

● CLASS VI ENGLISH (2023-2024)

LEARNING OBJECTIVES 1. To enable the learner to communicate effectively & appropriately in real-life situation.

2. To enable the learner to be able to respond in discussions and writing, using, literal and interpretative stances to works of fiction and nonfiction.

3. To enable the learner to engage critically and constructively in oral exchange of ideas.

4. To make the learner understand, appreciate and enjoy the learning of English language.

TEXT BOOKS

1. Enrichment Reader – New Images Next – Pearson

2. Class Book – New Images Next-Pearson

3. Cornerstone- Pearson

MONTH		COURSE CONTENT	LEARNING OUTCOME	SKILL	TEACHING METHOD
April	18	Reading Skill: Unseen passage Enrichment Reader: The Fall of Icarus Class Book: Ruby Bridges Young Poets Grammar: Kinds of Sentences, Nouns Pronouns Writing Skill: Notice writing, Paragraph Writing	Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing. Uses synonyms, antonyms appropriately deduce word meanings from clues in context while reading a variety of texts. Refers to dictionary to check meaning and spelling, and to suggested websites for information. Reading to understand the text. Identify parts of speech, idioms. Appreciate Literary devices. Writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc. Drafts, revises and writes short paragraphs based on verbal, print and visual clues.	Evaluate, Analyze, Recall, Extrapolate, Think Critically Identify, Apply	Character sketch, brainstorming Extempore, Self-assessment Locate sequence of ideas, events and identify main idea of a story/poem through various types of comprehension questions. Use dictionary as a reference book for finding multiple meanings of a word in a variety of contexts. Take dictation of words, phrases, simple sentences and short paragraphs.

			writes coherently with focus on appropriate beginning, middle and end in English / Braille. writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience.		
May	14	Enrichment Reader: I Keep Six Honest Serving Men Class Book: The Unstoppable Queen of Boxing If You Think Grammar: Adjectives Verbs	Reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences. Participates in activities in English like role play, group discussion, debate, etc. Look at cartoons/ pictures/comic strips with or without words, and talk/write about them. Drafts, revises and writes short paragraphs based on verbal, print and visual clues.	Critical Thinking Listening Speaking	Become familiar with songs/poems/prose in English through input- rich environment, interaction, classroom activities, discussion etc. Read/ discuss the ideas of the text for critical thinking. Interpret tables, charts, diagrams and maps and write a short paragraph
July	23	Reading Skill: Unseen Passage Enrichment Reader: The Story of Henry Jekyll Adrift! A Little Boat Adrift! Class Book: Mr Toad's Adventure In Morning Dew Grammar: Articles, Tenses	Understanding adjective noun collocations, conjunctions, oxymorons Appreciating poetry Reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences	Evaluate, Analyse, Extrapolate, Problem solving	Speaking-Just a minute Group discussion Listening activity Language Game Worksheets Newspaper activity Understand the context for various types of writing such as messages,

		Writing Skill: Message Writing Informal Letter	Uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing. Writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, prepositions. Appropriate and correct usage of verbs, parts of speech. Responds to oral messages, telephonic communication in English and communicates them in English. Writes messages, invitations, short paragraphs. Correct format and appropriate content.		notices, letters, report, biography, diary entry, travelogue etc. Draft, revise and write in English / Braille with punctuation and with focus on appropriate beginning, middle and end.
August	23	Reading Skill: Unseen Passage Enrichment Reader: Scrooge Celebrates Christmas Class book: The Fun They Had From The Railway Carriage Grammar Verbs, Adverbs Writing Skill: Poster Making Dialogue Writing Formal Letter	Summarize orally the stories, poems and events that he/she has read or heard. Locate sequence of ideas, events and identify main idea of a story/poem through various types of comprehension questions. Poetry appreciation and writing answers for comprehension and inferential questions. Understanding the message of the poem. Identifying similes and metaphors Change in tense, pronouns	Understanding Applying Evaluating	Reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences. uses synonyms, antonyms appropriately deduce word meanings from clues in context while reading a variety of texts. Role Play Dialogue/ Conversation Extempore Peer assessment Worksheets Newspaper articles

September	21	Enrichment Reader : You Are Old, Father William The Haircut Class book Shivaji's Miraculous Escape The Lost Child Grammar: Active and Passive Voice Writing Diary Entry	Reads a variety of texts in English and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences. Uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing. Listen to descriptions and identify objects Infer the meaning from the text Change in verbs and tenses Appropriate usage and application	Remembering Understanding Inference Evaluating	Diary entries Listening comprehension Pair/Group work: Script writing Role play Word wall/ Puzzles Recipe Book PPT using ICT
October	21	Enrichment Reader: Edighat Munshi Premchand Class Book Wandering Singers At Tagore's Shantiniketan Grammar: Preposition , Conjunction Writing Skill: Letter Writing (Application) Poster (Revision)	Identify types of pronouns Identify literary devices Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing. Uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts. Comprehend the use of adjectives Identify and differentiate between types of adjectives Correct usage and application Drafts, revises and writes Formal application with appropriate format	Understanding Applying Analyzing Creating Evaluating	Summarize orally the stories, poems and events that he/she has read or heard. Read different kinds of texts such as prose, poetry, play for understanding and appreciation and write answers for comprehension and inferential questions Peer assessment Poetry writing PPT Making Written assignments Practice questions

			Writes coherently with focus on appropriate beginning, middle and the end		
November	19	Enrichment Reader: Daffodils Class Book: The Heart of the Tree The Fir Tree Grammar: Jumbled sentences,Punctuations Writing Skill: Diary Writing Formal Letter	reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences. uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing. Learn how to state reasons Write a biographical sketch Understand imagery and infer from the text Express opinions Understand and analyze the correct usage of modals Different types of modals Transforming sentences Correct usage of parts of speech Responds to announcements and instructions made in class, school assembly, railway station and in other public places. Correct format Usage of correct form of tense	Remembering Creating Inference Applying Problem solving	Think critically and try to provide suggestion/solutions to the problems raised. Read/ discuss the ideas of the text for critical thinking. Use dictionary as a reference book for finding multiple meanings of a word in a variety of contexts. Create a Questionnaire Creative writing Written assignments Language game Newspaper article Practice questions PPT
December	22	Reading Skill: Unseen Passage Enrichment Reader: The Chocolate Cream Soldier Class Book: The Ransom Red Chief	Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing. Uses synonyms, antonyms appropriately deduce word meanings	Remembering Understanding Applying Evaluating Creating Critical thinking	Book review writing Written assignments Worksheets Character dramatization

		<p>Grammar Direct and Indirect Speech Editing Writing Skill: Picture description</p>	<p>from clues in context while reading a variety of texts. Writes words / phrases / simple sentences and short paragraphs as dictated by the teacher. Compare poem with another poem Express ideas and opinions Correct usage and application of grammatical concepts Error correction Uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing. Writes coherently with focus on appropriate beginning, middle and the end Drafts, revises and writes short paragraphs based on verbal, print and visual clues.</p>	<p>Problem solving</p>	<p>Listen to English news(TV, Radio) as a resource to develop listening comprehension. Watch / listen to English movies, serials, educational channels with subtitles, audio-video materials, talking books, teacher reading out from materials and to understand and respond. Participate in individual talk viz. introducing oneself and other persons; participate in role play / make a speech, reproduce speeches of great speakers.</p>
January	15	<p>Grammar: Idioms and Phrases Editing Writing Skill: Revision All</p>	<p>Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing. Writes words / phrases / simple sentences and short paragraphs as dictated by the teacher. Uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing. Writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.</p>	<p>Remembering Applying Creating Problem solving</p>	<p>Written assignments PPT Making Practice questions ICT Group discussion Role play Peer assessment</p>

			Drafts, revises and writes short paragraphs based on verbal, print and visual clues.		
February	23	Revision	Revision	Revision	Revision
	PT 1	Reading Skill: Unseen passage Enrichment Reader: The Fall of Icarus Class Book: The Unstoppable Queen Of Boxing If You Think Grammar -Nouns, Pronouns, Tenses Writing Skill: Notice writing Paragraph Writing			
	MID TERM	Reading Skill: Unseen Passage Literature Scrooge celebrates Christmas Adrift! A Little Boat Adrift! Mr. Toad's Adventure In the Morning Dew The Fun they Had Grammar Tenses, Verbs, Articles, Adjectives Writing Skill: Message Writing Poster Making Dialogue Writing Internal assessment-1 SE : poster making -5 Marks (Delhi and Sikkim)			

		<p>Topic : Culture ME : Choice Board -5 Marks Topic: Mary Kom (i) Book Mark (ii) Biography (iii) Collage Making (iv) PPT Project Based Activity -5 Marks Pictorial Presentation Topic :Famous Idioms Portfolio -5 marks</p>
	PT 2	<p>Reading Skill: Unseen Passage Literature The Lost Child Wandering Singers The Haircut Eidgah Munshi Premchand Grammar: Preposition and Conjunctions Subject verb agreement Writing Skill: Letter Writing (Formal)</p>
	ANNUAL	<p>Reading Skill: Unseen Passage Literature The Lost Child The Ransom of the Red Chief The Unstoppable Queen Of Boxing In the Morning Dew The Fall of Icarus The Haircut The Heart of the Tree Eidgah Munshi Premchand</p>

	<p>Scrooge Celebrates Christmas</p> <p>Grammar</p> <p>Direct Indirect Speech</p> <p>Prepositions, Adjectives , Verbs , Adverbs</p> <p>Tenses, Articles</p> <p>Active and Passive voice</p> <p>Editing</p> <p>Writing</p> <p>Diary Entry</p> <p>Letter writing (Formal and Informal)</p> <p>Poster Making</p> <p>Notice Writing</p> <p>Message Writing</p> <p>Internal assessment-2</p> <p>SE: Bookmark making -5 Marks</p> <p>ME: Choice Board- 5 Marks</p> <p>Topic: At Tagore's Shantiniketan</p> <p>i) Book Mark</p> <p>(ii) Biography</p> <p>(iii) Collage Making</p> <p>(iv)PPT</p> <p>Project based-5 marks</p> <p>Diary Entry</p> <p>Portfolio-5 marks</p>
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पाठ्यक्रम (2023-24)

कक्षा - छठी विषय - हिंदी

शिक्षण उद्देश्य -

1. विद्यार्थियों में स्वतंत्र चिंतन क्षमता तथा कल्पना शक्ति का विकास करना ।
2. संवाद, लेखन व अभिव्यक्ति को प्रभावी बनाने में सहयोग करना ।
3. व्याकरणिक नियमों और प्रयोगों में होने वाली त्रुटियों को सुधारना ।

