

## ST. FRANCIS CONVENT CO-ED SCHOOL PATEL NAGAR BHOPAL

CLASS- VI

SUBJECT- SOCIAL SCIENCE

| Topics                                    | Learning Outcomes                                                   | Assessment Tools           | Teaching Learning Strategies/ Activities                    | Resources                           | Inter-disciplinary/ Multi-disciplinary           | Art Integration or Sports Integration                                         |
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| <b>1. Locating places on the Earth</b>    | Students will be able to-                                           | * Oral tests / Questioning | *Explanatory method                                         | *Audio visual                       | Maths : shapes 2D, 3D                            | * Drawing of the globe and showing the lines of latitudes and longitudes      |
| <b>No. of Periods:</b>                    | . Map and its components                                            | * Quizzes                  |                                                             | *real objects use of globe and maps |                                                  |                                                                               |
| <b>Month:</b>                             | . Types of maps and symbols                                         | * Assignments              |                                                             |                                     |                                                  |                                                                               |
|                                           | . Mapping the earth- understanding coordinates                      |                            |                                                             |                                     |                                                  |                                                                               |
|                                           | . Latitudes and longitudes                                          |                            |                                                             |                                     |                                                  |                                                                               |
|                                           | . Understanding Time Zones                                          |                            |                                                             |                                     |                                                  |                                                                               |
|                                           |                                                                     |                            |                                                             |                                     |                                                  |                                                                               |
| <b>4. Timeline and Sources of History</b> | Students will be able to understand -                               | Oral Questioning /         | * Active learning , Peer teaching . Activity : lets explore | audio visual                        | life skills : observational and logical thinking | * making the flow chart of various sources of history                         |
|                                           | *Timeline                                                           | * Notebook                 |                                                             |                                     |                                                  | * arranging of dates in proper chronological order to make a proper timeline. |
|                                           | *How is time measured in history?                                   | * Group Discussion         |                                                             |                                     |                                                  |                                                                               |
|                                           | *Sources of history                                                 |                            |                                                             |                                     |                                                  |                                                                               |
|                                           | *The beginning of human history                                     |                            |                                                             |                                     |                                                  |                                                                               |
|                                           | * understand the significance of geographical terms used during the |                            |                                                             |                                     |                                                  |                                                                               |
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| <b>13. The Value of Work</b>             | Students will be able to understand -                                  | * Group Discussion         | * Active learning , Peer teaching . Activity : lets explore | * Case studies             | life skills : observational and logical thinking | * Role play of different characters doing different economic activities                               |
|                                          | * Economic activity                                                    | * Notebook                 |                                                             | * charts and Diagrams      |                                                  |                                                                                                       |
|                                          | *Types of economic activities - economic and non- economic             | *Oral Questioning          |                                                             |                            |                                                  |                                                                                                       |
|                                          | *Importance of these activities                                        |                            |                                                             |                            |                                                  |                                                                                                       |
|                                          |                                                                        |                            |                                                             |                            |                                                  |                                                                                                       |
| <b>2. Oceans and Continents</b>          | Students will be able to understand -                                  | * Group Discussion         | * Active learning , Peer teaching . Activity : lets explore | *real objects use of globe |                                                  | * Crossword formation                                                                                 |
|                                          | * distribution of water on land and earth                              | * Notebook                 | *Explanatory method                                         |                            |                                                  |                                                                                                       |
|                                          | * continents and oceans                                                | *Oral Questioning          |                                                             |                            |                                                  |                                                                                                       |
|                                          | * islands                                                              |                            |                                                             |                            |                                                  |                                                                                                       |
|                                          | * oceans and life                                                      |                            |                                                             |                            |                                                  |                                                                                                       |
|                                          |                                                                        |                            |                                                             |                            |                                                  |                                                                                                       |
| <b>5. India , That is Bharat</b>         | Students will be able to understand -                                  | * Oral tests / Questioning | *Explanatory method                                         | *Audio visual              | *logical thinking                                | * using map for showing the Indian Subcontinents with the ancient names for India                     |
|                                          | *defining India                                                        | * Quizzes                  |                                                             |                            |                                                  |                                                                                                       |
|                                          | *Ancient name of India                                                 |                            |                                                             |                            |                                                  |                                                                                                       |
|                                          | * foreigners naming India                                              |                            |                                                             |                            |                                                  |                                                                                                       |
|                                          |                                                                        |                            |                                                             |                            |                                                  |                                                                                                       |
| <b>14. Economic Activities around us</b> | Students will be able to understand -                                  | * Assignments              | * Active learning , Peer teaching . Activity : lets explore | * Case studies             | life skills : observational and logical thinking | * using of different pictures in jumbled way to show the different stages of the economic activities. |
|                                          | * Economic sector                                                      | * Quizzes                  | *Explanatory method                                         | * Use of flow charts       |                                                  |                                                                                                       |
|                                          | * classification of economic activities - Primary , Secondary Tertiary |                            |                                                             |                            |                                                  |                                                                                                       |
|                                          | * interdependence of the sectors                                       |                            |                                                             |                            |                                                  |                                                                                                       |

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| <b>Grassroots Democracy-<br/>Part 1 : Governance</b>  | Students will be able to understand -                        | * Group Discussion | * Active learning , Peer teaching . Activity : lets explore | * Case studies                                     | life skills : observational and logical thinking    | * Model making to showcase the levels of government                               |
|                                                       | * Introduction of words like - government, governance , laws | * Notebook         | *Explanatory method                                         | * use of different charts                          |                                                     |                                                                                   |
|                                                       | * Three organs/ levels of the Government                     |                    |                                                             | * audio and visual                                 |                                                     |                                                                                   |
|                                                       | * Democracy                                                  |                    |                                                             |                                                    |                                                     |                                                                                   |
|                                                       |                                                              |                    |                                                             |                                                    |                                                     |                                                                                   |
| <b>6. The Beginning of Indian Civilisation</b>        | Students will be able to understand -                        | * Group Discussion | *Explanatory method                                         | * Case studies                                     | * Geography - climate and soil types                | * Drawing of pictures and use of mind map for understanding the concept properly. |
|                                                       | * The term Civilisation                                      | * Notebook         | * Audio and visual                                          | * use of different artifacts and charts and images | * Economics - cost and profit of farming            |                                                                                   |
|                                                       | * The Harappan and the Indus - Saraswati civilisation        | *Oral Questioning  |                                                             |                                                    | * Maths - shapes and patterns                       |                                                                                   |
|                                                       | * Indus Valley Civilisation                                  |                    |                                                             |                                                    |                                                     |                                                                                   |
|                                                       | * the social and cultural life                               |                    |                                                             |                                                    |                                                     |                                                                                   |
|                                                       | * its decline                                                |                    |                                                             |                                                    |                                                     |                                                                                   |
|                                                       |                                                              |                    |                                                             |                                                    |                                                     |                                                                                   |
| <b>7. Indias Cultural Roots</b>                       | Students will be able to understand -                        | * Oral Questioning | * Audio and Visual                                          | * Case studies                                     | * History - use of different forms of art works and | * Chart making , showing the religions and any art form.                          |
|                                                       | * The Vedas and Vedic Culture                                | Group Presentation | *Explanatory method                                         | * Audio and Visual                                 |                                                     |                                                                                   |
|                                                       | * Buddhism                                                   | * Quizz            |                                                             |                                                    |                                                     |                                                                                   |
|                                                       | * Jainnism                                                   |                    |                                                             |                                                    |                                                     |                                                                                   |
|                                                       | * Folks and Tribal roots                                     |                    |                                                             |                                                    |                                                     |                                                                                   |
|                                                       |                                                              |                    |                                                             |                                                    |                                                     |                                                                                   |
| <b>8. Unity in Diversity , or ' Many in the one '</b> | Students will be able to understand -                        | * Oral Questioning | *Explanatory method                                         | * Case studies                                     | graphy - Festivals , Tradi                          | * Let's Explore                                                                   |

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|                                                                            | * The true meaning of diversity        | Group Presentation         | * Active learning , Peer teaching . Activity : lets explore | Power point presentation | life skills : observational and logical thinking |                 |
|                                                                            | * textiles and Clothing                |                            |                                                             | *Audio visual            |                                                  |                 |
|                                                                            | * Its spread among the community       |                            |                                                             |                          |                                                  |                 |
| <b>11. Grassroots Democracy - Part 2: Local government in rural Areas</b>  | Students will be able to understand -  | Group Presentation         | *Explanatory method                                         | Power point presentation | life skills : observational and logical thinking | * Let's Explore |
|                                                                            | * Panchayati Raj System                |                            | * Active learning , Peer teaching . Activity : lets explore | *Audio visual            |                                                  |                 |
|                                                                            | * Gram Panchayat                       |                            |                                                             |                          |                                                  |                 |
|                                                                            | * Exemplary Sarpanchs                  |                            |                                                             |                          |                                                  |                 |
|                                                                            | * Child- Friendly Panchayat Initiative |                            |                                                             |                          |                                                  |                 |
|                                                                            | * Panchayati Samiti and Zila Parishad  |                            |                                                             |                          |                                                  |                 |
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| <b>12. Grassroots Democracy - Part 3 : Local Government in Urban Areas</b> | Students will be able to understand -  | * Oral tests / Questioning | *Explanatory method                                         | *Audio visual            | life skills : observational and logical thinking | * Let's Explore |
|                                                                            | * Participatory Democracy              | * Quizzes                  | * Active learning                                           |                          |                                                  |                 |
|                                                                            | Urban local Bodies                     |                            |                                                             |                          |                                                  |                 |

