

**D.A.V. PUBLIC SCHOOL**  
**UPPAL'S SOUTHEND**  
**SECTOR 49, GURUGRAM**



**ACADEMIC PLANNER**  
**2023-2024**

## TABLE OF CONTENTS

	SUBJECT	PAGE NUMBER
1	ENGLISH	1
2	HINDI	14
3	SANSKRIT	26
4	MATHEMATICS	40
5	SCIENCE	55
6	SOCIAL SCIENCE	72
7	MORAL EDUCATION	85

# ACADEMIC PLANNER 2023-2024

## CLASS – VI ENGLISH

### Learning Outcomes:

The students will be able to-

- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- use appropriate English to communicate in various social settings
- use language skills to question and to articulate their point of view
- build competence in the different registers of English
- develop sensitivity to, and appreciation of, other varieties of English, like Indian English, and the culture they reflect
- enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading
- facilitate self-learning to enable them to become independent learners
- review, organise and edit their own work and work done by peers
- build listening and speaking into the curriculum. At the end of this stage, learners will be able to do.

**Sub topic: Prose-** Vocabulary, plot, theme, message, characters, reference to context

**Poem-** Vocabulary, theme, message, about the poet, literary devices, rhyming scheme

**Integrated Grammar-** Editing, Omission, gap filling, jumbled words

**Writing Skills:** Message Writing/ Diary Entry/ Letter Writing, Email Writing, Advertisement

**Teaching Aid:** PPT, Text book, videos, flash cards, assignment, Microsoft Teams, Jam Board, Story Board, White Board

**Assessment Strategy:** Student Reflection Checklist, Mind Map, Quiz, Group Discussion, Oral Test, Pen and Paper Test, Graphic Organiser, Google Forms, Padlet, Quizzes

## APRIL

### Learning outcomes-

#### Vocabulary Enhancement:

#### Feeling words and Idioms

(Periods-3)

The student are able to :-

- express themselves.
- improve vocabulary skills.
- use idioms and feeling words.

**Skill Enhanced:** vocabulary skills, speaking skills, reading skills.

## Chapter-1 How Daddy Decided What he Wanted to be (Alexander Raskin)

(Periods-3)

### Learning outcomes-

The students are able to:-

- understand and comprehend the text.
- understand that it is important to choose one profession- first of all we have should be a good human being.
- summarize the text properly

**Skill Enhanced:** Social skills, reading skills, speaking skills.

### Practice Book

(Periods-4)

## Unit -1:Putting it together

### Learning outcomes-

The students are able to:-

- name and explain eight parts of speech
- determine parts of speech

### ACTIVITY 1

**Art Integration and Multiple Assessment:** Newspaper Activity



**Skill Enhanced:** Grammar skills, thinking-skills

**Learning outcomes:** The students are able to:-

- identify the parts of speech
- enhance their grammar skills

### Writing

### Diary Entry

(Periods-2)

### Learning outcomes-

- students practice and learn the format of Diary-entry.

- students are expressive and bring out their ideas in clear and grammatically correct English.
- students improve writing skills.

**Skills Enhanced:** creative skills, writing skills, critical thinking

## **Reader**

**(Periods 2)**

### **Unit 1 Celebration**

#### **Learning outcomes-**

- to enhance their reading skills
- to enhance their critical reading and analytical skills
- to enable them to respond and demonstrate visual interest in familiar characters and objects linked to the text

**Skill Enhanced:** Grammar skills, creative thinking.

## **MAY**

### **Literature Reader**

#### **Chapter-3 Leisure (poem) (W.H. Davies)**

**(Periods-2)**

#### **Learning outcomes-**

The students are able to :-

- understand how to utilize their free time.
- list five things you want to do but can't do because of lack of time.
- It is important to find time to enjoy the beauty of nature
- Poetic Device: Alliteration and simile and rhyming scheme, aabb.

**Skill Enhanced:** Poetic skills, speaking skills, verbal skills.

### **Chapter - 2 The White Elephant (Ruskin Bond)**

**(Periods-2)**

#### **Learning outcomes-**

The students are able to:-

- understand and comprehend the text.
- understand people's attitude towards caged animals.
- learn Collective nouns- a herd of elephant, band of trainers

**Skill Enhanced:** Social skill, public-speaking skill, critical thinking

### Unit-3- Determiners

(Periods-3)

#### Learning outcomes-

- To make students learn about kinds of determiners and their uses.
- To enable the students to use them correctly in sentences.



**Skill Enhanced:** Grammar skills, communication skills.

**July**

### Chapter- 4 My Experiments with Truth (M.K. Gandhi )

(Periods-3)

#### Learning outcomes-

- Students understand that all human beings make mistakes, but the best of the people learn from their mistakes and improve.
- Students understand that we learnt from our mistakes.
- Students understand the importance of good handwriting.

#### ACTIVITY 2

**Art Integration & Multiple Assessment Activity: Poster- Making:** The students will make a poster of a book which inspired them the most.

**Skill Enhanced:** social skills, reading skills, analytical skills.

**Learning Outcomes:** The students are able to:-

- enhance their knowledge and vocabulary
- develop love for books

#### Practice Book

### Unit-4 – Regular Irregular Verbs

(Periods-4)

#### Learning outcomes-

- learn about regular and irregular verbs.
- students use them correctly in sentences.

**Skill Enhanced:** Grammar skill, vocabulary skill.

## **Writing**

### **Guided Composition**

**(Periods-2)**

#### **Learning outcomes-**

- To make students practice and learn to write a guided composition
- To enable the students to become expressive and bring out their ideas in clear and grammatically correct English
- To improve students' writing skills.

**Skill Enhanced:** Writing skills, speaking proficiency, creative writing.

## **Reader**

### **Unit-2- Hobbies**

**(Periods-2)**

#### **Learning outcomes-**

- enhance their reading skills
- enhance their critical reading and analytical skills
- enable them to respond and demonstrate visual interest in familiar characters and objects linked to the text
- learners are aware about the importance of having a hobby.

**Skill Enhanced:** Speaking skills and analytical skill.

### **Unit-3- Thrill in School Life**

**(Periods-2)**

#### **Learning outcomes-**

- enhance their reading skills.
- enhance their critical reading and analytical skills.
- enable them to respond and demonstrate visual interest in familiar characters and objects linked to the text.
- the learners are aware about the importance of school.

## **ACTIVITY 3**

**Art Integration & Multiple Assessment Activity:** Students will speak on the topic 'Importance of school'.

**Learning Outcomes:** The students are able to:-

- strengthen their vocabulary
- speak confidently

**Skill Enhanced:** Reading skills, speaking skills and analytical skills.

## August

### Literature Reader

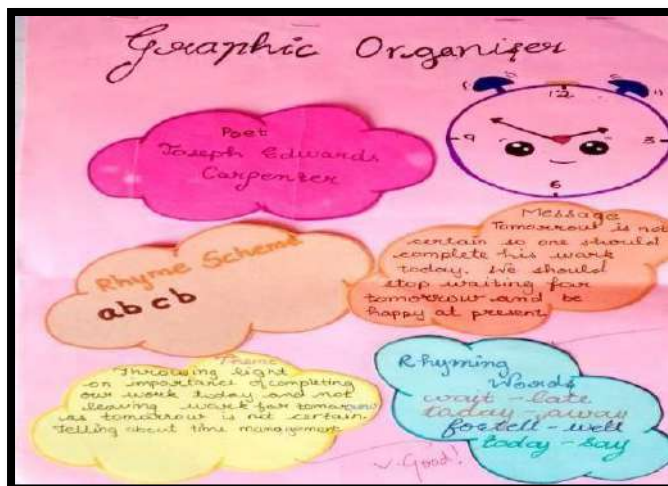
#### Chapter -5 Today and Tomorrow (poem) (J.E. Carpenter)

(Periods-2)

##### Learning outcomes-

- Poem highlights the importance of time.
- Rhyme scheme of the poem.
- Poetic device: Alliteration.

**Skill Enhanced:** Critical thinking and creativity



### Practice Book

#### Unit-7: Tenses (Part 1,2)

(Periods-5)

##### Learning outcomes-

The students are able to :-

- understand simple, continuous, perfect and perfect continuous forms of the past, present and future tenses of verbs.
- use them correctly in sentences.

**Skills Enhanced:** Grammar skills, communication skill.

### Writing

#### Drafting Advertisement

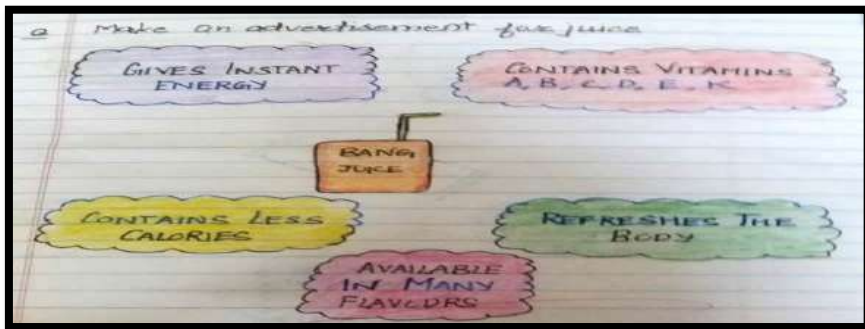
(Periods-2)

##### Learning outcomes-

- students practice and learn to formulate advertisement.
- students become expressive and bring out their ideas in clear and grammatically correct English.
- students improve writing skills

**Skills Enhanced:** Writing skills, creative writing.





## SUBJECT ENRICHMENT ACTIVITY

### ACTIVITY 4

Informative Videos are shown and Role plays are conducted to assess the Listening and Speaking skills of the students.

#### Learning outcomes:

The students are able to:-

- enhance their concentration power
- increase their academic understanding

**Skills enhanced:** Listening, Communication, Adaptability and Interpersonal skills

## September

### TERM-1

**Reading Section :** Unseen Passage (Discursive and Factual)

**Writing Section :** Diary Entry, Guided Composition, Drafting Advertisement

**Grammar Section :** Putting it Together, Regular Irregular Verbs, Subject-Verb Agreement, Determiners, Tenses(Part-1), Tenses( Part-2),

**Literature Section :** How Daddy Decided What he Wanted to be, The White Elephant, Leisure, My Experiment with Truth, Today and Tomorrow,

**Reader :** Unit-I, Unit-II, Unit-III

## October-November

### Literature Reader

#### Chapter-7 Bharat Desh (Subramaniam Bharti)

(Periods-3)

#### Learning outcomes-

- Students know about national heroes and their work.
- Poetic Devices: Alliteration- 'Our ships shall sail across the high seas'
- Metaphor- 'We shall set up schools all sacred temples for us'
- Expectations from young generation: work for betterment of country.

**Skill Enhanced:** Social skills, creative thinking

**Chapter-9 Our Trees (poem) (David Harmer)**

**(Periods-3)**

**Learning outcomes-**

The students are able to:-

- Importance of Trees in our life
- Growing of a tree- growth and death. Contrast-chopped in ten minutes.
- Poetic Devices: Personification, Simile.

**ACTIVITY 5**

**Art Integration & Multiple Assessment Activity: Posters:** The students will make a colourful poster on the topic “Save Trees” with a slogan.

**Skills Enhanced:** Writing skills, creative thinking.

**Learning Outcome:** The students are able to:-

- enhance their knowledge and vocabulary
- make creative posters

**Practice Book**

**Unit-8 Modals**

**(Periods-4)**

**Learning outcomes-**

- Learn about the correct usage of Modals.
- Students are able to differentiate between the modals used for possibility, obligation and necessity by identifying these types of modals in the languages around them.
- Students are able to demonstrate an ability to reason deductively using modal forms.

**Skill Enhanced:** Grammar skills, LSRW skills.

**Unit-9 Conditionals**

**(Periods-3)**

**Learning outcomes:**

- Students will learn how to form and use conditional sentences.
- Students will differentiate between all four forms of conditionals.
- Students will demonstrate an ability to understand the relation between tenses and conditionals.

**Skills Enhanced:** Grammar skills, writing skills

## **Writing**

### **Email writing**

**(Periods-3)**

#### **Learning outcomes-**

The students are able to:-

- practice and learn the format of E-mail.
- to become expressive and bring out their ideas in clear and grammatically correct English.
- to improve writing skills.

**Skills Enhanced:** Writing skills, interpersonal skills.

## **Reader**

### **Unit-4- Performing Arts**

**(Periods-2)**

#### **Learning outcomes-**

- students enhance their reading skills.
- students enhance their critical reading and analytical skills.
- Students are able to respond and demonstrate visual interest in familiar characters and objects linked to the text.
- learners become aware about the importance of creative arts.

**Skills Enhanced:** Reading skills and analytical skills.

### **Unit -5 Vacation Time**

**(Periods-2)**

#### **Learning outcomes-**

The students are able to :-

- to enhance their reading skills.
- to enhance their critical reading and analytical skills.
- to respond and demonstrate visual interest in familiar characters and objects linked to the text.
- to make the learners aware about the importance of vacations.

## **ACTIVITY 6**

**Art Integration & Multiple Assessment Activity:** Students will write a letter on vacation and their plans how to spend their vacation.

**Skills Enhanced:** Reading skills, writing skills and analytical skills.

**Learning Outcomes:** Writing skill, creative thinking

**Literature Reader**

**Chapter-10 Attila (R.K. Narayan)**

**(Periods-3)**

**Learning outcomes-**

- Qualities of a good watch dog.
- An unusual dog and its qualities
- Phrasal verbs: broke into, got on, came up.
- Different ways of walking: totter, stagger, stroll, wander, stride etc.

**Skills Enhanced:** Critical thinking, writing skills.

**Chapter 11: The Case of Copied Question Paper(play) (Arthur Conan Doyle) (Periods-3)**

**Learning outcomes-**

- Qualities of a good detective-Mr. Holmes
- Role play of the play.
- Character sketch of Gilchrist, Bannister and Mr. Holmes
- Clues that helped Mr. Holmes solve the case.

**ACTIVITY 6**

**Art Integration & Multiple Assessment Activity: Be an Investigation Officer:** Students will write five questions that they would ask the suspects.

**Skills Enhanced:** analytical skills, reading skills

**Chapter - 6 The Helpful Young Man**

**(Periods-3)**

**Learning outcomes-**

The students are able to understand that:-

- Goodness never goes unrewarded.
- Relationship between father and sons.
- Qualities of young man enabled him to conquer the princess.
- Helpfulness of the animals towards the young man.
- Strange condition laid down by the princess.

**Skill Enhanced:** Social skills, reading skills.

**Learning outcomes:**

- Stage performance, role play.
- Character sketch of Rupa.
- Story of Rama
- Using presence of mind and realizing our capabilities

**Skill Enhanced:** Social skills, speaking skills.

**Practice Book****Editing, Omitting and Jumbled words****(Periods-2)****Learning outcomes-**

- Students learn how to identify an error in a sentence and write the correct word.
- Students learn how to rewrite a meaningful sentence by arranging the jumbled words.

**Skill Enhanced:** Grammar and writing skills.

**Passive Voice****(Periods-4)**

The students are able to :-

- understand the correct usage of active/passive.
- differentiate active and passive voice.
- to rewrite the sentence changing the voice from active to passive and vice-versa.

**Art Integration:** Process writing.

**Skill Enhanced:** Grammar skills, writing skills.

**Writing****Informal Letter****(Periods-2)**

The students are able to :-

- practice and learn the format of Informal letter.
- become expressive and bring out their ideas in clear and grammatically correct English
- improve writing skills.

**Art Integration:** Letter Writing

**Skill Enhanced:** Writing skills, critical thinking.

## Notice Writing

(Periods-2)

### Learning outcomes-

- to make students practice and learn to write a notice
- to enable the students to become expressive and bring out their ideas in clear and grammatically correct English
- to improve students' writing skills.

**Skill Enhanced:** Writing skills, interpersonal skills.

## SUBJECT ENRICHMENT ACTIVITY

### ACTIVITY 7

Informative Videos are shown and Role plays are conducted to assess the Listening and Speaking skills of the students.

### Learning outcomes:

The students are able to:-

- strengthen their vocabulary
- improve their concentration and memory

**Skills enhanced:** Listening, Communication, Time management and Team building skills

## Message Writing

(Periods-2)

### Learning outcomes-

- students practice and learn the format of Message.
- students become expressive and bring out their ideas in clear and grammatically correct English.
- students improve students' writing skills.

**Skill Enhanced:** Writing skills, communication skills.

## Reader

### Unit-6: Tinsel World

(Periods-2)

### Learning outcomes-

The students are able to :-

- enhance their reading skills.
- enhance their critical reading and analytical skills.
- to respond and demonstrate visual interest in familiar characters and objects linked to the text.
- understand the importance of film for a student.

