



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 Coursebook; Wow Grammar and Composition,

INDIANNICA -WRITING SKILL

Months: April – May

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

Months: July - August

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
Theme: Courage Science	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Literature- Wow Course Book 6 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) Grammar- Wow Course Book 6 Sentences and Clauses Homophones, Homonyms, Homographs, Conjunctions, Four forms of Present Tense, The verb 'need' Wow Grammar & Composition 6 Ch 1: Sentences Ch 2: Sentence Analysis Ch 8: Present Tense Ch 11: The Future Tense Ch 16: Conjunctions Writing Skills Message Writing, Comic Strip Indiannica Writing Skill- Pg 30, 41	<ul style="list-style-type: none"> ● To identify skills and abilities to do a task by making them strengths. ● To understand the problem in the story and identify the solution. <ul style="list-style-type: none"> ● Understand the use of different grammar concepts to frame correct sentences. ● To be able to identify the important message from the conversation. ● To be familiarized with comic reading. ● To be able to draw and write a comic script. 	<ul style="list-style-type: none"> ● To use critical thinking ability to solve a problem with courage. ● Use linkers to indicate connections between Sentences such as first, next, then, after, that', etc ● Write important message from the communication ● Able to write a comic script of their own 	Activities: <ul style="list-style-type: none"> ● Strike a Conversation ● A Myth or Science ● Future Living (Information Booklet) Resources: <ul style="list-style-type: none"> ● Mind Map ● Graphic Organizer ● Flash Cards ● Grammar Wheel ● SEAB – 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) 	zAble to wisely handle a situation of emergency or disaster. <ul style="list-style-type: none"> ● Identify the facts through research. ● To create an information booklet and give supporting details ● To have a futuristic vision to identify the environmental gaps and find solutions for the same 	<ul style="list-style-type: none"> ● Reading Skills (Story Reading) ● Listening Skills (Strike a Conversation, A Myth or Science) ● Speaking Skills (Strike a Conversation, A Myth or Science) ● Writing skills (Information Booklet, Comic Script) ● Comprehension skills (Inferencing, RTC, MCQs, OTBA) ● Communication Skills (Strike a Conversation, A Myth or Science) ● Vocabulary (Strike a Conversation, Dictation)

Months: September - October

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
Theme: Dreams and Fantasy Humour	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Literature- Wow Course Book 6 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)</p> <p>Grammar- Wow Course Book 6 Adverbial and Adjectival Phrases, Adjectives, Adverbs, Using numbers in writing, commonly mispronounced words, Confusing words, Modals, Abbreviations and acronyms Wow Grammar & Composition 6 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</p> <p>Writing Skill Informal Letter Writing Completing the Story Indiannica Writing Skill- Pg 73, 86</p>	<ul style="list-style-type: none"> ● To explore the imaginative side of dreams and fantasy ● to be able to understand difference between fantasy and reality ● to explore humour in the text ● to be able to accept difference in opinions and infuse the element of humour ● to be able to understand the format of letters and express their feelings and emotions in informal letter ● understand the elements of a story ● to be able to complete a story with the clues 	<ul style="list-style-type: none"> ● To be able to visualize the text to interpret the difference between fantasy and reality ● to be able to infuse humour in their writing skills ● able to use confusing words to write meaningful sentences ● able to express their imagination in a story and to introduce humour in their writing styles 	<p>Activities:</p> <ul style="list-style-type: none"> ● Story Weaving ● Pen Pal ● Wall of Humour ● Nonsense Poems <p>Resources:</p> <ul style="list-style-type: none"> ● Picture Cube ● Cue-cards ● E-module ● Edu-tech Tool: Adjectives, Adverbs, Mispronounced words, Confusing Words, Modals, Abbreviations ● Quiz ● SEAB: Ex 15: Adverbs (Pg 45-48) Ex 20: Reading Comprehension (Pg 61 – 64) 	<ul style="list-style-type: none"> ● Able to express a dream or fantasy in words ● Able to use different elements of a story to write a story ● Introduce humour in writing styles ● Able to connect the clues to complete a story ● Establish a connection with people through informal letter writing 	<ul style="list-style-type: none"> ● Reading Skills (Story Reading) ● Listening Skills (Story Weaving) ● Speaking Skills (Story Weaving, Nonsense Poems) ● Writing skills (Notice Writing) ● Comprehension skills (Comprehension Questions, RTC, MCQs) ● Communication Skills (Pen Pal, Story Weaving, Nonsense Poems) ● Vocabulary (Wall of Humour, Dictation)

Months: November - December

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	
Literature- Wow Course Book 6 Lesson 7: 'Pandora's box' Poem: 'More about Stories' (Page 99 – 113) Lesson 8: 'The Wizard of Oz' Poem: 'Laughing Song' (Page 114 – 129) Grammar – Wow Course Book 6 Changing word forms, Direct and Indirect speech, Apostrophe, Prefixes and Suffixes, Nouns – numbers and Phrases, Question tags Wow Grammar & Composition 6 Ch 3: Nouns Ch 4: Adjectives Ch 17: Punctuation Ch 18: Direct and Indirect Speech Ch 26: Story Writing and Picture Composition Writing Skill: Picture Composition Writing Poem Indiannica Writing Skill- Pg- 5, 23	<ul style="list-style-type: none"> ● To identify the mythological characters and understand the evolution of life ● To understand the author's purpose to inform and entertain ● To be able to identify the setting of the story ● To understand about an adventure and talk in detail about their adventurous journey ● To be able to write sentences in direct to indirect speech ● To be able to use the tenses to write sentences in the correct speech ● To be able to read a picture in detail and use various parts of speech to express their emotions 	<ul style="list-style-type: none"> ● Develop an understanding towards mythological past to explore the evolution of life ● Retell life adventures and share the feelings. ● Understand the illustrators work and interpret the details. ● To use adjectives to express strong emotions in a poem. 	Activities: <ul style="list-style-type: none"> ● I Believe ● Skit Resources: <ul style="list-style-type: none"> ● Mind Maps ● E – module ● Cue-Cards ● Quiz ● Edutech tool: Apostrophe, Nouns, Adjectives, Punctuation ● SEAB 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"> ● Able to reason for myths and beliefs in mythological characters. ● Able to explore new things and opinions for the same ● Able to give supporting details for the opinions 	<ul style="list-style-type: none"> ● Reading Skills (I Believe) ● Listening Skills (Listen and identify) ● Speaking Skills (Skit) ● Writing skills (Comprehension questions, Skit) ● Comprehension skills (Comprehension Questions, RTC, MCQs) ● Communication Skills (I Believe, Skit) ● Vocabulary (Skit, Dictation)

Months: January – February

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
Theme: Travel Care and Concern	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Literature- Wow Course Book 6 Lesson 9: 'Rip Van Winkle' Poem: 'Vagabond' (Page 130 – 145) Lesson 10: 'The Naive Friend' Poem: 'Be a Friend' (Page 146 – 160) Grammar Wow Course Book 6 Strong Adjectives, Finite and Non-finite verbs, Inverted commas, Phrasal Verbs, Active and Passive Voice, Commas Wow Grammar & Composition 6 Ch 12: Active and Passive Voice; Ch 15: Preposition Ch 21: Reading Comprehension Writing Skill: Writing a newspaper report Article Writing Indiannica Writing Skill- Pg 79, 103	sTo understand the importance of travel and exploring various cultures. <ul style="list-style-type: none"> ● To be able to take wise decisions in difficult times ● To make use of grammar concepts to write an article and a report. ● To be able to describe a situation with supporting details of facts and reasons. 	<ul style="list-style-type: none"> ● Understand the situations and take wise decisions. ● Understand the importance of time travel to set priorities ● Understand the difference between facts and opinion ● To give evidence or facts to support their views. 	Activities: <ul style="list-style-type: none"> ● Talk Show ● Ad – Mad Show ● Plan a class trip Resources: <ul style="list-style-type: none"> ● Cue – Cards ● Placards ● E-modules Edu-tech tool: Adjectives, Finite and Non-finite verbs, Active and Passive Voice, Prepositions <ul style="list-style-type: none"> ● SEAB: 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"> ● To be able to raise opinions with supporting facts and evidences. ● To convince other people with their supporting point of view. ● Able to write an article or newspaper report 	<ul style="list-style-type: none"> ● Reading Skills (Story Reading) ● Listening Skills (Talk Show) ● Speaking Skills (Talk Show, Ad-Mad Show) ● Writing skills (Comprehension questions) ● Comprehension skills (Comprehension Questions, RTC, MCQs, Group Discussion) ● Communication Skills (Talk Show, Ad-Mad Show) ● Vocabulary (Talk Show, Dictation)

वार्षिक पाठ्यक्रम योजना (2023-24)

कक्षा : VI

विषय : हिन्दी

पुस्तक – वसंत, मैं और मेरा व्याकरण, रचनात्मक लेखन, बाल रामकथा
माह - अप्रैल-मई

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
वसंत: पाठ-1-वह चिड़िया जो(कविता) (पृष्ठ सं० 1-4) पाठ-2- बचपन (संस्मरण) (पृष्ठ सं० 5-12) पाठ-3- नादान दोस्त (कहनी) (पृष्ठ सं० 13-22) व्याकरण: पाठ-1 भाषा-विचार(पृष्ठ सं०5- 12) पाठ-2 वर्ण-विचार (पृष्ठ सं० 13-25) पाठ-3- संधि (पृष्ठ सं० 26-32) पाठ-4- शब्द-विचार (पृष्ठ सं० 33-40) पाठ-5- शब्द-भंडार(पृष्ठ सं० 41-66) रचनात्मक लेखन: पत्र- लेखन , ई-मेल बाल राम कथा: अवधपुरी में राम, जंगल और जनकपुर, दो वरदान राम का वन-गमन (पृष्ठ सं० 1-6, 7-13,14-19, 20-25)	<ul style="list-style-type: none"> 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। इस पाठ में लेखिका ने वर्तमान समय के साथ उनकी तुलना की है जो जीवन शैली से रूबरू करता है। 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। भाषा-विचार, वर्ण-विचार , शब्द-विचार, शब्द-भंडार को पहचानना। 	<ul style="list-style-type: none"> शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना। किन गुणों को अपनाकर और किन बुरी बातों से दूर रहकर हम देश को आगे ले जा सकते हैं। कवि ने नीली चिड़िया का नाम नहीं बताया है। वह कौन सी चिड़िया रही होगी। अपनी बीते दिनों को याद करते हुए किसी रोजक घटना को अनुच्छेद रूप में लिखिए। मकर संक्रांति अन्य प्रदेशों में किन नामों से और किस प्रकार मनाई जाती है? 	गतिविधियाँ <ul style="list-style-type: none"> लाल चोज वाले हरे-हरे तोते पीआर एक छोटी से कविता की रचना करो। अगर तुम्हें अपनी पोशाक बनाने को कहा जाए तो कैसी पोशाक बनाओगे और पोशाक बनाते समय किन बातों का ध्यान रखोगे? पत्र लेखन, विभिन्न त्योहारों के बारे में जानकारी उपलब्ध कराना। संसाधन <ul style="list-style-type: none"> वसंत हिन्दी कार्यपुस्तिका (पृष्ठ सं०-5-26) 	<ul style="list-style-type: none"> उचित हाव-भाव के साथ कक्षा में पठन करना। शब्द कोश बढ़ाना। अपने विचारों को सबके समक्ष रखना। कविता एवं पाठ को लय के साथ पढ़ना एवं नए शब्दों से वाक्य बनना। 	<ul style="list-style-type: none"> पठन कौशल (पत्रिका) श्रवण कौशल (UT -1) वाचन कौशल (कहानी/कविता को समझते हुए उसमें अपनी बात/कहानी जोड़ना) लेखन कौशल (पत्र-लेखन) अभिव्यक्ति कौशल (पात्रों का विश्लेषण, प्रश्नोत्तर) शब्द कोश (श्रुतलेख)

