

**ANNUAL**  
**CURRICULUM**  
**PLAN**

**CLASS VI**

**(SESSION: 2015-16)**

## **WHERE THE MIND IS WITHOUT FEAR**

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*Where the mind is without fear and the head is held high*

*Where knowledge is free*

*Where the world has not been broken up into fragments*

*By narrow domestic walls*

*Where words come out from the depth of truth*

*Where tireless striving stretches its arms towards perfection*

*Where the clear stream of reason has not lost its way*

*Into the dreary desert sand of dead habit*

*Where the mind is led forward by thee*

*Into ever-widening thought and action*

*Into that heaven of freedom, my Father, let my country awake.*

**- Rabindranath Tagore**

## LIST OF HOLIDAYS

1. Good Friday	03.04.15	Friday
2. Dr. Ambedkar Jayanti	14.04.15	Tuesday
3. Buddh Purnima	04.05.15	Monday
4. Id –Ul- Fitr	18.07.15	Saturday
5. Independence Day	15.08.15	Saturday
6. Teej	17.08.15	Monday
7. Raksha Bandhan	29.08.15	Saturday
8. Janamashtami	05.09.15	Saturday
9. Id-Ul-Zuha	24.09.15	Thursday
10. Gandhi Jayanti	02.10.15	Friday
11. Dussehra	22.10.15	Thursday
12. Muharram	24.10.15	Saturday
13. Karwa Chauth	30.10.15	Friday
14. Haryana Day	01.11.15	Sunday
15. Diwali	11.11.15	Wednesday
16. Goverdhan Puja	12.11.15	Thursday
17. Bhai Duj	13.11.15	Friday
18. Guru Nanak Dev ji's Birthday	25.11.15	Wednesday
19. Christmas Day	25.12.15	Friday
20. Makar Sankranti	14.01.16	Wednesday
21. Republic Day	26.01.16	Monday
22. Maha Shivratri	07.03.16	Monday
23. Holi	24.03.16	Thursday

### Note:

1. Summer Break : 17th May 2015 to 30th June 2015
2. Autumn Break : 18th October 2015 to 23rd October 2015
3. Winter Break : 1st January 2016 to 10th January 2016

**Total Number of Working Days** : 223

April	: 23	September	: 23	January	: 14
May	: 16	October	: 18	February	: 24
July	: 24	November	: 19	March	: 16
August	: 21	December	: 25		

## School Curriculum Goals

The Curriculum will adopt the following goals:

- To create a connect between learners' spiritual, ethical, social, cognitive, mental and physical growth and development;
- To nurture individuality and thus enhance one's innate potentials;
- To foster constitutional literacy and tolerance for different cultures;
- To develop scientific outlook and transformative competences, in order to meet the demands of changing society. The aim of education is not just to let learners obtain basic knowledge but to make them life-long learners. It is to nurture future citizens who are mentally and physically robust, assertive, confident, empathetic and helpful to the community, intellectually inquisitive and reflective, tolerant and with creative vision and global perspective. Schools will accomplish such standards through the promotion of values based learning activities which emphasize humanity, practicality, individuality, inclusiveness, and modernity. Such activities involve collaborations between oneself and others, individuals and the community, as well as humans and nature.

To achieve this, we must guide our learners to achieve the following curriculum goals:

- To enhance self-awareness and explore innate potential;
- To develop creativity and the ability to appreciate art and showcase one's own talents;
- To promote capabilities related to goal setting, decision making and lifelong learning;
- To nurture assertive communication and interpersonal skills;
- To learn to be empathetic towards others, display dignity and respect to the opposite gender, to contribute for the community, and focus on preserving environment;
- To foster cultural learning and international understanding in an interdependent society;
- To strengthen knowledge and attitude related to livelihood skills;
- To acquire the ability to utilize technology and information for the betterment of humankind;
- To inspire the attitude of functional and participatory learning; and
- To develop abilities related to thinking skills and problem solving.

## EXAMINATION SCHEDULE

### SCHEDULE FOR SUMMATIVE ASSESSMENT - I

Date	Subject
11.09.2015	Science
14.09.2015	Maths
16.09.2015	S.St.
18.09.2015	Hindi
21.09.2015	English
23.09.2015	Sanskrit

### SCHEDULE FOR SUMMATIVE ASSESSMENT - II

Date	Subject
08.03.2016	Science
10.03.2016	Maths
12.03.2016	S.St.
14.03.2016	Hindi
16.03.2016	English
18.03.2016	Sanskrit

## Continuous and Comprehensive Evaluation (CCE)

Continuous and Comprehensive Evaluation (CCE) refers to a system of evaluation that covers all aspects of students' development. It is an assessment system which attempts to shift the emphasis from Assessment to holistic learning. The major focus of CCE is on the continuous growth of a student to ensure intellectual, emotional, physical, cultural and social development.