**Skill Enhanced:** Creative thinking, presentation and analytical skills.

## **FEBRUARY**

- ASSESSMENT OF SPEAKING AND LISTENING
- REVISION

### **TERM – 2**

**Reading Section** : Unseen Passage (Factual & Discursive)

**Writing Section** : Email Writing, Informal Letter, Message Writing

**Grammar Section** : Modals, Conditionals, Editing, Omitting, Jumbled words, The Passive Voice

**Literature Section** : Bharat Desh, Hanuman and I, Our Trees, Attila, The Case of Copied  
Question paper, The Helpful Young Man

**Reader** : Unit-IV, Unit -V, Unit- VI

**डी. ए. वी. पब्लिक स्कूल सेक्टर-49 उप्पल साउथएंड, गुरुग्राम**

**वार्षिक पाठ्यक्रम योजना 2023-2024**

**कक्षा - छठी, विषय - हिंदी**

**प्रथम सत्र**

**अप्रैल**

**पाठ - 1 साथी हाथ बढ़ाना**

**संभावित कालांश - 6**

**उपविषय:**

- उच्चारण एवं तुकांत शब्द

**सह शिक्षण सामग्री:** पाठ्य पुस्तक(ज्ञानसागर), ई बोर्ड, श्यामपट्ट, चाक, झाड़न, अभ्यास अधिन्यास।

**मूल्यांकन पद्धति:** आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, समूह चर्चा, कक्षा परीक्षा।

**कौशल वृद्धि:** सामाजिक कौशल, सामंजस्य।

**कला संयोजन:** कविता गायन।

**अधिगम प्राप्ति:**

- विद्यार्थी मेहनत और मिल-जुलकर कार्य करने के महत्त्व को समझ गए और उन्हें मुश्किल परिस्थितियों में भी हिम्मत से काम करने की प्रेरणा मिली।

**पाठ - 2 चिट्ठी के अक्षर**

**संभावित कालांश - 7**

**उपविषय:** अनुस्वार एवं अनुनासिक

**सह शिक्षण सामग्री:** पाठ्य पुस्तक(ज्ञानसागर), ई बोर्ड, श्यामपट्ट, चाक, झाड़न, अभ्यास अधिन्यास।

**मूल्यांकन पद्धति:** आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, कक्षा परीक्षा।

**कौशल वृद्धि:** सामाजिक कौशल, समस्या समाधान।

**कला संयोजन:** अखिलेश शर्मा तथा महिपाल सिंह के बीच संवाद अभिनय, महिपाल सिंह के चरित्र-चित्रण का शिक्षण आरेख।

- बाएँ हाथ से पाँच वाक्य लिखकर अपना अनुभव बताइए।

**अपेक्षित अधिगम प्राप्ति:**

- विद्यार्थी विषम परिस्थितियों में भी साहस से कार्य करना सीख पाए।



- विद्यार्थी मेहनत के बल पर लक्ष्य को प्राप्त करने लिए प्रेरित हो पाए।

## संवाद लेखन

संभावित कालांश : 1

सह शिक्षण सामग्री -

- अभ्यास अधिन्यास।

मूल्यांकन पद्धति:- कक्षा परीक्षा।

कौशल वृद्धि :- लेखन कौशल, रचनात्मक कौशल।

अपेक्षित अधिगम प्राप्ति -

- विद्यार्थियों में संवाद लेखन की क्षमता विकसित हो पाएगी।

पाठ - 3 बरसते जल के रूप अनेक

संभावित कालांश - 7

उपविषय: संज्ञा व भेद

सह शिक्षण सामग्री: पुस्तक (ज्ञानसागर), ई बोर्ड, अभ्यास अधिन्यास, श्यामपट्ट, चाक, झाड़न आदि।

मूल्यांकन पद्धति: आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, कक्षा परीक्षा।

कौशल वृद्धि: तार्किक क्षमता, विश्लेषणात्मक कौशल।

कला संयोजन: वर्षा ऋतु का चित्रांकन कीजिए।

- जल संरक्षण पर एक स्लोगन बनाइए और रंगों व चित्रों से उसे सजाइए।

अधिगम प्राप्ति :

- विद्यार्थी बरसते जल के विभिन्न रूपों के बारे में जानकारी प्राप्त कर पाए।
- विद्यार्थियों को जल का सदुपयोग करने की प्रेरणा मिली।

## पत्र लेखन (अनौपचारिक)

संभावित कालांश : 1

सह शिक्षण सामग्री -

- अभ्यास अधिन्यास।

मूल्यांकन पद्धति:- कक्षा परीक्षा।

कौशल वृद्धि :- लेखन कौशल।

अपेक्षित अधिगम प्राप्ति -

- विद्यार्थियों में पत्र लेखन की क्षमता विकसित हो पाएगी।

## जून

### पाठ - 4 पुरस्कार

संभावित कालांश -7

**उपविषय:** सर्वनाम व भेद

**सह शिक्षण सामग्री:** पुस्तक (ज्ञानसागर), ई बोर्ड, अभ्यास अधिन्यास, श्यामपट्ट, चाक, झाड़न आदि।

**मूल्यांकन पद्धति:** आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, समूह चर्चा, कक्षा परीक्षा।

**कौशल वृद्धि:** सामाजिक कौशल, समस्या समाधान एवं सूझबूझ।

**कला संयोजन:** नाट्य-मंचन, सत्यपाल और चंचल की चारित्रिक विशेषताओं का तुलनात्मक आरेख।

- सत्यपाल द्वारा अखबार बेचना और उसे प्रथम पुरस्कार मिलना- इन दोनों घटनाओं में से किसी एक घटना को चित्र के माध्यम से प्रस्तुत कीजिए।



**अधिगम प्राप्ति:**

- विद्यार्थियों को ईमानदारी और सच्चाई के रास्ते पर चलने की प्रेरणा मिली।
- विद्यार्थियों में अपने से बड़ों और छोटों के प्रति प्रेम भावना का विकास हुआ।

### पाठ - 5 सीखो (केवल पठन हेतु)

सभी पाठों का अभ्यास (अभ्यास सागर)

### चित्र वर्णन

संभावित कालांश : 1

**सह शिक्षण सामग्री -**

- अभ्यास अधिन्यास।

**मूल्यांकन पद्धति:-** कक्षा परीक्षा।

**कौशल वृद्धि :-** लेखन कौशल, रचनात्मकता ।

**अपेक्षित अधिगम प्राप्ति -**

- विद्यार्थियों में चित्र वर्णन की क्षमता विकसित हो पाएगी।

**जुलाई**

**पाठ - 6 अनोखा वरदान**

**संभावित कालांश - 7**

**उपविषय:** विशेषण

**सह शिक्षण सामग्री:** पुस्तक (ज्ञानसागर), कहानी सुनाना, ई बोर्ड, अभ्यास अधिन्यास, श्यामपट्ट, चाक, झाड़न आदि।

**मूल्यांकन पद्धति:** आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, समूह चर्चा, कक्षा परीक्षा, बहिर्गमन प्रपत्र(एग्जिट कार्ड)।

**कौशल वृद्धि:** तार्किक क्षमता, सामाजिक कौशल, समस्या समाधान।

**कला संयोजन:** नाट्य-मंचन।

- 'अनोखा वरदान' कहानी में नौजवानों द्वारा माँगे गए वरदानों को क्रम से लिखिए तथा उसका चित्र भी बनाइए या चिपकाइए।



**अधिगम प्राप्ति :**

- विद्यार्थियों को अपनी बुद्धि का यथासमय उचित प्रयोग करने की प्रेरणा मिली।
- विद्यार्थियों में मुसीबत में फँसे लोगों की मदद करने का भाव जाग्रत हुआ।

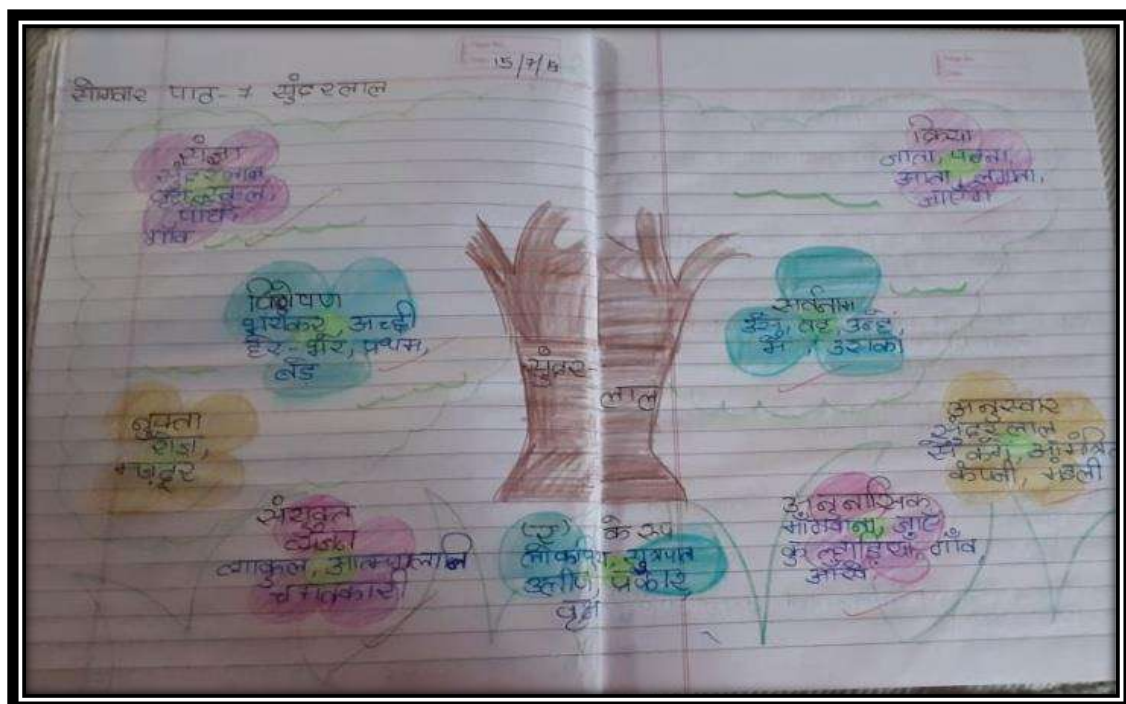
**पाठ - 7 सुन्दरलाल**

**उपविषय:** 'र' के विभिन्न रूप

**मूल्यांकन पद्धति:** आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, समूह चर्चा, कक्षा परीक्षा।

**कौशल वृद्धि:** तार्किक क्षमता, सामाजिक कौशल, पर्यावरण के प्रति संवेदनशीलता।

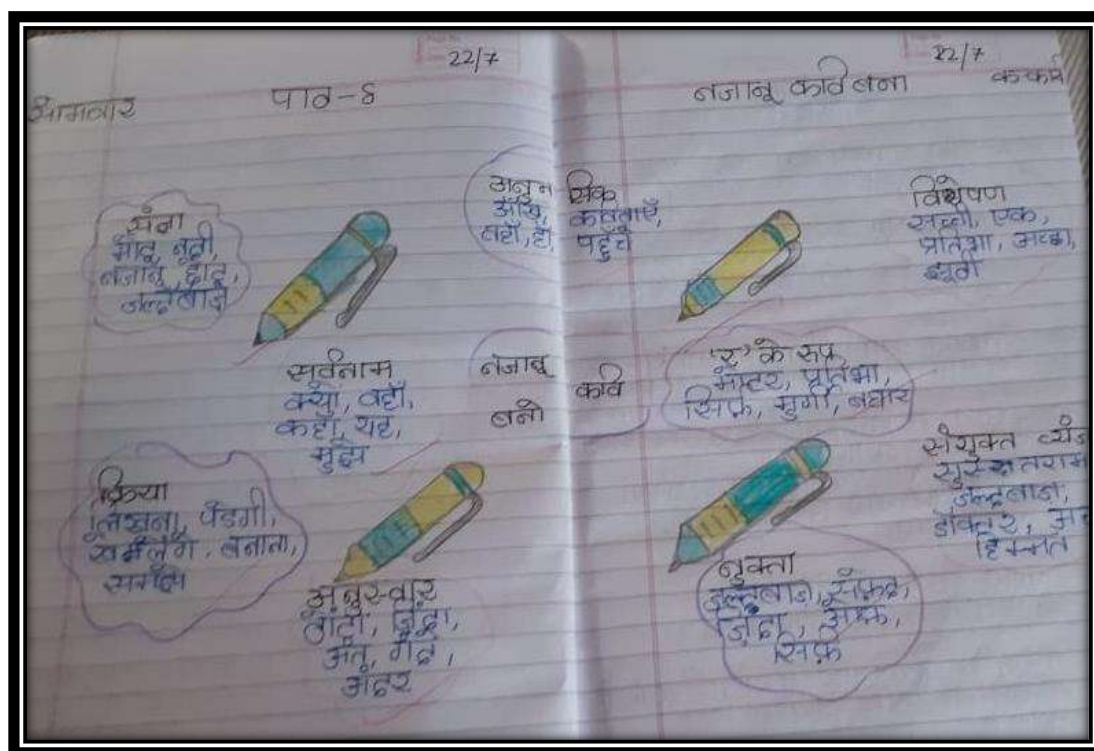
**कला संयोजन:** 'तरु रक्षण एवं वृक्षारोपण' पर एक आकर्षक विज्ञापन का निर्माण।



- विद्यार्थियों को पेड़-पौधों का संरक्षण करने की प्रेरणा मिली।
- विद्यार्थियों यह जान पाए कि पेड़-पौधों का हमारे जीवन में क्या महत्व है।

कौशल वृद्धि: सृजनात्मकता, रचनात्मकता।

कला संयोजन: पाठ 'नजानू कवि बना' का नाट्य-मंचन कीजिए, दोस्तों पर स्वरचित कविता।



### अधिगम प्राप्ति :

- विद्यार्थियों को सृजनात्मक लेखन करने की प्रेरणा मिली।
  - विद्यार्थियों यह जान पाएँ कि हास्य-विनोद का हमारे जीवन में क्या महत्व है।
- सभी पाठों का अभ्यास (अभ्यास सागर)

### अनुच्छेद लेखन

संभावित कालांश : 1

सह शिक्षण सामग्री -

- अभ्यास अधिन्यास।

मूल्यांकन पद्धति:- कक्षा परीक्षा।

कौशल वृद्धि :- लेखन कौशल।

अपेक्षित अधिगम प्राप्ति -

- विद्यार्थियों में अनुच्छेद लेखन की क्षमता विकसित हो पाई।

अगस्त

पाठ - 9 दोहे

उपविषय: अनेकार्थी शब्द

**सह शिक्षण सामग्री:** पुस्तक (ज्ञानसागर), ई बोर्ड, अभ्यास अधिन्यास, श्यामपट्ट, चाक, झाड़न आदि।

**मूल्यांकन पद्धति:** आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, कक्षा परीक्षा।

**कौशल वृद्धि :** सामाजिक कौशल, व्यावहारिक कौशल।

**कला संयोजन:** दोहा-गायन, किन्हीं दो दोहों का चित्रांकन।

**अधिगम प्राप्ति :** विद्यार्थी परोपकार, प्रेम, भाईचारा, मित्रता आदि नैतिक मूल्यों को जीवन में अपना पाए।

- विद्यार्थी दोहों के मूल भाव पर चिंतन करेंगे और मीठी वाणी के महत्व को समझ पाए।

## विज्ञापन लेखन

संभावित कालांश : 1

सह शिक्षण सामग्री -

- अभ्यास अधिन्यास।

**मूल्यांकन पद्धति:-** कक्षा परीक्षा।

**कौशल वृद्धि :-** लेखन कौशल, रचनात्मक कौशल।

**अपेक्षित अधिगम प्राप्ति -**

- विद्यार्थियों में विज्ञापन लेखन की क्षमता विकसित हो पाई।

पाठ - 10 पोंगल

**उपविषय:** काल

**सह शिक्षण सामग्री:** पुस्तक (ज्ञानसागर), ई बोर्ड, अभ्यास अधिन्यास, श्यामपट्ट चाक, झाड़न आदि।

**मूल्यांकन पद्धति:** आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)।

**कौशल वृद्धि:** सामाजिक कौशल, व्यावहारिक कौशल, ज्ञानात्मक कौशल।

**कला संयोजन:** अपने किसी प्रिय त्योहार का चित्र बनाइए।

**अधिगम प्राप्ति :**

- विद्यार्थी हमारे देश में मनाए जाने वाले विभिन्न त्योहारों के बारे में जान पाएँ।
- विद्यार्थियों में त्योहारों के माध्यम से एकता, सहयोग, संस्कृति के प्रति प्रेम आदि नैतिक मूल्यों का विकास हुआ।

- सभी पाठों का अभ्यास (अभ्यास सागर)

सितम्बर

पाठ्यक्रम पुनरावृत्ति एवं प्रथम सत्रीय परीक्षा

अक्टूबर

पाठ - 11 तेनालीराम ने चोरों को उल्लू बनाया

(केवल पठन के लिए)

पाठ - 12 दस आमों की कीमत

उपविषय: नुक्ता का प्रयोग

सह शिक्षण सामग्री: पुस्तक, ई बोर्ड, श्यामपट्ट, अभ्यास अधिन्यास, चाक, झाड़न आदि।

मूल्यांकन पद्धति: आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, कक्षा परीक्षा।

कौशल वृद्धि: व्यावहारिक कौशल, ज्ञानात्मक कौशल, चिंतन कौशल।

कला संयोजन: आपके पिताजी और आपके बीच गृहकार्य को लेकर हुई बातचीत को संवाद अभिनय के माध्यम से बताइए।

अधिगम प्राप्ति :

- विद्यार्थियों को 'काम के समय काम और खेल के समय खेल' की प्रेरणा मिली।
- विद्यार्थी अपने जीवन में परिश्रम के महत्व को समझ पाए।
- सभी पाठों का अभ्यास (अभ्यास सागर)

पाठ - 13 अनौखी दौड़

उपविषय: उपसर्ग

सह शिक्षण सामग्री: पुस्तक(ज्ञानसागर), ई बोर्ड , श्यामपट्ट, अभ्यास अधिन्यास, चाक, झाड़न,

<https://youtu.be/Ou1XCagu2mg>, <https://youtu.be/wqjlcSO0eik> आदि।

मूल्यांकन पद्धति: आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)।

कौशल वृद्धि: व्यावहारिक कौशल, सामाजिक कौशल।

कला संयोजन: अंतर्राष्ट्रीय स्तर के खिलाड़ियों के चित्र लेकर एक आकर्षक कॉलाज बनाइए।

अधिगम प्राप्ति:

- विद्यार्थियों में प्रेम, विश्वास, एकता, मदद आदि नैतिक गुणों का विकास हुआ।

- विद्यार्थियों में खेल भावना का विकास हुआ।
- सभी पाठों का अभ्यास (अभ्यास सागर)

### नवम्बर

#### पाठ - 14 एक रोमांचक यात्रा

**उपविषय:** कारक

**सह शिक्षण सामग्री:** पुस्तक, ई बोर्ड, श्यामपट्ट, अभ्यास अधिन्यास, चाक, झाड़न आदि।

**मूल्यांकन पद्धति:** आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)।

**कौशल वृद्धि:** व्यावहारिक कौशल, सामाजिक कौशल, ज्ञानात्मक कौशल।

**कला संयोजन:** अपनी किसी पहाड़ी रोमांचक यात्रा का चित्र सहित वर्णन कीजिए। (स्थान, भाषा, खान-पान, रहन-सहन, वेशभूषा, अविस्मरणीय अनुभव)

**अधिगम प्राप्ति:**

- विद्यार्थी जवाहर लाल नेहरू की एक रोमांचक यात्रा के बारे में जान पाए।
- विद्यार्थी कठिन-से कठिन कार्य को साहस और आत्मविश्वास के साथ कर पाने के लिए प्रेरित हुए।

#### पाठ- 15 परिश्रम

**उपविषय:** समरूपी भिन्नार्थक शब्द

**सह शिक्षण सामग्री:** पुस्तक, ई बोर्ड, श्यामपट्ट, अभ्यास अधिन्यास, चाक, झाड़न आदि।

**मूल्यांकन पद्धति:** आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)।

**कौशल वृद्धि:** व्यावहारिक कौशल, सामाजिक कौशल।

**कला संयोजन:** कविता गायन।

**अधिगम प्राप्ति:**

- विद्यार्थी समझ पाए कि परिश्रम के द्वारा ही मनुष्य सफलता प्राप्त कर सकते हैं।
- विद्यार्थी परिश्रम के बल पर देश को प्रगति के पथ पर ले जाने के लिए प्रेरित हुए।

#### पाठ - 16 धान का महत्व



(केवल पठन के लिए)

- सभी पाठों का अभ्यास (अभ्यास सागर)

## दिसम्बर

### पाठ - 17 यात्रा और यात्री

संभावित कालांश -6

उपविषय: प्रत्यय

सह शिक्षण सामग्री: पुस्तक, ई बोर्ड, श्यामपट्ट, अभ्यास अधिन्यास, चाक, झाड़न आदि।

मूल्यांकन पद्धति: आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, कक्षा परीक्षा।

कौशल वृद्धि: व्यावहारिक कौशल, सामाजिक कौशल।

कला संयोजन: कविता गायन।

- प्रकृति की जिन चीजों से हमें निरंतर चलने की प्रेरणा मिलती है, उनके चित्र एकत्रित करके एक आकर्षक कॉलाज बनाइए।

अधिगम प्राप्ति:

- विद्यार्थियों को जीवन में नियम पालन करने की प्रेरणा मिली।
- विद्यार्थियों में कर्म पथ पर आगे बढ़ते हुए जीवन लक्ष्य को प्राप्त करने के भाव जागृत हुए।

