li> <li>MCQ</li> </ul>
<ul style="list-style-type: none"> <li><b>Chapter 11:</b> Food</li> </ul>	<ul style="list-style-type: none"> <li>Food-Where does it come from.</li> <li>Variety of food / ingredient, plants, and animal sources.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the unequitable distribution of food resources in the world and its adverse effects.</li> </ul>	<ul style="list-style-type: none"> <li>Science kit</li> <li><b>E-modules/Videos</b></li> <li><b>Activity:</b> page no – 149</li> <li><b>SEAB: Page No.</b> 23-24</li> </ul>	<ul style="list-style-type: none"> <li>Understanding importance of minimizing wastage of food.</li> <li>To be able to relate deficiency diseases with diet.</li> </ul>	<ul style="list-style-type: none"> <li>Fill in the blanks</li> <li>Match the following</li> <li>True/false</li> <li>Long and short answer question</li> </ul>
<ul style="list-style-type: none"> <li><b>Chapter 12:</b> Components of Food</li> </ul>	<ul style="list-style-type: none"> <li>Components of food - carbohydrates, fats, vitamins, roughage, etc.</li> </ul>	<ul style="list-style-type: none"> <li>To understand importance of avoiding junk food and embracing healthy food. Benefits of satvik food habits.</li> </ul>	<ul style="list-style-type: none"> <li>Science kit</li> <li><b>Activity:</b> page no – 164</li> <li><b>SEAB: Page No.</b> 23-24</li> </ul>	<ul style="list-style-type: none"> <li>Selecting food items to create balanced diet.</li> <li>Identifying nutrients in a food item.</li> </ul>	<ul style="list-style-type: none"> <li>Fill in the blanks</li> <li>True/false</li> <li>Short answer question</li> </ul>

**Months: September - October**

**No. of working days: 37**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> <li>• <b>Chapter 4:</b> Light Shadows and Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Properties of light rays</li> <li>• Reflection of light</li> <li>• Shadows, Real and Virtual images, plane mirrors</li> </ul>	<ul style="list-style-type: none"> <li>• Use of reflection (medical and mechanical).</li> <li>• Common eye defects and preventive measures</li> </ul>	<ul style="list-style-type: none"> <li>• Science kit</li> <li>• <b>Activity: Page No.</b> – 54, 57, prism to create rainbow</li> <li>• <b>SEAB: Page No.</b> – 08 -09</li> </ul>	<ul style="list-style-type: none"> <li>• Understands formation of shadows</li> <li>• Understands reflection of light from plane mirror</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in the blanks</li> <li>• One word</li> <li>• True/False</li> <li>• Match the following</li> <li>• Long answer question</li> <li>• Diagram</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Chapter 8:</b> Separation of Substances</li> </ul>	<ul style="list-style-type: none"> <li>• Pure Substances and Mixture</li> <li>• Methods of separation of Mixtures</li> <li>• Effect of heating and cooling on a saturated Solution.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify methods of separation of substances which are used in daily life.</li> </ul>	<ul style="list-style-type: none"> <li>• Science kit</li> <li>• <b>Videos/ e-modules</b></li> <li>• <b>Activity: Page No.</b> – 107, 109</li> <li>• <b>SEAB: Page No.</b> –17-18</li> </ul>	<ul style="list-style-type: none"> <li>• Classification and segregation</li> <li>• Compare and contrast</li> <li>• Observation and evaluation skill</li> <li>• Logical reasoning</li> <li>• Analytical skill</li> </ul>	<ul style="list-style-type: none"> <li>• OTBA</li> <li>• One word</li> <li>• True /false</li> <li>• Match the following</li> <li>• Short answer type questions</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Chapter 14:</b> Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Root and shoot system</li> <li>• Roots and shoots – types, functions, and modifications.</li> <li>• Leaves – functions and modifications.</li> <li>• Flowers – fruits and seeds</li> <li>• Pollination</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the outline and process of plant system.</li> </ul>	<ul style="list-style-type: none"> <li>• Science kit</li> <li>• <b>Videos / e-modules</b></li> <li>• <b>Activity: Page No.</b> – 182</li> <li>• <b>Diagrams: Page No.</b> – 183, 186, 188, 189</li> <li>• <b>SEAB: Page No.</b> –26</li> </ul>	<ul style="list-style-type: none"> <li>• Able to identify different stages of growth of plants, flowers, and fruits.</li> <li>• Able to identify root, stem, and leaf modifications.</li> <li>• Ability to care for plants.</li> </ul>	<ul style="list-style-type: none"> <li>• OTBA</li> <li>• One word</li> <li>• Match the following</li> <li>• Long and short answer type question</li> <li>• Diagram</li> </ul>

**Months: November - December**

**No. of working days: 42**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> <li><b>Chapter 13:</b> Things Around Us</li> </ul>	<ul style="list-style-type: none"> <li>The living organisms and their surroundings, Characteristics of living things, Biotic and Abiotic components, Adaptations</li> </ul>	<ul style="list-style-type: none"> <li>Understanding correlation between abiotic and biotic components.</li> <li>Role of Humans to maintain balance.</li> </ul>	<ul style="list-style-type: none"> <li>Science kit</li> <li><b>Videos/ e-Module</b></li> <li><b>Activity: Page No. – 166, 172</b>(group activity)</li> <li><b>SEAB: Page No. – 25</b></li> </ul>	<ul style="list-style-type: none"> <li>Understanding adaptive features of plants and animals and relating it with their geographical distribution.</li> </ul>	<ul style="list-style-type: none"> <li>Fill in the blanks</li> <li>One word</li> <li>True/False</li> <li>Match the following</li> <li>Long answer question</li> </ul>
<ul style="list-style-type: none"> <li><b>Chapter 15:</b> Forms and Movement in Animals</li> </ul>	<ul style="list-style-type: none"> <li>Body Movements, Skeleton system in human, Movement in different animals.</li> </ul>	<ul style="list-style-type: none"> <li>Gait of different animals.</li> <li>Relating theoretical knowledge with practical application.</li> </ul>	<ul style="list-style-type: none"> <li>Science kit</li> <li><b>Videos/ E-module</b></li> <li><b>SEAB: Page No. – 27-30</b></li> </ul>	<ul style="list-style-type: none"> <li>Ability to explain the movements in plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>OTBA</li> <li>One word</li> <li>True /false</li> <li>Match the following</li> <li>Short answer type questions</li> </ul>
<ul style="list-style-type: none"> <li><b>Chapter 16:</b> Habitat</li> </ul>	<ul style="list-style-type: none"> <li>Major types of habitats.</li> <li>Types of forests.</li> <li>Adaptation in plants and animals</li> <li>Acclimatization</li> </ul>	<ul style="list-style-type: none"> <li>To understand the various types of forests, animals, and habitats and how it helps to maintain ecological balance.</li> <li>Role of Humans to maintain balance.</li> </ul>	<ul style="list-style-type: none"> <li>Science kit</li> <li><b>Videos / e-module</b></li> <li><b>Activity: page no- 205</b></li> <li><b>SEAB: Page No. –31-32</b></li> </ul>	<ul style="list-style-type: none"> <li>Ability to make effort to protect the environment by identifying the threats.</li> </ul>	<ul style="list-style-type: none"> <li>One word</li> <li>Match the following</li> <li>Fill in the blanks</li> <li>Long and short answer type question</li> </ul>