4. सृजनात्मक लेखन का विकास करना।

पाठ्य पुस्तकें -

1. वसंत (भाग-1) - राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद

2. नवीन शिक्षार्थी हिन्दी व्याकरण तथा रचना - पी. पी. पब्लिकेशंस

महीना	दिन	विषय वस्तु	उद्देश्य	कौशल	शिक्षण युक्तियाँ
अप्रैल	18	वसंत - 1) वह चिड़िया जो (कविता)	*बच्चे प्रकृति से प्रेम करेंगे, ऋतुओं के बारे में अपने विचार बताएँगे। कविता को उचित उतार चढ़ाव, गति, प्रवाह के साथ सुनाएँगे। सस्वर वाचन, उच्चारण, आत्मविश्वास, वाक् कौशल, वाक्य विन्यास का विकास करना।	*कल्पनाशीलता, तर्कशक्ति, सृजनात्मकता का विकास। *मौखिक अभिव्यक्ति। *वाचन, श्रवण तथा लेखन कौशल।	*खंडान्वय/प्रश्नोत्तर विधि
		2) बचपन (संस्मरण)	*छात्र पाठ को शुद्ध उच्चारण तथा विराम चिन्हों को ध्यान में रखकर पढ़ेंगे। वे पाठ द्वारा समझेंगे कि समय के साथ-साथ किस प्रकार बच्चों की वेश-भूषा में उनकी खाने-पीने की रुचियों में उनके मनोरंजन के तरीकों में अंतर आ गया है तथा यह भी पता लगाने की कोशिश करेंगे कि पहले के समय में जब टेलीविजन तथा कंप्यूटर नहीं थे तब बच्चे अपना मनोरंजन कैसे करते थे?	*भावात्मक गुणों का विकास करना। *भाषाई कुशलता के साथ वाचन कौशल का विकास करना। *कल्पना शक्ति का विकास करना।	*निगमन विधि *ई-सामग्री का प्रयोग
		व्याकरण - वर्ण विचार (वर्ण-विच्छेद, अनुस्वार-अनुनासिक), संज्ञा (भेद), लिंग	*शब्द निर्माण में वर्णों के योग को समझ पाएँगे। *संज्ञा के भेद समझ पाएँगे। *अनुनासिक और अनुस्वार में भेद समझ पाएँगे।	*भाषा कौशलों का विकास करना। *अपनी कल्पना को शब्दों का रूप देने के लिए प्रेरित करना।	*प्रश्नोत्तर विधि *ई-सामग्री का प्रयोग

		रचनात्मक कार्य - अपठित बोध	*बौद्धिक ज्ञान में वृद्धि होगी।	*बच्चे शब्द रचना को पहचान सकेंगे।	
मई	14	वसंत - 3) नादान दोस्त (कहानी)	*उच्चारण प्रस्तुतीकरण, सस्वर वाचन, चरित्र चित्रण, विषय ज्ञान, लिखावट, सक्रियता रूचि में वृद्धि करना।	*भाषाई कुशलता का विकास। *कल्पना शक्ति का विकास। *भावात्मक गुणों का विकास। *वाचन कौशल का विकास।	*चर्चा विधि व ई- सामग्री का प्रयोग
		व्याकरण - वचन, वर्तनी शुद्धिकरण रचनात्मक कार्य - अनुच्छेद, अनौपचारिक पत्र	*भाषा कौशलों का विकास करना। *स्वतंत्र लेखन करने की क्षमता का विकास करना। *वर्तनी शुद्धता मौखिक और लिखित अभिव्यक्ति।	*वचन के प्रभाव को समझ पाएँगे। *रोचकता, सार्थकता प्रस्तुतीकरण।	*चर्चा विधि व ई- सामग्री का प्रयोग
जुलाई	23	वसंत - 4) चाँद से थोड़ी- सी गप्पें (कविता)	*छात्र कविता का वाचन शुद्ध उच्चारण के साथ विराम चिह्नों का ध्यान रखकर पूरी लय के साथ करेंगे। छात्र छोटी लड़की की भावनाओं को समझ कर उसकी चाँद के साथ की गई बात को समझने की कोशिश करेंगे। लड़की द्वारा चाँद के घटने बढ़ने का कारण उसकी कोई बीमारी को समझना तथा उसकी कल्पना का आनंद लेकर अविभूत होंगे।	*भाषाई कुशलता का विकास। *कल्पना शक्ति का विकास। *भावात्मक गुणों का विकास। *भाषा के नए संदर्भों/ परिस्थितियों में प्रयोग करना।	*निगमन विधि *माइंड मैप
		9) जो देखकर भी नहीं देखते (निबंध)	*पर्यावरण संरक्षण, प्रकृति-प्रेम, स्वस्थ जीवन शैली, जिज्ञासा, दूरदर्शिता का विकास करना।	*छात्र स्थिति विशेष पर प्रतिक्रिया देने के लिए प्रेरित करेंगे।	*चर्चा विधि व ई- सामग्री का प्रयोग

		10) संसार पुस्तक है (पत्र)	*पत्र के द्वारा छात्रों में वैज्ञानिक दृष्टिकोण, मनोरंजन, जिज्ञासा प्रसन्नता का विकास करना। नम्रता, परिश्रम, आत्मविश्वास जैसे मूल्यों का विकास करना।	*बच्चे अनुशासित व शिष्ट बनेंगे। *समय का महत्त्व समझेंगे।	*बौद्धिक प्रशिक्षण व ई-सामग्री का प्रयोग
		व्याकरण - कारक, सर्वनाम (पुरुषवाचक), विशेषण, वाक्य शुद्धिकरण रचनात्मक कार्य - औपचारिक पत्र	*वाक्य रचना में कारक चिन्हों का प्रयोग समझना। *वाक्य में सर्वनाम शब्दों के प्रयोग को समझना तथा सर्वनाम शब्दों के भेद पहचानना। *विशेषण शब्दों का प्रयोग तथा विशेषण के भेद पहचानना। *शुद्ध वाक्य रचना को समझना। *पत्र लेखन के मुख्य बिन्दुओं को समझाकर रचनात्मक लेखन के लिए प्रेरित करना।	*भाषाई कुशलता का विकास। *कल्पना शक्ति का विकास।	*बौद्धिक प्रशिक्षण *चर्चा विधि व ई-सामग्री का प्रयोग
अगस्त	23	वसंत - 5) साथी हाथ बढ़ाना (गीत)	*छात्र कविता द्वारा परिश्रम और संगठन में शक्ति का महत्त्व समझेंगे तथा यह जानेंगे कि बिना किसी सहयोग के आगे बढ़ना एक दुष्कर कार्य है। जीवन के प्रत्येक मोड़ पर हमें किसी न किसी के सहयोग की आवश्यकता होती है। किसी व्यक्ति का स्नेह और शुभकामनाएँ भी आगे बढ़ने में सहयोग करती हैं। अतः बिना किसी सहयोग के आगे बढ़ना असंभव है।	*भाषाई कुशलता का विकास। *कल्पना शक्ति का विकास। *मानवीय गुणों का विकास। *वाचन कौशल का विकास।	*चर्चा विधि व ई-सामग्री का प्रयोग
		6) ऐसे-ऐसे (एकांकी)	*संवेदनशीलता, सहृदयता, वात्सल्य, सामाजिकता, आत्मीयता, प्रसन्नता जैसे मूल्यों का विकास करना। बाल मानोवैज्ञानिक प्रतिक्रिया को समझना।	*अभिनयात्मक पठन, प्रत्यास्मरण कारण जानना, चरित्र-चित्रण करना, मत व्यक्त करना।	*चर्चा विधि *अभिनय विधि

		12)लोकगीत (निबन्ध)	*लोक संस्कृति में रुचि लोकगीत संकलन परिचर्चा उच्चारण प्रस्तुतीकरण विषय का ज्ञान।	*उच्चारण प्रस्तुतीकरण *विषय का ज्ञान	*बौद्धिक प्रशिक्षण *चर्चा विधि व ई- सामग्री का प्रयोग
		व्याकरण - क्रिया (कर्म के आधार पर), शब्द भेद-पर्यायवाची(1-10), विलोम शब्द(1-10), मुहावरे(1-10), लोकोक्तियाँ(1-10) रचनात्मक कार्य- अपठित बोध, अनुच्छेद, अनौपचारिक पत्र	*रचनात्मक क्रियाओं के लिए प्रेरित करना। *पत्र लेखन के मुख्य बिन्दुओं को समझाकर रचनात्मक लेखन के लिए प्रेरित करना। *क्रिया के भेद कर्म के आधार पर पहचानना। *शब्दकोश में वृद्धि करना। *भाषा को आकर्षित बनाने के लिए शब्द चयन व मुहावरे लोकोक्ति के प्रयोग को समझाना। *स्वतंत्र लेखन व बौद्धिक ज्ञान में वृद्धि करना। *मुहावरेदार भाषा का प्रयोग भंडार, वाक्य भंडार, व्याकरणिक ज्ञान का विकास करना।	*व्याकरणिक बिन्दुओं का विकास। *भाषाई कुशलता का विकास।	*बौद्धिक प्रशिक्षण व ई-सामग्री का प्रयोग
सितंबर	21	वसंत- 7) टिकट अलबम (कहानी)	*कहानी के मूल उद्देश्य को समझाना। छात्रों में तर्क शक्ति का विकास करना। *सूझ-बूझ, परिश्रम व जीवन में ईर्ष्या की भावना को त्यागने के लिए प्रेरित करना। सहनशीलता, समानता, सहृदयता, संवेदनशीलता, शिष्टाचार, मित्रता और सामाजिक मूल्यों का विकास करना।	*भाषाई कुशलता का विकास। *कल्पना शक्ति का विकास। *मानवीय गुणों का विकास।	*बौद्धिक प्रशिक्षण *चर्चा विधि व ई- सामग्री का प्रयोग
		व्याकरण- काल(भेद), क्रियाविशेषण, वर्तनी शुद्धिकरण	*रचनात्मक क्रियाओं के लिए प्रेरित करना। *स्वतंत्र लेखन व बौद्धिक ज्ञान में वृद्धि करना।	*वाचन कौशल का विकास। *भाषाई कुशलता का विकास।	*बौद्धिक प्रशिक्षण *चर्चा विधि व ई- सामग्री का प्रयोग

			*शब्दकोश में वृद्धि करना।	*कल्पना शक्ति का विकास।	
अक्टूबर	21	वसंत-8) झाँसी की रानी (कविता)	*छात्रों में देशभक्ति की भावना को भरना। देश-प्रेम, एकता, समानता जैसे जीवन मूल्यों का विकास करना। साहस, वीरता, स्वामिभक्ति, त्याग, बलिदान की भावना को बढ़ाना। कविता पढ़ने के बाद छात्र हमारी महान वीरांगना के बारे में जानकार उनके जीवन से प्रेरणा लेंगे।	*कल्पनाशीलता, देश-भक्ति की भावना, तर्कशक्ति, सृजनात्मकता का विकास।	*निगमन विधि *माइंड मैप
		व्याकरण- समुच्चयबोधक, संबंधबोधक, विस्मयादिबोधक रचनात्मक कार्य- अपठित बोध, अनौपचारिक	*रचनात्मक क्रियाओं के लिए प्रेरित करना। *स्वतंत्र लेखन व बौद्धिक ज्ञान में वृद्धि करना। *शब्दकोश में वृद्धि करना। *अपने विचारों को प्रकट करने के लिए सक्षम बनाना।	*कल्पनाशीलता, तर्कशक्ति, सृजनात्मकता का विकास।	*बौद्धिक प्रशिक्षण व ई-सामग्री का प्रयोग
नवंबर	19	वसंत-11) मैं सबसे छोटी होऊँ (कविता)	*कविता पाठ सस्वर वाचन उच्चारण। *मातृप्रेम की भावना को जागृत करना।	*मौखिक अभिव्यक्ति, लिखित अभिव्यक्ति, मौलिकता।	*बौद्धिक प्रशिक्षण व ई-सामग्री का प्रयोग
		व्याकरण - वाक्य शुद्धिकरण, अनेकार्थी शब्द(1-10), वाक्यांशों के लिए एक शब्द(1-10) रचनात्मक कार्य- अपठित बोध, अनुच्छेद	*जागरुकता व सक्रियता विषयज्ञान, रचनात्मक क्रियाओं के लिए प्रेरित करना। स्वतंत्र लेखन व बौद्धिक ज्ञान में वृद्धि करना। शब्दकोश में वृद्धि करना। अपने विचारों को प्रकट करने के लिए सक्षम बनाना।	*विवरण प्रस्तुतीकरण, आत्मविश्वास, भाषा की शुद्धता व लिखावट, श्रवण कौशल, भाषण कौशल, लेखन कौशल, चिंतन कौशल।	*बौद्धिक प्रशिक्षण *चर्चा विधि व ई-सामग्री का प्रयोग