### पाठ - 18 पंच परमेश्वर

संभावित कालांश - 7

उपविषय: क्रिया

सह शिक्षण सामग्री: पुस्तक(ज्ञानसागर), पाठ से संबंधित चलचित्र, अभ्यास अधिन्यास, ई बोर्ड, श्यामपट्ट, चाक, झाड़न आदि।

मूल्यांकन पद्धति: आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)।

कौशल वृद्धि: तार्किक कौशल, व्यावहारिक कौशल, सामाजिक कौशल।

कला संयोजन: नाट्य-मंचन।

- 'पंच परमेश्वर' कहानी में अंतिम दृश्य जब अलगू चौधरी जुम्मन के पक्ष में फैसला सुनाता है, उसे संवाद रूप में (कॉमिक के रूप में) लिखिए।

#### **अधिगम प्राप्ति:**

- विद्यार्थियों को सही समय पर सही न्याय करने की प्रेरणा मिली।
- विद्यार्थियों में प्रेम, एकता, न्यायप्रियता आदि के गुणों का विकास हुआ।
- सभी पाठों का अभ्यास (अभ्यास सागर)

#### **जनवरी**

**पाठ - 19** सिकंदर और साधु (केवल पठन हेतु)

**पाठ - 20** आया वसंत

**उपविषय:** विविध शब्द प्रयोग

**सह शिक्षण सामग्री:** पुस्तक(ज्ञानसागर), ई बोर्ड, श्यामपट्ट, अभ्यास अधिन्यास, चाक, झाड़न आदि।

**मूल्यांकन पद्धति:** आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, शिक्षण आरेख, कक्षा परीक्षा।

**कौशल वृद्धि:** ज्ञानात्मक कौशल, व्यावहारिक कौशल, सामाजिक कौशल।

**कला संयोजन:** कविता-गायन।

- 'आया वसंत' कविता के आधार पर वसंत ऋतु की सुंदरता का चित्रांकन कीजिए।

#### **अधिगम प्राप्ति:**

- विद्यार्थियों में पर्यावरण के प्रति प्रेम की भावना का विकास हुआ तथा पर्यावरण को संरक्षित करने की प्रेरणा मिली।
- विद्यार्थियों को वसंत ऋतु में होने वाले परिवर्तनों के बारे में जानकारी मिली।
- सभी पाठों का अभ्यास (अभ्यास सागर)

#### **फरवरी**

**पाठ्यक्रम पुनरावृत्ति एवं वार्षिक परीक्षा**

**बहुविध मूल्यांकन गतिविधि - 2023-2024**  
**(SUBJECT ENRICHMENT ACTIVITY)**

क्रम संख्या	गतिविधि	पाठ के पाठ	कौशल	अधिगम प्राप्ति
1	‘साथी हाथ बढ़ाना’ कविता को गाने के रूप में प्रस्तुत कीजिए।	साथी हाथ बढ़ाना	तार्किक चिंतन, कलात्मकता	विद्यार्थी समाज में सभी वर्गों के लिए एक समान सोच रखने एवं उनका सम्मान करना सीख पाए।
2	वर्षा-चक्र का चित्र बनाकर जल के महत्त्व पर एक नारा लिखिए।	बरसते जल के जल के रूप अनेक	रचनात्मकता, कलात्मकता, तार्किक चिंतन	विद्यार्थी नारों के माध्यम से जीवन में जल का महत्त्व सीख पाए।
3	पौधा लगाते हुए अपना चित्र तथा आपको कैसा लगा, अपना अनुभव अपने शब्दों में लिखिए।	सुंदर लाल	तार्किक चिंतन, अभिव्यक्ति	विद्यार्थी अपने स्वयं के अनुभवों से जीवन उपयोगी वस्तुओं की उपयोगिता सीख पाए।
4	आप जिस राज्य से संबंध रखते हैं वहाँ का मुख्य व्यंजन बनाने की विधि चित्र सहित लिखिए।	पोंगल	कलात्मकता, अनुभव से सीखना	विद्यार्थी अपने मन के भावों को व्यक्त करने में सफल रहे।
5	आप अपने मित्र में कौन-कौन सी विशेषताएँ देखते हैं।	पञ्च परमेश्वर	तार्किक चिंतन, कल्पनाशीलता	विद्यार्थी अपनी कल्पना को मूर्त रूप दे पाए।

### **SUBJECT ENRICHMENT ACTIVITY (विषय संवर्धन गतिविधि)**

- श्रवण कौशल एवं वाचन कौशल

#### **पोर्टफोलियो**

- उत्तर पुस्तिका मूल्यांकन
- कक्षा में खेले जाने वाले मूल्यांकन खेल एवं अन्य गतिविधि

**विषयः - संस्कृतम्**  
**कक्षा- षष्ठी**  
**वार्षिक-परियोजना (2022-23)**  
**प्रथमसत्रम्**  
**अप्रैल**

**प्रथमः पाठः - पुरः पुरः प्रगच्छ रे** **संभावितकालांशाः – पञ्च**  
**उपविषयः-** वर्ण-विन्यासः, वर्ण-संयोजनम् च ।  
**सहायिका-सामग्री—** पाठ्यपुस्तकम्, चार्टपत्रम्, अधिन्यासः, चित्राणि इत्यादयः ।  
**मूल्याङ्कनविधिः-** प्रश्नोत्तरविधिना, अभ्यासपत्रैः, कक्षा-परीक्षा माध्यमेन ।  
**कौशलानि -** चिन्तनशक्तेः वर्धनम्, उच्चारणे स्पष्टता, वाचन-लेखन-गायन कौशलानि इत्यादयः ।  
**कला-एकीकरणम् –** ‘सामूहिकगीतगायनम्’ माध्यमेन संस्कृतभाषायां रुचिर्वर्धनम् ।  
**अधिगम-प्राप्तिः-** छात्राणां शब्दकोशस्य विकासः भविष्यति । चिन्तनशक्तेः वर्धनम्, नूतनशब्दानां ज्ञानेन शब्दकोषस्य वृद्धिः । वाक्यनिर्माणे कुशलता इत्यादि ।

**द्वितीयः पाठः - मम प्रिय विद्यालयः** **संभावितकालांशाः – पञ्च**  
**उपविषयः-** सप्तककाराणां (किम्, कुत्र, कदा, कथम्, कति, किमर्थम्, कथम्) ज्ञानम्, सर्वनामशब्दानां ज्ञानम् ।  
**सहायिका-सामग्री—** पाठ्यपुस्तकम्, चित्राणि, अधिन्यासः, अभ्यासः, इत्यादयः ।  
**मूल्याङ्कनविधिः-** अभ्यासपत्रैः, कक्षा-परीक्षा ।  
**कौशलानि –** चिन्तनशक्तेः वर्धनम्, उच्चारणे स्पष्टता, विद्यालये छात्राः विविध-क्रियाकलापाः कुर्वन्ति यैः तेषां छात्राणां व्यक्तित्वस्य निर्माणम् भवति । अस्मिन् विषये ते चिन्तनं करिष्यन्ति ।  
**कला-एकीकरणम् –** विद्यालये विभिन्नानां प्रकोष्ठानां संस्कृतभाषायां निर्देशभित्तिपत्रस्य निर्माणम् ।  
**अधिगम-प्राप्तिः-** छात्राणां शब्दकोशस्य विकासः भविष्यति । चिन्तनशक्तेः वर्धनम्, वाक्यनिर्माणे कुशलता इत्यादि ।

**संख्याः 1-30 (1-4 त्रिषु लिङ्गेषु)** **संभावितकालांशाः – द्वौ**  
**उपविषयः-** संख्यानां लिंगज्ञानम् ।  
**सहायक-सामग्री –** अभ्यासपत्रम्, आदर्शप्रश्नपत्रम् ।  
**मूल्याङ्कनविधिः-** आत्मनिरीक्षणसूची, माइंड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः, अधिन्यासे चर्चा प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि- शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः, स्मरणकौशलस्य वर्धनम् ।

कला-एकीकरणम् – सम-विषमसंख्यानां पृथक्-पृथक् रूपेण चार्टनिर्माणम् ।

अधिगम-प्राप्तिः - संस्कृते संख्यां वक्तुं समर्थाः भविष्यन्ति ।

कारक-चिह्नानि

संभावितकालांशाः – त्रयः

उपविषयः:- कारकचिह्नानां ज्ञानम् ।

सहायक-सामग्री – अभ्यासपत्रम्, आदर्शप्रश्नपत्रं, अधिन्यासः ।

मूल्याङ्कनविधिः:- कक्षा-परीक्षा, अधिन्यासे चर्चा प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि- चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः, स्मरणकौशलस्य वर्धनम् ।

कला-एकीकरणम्- कारकवृक्षस्य (चित्रमाध्यमेन) निर्माणम् ।

अधिगम-प्राप्तिः - कारकाणां ज्ञानेन वाक्यप्रयोगः ज्ञास्यन्ति ।

धातुरूपाणि-, (चतुर्षु लकारेषु)

संभावितकालांशौ – त्रयः

उपविषयः भू, पठ्, लिख्, (चतुर्षु लकारेषु) ।

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम्

मूल्याङ्कनविधिः - माइंड मैप, कक्षा-परीक्षा, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः ।

कला-एकीकरणम्- धातुरूपाणां जी.ओ निर्माणम् ।

अधिगम-प्राप्तिः – समुचित समये समुचित धातुरूपाणां चयनं कर्तुं पारयन्ति छात्राः क्रियापदस्य समुचित प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकासः भविष्यति । नूतनशब्दान् ज्ञास्यन्ति । वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

शब्दरूपाणि

संभावित-कालांशाः – त्रयः

उपविषयः - बालक, लता, राम इत्यादयः ।

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम् ।

मूल्याङ्कनविधिः:- वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि- स्वरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

कला-एकीकरणम् – शब्दरूपाणां चार्टनिर्माणम् ,जी.ओ. माध्यमेन कलाकौशलस्य वर्धनम् ।

अधिगम-प्राप्तिः – समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति ।

जून

तृतीयः पाठः- चत्वारि प्रियमित्राणि

संभावितकालांशाः –पञ्च

उपविषयः:- अस्मद्-युष्मद् सर्वनामशब्दस्य ज्ञानम् ।

सहायिका-सामग्री— संगणकपट्टः, पाठ्यपुस्तकम् , अधिन्यासः , इत्यादयः ।

मूल्याङ्कनविधिः:- प्रश्नोत्तरविधिः , कक्षा-परीक्षा , आत्मनिरीक्षणसूची, पी.पी.टी ।

<https://youtu.be/GZPrFENA3e8>

कौशलानि - उच्चारणे स्पष्टता ,तार्किकबुद्धेः विकासः ।

कला-एकीकरणम्- विभिन्न जीव-जन्तूनां चित्रलेपनं नांलेखनं च।

अधिगम-प्राप्तिः:- पशु-पक्षिणां शब्दानां ज्ञानम् । यथा पशु-पक्षिणां मध्ये प्रगाढ-मित्रता भवति ते अपि विपत्तिकाले परस्परं सहायतां कुर्वन्ति तथैव अस्माभिः अपि विपत्तिकाले परस्परं सहायतां करणीया ।

धातुरूपाणि- (चतुर्षु लकारेषु)

संभावितकालांशाः – त्रयः

उपविषयः - चल्, क्रीड्, वद् आदयः।

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम्

मूल्याङ्कनविधिः - माइंड मैप, कक्षा-परीक्षा, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः।

कला-एकीकरणम्- धातुरूपाणां जी.ओ निर्माणम् ।

अधिगम-प्राप्तिः – समुचित समये समुचित धातुरूपाणां चयनं कर्तुं पारयन्ति छात्राः क्रियापदस्य समुचित प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकासः भविष्यति | नूतनशब्दान् ज्ञास्यन्ति | वाक्यनिर्माणे समर्थाः भविष्यन्ति |

शब्दरूपाणि

संभावित-कालांशाः – त्रयः

उपविषयः - छात्र, बालिका, फलम् आदयः |

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम् |

मूल्याङ्कनविधिः- वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च |

कौशलानि- स्वरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः भविष्यन्ति |

कला-एकीकरणम्- शब्दरूपाणां जी.ओ निर्माणम् |

अधिगम-प्राप्तिः – समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति |

जुलाई

चतुर्थः पाठः- मधुराः श्लोकाः

संभावितकालांशाः – पञ्च

उपविषयः- शब्दरूपाणि ,कारकाणां परिचयः |

सहायिका-सामग्री— संगणकपट्टः, पाठ्यपुस्तकम् , अधिन्यासः इत्यादयः |

मूल्याङ्कनविधिः- प्रश्नोत्तरविधिः , कक्षा-परीक्षा , आत्मनिरीक्षणसूची, मांड ड मैप |

कौशलानि - उच्चारणे स्पष्टता ,चिन्तनशक्तेः विकासः, वाचन-लेखन- गायन कौशलानि इत्यादयः |

कला-एकीकरणम्- श्लोकानां सस्वर-गायनम् |

अधिगम-प्राप्तिः- सद्भावहारः यथा विद्या सर्वत्र हितकारी भवति | विद्या तथा च सद्भावहारः तेषां प्रगतिं करोति कीर्तिञ्च वितनोति |

धातुरूपाणि -

संभावितकालांशः-त्रयः

उपविषयः - नम्, दृश्, गम्, (चतुर्षु लकारेषु)।

सहायक-सामग्री - अधिन्यासः, जी.ओ, चार्टपत्रम्

मूल्याङ्कनविधिः - कक्षा-परीक्षा, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः।

कला-एकीकरणम्- धातुरूपाणां जी.ओ निर्माणम् ।

अधिगम-प्राप्तिः - समुचित समये समुचित धातुरूपाणां चयनं कर्तुं पारयन्ति छात्राः क्रियापदस्य समुचित प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकासः भविष्यति । नूतनशब्दान् ज्ञास्यन्ति।

लकार परिवर्तनम्

संभावित-कालांशः -त्रयः

उपविषयः - लट्, लोट्, लृट्, लङ् लकाराणां ज्ञानम् ।

सहायक-सामग्री - अधिन्यासः, चार्टपत्रम् ।

मूल्याङ्कनविधिः- वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि- स्मरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

कला-एकीकरणम्- समानवर्णस्य उत्तरलिखितानि वचनानां चित्राणि चित्वा समुचितैः प्रश्नैः सह मेलनम् ।

अधिगम-प्राप्तिः - समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति ।

वचन-परिवर्तनम्

संभावित-कालांशः -त्रयः

उपविषयः - एकवचनं, द्विवचनं बहुवचनं इत्येषां ज्ञानम् ।

सहायक-सामग्री - अधिन्यासः, चार्टपत्रम् ।

मूल्याङ्कनविधिः- वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।



कौशलानि- स्मरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः भविष्यन्ति।

कला-एकीकरणम्- वैकल्पिकरूपेण जी.ओ. निर्माणं कृत्वा कलाकौशलस्य वर्धनम् ।

अधिगम-प्राप्तिः – समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति । वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

चित्रवर्णनम्

संभावितकालांशाः – द्वौ

उपविषयः लकार,शब्दरूपाणि इत्यादीनां ज्ञानम्, रचनात्मक बुद्धेः विकासः ।

सहायक-सामग्री –चित्राणि , अधिन्यासः, जी.ओ, चार्टपत्रम् ।

मूल्याङ्कनविधिः- आत्मनिरीक्षण सूची, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि- स्मरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः ।

कला-एकीकरणम्- अपेक्षितोत्तरस्य पोस्टरनिर्माणेन वाक्यानां रिक्तस्थानानि पूर्तिः ।

अधिगम-प्राप्तिः – समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति । वाक्यनिर्माणं कर्तुं समर्थाः भवन्ति ।

अगस्त

पञ्चमः पाठः- जले अपि वसन्ति जीवाः

संभावितकालांशाः – पञ्च

उपविषयः – वचनम् ,धातुरूपाणि ,लिंगज्ञानम् (पुल्लिंगं) ।

सहायिका-सामग्री— संगणकपट्टः ,पाठ्यपुस्तकम्,अधिन्यासः ,चित्राणि इत्यादयः ।

मूल्याङ्कनविधिः- प्रश्नोत्तरविधिः , कक्षा-परीक्षा , आत्मनिरीक्षणसूची ।

कौशलानि - उच्चारणे स्पष्टता ,चिन्तनशक्तेः विकासः इत्यादयः ।

कला-एकीकरणम्- पाठान्तर्गताः आगताः जीव-जन्तूनां चित्रनिर्माणं नामानि अपि च लेखनं ।

अधिगम-प्राप्तिः- छात्राणां शब्दकोशस्य विकासः भविष्यति ।नूतनशब्दान् ज्ञास्यन्ति । वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

षष्ठः पाठः- वीरबालिका गुञ्जनसक्सेना

संभावितकालांशाः – पञ्च

उपविषयः – लङ्-लकारस्य ज्ञानं , स्त्रीलिंगशब्दानां ज्ञानम् ।

सहायिका-सामग्री— चार्टपत्रम्, संगणकपट्टः, पाठ्यपुस्तकम्, अधिन्यासः, इत्यादयः।  
मूल्याङ्कनविधिः— प्रश्नोत्तरविधिः, कक्षा-परीक्षा, आत्मनिरीक्षणसूची, अधिन्यासः।  
कौशलानि - चिन्तनशक्तेः वर्धनम्, उच्चारणे स्पष्टता, वाचन-लेखन-कौशलानि, देशभक्त्याः भावनायाः विकास इत्यादयः।  
कला-एकीकरणम्— गुञ्जन-सक्सेनावत् भारतवर्षे उत्पान्नाः प्रसिद्धाः ये महिलाः अनभवन्, तेषां नामानि चित्रसहितं निर्माणम्।  
अधिगम-प्राप्तिः— छात्राणां शब्दकोशस्य विकासः भविष्यति। नूतनधातुरूपां ज्ञास्यन्ति

धातुरूपाणि -

संभावितकालांशः – त्रयः

उपविषयः— स्था, पा, दृश्, नम् इत्यादयः (चतुर्षु लकारेषु)

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम्

मूल्याङ्कनविधिः - कक्षा-परीक्षा, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः।

कला-एकीकरणम्— धातुरूपाणां जी.ओ निर्माणम्।

अधिगम-प्राप्तिः— समुचित समये समुचित धातुरूपाणां चयनं कर्तुं पारयन्ति छात्राः क्रियापदस्य समुचित प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकासः भविष्यति। नूतनशब्दान् ज्ञास्यन्ति। वाक्यनिर्माणे समर्थाः भविष्यन्ति।

शब्दरूपाणि

संभावित-कालांशः – त्रयः

उपविषयः— एतत्, तत्, किम् (त्रिषु लिंगेषु)

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम्।

मूल्याङ्कनविधिः— आत्मनिरीक्षण सूची, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च।

कौशलानि— स्मरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः भविष्यन्ति।

कला-एकीकरणम्— जी.ओ निर्माणम्।

अधिगम-प्राप्तिः – समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति ।

अशुद्धिसंशोधनम्

संभावित-कालांशाः -त्रयः

उपविषयः लिंगज्ञानं ,वचनज्ञानं,शब्दुपाणां ज्ञानम् ।

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम् ।

मूल्याङ्कनविधिः- आत्मनिरीक्षण सूची, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि- स्मरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, , चिन्तनकौशलस्य

विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

कला-एकीकरणम् - अशुद्धस्य शब्दस्य स्थाने शुद्धशब्दस्य चित्रपोस्टर स्थापनम् ।

अधिगम-प्राप्तिः – समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति ।

## सितम्बर

अर्धवार्षिक परीक्षार्थं सम्पूर्णपाठ्यक्रमस्य पुनरावृत्तिः

### प्रथम-सत्रीय-पाठ्यक्रमः

पाठ- 1- पुरः पुरः प्र गच्छरे

पाठ- 2 मम प्रिय विद्यालयः

पाठ- 3 चत्वारि प्रियमित्राणि

पाठ- 4 मधुराः श्लोकाः

पाठ- 5 जले अपि वसन्ति जीवाः

पाठ- 6 वीरबालिका गुञ्जन-सक्सेना

- ☐ वर्ण-विन्यासः, वर्ण-संयोजनम्,
- ☐ संख्याः 1-30 (1-4त्रिषु लिङ्गेषु)
- ☐ लकार-परिवर्तनम्, वचन-परिवर्तनम्
- ☐ चित्रं दृष्ट्वा रिक्तस्थान पूर्तिः
- ☐ अशुद्धि-संशोधनम्

धातुरूपाणि— भू, पठ्, लिख्, चल्, क्रीड्, वद्, नम्, दृश्, गम्, स्था, पा (चतुर्षु लकारेषु)  
शब्दरूपाणि— बालक, लता, राम, छात्र, बालिका, फलम् मति, तत्, एतत्, किम् (त्रिषु लिङ्गेषु)  
गतिविधिः— श्लोकोच्चारणम्, श्रुतलेखश्च

### अक्टूबर

सप्तमः पाठः- प्रहेलिकाः

संभावितकालांशः— पञ्च

उपविषयः— उपसर्गः, अव्ययाः।

सहायिका-सामग्री— भित्तिपत्राणि, संगणकपट्टः, पाठ्यपुस्तकम्, अधिन्यासः, इत्यादयः।

मूल्याङ्कनविधिः— प्रश्नोत्तरविधिः, कक्षा-परीक्षा, अधिन्यासः।

कौशलानि— चिन्तनशक्तेः वर्धनम्, उच्चारणे स्पष्टता, वाचन-लेखन-कौशलानि केन प्रकारेण विभिन्न उदाहरणानां प्रयोगं कृत्वा प्रहेलिकानां रचना भविष्यति। अस्मिन् विषये सर्वे छात्राः चिन्तनं करिष्यन्ति।

कला-एकीकरणम्— प्रहेलिकायाः उचितं उत्तरस्य मूकाभिनयेन कक्षायां उत्तरप्राप्तिः, इत्यनेन विषये रुचिर्वर्धनम्।

अधिगम-प्राप्तिः— छात्राणां शब्दकोशस्य विकासः भविष्यति। छात्राः चिन्तनं कृत्वा प्रहेलिकानां उत्तराणि दास्यन्ति येन तेषां विचारात्मकं चिन्तनस्य विकासः भवति।

अष्टमः पाठः— धन्या मातुः महिमा

संभावितकालांशः— पञ्च

उपविषयः— शब्दरूपाणि।

सहायिका-सामग्री— चार्टपत्रम्, संगणकपट्टः, पाठ्यपुस्तकम्, अधिन्यासः, इत्यादयः।

मूल्याङ्कनविधिः— प्रश्नोत्तरविधिः, कक्षा-परीक्षा, अधिन्यासः।

कौशलानि— चिन्तनशक्तेः वर्धनम्, उच्चारणे स्पष्टता, वाचन-लेखन-कौशलम्, तार्किकबुद्धेः वर्धनम्।

कला-एकीकरणम्— जी.ओ. माध्यमेन मातुः गुणानां लेखनम्। मातुर्वत् कुटुम्बे अन्येषां सम्बन्धानां कुलवृक्षस्य निर्माणम्।



**अधिगम-प्राप्ति:-** – धन्या मातुः महिमा' पाठम् पठित्वा छात्राः स्वजीवने शिक्षां प्राप्स्यन्ते यत् माता एव जीवनस्य प्रथम-गुरुः भवति । भारतदेशे उत्पन्नाः वैज्ञानिकानां नामानि ज्ञातुं शक्यन्ते ।

संख्या

संभावितकालांशौ – द्वौ

**उपविषयः - 1-50**

**सहायक-सामग्री** – कक्षायां विद्यमानानि वस्तुनि, छात्राः, पुस्तकानि, अभ्यासपत्रम्, चित्राणि च।

**मूल्याङ्कनविधि:-** संख्या क्रीडा, अभ्यासपत्रैः च ।

**कौशलानि-** शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, स्मरणशक्तेः, तर्कशक्तेः आत्मविश्वासस्य च विकासः।

**कला-एकीकरणम्-** चार्ट उपरि संख्यासागरः इत्यनेन चित्रनिर्माणेन संख्यायाः ज्ञानम् ।



**अधिगम-प्राप्ति:-** – एकाग्रतायाः वर्धनम्, (संख्याक्रीडया) संख्या ज्ञानम्, समये तस्य प्रयोगश्च ।

### नवम्बर

नवमः पाठः- सिक्किमप्रदेशस्य सौन्दर्यम्

संभावितकालांशाः – पञ्च

उपविषयः:- लृटलकारस्य ज्ञानम् ,नपुंसकलिंग-शब्दानां ज्ञानम् ।

सहायिका-सामग्री— पाठ्यपुस्तकम् ,चित्राणि ,संगणकपट्टः,अधिन्यासः , इत्यादयः ।

मूल्याङ्कनविधिः:- प्रश्नोत्तरविधिः , कक्षा-परीक्षा ,अधिन्यासः ।

कौशलानि - प्रत्येक प्रदेशस्य स्वकीयमेव भिन्न-भिन्नं महत्वं , संस्कृतिः ,सौन्दर्यम् ,व्यञ्जनानि ,जीवन-शैल्यः , नृत्यानि , वस्त्राणि भवन्ति यत् अन्यप्रदेशात् विशेषं प्रस्थापयति ।

कला-एकीकरणम्- सिक्किम प्रदेशस्य वैशिष्ट्यस्य चित्रप्रदर्शनी माध्यमेन प्रदर्शनं यथा नृत्यम् ,भोजनम् ,प्राकृतिक सौन्दर्यम् इत्यादयः ।

अधिगम-प्राप्तिः:- – वाक्येषु प्रत्ययप्रयोगः नूतनशब्दज्ञानम्, भाषायां दक्षता । अस्माभिः सदैव नदीनां रक्षा कर्तव्यम् । कदापि नदीम् दूषितं नैव कर्तव्यम् यतोहि नद्याः एव अस्माकं जीवनं सुरक्षितं अस्ति ।

धातुरूपाणि -

संभावितकालांशः – त्रयः

उपविषयः – नी,जि(चतुर्षु लकारेषु) अस्, कृ(लट्,लृट्)

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम्

मूल्याङ्कनविधिः -कक्षा-परीक्षा, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः।

कला-एकीकरणम्- चार्टनिर्माणेन धातुरूपाणां ज्ञानम् ।

अधिगम-प्राप्तिः – समुचित समये समुचित त धातुरूपाणां चयनं कर्तुं पारयन्ति छात्राः क्रियापदस्य समुचित प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकासः भविष्यति । नूतनशब्दान् ज्ञास्यन्ति। वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

शब्दरूपाणि

संभावित-कालांशाः – त्रयः

उपविषयः - अस्मद्, युष्मद्, फलम्, लता,भानु,साधु आदयः ।

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम् ।

मूल्याङ्कनविधि:- वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि- स्वरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः भविष्यन्ति।

कला-एकीकरणम्- चार्टनिर्माणेन धातुरुपाणां ज्ञानम् ।

अधिगम-प्राप्तिः – समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति ।

प्रत्ययः

संभावितकालांशाः – त्रयः

उपविषयः - क्त्वा (निर्धारित-धातु)

सहायक-सामग्री – अभ्यासपत्रम्

मूल्याङ्कनविधि:- माइंड मैप, कक्षा-परीक्षा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि- शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः स्मरणशक्तेः तर्कशक्तेः आत्मविश्वासस्य च विकासः।

कला-एकीकरणम्- प्रत्ययवृक्षस्य निर्माणेन कलाकौशलस्य वृद्धिः ।

अधिगम-प्राप्तिः - प्रकृति-प्रत्ययोः विभाजनं मेलनं च कर्तुं प्रभवन्ति, नूतनशब्दान् ज्ञास्यन्ति । वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

### दिसंबर

दशमः पाठः- योग्यः शिष्यः

संभावितकालांशाः – पञ्च

उपविषयः- लोट्-लकारस्य ज्ञानम् ।

सहायिका-सामग्री— भित्तिपत्राणि , पाठ्यपुस्तकम् , संगणकपट्टः, अधिन्यासः , इत्यादयः।

मूल्याङ्कनविधि:- प्रश्नोत्तरविधिः , अभ्यासपत्रैः, कक्षा-परीक्षामाध्यमेन , अधिन्यासः ।

कौशलानि - चिन्तनशक्तेः वर्धनम् , उच्चारणे स्पष्टता , वाचन- लेखन- कौशलानि इत्यादयः ।

कला-एकीकरणम्- एकः योग्यः शिष्यस्य के के गुणाः भवन्ति इति जी.ओ. माध्यमेन प्रदर्शनम् ।

अधिगम-प्राप्तिः:- उपपदविभक्तेः विषये ज्ञास्यन्ति | योग्यः शिष्यः' इदं पाठम् पठित्वा छात्राः शिक्षां प्राप्नुवन्ति यत् कुत्रापि एकान्तं स्थानं नास्ति | प्रभुः पशवः , खगाः , वृक्षाः , सूर्यः , चन्द्रः रूपेण अस्माकं कार्याणि पश्यन्ति |

शब्दरूपाणि

संभावित-कालांशाः – त्रयः

उपविषयः:- विभक्तिज्ञानम् ,कारकचिह्नानां ज्ञानम् |

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम् |

मूल्याङ्कनविधिः:- आत्मनिरीक्षण सूची, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च |

कौशलानि- स्वरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः ,वाक्यनिर्माणे समर्थाः भविष्यन्ति|

कला-एकीकरणम् - चार्ट निर्माणेन शब्दरूपाणां ज्ञानम् |

अधिगम-प्राप्तिः – समुचित समये समुचित शब्दचयनं कृत्वा वाक्यनिर्माणं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति |

### जनवरी

एकादशः पाठः- मधुरवचनानि

संभावितकालांशाः –पञ्च

सहायिका-सामग्री— ,पाठ्यपुस्तकम् ,संगणकपट्टः , अधिन्यासः , इत्यादयः |

मूल्याङ्कनविधिः:- प्रश्नोत्तरविधिः , अभ्यासपत्रैः, कक्षा-परीक्षामाध्यमेन ,अधिन्यासः |

कौशलानि - श्लोकगायनस्य क्षमता वर्धनम् | चिन्तनशक्तेः वर्धनम् , उच्चारणे स्पष्टता , वाचन-लेखन- गायन कौशलानि इत्यादयः |

कला-एकीकरणम् – ‘सामुहिकगीतगायनमाध्यमेन संस्कृतभाषायां रुचिर्वर्धनम् |

अधिगम-प्राप्तिः:- उपपदविभक्तेः विषये ज्ञास्यन्ति | योग्यः शिष्यः' इदं पाठम् पठित्वा छात्राः शिक्षां प्राप्नुवन्ति यत् कुत्रापि एकान्तं स्थानं नास्ति | प्रभुः पशवः , खगाः,वृक्षाः,सूर्यः,चन्द्रः रूपेण अस्माकं कार्याणि पश्यन्ति |

वार्षिक-परीक्षार्थं सम्पूर्णपाठ्यक्रमस्य पुनरावृत्तिः |

वार्षिक-पाठ्यक्रमः

पाठ- 7 प्रहेलिकाः

पाठ- 8 धन्या मातुः महिमा



पाठ- 9 सिक्किम-प्रदेशस्य सौन्दर्यम्

पाठ- 10 योग्यः शिष्यः

पाठ- 11 मधुरवचनानि

पाठ-(प्रथमसत्रतः केचन पाठाः आगमिष्यन्ति)

- वर्ण-विन्यासः, वर्ण-संयोजनम्,
- संख्याः 1-50 (1-4 त्रिषु लिङ्गेषु)
- लकार-परिवर्तनम्, वचन-परिवर्तनम्
- चित्रं दृष्ट्वा रिक्तस्थान पूर्तिः
- अशुद्धि-संशोधनम्
- प्रत्ययाः – क्त्वा, तुमुन् (निर्धारित-धातु)
- अपठितगद्यांशः

धातुरूपाणि- भू, पठ्, लिख्, चल्, क्रीड्, वद्, नम्, दृश्, गम्, स्था, पा, नी, जि, दा/यच्छ्, रक्ष् (चतुर्षु लकारेषु) अस्, कृ(लट्, लृट्)

शब्दरूपाणि- बालक, लता, राम, छात्र, बालिका, फलम् मति, साधु, भानु, अस्मद्, युष्मद्, तत्, एतत्, किम् (त्रिषु लिङ्गेषु)

गतिविधिः – श्लोकोच्चारणम्, श्रुतलेखश्च

नोट – किञ्चित् पाठ्यक्रमः प्रथमसत्रतः भविष्यति ।

**CLASS-VI  
MATHEMATICS  
ACADEMIC PLANNER**

**MONTH: APRIL**

**NUMBER OF PERIODS: 15**

**TOPIC: CH-1 NATURAL NUMBERS AND WHOLE NUMBERS**

**LEARNING OUTCOMES**

The learner:

- writes Hindu Arabic numerals into Roman numerals and vice- versa.
- represents whole numbers on number lines.
- defines whole number.
- finds successor and predecessor of the whole number.
- performs different types of operations on whole numbers.
- applies different properties of addition of whole numbers.
- applies different properties of subtraction of whole numbers.
- applies different properties of multiplication of whole numbers.
- applies different properties of division of whole numbers.
- estimates outcomes of number situations.
- Performs different operations with brackets.

**SUBTOPICS:**

- Convert the Hindu Arabic numerals into Roman numerals and vice versa.
- Representation of whole numbers on number line.
- Successor and Predecessor of whole numbers.
- Operations on whole numbers.  
(Addition, Subtraction, multiplication and division)

**TEACHING AIDS:** Text Book, e board, Assignments,

**ASSESSMENT STRATEGY:** Board test, activity on its various concepts

**ART INTEGRATION**

Solve  $53 - [38 - \{60 - (9 - 7 + 3)\}]$

Answer the following questions:

- (i) Estimate the result so obtained.
- (ii) Write the result in Roman numeral.
- (iii) Using the digit so obtained write the greatest and smallest 5-digit number. Also find the difference of two numbers so obtained.

**SKILL ENHANCED:** Problem solving Skills

**MONTH: APRIL AND MAY**

**NUMBER OF PERIODS: 9**

**TOPIC: CH-8 BASIC GEOMETRICAL CONCEPTS**

## LEARNING OUTCOMES:

The learner:

1. identifies ray, line or line segment.
2. identifies no. of line segments in figure.
3. understands parallel lines and intersecting lines.
4. writes the sets of collinear points.

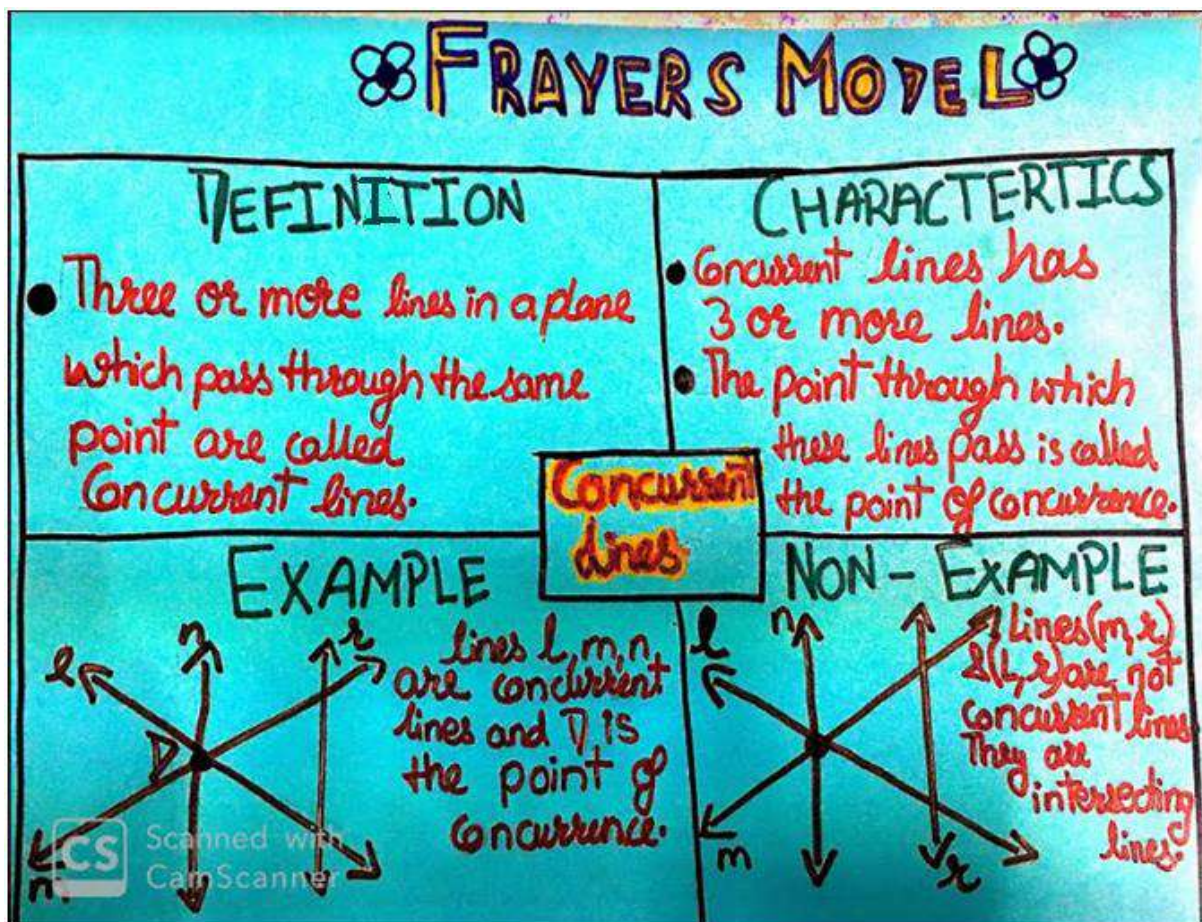
## SUBTOPICS:

- Understanding the concept of point, line ray and line segment.
- Properties of point and line.
- Intersecting lines
- Parallel lines
- Concurrent lines
- Identifying the intersecting lines, point of intersection, concurrent lines and point of concurrence from a given figure.