The CCE based system of assessment is divided into three parts:

### **Part 1 - Scholastic Area**

For assessment in academic areas the academic year is divided into two terms. The First Term will be from April to September and the Second Term from October to March. Each Term will have two Formative Assessments (FAs) and one Summative Assessment (SA).

**Formative Assessment** – These are Assessments conducted by the teacher to continuously monitor student's progress. The assessment would be in the form of pen-paper Assessments and also in the form of quizzes, projects, practicals, oral Assessment etc. In case more than two assessments are conducted per term per subject, the best two would be counted for assessment.

**Summative Assessment** – The Summative Assessment is the terminal assessment of performance at the end of instruction. It will be in the form of a pen-paper Assessment at the end of each term.

The weightage of Formative assessment (FA) and Summative Assessment (SA) shall be as follows:

Term I	FA1 10%	FA2 10%	SA1 30%	Total (FA1 + FA2 + SA1) 50%
Term II	FA3 10%	FA4 10%	SA2 30%	Total (FA3 + FA4 + SA2) 50%

## **Part 2 - Co-scholastic Areas**

### **(Skills and suggestive activities)**

#### **2(A) Life Skills:**

<i>Thinking Skills:</i>	Self Awareness, problem solving, decision making, critical and creative thinking
<i>Social Skills:</i>	Interpersonal relationships, effective communication and empathy
<i>Emotional Skills:</i>	Managing emotions and dealing with stress

#### **2 (B) Work Educations**

#### **2(C) Visual and Performing Arts**

**2(D) Attitude and Values** towards: teachers, schoolmates, school programmes and Environment and value systems

## **Part 3(A) Co-scholastic Activities**

### **(Any two to be assessed)**

1. Literary and Creative Skills: Debate, declamation, creative writing, recitation, essay writing, poster making, slogan writing etc.
2. Scientific Skills: Science Club, Projects, Maths Club, Science Quiz, Science exhibition, Olympiads etc.
3. Information and Commn. Tech. (ICT): PowerPoint presentation, website and cover page designing communication, animation, programming, E-books etc.
4. Organizational and Leadership Skills (Clubs): Eco Club, Integrity Club, Health and Wellness Club, Leadership Skills Club etc.

## **Part 3(B) Health and Physical Activities**

### **(Any two to be assessed)**

1. Sports/Indigenous Sports
2. Yoga
3. First Aid
4. Gardening/Shramdaan

**Grading System:**The result of the assessment in all areas would be given in the form of grades.

#### **Scholastic Areas (grading on 9 point scale)**

Grade	Marks Range	Grade Point
A1	91 – 100	10.0
A2	81 – 90	9.0
B1	71 – 80	8.0
B2	61 – 70	7.0
C1	51 – 60	6.0
C2	41 – 50	5.0
D	33 – 40	4.0
E1	21 – 32	3.0
E2	00 – 20	2.0

#### **Co-scholastic Areas/Activities (grading on 5 point scale)**

Marks Range	Grade Point
A	4.1 – 5.0
B	3.1 – 4.0
C	2.1 – 3.0
D	1.1 – 2.0
E	0 – 1.0

### **Promotion Policy:**

1. Every student is required to get a qualifying grade 'D' or above in all the subjects for the purpose of promotion to next class.
2. A student getting 'E1' or 'E2' grade in scholastic areas in one or more subjects will be eligible for improvement of performance (EIOP) and he/she will have to improve his/her performance in one subsequent attempt to obtain qualifying grade 'D' in these subjects.



## ❖ Listening

### ➤ Curricular Expectations

- Understand English language spoken in their immediate environment.
- Listen to English with understanding and enthusiasm.
- Develop familiarity with English phrases used in specific instructions and requests.
- Understand non-verbal clues and respond in speaking and writing.

### ➤ Pedagogic Processes

- Familiarising children with English language. e.g. in class, school assembly, playground, etc with peers/groups.
- Creating learning situations by using audio-video support to familiarize children with announcements made at public places during school celebrations.
- Using English news as a resource to develop listening comprehension.
- Providing exposure via poems/songs to familiarize children with various kinds of English, (listening and speaking are developing in conjunction).
- Encouraging children to watch English serials and films, educational channels especially those with sub-titles (listening and reading are developed in conjunction) (pair a child with special needs with a classmate).
- Providing input via audio-video/reading out from material and generating interest through pair and group work/role-play.
- Exposing children to various kinds of spoken texts to familiarize them with intonation. Children appreciate the use of tone and begin to use it (Listening and speaking are developed in conjunction) (Pair a child with special needs with a classmate).
- Introducing different registers through a variety of listening activities, such as sports, cookery, music etc. children appreciate and use them (listening and speaking are connected) using audio, visual and kinesthetic mediums.
- Facilitating comprehension through interviews/discourses with people from various professions such as doctors, writers, actors etc.
- Facilitating pair/group work where children share their experiences such as journeys, visits, etc.
- Through role- play, learning situations are created to listen and communicate messages.
- Using formulaic expressions/instructions such as *Water the plants everyday*. Children listen and internalize these expressions and use them.
- Asking questions based on the texts, using mother tongue or scaffolding, wherever necessary.
- Creating opportunities to read aloud from texts and encouraging children to speak about what they have understood. (listening and speaking are connected).
- Initiating the process of problem solving and reasoning abilities.
- Given situations where children are exposed to narrations, descriptions, speeches, debates, on familiar and unfamiliar topics, they ask questions/make notes (listening is linked with speaking/writing).
- Giving dictation of a chunk of a lesson, to enable children to listen and write. (Listening is linked with speaking/writing)