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वसंत: पाठ-4- चाँद से थोड़ी सी गप्पें(कविता) (पृष्ठ सं० 23-27) पाठ-5- अक्षरों का महत्व (निबंध) (पृष्ठ सं० 28-33) पाठ-6- पार नज़र के (कहानी) (पृष्ठ सं० 34-42) पाठ-7- साथी हाथ बढ़ना (कहनी) (पृष्ठ सं० 62-70)</p> <p>व्याकरण: पाठ-6- उपसर्ग (पृष्ठ सं० 67- 89) पाठ-7- संज्ञा (पृष्ठ सं० 90-100) पाठ-8- लिंग(पृष्ठ सं० 101-109) पाठ-9- वचन (पृष्ठ सं० 110-116) पाठ-10- कारक (पृष्ठ सं० 117-124)</p> <p>रचनात्मक लेखन: अनुच्छेद- लेखन</p> <p>बाल राम कथा: (चित्रकूट में भारत, दंडक वन में दस वर्ष, सोने का हिरण्य -पृष्ठ सं० 26-32, 33-40, 41-47)</p>	<ul style="list-style-type: none"> चाँद से थोड़ी सी गप्पें (कविता) में कवि एक बच्चे की मानसिकता का वर्णन के आर रहे है जो वो चाँद से गप्पें लगा रही है के विषय में रोचक जानकारी को समझना। इस पाठ के माध्यम से लेखक ने यह समझाने की चेष्टा की है की यदि अक्षरों का अनूठा संसार न होता, तो आज यह दुनिया इतनी विकसित नहीं होती है। 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 है की मंगल गृह पीआर जीवन है या नहीं, जो आज भी एक रहस्य है उपसर्ग, संज्ञा, लिंग, वचन, कारक को पहचानना। हमारे अन्दर कोई न कोई विशेषता होती है उनको जाना और समझना। 	<ul style="list-style-type: none"> शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना। अक्षरों के महत्व विषय पर अपने विचार अनुच्छेद रूप में लिखिए। यह कहनी जमीन के अंदर की जिंदगी का पता देती है। जमीन के ऊपर मंगल ग्रह पीआर सब कुछ कैसा होगा, इसकी कल्पना करो और लीखों। परोपकार विषय पर कुछ दोहे,श्लोक और कुछ पंक्तियाँ लिखिए। एकता के महत्व को दर्शाती एक लघुकथा लिखिए। 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> इंटरनेट की सहायता से अन्य ग्रह पर जीवन के अस्तित्व के विषय में पता कीजिए तथा उसे अनुच्छेद रूप में लिखिए। हिमालय के बारे में जानकारी एकत्रित कर एक परियोजना तैयार कीजिए। मान लो की तुम छोटू हो और यह कहनी किसी को सुना रहे हो तो कैसे सुनाओगे। सोचो और "मै" शैली में यह कहनी सुनाओ। अपने आस पास तुम किसको साथी मानते हो और क्यों? इससे मिलते-जुलते कुछ और शब्द खोजकर लीखों। <p>संसाधन</p> <ul style="list-style-type: none"> वसंत हिन्दी कार्यपुस्तिका (पृष्ठ सं०- 27- 45) 	<ul style="list-style-type: none"> उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनना और अपनी प्रतिक्रिया व्यक्त करते है। अपने विचारों को सबके समक्ष रखना। शब्द कोश बढ़ाते हुए शब्दों को समझकर उनका अर्थ सुनिश्चित करना। 	<ul style="list-style-type: none"> पठन कौशल (समाचार पत्र का पठन) श्रवण कौशल (एक दूसरे के विचारों को सुनना) वाचन कौशल (कक्षा अभिनय) लेखन कौशल (सुनी/देखी बातों को अपने तरीके से, अपनी भाषा में लिखना) अभिव्यक्ति कौशल (प्रश्नोत्तर, बहुविकल्पीय प्रश्न) शब्द कोश (श्रुतलेख, पर्यायवाची शब्द एवं शब्दार्थ)

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	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वसंत: पाठ-8-ऐसे ऐसे (एकांकी) (पृष्ठ सं० 49-58) पाठ-9- टिकट-अलबम(कहानी) (पृष्ठ सं० 59-68) पाठ-10- झाँसी की रानी(कविता) (पृष्ठ सं०-69- 79) पाठ-11-जो देख कर भी नहीं देखते (निबंध) (पृष्ठ सं० 80-85)</p> <p>व्याकरण: पाठ-11- सर्वनाम (पृष्ठ सं०- 125-135) पाठ-12- विशेषण (पृष्ठ सं०-136-147) पाठ-13- क्रिया (पृष्ठ सं०-151-157) पाठ- 14-काल (पृष्ठ सं०- 158-164)</p> <p>रचनात्मक लेखन: निबंध-लेखन</p> <p>बाल राम कथा: सीता की खोज, राम और सुग्रीव (पृष्ठ सं० 48-53, 54-60)</p>	<ul style="list-style-type: none"> ● ऐसे ऐसे पाठ लेखक एक बच्चे की शरारत का वर्णन के आर रहे है वो अपने माता -पिता से अपने पेट दर्द का नाटक कर रहा है ,के विषय को समझना। ● 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। ● जो देख कर भी नहीं देखते मे लेखक ने कहा है की वह उन्हीं चीजों की आशा करता है, जो उनके पास नहीं है । लेखिका कहती हैं की आँखों वाले लोग अक्सर कुछ नहीं देखते अथवा बहुत कम देखते है इस विषय को समझने का प्रयास। 	<ul style="list-style-type: none"> ● शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना। ● क्या आपके मन में भी कभी लालच पैदा हुआ है? अपने-अपने अनुभव सुनाइए। ● ' राजप्या और नगरजन की तरह क्या तुम भी कोई शौक रखते हो ? उससे जुड़े किस्से सुनाओ। ● कान से न सुन पाने पर दुनिया कैसी लगती होगी इस पर टिप्पणी लीखों। ● सच्चे मित्र की पहचान कैसे कर सकते है" विषय पर चर्चा" 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> ● कल्पना के आधार पर किसी साहसिक या विचित्र घटना का वर्णन कीजिए। ● एक दृशीतहीन और श्रवण बंधित व्यक्ति को जीवन में किन मुश्किलों का सामना करना पड़ता होगा? सोचकर बताइए। ● स्वधिनता संग्राम में सक्रिय भूमिका निभाने वाली किसी वीरगना पर एक अनुच्छेद लीखों। ● अपने-अपने विभिन्न चित्रों से एक सुंदर अलबम तैयार किया है। इसके बारे में आगरा में रहने वाले अपनेमामा जी को पत्र लिखिए। <p>संसाधन</p> <ul style="list-style-type: none"> ● वसंत हिन्दी कार्यपुस्तिका (पृष्ठ सं०- 57-76) 	<ul style="list-style-type: none"> ● उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनना और अपनी प्रतिक्रिया व्यक्त करते है। ● अपने विचारों को सबके समक्ष रखना। ● शब्द कोश बढ़ाते हुए शब्दों को समझकर उनका अर्थ सुनिश्चित करना। 	<ul style="list-style-type: none"> ● पठन कौशल (श्याम पट्ट/ बोर्ड पर लिखे वाक्यों का पठन) ● श्रवण कौशल (विडियो द्वारा सर्वनाम , विशेषण, क्रिया, काल को सुनना और समझना) ● वाचन कौशल (निबंध-लेखन) ● लेखन कौशल (निबंध-लेखन) ● अभिव्यक्ति कौशल (प्रश्नोत्तर, किसने किससे कहा) ● शब्द कोश (श्रुतलेख, विलोम शब्द, वाक्यांश)

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वसंत: पाठ-12- संसार पुस्तक है (पृष्ठ सं०- 87-94) पाठ-13- मैं सबसे छोटी होऊँ (कविता) (पृष्ठ सं०- 94-96) पाठ-14- लोकगीत(निबंध)(पृष्ठ सं०- 97-103)</p> <p>व्याकरण: पाठ-15- अविकारी शाब्द (पृष्ठ सं०- 165-180) पाठ- 16- वाक्य (पृष्ठ सं०-181-187) पाठ-17- अशुद्ध वाक्य का संशोधन (पृष्ठ सं०- 188-187) पाठ-18- विराम-चिह्न (पृष्ठ सं०- 188-192)</p> <p>रचनात्मक लेखन: चित्र-वर्णन, कहानी लेखन</p> <p>बाल राम कथा: लंका में हनुमान, लंका विजय (पृष्ठ सं० 61-68, 69-79)</p>	<ul style="list-style-type: none"> 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। मैं सबसे छोटी होऊँ कविता में कवि ने एक बच्ची के मन की भावना को उतपन किया है इस विषय को समझना। इस पाठ में लेखक ने विभिन्न आंचलों के पारंपरिक लोकगीतों की अनुपम झाँकी प्रस्तुत की है। विराम-चिह्न को पहचानना। 	<ul style="list-style-type: none"> शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना। “हमें जैसा जीवन मिला है उसी से खुश रहना चाहिए” यह बात कहाँ तक सही है, विषय पर चर्चा। हमारा प्यारा झंडा कविता पढ़कर आपको क्या शिक्षा मिली? यह बताते हुए दादा जी को पत्र लिखिए। 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> माँ शीर्षक पीआर सात-आठ पंक्तियों की एक कविता लिखिए वृक्षारोपण एक पुनीत और महान कार्य है बच्चों को वृक्षारोपण के लिए काहिए आपने अपने क्षेत्र में विभिन्न अफसर पर गए जाने वाले लोकगीतों को सुना होगा। उन्हीं में से किसी लोकगीत की कुछ पंक्तियाँ लिखिए। समूह बनाकर बच्चों को अशुद्ध वाक्य का संशोधन बताना। समूह बनाकर बच्चों को विराम- चिह्न बताना। <p>संसाधन</p> <ul style="list-style-type: none"> वसंत हिन्दी कार्यपुस्तिका (पृष्ठ सं०- 82- 102) 	<ul style="list-style-type: none"> उचित हाव-भाव के साथ नाटक, कविता आदि को ध्यान से समझते हुए सुनना और अपनी प्रतिक्रिया व्यक्त करते हैं। शब्द कोश बढ़ाते हुए शब्दों/ अशुद्ध वाक्य का संशोधन करना और उसको समझकर उनका अर्थ सुनिश्चित करना। 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। 	<ul style="list-style-type: none"> पठन कौशल (चित्र-वर्णन) श्रवण कौशल (वीडियो द्वारा चित्र-वर्णन को समझने) वाचन कौशल (कक्षा अभिनय) लेखन कौशल (वाक्य-प्रयोग, चित्र-लेखन) अभिव्यक्ति कौशल (प्रश्नोत्तर, मुहावरे, पात्रों का विश्लेषण) शब्द कोश (अविकारी शाब्द , वर्तनी-शुद्धि)

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वसंत: पाठ-15- नौकर पाठ-16- वन के मार्ग में(कविता) पाठ-17- साँस-साँस में बाँस (निबंध)</p> <p>व्याकरण: पाठ-11- मुहावरे और लोकोक्तियाँ पाठ-12- अपठित गद्यांश पाठ- 13- अपठित पद्यांश</p> <p>रचनात्मक लेखन: (पृष्ठ सं० 210-217, 218-224)</p> <p>बाल राम कथा: राम का राज्याभिषेक (पृष्ठ सं० 80-84)</p>	<ul style="list-style-type: none"> गांधी जी के सरल स्वभाव तथा उनकी कर्मठता का वर्णन किया है, इस विषय को समझना। इस पाठ में सीता जी के वन जाने का वर्णन किया है और उन कठिन समय का वर्णन किया है इस विषय को समझना। साँस-साँस में बाँस (निबंध) लेखक ने बाँस के महत्व को समझने का प्रयास किया है मुहावरे और लोकोक्तियाँ को पहचानना। अपठित गद्यांश और अपठित पद्यांश को समझना। 	<ul style="list-style-type: none"> शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना। अपने माता- पिता का हाथ बटाने के लिए तुम कौन-कौन से काम करते हो? लीखों विनम्रता ज्ञान की पहचान होती है है इस पर निबंध-लेखन लीखों। 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। 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> कालिदास के विषय में और जानकारी प्राप्त कीजिए तथा सब मिलकर एक कार्य योजना तैयार कीजिए। प्रकृति का अतुलित भंडार हमारी सभी आवश्यकताओं की पूर्ति करता है। पेड़ की पत्तियों के विभिन्न क्षेत्र में उपयोग विषय पर एक अनुच्छेद लिखिए। 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। <p>संसाधन</p> <ul style="list-style-type: none"> वसंत हिन्दी कार्यपुस्तिका (पृष्ठ सं०- 103- 119) 	<ul style="list-style-type: none"> उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनना और अपनी प्रतिक्रिया व्यक्त करते हैं। मुहावरे और लोकोक्तियाँ का प्रयोग करना अपठित गद्यांश सचेत इस्तेमाल करते हैं। अपने विचारों को सबके समक्ष रखना। अपठित पद्यांश सचेत इस्तेमाल करते हैं। अपने विचारों को सबके समक्ष रखना। शब्द कोश बढ़ाते हुए शब्दों को समझकर उनका अर्थ सुनिश्चित करना। 	<ul style="list-style-type: none"> पठन कौशल (मुहावरे, अपठित गद्यांश, अपठित पद्यांश) श्रवण कौशल (वीडियो द्वारा मुहावरे और लोकोक्तियाँ का प्रयोग करना) वाचन कौशल (संसार की सबसे कीमती वस्तु क्या हो सकती है, पर परिचर्चा करना) लेखन कौशल (पत्र-लेखन/शब्द-चित्र) अभिव्यक्ति कौशल (प्रश्नोत्तर, मूल्य आधारित प्रश्न) शब्द कोश (श्रुतलेख, समानार्थी शब्द, वाक्य-पूर्ति)