**TEACHING AIDS:** e board, board, geometry box

**ASSESSMENT STRATEGIES:** Pen paper test

## ART INTEGRATION



**SKILL ENHANCED:** To understand the concepts learnt through their surroundings.

**MONTH: MAY**

**NUMBER OF PERIODS: 9**

**TOPIC: CH-15 PERIMETER AND AREA**

**LEARNING OUTCOMES:**

The learner:

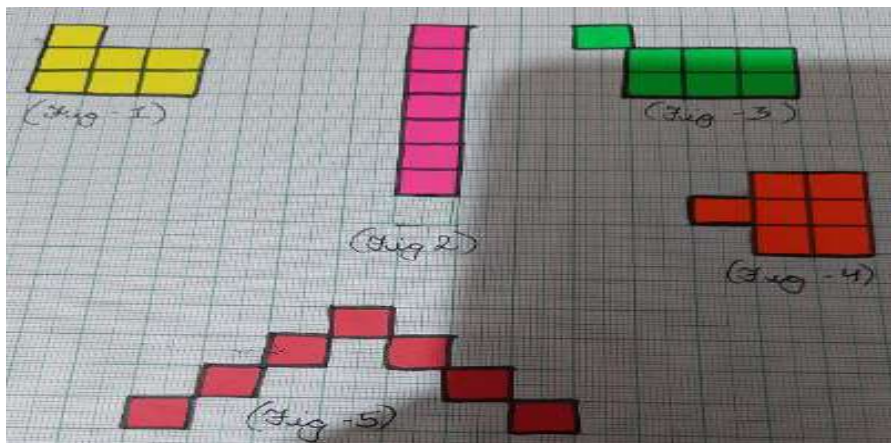
1. understands the concept of Perimeter and Area.
2. finds the Perimeter of various 2D shapes.
3. finds the area of square and rectangle.
4. applies the concepts of perimeter and area in their day to day life.

**SUBTOPICS:**

- Perimeter of a square and rectangle.
- Area of square and rectangle.
- Applications of Perimeter and Area.

**TEACHING AIDS:** e board, board, geometry box, cut-outs of rectangle and square for finding the perimeter and area by counting the squares, lab act on perimeter and area.

**ART INTEGRATION**



Figures having equal area may or may not have equal perimeters.

**ASSESSMENT STRATEGIES:** SRC, finding the perimeter and area of notebook by measuring its sides, pen paper test.

**SKILLS ENHANCED:** Problem solving and Analytical thinking

**MONTH: MAY & JULY**

**NUMBER OF PERIODS: 15**

**TOPIC: CH-3 INTEGERS**

## LEARNING OUTCOMES:

The learner:

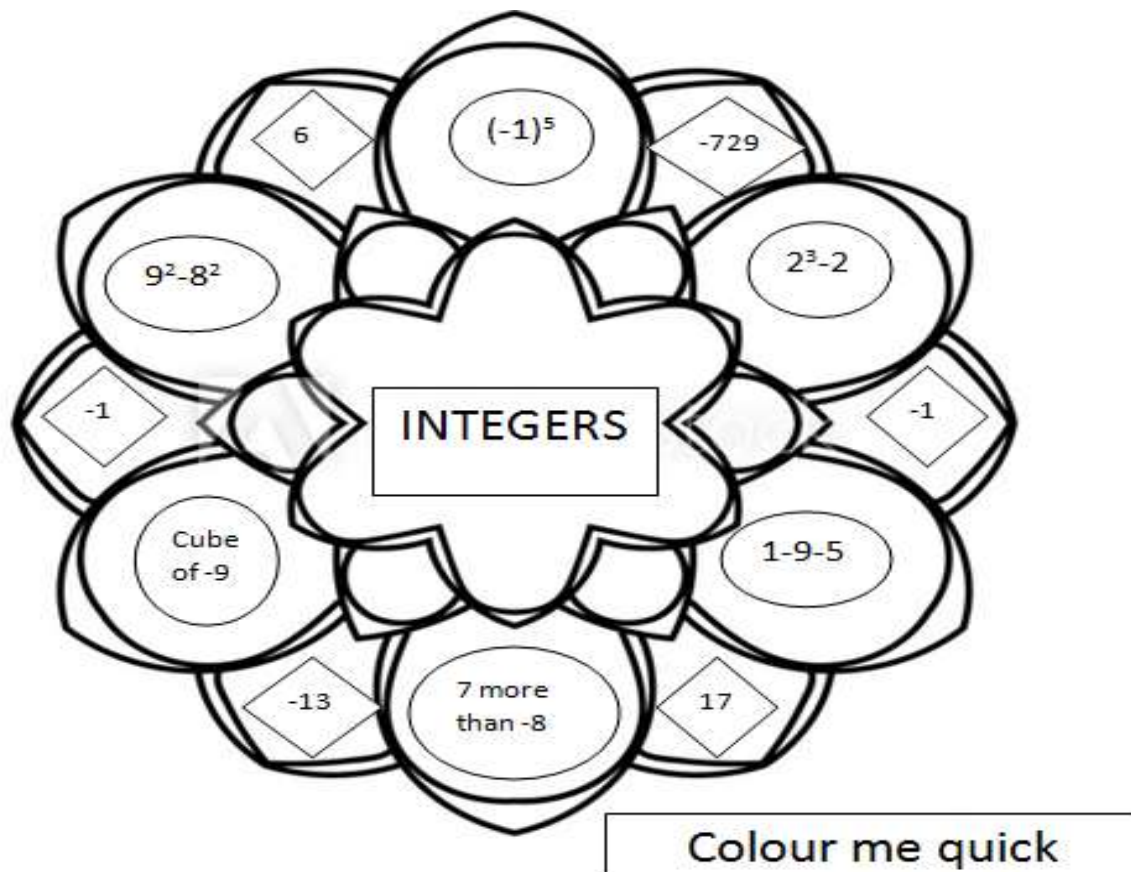
1. describes and gives examples of how positive numbers are used to describe quantities having opposite directions or opposite values.
2. recognizes that positive and negative signs represent opposite values and /or directions.
3. uses positive and negative numbers along with zero to represent real world situations.
4. orders and compares integers using words and symbols.

## SUBTOPICS:

- Need for integers.
- Absolute value of integers.
- Operations on integers.
- Addition of integers.
- Properties of addition.
- Subtraction of integers.
- Properties of subtraction
- Multiplication of integers.
- Properties of multiplication.
- Division of integers.
- Properties of division.
- Powers of integers.

**TEACHING AIDS:** e board, board, Integer Mala, foldable (art integration), Lab activity.

**ASSESSMENT STRATEGIES:** Mandala (art integration), Mind map, SRC



**SKILL ENHANCED:** Integers help in computing the efficiency in positive and negative numbers in almost every field.

**MONTH: JULY**

**NUMBER OF PERIODS: 9**

**TOPIC: CH-9 LINE SEGMENTS**

**LEARNING OUTCOMES:**

The learner:

1. understands the terms point, line, Ray and line segment.
2. measures line segment using ruler
3. compares the length of line segments.
4. constructs the line segment using a ruler and compass.

**SUBTOPICS:**

- Comparison of given line segment using all the three methods:  
(a) By observation (ii) By tracing (iii) By using a divider
- Measuring the line segment using:  
(a) Ruler (b) Using divider and ruler
- Construction of a line segment.  
(a) Using ruler (b) Using compasses
- Applications of line segment.

**TEACHING AIDS:** e board, board, geometry box

**ASSESSMENT STRATEGIES:** SRC, pen paper test

**SKILL ENHANCED:** Proper measurement and construction

**MONTHS: JULY**

**NUMBER OF PERIODS: 7**

**TOPIC: CH-13 CIRCLES**

**LEARNING OUTCOMES:**

The learner:

- understands the concept of circle, semi-circle and quarter circle.
- defines radius, diameter and chord and arc.
- establishes relation between radius and diameter.  
understands the concept of the perimeter of the circle and constructs circle.

**SUBTOPICS:**

- **Elements of a circle:**  
Semicircle, Centre of the circle, Radius, Diameter, Chord, Arc and Circumference of a circle.
- Relation between Radius and Diameter of a circle.

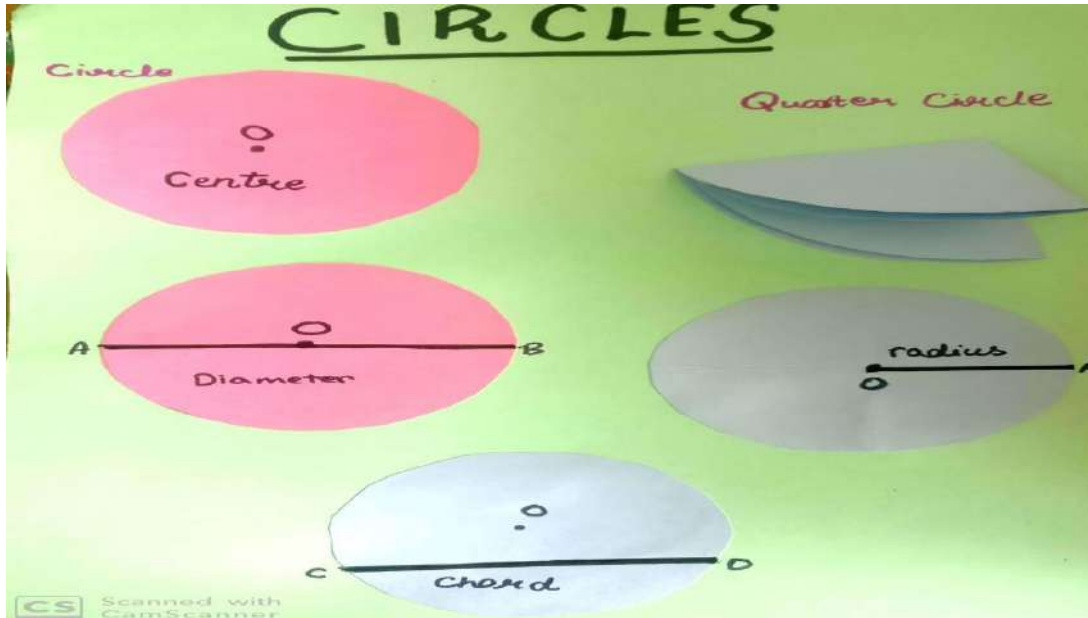


- Construction of circle.
- Finding the circumference of circle.
- 

**TEACHING AIDS:** e board, board, geometry box, cut-outs of circles for explaining the elements of circle, Art integration (finding the centre, diameter etc by paper folding activity).

**ASSESSMENT STRATEGIES:** SRC, small assignment on different elements of circles.

### ART INTEGRATION



**SKILL ENHANCED:** Proper measurement and construction

**MONTH: AUGUST**

**NUMBER OF PERIODS: 9**

**TOPIC: CH-5 PERCENTAGE AND ITS APPLICATIONS**

### LEARNING OUTCOMES:

The learner:

- defines ratio and percent.
- describes the relationship between ratios, fractions, decimals and percents.
- identifies the decimal equivalent of a percent.
- identifies the fractional equivalent of a percent.
- applies percentage concept to solve various word problems related to profit and loss & simple interest.

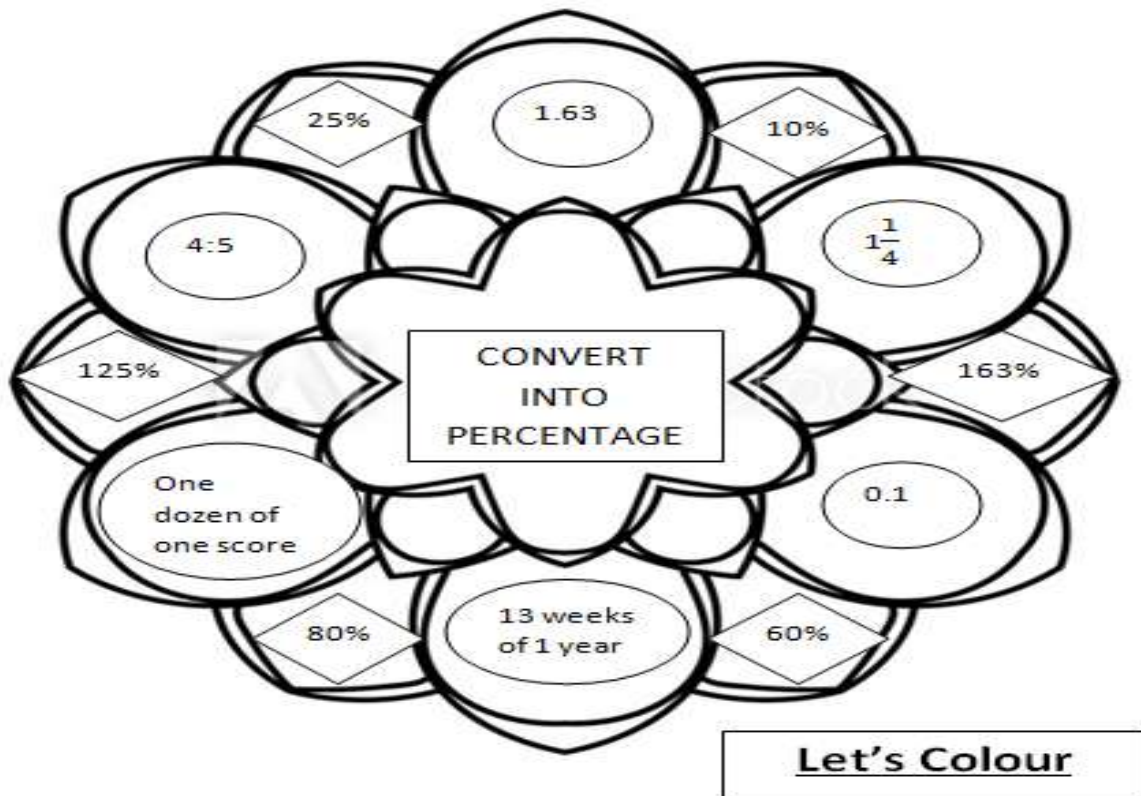
### SUBTOPICS:

- Finding percent of a Quantity.
- Expressing one quantity as a percent of another quantity.
- Applications of percentage.
- Profit and Loss.
- Profit or Loss and its applications.
- Simple Interest and its applications.

**TEACHING AIDS:** e board, board

**ASSESSMENT STRATEGIES:** SRC, Finding the percentage of PA1 exams.

## **ART INTEGRATION**



**SKILLS ENHANCED:** Problem solving and Analytical thinking

**Revision for Term I**

**ENRICHMENT ACTIVITY: MATHEMATICS LAB ACTIVITIES**

### **SYLLABUS TERM I**

**Ch-1 Natural Numbers and Whole Numbers**

**Ch-8 Basic Geometrical Concepts**

**Ch-15 Perimeter and Area**

**Ch-3 Integers**

**Ch-9 Line Segments**

**Ch-13 Circles**

**Ch-5 Percentage and Its Applications**



## **TERM II**

**MONTH: SEPTEMBER AND OCTOBER**

**NUMBER OF PERIODS: 20**

**TOPIC: CH-2 FACTORS AND MULTIPLES**

**LEARNING OUTCOMES:** The learner

1. have knowledge of Prime Number and Composite number.
2. are familiar with concept of divisibility tests
3. knows that a factor of a number divides the number exactly.
4. finds LCM and HCF using different methods and by the relation between HCF, LCM and two nos.

**SUBTOPICS:**

- Factors
- Multiples
- Tests of divisibility of 2, 3, 4, 5, 6, 8, 9, 10, 11.
- More on divisibility tests.
- Finding HCF by using all the three methods (Factor, Prime factorisation and Continued division method)
- Applications based on HCF.
- Finding LCM by using all the three methods (Multiple, Prime factorisation and Common division method)
- Applications based on LCM.
- Properties of HCF and LCM.

**TEACHING AIDS:** e board, board, formation of Prime Number Grid, HCF and LCM lab activities, Assignments, foldable on divisibility tests.

**ASSESSMENT STRATEGIES:** SRC, finding prime numbers and (Art Integration) composite numbers till 100 on a number grid, pen paper test.

**ART INTEGRATION**



**SKILLS ENHANCED:** Critical thinking and problem solving skills

**MONTHS:** OCTOBER AND NOVEMBER

**NUMBER OF PERIODS:** 10

**TOPIC:** CH-4 RATIO, PROPORTION AND UNITARY METHOD

**LEARNING OUTCOMES:**

The learner:

- defines ratio, proportion and unitary method.
- finds out the ratio of any two like terms.
- applies the concept of unitary method for solving questions.
- applies the unitary method in real life situation.

**SUBTOPICS:**

- Ratio
- Comparison of ratio
- Proportion
- Applications of proportion.
- Unitary method
- Applications of unitary method.

**TEACHING AIDS:** e board, board, Assignments

**ASSESSMENT STRATEGIES:** SRC, Finding the ratio of marks two partners in term 1 exams, pen paper test.

<p><u>DEFINITION:</u></p> <p>Equality of two Ratios is known as Proportion.</p> <p>Symbol of proportion:- "::"</p>	<p><u>CHARACTERISTICS</u></p> <ol style="list-style-type: none"> <li>1. It has no unit.</li> <li>2. The two terms of two ratios should be of same type.</li> </ol>
<p style="text-align: center;"><b>FRAYER'S MODEL</b></p>	
<p><u>EXAMPLE</u></p> <p><math>3\text{cm} : 70\text{cm} :: \text{Rs } 9 : \text{Rs } 210</math></p> <p><math>\frac{3}{70} = \frac{9}{210}</math></p>	<p><u>NON-EXAMPLE</u></p> <p><math>3\text{cm} : \text{Rs } 70 :: \text{Rs } 9 : 21\text{cm}</math></p>

**PROPORTION**

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**SKILLS ENHANCED:** Problem solving skills and logical thinking

**MONTH: NOVEMBER**

**NUMBER OF PERIODS: 11**

**TOPIC: CH-10 ANGLES**

**LEARNING OUTCOMES:**

The learner:

- defines 'Angle'.
  - distinguishes between different types of angles.
  - gives examples for different types of angles from the surroundings.
  - visualizes interior and exterior of an angle.
- defines and identifies various pairs of angles (Adjacent angles, Linear pair, Vertically opposite angles, Complementary and Supplementary angles)

**SUBTOPICS:**

- Angle
- Types of angles
- Interior and exterior of an angle.
- Angular region

- Pairs of angles
  - (a) Adjacent angles    (b) Linear pair (c) vertically opposite angles
  - (d) complementary angles    (e) supplementary angles

**TEACHING AIDS:** e board, board, geometry box, different types of shapes and different yoga poses will be shown to explain different types of angles, Assignments, videos

**ASSESSMENT STRATEGIES:** SRC, small objective type of assignment based on different angles and pairs of angles.

### **ART INTEGRATION**

Identifying the angles formed in different yoga postures.

**SKILLS ENHANCED:** Analytical thinking and ability to manipulate, precise and intricate ideas.

**MONTH: NOVEMBER AND DECEMBER**

**NUMBER OF PERIODS: 8**

**TOPIC: CH-11 TRANSVERSAL AND PAIRS OF LINES**

### **LEARNING OUTCOMES:**

The learner:

1. defines Transversal
2. explains the concept of 'transversal' and the different angles formed by it with two lines.
3. identifies the exterior angles, interior angles, alternate angles and corresponding angles.
4. identifies the perpendicular and parallel lines.