**Class : VI**  
**Subject : English**

| Topics                                             | Learning Outcomes                                                 | Assessment Tools         | Teaching Learning Strategies/ Activities                    | Resources                    | Inter-disciplinary/ Multi-disciplinary         | Art Integration or Sports Integration                        |
|----------------------------------------------------|-------------------------------------------------------------------|--------------------------|-------------------------------------------------------------|------------------------------|------------------------------------------------|--------------------------------------------------------------|
| <b>Topic : Unit 1 Fables and Folk Tales</b>        | <b>Students will be able to :</b>                                 | <b>* Reading aloud</b>   | <b>* explanation method and learning</b>                    | <b>* Rubrics for summary</b> | <b>* Life skill - Intelligence , hard work</b> | <b>* visual ( summary writing on a sheet of paper)</b>       |
| <b>1. A Bottle of Dew</b>                          | <b>* Evaluate the true meaning of hard work and dedication .</b>  | <b>*Rubrics</b>          |                                                             | <b>* notebook</b>            | <b>* subject: moral science</b>                |                                                              |
|                                                    | <b>* also students will be able to develop a habit of reading</b> |                          |                                                             |                              |                                                |                                                              |
|                                                    | <b>* meaning of difficult words</b>                               |                          |                                                             |                              |                                                |                                                              |
| sub topics:                                        |                                                                   |                          |                                                             |                              |                                                |                                                              |
| No. of Periods: 2 to 3                             |                                                                   |                          |                                                             |                              |                                                |                                                              |
| <b>Month: April</b>                                |                                                                   |                          |                                                             |                              |                                                |                                                              |
|                                                    |                                                                   |                          |                                                             |                              |                                                |                                                              |
| Poem : Raven and the Fox                           | <b>Students will be able to :</b>                                 | <b>* Reading aloud</b>   | <b>* explanation method and learning</b>                    | <b>* Rubrics for summary</b> | <b>* Life skill - cleverness</b>               | <b>* visual ( drawing and images )</b>                       |
| sub topics: Poetic device - personification, humor | how cleverness can outsmart foolish pride                         | <b>*Rubrics</b>          | <b>* Discussion and learning</b>                            | <b>* notebook</b>            | <b>* subject: moral science</b>                | <b>* drawing ( illustrate a imaginary scene from a poem)</b> |
| No. of Periods: 2                                  | <b>* the poetic device personification</b>                        | <b>* poem recitation</b> |                                                             |                              |                                                |                                                              |
| Month: April                                       |                                                                   |                          |                                                             |                              |                                                |                                                              |
|                                                    |                                                                   |                          |                                                             |                              |                                                |                                                              |
| Rama to the Rescue                                 | <b>Students will be able to :</b>                                 |                          |                                                             |                              |                                                |                                                              |
| sub topics: the importance of courage , loyalty    | <b>* identifying teamwork and cleverness</b>                      | <b>* dictation</b>       | <b>* promoting critical thinking and effective learning</b> | <b>* notebook</b>            | <b>* critical thinking</b>                     | <b>* role playing</b>                                        |
| No. of Periods: 2                                  | appreciating the values of bravery and loyalty                    | <b>* role playing</b>    | <b>* role playing</b>                                       | <b>* rubrics for summary</b> | <b>* Subject - Moral Science</b>               |                                                              |
| Month: April                                       |                                                                   |                          | <b>* Vocabulary activities</b>                              |                              |                                                |                                                              |
|                                                    |                                                                   |                          |                                                             |                              |                                                |                                                              |
|                                                    |                                                                   |                          |                                                             |                              |                                                |                                                              |
| Unit 2 : Friendship                                | <b>Students will be able to :</b>                                 | <b>*Rubrics</b>          | <b>* Vocabulary activities</b>                              | <b>* notebook</b>            | <b>* critical thinking</b>                     | <b>* let us listen ( story writing )</b>                     |

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| The Unlikely Best Friends                                   | * the true meaning of friendship                 | * oral questioning                                     | * explanation method and learning                                      |                                  | * Subject - Moral Science                                                |                                                                  |
| sub topics: unlikely friends ,<br>qualties of a good friend | * also the true meaning of unlikely friendship   |                                                        |                                                                        |                                  |                                                                          |                                                                  |
| No. of Periods: 2                                           |                                                  |                                                        |                                                                        |                                  |                                                                          |                                                                  |
| Month: April                                                |                                                  |                                                        |                                                                        |                                  |                                                                          |                                                                  |
|                                                             |                                                  |                                                        |                                                                        |                                  |                                                                          |                                                                  |
| A Friend 's Prayer                                          | <b>Students will be able to :</b>                |                                                        |                                                                        |                                  |                                                                          |                                                                  |
|                                                             | * the love and care a friendship holds           |                                                        |                                                                        |                                  |                                                                          |                                                                  |
| sub topics: unlikely friends ,<br>qualties of a good friend | *                                                |                                                        |                                                                        |                                  |                                                                          |                                                                  |
| No. of Periods: 2                                           |                                                  |                                                        |                                                                        |                                  |                                                                          |                                                                  |
| Month: April                                                |                                                  |                                                        |                                                                        |                                  |                                                                          |                                                                  |
|                                                             |                                                  |                                                        |                                                                        |                                  |                                                                          |                                                                  |
| <b>Chapter 6: The Chair</b>                                 | <b>Students will be able to :</b>                | Object<br>description<br>writing, oral<br>presentation | Show & tell (personal<br>objects), annotation of<br>text, gallery walk | Textbook, chart of<br>adjectives | Psychology –<br>attachment/memories,<br>English – descriptive<br>writing | Sketch favourite object,<br>classroom display “Memory<br>Corner” |
|                                                             | * Comprehend story of memory &<br>belonging.     |                                                        |                                                                        |                                  |                                                                          |                                                                  |
|                                                             | * Write descriptive paragraphs about<br>objects. |                                                        |                                                                        |                                  |                                                                          |                                                                  |
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| <b>Unit 3 – Nurturing Nature</b>                            |                                                  |                                                        |                                                                        |                                  |                                                                          |                                                                  |
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| <b>Chapter 7: Neem Baba</b>           | <b>Students will be able to :</b>                   | Q&A, paragraph on local trees, poster on neem uses            | Class discussion, tree survey, storytelling                            | Textbook, pictures, leaves samples | Medicinal plants, Social Studies – traditions           | Leaf art, poster-making         |
|                                       | * Appreciate medicinal/environmental value of neem. |                                                               |                                                                        |                                    |                                                         |                                 |
|                                       | * Identify eco-cultural beliefs                     |                                                               |                                                                        |                                    |                                                         |                                 |
|                                       |                                                     |                                                               |                                                                        |                                    |                                                         |                                 |
|                                       |                                                     |                                                               |                                                                        |                                    |                                                         |                                 |
| <b>Chapter 8: What a Bird Thought</b> | <b>Students will be able to :</b>                   | Recitation, drawing a bird's home stages, diary entry as bird | Poem recitation, creative writing "If I were a bird"                   | Poem audio, bird picture           | Biology – bird habitats, Language – perspective writing | Bird craft, poetry illustration |
|                                       | * Interpret poem from a bird's perspective          |                                                               |                                                                        |                                    |                                                         |                                 |
|                                       | * Use imagination to write in "first person" voice  |                                                               |                                                                        |                                    |                                                         |                                 |
|                                       |                                                     |                                                               |                                                                        |                                    |                                                         |                                 |
|                                       |                                                     |                                                               |                                                                        |                                    |                                                         |                                 |
| <b>Chapter 9: Spices that Heal Us</b> | <b>Students will be able to :</b>                   | Matching spices to uses, spice chart preparation              | Show real spices, group research, class quiz                           | Textbook, spice samples            | Science – health, Geography – spice trade history       | Spice collage, recipe chart     |
|                                       | * Identify common Indian spices & uses              |                                                               |                                                                        |                                    |                                                         |                                 |
|                                       | * Read informational text & extract facts           |                                                               |                                                                        |                                    |                                                         |                                 |
|                                       |                                                     |                                                               |                                                                        |                                    |                                                         |                                 |
|                                       |                                                     |                                                               |                                                                        |                                    |                                                         |                                 |
| <b>Unit 4 – Sports &amp; Wellness</b> | <b>Students will be able to :</b>                   | Q&A, diary writing as protagonist, role play                  | Brainstorm "Have you changed for better?", storytelling, dramatization | Textbook, flashcards               | Psychology – behaviour, Value Ed – self-improvement     | Poster "Change begins with me"  |