ANNUAL CURRICULUM PLAN (2023-24)

STEP: VI

SUBJECT: MATHEMATICS

Books:Wow Math 6, Laboratory Manual for Mathematics 6, NCERT Exemplar

Month:April – May

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 1: Numbers and their Operations	Chapter 1 : Numbers and their Operations Natural and whole numbers; place value and expanded form; forming numbers; Rounding off; Simplification; Roman Numerals.	Chapter 1 : Numbers and their Operations 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.	Chapter 1 : Numbers and their Operations WOW Math page no:19; WOW Math page no:32; Group activity; Real life based activity Lab Manual page no: 9, 13, 17 NCERT Exemplar page no: 1-20	Adept at solving quantitative problems Cognitive skill Proficient in communicating mathematical ideas	Online Quiz Notebook Work Assignments Practice sheets
Chapter 2: Integers	Chapter 2 : Integers Absolute value of an integer, comparing and ordering integers, addition and subtraction of integers.	Chapter 2: Integers Income and expense, temperature, the height of a mountain and the depth of the ocean are quantities that have opposite properties.	Chapter 2: Integers Activity : WOW Math page no:48; Dice game Lab Manual page no: 32 NCERT Exemplar page no: 42-52	Mental ability and Problem solving Mathematical Reasoning and Aptitude	
Chapter 3: Factors and Multiples	Chapter 3 : Factors and Multiples Factors and Multiples; types of numbers; Divisibility test; HCF; LCM; relationship between HCF and LCM.	Chapter 3 : Factors and multiples 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.	Chapter 3 : Factors and Multiples WOW Math page no: 71, 72; Game board Lab Manual page no: 21, 25, 28 Resources : Written Work Brain Storming Group Discussion Assignments		

Month: July – August

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ ContentBased	Application/ Aptitude Based		Skill Based	
Chapter 4 : Fractions	Chapter 4 : Fractions Equivalent fractions; addition and subtraction of like, unlike and mixed fractions; Properties of addition of fractions.	Chapter 4: Fractions Splitting a bill at a restaurant, Calculating the discounted price of an object, following a recipe, to understand our body mass index.	Chapter 4 : Fractions WOW Math page no: 91; Fraction strip Lab Manual page no: 38, 42 NCERT Exemplar page no: 53-68	Spatial Sense Ability to understand both concrete and abstract problems	Notebook Work Assignments Quiz
Chapter 5 : Decimals	Chapter 5 : Decimals 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.	Chapter 5: Decimals Weight on the weighing machine, dealing with money.	Chapter 5 : Decimals WOW Math page no: 101; WOW Math page no: 110; Eating decimals Lab Manual page no: 46, 50 NCERT Exemplar page no: 53-68	Mental ability Problem solving Mathematical Reasoning and Aptitude Team Work	Practice worksheet
Chapter 9 : Basic Geometrical Ideas	Chapter 9 : Basic Geometrical Ideas Plane; Types of lines; Open and closed figures; Polygons; Linear and curvilinear boundaries; Construction of line segment and perpendicular bisector.	Chapter 9: Basic Geometrical Ideas Getting a scan done, creating an image or an animated video, building our house, decorating the house, etc.	Chapter 9: Basic Geometrical Ideas Interdisciplinary group activity Lab Manual page no: 106 NCERT Exemplar page no: 21-38		
Chapter 15 : Perimeter and Area	Chapter 15 : Perimeter and Area Perimeter of regular figures; Perimeter of composite figures; Area of square and rectangle; area of composite figures; area of irregular figures.	Chapter 15: Perimeter and Area Fencing off an area to plot a crop; Planning the construction of a house; building a barn; Building a swimming pool.	Chapter 15 : Perimeter and Area WOW Math page no: 260; Fence it Lab Manual page no: 114, 117 NCERT Exemplar page no: 89-104 Resources : Written Work Brain Storming Group Discussion Assignments		

Month: September – October

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 12 : Circles	Chapter 12 : Circles Radius and diameter of circle; chord, arc, sector and segment; concentric circles.	Chapter 12 : Circles Camera lenses, pizzas, Ferris wheels, rings, steering wheels, cakes, pies, buttons, etc. are some real-life examples of circles.	Chapter 12 : Circles WOW Math page no: 220; Create a design using circles Lab Manual page no: 59	Spatial Sense Ability to understand both concrete and abstract problems	Notebook Work Assignments Quiz
Chapter 13 : Three-Dimensional Shapes	Chapter 13 : Three-Dimensional Shapes Basic 3 D shapes; elements of 3-D shapes; Polyhedron; Nets of solids	Chapter 13 : Three-Dimensional Shapes A cube in a Rubik's 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.	Chapter 13 : Three-Dimensional Shapes WOW Math page no: 228; Lab Manual page no: 87, 93	Mental ability Problem solving and critical analysis Mathematical Reasoning and Aptitude	Practice worksheet
Chapter 14 : Symmetry	Chapter 14 : Symmetry Line of symmetry; Reflection in a line; Reflective symmetry; Mirror symmetry.	Chapter 14 : Symmetry The ceiling fan in our room; The hands in an analogue clock.	Chapter 14 : Symmetry WOW Math page no: 240 Group activity Lab Manual page no: 97, 100 NCERT Exemplar page no: 133-148	Accurately organize, analyze, and interpret data;	
Chapter 16 : Data Handling	Chapter 16 : Data Handling Types of data; primary data; data handling; frequency distribution table; tally marks; statistics; pictograph; bar graph.	Chapter 16 : Data Handling 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	Chapter 16 : Data Handling WOW Math page no: 275 Drawing graphs Lab Manual page no: 120 NCERT Exemplar page no: 69-87 Resources : Written Work Brain Storming Group Discussion Assignments		

Month: November – December

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 6 : Introduction to Algebra	Chapter 6 : Introduction to Algebra Algebraic expressions; variable and constants; like and unlike terms; kinds of algebraic expression; evaluation of expressions.	Chapter 6 : Introduction to Algebra Algebra is used almost everyday and in every work that we do. Example the people in the market make use of algebraic operations to calculate profit and loss incurred.	Chapter 6 : Introduction to Algebra WOW Math page no: 126; Group activity Lab Manual page no: 54 NCERT Exemplar page no: 105-116	Spatial Sense Ability to understand both concrete and abstract problems Mental ability Problem solving and critical analysis	Notebook Work Assignments Quiz Practice worksheet
Chapter 7: Linear Equations	Chapter 7: Linear Equations Algebraic equation; linear equation; systematic method; transposition method; forming and solving a linear equation.	Chapter 7: Linear Equations 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.	Chapter 7: Linear Equations WOW Math page no: 138 NCERT Exemplar page no: 105-116	Mathematical reasoning and aptitude	
Chapter 8 : Ratio and Proportions	Chapter 8 : Ratio and Proportions Ratio between 3 quantities; equivalent ratios; ratio and fractions; comparison of ratios; proportions.	Chapter 8 : Ratio and Proportions Comparing prices per kg while grocery shopping, calculating the proper amounts for ingredients in recipes and determining how long car trip might take	Chapter 8 : Ratio and Proportions WOW Math page no: 145 WOW Math page no: 156 NCERT Exemplar page no: 117-130 Resources : Written Work Brain Storming Group Discussion Assignments		

Month: January – February

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 10 : Angles	Chapter 10 : Angles Magnitude of an angle; Types of angles; special pairs of angles; Construction of bisector of an angle; construction of 30, 45, 60, 90 and 120 degrees	Chapter 10 : Angles 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.	Chapter 10 : Angles WOW Math page no: 180 WOW Math page no: 191 Lab Manual page no: 64, 69	Spatial Sense Ability to understand both concrete and abstract problems Mental ability	Notebook Work Assignments Quiz Practice worksheet
Chapter 11: Triangles and Quadrilaterals	Chapter 11: Triangles and Quadrilateral Types and properties of triangle; concave and convex; angles in quadrilaterals; parallelogram; rhombus; rectangle; square; kite; trapezium	Chapter 11: Triangles and Quadrilateral Everything from blueprints (of homes), doors, window, swimming pool, boxes, football ground, paper etc. is generally made up of such quadrilaterals.	Chapter 11: Triangles and Quadrilateral WOW Math page no: 212 Lab Manual page no: 76, 80 Resources : Written Work Brain Storming Group Discussion Assignments	Problem solving and critical analysis Mathematical Reasoning	

ANNUAL CURRICULUM PLAN (2023-24)

STEP: VI

SUBJECT: SCIENCE

Book: Wow! Science -6

Lab Manual: Madhubun

Months: April - May

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 1: Measurement and Motion	<ul style="list-style-type: none"> Physical quantities Measurement and SI units Importance of estimation Motion and types of motion 	<ul style="list-style-type: none"> To understand the need of standard units and requirement of measurement. Application of estimation. 	<ul style="list-style-type: none"> Science Kit activity Videos / e- modules Group activity – Estimation of heights Activity: page no - 8, 11, 14, pendulum SEAB Assignments 	<ul style="list-style-type: none"> To be able to measure physical quantities and express in SI units Spatial recognition & intelligence 	<ul style="list-style-type: none"> Objective type questions Long answer type questions Assignments
Chapter 2: Fun with Magnets	<ul style="list-style-type: none"> Magnetic effects Magnetic and non-magnetic substances 	<ul style="list-style-type: none"> To identify the use of magnets in motors, fans, TVs, loudspeakers etc. 	<ul style="list-style-type: none"> Science Kit activity Videos / e- modules Model – DIY compass Activity: page no -24, 25, 27 SEAB Assignments LAB MANUAL- Experiment No.16 	<ul style="list-style-type: none"> To understand Earth's magnetism and its effects. To be able to use compass needle for finding directions 	<ul style="list-style-type: none"> Objective type questions Short & Long answer type questions Model
Chapter 5: Fiber to Fabric	<ul style="list-style-type: none"> Categorization of manmade and natural materials. 	<ul style="list-style-type: none"> To explore various kinds of cloth materials and to identify specific differences. 	<ul style="list-style-type: none"> Science Kit activity Videos / e- modules Activity: page no – 64 SEAB Assignments LAB MANUAL- Experiment No. 2 	<ul style="list-style-type: none"> To be able to select season appropriate fabrics 	<ul style="list-style-type: none"> OTBA Flow charts Scrap book – types of fabric
Chapter 6: Changes around us	<ul style="list-style-type: none"> Identifying different changes as physical/chemical, reversible/irreversible changes. 	<ul style="list-style-type: none"> To identify how different changes affect us. 	<ul style="list-style-type: none"> Science Kit activity Videos / e- modules Chart making Activity: page no – 78, 83, 82 SEAB Assignments LAB MANUAL- Experiment No. 9,10 	<ul style="list-style-type: none"> Able to identify reversible and irreversible changes. Use of changes to get desirable products in life, e.g.- curd 	<ul style="list-style-type: none"> Objective type questions Short & Long answer questions Chart making and presentation.