### **SUBTOPICS:**

- Transversal lines
- Classification of angles in case of transversal i.e. the corresponding and alternate interior and alternate exterior angles.
- Parallel lines
- Perpendicular lines

**TEACHING AIDS:** e board, board, geometry box, Lab activity on different pairs of angles (the corresponding and alternate interior and alternate exterior angles.), Assignments, videos

<http://www.mathwarehouse.com/geometry/angle/paralle-lines-cut-transversal.php>

<https://www.sophia.org/tutorials/angles-formed-by-transversal-lines>

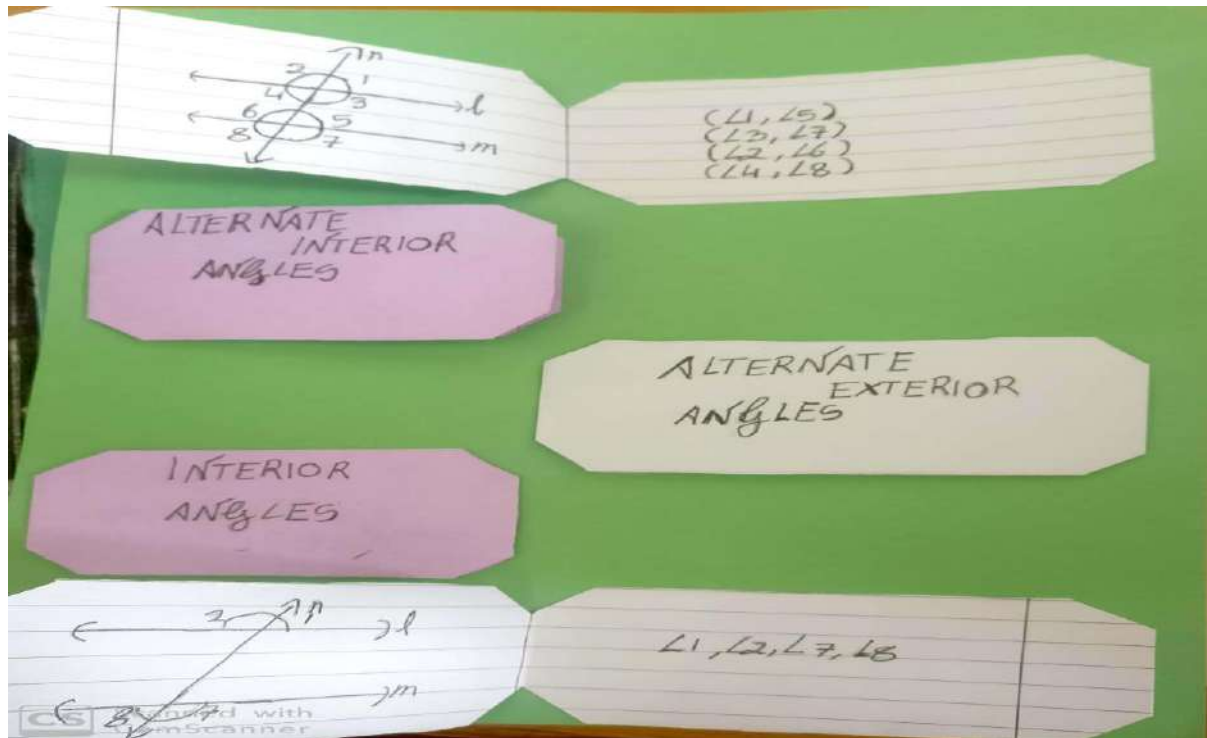
<http://study.com/academy/lesson/angles-formed-by-a-transversal.html>

<http://study.om/n/transversal-in-geometry-definition-angles-quiz.html>

**ASSESSMENT STRATEGIES:** SRC, mind map, pen paper test

### **ART INTEGRATION**

Foldable on angles formed by transversal and pairs of lines.



**SKILLS ENHANCED:** Critical thinking

**MONTH: DECEMBER**

**NUMBER OF PERIODS: 7**

**TOPIC: CH-12 TRIANGLES**

**LEARNING OUTCOMES:**

The learner:

- understands the concept of a closed figure; TRIANGLE.
- classifies triangles based on their sides and angles.
- uses Angle Sum Property, Triangular Inequality Property and Exterior Angle Property
- understands the Interior and exterior points
- types of triangles on the basis of sides and angles.

**TEACHING AIDS:** e board, board, geometry box, lab act on activity (exterior angle property of triangles), videos on types of triangles

**ASSESSMENT STRATEGIES:** Cut-outs of different types of triangles, SRC, mind map, pen paper test.

**ART INTEGRATION**

Foldable on different types of triangles.

**SKILLS ENHANCED:** Learning by doing and decision making

**SUBTOPICS:**

- Triangle
- Types of triangle on the basis of sides and angles.
- Exterior and interior of a triangle.
- Identify side opposite to angle and angle opposite to side etc.
- Exterior angle of a triangle.

**MONTH: DECEMBER**

**NUMBER OF PERIODS: 10**

## **TOPIC: CH-6 INTRODUCTION TO ALGEBRA**

### **LEARNING OUTCOMES:**

The learner:

1. recalls the basic terms related to algebraic expressions.
2. writes the expression using numbers, literal numbers and arithmetic operations.
3. writes in exponential and product form.
4. writes the coefficient and numeric coefficient in given terms.
5. identifies the given statements as constants and variables.
6. identifies the like and unlike terms.
7. writes the examples of Binomial, monomial and trinomial expression.
8. does addition and subtraction of algebraic expressions i.e. monomials, binomials and trinomials.

### **SUBTOPICS:**

- Introduction of Literal Numbers.
- Rules and properties of operations.
- Algebraic expressions: (a) Powers of literal numbers (b) Constants and variables  
(c) Coefficient (d) Numerical coefficient.
- Like and Unlike terms
- Operations on algebraic expressions.  
(a) Addition of algebraic expressions (Addition of Monomials, Binomials and Trinomials) (b) Subtraction of algebraic expressions (Subtraction of Monomials, Binomials and Trinomials)
- Finding the value of an algebraic expression.

**TEACHING AIDS:** e board, board, Calendar for explaining the concept of variable and constants, (Art Integration) foldable on types of algebraic expressions, Lab activity on addition of alg expressions.

Addition of Algebraic expression (Lab Act)

**ASSESSMENT STRATEGIES:** SRC, mind map, pen paper test.

### **ART INTEGRATION**

Colour me quick activity.

**SKILLS ENHANCED:** Problem solving and decision making

**MONTH: JANUARY**

**NUMBER OF PERIODS: 9**

## **TOPIC: CH-7 LINEAR EQUATIONS**

### **LEARNING OUTCOMES:**

The learner

1. knows what are the two sides of an equation called ?
2. understands the following terms:  
Equation, Degree of the Equation, Solution of linear equation.
3. converts a statement into an equation.
4. knows the power of variable in linear equation.
5. solves linear equation by taking different values
6. solves an equation having variable both sides and check the solution.

**SUBTOPICS:**

- Introduction of an Equation.
- Converting a statement into an equation.
- Solving linear equation:
  - (a) By taking different values.
  - (b) Using short method.
- Solve and check the equation.

**TEACHING AIDS:** e board, board**ASSESSMENT STRATEGIES:** SRC, mind map, Small MCQ assignment on converting the given statement into equation.**ART INTEGRATION**

Match the column activity.

**SKILLS ENHANCED:** Quantitative reasoning**MONTH: JANUARY****NUMBER OF PERIODS: 7****TOPIC: CH-16 STATISTICS****LEARNING OUTCOMES:**

The learner:

1. understands the concept of Bar graph.
2. interprets the given bar graph.
3. draws vertical bar graph and horizontal bar graph.
4. applies the concepts in their day to day life.

**SUBTOPICS:**

- Organising the data.
- Pictograph
- Interpretation of Pictograph.
- Bar Graph
- Interpretation of bar graph.
- Drawing of bar graph.

**TEACHING AIDS:** e board, board, Calendar for explaining the concept of variable and constants.**ASSESSMENT STRATEGIES:** SRC, mind map, pen paper test.**ART INTEGRATION**

Draw a double bar graph showing the performance of PA-1 and PA-2 according to the below table. Using pencil colours, colour PA-1 marks blue and PA-2 marks red .

MARKS	ENGLISH	HINDI	MATH	SCIENCE	S.SC	SANSKRIT
PA-1	32	30	28	26	30	34
PA-2	34	28	36	32	30	32

Also answer the following questions:

- a) In which subject have you scored maximum marks in PA-2?
- b) In which subject have you scored minimum marks in PA-1?
- c) In which subjects have you shown the improvement?

**SKILLS ENHANCED:** Critical thinking and decision making**MONTH: JANUARY AND FEBRUARY****NUMBER OF PERIODS: 7****TOPIC: CH-14 CONSTRUCTION**



## **LEARNING OUTCOMES:**

The learner:

1. constructs the perpendicular bisector of a given line segment.
2. constructs an angle equal to a given angle.
3. bisects the given angle.
4. constructs a perpendicular to a given line from a given point which lies on the line.
5. constructs a perpendicular to a given point which does not lie on the line.
6. constructs a line parallel to another line through a point not lying on it.

## **SUBTOPICS:**

- Construction of the perpendicular bisector of a given line segment.
- Construction of an angle equal to a given angle.
- To bisect a given angle.
- Construction of angles using compasses.
- Construction of a perpendicular to a given line from a given point which lies on the line.
- Construction of a perpendicular to a given line from a given point which does not lie on the line.
- Construction of a line parallel to another line through a point not lying on it.

**TEACHING AIDS:** e board, board, geometry box, videos

<https://www.youtube.com/watch?v=z-qdyuQ-JSw0>

<https://www.youtube.com/watch?v=Yn8y5h8i0IY>

**ASSESSMENT STRATEGIES:** SRC, mind map, pen paper test.

**SKILLS ENHANCED:** Proper measurement and construction

## **SUBJECT ENRICHMENT ACTIVITY: PRACTICAL EXAM**

### **Term-II**

**Ch-4 Ratio, Proportion and Unitary Method**

**Ch-10 Angles**

**Ch-11 Transversal and Pairs of Lines**

**Ch-12 Triangles**

**Ch-6 Introduction to Algebra**

**Ch-7 Linear Equations**

**Ch-16 Statistics**

**Ch-14 Constructions**

**(FEW CHAPTERS OF TERM I WILL ALSO BE INCLUDED IN TERM II)**



## CLASS 6

### SCIENCE TERM I

**MONTH : APRIL**

**No. of Periods : 10**

#### **TOPIC: OUR ENVIRONMENT**

##### **Subtopic :**

- **BIOTIC COMPONENTS:** producers, consumers, decomposers, scavengers
- bio-degradable and non-biodegradable substances, vermicomposting, Twin bin system.
- **ABIOTIC COMPONENTS:** air, light, temperature, soil, water, rain water harvesting.
- Food chains (terrestrial and aquatic)
- Interaction between biotic and abiotic components.
- Mineral Cycle

##### **Activity :**

- To observe waste segregation methods in your society.
- To visit composting site, STP and Rain water harvesting unit.
- Use of twin bin system in the class.



**Teaching aid :** Power point presentation, video clips, nature walk, Twin bin System.

##### **Art integration :**

- Colour me quick

##### **Assessment Strategy :**

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment, Finding mistakes in different flow charts like food chain, mineral cycle.

**Assessment activity:**

- Crossword puzzle

**Skill enhanced:**

Observing, inferring, communicating, classifying

**Learning Outcome:**

The learner-

- explains processes and phenomenon like photosynthesis, preparation of vermicompost.
- uses observable materials, in order to classify components of habitat as biotic and abiotic.
- differentiates between biotic and abiotic components of the environment.
- draws flowcharts of organisms in order to demonstrate knowledge of food chain and twin bin system.
- applies learning of scientific concepts in day-to-day life, e.g use of Twin bin System,
- makes efforts to spreading awareness to adopt rain water harvesting; care for plants, etc
- draws labelled diagrams of mineral cycle.

**MONTH : APRIL**

**No. of Periods : 12**

**TOPIC: FOOD**

**Subtopic :**

- Food-its sources and components
  - Vitamins, Minerals – their sources and functions
  - Deficiency diseases
  - Balanced diet and its importance
  - Function of water and roughage in our body
  - Protein - energy malnutrition
- Obesity

**Teaching Activity :**

- Test for sugar, starch, proteins and fats.

**Teaching aid:** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps.

**Art integration:**

- To prepare a food platter consisting of a balanced diet for proper nutrition .

**Assessment Strategy :**

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Assessment Activity-**

Graphic Organizer on different types of vitamins and minerals.

**Skill enhanced:**

Observing, inferring, communicating, classifying

**Learning Outcome:**

The learner-

- classifies food items on the basis of their sources.
- identify the deficiency disease and list the causes if symptoms are given.
- differentiates nutrients on the basis of their functions.
- conducts simple investigations to seek answers to queries, e.g., what are the nutrients present in different food samples?
- applies learning of scientific concepts in day-to-day life, e.g., selecting food items for a balanced diet.

**MONTH : MAY**

**No. of Periods : 10**

**TOPIC: NATURE OF MATTER**

**Subtopic :**

- Matter
- Classification of matter
- Constitution of Matter
- Properties of Matter (appearance and feel; transparency, floating ,sink; diffusion , dissolution)
- Diffusion (solid in liquid, liquid – liquid, gas- gas )
- Dissolution (Dissolution of solids in water, dissolution of liquids in water; Dissolution of gases in water)
- Solubility and saturated Solution
- Effect of Temperature on Solubility

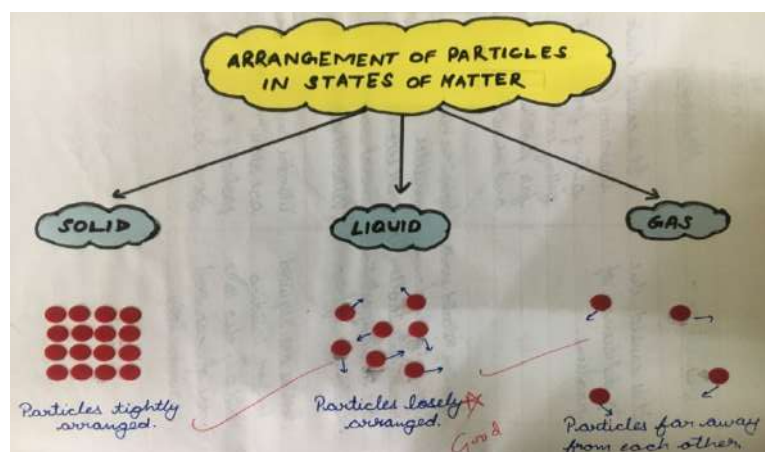
### Teaching Activity :

- Different activities based on properties of matter like transparent, opaque, floating and sinking.
- Activity on diffusion of gas into gas, liquid into liquid, solid into liquid.
- Activity on solubility of substances.
- Activity on saturated and unsaturated solutions.

**Teaching aid :** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different activities in laboratory.

### Art Integration:

- Learning the classification of matter into solids, liquids and gases through simple art work using Bindis.



**Assessment Strategy :** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

### Skill enhanced:

Observing, inferring, communicating, classifying, Critical and logical thinking, decision making, creativity.

### Learning Outcome:

The learner-

- identifies materials on the basis of observable features, i.e., appearance, texture, etc.
- classifies matter on the basis of different properties.
- differentiate between different types of matter (solid, liquid and gases) on the basis of shape, volume, space between the particles, movement of particles, force of attraction between the particles, compressibility and rate of diffusion.
- conducts simple investigations to seek answers to queries, e.g., What will be effect of temperature on solubility of solids? Do all solids dissolve in water?

- explains properties like dissolution and diffusion.
- applies learning of scientific concepts in day-to-day life, e.g. for making lemonade adds ice after dissolving sugar in water.

**MONTH : JULY**

**No. of Periods : 15**

**TOPIC: SEPARATION OF SUBSTANCES**

**Subtopic :**

- Definition of pure substance and mixture
- Homogeneous and heterogeneous mixture
- Need for separating components
- Separating solids from solids (Hand picking, Threshing, Winnowing, Sieving, Magnetic Separation, Sublimation)
- Solids from liquids
  - which can be dissolved (Evaporation, Crystallization)
  - which cannot be dissolved (Sedimentation and decantation, loading, Filtration, Centrifugation)
- separating liquid from liquid
  - Immiscible (Separating Funnel)
  - Miscible (Distillation)
- Separating components of mixture having more than two components.

**Teaching aid :** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different activities in laboratory.

**Art integration:**

- Book marks can be made based on different separation techniques .

**Teaching Activity:**

- Different activities on separation techniques.

**Assessment Strategy :** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Assessment Activity:**

- Different types of apparatus used can be depicted by making a catalogue /foldable

**Skill enhanced:** Observing, inferring, communicating, classifying, Critical and logical thinking, decision making, creativity.

**Learning Outcome:**

The learner-

- classifies mixtures into different categories.
- differentiates between homogeneous and heterogeneous mixtures.
- applies learning of scientific concepts in day-to-day life, e.g, for separating different types of mixtures
- explains processes e.g. sublimation, crystallization, sedimentation and decantation, etc.
- conducts simple investigations to seek answers to queries, e.g., how to obtain salt from sea water? Can we separate a mixture of oil and water?
- draws labelled diagrams of various apparatus used in separation techniques.

**MONTH : JULY - AUGUST**

**No. of Periods : 10**

**TOPIC: FABRIC FROM FIBRE**

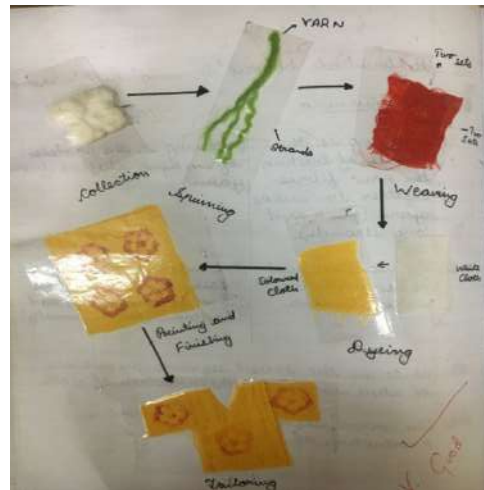
**Subtopic :**

- Natural Fibres and Synthetic fibres
- Different Plant fibres (Cotton, Jute, Coir, Linen, Wool, Silk)
- Production of cloth
  - Collection of fibres
  - Spinning
  - Weaving
  - Dyeing
  - Printing
  - Finishing
  - Tailoring
- Difference between Spinning and Weaving
- Difference between weaving and Knitting

**Teaching aid :** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different activities on weaving, knitting and block printing.

**Art integration:**

- Weaving using origami sheets



- Making a design on a piece of cloth with the help of different objects (Leaves, blocks and Stencils )
- Collecting cloth samples and pasting in the notebook.

### Assessment Strategy :

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Skill enhanced:** Observing, inferring, communicating, classifying, Critical and logical thinking, decision making, creativity.

### Learning Outcome:

The Learner –

- identifies materials plant fibres and animal fibres on the basis of observable features, i.e., appearance, texture.
- differentiates between natural fibres and synthetic fibres.
- explains processing of plant fibres to get a complete fabric.
- applies learning of scientific concepts in day-to-day life e.g selecting season appropriate fabrics.