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| <b>Chapter 10: Change of Heart</b>                   | * Understand story of personal growth                  |                                                |                                                      |                                     |                                                                    |                                                |
|                                                      | * Identify positive behavioural change                 |                                                |                                                      |                                     |                                                                    |                                                |
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| <b>Chapter 11: The Winner</b>                        | <b>Students will be able to :</b>                      | Recitation, short essay “What makes a winner?” | Choral reading, debate “Winning vs participation”    | Audio/video of poem, sports visuals | Physical Education – sports spirit, English – motivational writing | Collage on sportsmanship, poem illustration    |
|                                                      | * Comprehend inspirational poem                        |                                                |                                                      |                                     |                                                                    |                                                |
|                                                      | * Develop recitation skills                            |                                                |                                                      |                                     |                                                                    |                                                |
|                                                      |                                                        |                                                |                                                      |                                     |                                                                    |                                                |
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| <b>Chapter 12: Yoga – A Way of Life</b>              | <b>Students will be able to :</b>                      | Poster making, oral Q&A, reflective writing    | Guided reading, short yoga demonstration, discussion | Textbook, yoga mats/posters, videos | Science – health & fitness, Physical Education – yoga exercises    | Yoga posture drawings, yoga awareness posters  |
|                                                      | * Understand benefits of yoga                          |                                                |                                                      |                                     |                                                                    |                                                |
|                                                      | * Relate text to personal wellness practices           |                                                |                                                      |                                     |                                                                    |                                                |
|                                                      |                                                        |                                                |                                                      |                                     |                                                                    |                                                |
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| <b>Unit 5 – Culture &amp; Tradition</b>              | <b>Students will be able to :</b>                      | activity, presentation on state culture        | Group research, presentation, poster-making          | Textbook, maps, visuals             | Social Studies – Indian culture, Geography – states & diversity    | Collage “My Incredible India”, folk song/dance |
| <b>Chapter 13: Hamara Bharat – Incredible India!</b> | * Appreciate India’s cultural & geographical diversity |                                                |                                                      |                                     |                                                                    |                                                |
|                                                      | * Develop pride in heritage                            |                                                |                                                      |                                     |                                                                    |                                                |
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| <b>Chapter 14: The Kites</b>                                       | <b>Students will be able to :</b>                    | Recitation, vocabulary exercise, kite description writing | Poem recitation, outdoor kite flying demo (if possible)                 | Poem audio, real kites          | Science – aerodynamics of kites, Art – crafts         | Kite making & decoration, painting                  |
|                                                                    | * Enjoy poem’s imagery and rhythm                    |                                                           |                                                                         |                                 |                                                       |                                                     |
|                                                                    | * Identify verbs/adjectives used                     |                                                           |                                                                         |                                 |                                                       |                                                     |
|                                                                    |                                                      |                                                           |                                                                         |                                 |                                                       |                                                     |
|                                                                    |                                                      |                                                           |                                                                         |                                 |                                                       |                                                     |
| <b>Chapter 15: Ila Sachani – Embroidering Dreams with Her Feet</b> | <b>Students will be able to :</b>                    | Comprehension questions, reflective essay                 | Read aloud, group discussion on disability inclusion, biography writing | Textbook, visuals of embroidery | Social Studies – gender/disability, Art – handicrafts | Embroidery demonstration, design-making             |
|                                                                    | * Learn about resilience & talent despite disability |                                                           |                                                                         |                                 |                                                       |                                                     |
|                                                                    | * Develop empathy & inspiration                      |                                                           |                                                                         |                                 |                                                       |                                                     |
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| <b>Chapter 16: National War Memorial</b>                           | <b>Students will be able to :</b>                    | Q&A, descriptive paragraph, quiz                          | Virtual tour/video, map locating memorial                               | Textbook, photos, videos        | History – Indian wars, Civics – national duties       | Memorial model-making, poster “Saluting our Heroes” |
|                                                                    | * Understand significance of war memorials           |                                                           |                                                                         |                                 |                                                       |                                                     |
|                                                                    | * Respect sacrifices of soldiers                     |                                                           |                                                                         |                                 |                                                       |                                                     |

## Subject : MATHS

| Topics                                             | Learning Outcomes                                   | Assessment Tools                | Teaching Learning Strategies / Activities               | Resources                  | Inter-disciplinary / Multi-disciplinary | Art Integration / Sports Integration                         |
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| Chapter 1: Patterns in Mathematics<br>Month: April | Recognize and create patterns, understand sequences | Pattern worksheets, observation | Pattern blocks, tessellation activities, symmetry games | Craft paper, pattern cards | Art (design), Music (rhythms)           | Art: rangoli designs, Sports: pattern-based obstacle courses |

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| Chapter 5: Prime Time<br>Month: June                    | Understand prime numbers and their applications                 | Worksheets, oral quizzes               | Prime number games, coding activities                              | Number charts, coding tools      | Computer Science, Economics                | Art: prime number art, Sports: prime-based relay races        |
| Chapter 7: Fractions<br>Month: July                     | Compare, convert, and apply fractions                           | Concept maps, formative quizzes        | Fraction kits, cooking measurements, visual models                 | Fraction strips, measuring tools | Home Science (recipes), Economics (money)  | Art: fraction mandalas, Sports: fraction-based scoring games  |
| Chapter 4: Data Handling and Presentation<br>Month: Aug | Interpret pictographs and bar graphs                            | Chart analysis, project work           | Surveys, data collection, graph-making                             | Graph paper, survey sheets       | ICT (data visualization), EVS              | Art: colorful graphs, Sports: team performance charts         |
| Chapter 9: Symmetry<br>Month: Aug                       | Identify and create symmetrical figures                         | Drawing assessments, peer review       | Mirror drawing, symmetry in nature, folding activities             | Mirrors, paper cutouts           | Art (design), Biology (symmetry in nature) | Art: rangoli, Sports: symmetry in yoga poses                  |
| Chapter 6: Perimeter and Area<br>Month: Sep             | Measure and calculate perimeter and area                        | Rubrics, hands-on tasks                | Measuring objects, estimating distances, map scaling               | Measuring tapes, maps            | Geography (map reading), EVS               | Art: scaled drawings, Sports: long jump measurements          |
| Chapter 3: Number Play<br>Month: Oct                    | Compare, convert, and apply numbers                             | Concept maps, formative quizzes        | Number kits, cooking measurements, visual models                   | Number strips, measuring tools   | Home Science (recipes), Economics (money)  | Art: number mandalas, Sports: number-based scoring games      |
| Chapter 2: Lines and Angles<br>Month: Nov               | Identify angles, understand turns and rotations                 | Performance tasks, drawing assessments | Clock hands, body movements, angle hunt                            | Geometry tools, clocks           | Physics (motion), Dance (turns)            | Art: angle drawings, Sports: yoga poses with angles           |
| Chapter 8: Playing with Constructions<br>Month: Nov     | Apply math in real-life contexts (construction, quantity, cost) | Real-life problem solving              | Role-play construction shop, quantity estimation, cost calculation | Construction charts, price lists | Economics, EVS (construction)              | Art: construction posters, Sports: construction delivery race |
| Chapter 10: The Other Side of Zero<br>Month: Nov        | Understand negative numbers and their applications              | Real-life problem solving              | Role-play shop, quantity estimation, cost calculation              | Number charts, price lists       | Economics, EVS (negative numbers)          | Art: number posters, Sports: number delivery race             |

**Class : VI**

**Subject : Computer**

| Topics                                                                                                                                   | Learning Outcomes                                                                                                                                  | Assessment Tools                                                                                          | Teaching Learning Strategies/ Activities                                                                              | Resources             | Inter-disciplinary/ Multi-disciplinary                                     | Art Integration or Sports Integration                                       |
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| <b>Chapter-1</b><br><br>More About Computers<br><br><b>Sub-Topics:</b><br>1. Input Device<br>2. Processing Unit<br><br>No. of Periods: 8 | <b>Students will be able to:</b><br><br>Identify the names and features of different kinds of input and output devices                             | Concept map to define classification of Internal & External Memory, Primary and Secondary Storage Devices | <b>Approach:</b><br><br>Explanation<br><br>Demonstration<br>Experiential<br><br>Collaborative<br><br><b>Activity:</b> | Sample of Concept map | <b>Life skills:</b><br><br>Memorizing skill<br><br>Logical thinking skills | Role play on the given topic and identify whether it's Input/ Output device |
| <b>Month: April</b>                                                                                                                      |                                                                                                                                                    |                                                                                                           | Collect pictures of a Input & Output Devices. Paste them perform these tasks in your Notebook                         |                       | <b>Subject:</b> Science                                                    |                                                                             |
| <b>Chapter-2</b><br><br>Maintaining Your Computer<br><br><b>Sub-Topics:</b><br>1. Maintaining the Hardware                               | <b>Students will be able to:</b><br><br>Keep your computer physically clean<br><br>Maintaining the Hardware<br><br>Maintenance Inside the computer | Concept map showing how to clean your computer from Inside & Outside                                      | <b>Approach:</b><br><br>Explanation<br><br>Demonstration                                                              | Sample of Concept map | <b>Life skills:</b><br><br>Creativity<br><br>Arranging                     | Pick up any activity using daily life and display them                      |