## Months: January - February

• No. of working days: 38

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> <li>• <b>Chapter 10:</b> Water</li> </ul>	<ul style="list-style-type: none"> <li>• Sources and importance of water</li> <li>• States of water</li> <li>• Interconversion of states of water</li> <li>• Water cycle</li> <li>• Droughts and flood</li> <li>• Conservation of water</li> </ul>	<ul style="list-style-type: none"> <li>• Active participation in maintaining water reserve by understanding the gravity of the present situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Science kit</li> <li>• <b>Videos/ e-modules</b></li> <li>• <b>Activity: page no - 131</b></li> <li>• <b>Diagrams</b> – water cycle</li> <li>• <b>SEAB: Page No. – 21-22</b></li> </ul>	<ul style="list-style-type: none"> <li>• To understand the importance of spreading awareness about water conservation and rainwater harvesting.</li> </ul>	<ul style="list-style-type: none"> <li>• OTBA</li> <li>• One word</li> <li>• Match the following</li> <li>• Long and short answer type question</li> <li>• Diagrams</li> <li>• Assignments</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Chapter 09:</b> Air and Its Importance</li> </ul>	<ul style="list-style-type: none"> <li>• Components of air</li> <li>• Air supports life</li> <li>• Balance of oxygen and carbon dioxide in air.</li> <li>• Air pollution</li> </ul>	<ul style="list-style-type: none"> <li>• To understand and identifying activities which can cause air pollution.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Science kit</b></li> <li>• <b>Videos/ e-modules</b></li> <li>• <b>Activity: page no – 116, 119</b></li> <li>• <b>SEAB: Page No. –19-20</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the importance and evaluating human role in managing/destroying air as a resource.</li> </ul>	<ul style="list-style-type: none"> <li>• True /false</li> <li>• Match the following</li> <li>• Short and Long answer type questions</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Chapter 17:</b> Garbage in and garbage out</li> </ul>	<ul style="list-style-type: none"> <li>• Garbage and its sources</li> <li>• Waste – types &amp; segregation</li> <li>• Management of biodegradable and non- biodegradable wastes</li> <li>• 3 Rs</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding effect of human activity in creating load on nature and finding an efficient solution.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Science kit</b></li> <li>• <b>Videos/ e-modules</b></li> <li>• <b>Chart</b> – garbage segregation</li> <li>• <b>SEAB: Page No. –33-36</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the importance of 3R's and adapting the same in daily life to reduce scrap load on the planet.</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in the blanks</li> <li>• One word</li> <li>• True/false</li> <li>• Short/long answer questions</li> </ul>



# ANNUAL CURRICULUM PLAN (2022-23)

STEP: VI

SUBJECT: French

BOOK: APPRENONS LE FRANÇAIS-1

MONTH: APRIL- MAY

Working Days :

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Leçon 0 – <b>Vous connaissez la France?</b></p> <ul style="list-style-type: none"> <li>S’initier à la culture française</li> </ul> <p>Leçon 1 – <b>Les Salutations</b></p> <ul style="list-style-type: none"> <li>Les formules de politesse</li> <li>Les alphabets</li> </ul>	<ul style="list-style-type: none"> <li>identify the words, culture of France.</li> <li>read and write sound words.</li> <li>make sentences with the new sound words</li> <li>to frame sentences making use of concepts to frame correct sentences.</li> <li>knowledge of new Culture.</li> </ul>	<ul style="list-style-type: none"> <li>understanding of the given French words and associated French Culture.</li> <li>use the sound words in their speech.</li> <li>express their thoughts using simple sentences by making use of various parts of speech.</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>find cities first on the Indian map and then on the maps of French speaking countries- Puducherry, France, Canada.</li> <li>Collage making</li> <li>Students interview a celebrity (Role play)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>E-Modules M1 – Culture and Civilization M2 – Les Salutations M3 – Au revoir</li> <li>Recorded e-learning resources</li> </ul>	<ul style="list-style-type: none"> <li>How to say hello and goodbye</li> <li>How to exchange Greetings</li> <li>How to pronounce Alphabets in French</li> <li>Discover French culture and civilization</li> </ul>	<ul style="list-style-type: none"> <li>Reading Skills (New words and Sentence Reading)</li> <li>Listening Skills (Audio Dialogues)</li> <li>Speaking Skills (Role Play)</li> <li>Writing skills (Dialogue conversation)</li> <li>Comprehension skills (Analyzing the new words)</li> <li>Communication Skills (Role Play)</li> <li>Vocabulary (Dictation)</li> </ul>

**MONTH: JULY- AUGUST**

**Working Days :**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Leçon 2 – <b>Comptons ensemble</b></p> <ul style="list-style-type: none"> <li>• Les nombres de 1 à 20</li> <li>• Jouez avec les noms</li> </ul> <p>Leçon 3- <b>Les copains</b></p> <ul style="list-style-type: none"> <li>• Présenter un objet</li> <li>• Présenter une personne</li> </ul> <p>Leçon 4- <b>Devinez</b></p> <ul style="list-style-type: none"> <li>• Interroger sur les personnes</li> <li>• Interroger sur les objets</li> </ul>	<ul style="list-style-type: none"> <li>• Discover about the personality of someone.</li> <li>• make sentences with the new sound words.</li> <li>• How to pronounce different interrogative adjectives in French</li> <li>• to frame sentences making use of concepts to frame correct sentences.</li> <li>• knowledge of new vocabulary</li> <li>• describe a person and present an object</li> </ul>	<ul style="list-style-type: none"> <li>• Students describe a person or an object.</li> <li>• Les articles indéfinis</li> <li>• Les pronoms sujets</li> <li>• Le pluriel des noms</li> <li>• use the sound words in their speech.</li> <li>• to use their critical / thinking ability to read between the lines and go beyond the text</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Tambola</li> <li>• Students sing Alphabets</li> <li>• A game of ludo</li> <li>• Draw French and Indian Flag</li> <li>• introduce oneself as a fictitious character/ or as a celebrity</li> <li>• Students interview each other and/or the teacher in class</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Recorded e- learning resources</li> <li>• E-Modules (online topic specific pdf and power point presentations)</li> </ul> <p>M1 – Numbers in French M2 – Présenter M3 – Interroger</p>	<ul style="list-style-type: none"> <li>• How to say the different numbers from 1-20 in French.</li> <li>• How to count in French.</li> <li>• Discover different games related to Numbers.</li> <li>• How to present an object.</li> <li>• How to describe a person.</li> <li>• An interview of a person or interrogate about an object</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Skills (New words and Sentence Reading)</li> <li>• Listening Skills (Audio Dialogues)</li> <li>• Speaking Skills (Role Play)</li> <li>• Writing skills (Dialogue conversation)</li> <li>• Comprehension skills (Analyzing the new words)</li> <li>• Vocabulary (Dictation)</li> </ul>

**MONTH: SEPTEMBER- OCTOBER**

**Working Days :**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p><b>Leçon 5- Dans la classe</b></p> <ul style="list-style-type: none"> <li>• Décrire une personne</li> <li>• Les adjectifs</li> <li>• Le verbe: Avoir</li> </ul>	<ul style="list-style-type: none"> <li>• read and write sound words.</li> <li>• make sentences with the new sound words.</li> <li>• to frame sentences making use of concepts.</li> <li>• knowledge of new vocabulary.</li> <li>• Améliore la pronociation et vocabulaire.</li> <li>• Discover about the nationalities and countries</li> </ul>	<ul style="list-style-type: none"> <li>• Description of a person or a thing</li> <li>• Le verbe: avoir</li> <li>• Les adjectifs</li> <li>• Student talk about the nationalities and country of their friends and family</li> <li>• Les nationalités</li> <li>• Les articles définis</li> <li>• Pluriel, masculin et féminin</li> <li>• to use their critical / thinking ability to read between the lines and go beyond the text</li> <li>• express their thoughts using simple sentences by making use of various parts of speech.</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Name objects in the classroom</li> <li>• to characterize celebrities with the help of pictures</li> <li>• A visit from a foreign country (Role Play)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Recorded e-learning resources</li> <li>• E-Modules (online topic specific pdf and power point presentations)</li> <li>M1 – Les pays</li> <li>M2 – L’adjectif</li> </ul>	<ul style="list-style-type: none"> <li>• Names of the different family members.</li> <li>• How to pronounce different Adjectives in French.</li> <li>• How to use articles in French.</li> <li>• How to put Accents in French.</li> <li>• Description of a person or a thing</li> <li>• Student talk about their family and members</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Skills (New words and Sentence Reading)</li> <li>• Listening Skills (Audio Dialogues)</li> <li>• Speaking Skills (Role Play)</li> <li>• Writing skills (Description)</li> <li>• Comprehension skills (Analyzing the new words)</li> <li>• Communication Skills (Role Play)</li> <li>• Vocabulary (Dictation)</li> </ul>
<p><b>Leçon 6- Les amis de Caroline</b></p> <ul style="list-style-type: none"> <li>• Parler de la nationalité</li> </ul>					