**MONTH : AUGUST**

**No. of Periods : 19**

**TOPIC: STRUCTURE & FUNCTIONS OF LIVING ORGANISMS-PLANTS**

**Subtopic :**

- Flowering Plants and Non- Flowering Plants
- Parts of Flowering Plants
  - The Root System (Functions of roots, Classification of root system, Modifications of the root )
  - The Shoot System (Functions of stem, Modifications of stem )
- Leaf (Functions of leaf, Modifications of leaf )

- Flower (parts of flowers- Sepals, Petals, stamens and pistil/carpel); Function of flower
- Seed (functions of seed)
- Fruit (functions of fruit)

**Teaching Activity :**

- Dissection of a flower.

**Teaching aid :** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps and dissection of a flower

**Art integration:**

- To prepare decorative tiles by making flowers and leaves out of clay and arranging them on the tiles.
- To show tap root system and fibrous root system by using threads or in the form of clay tablet.

**Assessment Strategy :** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Assessment Activity:**

- Taking imprints of leaves on clay and study the venation of the leaves.

**Skill enhanced:**

Observing, inferring, communicating, classifying

**Learning Outcome:**

The Learner –

- conducts simple investigations to seek answers to queries, e.g., how water gets transported to parts of the plant?
- draws labelled diagrams of tap root, fibrous root, leaf and flower.
- explains processes and phenomenon, e.g Pollination and Fertilization.
- applies learning of scientific concepts in day-to-day life
- differentiates between tap root and fibrous root.

**MONTH : AUGUST**

**No. of Periods : 7**

**TOPIC: WORK AND ENERGY**

**Subtopic :**



- Work
- Factors affecting the work done
- Forms of energy
  - Mechanical energy (Potential energy, kinetic energy)
  - Heat energy
  - Chemical energy
  - Light energy
  - Sound energy
  - Electrical energy

**Teaching aid :** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different activities on conversion of energy, conservation of energy, Various forms of energy.

**Art integration:**

- To make a cartoon strip or poster on the principle of conservation of energy.

**Assessment Strategy :** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Assessment activity:**

- Complete the table for the type of energy transformation.

**Skill enhanced:**

Observing, inferring, communicating, classifying

**Learning Outcome:**

The Learners –

- explains processes and phenomenon, e.g. conservation of Energy and transformation of energy.
- conducts simple investigations in seeking queries e.g. why a porter carrying suitcase on his head, not doing any work?
- applies learning of scientific concepts in day-to-day life.
- makes efforts to protect environment by conserving energy.

-

**SEPTEMBER**  
**Revision**  
**SYLLABUS TERM I**

1. OUR ENVIRONMENT
2. FOOD
3. NATURE OF MATTER
4. SEPARATION OF SUBSTANCES
5. FABRIC FROM FIBRE
6. STRUCTURE & FUNCTIONS OF LIVING ORGANISMS-PLANTS
7. WORK AND ENERGY

**SUBJECT ENRICHMENT:** All laboratory activities related to topic taught.

**TERM II**

**MONTH : OCTOBER**

**No. of Periods : 10**

**TOPIC: CHANGES AROUND US**

**Subtopic :**

- The term Change
- Different types of changes
  - Slow and Fast Changes
  - Reversible and irreversible changes
  - Physical and Chemical changes
- Changes Involve Energy
  - Exothermic
  - Endothermic

**Teaching aid :** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different activities on different types of changes.

**Art integration:**

- Physical and chemical changes-sorting activity based on separation of card showing different changes.
- Physical and chemical changes can be taught through a cut and paste activity. A chart having these changes will be given to the students and they would cut the pictures of changes and paste it in the correct column.



**Assessment Strategy :** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Skill enhanced:**

Observing, inferring, communicating, classifying

**Learning Outcome:**

The Learner -

- differentiates between various types of changes.
- conducts simple investigations to seek answers to queries, e.g., Can all physical changes be reversed?
- identifies types of changes as physical, chemical reversible, irreversible etc..
- applies learning of scientific concepts to identify different types of changes in day – to – day life.

**MONTH : OCTOBER**

**No. of Periods : 10**

**TOPIC: MEASUREMENT & MOTION**

**Subtopic :**

- The term measurement
- SI unit of basic physical quantities, procedure for measuring the given length, time and different instrument to measure time.
- Definition of rest & motion
- Different types of motion: rectilinear, curvilinear, rotation, revolution, oscillatory, vibratory, periodic and non-periodic motion.
- Difference between revolution & rotation, oscillatory & vibratory motion.
- Definition of force & its effects.

**Teaching aid :** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different activities on different types of changes, Poems on force.

**Assessment Strategy :** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Skill enhanced:**

Observing, inferring, communicating, classifying, Critical and logical thinking, decision making, creativity.

**Learning Outcome:**

The Learner –

- explains the procedure of measuring length of curved line with an activity.
- differentiates between rest and motion with the help of various examples.
- identifies the type of motion as rectilinear, periodic, etc
- measures physical quantities in order to express the measurements in SI units, e.g. length.

**MONTH : NOVEMBER**

**No. of Periods : 12**

**TOPIC: THE WORLD OF LIVING**

**Subtopic :**

- Characteristics of living things
- Classification of plants as per their size, shape, height, life span, flowers, habitat and nutrition.
- Classification of animals on the basis of backbone, food habits, reproduction, body covering
- Importance of plants and animals

**Teaching aid :** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different activities.

**Art integration:**

- Students will make a colourful, unique and creative foldable of their own on medicinal plants. Write medicinal properties of the plants and stick a dried sample of the plant.

- The students will cut the outline of their hand on a chart paper and variation of plants and animals on each finger.

**Assessment Strategy :** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Skill enhanced:**

Observing, inferring, communicating, classifying, Critical and logical thinking, decision making, creativity.

**Learning Outcome:**

The Learner –

- identifies the characteristics of living things.
- differentiates plants on the basis of their habitat, mode of nutrition and life span.
- classifies plants as herbs, shrubs and trees.
- examines and explains processes and phenomenon in order to relate with them such as adaptations of plants with their habitats.
- draws labelled diagram of amoeba.
- makes efforts to care for the plants.

**MONTH : NOVEMBER**

**No. of Periods : 18**

**TOPIC: STRUCTURE & FUNCTION OF LIVING ORGANISMS – ANIMALS**

**Subtopic :**

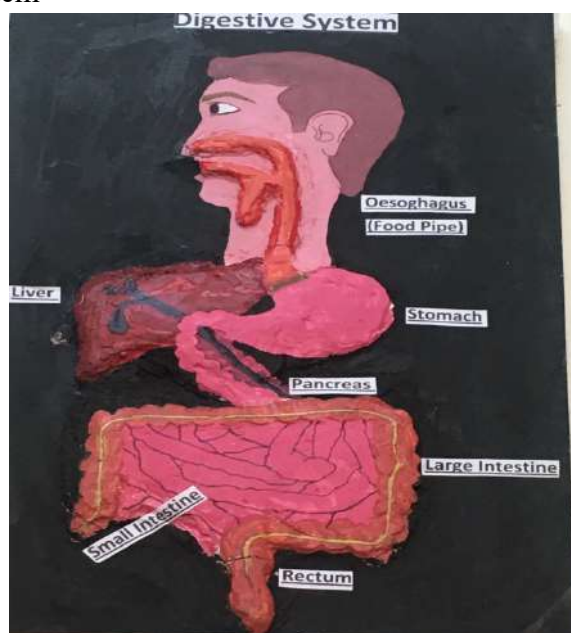
- The terms – Cell, Tissue, Organ, Organ system
- Organ System of Human Body –
  - Digestive system
  - Respiratory system
  - Circulatory system
  - Nervous system
  - Excretory system
  - Reproductive system

**Teaching aid :** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different torso models.

**Art integration:**

1. Clay models will be made by the students of organ systems on thermocol sheets like:
  - Digestive System

- Nervous System
- Respiratory System



**Assessment Strategy :** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Skill enhanced:**

Observing, inferring, communicating, classifying, Critical and logical thinking, decision making, creativity.

**Learning Outcome:**

The Learner-

- 
- differentiates between arteries and veins.
- conducts simple investigations to seek answers to queries, e.g., why food always move in downward direction?
- explains processes of various organ systems in human.
- draws labelled diagram of various organ systems.
- applies learning of scientific concepts in day-to-day life.

**MONTH : DECEMBER**

**No. of Periods : 10**

**TOPIC: LIGHT AND SHADOW**

**Subtopic :**

- Light and different types of object
- Shadow and its characteristics
- Solar and lunar eclipses
- Pin hole camera
- Phenomenon of reflection of light and two types of reflection
- Properties of image formed by plane mirror.
- Comparison of image formed by plane mirror and shadow

**Teaching aid :** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different torso models.

**Art integration:**

- To prepare pin hole camera.

**Assessment Strategy :** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Assessment activity:** Worksheet on solar and lunar eclipse.

**Skill enhanced:**

Observing, inferring, communicating, classifying, Critical and logical thinking, decision making, creativity.

**Learning Outcome:**

The learner-

- identifies the types of objects on the basis of transparency.
- draws diagrams for Solar Eclipse and Lunar Eclipse.
- constructs models using materials available in the surroundings. Eg. Kaleidoscope, periscope and Pinhole camera.
- differentiates between image formed by plane mirror and shadow.
- conducts simple investigations to seek answers to queries, e.g., why shadows have different sizes?

**MONTH : DECEMBER**

**No. of Periods : 10**

**TOPIC: ELECTRIC CURRENTS & CIRCUITS**

**Subtopic :**

- Electric cells, torch, dry cell, electric bulb, electric current, circuits, switches
- Use of symbols in electric circuits

- Conductors and insulators
- Precautions while using various electric appliances

**Teaching aid :** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different torso models.

**Art integration:**

- To make a simple circuit.

**Assessment Strategy :** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Skill enhanced:**

Observing, inferring, communicating, classifying, Critical and logical thinking, decision making, creativity

**Learning Outcome:**

The Learner-

- draws circuit diagram.
- differentiates materials such as conductors and insulators.
- makes efforts to save electricity.
- discusses and appreciates stories of scientific discoveries.

**MONTH : JANUARY**

**No. of Periods : 10**

**TOPIC: MAGNETS**

**Subtopic :**

- History of magnetism
- Definition and types of magnets
- Various shapes of magnets
- Magnetic and non magnetic materials
- Poles of a magnet
- Earth as a magnet
- Properties of a magnet
- Making a magnet
- Finding directions using magnets
- Interesting facts about magnets



**Teaching aid :** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different torso models.

**Assessment Strategy :** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Skill enhanced:**

Observing, inferring, communicating, classifying, Critical and logical thinking, decision making, creativity

**Learning outcomes:**

The Learner -

- conducts simple investigations in order to seek answers to queries e.g. does a freely suspended magnet align in a particular direction?
- classifies objects as magnetic material or non-magnetic material.
- applies learning of scientific concepts in day-to-day life, e.g. using compass needle for finding directions.
- discusses and appreciates stories of scientific discoveries.

## **SYLLABUS**

### **FINAL TERM**

- 1. CHANGES AROUND US**
- 2. MEASUREMENT & MOTION**
- 3. THE WORLD OF LIVING**
- 4. STRUCTURE & FUNCTION OF LIVING ORGANISMS – ANIMALS**
- 5. LIGHT AND SHADOW**
- 6. ELECTRIC CURRENTS & CIRCUITS**
- 7. MAGNETS**
- 8. SOME CHAPTER FROM TERM I**

**SUBJECT ENRICHMENT:** All laboratory activities related to topic taught.

## ACADEMIC PLANNER

### SOCIAL SCIENCE

#### CLASS- VI

(\*Changes and deletion in the academic planner will be intimated as per the directions of DAVCMC)

The Social Science Syllabus Has Been Divided Into Three Units:

Geography

Unit I (Earth Our Habitat)

History

Unit II (People And Society In The Ancient Period)

Civics

Unit III (Community And Its Development)

The academic year is divided in to two terms, Term I and Term II.

Written Exam

80 marks

Internal Assessment

20 marks

#### **Guidelines for Internal Assessment**

Tools of Internal Assessment	Total Weightage
1. Periodic test	10
2. Subject Enrichment Activity	5
3. Notebook	5

### APRIL

TOPIC	THE PLANET EARTH AND THE SOLAR SYSTEM (Chapter-1 GEO.)
SUB - TOPICS	<ul style="list-style-type: none"><li>Galaxies</li><li>Stars and Constellations</li><li>The evolution of the solar system, Nebula forming</li><li>The sun and the planets</li><li>The earth- A unique planet, Satellites</li><li>The moon and it phases</li><li>Celestial bodies, Asteroids, Meteoroids, Comets</li></ul>
DURATION	6 PERIODS

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills

**Art Integration:** Collage Making, Diagrams

**Learning Outcomes:** The students will be able to:

- Appreciate the importance of Sun for Human life.
- Recognise the different phases of moon.
- Understand characteristics of different celestial bodies.
- Describe the Evolution of Solar System.

### **Chapter-8**

TOPIC	STUDYING THE PAST (Chapter-8 HIS.)
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<b>SUB - TOPICS</b>	<ul style="list-style-type: none"> <li>• <b>History and Pre-History</b></li> <li>• <b>Ancient History</b></li> <li>• <b>Medieval History</b></li> <li>• <b>Medieval History</b></li> <li>• <b>Archaeological Source</b></li> <li>• <b>Literary Source</b></li> </ul>
<b>DURATION</b>	<b>5 PERIODS</b>

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills

**Art Integration:** Design an Inscription

**Learning Outcome: The students will be able to:**

- Understand the importance of different sources of history.
- Understand the importance of history in their present life.
- Develop the idea about different periods of history.

### **Chapter-21**

<b>TOPIC</b>	<b>OUR COMMUNITY LIFE: UNITY IN DIVERSITY (Chapter-21 CIV.)</b>
<b>SUB - TOPICS</b>	<ul style="list-style-type: none"> <li>• <b>Community Life</b></li> <li>• <b>Community and Interdependence</b></li> <li>• <b>The Family</b></li> <li>• <b>The School</b></li> <li>• <b>The Neighbourhood</b></li> <li>• <b>Economic Development</b></li> <li>• <b>Cultural Development</b></li> <li>• <b>Unity in Diversity</b></li> <li>• <b>Inequalities and Constitutional Provisions to Safeguard Them</b></li> <li>• <b>Our Rural Community</b></li> <li>• <b>Our Urban Community</b></li> </ul>
<b>DURATION</b>	<b>5 PERIODS</b>

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills

**Art Integration:** Design a Logo

**Learning Outcomes: The students will be able to:**

- Understand the meaning of community life.
- Aware of the social units which are an integral part of community. Like- Family, School, Neighbourhood.
- understand & appreciate various forms of diversity in their everyday environment
- able to develop a sensitivity towards interdependence
- Understand the difference between rural community and urban community.

**JUNE**

## **Chapter-2**

TOPIC	REPRESENTATION OF THE EARTH (Chapter-2 GEO.)
SUB - TOPICS	<ul style="list-style-type: none"><li>• <b>Globe</b></li><li>• <b>Map and Cartography</b></li><li>• <b>History of map making</b></li><li>• <b>Components of Map</b></li><li>• <b>Types of Map</b></li><li>• <b>Plan</b></li><li>• <b>Atlas</b></li></ul>
DURATION	<b>6 PERIODS</b>

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills

**Art Integration:** Making conventional symbols

**LEARNING OUTCOME:** The students will be able to:

- Understand the importance of directions
- Develop an idea about the location of a place on map.
- Understand the components and types of map.

## **Chapter -9**

TOPIC	LIFE OF EARLY MAN (Chapter-9 HIS.)
SUB - TOPICS	<ul style="list-style-type: none"><li>• <b>Stone Age</b></li><li>• <b>Palaeolithic Age or Old Stone Age</b></li><li>• <b>Mesolithic Age or Middle Age</b></li><li>• <b>Neolithic Age or New Stone Age</b></li></ul>
DURATION	<b>5 PERIODS</b>

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills

**Art Integration:** Sketch of the Dwellings of Neolithic Period and Map

**LEARNING OUTCOME:** The students will:

- Understand the developments of Mesolithic age.
- Get familiarised with the main developments and invention of Neolithic age.
- Evaluate the difference between Mesolithic and Neolithic age.

## **JULY**

## **Chapter -10**

TOPIC	DEVELOPMENT OF CIVILISATION (Chapter-10 HIS.)
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<b>SUB - TOPICS</b>	<ul style="list-style-type: none"> <li>• <b>Civilisation</b></li> <li>• <b>Mesopotamian Civilisation</b></li> <li>• <b>Egyptian Civilisation</b></li> <li>• <b>Chinese Civilisation</b></li> <li>• <b>Indus Valley Civilisation</b></li> <li>• <b>The City Planning</b></li> <li>• <b>Occupation</b></li> <li>• <b>Religion</b></li> <li>• <b>Script</b></li> <li>• <b>Life of the People</b></li> <li>• <b>End of the Civilisation</b></li> </ul>
<b>DURATION</b>	<b>5 PERIODS</b>

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource

**Assessment Strategy:** Mind Map, MCQ (Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills

**Art Integration:** Design an Inscription

**LEARNING OUTCOME: The students will :**

- Understand the developments of Various Civilisations of the world.
- Understand the origin of various civilisations.
- Get familiarised with the life, occupation, religion of the people of Harappan Civilisation.

### **Chapter -3**

<b>TOPIC</b>	<b>LOCATING PLACES ON THE EARTH (Chapter-3 GEO.)</b>
<b>SUB - TOPICS</b>	<ul style="list-style-type: none"> <li>• <b>Reference point or Landmarks</b></li> <li>• <b>Latitudes- Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle</b></li> <li>• <b>Heat Zones- Torrid Zone,</b></li> <li>• <b>Longitudes</b></li> <li>• <b>Grid System</b></li> <li>• <b>Standard Time and Meridian</b></li> </ul>
<b>DURATION</b>	<b>5 PERIODS</b>

**Teaching Aid:**

Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource.

**Assessment Strategy:** Mind Map, MCQ (Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills

**Art Integration :** Map Illustration, Diagram, Table.

**Learning Outcome: The students will be able to:**

- Understand the system of time zones of the world.
- Understand the different heat zones.
- Know the importance of grid system for locating places on earth.
- Understand the importance of latitudes and longitudes.

- Appreciate the role of standard meridian.

## **Chapter-11**

TOPIC	IRON AGE CIVILISATION (Chapter-11 His.)
SUB - TOPICS	<ul style="list-style-type: none"> <li>• Iron Age</li> <li>• Greek Civilisation</li> <li>• Roman Civilisation</li> <li>• Iranian Civilisation</li> <li>• The Vedic Civilisation-</li> <li>• Political Condition</li> <li>• Social Condition</li> <li>• Occupation</li> <li>• Religion</li> <li>• Achievements</li> </ul>
DURATION	6 PERIODS

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### **Teaching Aid:**

Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource.