दिसंबर	22	वसंत -14) वन के मार्ग में (कविता)	*कविता पाठ, अनुवाद कार्य, कलात्मक प्रस्तुति। *मौखिक और लिखित अभिव्यक्ति।	*सस्वर वाचन, स्मरण क्षमता, सजगता, उच्चारण, प्रयोगात्मक कौशल, नवाचार, लेखन कौशल, तर्कशक्ति।	*निगमन विधि *माइंड मैप
		व्याकरण - वाक्य के अंग(उद्देश्य और विधेय), विराम चिह्न, सरल और संयुक्त वाक्य, मुहावरे(11-20), लोकोक्तियाँ(11-20), औपचारिक पत्र	*रचनात्मक क्रियाओं के लिए प्रेरित करना। *स्वतंत्र लेखन व बौद्धिक ज्ञान में वृद्धि करना। *शब्दकोश में वृद्धि करना। *अपने विचारों को प्रकट करने के लिए सक्षम बनाना।	*भाषा की शुद्धता व लिखावट श्रवण कौशल, भाषण कौशल, लेखन कौशल, चिंतन कौशल का विकास करना।	*बौद्धिक प्रशिक्षण *चर्चा विधि व ई-सामग्री का प्रयोग
जनवरी	15	वसंत -13) नौकर (निबंध)	*छात्रों में आत्मनिर्भर, मेहनती, नम्रता, परिश्रम, आत्मविश्वास जैसे मूल्यों का विकास करना। उन्हें गाँधी जी के बताए हुए मार्ग पर चलने के लिए प्रेरित करना।	*वाक् कौशल, मौखिक अभिव्यक्ति, लिखित अभिव्यक्ति, मौलिकता का विकास करना।	*चर्चा विधि, ई-सामग्री का प्रयोग
फरवरी	23	पुनरावृत्ति			

आवधिक परीक्षा-1		<p>वसंत -</p> <p>1) वह चिड़िया जो (कविता)</p> <p>2) बचपन (संस्मरण)</p> <p>3) नादान दोस्त (कहानी)</p> <p>व्याकरण -</p> <p>वर्ण विचार, वर्ण-विच्छेद, अनुस्वार-अनुनासिक, संज्ञा (भेद), लिंग, वचन</p> <p>रचनात्मक कार्य - अनुच्छेद, अनौपचारिक पत्र</p> <p>अपठित बोध - अपठित गद्यांश</p>
मध्य सत्र परीक्षा		<p>वसंत -</p> <p>4) चाँद से थोड़ी-सी गप्पें (कविता)</p> <p>5) साथी हाथ बढ़ाना (गीत)</p> <p>6) ऐसे-ऐसे (एकांकी)</p> <p>9) जो देखकर भी नहीं देखते (निबंध)</p> <p>10) संसार पुस्तक है (पत्र)</p> <p>12) लोकगीत (निबन्ध)</p> <p>व्याकरण -</p>

	<p>वर्ण विचार, वर्ण-विच्छेद, अनुस्वार-अनुनासिक, संज्ञा(भेद), लिंग, वचन, कारक, सर्वनाम(पुरुषवाचक), विशेषण, वाक्य शुद्धिकरण, क्रिया (कर्म के आधार पर), शब्द भेद - पर्यायवाची(1-10), विलोम शब्द(1-10), मुहावरे(1-10), लोकोक्तियाँ(1-10)</p> <p>रचनात्मक कार्य - अनुच्छेद, औपचारिक पत्र , अनौपचारिक पत्र</p> <p>अपठित बोध - अपठित गद्यांश</p> <p>साहित्य ज्ञानवर्धन – 5 अंक परियोजना कार्य दिल्ली और सिक्किम</p> <p>बहुविकल्पीय मूल्यांकन – 5 अंक पसंदीदा बोर्ड गतिविधि</p> <p>पोर्टफोलियो - 5 अंक पाठों पर आधारित गतिविधियाँ</p> <p>परियोजना आधारित गतिविधि - 5 अंक</p>
आवधिक परीक्षा-2	<p>वसंत -</p> <p>7) टिकट अलबम (कहानी)</p> <p>8) झाँसी की रानी (कविता)</p> <p>11) मैं सबसे छोटी होऊँ (कविता)</p> <p>व्याकरण -</p> <p>काल (भेद), क्रियाविशेषण, वर्तनी शुद्धिकरण, समुच्चयबोधक, संबंधबोधक, विस्मयादिबोधक</p> <p>रचनात्मक कार्य - अनुच्छेद, औपचारिक पत्र</p> <p>अपठित बोध - अपठित गद्यांश</p>

वार्षिक परीक्षा		सम्पूर्ण पाठ्यक्रम साहित्य ज्ञानवर्धन – 5 अंक परियोजना कार्य दिल्ली और सिक्किम बहुविकल्पीय मूल्यांकन – 5 अंक पसंदीदा बोर्ड गतिविधि पोर्टफोलियो - 5 अंक पाठों पर आधारित गतिविधियाँ परियोजना आधारित गतिविधि - 5 अंक
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MATHEMATICS (2023-24) Class VI

Learning Objectives

- To develop good understanding of the basic concepts of mathematics.
- To develop skills of applying these concepts.
- To relate and practice these concepts in everyday situations of life.
- To enrich students' reasoning and visualization skills.
- To provide students a better understanding of the subject.

TEXT BOOKS:

1. Mathematics – A Text Book for Class VI (NCERT)
2. Math NCERT Exemplar – VI
3. Maths Lab Manual - VI

CLASS VI- MATHEMATICS					
MONTH	NO. OF WORKING DAYS	COURSE CONTENT	LEARNING OUTCOME: The learner will be able to:	SKILLS	TEACHING METHOD

April	18	Ch.1: Knowing our numbers Ch. 4: Basic Geometrical ideas	<ul style="list-style-type: none"> ● Put commas, read and write 6-digit, 7-digit numbers according to Indian and International system of numeration. ● Solves problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division). ● Make comparison and able to form large numbers with and without conditions. ● Describes geometrical ideas like line, line segment, open and closed figures, angle, triangle etc., with the help of examples in surroundings. 	<p>Critical thinking problem solving, communication, collaboration, comprehend</p> <p>Analyze, Recognize, identification, Reasoning effectively and critically, comprehend</p>	Collaborative Learning, Guided Discussion, Problem solving, Peer teaching, Digital content, Quiz
		Activity: To find prime numbers from 1 to 100 by Eratosthenes Sieve's Method.			
May	14	Ch. 2: Whole numbers	<ul style="list-style-type: none"> ● Concept of of whole numbers and natural numbers. ● Predecessor and successor of whole numbers. ● Interpretation of whole numbers on number line 	Critical thinking problem solving, communication, collaboration, comprehend	Guided Discussion, Problem solving, Peer teaching, Digital content, Quiz
		Activity: To verify that addition is commutative for whole numbers.			

July	23	Ch. 3: Playing with numbers Ch.: 6 Integers	<ul style="list-style-type: none"> ● Recognizes and appreciates (through patterns) the broad classification of numbers as even, odd, prime, co-prime, etc. ● Finds factors and multiples of given number. ● Applies HCF or LCM in a particular situation. ● Apply the concept in their day to day life. ● Identify the difference between positive numbers and negative numbers. ● Plot integers on the number line. ● Solves problem involving addition subtraction of integers. 	Critical thinking and problem solving, communication, collaboration, comprehend	Guided Discussion, Problem solving, Peer teaching, Digital content, Quiz
		Activity: To find LCM of given numbers. Activity: To add integers.			
August	23	Ch. 7: Fractions	<ul style="list-style-type: none"> ● Identify the difference between various types of fractions, compare them, represent on the number line. 	Critical thinking and problem solving, Analyze, collaboration, comprehend	Guided Discussion, Problem solving, Peer teaching, Digital content, Quiz
		Activity: To understand the concept of equivalent fractions.			
September	21	Ch:8: Decimals	<ul style="list-style-type: none"> ● Uses fractions and decimals in different situations which involve money, length, temperature etc. For example, $7\frac{1}{2}$ 	Conceptualization, Synthesizing, Critical thinking, Creativity	Guided Discussion, Problem solving, Peer teaching, Digital content,

			metres of cloth, distance between two places is 11.2 km etc. ● Solves problems on daily life situations involving addition and subtraction of fractions / decimals.	Problem solving	Quiz
		Activity: To add and subtract decimal numbers.			
October	21	Ch. 10: Mensuration Ch. 11: Algebra	● Finds out the perimeter and area of rectangular objects in the surroundings like floor of the class room, surfaces of a chalk box etc. ● Uses variable with different operations to generalize a given situation. For example, Perimeter of a rectangle with sides x units and 3 units is $(2x + 3)$ units.	Develop the ability to analyze and differentiate between various equations. Perform numerical skills like forming equations from word problems and develop critical thinking and collaboration in the process.	Inductive deductive reasoning, Guided Discussion, Problem solving, Peer teaching, Digital content, Quiz
November	19	Ch. 12: Ratio and proportion	● Compares quantities using ratios in different situations. For example, the ratio of girls to boys in a particular class is 3:2. ● Uses unitary method in solving various word problems. For example, if the cost of a dozen notebooks is given, she finds the cost of 7 notebooks by first finding the cost of 1 notebook.	Observational skills, Critical thinking, Collaborative learning	Guided Discussion, Peer teaching, Activity method