**MONTH: NOVEMBER- DECEMBER**

**Working Days :**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p><b>Leçon 7-Quel jour sommes-nous?</b></p> <ul style="list-style-type: none"> <li>• Parler des jours de la semaine</li> <li>• Jeu avec les jour</li> <li>• Le verbes-Aller</li> </ul> <p><b>Leçon 8- La famille de Manuel</b></p> <ul style="list-style-type: none"> <li>• Formation des phrases</li> <li>• Décrire la famille</li> </ul>	<ul style="list-style-type: none"> <li>• try to understand French short videos</li> <li>• Discover about the nationalities and countries.</li> <li>• read and write sound words.</li> <li>• make sentences with the new sound words.</li> <li>• to frame sentences making use of concepts to frame correct sentences.</li> <li>• knowledge of new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• recognize and spell the words.</li> <li>• Student talk about their family and members</li> <li>• La famille</li> <li>• Les verbes: parler, habiter, aimer....</li> </ul> <p>Monologue on different topics related to days</p> <ul style="list-style-type: none"> <li>• Les verbes</li> <li>• Les jours</li> </ul> <ul style="list-style-type: none"> <li>• use the sound words in their speech.</li> <li>• express their thoughts using simple sentences by making use of various parts of speech.</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Memory game with Days</li> <li>• Reading</li> <li>• Family photographs as a speech stimulus</li> <li>• Prepare a Family Tree</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Recorded e-learning resources</li> <li>• E-Modules (online topic specific pdf and power point</li> </ul> <p>M1 – Les Jours in French M2 – Les verbes in French M3- La famille</p>	<ul style="list-style-type: none"> <li>• Names of the different fruits.</li> <li>• How to pronounce Vegetables in French.</li> <li>• Conjugation with different subjects.</li> <li>• How to pronounce Colours in French.</li> <li>• Discover and identify their favourite colour.</li> <li>• How to identify the basic colours in French.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Skills (New words and Sentence Reading)</li> <li>• Listening Skills (Audio Dialogues)</li> <li>• Speaking Skills (Role Play)</li> <li>• Writing skills (Description)</li> <li>• Comprehension skills (Analyzing the new words)</li> <li>• Communication Skills (Role Play)</li> <li>• Vocabulary (Dictation)</li> </ul>

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Leçon-9 - <b>Les vacances</b></p> <ul style="list-style-type: none"> <li>• Parler et chantez les mois de l'année</li> <li>• Parler des vacances</li> </ul> <p>Leçon 10- <b>Le drapeau de mon pays</b></p> <ul style="list-style-type: none"> <li>• Améliorer la pronociation</li> <li>• Demander et dire la couleur</li> </ul>	<ul style="list-style-type: none"> <li>• try to understand French short videos</li> <li>• read and write sound words.</li> <li>• make sentences with the new sound words.</li> <li>• to frame sentences making use of concepts to frame correct sentences.</li> <li>• knowledge of new vocabulary.</li> <li>• Parler et chantez les jours de la semaine.</li> <li>• Parler des vacances</li> </ul>	<ul style="list-style-type: none"> <li>• to use their critical / thinking ability to read between the lines and go beyond the text</li> <li>• Student talk about their favourite places</li> <li>• Les mois</li> <li>• Révision des verbes &lt;ER&gt;</li> <li>• Students learn about the colours and the masculine and feminine forms</li> <li>• Le féminin et le pluiel des couleurs</li> <li>• express their thoughts using simple sentences by making use of various parts of speech.</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Memory game with months</li> <li>• Reading</li> <li>• Prepare a collage of festivals of France</li> <li>• Birthday cake with date and month in French</li> <li>• Draw French and Indian Flag</li> <li>• Colour different objects</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Recorded e-learning resources</li> <li>• E-Modules (online topic specific pdf and power point</li> <li>M1-Les couleurs</li> <li>M2- Les mois</li> <li>M3- Les fêtes</li> </ul>	<ul style="list-style-type: none"> <li>• Sing different songs.</li> <li>• How to pronounce poem words in French.</li> <li>• Names of the different poems in French.</li> <li>• Names of the different days.</li> <li>• How to pronounce Days in French.</li> <li>• Names of the different months.</li> <li>• How to pronounce Months French.</li> <li>• Names of the different festivals in French.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Skills (New words and Sentence Reading)</li> <li>• Listening Skills (Audio poem)</li> <li>• Speaking Skills (Singing)</li> <li>• Writing skills (Poem)</li> <li>• Comprehension skills (Analyzing the new words)</li> <li>• Vocabulary (Dictation)</li> </ul>

# ANNUAL CURRICULUM PLAN (2022–23)

## STEP: VI

### SUBJECT: GERMAN

Book : 1 Hallo Deutsch

Months : April-May

No. Of Working Days:

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Modul 1: Lektion 1:</b> <b>Hallo!</b> <b>(Grammar)</b> <ul style="list-style-type: none"> <li>Verb - „heißen“, „sein“ (1st and 2nd Person singular)</li> <li>Interrogative pronoun-„Wer?“ „Wie“</li> <li>Idiom : “ Wie geht’s</li> </ul> <b>Pg 8 - 15</b>	At the end of the lesson students will be able to: <ul style="list-style-type: none"> <li>Use verbs heißen and sein</li> <li>Write small sentences</li> </ul>	At the end of the lesson students will be able to: <ul style="list-style-type: none"> <li>To introduce oneself</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Introduce Yourself</li> <li>Counting Game</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Song “hallo leute guten Tag”</li> <li>Dialog Puzzle</li> <li>Text book</li> <li>Work book</li> </ul>	<b>Speaking skills</b> <ul style="list-style-type: none"> <li>To introduce oneself</li> <li>To count till 20</li> <li>To enquire about name and age</li> </ul> <b>Writing skills</b> <ul style="list-style-type: none"> <li>Email writing</li> <li>Verb Conjugation (1<sup>st</sup> - 2<sup>nd</sup> Person singular )</li> <li>Question words: Wer? Wie</li> </ul> <b>Values</b> <b>To greet others</b>	<ul style="list-style-type: none"> <li>Reading Skills (Paragraph/Email)</li> <li>Listening Skills (Audio)</li> <li>Speaking Skills (Role Play)</li> <li>Writing skills (Picture Composition and Email writing)</li> <li>Comprehension skills (Q&amp;A)</li> <li>Communication Skills (Role Play)</li> <li>Vocabulary</li> </ul>



Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Lektion 2 : Das ist meine Familie</b> <b>(Grammar)</b> <ul style="list-style-type: none"> <li>3rd Person singular</li> <li>Plural form of regular verbs in present tense</li> <li>Personal pronouns in the 3rd person</li> <li>Definite article (Singular and Plural)</li> <li>Possessive pronouns (1st and 2nd person Singular -masculine and feminine</li> </ul> <b>Pg 16 – 21</b> <b>Lektion 3 : Hast du geschwister?</b> <b>(Grammar)</b> <ul style="list-style-type: none"> <li>Accusative case (just basics)</li> <li>Verb - “haben”</li> <li>the formal Address (Sie)</li> <li>Ja / Nein Fragen</li> </ul> <b>Pg 22 – 29</b>	At the end of the lesson students will be able to: <ul style="list-style-type: none"> <li>Make sentences with mein/ meine/ dein/ deine</li> <li>Write small emails</li> <li>Use adjectives</li> <li>Frame Ja/nein und W fragen</li> <li>Share phonenumbers</li> <li>Use personal pronouns</li> <li>Make sentences with in/bei</li> </ul>	At the end of the lesson students will be able to: <ul style="list-style-type: none"> <li>Ask basic questions</li> <li>Describe their family members and friends</li> <li>Give information about a Person</li> <li>To write counting in thousands</li> <li>Name different cities of Germany</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Description of a family Photo</li> <li><b>Creativity</b></li> <li>Family tree</li> <li><b>Communication</b></li> <li>Students will discuss with each other about their family and friends</li> <li>Email writing</li> <li>Crossword Puzzle</li> <li>Interview your Friend and write the Information</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Reading Comprehension</li> <li>Picture Composition</li> <li>Song: “Das ist meine Tante Frieda”</li> <li>Song: Hast du Geschwister?</li> <li>Text book</li> <li>Work book</li> </ul>	<b>Speaking skills</b> <ul style="list-style-type: none"> <li>To report about a Person</li> <li>To interview an Adult</li> <li>To enquire about telephone numbers</li> <li>To give information about a persons age</li> <li>To count from 20 onwards</li> </ul> <b>Writing skills</b> <ul style="list-style-type: none"> <li>Verb conjugation (3<sup>rd</sup> Person singular and Plural)</li> <li>Question words: Wer? Wie?</li> <li>Possessiv pronomen</li> <li>To use definite Articles( der/ die/ das)</li> <li>Use Preposition: von</li> <li>Frame small questions</li> <li>Accusative case den/die/das</li> <li>Frame ja/ nein Fragen</li> <li>Email writing</li> </ul>	<ul style="list-style-type: none"> <li>Reading Skills (Paragraph/Email )</li> <li>Listening Skills (Audio)</li> <li>Speaking Skills (Role Play)</li> <li>Writing skills (Picture Composition and Email writing)</li> <li>Comprehension skills (Q&amp;A)</li> <li>Communication Skills (Role Play)</li> <li>Vocabulary</li> </ul>

Months :September-October

No. Of Working Days:

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Lektion 4 : Wo wohnt ihr? (Grammar)</b> <ul style="list-style-type: none"> <li>Personal pronouns : 1st and 2nd person plural</li> <li>regular verbs in present tense</li> <li>Question words : “Wo” and “Wie viele”</li> <li>Prepositions- “in” and “bei”</li> </ul> <b>Pg 30 – 37</b> <b>Modul 2 : Lektion 1 : Das Haus von Familie Wiegel! (Grammar)</b> <ul style="list-style-type: none"> <li>Nouns</li> <li>definite and indefinite Articles-masculine, feminine and neutrum</li> <li>Demonstrative pronoun - “Das ist...”</li> <li>Interrogative sentence “Was ist...”</li> <li>Negation - “nicht” and “kein”</li> </ul> <b>Pg 46 - 53</b>	At the end of the lesson students will be able to: <ul style="list-style-type: none"> <li>Use verbs heißen, wohnen and sein</li> <li>Write small sentences</li> <li>Make questions with “Was”</li> <li>Make negative sentences with nicht/kein/keine</li> <li>Write small emails and paragraph explaining their house</li> </ul>	At the end of the lesson students will be able to: <ul style="list-style-type: none"> <li>To ask peers about their domicile</li> <li>Tell colors of different objects at home</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Interview</li> <li>Game</li> <li>Paste Pictures of different rooms in the house</li> <li>Paragraph writing</li> <li>House game</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Map of Germany</li> <li>Text book</li> <li>Work book</li> <li>Color Song</li> <li>Word puzzle</li> <li>Song: “ Na, was ist denn das?”</li> </ul>	<b>Speaking skills</b> <ul style="list-style-type: none"> <li>To ask peers about their domicile</li> <li>To name the rooms in the House</li> <li>Enquire about the rooms</li> <li>Ask about the Objects in a house and answer the questions</li> </ul> <b>Writing skills</b> <ul style="list-style-type: none"> <li>Email writing</li> <li>Paragraph writing</li> <li>Verb conjugation wohnen/ sein/ heißen</li> <li>Definite and indefinite Articles ( der/ die/ das/ ein/eine)</li> <li>Negation ( kein/ keine/ nicht)</li> <li>Fragewort; Was</li> </ul>	<ul style="list-style-type: none"> <li>Reading Skills (Paragraph/Email)</li> <li>Listening Skills (Audio)</li> <li>Speaking Skills (Role Play)</li> <li>Writing skills (Picture Composition and Email writing)</li> <li>Comprehension skills (Q&amp;A)</li> <li>Communication Skills (Role Play)</li> <li>Vocabulary</li> </ul>

Months :November-December

No. Of Working Days:

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Lektion 2: Ein besuch (Grammar)</b> <ul style="list-style-type: none"> <li>• “möchte” as a single verb</li> <li>• the idiom “Wie geht’s”</li> <li>• Personal Pronouns - “mir, dir, Ihnen”</li> </ul> <b>Pg 54 – 59</b> <b>Lektion 3: Mautzi, unsere Katze (Grammar)</b> <ul style="list-style-type: none"> <li>• Forms of haben and mögen</li> <li>• Accusative case</li> <li>• Negation of indefinite articles</li> </ul> <b>Pg 60 - 67</b>	At the end of the lesson students will be able to: <ul style="list-style-type: none"> <li>• Make sentences with möchten</li> <li>• Use personal pronomen in formal and Informal.</li> <li>• Write a paragraph related to what they prefer to drink</li> <li>• Write a paragraph related to Pets</li> <li>• Name different animals</li> </ul>	At the end of the lesson students will be able to: <ul style="list-style-type: none"> <li>• Able to offer something to guests</li> <li>• Describe their Pets</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Paste/ draw pictures what you like to drink</li> <li>• Reading comprehension</li> <li>• Answer the given Email</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Story: “Rotkäppchen” “Die Hase und die Schildkröte”</li> <li>• Text book</li> <li>• Work book</li> <li>• Pictures of Animals</li> <li>• Sound Audios of Animals</li> <li>• Song: Hast du Tiere?</li> </ul>	<b>Speaking skills</b> <ul style="list-style-type: none"> <li>• To ask their friends about Pets and respond to their Questions</li> <li>• To talk about food preferences</li> </ul> <b>Writing skills</b> <ul style="list-style-type: none"> <li>• Email writing</li> <li>• Paragraph writing</li> <li>• Pronouns (mir, dir, Ihnen)</li> <li>• conjugate the verb trinken, möchten</li> <li>• Forms of mögen and haben</li> <li>• Use of negation</li> </ul> <b>Values</b> <ul style="list-style-type: none"> <li>• to ask about the well being of a person.</li> <li>• To offer something to guests</li> <li>• To express a wish</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Skills (Paragraph/Email)</li> <li>• Listening Skills (Audio)</li> <li>• Speaking Skills (Role Play)</li> <li>• Writing skills (Picture Composition and Email writing)</li> <li>• Comprehension skills (Q&amp;A)</li> <li>• Communication Skills (Role Play)</li> <li>• Vocabulary</li> </ul>

Months : January-February

No. Of Working Days:

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<b>Lektion 4 : Die Nachbarn von Familie Wiegel!</b> <b>(Grammar)</b> <ul style="list-style-type: none"> <li>• Verb “sprechen” in the present tense</li> <li>• the impersonal structure-“man”</li> <li>• Sentence structure with subject as apposition</li> <li>• interrogative pronoun- “Woher”</li> <li>• Präposition - “aus”</li> </ul> <b>Pg 68 – 75</b>	At the end of the lesson students will be able to: <ul style="list-style-type: none"> <li>• Make sentences with sprechen</li> <li>• Differentiate between in/ aus/ bei</li> <li>• Use kommen and wohnen verb konjugation</li> </ul>	At the end of the lesson students will be able to: <ul style="list-style-type: none"> <li>• Tell, how many languages they can speak</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>• Describing neighbors</li> <li>• Interview of friends</li> <li>• Reading comprehension</li> <li>• Answer the given Email</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Text book</li> <li>• Video : Sprechen Sie Deutsch</li> <li>• Sprache Spiel</li> </ul>	<b>Speaking skills</b> <ul style="list-style-type: none"> <li>• To ask about one place of Origin and answer questions about the same</li> <li>• To ask about knowledge of foreign language</li> </ul> <b>Writing Skills</b> <ul style="list-style-type: none"> <li>• Email writing</li> <li>• Sentences with “man”</li> <li>• Use Preposition “aus”</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Skills (Paragraph/Email)</li> <li>• Listening Skills (Audio)</li> <li>• Speaking Skills (Role Play)</li> <li>• Writing skills (Picture Composition and Email writing)</li> <li>• Comprehension skills (Q&amp;A)</li> <li>• Communication Skills (Role Play)</li> <li>• Vocabulary</li> </ul>

वार्षिक पाठ्यक्रम योजना (2022-23)

कक्षा : VI

विषय : संस्कृत

पुस्तक: नवसंस्कृतं

माह - अप्रैल-मई

कार्य दिवस - 36

Chapter/ Topic	Learning Objectives	Activities & Resources	Assessment
	Knowledge/Content Based	Application/Aptitude Based	
पाठ 1. वर्णमाला (पृष्ठ 8) पाठ 2. संस्कृत शब्द परिचय: १ (पृष्ठ 9) पाठ 3. संस्कृत शब्द परिचय: २ (पृष्ठ 16) पाठ 4. सर्वनाम (पृष्ठ 24)	<ul style="list-style-type: none"><li>गायन विधि,</li><li>वीडिओ,इ-मॉडुल</li><li>उदाहरण विधि</li><li>वाचन विधि</li><li>अनुवाद विधि</li><li>विश्लेषण विधि</li><li>संश्लेषण विधि</li></ul>	<ul style="list-style-type: none"><li>श्रवण</li><li>वाचन</li><li>गायन</li><li>अनुप्रयोग</li></ul>	<ul style="list-style-type: none"><li>कविता गायन</li><li>पठन</li><li>श्रुतलेख</li><li>प्र - उत्तर</li><li>वाक्य रचनात्मक कार्य</li><li>अनुच्छेद लेखन</li></ul>

पुस्तक: नवसंस्कृतं  
माह- जुलाई - अगस्त  
कार्य दिवस - 39

Chapter/ Topic	Learning Objectives	Activities & Resources	Assessment
	Knowledge/Content Based	Application/Aptitude Based	
पाठ 5 धातुपरिचयः (क्रिया) (पृष्ठ 40) पाठ 6 बालकाः पठन्ति (लट लकारः, प्रथमः पुरुषः) (पृष्ठ 41) पाठ 7 युवाम खेलथः (लट लकारः, मध्यमः पुरुषः) (पृष्ठ 43) पाठ 8 अहं पठामि (लट लकारः, उत्तमः पुरुषः) (पृष्ठ 56))	<ul style="list-style-type: none"> <li>पठन विधि,</li> <li>वीडिओ, इ - मॉड्युल</li> <li>उदाहरण विधि</li> <li>वाचन विधि</li> <li>अनुवाद विधि</li> <li>विश्लेषण विधि</li> <li>संश्लेषण विधि</li> </ul>	<ul style="list-style-type: none"> <li>श्रवण</li> <li>वाचन</li> <li>गायन</li> <li>अनुप्रयोग</li> <li>वाचन</li> <li>मनन</li> </ul>	<ul style="list-style-type: none"> <li>कविता गायन</li> <li>पठन</li> <li>श्रुतलेख</li> <li>प्र - उत्तर</li> <li>वाक्य रचनात्मक कार्य</li> <li>अनुच्छेद लेखन</li> </ul>

पुस्तक: नवसंस्कृतं

माह- सितंबर-अक्टूबर

कार्य दिवस - 37

Chapter/ Topic	Learning Objectives	Activities & Resources	Assessment
	Knowledge/Content Based	Application/Aptitude Based	
पाठ 9 कारकपरिचय: (पृष्ठ 63) पाठ 10 कर्तृकारकम (पृष्ठ 68) पाठ 11 कर्मकारकम (पृष्ठ 76) पाठ 12 करणकारकम(पृष्ठ 82)	<ul style="list-style-type: none"><li>गायन विधि,</li><li>वीडिओ,इ - मॉडुल</li><li>उदाहरण विधि</li><li>वाचन विधि</li><li>अनुवाद विधि</li><li>विश्लेषण विधि</li><li>संश्लेषण विधि</li><li>संवाद विधि</li></ul>	<ul style="list-style-type: none"><li>श्रवण</li><li>वाचन</li><li>गायन</li><li>अनुप्रयोग</li><li>वाचन</li><li>मनन</li><li>अभिनय</li></ul>	<ul style="list-style-type: none"><li>श्लोक गायन</li><li>पठन</li><li>श्रुतलेख</li><li>प्र - उत्तर</li><li>वाक्य रचनात्मक कार्य</li><li>संवाद</li><li>अनुच्छेद लेखन</li></ul>

पुस्तक: नवसंस्कृतं  
 माह- नवंबर -दिसंबर  
 कार्य दिवस - 42

Chapter/ Topic	Learning Objectives	Activities & Resources	Assessment
	Knowledge/Content Based	Application/Aptitude Based	
पाठ 13 सम्प्रदानकारकम् (पृष्ठ 82) पाठ 14 आपदांकराकम् (पृष्ठ 88) पाठ 15 सम्बन्धः (पृष्ठ 93) पाठ 16 अधिकरणकारकम्(पृष्ठ 107)	<ul style="list-style-type: none"> <li>• गायन विधि,</li> <li>• वीडिओ,इ – मॉडुल</li> <li>• उदाहरण विधि</li> <li>• वाचन विधि</li> <li>• अनुवाद विधि</li> <li>• विश्लेषण विधि</li> <li>• संश्लेषण विधि</li> </ul>	<ul style="list-style-type: none"> <li>• श्रवण</li> <li>• वाचन</li> <li>• गायन</li> <li>• अनुप्रयोग</li> <li>• मनन</li> </ul>	<ul style="list-style-type: none"> <li>• श्लोक गायन</li> <li>• पठन</li> <li>• श्रुतलेख</li> <li>• प्र - उत्तर</li> <li>• वाक्य रचनात्मक कार्य</li> <li>• श्लोक लेखन</li> </ul>



पुस्तक: नवसंस्कृतं  
माह- जनवरी -मार्च  
कार्य दिवस - 49

Chapter/ Topic	Learning Objectives	Activities & Resources	Assessment
	Knowledge/Content Based	Application/Aptitude Based	
पाठ 17 लृटलकार (पृष्ठ 113) पाठ 18 छात्रानाम लक्षणानि षट् (पृष्ठ 119) पाठ 19 मम विद्यालयः(पृष्ठ 123)	<ul style="list-style-type: none"> <li>• गायन विधि,</li> <li>• वीडिओ,इ - मॉडुल</li> <li>• उदाहरण विधि</li> <li>• वाचन विधि</li> <li>• अनुवाद विधि</li> <li>• विश्लेषण विधि</li> <li>• संश्लेषण विधि</li> </ul>	<ul style="list-style-type: none"> <li>• श्रवण</li> <li>• वाचन</li> <li>• अनुप्रयोग</li> <li>• वाचन</li> <li>• मनन</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• श्लोक वाचन</li> <li>• पठन</li> <li>• श्रुतलेख</li> <li>• प्र - उत्तर</li> <li>• वाक्य रचनात्मक कार्य</li> <li>• अनुच्छेद लेखन</li> </ul>