**Assessment Strategy:** Mind Map, MCQ (Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills

**Art Integration :** Making a presentation showing difference in the Vedic Age and modern age education system.

### **Learning Outcome: The students will be able to:**

- Understand the importance of development in different civilisations.
- Understand the similarities and dissimilarities among the ancient civilisation.
- Develop the idea about Vedic civilisation and its socio economic structure.
- Know about the basic knowledge of Veda, Verna, Ashram and Barter system

## **Chapter -22**

TOPIC	DEMOCRACY AND GOVERNMENT (Chapter-22 CIV.)
SUB - TOPICS	<ul style="list-style-type: none"> <li>• <b>Democracy</b></li> <li>• <b>Goals of Democracy</b></li> <li>• <b>Representative Democracy</b></li> <li>• <b>People's Participation</b></li> <li>• <b>Government</b></li> <li>• <b>Levels of Government</b></li> </ul>
DURATION	5 PERIODS

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills

**Art Integration:** Poster Making, Map

### **Learning outcome: The students will be able to:**

- Know about democracy.

- Understand the term democratic government.
- Tell about the goal of democracy.
- Understand how people participate in making of government.

## AUGUST

### Chapter -4

TOPIC	MOTIONS OF THE EARTH (Chapter-4 GEO.)
SUB - TOPICS	<ul style="list-style-type: none"> <li>• <b>Rotation of the Earth</b></li> <li>• <b>Revolution of the Earth</b></li> <li>• <b>Phenomenon of Day and Night</b></li> <li>• <b>Revolution of the Earth and the Seasons</b></li> </ul>
DURATION	6 PERIODS

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**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills

**Art Integration:** Billboard Designing

**Learning outcome:** The students will be able to:

- Understand the effects of rotation and revolution.
- Understand the phenomenon of change in seasons.
- Differentiate between the two motions of the earth- rotation and revolution

### Chapter-12

TOPIC	JANAPADAS AND THE MAHAJANAPADAS (600-100 BCE) (Chapter-12 HIS.)
SUB - TOPICS	<ul style="list-style-type: none"> <li>• <b>Janapadas</b></li> <li>• <b>Mahajanapadas</b></li> <li>• <b>Gansanghas</b></li> <li>• <b>Important Rulers-</b></li> <li>• <b>Bimbisar</b></li> <li>• <b>Ajatshatru</b></li> <li>• <b>Darshak</b></li> <li>• <b>Administration</b></li> <li>• <b>Social Condition</b></li> <li>• <b>Religion</b></li> <li>• <b>Economic Condition</b></li> <li>• <b>Magadh- A Successful Empire</b></li> </ul>
DURATION	6 PERIODS

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**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills

**Art Integration:** Brochure making, Table

**LEARNING OUTCOME:** The students will be able to:

- Understand the varna system and condition of women.
- Develop an idea about the political condition of mahajanpadas.
- Appreciate the Mauryan administration.

### **Chapter -13**

TOPIC	THE MAURYAN DYNASTY (Chapter-13 HIS.)
SUB - TOPICS	<ul style="list-style-type: none"><li>• The Mauryan Empire</li><li>• Chandargupta</li><li>• Bindusar</li><li>• Asoka</li><li>• Chanakya</li><li>• Administration</li><li>• Social Condition</li><li>• Economic Condition</li><li>• Art And Architecture</li><li>• Decline of Mauryan Empire</li></ul>

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills

**Art Integration :** Illustration, Time line Making

**Learning Outcome:** The students will be able to:

- Develop an idea about the political condition of that time.
- Understand the rise of Buddhism.
- Appreciate the Stupas and Pillars of that time.
- Understand the Varna System and the condition of women
- Appreciate the Mauryan administration.

### **SEPTEMBER REVISION FOR FIRST TERM EXAM. FIRST TERM SYLLABUS**

NO. OF CHAPTERS	NAMES OF CHAPTERS
CHAPTER-1	THE PLANET EARTH AND THE SOLAR SYSTEM
CHAPTER-2	REPRESENTATION OF THE EARTH
CHAPTER-3	LOCATING PLACES ON THE EARTH
CHAPTER-4	THE MOTIONS OF THE EARTH
CHAPTER-8	STUDYING THE PAST
CHAPTER-9	LIFE OF EARLY MAN



CHAPTER-10	DEVELOPMENT OF CIVILISATION
CHAPTER-11	THE IRON AGE CIVILISATION
CHAPTER-12	JANAPADAS AND THE MAHAJANAPADAS
CHAPTER-13	THE MAURAYAN DYNASTY
CHAPTER-21	OUR COMMUNITY LIFE: UNITY IN DIVERSITY
CHAPTER-22	DEMOCRACY AND GOVERNMENT

## OCTOBER

### Chapter-5

<b>TOPIC</b>	<b>The Realms of the Earth (Chapter-5 GEO)</b>
<b>SUB TOPICS</b>	<ul style="list-style-type: none"> <li>• <b>Lithosphere-The realm of land (continents, major landforms of the earth)</b></li> <li>• <b>Atmosphere-The realm of air ( composition of Atmosphere)</b></li> <li>• <b>Hydrosphere- The realm of water (oceans)</b></li> <li>• <b>Biosphere (features of biosphere and impact of urbanisation and human activities on biosphere)</b></li> </ul>
<b>DURATION</b>	<b>6 PERIODS</b>

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**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource , Flow Chart.

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills

**Art Integration :** Diagram, Map, Plan a Route

**Learning Outcome: The students will be able to:**

- Understand the difference between the three spheres of the earth.
- Understand the location and the size of continents and oceans.
- Compare the main features of continents and oceans.
- Analyse the impact of human activities and urbanisation on biosphere.
- Describe the composition of atmosphere.

### Chapter-14

<b>TOPIC</b>	<b>EARLY HISTORY OF DECCAN AND SOUTH INDIA (Chapter-14 HIS.)</b>
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<b>SUB TOPICS</b>	<ul style="list-style-type: none"> <li>• <b>Megalithic Culture</b></li> <li>• <b>Early History of Deccan</b></li> <li>• <b>Early History of South India or Carnatic Region</b></li> <li>• <b>Administration in the Southern Kingdoms</b></li> </ul>
<b>DURATION</b>	<b>5 PERIODS</b>

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**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource, Flow Chart.

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills

**Art Integration :** Diagram, Mind map, Picture Illustration

**Learning Outcome: The students will be able to:**

- Get aware about the burial traditions of the ancient times.
- Develop understanding of region of Deccan and South India.
- Get familiarized with the administration of the Kingdoms of the south.

## **Chapter-23**

<b>TOPIC</b>	<b>OUR RURAL GOVERNANCE (Chapter-23 CIV.)</b>
<b>SUB TOPICS</b>	<ul style="list-style-type: none"> <li>• <b>Story narration title ‘Panch Parmeshwar’</b></li> <li>• <b>Self Governing Bodies in Rural Areas(Gram Panchayat, Gram Sabha)</b></li> <li>• <b>Nyaya Panchayat, Block Samiti or Panchayat Samiti</b></li> <li>• <b>Zila Parishad</b></li> </ul>
<b>DURATION</b>	<b>6 PERIODS</b>

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource, Flow Chart.

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills.

**Art Integration :** Map Illustration, Mind Map

**Learning Outcome: The students will be able to:**

- Understand the political structure of governance on rural areas.
- Analyse the difference between different local self-governing bodies.

## **NOVEMBER**

## **Chapter-6**

<b>TOPIC</b>	<b>INDIA MY MOTHERLAND (Chapter-6 GEO.)</b>
<b>SUB TOPICS</b>	<ul style="list-style-type: none"> <li>• <b>India’s location on the Globe and India’s Neighbours</b></li> <li>• <b>India’s extent(Longitudinal and Latitudinal)</b></li> <li>• <b>Physical Division of India( The Northern Mountains, The Northern Plains, The Desert, The Great Plateau, The Coastal Plains, The Islands)</b></li> </ul>

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource, Flow Chart.

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skill.

**Art Integration:** Chart Making, Map, Diagram

**Learning Outcome:** The students will be able to:

- Understand India's latitudinal and longitudinal extent.
- Understand the features of the major landforms.
- Compare the physical division of India.

## **Chapter-15**

TOPIC	NORTH INDIA AFTER MAURYAS AND SUNGAS (Chapter-15 HIS.)
SUB TOPICS	<ul style="list-style-type: none"><li>• Foreign Invasions after the fall of Mauryan Empire</li><li>• Important Greek, Saka and Kushan rulers</li><li>• Effects of Contact between Central Asia and North India.</li></ul>
DURATION	5 PERIODS

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource , Flow Chart.

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills.

**Art Integration :** Flash cards on the foreign invaders that had come to india after fall of the Mauryan empire.

**Learning Outcome:** The students will be able to:

- Get familiarized with the foreign invaders who had come to India after decline of Mauryan Empire.
- Get aware about the important Greek, Saka and Kushan rulers.
- Understand the impact of contacts between Central Asia and North India on art and architecture, science and technology and language and literature.

## **Chapter-16**

TOPIC	THE GUPTA EMPIRE (Chapter-16 HIS.)
SUB TOPICS	<ul style="list-style-type: none"><li>• Important rulers of the Gupta Empire</li><li>• Administration of the Gupta Empire</li><li>• Social, Economic and Religious condition</li><li>• Art and Architecture, Language and Literature</li><li>• Science and Technology</li><li>• Why Gupta Age is known as Golden Age</li></ul>
DURATION	6 PERIODS

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource , Flow Chart.

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills.

**Art Integration :** Picture Pasting, Timeline, Diagram, Mind Map

**Learning Outcome:** The students will be able to:

- Understand the political, economic, religious and social structure of the Gupta period.
- Understand why Gupta age is known as golden age.
- Understand other important development related to science and technology, language and literature.
- Analyse why Gupta Period is known as Golden Age.

## **Chapter-17**

<b>TOPIC</b>	<b>THE ERA OF HARSHA (Chapter-17 HIS.)</b>
<b>SUB TOPICS</b>	<ul style="list-style-type: none"> <li>• <b>Sources of information of Harsha's Period</b></li> <li>• <b>Harshavardhana Empire-Adminisiration</b></li> <li>• <b>Religion</b></li> <li>• <b>Social and Economic condition</b></li> </ul>
<b>DURATION</b>	<b>2 PERIODS</b>

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource , Flow Chart.

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills.

**Art Integration :** Diagram, Mind Map

**Learning Outcome:** The students will be able to:

- Compare social, economic and political condition of the Gupta and Harsha period.
- Understand different aspects of the Harsha's administration.

## **DECEMBER**

## **Chapter-7**

<b>TOPIC</b>	<b>INDIA LAND OF MONSOON CLIMATE (Chapter-7 GEO.)</b>
<b>SUB TOPICS</b>	<ul style="list-style-type: none"> <li>• <b>Climate in North India, South India, Desert and North-East</b></li> <li>• <b>The Seasons of India</b></li> <li>• <b>Natural Vegetation of India</b></li> <li>• <b>Conservation of Forests</b></li> <li>• <b>Wildlife</b></li> </ul>
<b>DURATION</b>	<b>6 PERIODS</b>

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource , Flow Chart.

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills.

**Art Integration :** Climate forecast, Poster making, Slogan Writing on Conservation of Wildlife

**Learning Outcome:** The students will be able to:

- Compare different types of climate in different parts of India.
- Get familiarized with the different seasons of India.
- Get aware about the natural vegetation in India.
- Understand the importance of Forests and Wildlife.

## **Chapter-18**

<b>TOPIC</b>	<b>DECCAN AND SOUTH INDIA (Chapter-18 HIS.)</b>
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<b>SUB TOPICS</b>	<ul style="list-style-type: none"> <li>• <b>CHALUKYAS</b></li> <li>• <b>PALLAVAS</b></li> <li>• <b>Administration, Art and Architecture and Religion of Deccan and South India</b></li> </ul>
<b>DURATION</b>	<b>3 PERIODS</b>

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource, Flow Chart.

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills.

**Learning Outcome: The students will be able to:**

Understand the political, religious and cultural structure of the Deccan and South India from 4 to 7 century CE.

### **Chapter-19**

<b>TOPIC</b>	<b>INDIA AND OUTSIDE WORLD (Chapter-19 HIS.)</b>
<b>SUB TOPICS</b>	<ul style="list-style-type: none"> <li>• <b>India's contact with the West</b></li> <li>• <b>India's contact with Central Asia</b></li> <li>• <b>India's contact with Sri Lanka, South-East and China</b></li> </ul>
<b>DURATION</b>	<b>6 PERIODS</b>

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource, Flow Chart.

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills

**Art Integration :** On the world map locate, label the countries India had contacts in the past and at present.

**Learning Outcome: The students will be able to:**

- Understand the impact of India's relations with other countries..
- Understand cultural influences related to India's relations with other countries.

## **JANUARY-FEBRUARY**

### **Chapter-24**

<b>TOPIC</b>	<b>OUR URBAN GOVERNMENT (Chapter-24 CIV.)</b>
<b>SUB TOPICS</b>	<ul style="list-style-type: none"> <li>• <b>Comparison of city life and village life</b></li> <li>• <b>Governing Bodies in Urban Areas(Nagar Panchayat, Municipal Council)</b></li> <li>• <b>Municipal Corporation</b></li> <li>• <b>District Administration</b></li> </ul>
<b>DURATION</b>	<b>6 PERIODS</b>

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource, Flow Chart.

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills

**Art Integration :** Mind map

**Learning Outcome: The students will be able to:**

- Understand the political structure of governance in urban areas.
- Analyse the difference between different local self governing bodies

**Chapter-20**

TOPIC	THE INDIAN RELIGIONS (Chapter-20 HIS.)
SUB TOPICS	<ul style="list-style-type: none"><li>• <b>Hinduism</b></li><li>• <b>Zoroastrianism</b></li><li>• <b>Judaism</b></li><li>• <b>Jainism</b></li><li>• <b>Buddhism</b></li><li>• <b>Christianity</b></li></ul>
DURATION	6 PERIODS

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource , Flow Chart.

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills.

**Art Integration :** Making symbol of different religions

**Learning Outcome: The students will be able to:**

- Understand the teachings of different religions.
- Understand the basic essence of all the religions.

**MARCH**  
**FINAL TERM**

CHAPTER-5	THE REALM OF THE EARTH
CHAPTER-6	INDIA-MY MOTHERLAND
CHAPTER-7	INDIA-THE LAND OF MONSOON CLIMATE
CHAPTER-14	EARLY HISTORY OF DECCAN AND SOUTH INDIA
CHAPTER-15	NORTH INDIA AFTER MAURYAS ANDSUNGAS
CHAPTER-16	GUPTA EMPIRE
CHAPTER-17	THE ERA OF HARSHA
CHAPTER-18	DECCAN AND SOUTH INDIA
CHAPTER-19	INDIA AND THE OUTSIDE WORLD
CHAPTER-20	THE INDIAN RELIGIONS
CHAPTER-23	OUR RURAL GOVERNANCE
CHAPTER-24	OUR URBAN GOVERNMENT

## नैतिक शिक्षा

### कक्षा -छठी

#### पाठ्यक्रम

##### प्रथम सत्रीय पाठ्यक्रम

- 1 ईशस्तुति ।
- 2 संध्या और उसकी तैयारी ।
- 3 संध्या के मन्त्र (आचमन , अंगस्पर्श)|
- 4 तुम ही एक नाथ (भजन )|
- 5 आर्य समाज के नियम 1,2 का अध्यापन )|
- 6 भक्तराज ध्रुव|
- 7 मर्यादा पुरुषोत्तम राम|
- 8 श्री कृष्ण चरित|
- 9 धर्मवीर हकीकत राय ।

#### मार्च

##### पाठ 1 ईशस्तुति

अधिगम प्राप्ति : छात्रों को लय में गाने का अभ्यास करवाना ।

##### पाठ – 2 संध्या और उसकी तैयारी

अधिगम प्राप्ति : वैदिक संध्या के बारे में बताना ।

#### अप्रैल

##### पाठ 3 संध्या के मन्त्र (आचमन , अंगस्पर्श)|

अधिगम प्राप्ति : छात्रों को वेद मन्त्रों से परिचित करवाना ।

#### मई

##### पाठ- 3. संध्या से संबंधित प्रश्न करवाए जाएँगे ।

##### पाठ – 4 तुम ही एक नाथ (भजन )

अधिगम प्राप्ति : छात्रों में ईश्वर और धर्म के प्रति आस्था उत्पन्न करना ।

#### जुलाई

##### पाठ- 5 आर्य समाज के 1,2 नियमों का अध्यापन (वस्तुनिष्ठ पाठ )

##### पाठ –6 भक्तराज ध्रुव

अधिगम प्राप्ति:-छात्रों को आर्य समाज के नियमों से परिचय करवाना ।

#### अगस्त

##### पाठ –7 मर्यादापुरुषोत्तम राम

अधिगम प्राप्ति:-छात्रों को श्रीराम के गुणों को अपनाने की सलाह दी जाएगी ।

##### पाठ –8 श्री कृष्णचरित

अधिगम प्राप्ति:-छात्रों को भगवान् श्री कृष्ण के कार्यों का विस्तारपूर्वक वर्णन कर उनके प्रति विश्वास उत्पन्न करवाना ।

#### सितम्बर

पाठ-9 धर्मवीर हकीकत राय

अधिगम प्राप्ति विद्यार्थियों में स्वदेशप्रेम स्वधर्म व जाति के प्रति सम्मान का भाव उत्पन्न करना ।

गतिविधि – वाचन / श्रवण / गायन

प्रथम सत्रीय परीक्षा हेतु पुनरावृत्ति

द्वितीय सत्र

द्वितीय सत्रीय पाठ्यक्रम

- 1 ईश प्रार्थना ।
- 2 पाप के अन्न का प्रभाव ।
- 3 प्रभु का धन्यवाद ।
- 4 जीवनदानी दयानंद ।
- 5 श्यामजी कृष्ण वर्मा ।
- 6 राम प्रसाद बिस्मिल ।
- 7 मस्ताना जोगी ।
- 8 सिद्धांत बोध प्रश्नावली ।
- 9 शुभ कामना भजन ।

अक्टूबर

पाठ- 10 ईश प्रार्थना

अधिगम प्राप्ति :- छात्रों को भजन से आनंद की अनुभूति का अनुभव करवाना ।

पाठ- 11 पाप के अन्न का प्रभाव

अधिगम प्राप्ति :- पाप की कमाई से प्राप्त अन्न के कुप्रभावों के बारे में अवगत करवाना ।

नवम्बर

पाठ -13 प्रभु का धन्यवाद

अधिगम प्राप्ति :- छात्रों को अभिमान रहित जीवन बनाने की सलाह दी जाएगी ।

दिसम्बर

पाठ- 15 श्याम जी कृष्ण वर्मा

अधिगम प्राप्ति : छात्रों का स्वाधीनता संग्राम के अन्य सेनानियों का परिचय करवाया जाएगा ।

पाठ- 16 रामप्रसाद बिस्मिल

अधिगम प्राप्ति : बलिदानी बिस्मिल के बलिदान से छात्रों को अवगत कराना ।

पाठ- 17 मस्ताना जोगी

अधिगम प्राप्ति : छात्रों का स्वतंत्रता संग्राम के अन्य सेनानियों से परिचय करवाया जाएगा ।

जनवरी

पाठ- 18 सिद्धांत बोध प्रश्नावली

अधिगम प्राप्ति : छात्रों को मानव जीवन के उद्देश्य के बारे में बताया जाएगा ।

गतिविधि – वाचन / श्रवण / गायन

फरवरी एवं मार्च :- वार्षिक परीक्षा हेतु पुनरावृत्ति ।