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| 2. Keep your computer Physically Clean | Defragment Disk                                                        |                                         |                                         |                                         |                                          |                                                                                          |
| No. of Periods: 8                      | Scan Disk, Cleaning Files                                              |                                         | <b>Activity:</b>                        |                                         | <b>Subject:</b> Science                  |                                                                                          |
| <b>Month: June</b>                     |                                                                        |                                         |                                         |                                         |                                          |                                                                                          |
| <b>Chapter-3</b>                       | <b>Students will be able to:</b>                                       | Peer Assessment<br>(Practical Activity) | <b>Approach:</b>                        | Peer Assessment<br>(Practical Activity) | <b>Life skills:</b>                      | Design a Desktop using any 5 features                                                    |
| More on MS Windows 7                   | Identifies the Windows screen elements and parts of a window           |                                         | Explanation<br>Demonstration            |                                         | Organizing<br>Managing                   |                                                                                          |
| <b>Sub-Topics:</b>                     |                                                                        |                                         |                                         |                                         |                                          |                                                                                          |
| 1. Components of a Window              | Using the windows operating system to practice performing common tasks |                                         | Experiential                            |                                         | Communicating                            |                                                                                          |
| 2. Open the Control Panel              |                                                                        |                                         | <b>Activity:</b>                        |                                         |                                          |                                                                                          |
| No. of Periods: 8                      |                                                                        |                                         | Peer assessing during practical in lab. |                                         | <b>Subject:</b> Science                  |                                                                                          |
| <b>Month: July</b>                     |                                                                        |                                         |                                         |                                         |                                          |                                                                                          |
| <b>Chapter-4</b>                       | <b>Students will be able to:</b>                                       | Peer Assessment<br>(Practical Activity) | <b>Approach:</b>                        | Peer Assessment<br>(Practical Activity) | <b>Life skills:</b>                      | Document making using any 5 features learned in this chapter on the Topic - My Classroom |
| More About MS Word 2010                | Identifies the Windows screen elements and parts of a window           |                                         | Explanation                             |                                         | Creativity                               |                                                                                          |
| <b>Sub-Topics:</b>                     | Create Copy, Move, Rename, Finding & Replacing text and Delete Files   |                                         | Demonstration                           |                                         | Organizing                               |                                                                                          |
| 1. Finding and Replacing Text          | Setting Paragraph Spacing, Page Margin, Page Orientation               |                                         | Experiential                            |                                         | Arranging<br>Communication<br>Management |                                                                                          |
| 2. Setting Line Spacing                |                                                                        |                                         | Interactive<br>Collaborative            |                                         |                                          |                                                                                          |

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| <b>Chapter-5</b> Formatting<br>MS PowerPoint 2010                                                                        | Define MS PowerPoint and Presentation                                                           |                                         |                                                                 |                                         |                                                                            | You are assigned the charge of co-curricular activities in your school. Design a small PowerPoint presentation on these activities. use your creative sense to design a PPT, also save it by your name |
| <b>Sub-Topics:</b> 1.<br>Changing Colour Scheme<br><br>2. Alignment<br><br>No. of Periods: 8<br><br><b>Month: August</b> | Examine slide show presentation concept and explore the Microsoft Office PowerPoint Environment |                                         | <b>Activity:</b><br><br>Peer assessing during practical in lab. |                                         | <b>Subject:</b> Art & Craft                                                |                                                                                                                                                                                                        |
| <b>Chapter-6</b><br><br>More About MS PowerPoint 2010                                                                    | <b>Students will be able to:</b><br><br>Define MS PowerPoint and Presentation                   | Peer Assessment<br>(Practical Activity) | <b>Approach:</b><br><br>Explanation<br><br>Demonstration        | Peer Assessment<br>(Practical Activity) | <b>Life skills:</b><br><br>Memorizing skill<br><br>Logical thinking skills | You are assigned the charge of co-curricular activities in your school. Design a small PowerPoint presentation on these activities. use your creative sense to design a PPT, also save it by your name |
| <b>Sub-Topics:</b> 1.<br>Inserting a Picture or ClipArt<br><br>2. Animations in PowerPoint                               | Inserting a Picture or Clipart, Editing SmartArt, Adding Bullets and Numbers                    |                                         | Experiential                                                    |                                         |                                                                            |                                                                                                                                                                                                        |

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| No. of Periods: 8                                                                                                                                                   | Recognize various screen elements of MS PowerPoint                                                                                                                                     |                                         | <b>Activity:</b>                                                                                                                             |                                         |                                                                                                                                        |                                     |
| <b>Month: September</b>                                                                                                                                             |                                                                                                                                                                                        |                                         | Make a presentation on the topic 'Republic Day'<br>Collect from internet and make a project file                                             |                                         | <b>Subject: Art &amp; Craft</b>                                                                                                        |                                     |
| <b>Chapter- 7</b><br><br>Formatting MS Excel 2010<br><br><b>Sub-Topics:</b><br>1. Changing the Font, Font Size<br><br>2. Format with Style<br><br>No. of Periods: 8 | <b>Students will be able to:</b><br><br>Changing the Font, Font Size, Save the Font, Changing Cell Colour, Applying Workbook Themes<br><br>Format with Style, Alignment, Adding Border | Peer Assessment<br>(Practical Activity) | <b>Approach:</b><br><br>Explanation<br><br>Demonstration<br><br>Experiential<br><br>Interactive<br><br>Collaborative<br><br><b>Activity:</b> | Peer Assessment<br>(Practical Activity) | <b>Life skills:</b><br><br>Communication<br><br>Critical and Analytical thinking<br><br>Organization<br><br>Analysis<br><br>Management | Chart on Components of Excel Screen |
| <b>Month: October</b>                                                                                                                                               |                                                                                                                                                                                        |                                         | Peer assessing during practical in lab.                                                                                                      |                                         | <b>Subject: Maths</b>                                                                                                                  |                                     |
| <b>Chapter-8</b><br><br>Formulae and Functions in MS Excel 2010                                                                                                     | <b>Students will be able to:</b><br><br>Enter and edit data in MS Excel                                                                                                                | Peer Assessment<br>(Practical Activity) | <b>Approach:</b><br><br>Explanation                                                                                                          | Peer Assessment<br>(Practical Activity) | <b>Life skills:</b><br><br>Communication                                                                                               | Chart on Components of Excel Screen |
| <b>Sub-Topics:</b><br><br>1. Numeric Formula<br><br>2. Entering Data<br><br>No. of Periods: 8                                                                       | Operators in MS Excel<br><br>Printing a Worksheet and Statistical Functions                                                                                                            |                                         | Demonstration<br><br>Experiential<br><br>Interactive<br><br>Collaborative<br><br><b>Activity:</b>                                            |                                         | Critical and Analytical thinking<br><br>Organization<br><br>Analysis<br><br>Management                                                 |                                     |

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| <b>Month: November</b>                                                                                                                                         |                                                                                                                                            |                                      | Peer assessing during practical in lab.                                                          |                                      | <b>Subject: Maths</b>                                                                           |                                          |
| <b>Chapter-9</b><br>QBasic<br><b>Sub-Topics:</b><br>1. Features of QBasic<br>2. Element of Qbasic                                                              | <b>Students will be able to:</b><br>Features of Qbasic<br>Components of Qbasic Window<br>Element of Qbasic<br>Hierarchy of Operators       | Peer Assessment (Practical Activity) | <b>Approach:</b><br>Explanation<br>Demonstration<br>Experiential<br>Interactive<br>Collaborative | Peer Assessment (Practical Activity) | <b>Life skills:</b><br>Logical thinking<br>Problem Solving<br><br><b>Subject: Maths</b>         | Chart on Hierarchy of Operators (BEDMAS) |
| <b>Chapter-10</b><br>Introduction to Flash CS6<br><b>Sub-Topics:</b><br>1. Start Adobe Flash<br>2. Save a Flash<br>No. of Periods: 8<br><b>Month: December</b> | Understand Screen Elements of Flash<br><br>Create a New Flash File<br>Open a Flash File<br>Identify Flash Tools Panel                      |                                      | <b>Activity:</b><br>Peer assessing during practical in lab.                                      |                                      | Creativity<br>Organizing<br>Arranging<br><b>Subject: Art &amp; Craft</b>                        | Chart on Screen Elements of Flash        |
| <b>Chapter-11</b><br>More on Flash CS6<br>1. Frames and Keyboards<br>2. Create Animation<br><b>Sub-Topics:</b><br><b>Chapter-12</b>                            | <b>Students will be able to:</b><br>Timeline Panel, Frames and Keyboards<br>Display Library Palette<br>Create Animation & Create Instances | Peer Assessment (Practical Activity) | <b>Approach:</b><br>Explanation<br>Demonstration<br>Experiential<br>Interactive<br>Collaborative | Peer Assessment (Practical Activity) | <b>Life skills:</b><br>Creativity<br>Organizing<br>Arranging<br><b>Subject: Art &amp; Craft</b> |                                          |

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| E-Mail                                                             | Create an E-mail Account               | Concept map showing how to create an E-mail account. And Compose an E-mail |                                                                 |  | Analytical Skills                                | Chart showing Netiquettes for a safe online experience |
| <b>Sub-Topics:</b><br>1. Create an E-mail Account                  | Use an E-mail Account<br>Attach a File |                                                                            |                                                                 |  | Communication Skill<br>Digital Ethics & Literacy |                                                        |
| 2. Attach a File<br><br>No. of Periods: 8<br><b>Month: January</b> | Give Reply, Forward and Delete E-mails |                                                                            | <b>Activity:</b><br><br>Peer assessing during practical in lab. |  | <b>Subject:</b> English                          |                                                        |