# ANNUAL CURRICULUM PLAN (2022-23)

STEP: VI

SUBJECT: COMPUTER

Book : Wow Compu-Bytes

Months : April – May

No. of Working Days : 16

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 1: Know About Computer  Chapter 2 : More on Windows 10	<p><b>Chapter 1: Know About Computer:</b> Describe computer; Classify computers on the basis of size and functionality; distinguish between desktop, smartphone or PDA; compare between supercomputers and mainframe computers; distinguish between analog and digital computers; learn about hybrid computer</p> <p><b>Chapter 2: More on Windows 10</b> Learn to play audio and video using windows media player; Learn how to rip and burn a CD or DVD Learn to customize settings of computer using control panel;</p>	<p><b>Chapter 1: Know About Computer:</b> Create a presentation to represent different types of microcomputer. Insert appropriate pictures and transition effects.</p> <p><b>Chapter 2: More on Windows 10</b> Playing an audio file stored on your computer; playing a video; create one playlist for audio and another for video; add videos in the playlist from computer hard disk.</p>	<p>Lab Activity</p> <p>Group discussion</p> <p>Project work</p>	<p>IT skills</p> <p>Teamwork &amp; cooperation</p> <p>Analysis</p> <p>Organization</p> <p>Creativity</p> <p>Logical thinking</p> <p>Problem Solving</p>	<p>Worksheets</p> <p>Quiz</p> <p>Notebook work</p>

Months : July - August

No. of Working Days : 16

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 3: Advanced Features of Word 2016  Chapter 4: Enhancing a presentation  Chapter 5: Microsoft Excel 2016	<b>Chapter 3: Advanced Features of Word 2016</b> Know how to find, replace and write text in columns; insert header and footer; create hyperlinks; use drop cap feature; to create custom watermark  <b>Chapter 4: Enhancing a presentation</b> Insert shapes and SmartArt; apply animation to objects; apply transition effects to slides  <b>Chapter 5: Microsoft Excel 2016</b> Identify different elements of excel windows; enter and modify data into cells; select a cell, a range of cells, rows and columns; save and close a workbook; open an existing workbook	<b>Chapter 3: Advanced Features of Word 2016</b> Create a banner; importance of different features of Word  <b>Chapter 4: Enhancing a presentation</b> Format and set playback settings of your audio and video.  <b>Chapter 5: Microsoft Excel 2016</b> Create a workbook;	Lab Activity  Group discussion  Project work	IT skills  Teamwork & cooperation  Analysis  Organization  Creativity  Logical thinking  Problem Solving	Worksheets  Quiz  Notebook work

Months : September - October

No. of Working Days : 14

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 6: Formatting and modifying a spreadsheet  Chapter 7: Introduction to HTML	<b>Chapter 6: Formatting and modifying a spreadsheet</b> Apply text formatting; understand how to change number formats; use of conditional formatting; insert and delete worksheet; merge and split cells  <b>Chapter 7: Introduction to HTML</b> Define HTML, its history and features; create an HTML document; tags, elements and attributes; rules for writing an HTML document; use headings, paragraphs and line break elements	<b>Chapter 6: Formatting and modifying a spreadsheet</b> Create a workbook to store marks of your friends  <b>Chapter 7: Introduction to HTML</b> Create a web page to describe importance of education.	Lab Activity  Group discussion  Project work	IT skills  Teamwork & cooperation  Analysis  Organization  Creativity  Logical thinking  Problem Solving	Worksheets  Quiz  Notebook work

Months : November - December

No. of Working Days : 14

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 8: Introduction to Python  Chapter 9 : Elementary concepts of Python	<b>Chapter 8: Introduction to Python</b> Describe Python programming language; launch the Python; save and execute a program; to open a saved program and exit Python  <b>Chapter 9: Elementary concepts of Python</b> To write, save and run simple programs; understand use of variables, strings and operators	<b>Chapter 8: Introduction to Python</b> Install Python; Create a PowerPoint presentation on the topic "Python is a powerful programming language"  <b>Chapter 9: Elementary concepts of Python</b> Write program to display your name and age.	Lab Activity  Group discussion  Project work	IT skills  Teamwork & cooperation  Analysis  Organization  Creativity  Logical thinking  Problem Solving	Worksheets  Quiz  Notebook work

Months : January - February

No. of Working Days : 12

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 10 : Internet as the Post Office	<b>Chapter 10: Internet as the Post Office</b> Create an email account with Gmail; login and logout from Gmail; compose and send an email; send attachments with an email; read, reply and forward an email	<b>Chapter 10: Internet as the Post Office</b> Create an email account; send a mail to your friend to invite him to your birthday party; open a received mail and forward it to yourself	Lab Activity  Group discussion  Project work	IT skills  Teamwork & cooperation  Analysis  Organization  Creativity  Logical thinking  Problem Solving	Worksheets  Quiz  Notebook work



॥ Jai Sri Gurudev ॥  
Sri Adichunchanagiri Shikshana Trust (R.)

## **BGS Vijnatham School**

### **ANNUAL CURRICULUM PLAN (2022-23)**

#### **STEP : VI**

#### **SUBJECT : MUSIC**

**Months : April – May**  
**No. of working days :**

<b>CONTENT</b>	<b>TECHNIQUES/ RESOURCES USED</b>	<b>SKILL DEVELOPMENT</b>	<b>AREAS OF ASSESSMENT/OBSERVATION</b>
<ul style="list-style-type: none"><li>● Performance on Earth Day</li><li>● Mother's day performance</li><li>● Prayers- ( Itni shakti humein de na)</li><li>● School Songs-(janam diya ishwar ne)</li><li>● National Anthem</li><li>● National Songs</li><li>● Music Day</li></ul>	<ul style="list-style-type: none"><li>● Tanpura</li><li>● Keyboard</li><li>● Tabla</li><li>● Audio Recording</li><li>● Lyrics Sheet</li></ul>	<ul style="list-style-type: none"><li>● Voice modulation</li><li>● Knowledge of Ragas, beat, rhythm</li><li>● Practical voice training, discipline</li></ul>	<ul style="list-style-type: none"><li>● Melody</li><li>● Rhythm</li><li>● Voice Quality</li><li>● Alignment with Scale</li></ul>

Months :July –August

No. of working days :

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none"><li>● Guru Purnima</li><li>● Performance on World nature conv. Day</li><li>● Performance on Independence Day</li><li>● Performance on Janmashtami</li><li>● Performance on teacher's day</li><li>● Performance on Dussehra</li><li>● Rakshabandhan</li></ul>	<ul style="list-style-type: none"><li>● Tanpura</li><li>● Keyboard</li><li>● Tabla</li><li>● Audio Recording</li><li>● Lyrics Sheet</li><li>● The task-based approach focused on the skills and competencies students actually need</li></ul>	<ul style="list-style-type: none"><li>● Voice modulation</li><li>● Knowledge of Ragas, beat, rhythm</li><li>● Respect for diverse music learning style</li><li>● Practical voice training, discipline</li></ul>	<ul style="list-style-type: none"><li>● Melody</li><li>● Rhythm</li><li>● Voice Quality</li><li>● Alignment with Scale</li></ul>