- Giving passages for listening comprehension through self -reading/audio- video support and asking them to answer questions such as MCQs, fill in the blanks, etc. (listening is linked with speaking/writing).
- Playing music (non-verbal)/movement and encourages children to express themselves through speech/writing.
- Drawing attention to onomatopoeic sounds such as a tap-tap, buzz, gr.r..r, ding dong, etc. and help children use them creatively.
- Pointing or showing the source of sound for children with hearing impairment.

## ❖ Learning Indicators (Progression)

### ➤ Listening

- Listens to English words and sentences spoken/used in class/school and responds. *e.g. I enjoy listening to that.*
- Comprehends announcements made in school and in the neighbourhood (railway station, market, airport, cinema hall, etc) English news onTV/radio and other bulletins. *e.g. The metro will leave from platform no. 1.*
- Enjoys listening to English songs and poems, dialogues of English serials. *e.g. "Where do all teachers go when it's four O'clock?"*
- Listens to English poems, songs, jokes, riddles, stories and tongue-twisters, etc. (Together with comprehension, there is inference). *e.g. 'Who I am?' 'We are all interesting people in different ways'.*
- *'We are all good at different things'.*
- Understands the difference between a question and a statement as per the tone, stress, etc.
- Listens to people from different professions/ walks of life with comprehension. *e.g. Pilots, sports persons, etc.*
- Shows interest in listening to different experiences of others. *e.g. Friend's visit to her/his grandparents.*
- Attends to oral messages/telephonic communications and communicates them in English or home language/sign language. *e.g. There is a message from people and write something based on the sports captain that by tomorrow we must submit our names.*
- Follows different kinds of instructions/requests/directions.
- Responds to questions asked on textual material and responds accordingly.
- Follows excerpts, dialogues, poems read aloud in the class.
- Follows narrations, descriptions.
- Takes dictation for listening comprehension. *e.g. Preparing a list for a drama.*
- Responds to a variety of questions on a passage for listening comprehension.
- Appreciates music and expresses in speech/writing.

## ❖ Speaking

### ➤ Curricular Expectations

- Use English as a means of communication.
- Ask questions for developing critical thinking.
- Express in English.
- Recite/use poems, dialogues, (phrases from stories, plays, speeches, etc).

## ➤ Pedagogic Processes

- Creating learning situations for children to introduce themselves to a new student/another teacher/ a visitor/principal.
- Creating situations via role-play/mock-telephonic conversations/ conversations between and among family members/classroom games connecting them with the characters from lessons.
- Encouraging children to ask queries/questions.
- Creating groups for taking turns to ask questions from other groups.
- Using alternative materials such as large print, Braille, cartoons, flash cards, puppets, graphic presentations, audio tapes, video tapes, and audio- visuals to motivate them to speak.
- Familiarising children with vocabulary associated with various professions by creating different learning situations.
- Preparing children by providing input/ encouraging brain-storming, etc for class discussions, morning assembly, annual day programmes, speech on a given topic etc.
- Providing input through audio-video/role - play to familiarise children with use of tone/stress, etc. in language.
- Giving opportunities for Panel Discussion, etc.
- Using different alternative materials such as Braille texts, providing poems (from textbooks and other sources chosen by the teacher/children from children's magazines/ children's section in newspapers or composed by children, e.g. Limerick, Cinquain, Haiku.
- Providing stories/plays (from textbooks/others beyond the textbook).
- Providing sources for children to become familiar with proverbs/ quotations/ phrases and idioms, e.g. *Two and two make four; All in all; All that glitters is not gold*, to be able to use while speaking.
- Creating situations to speak about hobbies, games, food preferences, people she/he likes, places visited, etc.
- Giving a prompt to help children to speak "You know, I read a story which goes like this..." "Once my brother played a prank on me ..."
- Providing situations/ pictures/images. Children learn to describe their locality, children learn to talk about directions e.g. on a given map of a locality/ their own (not on scale). The teacher provides them with appropriate vocabulary. Uses tactual/raised material.
- Based on the reading of the text, the children are encouraged to speak. e.g. *comprehension, inference, connecting to previous knowledge*. e.g. "I go for a walk daily." "Morning or evening?"
- Creating learning situations for children to use English proverbs and idioms and scaffolding through L1 to reach L2. e.g. *All that glitters is not gold (Har cheez jo chamakti hai wah sona nahi kahlati)*.
- Creating situations for mock-interview to prepare the children to interact with their rolemodels.
- Connecting learning to the real world and encouraging them to raise authentic questions such as: *Why don't we have a hospital in our locality? Why water is not clean?*
- Creating situations where grammar in context for question tags is used, connecting it to textual material/beyond the text. e.g. "You went to her house yesterday, didn't you?" "Yes, I did".
- Scaffolding by providing grammatical structures while speaking. e.g. *Talking about weather "It's very hot today, it wasn't so hot yesterday"*.
- Encouraging children to imagine and describe characters and situations. Using prompts /flash cards/verbal clues and pictures to help children create imaginary stories.