December	22	Ch. 5: Understanding Elementary shapes	<ul style="list-style-type: none"> ● Demonstrates an understanding of angles by <ul style="list-style-type: none"> ○ Identifying examples of angles in the surroundings. ○ Classifying angles according to their measure. ○ Estimating the measure of angles 45°, 90° and 180° as reference angles ● Classifies triangles into different groups/types on the basis of their angles and sides. For example- scalene, isosceles or equilateral on the basis of sides, etc. ● Classifies quadrilaterals into different groups/ types on the basis of their sides/angles. ● Describes various 3-D objects like sphere, cube, cylinder, cone from the surroundings with the help of examples from surroundings. ● Describes and provides examples of edges, vertices and faces of 3-D objects. 	Observational skills, Critical thinking, Collaborative learning, problem solving	Guided Discussion, Problem solving, Peer teaching, Digital content, Quiz
		Activity: Paper folding activity related to angles.			
January	15	Ch. 9: Data Handling	<ul style="list-style-type: none"> ● Understand the term data and the need of collection of data, to develop the skill of recording, organizing and representing data graphically as pictographs and then interpret information from them. ● Arranges given/collected information such as expenditure on different items in 	Critical thinking and problem solving, Analyze, collaboration, comprehend	Guided Discussion, Problem solving, Peer teaching, Digital content, Quiz

			a family in the last six months, in the form of table, pictograph and interpret them.		
February	23	Revision			
	PT 1	Chapter – 1 (Knowing Our Numbers) Chapter – 2 (Whole Numbers) Chapter – 4 (Basic Geometrical Ideas)			
	MID TERM	Chapter – 1 (Knowing Our Numbers) Chapter – 2 (Whole Numbers) Chapter – 3 (Playing With Numbers) Chapter – 4 (Basic Geometrical Ideas) Chapter – 6 (Integers) Chapter – 7 (Fractions)	Subject enrichment: Art Integrated Activity - Sikkim Mask Making Multiple assessment: Choice Board - Knowing Our Numbers Portfolio: Notebook Maintenance Project Based Activity: Fraction Pizza		
	PT 2	Chapter – 8 (Decimals) Chapter – 10 (Mensuration) Chapter – 11 (Algebra)			
	Annual examination	Whole syllabus	Subject enrichment: Art Integrated Activity - Mandala Art Pattern of Sikkim Multiple assessment: Choice Board : Decimal operations Portfolio: Maths lab manual Project Based Activity: Data Handling		

GENERAL SCIENCE

Class- VI

LEARNING OBJECTIVES

1. To impart knowledge of fundamental principles and concept of science.
2. To develop reasoning abilities in a systematic manner.
3. To enable students to be more creative and acquire skills for solving scientific problems.
4. To sharpen observations and inculcate the spirit of exploration.
5. To develop scientific attitude and ability to apply the knowledge of Science in day-to-day life.

TEXT BOOK

- SCIENCE TEXTBOOK FOR CLASS VI- NCERT
- Lab Activity Manual - VI

APRIL	18	Ch-1 Components of Food Lab Activity: To test various food materials for the presence of nutrients (starch and fat).	The learner will be able to: <ul style="list-style-type: none">● Applies learning of scientific concepts in day-to-day life, e.g., selecting food items for a balanced diet.● Relates processes and phenomenon with causes, e.g., deficiency diseases with diet etc.● Conduct simple investigations to seek answers to queries, e.g., What are the food nutrients present in animal fodder?	<ul style="list-style-type: none">● Curiosity.● Confidence.● Critical Thinking.● Motivation.● Creativity.● Communication.● Analysis.● Decision making.	<ul style="list-style-type: none">● Smart Board Content (EXTRA MARKS)● Links from you tube.● Associate mnemonic activity.● 5 E's● STEAM

MAY	14	<p>Ch-2 Sorting Materials into Groups.</p> <p>Lab Activity : To identify if the given substance is soluble in water.</p>	<p>The learner will be able to:</p> <p>1. identifies materials on the basis of observable features i.e. appearance, texture, function, aroma, etc</p> <ul style="list-style-type: none"> ● differentiate materials on the basis of their properties, structure and functions ● classifies materials based on observable properties, e.g., materials as soluble, insoluble, transparent, translucent and opaque 	<ul style="list-style-type: none"> ● Curiosity. ● Confidence. ● Critical Thinking. ● Motivation. ● Creativity. ● Communication. ● Analysis. ● Decision making. 	<ul style="list-style-type: none"> ● Smart Board Content (EXTRA MARKS) ● Links from you tube. ● Associate mnemonic activity. ● 5 E's ● STEAM
JULY	23	<p>Ch-3 Separation of Substances Ch-5 Body Movements</p> <p>Lab Activity: To study different kinds of joints and their characteristic features.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ● draw labelled diagram of filtration. ● applies learning of scientific concepts in day-to-day life, for separating materials. ● explains processes and phenomenon, e.g., movements in plants and animals ● draw labelled diagrams of joints 	<ul style="list-style-type: none"> ● Curiosity. ● Confidence. ● Critical Thinking. ● Motivation. ● Creativity. ● Communication. ● Analysis. ● Decision making. 	<ul style="list-style-type: none"> ● Smart Board Content (EXTRA MARKS) ● Links from you tube. ● Associate mnemonic activity. ● 5 E's ● STEAM
AUGUST	23	<p>Ch-4 Getting to Know Plants</p> <p>Lab Activity : To show that stem conducts water and minerals.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ● differentiates tap and fibrous roots on the basis of their properties, structure and functions ● identifies flowers, on the basis of observable features i.e., appearance, texture, function, aroma, etc. 	<ul style="list-style-type: none"> ● Curiosity. ● Confidence. ● Critical Thinking. ● Motivation. ● Creativity. ● Communication. ● Analysis. ● Decision making. 	<ul style="list-style-type: none"> ● Smart Board Content (EXTRA MARKS) ● Links from you tube. ● 5 E's ● STEAM ● Associate mnemonic activity.

			<ul style="list-style-type: none"> ● Draw labelled diagrams of parts of flowers 		
SEPTEMBER	21	Ch-6 The Living Organisms — Characteristics And Habitats Lab Activity : To dissect and study the parts of a flower.	The learner will be able to: <ul style="list-style-type: none"> ● classifies plants as herbs, shrubs, trees, creeper, climbers ● classifies components of habitat as biotic and abiotic ● Relate adaptations of animals and plants with their habitats. ● explains processes of preparation of vermicompost, ● makes efforts to protect environment, e.g., minimising generation of waste. 	<ul style="list-style-type: none"> ● Curiosity. ● Confidence. ● Critical Thinking. ● Motivation. ● Creativity. ● Communication. ● Analysis. ● Decision making. 	<ul style="list-style-type: none"> ● Smart Board Content (EXTRA MARKS) ● Links from you tube. ● Associate mnemonic activity. ● 5 E's ● STEAM
OCTOBER	21	Ch-10 Fun with Magnets Ch-9 Electricity And Circuits Lab Activity : To show that magnets exert magnetic force	The learner will be able to: <ul style="list-style-type: none"> ● conducts simple investigations to seek answers to queries, e.g., Does a freely suspended magnet align in a particular direction? ● applies learning of scientific concepts in day-to-day life, e.g., using compass needle for finding directions; 	<ul style="list-style-type: none"> ● Curiosity. ● Confidence. ● Critical Thinking. ● Motivation. ● Creativity. ● Communication. ● Analysis. ● Decision making. 	<ul style="list-style-type: none"> ● Smart Board Content (EXTRA MARKS) ● Links from you tube. ● Associate mnemonic activity. ● 5 E's ● STEAM
NOVEMBER	19	Ch-9 Electricity And Circuits (contd.) Lab Activity : To make Simple Electric Circuit.	The learner will be able to: <ul style="list-style-type: none"> ● Differentiate electrical conductors and insulators; on the basis of their properties ● Construct models using materials from surroundings and explains their 	<ul style="list-style-type: none"> ● Curiosity. ● Confidence. ● Critical Thinking. ● Motivation. ● Creativity. ● Communication. ● Analysis. 	<ul style="list-style-type: none"> ● Smart Board Content (EXTRA MARKS) ● Links from you tube ● 5 E's

			working, e.g. electric torch, electric circuit etc.	<ul style="list-style-type: none"> ● Decision making. 	<ul style="list-style-type: none"> ● STEAM
DECEMBER	22	Ch-7 Motion And Measurement Of Distances Ch-11 Air around us (To be covered as value-based activity or project <i>work</i>) Lab Activity : To make a magnet using electricity.	The learner will be able to: <ul style="list-style-type: none"> ● Classifies motion as rectilinear, circular, periodic ● measures physical quantities and expresses in SI units, e.g., length ● relates processes and phenomenon with causes, e.g., quality of air with pollutants, etc., ● explains processes and phenomenon, e.g., variations in composition of air. 	<ul style="list-style-type: none"> ● Curiosity. ● Confidence. ● Critical Thinking. ● Motivation. ● Creativity. ● Communication. ● Analysis. ● Decision making. 	<ul style="list-style-type: none"> ● Smart Board Content (EXTRA MARKS) ● Links from you tube. ● 5 E's ● STEAM
JANUARY	15	Ch-8 Light, Shadows and Reflections Lab Activity To show that light travels in a straight line.	The learner will be able to: <ul style="list-style-type: none"> ● explains processes and phenomenon, e.g., formation of shadows; reflection of light from plane mirror; ● constructs models using materials from surroundings and explains their working, e.g., pinhole camera, periscope etc 	<ul style="list-style-type: none"> ● Curiosity. ● Confidence. ● Critical Thinking. ● Motivation. ● Creativity. ● Communication. ● Analysis. ● Decision making. 	<ul style="list-style-type: none"> ● Smart Board Content (EXTRA MARKS) ● Links from you tube. ● 5 E's ● STEAM
FEBRUARY	23	Revision of All Topics			
PT 1		Ch-1 Components of Food Ch- 2 Sorting Materials into Groups.			
Mid term		Ch-1 Components of Food Ch- 2 Sorting Materials into Groups. Ch-3 Separation of Substances Ch-4 Getting to Know Plants Ch-5 Body Movements	Internal Assessment 1: Subject Enrichment (Art integrated activity)- 5 marks- Prepare a PPT(10-12 slides) on		

			<p>the famous food culture of sikkim.</p> <p>MA(5 marks)-choice board based on lesson Getting to know plants</p> <p>Portfolio(5 marks)- Maintenance of note book and Lab manual</p> <p>Project based activity(5 marks)-based on lesson Body movements</p>		
PT 2		<p>Ch-6 The Living Organisms — Characteristics And Habitats</p> <p>Ch-9 Electricity And Circuits</p> <p>Ch-10 Fun with Magnets</p>			
Annual exam		<p>Ch-1 Components of Food</p> <p>Ch-2 Sorting Materials into Groups</p> <p>Ch-3 Separation of Substances</p> <p>Ch-4 Getting to Know Plants</p> <p>Ch-5 Body Movements</p> <p>Ch-6 The Living Organisms — Characteristics And Habitats</p> <p>Ch-7 Motion And Measurement Of Distances</p> <p>Ch-8 Light, Shadows and Reflections</p> <p>Ch-9 Electricity And Circuits</p> <p>Ch-10 Fun with Magnets</p>	<p><u>Internal Assessment 2:</u></p> <p>Subject Enrichment (Art integrated activity)- (5 marks)- Prepare a report using A4 size sheets mentioning the effective plan followed by Sikkim in becoming the cleanest state of India.</p> <p>MA(5 marks)-Choice board activity based on lesson Fun with magnets.</p> <p>Portfolio(5marks)- Maintenance of note book and lab manual</p> <p>Project based activity(5marks)-Based on lesson Electricity and circuits</p>		

SUGGESTIONS TO PARENTS:

- Motivate your child to read good books like science magazines etc.
- Encourage your child to participate in the competitive exams like science Olympiad.
- Help your child to do simple experiments at home.
- Devote sufficient time to your child to know his/her interests better.

SOCIAL STUDIES

Social Sciences at upper primary stage primarily aim at understanding analytically various phenomena in immediate social environment. The learners are introduced to the diversity of people and their practices in different societies, regions and cultures within societies. Social sciences have an important role in generating sensitivity towards human values of compassion, trust, peace, cooperation, social justice, environmental protection and other concerns.