**Months : September-October**

**No. of working days :**

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none"><li>● Performance on teacher's day</li><li>● Performance on Dussehra</li><li>● Performance on Gandhi Jayanti</li><li>● Keyboard Basic Notes</li><li>● Performance on Diwali</li><li>● Alankaar</li></ul>	<ul style="list-style-type: none"><li>● Tanpura</li><li>● Keyboard</li><li>● Tabla</li><li>● Audio Recording</li><li>● Lyrics Sheet</li></ul>	<ul style="list-style-type: none"><li>● Voice modulation</li><li>● Knowledge of Ragas, beat, rhythm</li><li>● Respect for diverse music learning style</li><li>● Practical voice training, discipline</li></ul>	<ul style="list-style-type: none"><li>● Melody</li><li>● Rhythm</li><li>● Voice Quality</li><li>● Alignment with Scale</li></ul>

**Months :November-December**

**No. of working days :**

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none"><li>● Performance on</li><li>● Children's day</li><li>● Raag yaman</li><li>● Taals- Ektaal, Teentaal</li><li>● Inter School Competetion</li><li>● Hindi Prayers- (aye malik tere bande hum)</li><li>● English Prayers-(we the Vijnathemes)</li><li>● Annual Day</li><li>● Performance on Christmas day</li></ul>	<ul style="list-style-type: none"><li>● Tanpura</li><li>● Keyboard</li><li>● Tabla</li><li>● Audio Recording</li><li>● Lyrics Sheet</li></ul>	<ul style="list-style-type: none"><li>● Voice modulation</li><li>● Knowledge of Ragas, beat, rhythm</li><li>● Respect for diverse music learning style</li><li>● Practical voice training, discipline</li></ul>	<ul style="list-style-type: none"><li>● Melody</li><li>● Rhythm</li><li>● Voice Quality</li><li>● Alignment with Scale</li></ul>

Months :January -February- March

No. of working days :

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none"><li>● BGS Day</li><li>● Republic Day</li><li>● Basant Panchami</li><li>● Maha Shivratri</li></ul>	<ul style="list-style-type: none"><li>● Tanpura</li><li>● Keyboard</li><li>● Tabla</li><li>● Audio Recording</li><li>● Lyrics Sheet</li></ul>	<ul style="list-style-type: none"><li>● Voice modulation</li><li>● Knowledge of Ragas, beat, rhythm</li><li>● Respect for diverse music learning style</li><li>● Practical voice training, discipline</li></ul>	<ul style="list-style-type: none"><li>● Melody</li><li>● Rhythm</li><li>● Voice Quality</li><li>● Alignment with Scale</li></ul>

## ANNUAL CURRICULUM PLAN: 2022-2023

### DANCE Class - VI

Month: - April – May

No. of working days:8

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
<ul style="list-style-type: none"><li>• Kathak basic(teentaal)</li><li>• Ram navmi special</li><li>• World Heritage day(folk dance)</li></ul>	<ul style="list-style-type: none"><li>• The task-based approach focused on the skills and competencies</li><li>• Audio - Visual Aids: Video clips</li><li>• Dance training with the help of sound system and other related equipment</li></ul>	<ul style="list-style-type: none"><li>• Development of the effective psychomotor domain</li><li>• Development of keen sense of Rhythm &amp; Balance</li><li>• Knowledge &amp; respect for diverse Indian culture &amp; heritage</li></ul>	<ul style="list-style-type: none"><li>• Activities</li><li>• Rhythm</li><li>• Coordination</li><li>• Expression</li></ul>

**Month: - July-August**

**No. of working days:8**

<b>CONTENT</b>	<b>TECHNIQUES/ RESOURCES USED</b>	<b>SKILL DEVELOPMENT</b>	<b>AREAS OF ASSESSMENT/ OBSERVATION</b>
<ul style="list-style-type: none"><li>● Krishna (janmashtmi)</li><li>● Sport's day special</li></ul>	<ul style="list-style-type: none"><li>● The task-based approach focused on the skills and competencies</li><li>● Audio - Visual Aids: Video clips</li><li>● Dance training with the help of sound system and other related equipment</li></ul>	<ul style="list-style-type: none"><li>● Development of the effective psychomotor domain</li><li>● Development of keen sense of Rhythm &amp; Balance</li><li>● Knowledge &amp; respect for diverse Indian culture &amp; heritage</li></ul>	<ul style="list-style-type: none"><li>● Activities</li><li>● Rhythm</li><li>● Coordination</li><li>● Expression</li></ul>

**Month: - Sep-Oct**

**No. of working days:8**

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
<ul style="list-style-type: none"><li>• Navratri special</li><li>• Diwali special</li></ul>	<ul style="list-style-type: none"><li>• The task-based approach focused on the skills and competencies</li><li>• Audio - Visual Aids: Video clips</li><li>• Dance training with the help of sound system and other related equipment</li></ul>	<ul style="list-style-type: none"><li>• Development of the effective psychomotor domain</li><li>• Development of keen sense of Rhythm &amp; Balance</li><li>• Knowledge &amp; respect for diverse Indian culture &amp; heritage</li></ul>	Activities  Rhythm  Coordination  Expression

**Month: - Nov - Dec**

**No. of working days:6**

<b>CONTENT</b>	<b>TECHNIQUES/ RESOURCES USED</b>	<b>SKILL DEVELOPMENT</b>	<b>AREAS OF ASSESSMENT/ OBSERVATION</b>
<ul style="list-style-type: none"><li>• Annual day performance</li><li>• Christmas day special</li></ul>	<ul style="list-style-type: none"><li>• The task-based approach focused on the skills and competencies</li><li>• Audio - Visual Aids: Video clips</li><li>• Dance training with the help of sound system and other related equipment</li></ul>	<ul style="list-style-type: none"><li>• Development of the effective psychomotor domain</li><li>• Development of keen sense of Rhythm &amp; Balance</li><li>• Knowledge &amp; respect for diverse Indian culture &amp; heritage</li></ul>	Activities  Rhythm  Coordination  Expression

**Month: - Jan - Feb -March**

**No. of working days:6**

<b>CONTENT</b>	<b>TECHNIQUES/ RESOURCES USED</b>	<b>SKILL DEVELOPMENT</b>	<b>AREAS OF ASSESSMENT/ OBSERVATION</b>
<ul style="list-style-type: none"><li>• BGS Day Celebration</li><li>• Republic day special</li><li>• Saraswati Vandana</li></ul>	<ul style="list-style-type: none"><li>• The task-based approach focused on the skills and competencies</li><li>• Audio - Visual Aids: Video clips</li><li>• Dance training with the help of sound system and other related equipment</li></ul>	<ul style="list-style-type: none"><li>• Development of the effective psychomotor domain</li><li>• Development of keen sense of Rhythm &amp; Balance</li><li>• Knowledge &amp; respect for diverse Indian culture &amp; heritage</li></ul>	Activities  Rhythm  Coordination  Expression



**ANNUAL CURRICULUM PLAN: 2022-23****STEP:VI****SUBJECT: PHYSICAL EDUCATION****No. of working days- 56**

Month	Lessons	Skill Name	Learning Outcome
APRIL	Gripping, Serves, Forehand, Backhand Ball controlling	Tennis	Improvement in Skills, Speed, Agility
MAY	Passing Receiving	Football	Improvement in Skills, Speed, Agility
JUNE	HOLIDAYS	HOLIDAYS	HOLIDAYS
JULY	Dribbling Ball handling	Basketball	Improvement in Skills, Speed, Agility
AUGUST	Passing Dribbling	Handball	Improvement in Skills, Speed, Agility
SEPTEMBER	Bat Gripping Short Catches	Cricket	Improvement in Skills, Speed, Agility
OCTOBER	Gripping Serves	TT	Improvement in Skills, Speed, Agility
NOVEMBER	Padmasana, Tadasana , Trikonasana,Bhujangasana	Yoga	Improvement in Skills, Speed, Agility
DECEMBER	Jumps and Turns	Gymnastics	Improvement in Skills, Speed, Agility

	straight , tuck, straddle, pike, 1/2, full), forward roll, backward roll		
JANUARY	Tapping, Diving, Grasping Direction, Running Zig Zag, Kho Kho Position	Kho kho	Improvement in Skills, Speed, Agility
FEBURARY	Chain Tackle, Waist hold, Ankle hold, Thigh hold, Diving Ankle holds, Block	kabaddi	Improvement in Skills, Speed, Agility
MARCH	HOLIDAYS	HOLIDAYS	HOLIDAYS

## ANNUAL CURRICULUM PLAN (2022-2023)

### STEPS: VI-IX

### SUBJECT – GENERAL AWARENESS

General Awareness is the knowledge of facts, innovations, and happenings around the world. It is dealt with a non-subjective approach. We, at BGS, have adapted a structured program that enhances the growth in knowledge along with igniting the curiosity in young minds.