Months: July - August

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 3: Electric Current and Circuits	<ul style="list-style-type: none"> To know about electric current, its effects, and electrical circuits. 	<ul style="list-style-type: none"> To be able to understand working of electrical circuits. Can differentiate between electrical conductors and insulators. 	<ul style="list-style-type: none"> Science kit Activity: page no. 38, 42 E-modules/Videos Diagrams/Circuit diagrams: page 37, 39, 40, SEAB Assignments 	<ul style="list-style-type: none"> Understands importance of minimizing use of electricity. To identify methods to minimize wastage of electricity. 	<ul style="list-style-type: none"> OTBA Fill in the blanks Match the following Long and short answer question Diagram
Chapter 7: Sorting Materials into groups	<ul style="list-style-type: none"> To know about the different types of materials, their properties and usage. 	<ul style="list-style-type: none"> To understand how different properties of materials (malleability, ductility etc) makes them suitable for certain usage. 	<ul style="list-style-type: none"> Science kit Activity: page no. 88, 92 (solubility and insolubility), 93 (float or sink) SEAB Assignments LAB MANUAL- Experiment No. 7 & 8 	<ul style="list-style-type: none"> To be able to understand and segregate materials for daily use based on their properties. E.g.- not storing pickle in metal jar. 	<ul style="list-style-type: none"> OTBA MCQ
Chapter 11: Food	<ul style="list-style-type: none"> Food-Where does it come from. Variety of food / ingredient, plants, and animal sources. 	<ul style="list-style-type: none"> To understand the inequitable distribution of food resources in the world and its adverse effects. 	<ul style="list-style-type: none"> Science kit E-modules/Videos Activity: page no 149 SEAB Assignments 	<ul style="list-style-type: none"> Understanding importance of minimizing wastage of food. To be able to relate deficiency diseases with diet. 	<ul style="list-style-type: none"> Fill in the blanks Match the following True/false Long and short answer question
Chapter 12: Components of Food	<ul style="list-style-type: none"> Components of food - carbohydrates, fats, vitamins, roughage, etc. 	<ul style="list-style-type: none"> To understand importance of avoiding junk food and embracing healthy food. Benefits of Satvik food habits. 	<ul style="list-style-type: none"> Science kit Activity: page no – 164 SEAB Assignments LAB MANUAL- Experiment 1 	<ul style="list-style-type: none"> Selecting food items to create balanced diet. Identifying nutrients in a food item. 	<ul style="list-style-type: none"> Fill in the blanks True/false Short answer question

Months: September - October

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 4: Light Shadows and Reflection	<ul style="list-style-type: none"> • Properties of light rays • Reflection of light • Shadows, Real and Virtual images, plane mirrors 	<ul style="list-style-type: none"> • Use of reflection (medical and mechanical). • Common eye defects and preventive measures 	<ul style="list-style-type: none"> • Science kit • Activity: Page No. 54, 57, prism to create rainbow • SEAB Assignments 	<ul style="list-style-type: none"> • Understands formation of shadows • Understands reflection of light from plane mirror 	<ul style="list-style-type: none"> • Fill in the blanks • One word • True/False • Match the following • Long answer question • Diagram
Chapter 8: Separation of Substances	<ul style="list-style-type: none"> • Pure Substances and Mixture • Methods of separation of Mixtures • Effect of heating and cooling on a saturated Solution. 	<ul style="list-style-type: none"> • To identify methods of separation of substances which are used in daily life. 	<ul style="list-style-type: none"> • Science kit • Videos/ e-modules • Activity: Page No. 107, 109 • SEAB Assignments • LAB MANUAL- Experiment 3,4,5,6 	<ul style="list-style-type: none"> • Classification and segregation • Compare and contrast • Observation and evaluation skill • Logical reasoning • Analytical skill 	<ul style="list-style-type: none"> • OTBA • One word • True /false • Match the following • Short answer type questions
Chapter 14: Plants	<ul style="list-style-type: none"> • Root and shoot system • Roots and shoots – types, functions, and modifications. • Leaves – functions and modifications. • Flowers – fruits and seeds • Pollination 	<ul style="list-style-type: none"> • Understanding the outline and process of plant system. 	<ul style="list-style-type: none"> • Science kit • Videos / e-modules • Activity: Page No. – 182 • Diagrams: Page No. – 183, 186, 188, 189 • SEAB Assignments • LAB MANUAL- Experiment 11,12,13,14 	<ul style="list-style-type: none"> • Able to identify different stages of growth of plants, flowers, and fruits. • Able to identify root, stem, and leaf modifications. • Ability to care for plants. 	<ul style="list-style-type: none"> • OTBA • One word • Match the following • Long and short answer type question • Diagram

Months: November - December

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

Months: January - February

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

ANNUAL CURRICULUM PLAN (2023-24)

STEP: VI

SUBJECT: SOCIAL STUDIES

Book : Landmark Integrated Social Sciences

Map Book: Indiannica Learning Map and Activity Workbook

Months: April – May

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
• History L-01: Where, When and How? L-02: The Earliest Societies L-03: The Seeds of a Revolution	L-01 -Identify different types of sources archaeological sources. L-02 -Recognize distinctive features of early humans. L-03- Appreciate the diversity of early domestication.	Develop an understanding of the significance of the archaeological evidence. Identify the material culture generated by people in relatively stable settlements	L-01 Motivation activity on reconstruction of history. L-02 Locate the sites given in the book. L-03 Explain broad developments during ancient period. Map Book Pg no.:- 48, 51, 54	L-01 Enhance Textual analysis, identify and describe the use of sources to construct history. L-02 Locate important historical and place them on an outline map of India.	L-01 Pictograph, discuss, Question answers. L-01,02 and L-03 Map skills, In-text questions, Case studies, Back exercises.
• Geography L-13: The Earth in the Solar System L-14: The Globe – Latitudes and Longitudes	L-13 Understand the meaning of celestial objects in the space. L-14 Understand the lines of latitudes and longitudes and their importance.	• To know the features that make the earth a unique planet. • To know the globe, which is a model of the spherical earth, know the International Date Line.	L-13 Group Activity on rotation and revolution. Map Book Pg No: -1 and 4	L-13 Distinguish between stars planets and satellites. Recognize the that the earth is a unique celestial body due to existence of life. L-14 identify latitudes and longitudes, examples poles, equator, tropics.	L-13,14 Subject Enrichment on pg.120,127 and book exercises
• Social and Political Life L-23: Understanding Diversity L-24:Prejudice, Discrimination, and Inequality	L-23 To participate in discussions on the concepts of diversity, discrimination, government, and livelihood.	• To develop a healthy attitude towards various kinds of diversity around her/him.	• Discuss how Gandhiji was a victim of racial discrimination?	L-23 To describe various forms of human diversity around her/him. • To develops a healthy attitude towards various kinds of diversity around her/him.	Thinking Hat (Page 177) In-text Question (Page 178) Additional questions

Months: July – August

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> History L-04: The Birth of a Civilization 	Explain broad developments during ancient period.	<ul style="list-style-type: none"> Appreciate the distinctive life in cities. 	Activity under 'Fun with History' page 23. Map Book Pg no.: 54, 55, 56, 57, 58, 59	Identify the archaeological evidence of urban centres, understand how this is used to reconstruct processes such as craft production.	Fun with History (Page 43) Source-based Question (Page 41) Values and Life Skills (Page 43) Source-based Question (Page 49) Map Work
<ul style="list-style-type: none"> Geography L-15: Rotation and Revolution L-16: Maps and Map Reading L-17: The Realms of the Earth 	<ul style="list-style-type: none"> Use diagrams, models, and audio-visual materials to understand motions of the earth. 	Observe stars, planets, satellite (Moon), eclipse under the guidance of parents/ teacher/elders, etc. to understand astronomical phenomena.	<ul style="list-style-type: none"> Rapid-fire quiz to test the knowledge on various facts about planets. Map Book Pg: - 9, 11, 15 	Identify the type of maps which will show major towns in states, rivers, lakes or temperature, crops etc.	In-text Question (Page 129) Source-based Question (Page 130), Book Exercises, worksheet.
<ul style="list-style-type: none"> Social and Political Life L-26: Essence of Democracy L-27: Local Self-Government 	Study from the text and directly observe of functioning of a Gram Panchayat or a municipality/corporation (according to the place a student lives)	<ul style="list-style-type: none"> Discuss based on principles of democracy five steps to elect your class leader. 	ACTIVITY: SCRAPBOOK Paste the picture of Nelson Mandela and write about his struggle against racial segregation and the eventual success.	To describe the role of government, especially at the local level. <ul style="list-style-type: none"> identifies various levels of the government— local, state and union 	In-text Question (Page 187), Book exercise, Worksheet.

Months : September – October

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
• History L-06: The Age of Empire and Assemblies L-07: New Ideas and New Religions	To explore epics Ramayana, Mahabharata, Silappadikaram, Manimekalai or some important works by Kalidas etc.	• To discuss basic ideas and central values of Buddhism, Jainism and other systems of thoughts.	• Do the source-based question on page 59 of the textbook. • Draw flowchart of main features of the life of the people and professions which can be explained with the help of a tree diagram. Map Book Pg No: - 62, 63, 64, 65, 66, 67.	Identify the contributions of important kingdoms, dynasties. • Locate important historical sites, places on an outline map of India.	Source-based Question (Page 59) Map Work Book exercises OTBA
• Geography L-18: Continents and Oceans L-19: Major Relief Features of the World	• Locates physical features of India such as mountains, plateaus, plains, rivers, desert, etc. on the map of India.	Identify different types of • To know plateaus their formation and significance.	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. Map Book Pg No: - 19.	Locates directions on the flat surface, and continents and oceans on the world map. • Locates physical features of India.	In-text Question (Page 148) In-text Question (Page 153) Book exercises, Worksheet
• Social and Political Life L-28: Urban Local Self -Government L-29: Rural Administration	Identify various levels of the government—local, state and union.	• Explain the Swachh Bharat Mission in brief. • Gains a sense of the working of Indian democracy, its institutions, and processes at the local, state and union levels.	Draw flowchart showing levels of government and functions of the Urban and Rural government.	Describes the role of government, especially at the local level. • Identifies various levels of the government— local, state and union.	Book Exercises, Intext questions, Case Study, Worksheets.

Months : November – December

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> History L-08 The First Empire -The Mauryas 	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.	<ul style="list-style-type: none"> Undertake projects on the evolution of state working of ganas or sanghas— contributions of kingdoms, dynasties in the field of culture. 	On an outline map of India marked the places where Ashokan edicts are found. Map Book Pg No: - 68, 69, 70	Explains broad developments during the ancient period.	Map Skills Intext Questions Back Exercises
<ul style="list-style-type: none"> Geography L-20: India – Physical Features L-22: Natural Vegetation and Wildlife 	<ul style="list-style-type: none"> 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. Understand the different types of vegetation in India. 	Search the Internet to gather information on the following features first coral reef in Lakshadweep the Sundarbans delta .	<ul style="list-style-type: none"> make a poster with interesting slogans and beautiful sketches to create awareness about Wildlife Conservation. Map Book Page No:- 26, 27, 28, 29, 30, 31, 39, 40, 41, 42, 43 	Describes issues, events, personalities mentioned in literary works of the time. <ul style="list-style-type: none"> locates physical features of India such as– mountains, plateaus, plains, rivers, desert etc. on the map of India. 	Map Skills Back exercises.
<ul style="list-style-type: none"> Social and Political Life L-30: Rural Livelihoods L-31: Urban Livelihoods 	describe case studies of nearby localities/ villages in respect of occupations.	<ul style="list-style-type: none"> classify the occupations of the occupation people around you as primary secondary and tertiary. 	Make a report: Speak to your driver, domestic help or daily wage worker about their livelihood. Make a report and present in the class.	describes factors responsible for availability of different occupations undertaken in rural and urban areas.	Picture study on page 220. Subject Enrichment on page 218

Months : January- March

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
History L-10: Reaching Out to Distant Lands L-11: India from the 4 th Century CE to the 7 th Century CE	<ul style="list-style-type: none"> • Understand India's contact with areas outside India highlighting the impact of these contacts. 	<ul style="list-style-type: none"> • analyses basic ideas and values of various religions and systems of thought during ancient period. • Locate important historical sites places on an outline map of India. 	<ul style="list-style-type: none"> • picture study on page #98 on statue of Buddha from Gandhara School of Art. • Textual analysis on page #106. • Picture study on page #114 of Virupaksha temple Map Book Page No:- 73, 74, 75, 76, 77, 78	<ul style="list-style-type: none"> • describes issues, events, personalities mentioned in literary works of the time • describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc 	Picture Study Map Skills(Silk Route)

वार्षिक पाठ्यक्रम योजना (2023-24)