It develops with one's own social environment- self, family, social environment and its interaction with various geographical, historical, social, economic, and political factors. Familiarizing the learner with the dynamics in the evolution process is necessary so that she/he develops sufficient awareness to understand disciplinary values of these interlinked disciplines independently.

Curricular Expectations:

It is expected that the learner, by the end of the session, is able to meet the following curricular expectations:

- Recognizes ways in which political, social and economic issues which affect their daily lives across time and space.
- Understands about the earth as the habitat of humans and other forms of life.
- Becomes familiar with one's own region and realizes interdependence of various regions (local to global).
- Understands spatial distribution of resources and their conservation.
- Understand historical developments in different periods of Indian history.
- Comprehends how historians study the past using different types of sources.
- Understands historical diversity to relate developments of one place/region with those of another.

MONTH	NO. OF WORKING DAYS	COURSE CONTENT	LEARNING OBJECTIVES	SKILLS	TEACHING METHODOLOGY
APRIL	18	History: Chapter 1- What, Where, How and When	1. Familiarize the learner with the major developments to social studies 2. Develop an understanding of the significance of geographical terms used during the time frame 3. Illustrate the sources used to construct history The time frame under study 4. Identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period. 5. Locates important historical sites, places on an outline map of India. 6. Recognizes distinctive features of early human cultures and explains their growth. 7. Lists out significant contributions of important kingdoms, dynasties with examples viz., Ashokan inscriptions, Gupta coins, Ratha temples by Pallavas etc.	Understanding Conclude Respecting self-relate Analyse Empathy Problem solving Respecting diversity Visualize Perceive Reflection Define, Reproduce Match- Making	use pictures, drawings of different types of sources to read, explain, discuss these to understand how historians have interpreted these to reconstruct history of ancient India explore epics, Ramayana, Mahabharata, Silappadikaram, Manimekalai or some important works by Kalidas etc.
		Geography: Chapter 1: The Earth in the Solar system	1. To understand the unique place of earth in the solar system, which provides ideal condition for all forms of life, including human beings 2. Distinguishes between stars, planets and satellites e.g. Sun, Earth and Moon. 3. Recognizes that the earth is a unique celestial body due to existence of life, zones of the earth with special reference to biosphere.	Visualize Perceive Observe Understand Discussion Presentation Differentiates Correlates Points out	Observe stars, planets, satellite (Moon), eclipse under the guidance of parents/teacher/elders, etc. To understand astronomical phenomena and Discuss superstitions linked to eclipses Story telling on pole star Activity: Role Play of students stating interesting facts on different celestial bodies of our solar system Drawing of five main constellations and phases of moon

			4. Examines critically the superstitions related to eclipses.		
		Civics: Chapter2: Diversity and Discrimination	1. To enable students to: Gain a sense of why government is required 2. Recognize the need for universal adult franchise 3. Appreciate need to make decisions with collective sanction 4. Understand key elements that influence the functioning of democracy 5. Role of Decision making and participation 6. Various forms of Government and absence of collective sanction	Conclude Respecting self-relate Simulate and Collaborative effort and team spirit Analyse Empathy Problem solving Developing sense of gender equality Respecting diversity Visualize Perceive	Collage making on the elections Class presentation on Apartheid movement and suffragette movement Project: Name the different parliaments of the different countries of the world
MAY	14	Geography: Chapter 2: The Globe - Latitudes and Longitudes	1. To understand the model of the earth locates directions on the flat surface and continents & oceans on the world map. 2. Identifies latitudes and longitudes, e.g., poles, equator, tropics, States/UTs of India and other neighbouring countries on globe and the world map 3. Significance of standard meridian with respect to the prime meridian	Map Skills Understand Identification	Use globe for understanding latitudes and longitudes Time calculations and International Date Line
		Civics: Chapter3- What is Government?	To enable students to: 1. Gain a sense of why government is required 2. Recognize the need for universal adult franchise	Conclude Respecting self-relate Simulate	Participate in a discussion on the concepts of diversity, discrimination, government, and livelihood. Observe examples of fair/unfair treatments to people meted out in the family, school, society, etc.

			3. Appreciate need to make decisions with collective sanction 4. Understand key elements that influence the functioning of democracy 5. Role of Decision making and participation 6. Various forms of Government and absence of collective sanction 7. Differentiates between equality and inequality in various forms to treat them in a healthy way. 8. Understanding ways to resolve conflicts in a democracy with case study of Cauvery water dispute	Collaborative effort and team spirit Analyse Empathy Problem solving Developing sense of gender equality Respecting diversity Visualise perceive	Class Activity on electing the class monitor
JULY	23	History: Chapter 2: From Hunting Gathering to Growing food	1. Appreciate the skills and knowledge of hunter-gatherer and its implications 2. Recognizes distinctive features of early human cultures and explains their growth. 3. Identify stone artifacts as archaeological evidence, making deductions from them of their use. 4. Case study: The Deccan, North-west and North-East	Understand Describe Critical thinking Presentation Skills Map skills	Undertake map activity: for locating important places, sites of hunter-gatherers-food producers collection of the photographs of stone age tools and pasting in notebook Discussion: How does the life of men in pre historic times compared to that of men in modern times differ?
		Chapter3: In the earliest cities	1. Understand the meaning of Urbanism 2. Explain broad developments during ancient period e.g. the first cities on the Indus etc. and relates the developments occurring in one place with another. 3. Appreciate the distinctive life in cities and town planning with their unique architectural features		Visit to museum: to see the material remains of early human settlements- Harappan and discuss the continuity and change between these cultures. Map skills activity: important sites of Indus civilization Puzzle Activity Art integration: Draw seals of a humped Bull found in the Indus valley and paste pictures of the bronze statue, Great bath etc.

			4. Identify the archaeological evidences of urban centres 5. Understand how this is used to reconstruct processes such as craft production 6. Case study: Dholavira and Lothal		
		Civics: Chapter 4: Panchayat Raj	1. Study from the text and direct observation of functioning of a Gram Panchayat 2. Understand the local self-government and the need for it	Understand Describe	Discussion on the advantages of the Panchayat Raj System Mahatma Gandhi's vision of Rural India
		Geography: Chapter 3 – Motions of the Earth	1. Demonstrates day & night and seasons	Comprehension Application	Use diagrams, models and audio-visual materials to understand motions of the earth. Life skill activity: Make a list of the four seasons and the changes we go through during each season. Activity to show Day and Night with the help of rubber ball and torch light Draw the solstice and Equinox positions of earth during Revolution
AUGU ST	23	Geography: Chapter 4 - Maps	1. Locates directions on the flat surface and continents & oceans on the world map. 2. Locates physical features of India such as mountains, plateaus, plains, rivers, and deserts etc. on the map of India. 3. Draws neighborhood map showing scale, direction, and features with the help of conventional symbols.	Map skills Application	Sketch of Route map from home to school Activity on reading of map Worksheet on map scales Drawing of conventional symbols
		Civics:	1. Describes the role of government, especially at the local level.	Analyze Understand Describe	the role of governance in society, and the difference between affairs of a family and those of a village/city

		<p>Chapter 5 – Rural Administration</p>	<p>2. Identifies various levels of the local government.</p> <p>3. Analyses the functioning of rural local government bodies in sectors like health and education and water.</p> <p>4. Understand the working of Panchayat Raj and appreciate its importance</p> <p>5. Gain a sense of who performs what role in the local administration</p> <p>6. Understand how the various levels of administration at the local level are interconnected</p> <p>7. Explain the role of S.H.O, Patwari, Tehsildar</p> <p>8. Educate on the New Hindu Succession Amendment Act</p>	<p>Empathy</p>	<p>Focus on a land dispute and show the role of local police and Patwari</p> <p>Description of a village</p> <p>Draw a picture of a panchayat in session</p> <p>Visit a police station and find out the work that police have to do prevent crime and maintain law and order in their area.</p>
		<p>Chapter 6– Urban Administration</p>	<p>1. Explain the election of ward councilor</p> <p>2.Difference between Municipal corporation and Municipality</p> <p>3.Functions of Urban Civic bodies</p> <p>4.Sources of Income</p>	<p>Analyze</p> <p>Understand</p> <p>Describe</p> <p>Empathy</p>	<p>Organize a trip to the municipality in your area and prepare a project on its developmental functions</p>
SEPTEMBER	21	<p>History: Chapter 5: Kingdoms, Kings and an Early Republic (Project Based activity)</p>	<p>1.Introduce the concept of the state and its varieties</p> <p>2.Understand the use of textual sources in this context</p> <p>3. Earn about Jana padas to Mahajan padas</p> <p>4.Case study: Bihar, Magadha, and the Vaji confederacy</p>	<p>Analyze</p> <p>Understand</p> <p>Describe</p>	<p>Student power point presentation</p>

		Chapter 6- New Questions and Ideas	1. Analyses basic ideas and values of various religions and systems of thought during ancient period. 2. Outline the basic tenets of these systems of thought and the context in which they developed and flourished 3. Introduce the Excerpts from sources relating to these traditions 4. Explain the four stages of Man's life	Understand Describe Critical thinking Develop respect Reflection	Discuss: basic ideas and central values of Buddhism, Jainism and other systems of thought relevance of their teachings today- development of art and architecture in ancient India-India's contribution in the area of culture and science Undertake projects: on the evolution of state-working of ganas or sanghas- contributions of kingdoms, dynasties in the field of culture-India's contact with areas outside India highlighting the impact of these contacts and classroom discussion on projects Undertake map activity: for locating important places related to events in the life of the Buddha and Mahavira
OCTOBER	21	Civics: Chapter 7 – Rural Livelihood	1. Describes factors responsible for availability of different occupations undertaken in rural areas. 2. Understanding the conditions that underline and impact life strategies of various groups of people 3. Various types of livelihoods prevalent in a village 4. Different types of farmers: Large and middle farmer, Marginal and Landless farmer	Analyze Understand Describe Empathy	Describe case studies of nearby localities/villages in respect of occupations Paste pictures of different types of occupations and non-farming activities in village
NOVEMBER	19	History: Chapter 7 – From a	1. Explain why Ashoka is called as "Ashoka the Great"	Appreciate Map skills	Role play: on various historical themes like change of Ashoka after Kalinga War-one of the

		Kingdom to an Empire	2. Ashoka's transformation from a warrior king to a peaceful emperor. 3. Learn about the Mauryan administration 4. Explain Ashoka's Dhamma 5. Throwing light on the Sources Materials of the Mauryas.		events, incidents from literary works of the time etc. Map work: Places where Ashokan Edicts have been found
DECE MBER	22	Civics: Chapter 8- Urban Livelihoods	1. Explain the difference between Primary, Secondary and Tertiary occupations 2. Descriptions of various types of livelihoods including vegetable vendor, domestic servant, garment worker and wage employment 3. Difference between self-employed, regular employment and wage employment	Critical thinking	Inter-linkage between rural and urban lives through a discussion of migration
		Geography: Chapter 5: Major Domains of the Earth	1. To understand interrelationship of the realms of the earth 2. To understand how man is modifying the environment and its effects with special reference to Global warming and Green House Effect.	Knowledge Analyze Understand Describe Map skills Critical Thinking	Use diagrams for understanding lithosphere, hydrosphere, atmosphere and biosphere 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.
		Chapter 6: Our Country: India	1. Locates physical features of India Such as mountains, plateaus, plains, rivers, desert, etc. on the map of India. comprehend the broad 2. Physiographic divisions of India	Knowledge Comprehend Appreciate Map skills	Students will be encouraged to debate on the below topics: States are divided on the basis of languages, because... The number of states in India keeps changing, because... India is called a secular country, because...