**Class : VI**

**Subject : General Knowledge**

| Topics                                                                                                                         | Learning Outcomes                                                                                                                                                                      | Assessment Tools                                                                                        | Teaching Learning Strategies/ Activities                                                                     | Resources                                                          | Inter-disciplinary/ Multi-disciplinary                                                                           | Art Integration or Sports Integration                                                                           |
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| <b>Unit - 1</b><br><br>Nature<br><br><b>Topics:</b><br><br>Exotic Vegetables, A Helping Hand, Hybrid Animals, Save the Animals | <b>Students will be able to:</b><br><br>Identify Exotic Vegetables and Non-native vegetables<br><br>Students will learn hybrid animals<br><br>Identify several animal and bird species | Oral questioning<br><br>Picture identification<br>Drawing and labeling activity<br><br>Group discussion | <b>Approach:-</b><br><br>Child-centered and interactive<br><br>Audio-visual aids<br><br><br><br>Real objects | Interactive aids<br><br>Real-life material<br><br>Audio-video aids | Observation skills<br><br>Communication skills<br><br>Analytical thinking<br><br><br>Drawing and labeling skills | Draw and coloring Exotic Vegetables and Non - native vegetables<br><br><br><br>Draw and coloring hybrid animals |



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| National Birds, Global Warming, Reptile Row                                                                                                                                                                                                    | Students will understand the importance of global warming                                                                                                                              | Picture identification                                                                         | <b>Activity:-</b><br><br>Draw and label diagram of National bird of different countries                                                                                                         |                                                                   | <b>Subject-</b>                                                                                                                                                                       |                                         |
| No. of Periods: 8                                                                                                                                                                                                                              |                                                                                                                                                                                        |                                                                                                |                                                                                                                                                                                                 |                                                                   | EVS<br>English<br>Art                                                                                                                                                                 |                                         |
| <b>Month: April</b>                                                                                                                                                                                                                            |                                                                                                                                                                                        |                                                                                                |                                                                                                                                                                                                 |                                                                   |                                                                                                                                                                                       |                                         |
| <b>Unit - 2</b><br><br>Language<br><br><b>Topics:</b><br><br>Books and Authors, Enhance Your Vocabulary, Prefixes and Suffixes<br><br>Word Wizard, Languages Places & People, The Achievers<br><br>No. of Periods: 8<br><br><b>Month: June</b> | <b>Students will be able to:</b><br><br>Identify famous books and their authors.<br><br>Develop decision-making and problem-solving skills<br><br>Students learn Prefixes and Suffixes | Oral questioning<br><br>Peer assessment<br><br>Matching activity<br><br>Picture identification | <b>Approach:-</b><br><br>Discussion method<br><br>Storytelling & role play<br><br>Group work<br><br>Visual method<br><br><b>Activity:-</b><br>Draw and label diagram of Famous Indian Achievers | Interactive aids<br><br>Real-life situations<br><br>Hands-on aids | Observation skills<br><br>Emotional skills<br><br>Creative expression skills<br><br>Social skills<br><br>Reading skills<br><br><b>Subject-</b><br><br>English<br>Art<br>Moral science | Drawing/painting with favourite authors |
| <b>Unit - 3</b>                                                                                                                                                                                                                                | <b>Students will be able to:</b>                                                                                                                                                       | Oral questioning                                                                               | <b>Approach:-</b>                                                                                                                                                                               | Visual aids                                                       | Observation skills                                                                                                                                                                    | Chart on Medical Terminology            |

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| Science and Technology<br><b>Topics:</b>                                                                                                                                        | Recognize and identify common medical terminology<br>Learn about chemical compounds                                                                 | Peer assessment<br>Oral assessment                       | Oral<br>Written                                                                                   | Audio-video aids<br>Hands-on aids   | Visual recognition<br>Critical thinking                                                               |                                                                 |
| Medical Terminology,<br>Chemical Nomenclature,<br>Nutritional Deficiency<br><br>Medically Speaking,<br>Peeping into the Body<br><br>No. of Periods: 8<br><br><b>Month: July</b> | Understand the deficiency diseases with help of the symptoms                                                                                        | Picture identification<br><br>Oral activity              | Activity-based assessment<br><br><b>Activity:-</b><br>Write the full forms of these medical terms |                                     | <b>Subject: Science</b>                                                                               |                                                                 |
| <b>Unit - 4</b><br><br>Around the World<br><br><b>Topics:</b><br><br>Flying High, They made a difference, Dance - Language of Soul, Failures That Inspire                       | <b>Students will be able to:</b><br><br>Identify logos of some popular airlines<br><br>Identify the pictures of most celebrated people of the world | Oral questioning<br><br>Written<br><br>Visual assessment | <b>Approach:-</b><br><br>Interactive discussions<br><br>Map-based<br><br>Story-like and relatable | Interactive aids<br><br>Visual aids | Observation skills<br><br>Map reading skills<br><br>Communication skills<br><br>Classification skills | Draw or make picture of most celebrated people around the world |

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| World Delicacies, Travel Diaries, Know the World, Superlatives of the World                                                                                                | Learn about some delicacies around the globe                                                                                             |                                                                                                     |                                                                                                                                                                            |                                                                           |                                                                                                                                                                                  |                                           |
| No. of Periods: 8                                                                                                                                                          |                                                                                                                                          |                                                                                                     |                                                                                                                                                                            |                                                                           |                                                                                                                                                                                  |                                           |
| <b>Month: August</b>                                                                                                                                                       |                                                                                                                                          |                                                                                                     | <b>Activity:-</b> Complete the crossword puzzle (Countries where these famous structures are situated)                                                                     |                                                                           | <b>Subject- EVS</b>                                                                                                                                                              |                                           |
| <b>Revision</b>                                                                                                                                                            |                                                                                                                                          |                                                                                                     |                                                                                                                                                                            |                                                                           | Art<br>Value education                                                                                                                                                           |                                           |
| <b>Month: September</b>                                                                                                                                                    |                                                                                                                                          |                                                                                                     |                                                                                                                                                                            |                                                                           |                                                                                                                                                                                  |                                           |
| <b>Unit - 5</b><br>Life Skills<br><b>Topics:</b><br>Wildlife Conservation, Table Etiquettes<br>First Aid, What Would You Do?<br>No. of Periods: 8<br><b>Month: October</b> | <b>Students will be able to:</b><br>Learn about table etiquettes<br><br>Students understand the importance of good manners in daily life | Oral questioning<br><br>Role play<br>Group discussion<br><br>Drawing activity<br><br>Activity-based | <b>Approach:-</b><br>Questioning technique<br>Visual aids<br><br>Discussion method<br><br>Demonstration method<br><br><b>Activity:-</b><br>Draw a diagram of First aid box | Visual aids<br>Engaging aids<br>Hands-on aids<br><br>Real-life situations | Observation skills<br>Emotional skills<br>Interpersonal skills<br><br>Social & communication skills<br><br><b>Subject-</b><br>English<br><br>Moral science<br><br>EVS<br><br>Art | Chart on Table setting (Table Etiquettes) |

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| <p><b>Unit - 6</b></p> <p>Our India</p> <p><b>Topics:</b></p> <p>Traditional Dishes, Women of Substance, Cultural Heritage of India, Indian Noble Laureates</p> <p>It's an Honour, The Nine Yard Story, Dramaturgy, Prime Minister of India</p> <p>No. of Periods: 8</p> <p><b>Month: November</b></p> | <p><b>Students will be able to:</b></p> <p>Identify some traditional dishes of India</p> <p>Learn about cultural heritage of India</p> <p>Identify Prime ministers of India</p> | <p>Oral questioning</p> <p>Peer assessment</p> <p>Oral assessment</p> <p>Picture identification</p> | <p><b>Approach:-</b></p> <p>Activity-based and life-oriented</p> <p>Interactive discussions</p> <p>Storytelling method</p> <p><b>Activity:-</b></p> <p>Identify Prime ministers of India by unjumbling the letters</p> | <p>Interactive aids</p> <p>Real-life situations</p> <p>Hands-on aids</p> | <p>Social skills</p> <p>Map reading skills</p> <p>Knowledge skills</p> <p>Environmental skills</p> <p><b>Subject-</b></p> <p>English</p> <p>EVS</p> <p>Value education</p> | <p>Draw or make a collage of Indian Noble Laureates</p>   |
| <p><b>Unit - 7</b></p> <p>Sports &amp; Entertainment</p> <p><b>Topics:</b></p>                                                                                                                                                                                                                         | <p><b>Students will be able to:</b></p> <p>Identify and Name these popular Indian film stars</p>                                                                                | <p>Oral questioning</p> <p>Written</p> <p>Visual assessment</p>                                     | <p><b>Approach:-</b></p> <p>Questions</p> <p>Picture</p>                                                                                                                                                               | <p>Visual aids</p> <p>Audio-video aids</p> <p>Hands-on aids</p>          | <p>Observation skills</p> <p>Classification skills</p> <p>Communication skills</p>                                                                                         | <p>Draw or make a collage of indoor and outdoor games</p> |
| <p>What's In the Name?, Different Strokes, PC Games</p>                                                                                                                                                                                                                                                | <p>Identify the pictures representig different sports</p>                                                                                                                       | <p>Oral questioning</p>                                                                             | <p>Activities and stories</p>                                                                                                                                                                                          |                                                                          | <p>Recognition skills</p>                                                                                                                                                  |                                                           |