कक्षा : VI

विषय : संस्कृत

पुस्तक: नवसंस्कृत
माह - अप्रैल-मई

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>पाठ 1. वर्णमाला (पृष्ठ 8)</p> <p>पाठ 2. संस्कृत शब्द परिचय: १ (पृष्ठ 9)</p> <p>पाठ 3. संस्कृत शब्द परिचय: २ (पृष्ठ 16)</p>	<ul style="list-style-type: none"> संस्कृत वर्णमाला का ज्ञान देना। भाषा, वर्ण, उच्चारण आदि व्याकरण विषयों की चर्चा। संस्कृत शब्दों का परिचय देना। 	<ul style="list-style-type: none"> वर्णों के प्रकार समझना। ह्रस्व दीर्घ स्वरों को अलग अलग करके लिखना। व्यंजन के भेद को बताना। 	<ul style="list-style-type: none"> शिक्षक वर्ण चिटिका का निर्माण करेंगे सभी छात्रों को देंगे छात्र उनसे शब्द का निर्माण करेंगे। पद परिचय के महत्व की चर्चा। 	<ul style="list-style-type: none"> संस्कृत शब्दों का चित्र दिखते हुए परिचय देना। रचनात्मक कार्यों के द्वारा वर्णमाला का प्रस्तुतीकरण। 	<ul style="list-style-type: none"> पठन कौशल (वर्णों का वर्णों का शुद्ध उच्चारण करना सीखा) श्रवण कौशल (संस्कृत से सम्बंधित गीत को सुनना) शब्द कोश (कठिन शब्द तथा शब्दार्थ)

पुस्तक: नवसंस्कृतं

माह- जुलाई – अगस्त

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
पाठ 4. सर्वनाम (पृष्ठ 24) पाठ 5 धातुपरिचय: (क्रिया) (पृष्ठ 40) पाठ 6 बालकाः पठन्ति (लट लकारः, प्रथमः पुरुषः) (पृष्ठ 41) पाठ 7 युवाम खेलथः (लट लकारः, मध्यमः पुरुषः) (पृष्ठ 43)	<ul style="list-style-type: none">सर्वनाम पदों से अवगत कराना।धातु की परिभाषा एवं धातुओं से परिचय।विभिन्न धातुएं एवं उनके क्रिया पदों का परिचय।लट लकार प्रथम पुरुष के क्रिया पदों का परिचय।	<ul style="list-style-type: none">क्लिष्ट पदों के शुद्ध उच्चारण का अभ्यास कराना।लट लकार के प्रथम पुरुष के रूपों को याद कराना।	<ul style="list-style-type: none">सरल वाक्य रचना के द्वारा सर्वनाम पदों एवं क्रिया पदों का वाक्य में प्रयोग करना।दृश्य-श्रव्य माध्यम से सर्वनाम पदों एवं क्रिया पदों का ज्ञान।	<ul style="list-style-type: none">सर्वनाम पदों का चित्र दिखते हुए परिचय देना।रचनात्मक कार्यों के द्वारा सर्वनाम पदों का प्रस्तुतीकरण।अशुद्ध वाक्यों का संशोधन करना।	<ul style="list-style-type: none">पठन कौशल (सर्वनाम पदों का पठन)श्रवण कौशल (संस्कृत दिवस से सम्बंधित गीत को सुनना)शब्द कोश (कठिन शब्द तथा शब्दार्थ)

पुस्तक: नवसंस्कृतं

माह- सितंबर-अक्टूबर

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
पाठ 8 अहं पठामि (लट लकार: उत्तम: पुरुष:) (पृष्ठ 56)) पाठ 9 कारकपरिचय: (पृष्ठ 63) पाठ 10 कर्तृकारकम (पृष्ठ 68) पाठ 11 कर्मकारकम (पृष्ठ 76)	<ul style="list-style-type: none">लट लकार मध्यम पुरुष के क्रिया पदों का परिचय ।लट लकार उत्तम पुरुष के क्रिया पदों का परिचय ।कारकों का परिचय देना ।	<ul style="list-style-type: none">कर्ता कारक से सम्बंधित वाक्यों का संकलन करना ।कर्म कारक से सम्बंधित वाक्यों का संकलन करना ।	<ul style="list-style-type: none">कहानी के माध्यम से कारकों के प्रयोग को समझाना ।सुभाषितों को कंठस्थ कर कक्षा में लय पूर्वक गायन ।	<ul style="list-style-type: none">कर्ता कारक से संबंधित प्रश्न छात्रों से पूछना ।दृश्य-श्रव्य माध्यम से कर्ता पदों एवं कर्म पदों का ज्ञान ।क्लिष्ट पदों के शुद्ध उच्चारण का अभ्यास ।	<ul style="list-style-type: none">पठन कौशल (कर्ता पदों का पठन)श्रवण कौशल (संस्कृत से सम्बंधित गीत को सुनना)शब्द कोश (कठिन शब्द तथा शब्दार्थ

पुस्तक: नवसंस्कृतं
माह- नवंबर -दिसंबर

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
पाठ 12 करणकारकम(पृष्ठ 82) पाठ 13 सम्प्रदानकारकम (पृष्ठ 82) पाठ 14 आपदांकराकम (पृष्ठ 88) पाठ 15 सम्बन्धः (पृष्ठ 93)	<ul style="list-style-type: none"> करण कारक के पदों का परिचय । सम्प्रदान कारक के पदों का परिचय । आपदान कारकों का परिचय देना । सम्बन्ध कारक के पदों का परिचय 	<ul style="list-style-type: none"> करण कारक से सम्बंधित वाक्यों का संकलन करना । सम्प्रदान कारक से सम्बंधित वाक्यों का संकलन करना । आपदान कारक से सम्बंधित वाक्यों का संकलन करना । 	<ul style="list-style-type: none"> छात्र स्वयं से कुछ वाक्यों का निर्माण करेंगे एवं उसमें कारकों के प्रयोग को दर्शयेंगे । सुभाषितों को कंठस्थ कर कक्षा में लय पूर्वक गायन । कहानी के माध्यम से कारकों के प्रयोग को समझाना । 	<ul style="list-style-type: none"> कारक से संबंधित प्रश्न छात्रों से पूछना। दृश्य-श्रव्य माध्यम से कर्ता पदों एवं कर्म पदों का ज्ञान । क्लिष्ट पदों के शुद्ध उच्चारण का अभ्यास । 	<ul style="list-style-type: none"> पठन कौशल (कर्ता पदों का पठन) श्रवण कौशल (संस्कृत से सम्बंधित गीत को सुनना) शब्द कोश (कठिन शब्द तथा शब्दार्थ)

पाठ/विषय	सीखने के लक्ष्य		गतिविधि & संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/तत्त्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
पाठ 16 अधिकरणकारकम(पृष्ठ 107) पाठ 17 लृटलकार (पृष्ठ 113) पाठ 18 छात्रानाम लक्षणानि षट (पृष्ठ 119) पाठ 19 मम विद्यालयः(पृष्ठ 123)	<ul style="list-style-type: none"> अधिकरण कारक के पदों का परिचय I लृटलकार के क्रिया पदों का परिचय I छात्रानाम लक्षणानि षट पठन, श्लोक वाचन I 	<ul style="list-style-type: none"> अधिकरण कारक से सम्बंधित वाक्यों का संकलन करना I लृटलकार के क्रिया पदों सम्बंधित वाक्यों का संकलन करना I 	<ul style="list-style-type: none"> छात्र स्वयं से कुछ वाक्यों का निर्माण करेंगे एवं उसमें कारकों के प्रयोग को दर्शायेंगे। सुभाषितों को कंठस्थ कर कक्षा में लय पूर्वक गायन। कहानी के माध्यम से कारकों के प्रयोग को समझाना। 	<ul style="list-style-type: none"> कारक से संबंधित प्रश्न छात्रों से पूछना। दृश्य-श्रव्य माध्यम से कर्ता पदों एवं कर्म पदों का ज्ञान। क्लिष्ट पदों के शुद्ध उच्चारण का अभ्यास। 	<ul style="list-style-type: none"> पठन कौशल (कर्ता पदों का पठन) श्रवण कौशल (संस्कृत से सम्बंधित गीत को सुनना) शब्द कोश (कठिन शब्द तथा शब्दार्थ)

ANNUAL CURRICULUM PLAN (2023-24)

STEP: VI

SUBJECT: French

BOOK: APPRENONS LE FRANÇAIS-1

MONTH: APRIL- MAY

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

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

MONTH: SEPTEMBER- OCTOBER

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

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

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

ANNUAL CURRICULUM PLAN - 2023–24

STEP: VI

SUBJECT: GERMAN

BOOK: 1 Hallo Deutsch

MONTH: April-May

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Modul 1: Lektion 1: Hallo! (Grammar) <ul style="list-style-type: none"> Verb - „heißen“, „sein“ (1st and 2nd Person singular) Interrogative pronoun-„Wer?“ „Wie“ Idiom : “ Wie geht’s Pg 8 - 15	At the end of the lesson students will be able to: <ul style="list-style-type: none"> Use verbs heißen and sein Write small sentences 	<ul style="list-style-type: none"> To introduce oneself express their thoughts using simple sentence To use the critical / thinking ability and go beyond the text and come up with an alternative ending 	Activities: <ul style="list-style-type: none"> Introduce Yourself Game Resources: <ul style="list-style-type: none"> Song “hallo leute guten Tag” Recorded e-learning resources E-Modules Lk 1: Verben - „heißen“, „sein“. 	<ul style="list-style-type: none"> to say hello and goodbye to exchange Greetings How to pronounce Alphabets in German Discover German culture and civilization Vocabulary enhancement Values To greet others	<ul style="list-style-type: none"> Reading Skills (Paragraph/Email) Listening Skills (Audio) Speaking Skills (Role Play) Writing skills (Picture Composition Q&A, Email writing) Comprehension skills (Q&A) Communication Skills (Role Play) Vocabulary (Dictation)

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Lektion 2 : Das ist meine Familie (Grammar) <ul style="list-style-type: none"> • 3rd Person singular • Plural form of regular verbs in present tense • Personal pronouns in the 3rd person • Definite article (Singular and Plural) • Possessive pronouns (1st and 2nd person Singular -masculine and feminine Pg 16 – 21 Lektion 3: Hast du geschwister? (Grammar) <ul style="list-style-type: none"> • Accusative case (just basics) • Verb - “haben” • the formal Address (Sie) • Ja / Nein Fragen Pg 22 – 29	At the end of the lesson students will be able to: <ul style="list-style-type: none"> • Make sentences with mein/ meine/ dein/ deine • Write small emails • Use adjectives • Frame Ja/nein und W fragen • Share phonenumbers • Use personal pronouns • Make sentences with in/bei 	<ul style="list-style-type: none"> • Ask basic questions • Describe their family members and friends • Give information about a Person • To write counting in thousands • Name different cities of Germany • To use the critical / thinking ability and go beyond the text and come up with an alternative ending. 	Activities: <ul style="list-style-type: none"> • Group discussion • Description of a family Photo • Family tree making • Crossword Puzzle • Interview a Friend Resources: <ul style="list-style-type: none"> • Song: Hast du Geschwister? • Recorded e-learning resources • E-Modules • Lk 2: Personal pronomen, Possessiv pronomen • Lk 3: verb- haben 	<ul style="list-style-type: none"> • To report about a Person • To interview an Adult • To enquire about telephone numbers • To give information about a person's age • To count from 20 onwards • Students will discuss with each other about their family and friends • Vocabulary enhancement 	<ul style="list-style-type: none"> • Reading Skills (Paragraph/Email) • Listening Skills (Audio) • Speaking Skills (Role Play) • Writing skills (Picture Composition and Email writing) • Comprehension skills (Q&A) • Communication Skills (Role Play)

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Lektion 4: Wo wohnt ihr? (Grammar) <ul style="list-style-type: none"> Personal pronouns : 1st and 2nd person plural regular verbs in present tense Question words : "Wo" and "Wie viele" Prepositions- "in" and "bei" Pg 30 – 37 Modul 2: Lektion 1: Das Haus von Familie Wiegel! (Grammar) <ul style="list-style-type: none"> Nouns definite and indefinite Articles Demonstrative pronoun - "Das ist..." Negation Pg 46 - 53	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> Use verbs heißen, wohnen and sein Write small sentences Make questions with "Was" Make negative sentences with nicht/kein/keine Write small emails and paragraph explaining their house 	<ul style="list-style-type: none"> To ask peers about their domicile express their thoughts using simple sentences Tell colors of different objects at home 	<p>Activities:</p> <ul style="list-style-type: none"> Interview Game Paste Pictures of different rooms in the house House game <p>Resources:</p> <ul style="list-style-type: none"> Recorded e-learning resources E-Modules Lk 4: Regular verbs Md 2 Lk 1: Nomen, Artikel 	<p>Speaking skills</p> <ul style="list-style-type: none"> To ask peers about their domicile To name the rooms in the House Enquire about the rooms Ask about the Objects in a house and answer the questions Vocabulary enhancement 	<ul style="list-style-type: none"> Reading Skills (Paragraph/Email) Listening Skills (Audio) Speaking Skills (Role Play, Group discussion) Writing skills (Picture Composition and Email writing) Comprehension skills (Q&A) Communication Skills (Role Play) Vocabulary (Dictation)