JANUARY	15	History: Chapter 9: New Empires and Kingdoms	1. introduce the idea that strategies of expansion, and their logic, differ 2. explain the development of different administrative systems 3. Understand how <i>prashastis</i> and <i>caritas</i> are used to reconstruct political history	Understand Comprehend Describe	Discuss and Debate Advantages and Disadvantages of Using the System of Hierarchy in Governments Arguments For and Against Gifts. (Should we give and accept gifts or not? Why? Why not?) The Pallavas v/s the Chalukyas Reasons Why Harsha Was A Great Poet Who was a Greater Ruler, and Why?
FEBRUARY	23	Revision and map work			
TERM -1	PT-1	History: Ch:1 Civics : Ch:2 and 3 Geography : Ch:1 and 2			
	Mid-Term	History: Ch :1, 2 and 3 Civics: Ch: 2,3, 4 and 5 Geography: Ch: 1, 2, 3 and 4	Internal Assessment 1: Subject Enrichment (Art Integrated activity): 5 marks Multiple Assessment: (Choice Board Activity)-5 marks Portfolio-5 marks Project Based activity-5 marks		Art Integrated Activity: Comparison between Food and Dresses of Delhi and Sikkim Choice Board activity: Activities on The Earth in our solar system based on multiple intelligence parameters Portfolio: Map based assessment, Note book assessment Project Based Activity: Research on any one ancient civilization of the world and Prepare a detailed report on various aspects of that civilization
TERM -2	PT-2	History: Ch.6 Geography: Ch.5 Civics: Ch.6			

	Annual Examination	History: Ch. 3, 6, 7 and 9 Geography: Ch. 3, 4, 5 and 6 Civics: Ch. 4, 5, 6, 7, 8	Internal Assessment 2: Subject Enrichment (Art Integrated activity): 5 marks Multiple Assessment: (Choice Board Activity)-5 marks Portfolio - 5 marks Project Based activity-5 marks		Art Integrated Activity: Comparison between History and Geography of Delhi and Sikkim Choice Board activity: Activities on Our Country India Portfolio: Map based assessment, Note book assessment Project Based Activity: Research on the 16 Mahajanpadas of ancient India and prepare a project on it
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- Imbibes the values of the Indian Constitution and their significance in everyday life.
- Gains a sense of the working of Indian democracy, its institutions and processes at the local, state and union levels.
- Becomes familiar with socio-economic role of institutions such as family, market and government.
- Recognizes the contributions of different sections of society to political, social, cultural, and environmental processes.

TEXT BOOKS

1. Our Past I – NCERT
2. Social and Political Life I – NCERT
3. The Earth Our Habitat - NCERT

संस्कृतम् (कक्षा-षष्ठी)

अधिगम-उद्देश्य

1. संस्कृत के माध्यम से छात्रों को भारतीय संस्कृति की सम्यक जानकारी प्राप्त करने योग्य बनाना।
2. संस्कृत भाषा के शुद्ध उच्चारण पर बल देना।
3. नैतिक मूल्यों एवं अनुशासन आदि भावों का विकास करना।
4. विद्यार्थियों में संस्कृत लिखने, पढ़ने व समझने के लिए रुचि उत्पन्न करना।

पाठ्यपुस्तकानि

1. दिव्याञ्जलि: भाग-१ (पी.पी. पब्लिकेशन्स)
2. कणिका संस्कृत-व्याकरण तथा रचना-१ (पी.पी. पब्लिकेशन्स)

मासा:	कार्य- दिवसा:	विषयवस्तु	शिक्षणोद्देश्य:	कौशल	शिक्षण-विधि:
अप्रैल	१८	<p>► दिव्याञ्जलि: –</p> <p>> पाठ-१ संस्कृत वर्णमाला</p> <p>> पाठ-२ शब्द परिचय:</p> <p>► कणिका संस्कृत-व्याकरणम्</p> <p>> अपठित गद्यांश:</p> <p>> संवाद:</p>	<p>>> छात्र सर्वनाम शब्दों के लिंग, वचन, पुरुष आदि का ज्ञान करके वाक्य-निर्माण में उनका प्रयोग कर सकेंगे।</p> <p>>> छात्रों को संस्कृत वर्णमाला, शब्दों का बोध, वर्ण-संयोग एवं वर्ण-विच्छेद का बोध करवाना</p>	<p>> कल्पनाशीलता</p> <p>> सृजनात्मकता</p> <p>> भावात्मकता</p>	<p>> उदाहरण विधि</p> <p>> सामान्य ज्ञान से विशेष ज्ञान की ओर</p> <p>> दृश्य-श्रव्य सामग्री द्वारा शिक्षण</p>
मई	१४	<p>► दिव्याञ्जलि: –</p> <p>> पाठ-३ धातु परिचय:</p> <p>► कणिका संस्कृत-व्याकरणम्</p> <p>> चित्र-वर्णनम्</p> <p>> धातु-रूपाणि (पठ्, अस्, गम्, दृश्, खाद्, स्था (तिष्ठ) - लट्-लकारः)</p>	<p>>> छात्रों द्वारा चित्र दर्शन के माध्यम से संस्कृत में वाक्य निर्माण की क्षमता उत्पन्न करना</p> <p>>> धातुओं का सामान्य परिचय एवं वाक्य रचना में प्रयोग करना</p>	<p>> सृजनात्मकता</p> <p>> कठिन-निवारण</p> <p>> कल्पनाशीलता</p>	<p>> उदाहरण विधि</p> <p>> चित्र दर्शन</p> <p>> विशिष्ट से सामान्य की ओर</p> <p>> समूह-चर्चा</p> <p>> दृश्य-श्रव्य सामग्री द्वारा शिक्षण</p>
जून	००	ग्रीष्मकालीन-अवकाश:			

जुलाई	२३	<p>► दिव्याञ्जलि: –</p> <p>> पाठ-४ सर्वनाम परिचय: > पाठ-५ प्रथम-पुरुष:,</p> <p>► कणिका संस्कृत-व्याकरणम् > चित्र-वर्णनम्,</p> <p>> संवाद: (वार्तालाप:),</p> <p>> शब्द –रूपाणि (बालक, बालिका, फल),</p> <p>> संख्या-1-30 तक</p> <p>> अनुवाद:</p>	<p>>> प्रथम पुरुष के लिंग, वचन आदि का ज्ञान करना एवं क्रिया के साथ उनका प्रयोग करना</p> <p>>> संस्कृत संवाद को प्रदत्त विकल्पों से पूर्ण करना</p>	<p>> रचनात्मकता</p> <p>> विश्लेषणात्मकता</p> <p>> काठिन्य-निवारण</p>	<p>> उदाहरण विधि</p> <p>> सामान्य ज्ञान से विशेष ज्ञान की ओर</p> <p>> समूह –चर्चा</p> <p>> दृश्य-श्रव्य सामग्री द्वारा शिक्षण</p>
अगस्त	२३	<p>► दिव्याञ्जलि: –</p> <p>> पाठ-६ मध्यम-पुरुष:</p> <p>> पाठ-७ उत्तम-पुरुष:</p> <p>> पाठ-८ अव्यय-पदानि</p> <p>► कणिका संस्कृत-व्याकरणम् > संवाद: (वार्तालाप:)</p> <p>> अनुवाद: ,</p>	<p>>> छात्र मध्यम पुरुष एवं उत्तम पुरुष के तीनों वचनों एवं क्रिया का संस्कृत वाक्य निर्माण में प्रयोग कर सकेंगे</p> <p>>> छात्रों के श्रवण, वाचन एवं पठन कौशल का विकास</p> <p>>> छात्र संवाद, वार्तालाप एवं वाक्य निर्माण में अव्यय शब्दों का प्रयोग कर सकेंगे</p>	<p>> वाचन कौशल</p> <p>> काठिन्य-निवारण</p> <p>> विश्लेषणात्मकता</p> <p>> सृजनात्मकता</p>	<p>> उदाहरण विधि</p> <p>> विशिष्ट से सामान्य की ओर</p> <p>> समूह –चर्चा</p> <p>> दृश्य-श्रव्य सामग्री द्वारा शिक्षण</p>

		> धातु-रूपाणि (पा(पिब) , लिख्,दा (यच्छ) , नम्- लट् लकारः)			
सितम्बर	२१	<p>► दिव्याञ्जलि: –</p> <p>> पाठ-९ कर्ता-कारकः (प्रथमा विभक्तिः)</p> <p>► कणिका संस्कृत-व्याकरणम् > धातुरूपाणि (पठ्,अस्,गम्,दृश्, खाद्,स्था(तिष्ठ) - लृट् लकारः) ,</p> <p>> चित्र-वर्णनम्</p> <p>> शब्द रूपाणि (किम्-तीनों लिङ्गों में)</p>	<p>>> छात्र कारकों का सामान्य परिचय जानकर कारक चिहनों का विभक्ति के अनुसार प्रयोग कर सकेंगे</p> <p>>> चित्र दर्शन के माध्यम से छात्र सरल संस्कृत वाक्यों का निर्माण कर सकेंगे</p>	<p>> सृजनात्मकता</p> <p>> काठिन्य-निवारण</p> <p>> कल्पनाशीलता</p> <p>> श्रवण-वाचन कौशल</p>	<p>> प्रत्यक्ष विधि</p> <p>> व्याख्यान विधि</p> <p>> आगमन एवं निगमन विधि</p> <p>> दृश्य-श्रव्य सामग्री द्वारा शिक्षण</p> <p>> चित्र दर्शन</p>
अक्टूबर	२१	<p>► दिव्याञ्जलि: –</p> <p>> पाठ-१० कर्म-कारकः (द्वितीया विभक्तिः) ,</p> <p>> पाठ-११ करण-कारकः (तृतीया विभक्तिः)</p>	<p>>> छात्र कर्म-कारक एवं द्वितीया विभक्ति तथा करण-कारक एवं तृतीया विभक्ति का ज्ञान कर वाक्यों में उनकी पहचान एवं वाक्य निर्माण में उनका प्रयोग कर सकेंगे</p> <p>>> छात्र संस्कृत के नए शब्दों का उनके अर्थ सहित ज्ञान करेंगे जिससे उनके शब्दकोष में वृद्धि होगी</p>	<p>> वाचन कौशल</p> <p>> विश्लेषणात्मकता</p> <p>> भावात्मकता</p> <p>> काठिन्य-निवारण</p>	<p>> व्याख्यान विधि</p> <p>> समस्या समाधान विधि</p> <p>> निदर्शन विधि</p> <p>> दृश्य-श्रव्य सामग्री द्वारा शिक्षण</p>