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| <p>Child Actors, Music is Life</p> <p>No. of Periods: 8</p> <p><b>Month: December</b></p>                                                                                                                                                      | <p>Identify the following musical instruments</p> <p>Enjoy mental exercises as a fun activity for learning.</p>                                                                                                               |                                                                                                                          | <p><b>Activity:-</b></p> <p>Identify famous sports personalities by their nicknames</p>                            |                                                                 | <p><b>Subject-</b></p> <p>EVS</p> <p>PE</p> <p>Art</p>                                                      |                                                          |
| <p><b>Unit - 8</b></p> <p>Mixed Bag</p> <p><b>Topics:</b></p> <p>Sudoku Challenge, World of Animation, Ministry in Office, Analogies, Fizz Out!</p> <p>New Technology, Test Your I.Q., Occupations, Evolution of Gadgets, Misleading Names</p> | <p><b>Students will be able to:</b></p> <p>Identify the various forms of government</p> <p>Learn about logos and functions of some mobile applications</p> <p>Learn about logos and functions of some mobile applications</p> | <p>Oral questioning</p> <p>Peer assessment</p> <p>Game-based assessment</p> <p>Puzzle solving</p> <p>Self assessment</p> | <p><b>Approach:-</b></p> <p>Questions</p> <p>Picture</p> <p>Activity-based assessment</p> <p><b>Activity:-</b></p> | <p>Visual aids</p> <p>Audio-video aids</p> <p>Hands-on aids</p> | <p>Listening skills</p> <p>Decision-making skills</p> <p>Problem-solving skills</p> <p>Awareness skills</p> | <p>Chart on Instruments with the things they measure</p> |
| <p>No. of Periods: 8</p>                                                                                                                                                                                                                       | <p>Identify the instruments with the things they measure</p>                                                                                                                                                                  |                                                                                                                          | <p>Draw and label diagram of animals with misleading names</p>                                                     |                                                                 | <p><b>Subject-</b></p> <p>EVS</p> <p>Art</p>                                                                |                                                          |

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| Month: January |  |  |  |  | Moral science |  |
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**Class : 6**

**Subject : Moral Science**

| Topics                      | Learning Outcomes                                                            | Assessment Tools                                        | Teaching Learning Strategies/ Activities              | Resources                        | Inter-disciplinary/ Multi-disciplinary           | Art Integration or Sports Integration                     |
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| <b>1. Hard Work</b>         | Students realize the importance of consistent effort in achieving goals.     | Class discussion, anecdote writing, project completion. | Storytelling, inspirational biographies, role models. | Biographies, videos, posters.    | History (leaders' struggles), Sports (training). | Collage on "Hard Work Pays," motivational slogan writing. |
| <b>2. Confidence</b>        | Students develop self-belief and express ideas fearlessly.                   | Class presentation, self-reflection, debates.           | Public speaking, role play, group discussion.         | Motivational quotes, speeches.   | Language (speech writing), Psychology.           | Speech competition, dramatization.                        |
| <b>3. Controlling Anger</b> | Learners practice self-control and emotional management.                     | questions, reflection journals.                         | Breathing exercises, role play, guided meditation.    | Videos, worksheets.              | Psychology (emotions), Health Education.         | Yoga, art therapy drawing.                                |
| <b>4. The Blame Games</b>   | Students learn responsibility and accountability for actions.                | Peer feedback, role play assessment.                    | Case studies, storytelling, circle-time.              | Short films, real-life examples. | Civics (duties of citizens), Social Studies.     | Skit on accountability, poster "Own Your Actions."        |
| <b>5. Patience</b>          | Learners understand the value of waiting calmly and tolerating difficulties. | Observation, reflective diary.                          | Games that require waiting turns, storytelling.       | Everyday scenarios, parables.    | Science (growth takes time), Sports (practice).  | Drawing on patience, team games.                          |
| <b>6. Honesty</b>           | Students internalize truthfulness in thoughts, words, and actions.           | Debate, class quiz, role play.                          | Moral stories, biography reading.                     | Biographies, short films.        | Civics, History (leaders).                       | Skit on honesty, poster-making.                           |
| <b>7. Faithfulness</b>      | Students learn loyalty and trust in relationships.                           | Peer feedback, storytelling.                            | Group activities, personal sharing.                   | Moral stories, videos.           | Literature, Psychology.                          | Collage on faith, friendship activities.                  |

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| <b>8. Conserving Nature</b>     | Students practice eco-friendly habits and responsibility for environment. | Observation, project work, poster competition. | Tree plantation, cleanliness drive, nature walk. | Charts, eco-club materials.              | Science (environment), Geography.   | Nature drawing, slogan writing.                              |
| <b>9. Importance of Hygiene</b> | Learners develop habits of personal and community cleanliness.            | Class cleanliness duty, observation.           | Practical demonstration, awareness drive.        | Soap, posters, hygiene kits.             | Science (health), EVS.              | Cleanliness rally, slogan writing.                           |
| <b>10. Responsible Citizen</b>  | Students understand civic duties, rights, and responsibilities.           | Quiz, class discussion, role play.             | Civic pledge, case study discussion.             | Constitution excerpts, civics materials. | Civics, History, Political Science. | Skit on responsibility, poster "I am a Responsible Citizen." |

**Class : VII**

**Subject : Science**

| Topics                            | Learning Outcomes                                                                                                                                         | Assessment Tools                                        | Teaching Learning Strategies/ Activities                                          | Resources                   | Inter-disciplinary/ Multi-disciplinary  | Art Integration or Sports Integration |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------|-----------------------------------------|---------------------------------------|
| Chapter 1                         |                                                                                                                                                           |                                                         |                                                                                   |                             |                                         |                                       |
| Nutrition in plants               | Students will learn how plants produce their own food and the different modes of nutrition they utilize. They will explore the process of photosynthesis. | Note book (exercises)<br>(Quiz/MCQ's<br>Peer Assessment | Interactive method<br>Experiential method<br>Activity<br>Problem Solving activity | Notebook<br><br>smart class | Learning skill<br><br>observation skill | Activities and projects.              |
| No. of periods:5-6<br>Month-April |                                                                                                                                                           |                                                         |                                                                                   |                             |                                         |                                       |
| <u>Chapter 2</u>                  |                                                                                                                                                           |                                                         |                                                                                   |                             |                                         |                                       |

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|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <p>Nutrition in Animal</p> <p>Periods:2-3<br/>Month-June</p>                             | <p>Students learn about how animals obtain and utilize food. This includes understanding different modes of nutrition (herbivores, carnivores, omnivores), the structure and function of the human digestive system.</p> | <p>Peer Assessment Sheet<br/>Quiz/MCQ's<br/>Textbook</p>                                     | <p>Interactive method</p> <p>Problem solving activities</p> | <p>Notebook<br/>Vedios</p>                                                          | <p>Identifying skill</p> <p>Learning skill</p> | <p>Activities and projects</p>                                                                     |
| <p><b><u>Chapter 3</u></b></p> <p>Heat</p> <p>No. of periods: -3-4<br/>Month: - July</p> | <p>Differentiate between hot and cold objects</p> <p>Understand concept of temperature</p> <p>Understand conduction, convection, and radiation</p>                                                                       | <p>Oral questioning</p> <p>Worksheets</p> <p>Practical demonstration<br/>Peer assessment</p> | <p>using ice and warm objects</p> <p>Group discussion</p>   | <p>NCERT Textbook</p> <p>Smart class</p> <p>Videos of heat transfer experiments</p> | <p>Identifying skill</p> <p>Learning skill</p> | <p>Draw a thermometer and color it</p> <p>Dawing diagrams of conduction, convection, radiation</p> |
| <p><b><u>Chapter 4</u></b></p>                                                           |                                                                                                                                                                                                                          |                                                                                              |                                                             |                                                                                     |                                                |                                                                                                    |



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| Acid, bases and salts<br><br>No. of periods: 4-5<br>Month: - July        | They will understand the process of neutralisation, where an acid and a base react to form salt and water, and explore the practical applications of these concepts .                                    | Quiz                                      | how and tell: Bring common acidic and basic household substances | Litmus paper                        | Learning skill    | Make a color-coded chart (Red for acids, Blue for bases) |
|                                                                          |                                                                                                                                                                                                          | worksheet<br>Practical observation sheets | Virtual lab                                                      | NCERT Textbook<br><br>Lab apparatus | observation skill |                                                          |
| <b><u>Chapter 5</u></b>                                                  |                                                                                                                                                                                                          |                                           |                                                                  |                                     |                   |                                                          |
| Physical and chemical changes<br><br>No. of periods: 3-4<br>Month: - Aug | students learn to differentiate between physical changes (which alter appearance but not the substance itself, like melting ice) and chemical changes (which form new substances, such as burning wood). | Lab demonstration worksheet               | Brainstorm examples from daily life                              | NCERT Textbook<br><br>vedios        | Learning skill    | Draw and label examples of both changes                  |
|                                                                          |                                                                                                                                                                                                          | Worksheet                                 | vedios Demonstrate                                               |                                     |                   |                                                          |
| <b><u>Chapter 6</u></b>                                                  |                                                                                                                                                                                                          |                                           |                                                                  |                                     |                   |                                                          |
| Respiration in organisms                                                 | students learn that respiration is the process of breaking down food to release energy, distinguishing between aerobic respiration (with oxygen) and anaerobic respiration (without oxygen)              | Class discussions                         | Interactive Discussion                                           | NCERT Textbook                      | Learning skill    | Drawing and labeling respiratory system                  |
|                                                                          |                                                                                                                                                                                                          | Diagram labeling (respiratory system)     | Demonstration:                                                   | Charts and diagrams                 | observation skill |                                                          |