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Lektion 2: Ein besuch (Grammar) <ul style="list-style-type: none"> • “möchte” as a single verb • the idiom “Wie geht’s” • Personal Pronouns - “mir, dir, Ihnen” Pg 54 – 59 Lektion 3: Mautzi, unsere Katze (Grammar) <ul style="list-style-type: none"> • Forms of haben and mögen • Accusative case • Negation of indefinite articles Pg 60 - 67	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • Make sentences with möchten • Use personal pronomen in formal and Informal. • Write a paragraph related to what they prefer to drink • Write a paragraph related to Pets • Name different animals 	<ul style="list-style-type: none"> • Able to offer something to guests • Describe their Pets • express their thoughts using simple sentences • To use the critical / thinking ability and go beyond the text and come up with an alternative ending. 	<p>Activities:</p> <ul style="list-style-type: none"> • Role Play • Paste/ draw pictures what you like to drink • Reading comprehension <p>Resources:</p> <ul style="list-style-type: none"> • Story: “Rotkäppchen” • “Die Hase und die Schildkröte” • E-Modules • Md 2 Lk 2: verb- möchte • Lk 2: verben haben und mögen 	<ul style="list-style-type: none"> • To ask their friends about Pets and respond to their Questions • To talk about food preferences • Vocabulary enhancement <p>Values</p> <ul style="list-style-type: none"> • to ask about the well being of a person. • To offer something to guests • To express a wish 	<ul style="list-style-type: none"> • Reading Skills (Paragraph/Email) • Listening Skills (Audio) • Speaking Skills (Group discussion) • Writing skills (Picture Composition and Email writing) • Comprehension skills (Q&A) • Communication Skills (Role Play)

Chapter/Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Lektion 4: Die Nachbarn von Familie Wiegel! (Grammar) <ul style="list-style-type: none"> • Verb “sprechen” in the present tense • the impersonal structure-“man” • Sentence structure with subject as apposition • interrogative pronoun- “Woher” • Präposition “aus” Pg 68 – 75	At the end of the lesson students will be able to: <ul style="list-style-type: none"> • Make sentences with sprechen • Differentiate between in/ aus/ bei • Use kommen and wohnen verb conjugation 	<ul style="list-style-type: none"> • to tell, how many languages they can speak • to tell about their neighbours • express their thoughts using simple sentences 	Activities: <ul style="list-style-type: none"> • Describing neighbors • Interview of friends • Group discussion Resources: <ul style="list-style-type: none"> • Sprache Spiel • Recorded e-learning resources • E-Modules • Md 2 Lk 4: Verb -sprechen 	<ul style="list-style-type: none"> • To ask about one place of Origin and answer questions about the same • To ask about knowledge of foreign language • Vocabulary enhancement 	<ul style="list-style-type: none"> • Reading Skills (Paragraph/Email) • Listening Skills (Audio) • Speaking Skills (Role Play) • Writing skills (Picture Composition and Email writing) • Comprehension skills (Q&A) • Communication Skills (Role Play) • Vocabulary (Dictation)

ANNUAL CURRICULUM PLAN (2023-24)

STEP: VI

SUBJECT: COMPUTER

Book : Wow Compu-Bytes

Months : April – May

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 1: Know About Computer	Chapter 1: Know About Computer: 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	Chapter 1: Know About Computer: Create a presentation to represent different types of microcomputer. Insert appropriate pictures and transition effects.	Lab Activity Group discussion Project work	IT skills Teamwork & cooperation Analysis Organization Creativity Logical thinking Problem Solving	Worksheets Quiz Notebook work
Chapter 2 : More on Windows 10	Chapter 2: More on Windows 10 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;	Chapter 2: More on Windows 10 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.			

Months : July - August

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 3: Advanced Features of Word 2016 Know how to find, replace and write text in columns; insert header and footer; create hyperlinks; use drop cap feature; to create custom watermark	Chapter 3: Advanced Features of Word 2016 Create a banner; importance of different features of Word	Lab Activity Group discussion Project work	IT skills Teamwork & cooperation Analysis Organization Creativity Logical thinking Problem Solving	Worksheets Quiz Notebook work
Chapter 4: Enhancing a presentation	Chapter 4: Enhancing a presentation Insert shapes and SmartArt; apply animation to objects; apply transition effects to slides	Chapter 4: Enhancing a presentation Format and set playback settings of your audio and video.			
Chapter 5: Microsoft Excel 2016	Chapter 5: Microsoft Excel 2016 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	Chapter 5: Microsoft Excel 2016 Create a workbook;			

Months : September - October

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 6: Formatting and modifying a spreadsheet Apply text formatting; understand how to change number formats; use of conditional formatting; insert and delete worksheet; merge and split cells	Chapter 6: Formatting and modifying a spreadsheet Create a workbook to store marks of your friends	Lab Activity Group discussion Project work	IT skills Teamwork & cooperation Analysis Organization Creativity Logical thinking Problem Solving	Worksheets Quiz Notebook work
Chapter 7: Introduction to HTML	Chapter 7: Introduction to HTML 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	Chapter 7: Introduction to HTML Create a web page to describe importance of education.			

Months : November - December

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

Months : January - February

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	Chapter 10: Internet as the Post Office 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	Chapter 10: Internet as the Post Office 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

ANNUAL CURRICULUM PLAN (SESSION: 2023-24)**STEP: 6****SUBJECT: MUSIC (Vocal)****APRIL – MAY**

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">• National Anthem (with meaning)• National Songs (with meaning)• Shloka (with meaning)• We are the BGS• Performance on Earth Day• Mother's day performance• Prayers- (Tum hi Mata)• School Songs-(janam diya ishwere)	<ul style="list-style-type: none">• Tanpura• Audio Recording• Lyrics Sheet	<ul style="list-style-type: none">• Voice modulation• Knowledge of Ragas, beat, rhythm• Practical voice training, discipline	<ul style="list-style-type: none">• Melody• Rhythm• Voice Quality• Alignment with Scale

JULY- AUGUST

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">• Shloka (with meaning)• Guru Purnima Performance• Van Mahotsav day• Performance on World nature conv. day• Prayers- (O palan haare)• Performance on Independence Day	<ul style="list-style-type: none">• Tanpura• Audio Recording• Lyrics Sheet	<ul style="list-style-type: none">• Voice modulation• Knowledge of Ragas, beat, rhythm• Practical voice training, discipline	<ul style="list-style-type: none">• Melody• Rhythm• Voice Quality• Alignment with Scale

SEPTEMBER-OCTOBER

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">• Shlokas (with meaning)• Prayer- (humko man ki shakti)• Chopaiyan (with meaning)• Performance on teacher's day• Performance on Janmashtami• Performance on Gandhi Jayanti• Performance on Dussehra• Alankaar	<ul style="list-style-type: none">• Tanpura• Audio Recording• Lyrics Sheet	<ul style="list-style-type: none">• Voice modulation• Knowledge of Ragas, beat, rhythm• Practical voice training, discipline	<ul style="list-style-type: none">• Melody• Rhythm• Voice Quality• Alignment with Scale

NOVEMBER – DECEMBER

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">• English Prayers-(We are the BGS)• Performance on Diwali• Gurupurab Performance• Annual Day• Performance on Christmas day• Basant Panchami• Raag Bhoopali• Raag Bhairav• Raag yaman	<ul style="list-style-type: none">• Tanpura• Audio Recording• Lyrics Sheet	<ul style="list-style-type: none">• Voice modulation• Knowledge of Ragas, beat, rhythm• Practical voice training, discipline	<ul style="list-style-type: none">• Melody• Rhythm• Voice Quality• Alignment with Scale

JANUARY - FEBRUARY

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">English Prayers-(We are the BGS)Performance on Republic DayRaag yamanTaals- Ektaal, TeentaalHindi Prayers- (aye malik tere bande hum)	<ul style="list-style-type: none">TanpuraAudio RecordingLyrics Sheet	<ul style="list-style-type: none">Voice modulationKnowledge of Ragas, beat, rhythmPractical voice training, discipline	<ul style="list-style-type: none">MelodyRhythmVoice QualityAlignment with Scale

ANNUAL CURRICULUM PLAN: 2023-24**STEP: VI****SUBJECT: MUSIC (INSTRUMENTAL)****APRIL – MAY**

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">• National Anthem (with meaning)• National Songs (with meaning)• Basic Theory (Parts of Guitar, Parts of Keyboard, and Parts of Drums)• Types Of Chords (Major Chord, Minor Chord, and Sharp Chord)• All Major Scale(Practical)• Performance on Earth Day• Mother's day performance• School Anthem (WE ARE THE BGS)	<ul style="list-style-type: none">• Guitar• Keyboard• Drum• Practice Pad	<ul style="list-style-type: none">• Work on Beats• Tempo• Prepare the Correct song with the correct pitch	<ul style="list-style-type: none">• Tempo• Tones• Sound Quality• Knowledge of Beats

JULY – AUGUST

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">• Van Mahotsav day• Basic Introduction About Tabla• Performance on World nature conv. day• All Minor Scale(Practical)• All Sharp Scale(Practical)• How to find Scale• Performance on Independence day	<ul style="list-style-type: none">• Guitar• Keyboard• Drum• Ukulele• Tabla	<ul style="list-style-type: none">• Voice Modulation• Knowledge of Rhythm• Works on Beats• Tempo	<ul style="list-style-type: none">• Melody• Rhythm• Voice Quality• Alignment with Scale• Tempo

SEPTEMBER – OCTOBER

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">• Tabla Taal• Time Signature• Drum Beats• Gandhi Jayanti• Performance on teacher's day• Performance on Janmashtami• Dussehra Performance	<ul style="list-style-type: none">• Tabla• Ukulele• Drum practice pad• Shaker• Tambourine	<ul style="list-style-type: none">• Voice modulation• Rhythm• Work on Beats• Practical on Drum• Practice on Song	<ul style="list-style-type: none">• Melody• Rhythm• Tempo• Beats• Time Signature

NOVEMBER – DECEMBER

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">• Learn Chords Major Chord Minor Chord Sharp Chord• Chord Formation• Diwali Performance• Chaupai With Meaning• Performance on Christmas day• Annual Day	<ul style="list-style-type: none">• Guitar• Keyboard• Drum• Tabla• Ukulele	<ul style="list-style-type: none">• Voice modulation Knowledge of beats• Song Preparation on Instruments Play Practically Songs with Chords	<ul style="list-style-type: none">• Melody• Rhythm• Tempo• Pitch• Sound• Beats• Time Signature

JANUARY – FEBRUARY

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">• Learn Beats 4/4 Beats 3/4 Beats 6/8 Beats• Republic Day Performance• English Prayer with Instrument(We Are The BGS)	<ul style="list-style-type: none">• Guitar• Keyboard• Drum• Tabla• Ukulele	<ul style="list-style-type: none">• Voice modulation Knowledge of beats• Song Preparation on Instruments Play Practically Songs with Chords	<ul style="list-style-type: none">• Melody• Rhythm• Tempo• Pitch• Sound• Beats• Time Signature

ANNUAL CURRICULUM PLAN : 2023-2024

SUB: DANCE

CLASS : VI

MONTH: APRIL - MAY

CONTENT	TECHNIQUES / RESOURCES	SKILL DEVELOPMENT	ASSESSMENT / OBSERVATION
<ul style="list-style-type: none"> World dance day. Introduction - Teen Taal - 16 beats [kathak Nritya] Ram Navmi - Pure classical dance [kathak] 	<ul style="list-style-type: none"> The task based approach focused on the skills and competencies. Audio - visuals aids:video clips. Dance training with the help of audio system and other related equipments. 	<ul style="list-style-type: none"> Development of the effective psycho motor domain. Development of keen sense of rhythm and balance. Knowledge and respect for diverse Indian culture and heritage. 	<ul style="list-style-type: none"> Performance Rhythm Coordination Expression