		<p>► कणिका संस्कृत-व्याकरणम् > धातु रूप लृट् लकारः(पा(पिब) , लिख् ,दा (यच्छ) , नम् – लृट् लकारः)</p>			
नवम्बर	१९	<p>► दिव्याञ्जलि:- > पाठ-१२ सम्प्रदान-कारकः (चतुर्थी विभक्तिः) , > पाठ-१३ अपादान-कारकः (पञ्चमी विभक्तिः) ► कणिका संस्कृत-व्याकरणम् > चित्र-वर्णनम् > संवादः (वार्तालापः)</p>	<p>>> छात्र सम्प्रदान-कारक एवं चतुर्थी विभक्ति तथा अपादान-कारक एवं पञ्चमी विभक्ति का ज्ञान कर वाक्यों में उनकी पहचान एवं वाक्य निर्माण में उनका प्रयोग कर सकेंगे >> चित्र दर्शन के माध्यम से छात्र सरल संस्कृत वाक्यों का निर्माण कर सकेंगे</p>	<p>> रचनात्मकता > विश्लेषणात्मकता > कठिन्य-निवारण > श्रवण-वाचन कौशल</p>	<p>> समूह चर्चा > आगमन एवं निगमन विधि > उदाहरण विधि > व्याख्यान विधि</p>
दिसम्बर	२२	<p>► दिव्याञ्जलि: – > पाठ-१४ सम्बन्ध-कारकः(षष्ठी विभक्तिः) > पाठ-१५ अधिकरण-कारकः ► कणिका संस्कृत-व्याकरणम् > अपठित गद्यांशः > चित्र-वर्णनम् , > संवादः(वार्तालापः)</p>	<p>>> छात्र संस्कृत के नए शब्दों का उनके अर्थ सहित ज्ञान करेंगे जिससे उनके शब्दकोष में वृद्धि होगी >> छात्र सम्बन्ध-कारक एवं षष्ठी विभक्ति तथा अधिकरण-कारक (सप्तमी-विभक्ति) का ज्ञान कर वाक्यों में उनकी पहचान एवं वाक्य निर्माण में उनका प्रयोग कर सकेंगे ।</p>	<p>> सृजनात्मकता > कठिन्य-निवारण > कल्पनाशीलता > श्रवण-वाचन कौशल</p>	<p>> व्याख्यान विधि > समस्या समाधान विधि > निदर्शन विधि > दृश्य-श्रव्य सामग्री द्वारा शिक्षण श्रव्य सामग्री द्वारा शिक्षण</p>

		<ul style="list-style-type: none"> > संख्या- (1-50 तक) > शब्द रूपाणि (नदी , मुनि , गुरु) 			
जनवरी	१५	<ul style="list-style-type: none"> ► दिव्याञ्जलि:- > पाठ- १६ लृट्-लकारः भविष्यत् काल ► कणिका संस्कृत-व्याकरणम् > चित्र-वर्णनम् , > संवाद(वार्तालापः) 	<ul style="list-style-type: none"> >> चित्र दर्शन के माध्यम से छात्र अपनी कल्पनाशक्ति के अनुसार सरल संस्कृत वाक्यों का निर्माण कर सकेंगे । >> छात्र संस्कृत शब्दों का उनके अर्थ सहित जान करेंगे जिससे उनके शब्दकोष में वृद्धि होगी । >> छात्र लृट्-लकार का वाक्यों में प्रयोग कर सकेंगे । 	<ul style="list-style-type: none"> > सृजनात्मकता > काठिन्य-निवारण > कल्पनाशीलता > श्रवण-वाचन कौशल 	<ul style="list-style-type: none"> > आगमन एवं निगमन विधि > उदाहरण विधि > व्याख्यान विधि > समस्या समाधान विधि > दृश्य-श्रव्य सामग्री द्वारा शिक्षण
फ़रवरी	२३	पुनरावृत्ति:	<ul style="list-style-type: none"> >> छात्र पठित पाठों की पुनरावृत्ति कार्य करेंगे जिससे काठिन्य निवारण किया जा सकेगा 	> काठिन्य-निवारण	<ul style="list-style-type: none"> > समस्या समाधान विधि > दृश्य-श्रव्य सामग्री द्वारा शिक्षण
मार्च	२०	पुनरावृत्ति:	<ul style="list-style-type: none"> >> छात्र पठित पाठों की पुनरावृत्ति कार्य करेंगे जिससे काठिन्य निवारण किया जा सकेगा 	> काठिन्य-निवारण	<ul style="list-style-type: none"> > समस्या समाधान विधि > दृश्य-श्रव्य सामग्री द्वारा शिक्षण

पूर्वमध्य-सत्र (पी.टी.-१)	दिव्याञ्जलि: - पाठ-१,२,३
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	<p>कणिका संस्कृत-व्याकरणम् - अपठित गद्यांशः , धातु-रूपाणि (पठ्, अस्, गम्, दृश्, खाद्, स्था(तिष्ठ) - लट्-लकारः, चित्र-वर्णनम्, संवादः</p>
मध्य-सत्र	<p>दिव्याञ्जलिः - पाठ-१,२,३,४,५,६,७</p> <p>कणिका संस्कृत-व्याकरणम् - अपठित गद्यांशः , अनुवादः, शब्द-रूपाणि (बालक, बालिका, फल), संख्या-1-30 तक , चित्र-वर्णनम्, संवादः , धातु-रूपाणि (पठ्, अस्, गम्, दृश्, खाद्, स्था(तिष्ठ) , पा(पिब) , लिख्, दा (यच्छ) , नम्)- केवल लट् लकार में</p> <p>आंतरिक-मूल्यांकनम्</p> <ol style="list-style-type: none"> 1. बहुविध-मूल्यांकनम् - (छात्राः स्वेच्छया 'विकल्पफलकेन' कमपि गतिविधिमाध्यमं विचित्य सर्वनाम-शब्दानां प्रयोगः कथं भवेत् इति ज्ञापयिष्यन्ति ।) 2. विषयसम्बर्धन-गतिविधिः - ('सिक्किमस्य प्रमुखाहारः वेशभूषा च' इति विषयमधिकृत्य पी.पी.टी/ दृश्य-श्रव्य-प्रदर्शन/चित्रकला चेत्यादीनां निर्माणं कृत्वा संस्कृतभाषायां प्रदर्शयिष्यन्ति ।) 3. निवेशसूचिः(Portfolio)/गतिविधयः (छात्राः 'मम परिवारः' इत्यस्मिन् विषये A4 पृष्ठे चित्राणि निर्माय संस्थाप्य वा तस्य विषये संस्कृतभाषायां दश-वाक्यानि लेखिष्यन्ति ।) 4. परियोजनाधारित-गतिविधिः - (छात्राः धातुरूपस्य वृक्षाणां प्रतिरूपनिर्माणं कृत्वा संस्कृतभाषायां तस्य विषये वदिष्यन्ति ।)
उत्तरमध्य-सत्र (पी. टी.-२)	<p>दिव्याञ्जलिः - पाठ- ८,९,१० , ११</p> <p>कणिका संस्कृत-व्याकरणम् - अपठित गद्यांशः , चित्र-वर्णनम्, संवादः , धातुरूपाणि (पठ्, अस्, गम्, दृश्, खाद्, स्था(तिष्ठ) - लृट् लकारः) , शब्द रूपाणि (किम्-तीनों लिङ्गों में), संख्या- (1-50 तक)</p>
वार्षिक-परीक्षा	<p>दिव्याञ्जलिः - पाठ-१,२,३,४,५,६,७,८,९,१०,११,१२,१३,१४,१५ -</p>

	<p>कणिका संस्कृत-व्याकरणम्</p> <p>अपठित गद्यांशः , चित्र-वर्णनम् , संवादः , धातुरूपाणि (पठ्,अस्,गम्,दृश्, खाद्,स्था(तिष्ठ), पा(पिब) , लिख्,दा (यच्छ) , नम् – लट् एवं लृट् लकारः) , शब्द रूपाणि – बालक , बालिका ,फल , नदी , मुनि , गुरु , (किम्-तीनों लिङ्गों में), संख्या- (1-50 तक)</p>
	<p>आंतरिक-मूल्यांकनम्</p> <ol style="list-style-type: none"> 1. बहुविध-मूल्यांकनम् - (छात्राः स्वेच्छया 'विकल्पफलकेन' कमपि गतिविधिमाध्यमं विचित्य अव्ययपदानि इति विषयं प्रतिपादयिष्यन्ति ।) 2. विषयसम्बर्धन-गतिविधिः - (‘दिल्ल्याः ऐतिहासिकस्थलानि’ इति विषयमधिकृत्य पी.पी.टी/ दृश्य-श्रव्य-प्रदर्शन/चित्रकला चेत्यादीनां निर्माणं कृत्वा संस्कृतभाषायां प्रदर्शयिष्यन्ति ।) 3. निवेशसूचि:(Portfolio)/गतिविधयः (छात्राः ‘दिल्ल्यां कमपि ऐतिहासिकस्थलं गत्वा तत्रत्य विषये A4 पृष्ठे चित्राणि निर्माय संस्थाप्य वा संस्कृतभाषायां दश-वाक्यानि लेखिष्यन्ति ।) 4. परियोजनाधारित-गतिविधिः - (छात्राः उद्यानस्य प्रतिरूपनिर्माणं कृत्वा संस्कृतभाषायां तस्य विषये वदिष्यन्ति ।)

FRENCH

LEARNING OBJECTIVES

1. To enable the students to comprehend the given texts as well as make them confident to speak
2. To develop their interest in the language through French poems and songs.

TEXT BOOK

APPRENONS LE FRANÇAIS- 2

RECOMMENDED BOOKS

1. Conjugaisons-Robert et Nathan
2. Cahier d'exercices-2

Month	No.Of Working Days	COURSE CONTENT	LEARNING OUTCOME	SKILL	TEACHING METHOD
April	18	Leçon 0 : Les alphabets Leçon 1 :Voilà le frère et la sœur de Manuel.	*Les accents *verbes en –er *Pronoms , articles définis *pluriel , verbes en –ir *Articles indéfinis	Evaluate , Analyse	Guided discussion , Self assessment
May	14	Leçon 2 : À la cafétéria	*Adjectifs	Recall, Extrapolate	Listening comprehension
July	23	Leçon 3 : Mon Pays –la France Leçon4 :Les parents de Manuel	*La négation *Verbes en –ger Verbes en-eter ,eler , -cer	Analyse, Visualize	Pair work , Symposium
August	23	Leçon 5 :C'est Noël Leçon 6 : Allons à l'école	*Préposition *Verbes en-re *Nomres ordinaux	Expressing , Collaborative effort and team work	Extempore, Written Assignments
September	21	Leçon 6 : Allons à l'école	*Nombres cardinaux *Articles contractés *Interrogation *Verbes irréguliers	Logical thinking , Guided thinking	Dictionary, Internet , Smart class
October	21	Leçon 7 : Dans un grand magasin	*Verbes irréguliers	Think critically , Recall	Problem solving based learning

November	19	Leçon 8 : Les repas	*Articles partitifs *Verbes en-tir	Analytical thinking	Gathering information ,Group work
December	22	Leçon9 : Ma maison	*Adjectifs possessifs	Evaluate , Expressing	Written work
January	15	Leçon10 : Une lettre de Rouen	* Verbes irréguliers *culutre et civilisation *Révision de la grammar précédent	Extrapolate , Think critically	Guided Discussion , Group Work
February	23	Revision	Revision	Recall	Pair Work , Peer Learning