**The General Awareness Program (GAP)** is designed on a simple theory of Knowledge – Communication – Confidence - Success

**Knowledge:** Increase our knowledge of the world

**Communication:** The more you know; the better you communicate.

**Confidence:** The better you communicate; the more confidence you gain.

**Success:** The more confidence you gain; the more success you embrace.

#### PROGRAM: KNOWLEDGE TRIBE

S.NO.	CORE AREAS	LEARNING OBJECTIVE
1.	India	To gain knowledge about facts related to India.
2.	World Facts	To become knowledgeable about the facts related to the world.
3.	Current Affairs	To know about the happenings and developments around the globe.
4.	Personalities	To be aware of different people and personalities across the world.
5.	Nations of the World	To be apprised about the history, culture, location, facts and special attractions of the cities in the nations of the world.

## ANNUAL CURRICULUM PLAN (2022 – 23)

### STEP: VI SCHOOL CINEMA

We, at BGS, have designed a Life Skills Program that enables every child to imbibe the values which instill the right kind of attitude to develop various life skills and create a serene environment for self and the people around him/her.

MONTH	MODULE(S)	Values	Attitudes	Life Skills	Expected Learning Outcomes
APRIL - MAY	Module 1: Super Girl	<b>Super Girl</b> <ul style="list-style-type: none"> <li>Kindness</li> </ul>	<b>Super Girl</b> <ul style="list-style-type: none"> <li>Generosity, Consideration, Staying motivated</li> </ul>	<b>Super Girl</b> <ul style="list-style-type: none"> <li>Empathy, Self-Awareness, Decision Making</li> </ul>	<b>Super Girl</b> <ul style="list-style-type: none"> <li>generosity, friendliness, care and consideration for others.</li> </ul>
	Module 2: My daddy strongest	<b>My daddy strongest</b> <ul style="list-style-type: none"> <li>Honesty</li> </ul>	<b>My daddy strongest</b> <ul style="list-style-type: none"> <li>Acceptance, Accountability</li> </ul>	<b>My daddy strongest</b> <ul style="list-style-type: none"> <li>Self-Awareness, coping with Stress, Decision Making, Communication</li> </ul>	<b>My daddy strongest</b> <ul style="list-style-type: none"> <li>Lying is wrong and there can never be an exception v/s Lying at times is fine to better a situation</li> <li>Being proud of yourself and your parents.</li> </ul>
JULY - AUGUST	Module 3 : Mooch	<b>Mooch</b> <ul style="list-style-type: none"> <li>Preparing to Grow Up</li> <li>Responsibility</li> </ul>	<b>Mooch</b> <ul style="list-style-type: none"> <li>Accountability, Open to new learning, Self – Acceptance, Self-Confidence, Dealing with peer pressure</li> </ul>	<b>Mooch</b> <ul style="list-style-type: none"> <li>Self-awareness, Critical Thinking, Problem Solving</li> </ul>	<b>Mooch</b> <ul style="list-style-type: none"> <li>responsibility, accountability and maturity.</li> </ul>
	Module 4: Paulie	<b>Paulie</b> <ul style="list-style-type: none"> <li>Dealing with Competition</li> <li>Equality</li> </ul>	<b>Paulie</b> <ul style="list-style-type: none"> <li>Healthy Competition, Respect</li> </ul>	<b>Paulie</b> <ul style="list-style-type: none"> <li>Interpersonal Skills, Self-Awareness, Critical Thinking</li> </ul>	<b>Paulie</b> <ul style="list-style-type: none"> <li>to indulge in healthy means of competition.</li> </ul>

MONTH	MODULE(S)	Values	Attitudes	Life Skills	Expected Learning Outcomes
SEPT - OCT	Module 5: The Graveyard  Module 6: Grace	<b>The Graveyard</b> <ul style="list-style-type: none"> <li>Bullying</li> <li>Team Work and Unity</li> <li>Equality</li> </ul> <b>Grace</b> <ul style="list-style-type: none"> <li>Unity, Respect</li> </ul>	<b>The Graveyard</b> <ul style="list-style-type: none"> <li>Courage, Assertiveness, Sensitivity</li> </ul> <b>Grace</b> <ul style="list-style-type: none"> <li>Team Work, Healthy Competition</li> </ul>	<b>The Graveyard</b> <ul style="list-style-type: none"> <li>Coping with Stress, Communication, Problem Solving, Empathy</li> </ul> <b>Grace</b> <ul style="list-style-type: none"> <li>Interpersonal Skills, Problem Solving, Self-Awareness</li> </ul>	<b>The Graveyard</b> <ul style="list-style-type: none"> <li>Standing up to bullying</li> </ul> <b>Grace</b> <ul style="list-style-type: none"> <li>Team Work and Unity</li> </ul>
NOV - DEC	Module 7: Myna and Asterix  Module 8: Stunt Boy	<b>Myna and Asterix</b> <ul style="list-style-type: none"> <li>Learning to Value Money</li> <li>Judiciousness</li> </ul> <b>Stunt Boy</b> <ul style="list-style-type: none"> <li>Responding to Violence</li> <li>Peace</li> </ul>	<b>Myna and Asterix</b> <ul style="list-style-type: none"> <li>Responsibility, Caution</li> </ul> <b>Stunt Boy</b> <ul style="list-style-type: none"> <li>Sensitivity</li> </ul>	<b>Myna and Asterix</b> <ul style="list-style-type: none"> <li>Creative Thinking, Empathy, Problem Solving</li> </ul> <b>Stunt Boy</b> <ul style="list-style-type: none"> <li>Empathy, Critical Thinking, Coping with Emotions</li> </ul>	<b>Myna and Asterix</b> <ul style="list-style-type: none"> <li>Value for Money</li> </ul> <b>Stunt Boy</b> <ul style="list-style-type: none"> <li>Responding to Violence</li> </ul>
JAN - FEB	Module 9: Jump  Module 10: Kulfi	<b>Jump</b> <ul style="list-style-type: none"> <li>Following your Passion</li> <li>Goal-setting</li> </ul> <b>Kulfi</b> <ul style="list-style-type: none"> <li>Perseverance</li> </ul>	<b>Jump</b> <ul style="list-style-type: none"> <li>Determination, Courage</li> </ul> <b>Kulfi</b> <ul style="list-style-type: none"> <li>Determination, Sincerity</li> </ul>	<b>Jump</b> <ul style="list-style-type: none"> <li>Problem Solving, Coping with Stress, Coping with Emotions</li> </ul> <b>Kulfi</b> <ul style="list-style-type: none"> <li>Coping with Stress, Creative Thinking, Critical Thinking, Problem Solving</li> </ul>	<b>Jump</b> <ul style="list-style-type: none"> <li>Follow Your Passion</li> </ul> <b>Kulfi</b> <ul style="list-style-type: none"> <li>Perseverance and determination</li> </ul>