|                                                                                                               |                                                                                                                                                                       |                                                                    |                                          |                                         |                                         |                                                                         |
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| No. of periods: 3-4<br>Month: - Aug                                                                           |                                                                                                                                                                       |                                                                    | Experiment:                              | vedios                                  |                                         |                                                                         |
| <b><u>Chapter 7</u></b><br><br>Transportation in Animal and plants<br><br>No. of periods: 3-4<br>Month: - Sep | students will learn how substances like water, nutrients, and gases are transported throughout living organisms.                                                      | Label-the-diagram activities<br>Oral quizzes and group discussions | Interactive Lecture<br><br>Demonstration | textbook<br><br>Digital animations/vid  | Identifying skill<br><br>Learning skill | Diagram drawing and labeling: Circulatory system, xylem-phloem          |
| <b><u>Chapter 8</u></b><br><br>Reproduction in plants<br><br>No. of periods: 3-4<br>Month: - Oct              | They will learn about the components of a flower, the process of pollination and fertilization, the formation of fruits and seeds, and the methods of seed dispersal. | Quiz<br>Worksheet on reproduction types                            | Video-based learning<br><br>Experiment   | NCERT books<br><br>Worksheets and video | Identifying skill<br><br>Learning skill | Poster: "How Plants Reproduce"                                          |
| <b><u>Chapter 9</u></b><br><br>Motion and times                                                               | students will learn about different types of motion and how to measure and calculate speed, the different methods for measuring time                                  | MCQs /<br>Worksheets                                               | Video-based learning                     | textbook                                | Learning skill                          | Create a colorful speed-distance-time triangle as a visual formula tool |

|                                     |                                                                                                                                                                                                                                                      |                                                                    |                                             |                                                             |                                         |                                                                                                                  |
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| No. of periods: 2-3<br>Month: - Nov |                                                                                                                                                                                                                                                      | Speed calculation activities                                       | Experiment                                  | Videos/animations                                           | observation skill                       |                                                                                                                  |
| <b><u>Chapter 10</u></b>            |                                                                                                                                                                                                                                                      |                                                                    |                                             |                                                             |                                         |                                                                                                                  |
| Electric current and its Effects    | students learn about the basics of electric current, its heating and magnetic effects, and how these phenomena are applied in everyday devices like electric bulbs, fuses, and bells.                                                                | Diagram labeling<br>MCQs                                           | Demonstration:<br>Activity-based Learning:  | NCERT book<br>Virtual lab<br>Worksheets and diagrams        | Learning skill<br><br>observation skill | 3D model of an electric bell or electromagnet                                                                    |
| No. of periods: 3-4<br>Month: - Nov |                                                                                                                                                                                                                                                      |                                                                    |                                             |                                                             |                                         |                                                                                                                  |
| <b><u>Chapter 11</u></b>            |                                                                                                                                                                                                                                                      |                                                                    |                                             |                                                             |                                         |                                                                                                                  |
| Light                               | students will learn the fundamental properties of light, including its rectilinear propagation reflection from surfaces and the dispersion of white light into a spectrum of colors, forming rainbows. They will explore different types of mirrors. | Worksheets<br>Practical-based questions (draw rays, label mirrors) | Demonstrations:<br><br>Video-based learning | Science textbook<br>Plane mirrors, concave & convex mirrors | Learning skill<br><br>observation skill | Drawing and coloring a ray diagram showing light reflection<br><br>Rainbow art using dispersion of light concept |
| No. of periods: 3-4<br>Month: - Dec |                                                                                                                                                                                                                                                      |                                                                    |                                             |                                                             |                                         |                                                                                                                  |
| <b><u>Chapter 12</u></b>            |                                                                                                                                                                                                                                                      |                                                                    |                                             |                                                             |                                         |                                                                                                                  |

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|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------|-----------------------------------|-------------------|-----------------------------------------------------------------|
| Forest : our lifeline               | students will learn the crucial role forests play in sustaining life, including oxygen production, climate regulation, and the water cycle.                                                                                             | Oral questions and discussion<br>Group projects on forest conservation | Model Making<br><br>Project Work | textbook<br><br>Videos/animations | Learning skill    | Drawing forest food chains/webs                                 |
| No. of periods: 3-4<br>Month: - Dec |                                                                                                                                                                                                                                         |                                                                        |                                  |                                   |                   |                                                                 |
| <b>Chapter 13</b>                   |                                                                                                                                                                                                                                         |                                                                        |                                  |                                   |                   |                                                                 |
|                                     |                                                                                                                                                                                                                                         |                                                                        |                                  |                                   |                   |                                                                 |
| waste water story                   | students learn what wastewater is, the health and environmental problems caused by untreated wastewater, how wastewater is collected through sewage systems, and the multi-step process of treating it at a Wastewater Treatment Plant. | Worksheets                                                             | Demonstration:                   | Video animations                  | Identifying skill | Model of a wastewater treatment plant using household materials |
|                                     |                                                                                                                                                                                                                                         | raw and label a wastewater treatment plant                             | Video-based learning             | Text book                         | Learning skill    |                                                                 |
| No. of periods: 4-5                 |                                                                                                                                                                                                                                         |                                                                        |                                  |                                   |                   |                                                                 |
| Month: - Jan                        |                                                                                                                                                                                                                                         |                                                                        |                                  |                                   |                   |                                                                 |

| Class – VI   Subject – Hindi   Session – 2025–2026 |                   |                  |                              |           |                                     |                          |
|----------------------------------------------------|-------------------|------------------|------------------------------|-----------|-------------------------------------|--------------------------|
| TOPIC                                              | Learning Outcomes | Assessment Tools | Teaching Learning Strategies | Resources | Inter / Multi-disciplinary Linkages | Art / Sports Integration |

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| मातृभूमि (कविता) NO OF PERIODS 05                 | मातृभूमि के प्रति प्रेम और सम्मान की भावना विकसित करना | मौखिक प्रश्नोत्तर, कक्षा चर्चा | कविता पाठ, अर्थ व्याख्या, समूह गायन          | पाठ्यपुस्तक, ऑडियो कविता | समाजशास्त्र (देशप्रेम)     | भारत माता का चित्र या पोस्टर बनाना |
| पुष्प की अभिलाषा (पढ़ने के लिए) NO OF PERIODS 03  | राष्ट्रप्रेम और बलिदान की भावना समझना                  | पठन मूल्यांकन                  | कविता पठन, शब्दार्थ, स्वतंत्रता सेनानी चर्चा | वीडियो क्लिप             | इतिहास (स्वतंत्रता आंदोलन) | देशभक्ति कविता लेखन                |
| गोल (संस्मरण) NO OF PERIODS 06                    | खेल भावना और अनुशासन का महत्व समझना                    | लघु प्रश्न, परियोजना कार्य     | PPT पर चर्चा, भूमिका अभिनय                   | मेजर ध्यानचंद की जीवनी   | शारीरिक शिक्षा             | हॉकी खिलाड़ियों पर चार्ट बनाना     |
| एक दौड़ ऐसी भी (पढ़ने के लिए) NO OF PERIODS 03    | कठिन परिश्रम और दृढ़ता का मूल्य समझना                  | प्रश्नोत्तरी                   | प्रेरक कहानी पर चर्चा, लेखन कार्य            | वीडियो, प्रेरक उद्धरण    | नैतिक शिक्षा               | सफलता का रहस्य' पोस्टर             |
| पहली बूँद (कविता) NO OF PERIODS 05                | प्रकृति की सुंदरता का अनुभव करना                       | वर्कशीट, मौखिक प्रश्न          | कविता पाठ, वर्षा दृश्य वर्णन                 | चित्र, वीडियो            | विज्ञान (वर्षा चक्र)       | वर्षा का चित्र या कोलाज बनाना      |
| हार की जीत (कहानी) NO OF PERIODS 06               | असफलता से सीखना और आत्मविश्वास बढ़ाना                  | कहानी प्रश्नोत्तरी             | नाटक रूपांतरण, समूह चर्चा                    | कहानी संग्रह             | जीवन कौशल                  | कहानी मंचन                         |
| मेरी माँ (आत्मकथा) NO OF PERIODS 06               | मातृत्व और परिवार के मूल्य समझना                       | अनुच्छेद लेखन, प्रश्नोत्तर     | आत्मकथा पठन, अनुभव साझा करना                 | फोटो / PPT               | मूल्य शिक्षा               | 'मेरी माँ' पर कार्ड बनाना          |
| जल थल चलो (कविता) NO OF PERIODS 04                | पर्यावरण के प्रति जागरूकता                             | मौखिक प्रश्न, रचनात्मक लेखन    | कविता पाठ, जल संरक्षण चर्चा                  | कविता ऑडियो              | विज्ञान (पर्यावरण)         | जल संरक्षण पोस्टर                  |
| स्त्रियाँ और बिंबु नृत्य (निबंध) NO OF PERIODS 06 | भारतीय संस्कृति की विविधता को समझना                    | प्रश्नोत्तरी, PPT मूल्यांकन    | समूह प्रस्तुति, चर्चा                        | नृत्य वीडियो, PPT        | कला और संस्कृति            | लोक नृत्य प्रदर्शन                 |