MONTH : JULY-AUGUST

CONTENT	TECHNIQUES / RESOURCES	SKILL DEVELOPMENT	ASSESSMENT / OBSERVATION
<ul style="list-style-type: none"> Independence Day - Patriotic theme. [Dance style- fusion]. Folk dance - punjab - bhangra/gidda. Teen taal - 16 beats - full knowledge of foot work of taal teen taal. 	<ul style="list-style-type: none"> The task based approach focused on the skills and competencies. Audio - visuals aids:video clips. Dance training with the help of audio system and other related equipments. 	<ul style="list-style-type: none"> Development of the effective psycho motor domain. Development of keen sense of rhythm and balance. Knowledge and respect for diverse Indian culture and heritage. 	<ul style="list-style-type: none"> Performance Rhythm Coordination Expression

MONTH : SEPTEMBER-OCTOBER

CONTENT	TECHNIQUES / RESOURCES	SKILL DEVELOPMENT	ASSESSMENT / OBSERVATION
<ul style="list-style-type: none">● Gandhi jayanti - Patriotic theme .● Dussehra special - [dance style -semi classical]● Janmashtmi special assembly.	<ul style="list-style-type: none">● The task based approach focused on the skills and competencies .● Audio - visuals aids:video clips.● Dance training with the help of audio system and other related equipments.	<ul style="list-style-type: none">● Development of the effective psycho motor domain.● Development of keen sense of rhythm and balance.● Knowledge and respect for diverse Indian culture and heritage .	<ul style="list-style-type: none">● Performance● Rhythm● Coordination● Expression

MONTH: NOVEMBER-DECEMBER

CONTENT	TECHNIQUES / RESOURCES	SKILL DEVELOPMENT	ASSESSMENT / OBSERVATION
<ul style="list-style-type: none">● Annual day.● Diwali assembly.	<ul style="list-style-type: none">● The task based approach focused on the skills and competencies.● Audio - visuals aids:video clips.● Dance training with the help of audio system and other related equipments.	<ul style="list-style-type: none">● Development of the effective psycho motor domain.● Development of keen sense of rhythm and balance.● Knowledge and respect for diverse Indian culture and heritage.	<ul style="list-style-type: none">● Performance● Rhythm● Coordination● Expression

MONTH : JANUARY-MARCH

CONTENT	TECHNIQUES / RESOURCES	SKILL DEVELOPMENT	ASSESSMENT / OBSERVATION
<ul style="list-style-type: none">● State day .● Republic day .● Bharatnatyam - basic knowledge of a style.● saraswati vandna - pure classical dance .	<ul style="list-style-type: none">● The task based approach focused on the skills and competencies .● Audio - visuals aids:video clips.● Dance training with the help of audio system and other related equipment s.	<ul style="list-style-type: none">● Development of the effective psycho motor domain.● Development of keen sense of rhythm and balance.● Knowledge and respect for diverse Indian culture and heritage .	<ul style="list-style-type: none">● Performance● Rhythm● Coordination● Expression

ANNUAL CURRICULUM PLAN (SESSION: 2023-24)**STEP: 6****SUBJECT: ART AND CRAFT****BOOK – AESTHETICS - ART & ACTIVITY****MONTH: APRIL -MAY**

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none">Fundamental of ArtsStill LifeNature StudyLandscapeGlossary	<ul style="list-style-type: none">Line DrawingShape recognitionForm identificationTextured ArtKnowledge of colorsShadingObject Study	<ul style="list-style-type: none">ObservationExplorationSpatial comprehensionColour senseFine motor skillsDrawing	<ul style="list-style-type: none">ImaginationCreativityColour senseStrokesNeatness

JULY-AUGUST

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none">Human AnatomySketchingPortraitLegendary Artists	<ul style="list-style-type: none">Head StudyBody ProportionsSketchingDetailing	<ul style="list-style-type: none">ObservationExplorationAesthetic senseColour senseFine motor skills	<ul style="list-style-type: none">ImaginationCreativityColour senseNeatness

SEPTEMBER – OCTOBER

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none">• Composition• Cartoon Character• Poster Design	<ul style="list-style-type: none">• Knowledge of perspective• Water colour technique• Composition of colors• Creative thinking technique	<ul style="list-style-type: none">• Observation• Exploration• Colour sense• Drawing• Tracing• Focus• Perspective	<ul style="list-style-type: none">• Imagination• Creativity• Colour sense• Neatness

NOVEMBER - DECEMBER

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none">• Folk Art• Collage• Leaf Painting• Rangoli Design	<ul style="list-style-type: none">• Geometrical shapes• Tearing & Paper pasting• How to decorate• Leaves painting	<ul style="list-style-type: none">• Self-expression• Observation• Exploration• Aesthetic sense• Spatial comprehension• Colour sense• Fine motor skills• Focus	<ul style="list-style-type: none">• Imagination• Creativity• Colour sense• Neatness

JANUARY- FEBRUARY

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none">• Mehandi Design• Stencil Art• Pattern Design• Art and Craft	<ul style="list-style-type: none">• Pattern drawing• Geometrical art forms• Ice-cream stick pasting• Glitter pasting	<ul style="list-style-type: none">• Self-expression• Observation• Exploration• Aesthetic sense• Colour sense• Fine motor skills• Drawing• Focus• Perspective• Simple coordination	<ul style="list-style-type: none">• Imagination• Creativity• Colour sense• Neatness

ANNUAL CURRICULUM PLAN (2023-24)**STEP: VI****SUBJECT: General Knowledge****Book : WOW! World Within Worlds****Months: April – May**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
1. Wonders of the World 2. World Tour 3. Astonishing Asia 4. Incredible India	L-01: To preserve the wonders of the world. L-02: To identify flags, dialects, monuments, etc. of various countries. L-03: To learn and understand about different countries of Asia and their population, architecture and famous personalities. L-04: To explore about India: State, Capital, State bird, famous personalities	<ul style="list-style-type: none">● Develop an understanding of Wonders of the world.● To learn different aspects of various countries of the world.● To know more about famous personalities of India.	Book Page No:- 7-9, 10-13, 14-18, 19-21	Enhancing the geographical content of countries of the World.	Discussion, Quiz, Book exercise

Months: July – August

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
5. For a cause 6. Mammal mania 7. A new Leaf 8. Musical Melody 9. Let's dance 10. Water over the Dam	L-05 To learn about NGOs and various social workers. L-06 To identify different types of mammals L-07 To identify unique plants around the world. L-08 & 09 To know about the nationalities of various music artists and dancers around the world with different dance forms. L-10 To know about the famous dams across the world and India.	To develop an understanding of various NGOs, mammals, different types of leaves, popular music artists, dancers, various dams across the world.	Book Page No:- 22-25, 26-29, 30-32, 33-36, 37-39, 40-42.	Students will learn to responsible, kind and compassionate.	Discussion, Quiz, Book exercise

Months: September – October

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
11. Cross the bridge 12. Classic Buildings 13. Raising the Brand	L-11 & 12 To learn about construction and different types of materials used in ancient and modern times. L-13 To know about different brands and their tag lines	<ul style="list-style-type: none"> To identify the construction of different types of bridges. To know about the founders of brands. 	Book Page No:- 43-45, 46-48, 49-51	Students will identify different bridges/ buildings.	Discussion, Quiz, Book exercise

Months: November – December

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
14. Science Bulletin 15. Election time 16. Power of words 17. Be a Sport	L-14 To know about the science with different types of its studies. L-15 To learn about how election commission of India works. L-16 To know about the great leaders of India and their wisdom words. L-17 To know about various sports.	To develop an understanding of science and its studies, how an electoral process works in India, Various sports adventures.	Book Page No:- 52-54,55-57, 58-61, 62-65	Students will identify different science studies, various political parties of India with their Symbols, Great leaders and their words of wisdom, air and water sports to play.	Discussion, Quiz, Book exercise

Months: January – February

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Activity 1: Environmental changes Activity 2: Taj Mahal: Our legacy, our pride 18. Champion Indian Olympians at Tokyo 2020 19. Knowing and fighting COVID-19	To analyse the importance of forests, list the outcomes resulting from deforestation. To discuss the history of building the Taj Mahal, explore its architectural design. L-18 To identify the origins of Olympics in ancient Greece, Identify some famous Olympic athletes. L-19 To understand the nature of viruses, know the test done before to confirm COVID-19 virus.	To develop an understanding of how to save planet Earth from human-made destruction, who built Taj Mahal and story of its construction, Olympic sports, covid-19.	Book Page No: 66,67-68, 69-70, 71-72	Students will learn what steps to be taken to save planet earth from human-made destruction, who built Taj Mahal, Olympic games, and how to fight with Covid-19 viruses.	Discussion, Quiz, Book exercise

ANNUAL CURRICULUM PLAN (2023-24)**STEP: VI****SUBJECT: VALUE EDUCATION****Books: YES We Can- A book of values & life skills****Month: April - May**

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based			
Chapter 1 : Awareness	Chapter 1 : Children will learn about the importance of respecting the environment.	Chapter 1 : Respect for the environment.	Activities : Chapter 1 : Page no. 4-6	Respect for the environment	Quiz Practice worksheet
Chapter 2 : A bouquet of Love	Chapter 2 : Children will learn about Universal love, Reverence for the old age.	Chapter 2 : Universal love and Reverence for the old age.	Chapter 2 : Page no. 11-13	Universal love Reverence	
Chapter 3 : Helping hands	Chapter 3 : Children will understand the importance of Human-animal relationship, Overcoming challenges.	Chapter 3: Human-animal relationship, Overcoming challenges.	Chapter 3 : Page no. 16-17	Human-animal relationship Overcoming challenges.	

Month: July- August

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 4 : The clever courtier	Chapter 4 : Children will understand the importance of self discipline in their lives.	Chapter 4 : Self discipline, Inculcating the habit of saving	Activities : Chapter 4 : Page no. 19-21	Self-discipline Inculcating the habit of saving Kindness Forgiveness Helpfulness Sharing Generosity Humility	Quiz Practice worksheet
Chapter 5 : Rover Saves a Life	Chapter 5 : Children will learn about importance of protecting the environment and kindness towards animals.	Chapter 5 : Protecting the environment, kindness towards animals.	Chapter 5 : Page no. 24-25		
Chapter 6 : What a Gift!	Chapter 6 : Children will understand the importance of Helpfulness, sharing and generosity.	Chapter 6 : Sharing work, helpfulness, Generosity, Humility.	Chapter 6 : Page no. 30-31		

Month: September- October

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 7 : Brave Rukhsana	Chapter 7 : Children will learn about Bravery, Courage and Self help.	Chapter 7 : Bravery, Courage and Self help.	Activities : Chapter 7 : Page no. 35-37	Bravery Courage Self help. National Integration Initiative Cooperation Teamwork.	Quiz Practice worksheet
Chapter 8 : Many tastes, One India	Chapter 8 : Children will acquire the understanding of National integration, Initiative and Teamwork.	Chapter 8 : National integration, Initiative, Cooperation and Teamwork.	Chapter 8 : Page no. 42-44		

Month: November- December

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 9 : Anything for Father	Chapter 9 : Students will understand the importance of loving your family and sincerity of purpose.	Chapter 9 : Loving your family and Sincerity.	Activities : Chapter 9 : Page no. 48-50	Loving your family Sincerity Social justice	Quiz Practice worksheet
Chapter 10 : Education for All	Chapter 10 : Students will learn about social justice and consideration for others.	Chapter 10 : Social justice and consideration for others.	Chapter 10: Page no. 53-54	Consideration	

Month: January- February

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 11 : The price of freedom	Chapter 11 : Children will learn about importance of Compassion towards animals, Kindness and Empathy.	Chapter 11 : Compassion, Kindness and Empathy.	Activities : Chapter 11 : Page no. 60-62	Compassion Kindness Empathy Bravery	Quiz Practice worksheet
Chapter 12 : The heroes of Kargil	Chapter 12 : Children will know the importance of bravery and patriotism.	Chapter 12 : Bravery, Loyalty to duty, Courage, Patriotism.	Chapter 12 : 67-68	Loyalty Courage Patriotism.	