PERIODIC TEST 1	<p><i>Unseen passage:</i> <i>Grammar :</i> Leçon 1, 2 <i>Writing skill :</i> 1.Self-description 2.Dialogue writing / Complete the dialogue 3.Description of a third person.</p> <p><i>Culture and civilization:</i> Leçon 0</p>
Mid- Term	<p><i>Unseen passage:</i> <i>Grammar :</i> Leçon 1, 2, 3, 4, 5 <i>Writing skill :</i> 1.Put the dialogue in order 2.Describe a family</p>

	<p>3.Description of season 4.Identity card <i>Culture and civilization:</i> Leçon 0,3 <i>Internal Assessment 1:</i></p> <p>✓ <i>Subject Enrichment:</i><i>Art integrated activity on Sikkim</i> ✓ <i>Project based activity</i></p> <p>✓ Portfolio :note book maintenance ✓ <i>Multiple assesement - choice board activity</i></p>
PERIODIC TEST 2	<p><i>Unseen passage:</i> <i>Grammar :</i> Leçon 6,7 <i>Writing skill :</i> 1. Describe your school 2. picture description <i>Culture and civilization:</i> Leçon 0,3</p>
ANNUAL TERM	<p><i>Unseen passage:</i> <i>Grammar :</i> Leçon 1, 2, 3, 4, 5 , 6 ,7 , 8 , 9 ,10 <i>Writing skill :</i> 1.Put the dialogue in order 2.Describe a French meal 3.Description of season 4.Identity card 5.Describe a house 6.Describe a school <i>Culture and civilization:</i></p>

Leçon 0,3
Internal Assessment 2:

- ✓ ***Subject Enrichment:***
 - Art integrated activity on Sikkim
- ✓ Project based activity
- ✓ ***Multiple assesement - choice board activity-Lesson 7-8***
- ✓ ***Portfolio -workbook maintenance***

SUGGESTIONS TO PARENTS:

Parents to make sure that their child practices the topics taught in the class from CAHIER D'EXERCICES (Workbook) at home and that he brings his French book and note book to the class as per the time-table.

COSCHOLASTIC SUBJECT SYLLABUS

COMPUTER SCIENCE

LEARNING OBJECTIVES

1. To familiarize students with the basics of Computers.
2. To develop basic skills of using tools for information representation and processing.
3. To use information processing tools for enhancing productivity and quality.
4. To develop habit of teamwork, structure presentation and abide by ethical principles of computing.

TEXT BOOK : (IT Planet Streaming without Buffering 6)

MONTH	NO OF DAYS	COURSE CONTENT	LEARNING OUTCOMES	SKILL	TEACHING METHODS / ACTIVITIES
April	18	L1- Computer –Its Components	The learner will be able to : <ul style="list-style-type: none"> • Would become aware of basic terminologies associated with computer system • Identify various input/ output devices. • Can use various storage devices 	<ul style="list-style-type: none"> • Curiosity. • Confidence. • Technical Knowledge 	<ul style="list-style-type: none"> • Links from you tube. • PowerPoint presentation
May	14	L2-Computer Memory	The learner will be able to : <ul style="list-style-type: none"> • Format and edit data in spreadsheet. • perform calculation on data • sort and filter data • Analyze data using diagrammatic presentation 	<ul style="list-style-type: none"> • Data handling • Data organization • Data presentation 	<ul style="list-style-type: none"> • Smart board • Microsoft excel software
July	23	L3- Excel-Creating Worksheet			
August	23	L4- Excel- Formula and Function			
September	21	L5- Excel-Creating Charts			
October	21	L6- Window Movie Maker	The learner will be able to : <ul style="list-style-type: none"> • Apply technical skill in real life • Present ideas through video 	<ul style="list-style-type: none"> • Curiosity • Team work • visualization 	<ul style="list-style-type: none"> • Smart board • Video Editor software
November	19	L6- Window Movie Maker			
December	22	L7- Pencil2D-Animation	The learner will be able to : <ul style="list-style-type: none"> • Apply creativity using animation tool • To learn presenting story/idea in creative way 	<ul style="list-style-type: none"> • Creativity • Presentation skill • Communication • Narration 	<ul style="list-style-type: none"> • Smart board • Pencil 2 D animation
January	15	L7- Pencil2D-Animation			
February	23	L10- Internet Services	The learner will be able to : <ul style="list-style-type: none"> • Search relevant information using search engine • Be aware about internet threats and cyber security 	<ul style="list-style-type: none"> • Curiosity • Confidence 	<ul style="list-style-type: none"> • Smart board
Half Yearly		L1,2,3,4			
Annual Exam		L5,6,7,10			

GENERAL KNOWLEDGE & LIFE SKILLS CLASS -VI

LEARNING OBJECTIVES

1. To develop their logical and reasoning skills
2. To develop creative skills and a keen sense of observation.
3. To motivate and develop reading skills

TEXTBOOK: 1. General Knowledge Times - VI (Do you Know Cambridge University Press)

2. life skills & Value education (CACA)- VI

Month	No. of Working Days	Course Content
April	18	1. Book – My Country 2. Current affairs of the month 3. Mental & Logical Reasoning – Series 4. Life Skills & Value Education :- Good manners, Child rights, POSCO Awareness, Self-awareness

May	14	1. Book – Around the World 2. Current affairs of the month 3. Mental & Logical Reasoning- Analogy 4. Life Skills & Value Education: Bullying Effective communication, Time management, Emotions & Feelings
July	23	1. Book – Environment and the World of Science 2. Current affairs of the month 3. Mental & Logical Reasoning- patterns 4. Life Skills & Value Education: Self-esteem (How to identify your true self) Self-regulation, Mental disorders, Social skills & Team work
August	23	1. Book – The World of Plant and Animals 2. Current affairs of the month 3. Mental & Logical Reasoning – Coding & decoding 4. Life Skills & Value Education Let's talk about pressure Effective communication, Problem solving skill Critical thinking
September	21	1. Book – Art and Literature 2. Current affairs of the month 3. Mental & Logical Reasoning- Days & Dates 4. Life Skills & Value Education Decision making, Self-acceptance Stress, Anxiety & Anger management Study skills, an effective ways of study
October	21	1. Book – Grammar And Language

		2. Current affairs of the month 3. Mental & Logical Reasoning- Blood relation test 4. Life Skills & Value Education Good manners, Child rights, POSCO Awareness, Self-awareness, Bullying
November	19	1. Book – Sports and Games 2. Current affairs of the month 3. Mental & Logical Reasoning- puzzles 4. Life Skills & Value Education: Effective communication Time management Emotions & Feelings Self-esteem (How to identify your true self), Self-regulation
December	22	1. Book – Moral Values and Life Skills 2. Current affairs of the month 3. Mental & Logical Reasoning- Arithmetic reasoning 4. Life Skills & Value Education: Mental disorders, Social skills & Team work, Let's talk about pressure Effective communication
January	15	1. Book – Mind Games 2. Current affairs of the month 3. Mental & Logical Reasoning- Directions 4. Life Skills & Value Education:- Problem solving skill ,Critical thinking , Decision making Self-acceptance, Stress, Anxiety & Anger management , Study skills, an effective ways of study
February	23	Revision

Dance

LEARNING OBJECTIVES: To enrich students with various Folk dance ,Classical dance and Indian contemporary dance .

VALUES TO BE INCULCATED: To foster the spirit of peace and harmony, celebrate festivals through dance, develop love for animals and birds through art , culture and Heritage.

Month	No. of Working Days	Course Content
April	18	Chanting of Namaskriya and Durga Stutee Shloka Body oriented Exercise Folk dance steps Mudra Show some video
May	14	Posture of classical Dance Introduce folk dance
July	23	Patriotic Dance for Independence Day Hand Mudra
August	23	Theory of dance Patriotic dance
September	21	Object learning Innovative dance steps
October	21	Practice for Annual Day Dance for Durgapuja
November	19	Annual day dance practice Diwali dance practice
December	22	Carnival dance practice
January	15	Patriotic dance practice
February	23	Taal, Eye Movement, Head Movement Show some dance video
Mid-Term		Assessment based on School event participations

Annual Examination		Assessment: copy and practical
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Class VI

Music

LEARNING OBJECTIVES: To enrich students with various aspects of modern as well as traditional music.

VALUES TO BE INCULCATED: To foster the spirit of peace and harmony, celebrate festivals through music, develop love for every one and for our society especially through real music.

Month	No. of Working Days	Course Content
April	18	Satrarambh song, prayers,songs& National Anthem
May	14	Community songs, Tagore song, National Song&Prayers
July	23	Patriotic songs, Prayers, National Anthem,etc.
August	23	Independence day song,Prayers, National anthem,etc.
September	21	Janmashtami song,Gandhi jayanti song, Prayers & Anthem.
October	21	Community songs, patriotic songs, prayers & Anthem.
November	19	Community songs, patriotic songs, prayers & Anthem.
December	22	Christmas song, community songs, prayers & Anthem,
January	15	Basant panchami song,Community songs, patriotic songs, prayers &Anthem

February	23	Community songs, patriotic songs, prayers & Anthem
Mid-Term		Assessment: Participation in various school functions.
Annual Examination		Assessment: Participation in school events

INSTRUMENTAL MUSIC

LEARNING OBJECTIVES

To enrich students with various aspects of classical and western instruments.

VALUES TO BE INCULCATED

Harmony, Peace, Respect for our rich cultural heritage, develop taste for Western music, know –how of famous instrumentalists and appreciate their contribution in the field, inculcate the feeling of patriotism & spirituality through music and teamwork through orchestra.

Month	No. Of Working Days	Course Content
April	18	1.knowledge about Indian classical instrumental music. 2.basics bole of sitar. Flute. Few paltai for keyboard.
May	14	1.Bole practice on raga yaman scale. 2.how to handle your instruments.
July	23	1.Notation of National Anthem. 2.Theory class on Raga's format. 3. Taal system.

August	23	1.Blowing practice on flute. 2.Tali,Khali practice on teen taal. 3. Bole – Bani pattern.
September	21	1.concept of Gatt. 2. Raga Bhupali and it's description.
October	21	1.Concept of orchestra 2. How to play in orchestra. 3.selection for Annual day.
November	19	1.composition for Annual day orchestra 2. Practice for Annual day.
December	22	1.Simple composition for chirstmass. 2. Concept of Tehai.
January	15	1.Orchestra for New year. 2.Theoritical class on sound and music.
February	23	1.How to make solo performance on own instrument. 2. Concept of jhala..
Mid-Term		Assessment in August – September
Annual Examination		Assessment in December – January

Class VI

Art

LEARNING OBJECTIVES: To enrich students with various aspects of modern as well as traditional art.

VALUES TO BE INCULCATED: To foster the spirit of peace and harmony, celebrate festivals through art, develop love for animals and birds through art and craft.

Month	No. of Working Days	Course Content
April	18	Colour Wheel
May	14	Still life with Colours
July	23	Animal study with Colours and pen
August	23	Landscape with oil pastel and water Colours
September	21	Art and Craft: Make your paper bird, Decoupage cards
October	21	Compositions on various festivals of India
November	19	Human anatomy and portraits
December	22	Poster design on social theme
January	15	Folk Painting from different states
February	23	Introduction to Canvas Painting
Mid-Term	20	Assessment: Art File
Annual Examination		Assessment: Art File