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|-------------------------------------------------------------------------|--------------------------------------------|-------------------------|----------------------------------|------------------|----------------------|---------------------------|
| मैया मैं नहीं माखन खायो<br>(पद)NO OF PERIODS 05                         | भक्तिभाव और कृष्ण की बाल लीलाओं को जानना   | पद पठन मूल्यांकन        | भजन गायन, भूमिका अभिनय           | कृष्ण कथा वीडियो | धर्म अध्ययन          | कृष्ण-लीला नाटक           |
| परीक्षा (कहानी)NO OF PERIODS 06                                         | ईमानदारी और आत्मविश्वास की भावना           | मौखिक परीक्षा, वर्कशीट  | नैतिक चर्चा, कहानी लेखन          | कहानी पुस्तक     | नैतिक शिक्षा         | ईमानदारी पर पोस्टर        |
| चैक की वीरता (कविता)NO OF PERIODS 05                                    | साहस और देशप्रेम की प्रेरणा                | प्रश्नोत्तर, वाद-विवाद  | कविता पाठ, सैनिकों पर चर्चा      | वीडियो क्लिप     | इतिहास               | सैनिकों पर चित्र बनाना    |
| हिन्द महासागर में छोटा-सा हिन्दुस्तान (यात्रा वृत्तांत)NO OF PERIODS 06 | विदेशों में भारतीय संस्कृति की पहचान समझना | वर्णनात्मक लेखन         | मानचित्र कार्य, PPT              | ग्लोब, चार्ट     | भूगोल, संस्कृति      | भारतीय प्रतीकों का चित्रण |
| पेड़ की बात (निबंध)NO OF PERIODS 06                                     | पर्यावरण संरक्षण के प्रति संवेदनशीलता      | निबंध लेखन, प्रश्नोत्तर | वृक्षारोपण, स्लोगन लेखन          | पौधे, चार्ट      | विज्ञान              | वृक्षारोपण अभियान         |
| आओ बच्चों तुम्हें दिखाएँ झाँकी हिन्दुस्तान कीNO OF PERIODS 05           | भारत की विविधता और एकता को समझना           | प्रश्नोत्तरी            | पठन, देशभक्ति गीत, झाँकी निर्माण | वीडियो, चार्ट    | समाजशास्त्र          | झाँकी प्रदर्शन            |
| Revision & Activities                                                   | सीखे गए विषयों की पुनरावृत्ति              | मौखिक/लिखित परीक्षण     | प्रश्न अभ्यास, मॉडल टेस्ट        | वर्कशीट          | सभी विषयों का एकीकरण | समूह प्रस्तुति            |

| Subject - Sanskrit |                                  |                                    |                                                                   |                    |                                                                                |                                                |
|--------------------|----------------------------------|------------------------------------|-------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------|------------------------------------------------|
| CLASS- VI          |                                  |                                    |                                                                   |                    |                                                                                |                                                |
| पाठ / विषय         | अधिगम परिणाम (Learning Outcomes) | मूल्यांकन उपकरण (Assessment Tools) | शिक्षण-अधिगम क्रियाएँ (Teaching-Learning Strategies / Activities) | संसाधन (Resources) | अंतरविषयी / बहुविषयी संबद्धता (Interdisciplinary / Multidisciplinary Linkages) | कला / क्रीड़ा समेकन (Art / Sports Integration) |

|                               |                                                     |                                    |                                                  |                                |                                    |                            |
|-------------------------------|-----------------------------------------------------|------------------------------------|--------------------------------------------------|--------------------------------|------------------------------------|----------------------------|
| वन्दना                        | विद्यार्थी संस्कृत में सरल प्रार्थना पाठ कर सके।    | मौखिक उच्चारण परीक्षण, लघु प्रश्न। | श्रुतिलेख, समूह गान, प्रार्थना का भावार्थ समझना। | पाठ्यपुस्तक, ऑडियो रिकॉर्डिंग। | हिंदी (भक्ति काव्य), नैतिक शिक्षा। | भजन गान, स्वराभ्यास।       |
| शब्द-बोध: (लिङ्ग-परिचय)       | पुल्लिङ्ग, स्त्रीलिङ्ग, नपुंसकलिङ्ग शब्द पहचान सके। | अभ्यास प्रश्न, मौखिक प्रश्नोत्तर।  | कार्ड गेम्स, शब्द वर्गीकरण, तालिका बनाना।        | चार्ट, फ्लैश कार्ड।            | हिंदी व्याकरण।                     | शब्द कार्ड से भाषा खेल।    |
| मम विद्यालयः                  | विद्यालय का वर्णन संस्कृत में कर सके।               | लेखन कार्य, मौखिक परीक्षा।         | विद्यालय भ्रमण, शब्द सूची निर्माण।               | चित्र, विद्यालय मानचित्र।      | पर्यावरण अध्ययन (स्कूल परिवेश)।    | विद्यालय का चित्रांकन।     |
| जनुशाला                       | विद्यालय में सहपाठियों से संवाद कर सके।             | संवाद लेखन, भूमिका निर्वाह।        | संवाद आधारित नाटक, जोड़ी कार्य।                  | चित्र कार्ड, संवाद पर्चे।      | नैतिक शिक्षा, जीवन कौशल।           | अभिनय एवं संवाद प्रस्तुति। |
| मिलितल वसाम्                  | संयुक्त वाक्य बनाना एवं समझना।                      | लेखन अभ्यास, किज़।                 | जोड़ी बनाकर संवाद रचना, समूह कार्य।              | चार्ट, अभ्यास पुस्तिका।        | हिंदी भाषा।                        | समूह अभिनय।                |
| पिकः गायति                    | संस्कृत में काव्य रस एवं सौंदर्य समझे।              | काव्य व्याख्या, मौखिक परीक्षा।     | कविता वाचन, भावार्थ चर्चा।                       | ऑडियो रिकॉर्डिंग, चित्र।       | हिंदी कविता, पर्यावरण (पक्षी)।     | चित्रांकन, गायन।           |
| वनं बालानां स्वर्गः           | पर्यावरण संरक्षण का महत्व समझे।                     | प्रश्नोत्तर, पोस्टर निर्माण।       | वृक्षारोपण गतिविधि, समूह चर्चा।                  | वृक्ष चित्र, वीडियो।           | विज्ञान (पर्यावरण), नैतिक शिक्षा।  | वृक्षारोपण पोस्टर बनाना।   |
| कृषकः अन्दायकः                | किसान के महत्व को समझे एवं संस्कृत में वर्णन करे।   | वर्णनात्मक लेखन, प्रश्नोत्तर।      | भूमिका निर्वाह (कृषक का), गीत।                   | चित्र, वीडियो।                 | सामाजिक अध्ययन (कृषि)।             | चित्रांकन, नाट्य रूपांतरण। |
| बुद्धिः यत्र बलं तत्र         | बुद्धि और बल के महत्व को पहचान सके।                 | लघु उत्तर प्रश्न, कहानी पुनर्कथन।  | कहानी सुनाना, चर्चा, नैतिक पाठ।                  | कहानी चार्ट, ऑडियो।            | नैतिक शिक्षा, हिंदी कथा।           | कहानी अभिनय।               |
| सौरमण्डलम्                    | सौरमंडल के ग्रहों का संस्कृत नाम जान सके।           | नाम पहचान गतिविधि, प्रश्नोत्तर।    | मॉडल निर्माण, वीडियो प्रस्तुति।                  | मॉडल, वीडियो, चार्ट।           | विज्ञान (सौरमंडल)।                 | ग्रह मॉडल बनाना।           |
| सुभाषितानि                    | नीति, सदाचार की बातें समझे।                         | श्रुतिलेख, लघु प्रश्न।             | सुभाषित चयन, अर्थ व्याख्या।                      | चार्ट, ऑडियो।                  | नैतिक शिक्षा, हिंदी।               | सुभाषित पोस्टर बनाना।      |
| भारतस्य लक्ष्म्यैवेतारका मनुः | भारत की संस्कृति, गौरव और इतिहास का ज्ञान।          | प्रश्नोत्तर, निबंध लेखन।           | समूह चर्चा, मानचित्र अध्ययन।                     | भारत मानचित्र, चित्र।          | सामाजिक अध्ययन (इतिहास)।           | भारत मानचित्र रंगना।       |
| प्रहेलिका                     | पहेलियाँ समझना और बनाना।                            | पहेली प्रतियोगिता।                 | संस्कृत पहेली निर्माण।                           | चार्ट, कार्ड।                  | गणितीय तर्क, हिंदी।                | पहेली प्रतियोगिता।         |
| वह्निकन्या पार्वती            | देवकथाओं से प्रेरणा लेना।                           | कहानी प्रश्नोत्तर, पुनर्कथन।       | कथा श्रवण, नाट्य रूपांतरण।                       | चित्र, वीडियो।                 | हिंदी / धार्मिक कथा।               | नाट्य मंचन।                |
| अधिवक्ता मधुसूदनः             | न्याय, तर्क, सत्य की अवधारणा समझना।                 | लघु प्रश्न, लेखन कार्य।            | संवाद नाटक, विचार चर्चा।                         | चित्र, पाठ्यपुस्तक।            | सामाजिक अध्ययन (न्याय)।            | नाट्य प्रस्तुति।           |
| लघुबालकः असमानः               | समानता और आत्म-सम्मान की भावना विकसित करे।          | लेखन कार्य, मौखिक प्रश्न।          | कहानी लेखन, संवाद।                               | चित्र, फ्लैश कार्ड।            | नैतिक शिक्षा, नागरिक शास्त्र।      | अभिनय, समूह चर्चा।         |