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

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

				Critical Thinking, Problem Solving	
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ANNUAL CURRICULUM PLAN (2023-24)

STEP: VI

SUBJECT: HEALTH EDUCATION

Book : Health Quest -6

Months: April - May

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> ● Chapter 1: Growth and Development 	<ul style="list-style-type: none"> ● Growth ● Development ● Quantitative and Qualitative Changes ● Body image ● Organs and Organ Systems 	<ul style="list-style-type: none"> ● To understand the relation between growth and development ● To identify the functions of organ system in relation to Health Fitness 	<ul style="list-style-type: none"> ● BMI Charts, Weighing Machine, Height Measuring Equipment ● School Health Service ● Activity: page no – 1,4,5,8 	<ul style="list-style-type: none"> ● To be able to demonstrate an understanding of biological, and social influences on human development. 	<ul style="list-style-type: none"> ● Objective type questions ● Long /short answer type questions
<ul style="list-style-type: none"> ● Chapter 5: Physical Fitness and Its Components 	<ul style="list-style-type: none"> ● Introduction to Components of Physical Fitness ● Assessing speed, strength and flexibility ● Coordinative abilities 	<ul style="list-style-type: none"> ● To develop techniques and tactics involved in organized physical activities. 	<ul style="list-style-type: none"> ● Practical exercise like running, short sprint, push -ups, agility exercises ● Test for flexibility ● Activity: page no -40,43 	<ul style="list-style-type: none"> ● To promote physical fitness ● Development of motor skills. ● Contribution to holistic development. 	<ul style="list-style-type: none"> ● Objective type questions ● Short /Long answer type questions
<ul style="list-style-type: none"> ● Chapter 9: Microorganism s-Useful and Harmful 	<ul style="list-style-type: none"> ● To know about Microbes and Different types of microbes. ● Water borne diseases ● Beneficial and harmful microorganisms 	<ul style="list-style-type: none"> ● To explore various kinds of cloth materials and to identify specific differences. 	<ul style="list-style-type: none"> ● Charts, Model, Slides, Microscope ● Role play ● Activity: page no – 72,76 	<ul style="list-style-type: none"> ● To inculcate a scientific attitude in biological sciences ● To develop observation ability among students 	<ul style="list-style-type: none"> ● Short/Long answer type questions ● MCQs

Months: July - August

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> Chapter 3: Disabilities 	<ul style="list-style-type: none"> To know about types and ways to help disabled people. 	<ul style="list-style-type: none"> Learning to understand and to help persons with physical disability 	<ul style="list-style-type: none"> Study material Pictures and other illustrations of differently abled people performing different roles. Activity: page no. 24,25 	<ul style="list-style-type: none"> Understanding cognitive states To increase emotional and behavioral strengths Promoting motor skills 	<ul style="list-style-type: none"> Fill in the blanks Match the following Long and short answer question
<ul style="list-style-type: none"> Chapter 6: Leaders and Followers 	<ul style="list-style-type: none"> To know about the leadership qualities and formations during mass drills 	<ul style="list-style-type: none"> To understand importance of a leader in a task and to know about the importance of mass drills. 	<ul style="list-style-type: none"> Group activity Drum, Microphone Activity: page no. 45,46 	<ul style="list-style-type: none"> To be able to understand the connection between leadership and followership To explore results of good and bad leadership 	<ul style="list-style-type: none"> Fill in the blanks MCQ True/False
<ul style="list-style-type: none"> Chapter 7: Players and Sports-personship 	<ul style="list-style-type: none"> Types of motor skills To participate in competitive sports 	<ul style="list-style-type: none"> To understand the basic skills in Individual and Team Sports 	<ul style="list-style-type: none"> Track and Field Gymnastics, forward roll , backward roll, Cat and scissor jump etc. Practice of Individual and Group Sports Activity: page no 49,58 	<ul style="list-style-type: none"> To learn resilience, leadership, accountability and patience Development of self confidence and self-esteem 	<ul style="list-style-type: none"> Fill in the blanks Match the following True/false Long and short answer question

Months: September - October

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> ● Chapter 4: Protection from Diseases 	<ul style="list-style-type: none"> ● To know about diseases and their types ● Causes and prevention of Communicable diseases ● Immunity 	<ul style="list-style-type: none"> ● To identify the causes behind illness. ● To know about the role of immunization and description of the immune system 	<ul style="list-style-type: none"> ● Charts on Causative agent ,symptoms and prevention ● Activity: Page No. 30,31,35 	<ul style="list-style-type: none"> ● To help students understand their own body's defense system ● Understand the preventive measures for keeping body fit. 	<ul style="list-style-type: none"> ● Fill in the blanks ● One word ● True/False ● Match the following ● Long answer question ● Diagram
<ul style="list-style-type: none"> ● Chapter 10: Preserving Food 	<ul style="list-style-type: none"> ● To learn about the Indian food diversity ● Methods for food processing ● Preservation of food 	<ul style="list-style-type: none"> ● To identify consuming patterns based on economic levels 	<ul style="list-style-type: none"> ● Make a list of activities done at homes for preserving food items ● Activity: Page No. 79 ● Locally available foods-posters and charts 	<ul style="list-style-type: none"> ● Classification and segregation ● Compare and contrast ● Observation and evaluation skill ● Logical reasoning ● Analytical skill 	<ul style="list-style-type: none"> ● MCQs ● One word ● True /false ● Match the following ● Short answer type questions
<ul style="list-style-type: none"> ● Chapter 11: Safety Outside the School 	<ul style="list-style-type: none"> ● To learn about the prevention and managing of the minor injuries. ● Learning about the various sign conventions used for road safety 	<ul style="list-style-type: none"> ● Understanding the safety measures outside the school during excursions. ● To know about the first aid –wounds, dressing. 	<ul style="list-style-type: none"> ● First aid kit-bandage, cotton, tapes, medicine ● Charts ,Posters ● Activity: Page No. 85 	<ul style="list-style-type: none"> ● Able to identify the risks and hazards associated ● Able to recognize the rules for avoiding unsafe dangerous situations on road 	<ul style="list-style-type: none"> ● MCQs ● One word ● Match the following ● Long and short answer type question
<ul style="list-style-type: none"> ● Chapter 8: Meaning and Importance of Yoga 	<ul style="list-style-type: none"> ● To know the importance of yoga in modern lifestyle. ● To be aware of the benefits of doing yogasanas 	<ul style="list-style-type: none"> ● Understand and apply knowledge of basic sequencing and effective group management. 	<ul style="list-style-type: none"> ● Activity: Page No. 61 ● Charts ● Video clips ● Various asanas 	<ul style="list-style-type: none"> ● To be able to prevent the effects of stress and develop healthy strategies for dealing with modern scenario. ● 	<ul style="list-style-type: none"> ● MCQs ● True/False ● Long and short answer questions

Months: November - December

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> ● Chapter 2: Bones and Postural Defects 	<ul style="list-style-type: none"> ● Different kinds of bones, their functions ,nutrients required for bone formation ● To learn about the postural defects 	<ul style="list-style-type: none"> ● Understanding correlation between bones and joints ● Role of exercise and food in keeping skeletal system strong 	<ul style="list-style-type: none"> ● Human Skeleton dummy ● Corrective exercise for postural defects ● Activity: Page No. 10,13,15,18 	<ul style="list-style-type: none"> ● To assess the relationship between the shape of the spinal curvature and the body composition 	<ul style="list-style-type: none"> ● Fill in the blanks ● True/False ● Match the following ● Long and short answer question
<ul style="list-style-type: none"> ● Chapter 12: Gender Sensitivity 	<ul style="list-style-type: none"> ● To learn about the stereotype work roles ● Roles constructed by society for male and female. 	<ul style="list-style-type: none"> ● Explaining causes and consequences of gender inequality ● To study about sharing of work responsibility 	<ul style="list-style-type: none"> ● Newspaper cutting, charts ● Examples of Role models ● Activity: Page No. 90,91 	<ul style="list-style-type: none"> ● Demonstrate an understanding of gender as it intersects with race, sexuality, ethnicity, religion, class ● To be able to achieve gender equality 	<ul style="list-style-type: none"> ● MCQs ● One word ● True /false ● Match the following ● Short answer type questions
<ul style="list-style-type: none"> ● Chapter 14: Sports Awareness 	<ul style="list-style-type: none"> ● History of the Olympic Games ● Olympic symbols and their significance 	<ul style="list-style-type: none"> ● To understand the various types of Olympic symbols ● To learn about the historical significance of Olympics 	<ul style="list-style-type: none"> ● Pictures ● Reading Material ● Olympic flame making project ● Newspaper cuttings ● Activity: page no- 97,99 	<ul style="list-style-type: none"> ● Importance of participation –in sports as well as in life ● To utilize sports as a medium of service towards mankind. 	<ul style="list-style-type: none"> ● True/False ● Match the following ● Fill in the blanks ● Long and short answer type question

Months: January - February

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<ul style="list-style-type: none"> ● Chapter 13: Patient's Rights 	<ul style="list-style-type: none"> ● Consumer Health Services ● Rights and responsibilities of patients ● Role of healthcare professional towards patients. 	<ul style="list-style-type: none"> ● To learn about the rights of patients in healthcare industry. ● To learn about responsibilities of patient towards healthcare professionals 	<ul style="list-style-type: none"> ● Media coverage ● Newspaper ● Activity: page no -93,95 	<ul style="list-style-type: none"> ● To enhance healthcare team outcomes. ● To be able to understand the respect, privacy, consideration and dignity of each patient 	<ul style="list-style-type: none"> ● Fill in the blanks ● Match the following ● Long and short answer type question
<ul style="list-style-type: none"> ● Chapter 15: Safe Water and the Role of Local Bodies 	<ul style="list-style-type: none"> ● Safe water: availability and uses ● Agencies providing safe water 	<ul style="list-style-type: none"> ● To understand the role of the Government in providing safe water ● To know about the hazardous effects of water pollution 	<ul style="list-style-type: none"> ● Case study- Minamata disease, Itai Itai disease ● Newspaper articles ● Activity: page no – 102 	<ul style="list-style-type: none"> ● To ensure water resources are protected, conserved and managed. ● To ensure the availability of potable water ● To understand the importance of spreading awareness about water conservation and rainwater harvesting 	<ul style="list-style-type: none"> ● True /false ● Fill in the blanks ● Short and Long answer type questions

ANNUAL CURRICULUM PLAN (2023-24)**STEP: 6****SUBJECT: Physical Education**

Month	Lessons	Skill Area
April	<ul style="list-style-type: none">• Athletics• Shotput• Discus throw• Martial Arts	<ul style="list-style-type: none">• Types of starts: standing & sitting• Types of phases in sprint and long run• Techniques & types of throwing• Stretching + Fitness
May	<ul style="list-style-type: none">• Badminton• Chess• Martial Arts	<ul style="list-style-type: none">• Gripping, Serves, Forehand, and Backhand Shuttle control the ng• Rules of game, How they move.• Gymnastics – Cartwheel, Back Handspring
July	<ul style="list-style-type: none">• Table-tennis• Carrom• Martial Arts	<ul style="list-style-type: none">• Gripping, Serves, Forehand ,Backhand Shuttle control the ling• Rules of game, How they move.• Types of Kicks (Karate/Taekwondo)
August	<ul style="list-style-type: none">• High jump• Yoga• Martial Arts	<ul style="list-style-type: none">• Plyometric exercise for high, jumping, types of jumps and techniques of landing• Flexibility sessions• Padmasana, Tadasana, Trikonasana, Bhujangasana• Types of Kicks (Karate/Taekwondo)
September	<ul style="list-style-type: none">• Kabaddi• kho- kho• Martial Arts	<ul style="list-style-type: none">• Rules and regulations of the game• Chain Tackle, Waist hold, Ankle hold, Thigh hold, Diving Ankle holds, Block• Tapping, Diving, Grasping Direction, Running Zig Zag, Kho Kho Position• Types of attacks, defense & types of running and diving.• Kicks Practice with Execution (Play)

October	<ul style="list-style-type: none"> • Long jump / Volleyball • Martial Arts 	<ul style="list-style-type: none"> • Types of jumping techniques & landing techniques • Types of attacks, defence, movements & volley techniques • Types of Punches (Boxing, Karate, Taekwondo)
November	<ul style="list-style-type: none"> • Basket ball • Martial Arts 	<ul style="list-style-type: none"> • Rules and regulations of the game • Types of dribbling, lay up shots and defensive techniques • Punch + Kick combinations, Nunchucks •
December	<ul style="list-style-type: none"> • Cricket • Martial Arts 	<ul style="list-style-type: none"> • Bat gripping, drive shots • Balling actions side-on and front-on • Short catches, fielding and throwing • Self-Defence - Techniques, Handstand
January	<ul style="list-style-type: none"> • Football • Martial Arts 	<ul style="list-style-type: none"> • Dribbling techniques passing techniques & ball control • Self-Defence – Techniques, Handstand Walk
February	<ul style="list-style-type: none"> • Tennis • Handball • Martial Arts 	<ul style="list-style-type: none"> • Griping, Serves, Forehand, Backhand & ball controlling • Gymnastics, Punches, Kick, Combinations, Self-defence