## ❖ Learning Indicators (Progression)

### ➤ Speaking

- Introduces self using simple sentences. *e.g. I am Ragini. My school is very near to my house.*
- Holds a conversation with friends, teachers, and family using simple sentences and responses. *e.g. Can I borrow your storybook for a day?*
- Asks questions based on the text/beyond the text/ out of curiosity/while engaging in conversation.
- Speaks in English with professionals from their immediate environment such as salespersons, shopkeepers, telephone operators, doctors, receptionists, librarians etc. *e.g. Can I borrow two books because tomorrow is Sunday and I want to read both the books.*
- Takes part in different events such as role-play/poetry recitation/ skit/ drama/ debate/ speech/ elocution/ declamation/ competition/quiz organised in schools from time to time.
- Recites rhymes/poems /songs in groups and individually.
- Talks about her likes and dislikes.
- Describes the place/the locality where she lives, and shows the way or guides if anyone asks for directions. *e.g. My school is near the metro station.*
- Responds especially to the textual questions in English class and in other subject classes.
- Narrates her personal experiences/ anecdotes /stories she has read or heard. *e.g. A visit to the zoo.*
- Shows interest in speaking to celebrities like writers, actors, and sportspersons.
- Asks questions about things around her/his : based on reasoning and critical thinking.
- Uses grammatically correct sentences to describe/narrate.
- Narrates stories (imaginary/dreams, etc.)

### ➤ Reading

Children read and respond to a wide range of familiar texts. They predict, ask questions, retell and talk about texts read in the class. With support, they read a range of topic-related classroom texts. They can read known texts with some fluency. They read back their own writing or sentences written by others. They use texts purposefully, find basic information in texts. They discuss the events in texts and characters' feelings and actions. They identify the purposes of familiar texts, including catalogues, guides, simple stories and factual texts. They are able to read seen and unseen texts. They are able to do silent reading.

## ❖ Curricular Expectations

- Understand the main idea, locate details in the text (seen and unseen).
- Understand and appreciate the language of different literary genres such as prose, poetry etc.
- Understand the purpose and characteristics of materials other than textbooks.
- Understand the form and functions of grammar in context.
- Understand and use different reference sources in reading.

## ❖ Pedagogic Processes

- Facilitating comprehension through various texts in English/home language/Braille/picture clips, etc.
- Facilitating children to locate details, sequence of ideas and events/identifying main idea through various types of comprehension questions.
- Facilitating children to relate ideas of the text with personal experience through questions, discussions and group work.
- Using various sources from L1 and L2 to facilitate comprehension and co-relation.
- Introducing different kinds of texts such as prose, poetry, play, for understanding and appreciation.
- Providing beyond the text materials such as advertisements, notices, signboards, menus through print and audio.
- Facilitating reading/listening of newspapers, magazines and children-chosen texts. Using computers for reading.
- Providing opportunities to interpret tables, charts, diagrams and maps. And using peer and group activities.
- Introducing titles of books, movies, plays, etc. and providing their reviews.
- Encouraging children to raise questions based on their reading.
- Encouraging critical thinking through questions that develop problem-solving and reasoning.
  
- Encouraging reading texts displayed on TV, computer with speech reading software.
- Providing online material (wherever facilities available) and websites to visit.
- Drawing attention towards the use of grammar in context and explaining it such as narration, voice, tenses, parts of speeches, etc.
- Drawing attention to the use of punctuation through a variety of texts.
- Enriching the reading habits through exposure to school/ community libraries, reading rooms – formats may include Braille books, largeprint and audio.
- Providing reference sources such as dictionary, thesaurus and encyclopedia to facilitate reading.

## ❖ Learning Indicators (Progression)

### ➤ Reading

- Reads prescribed texts in English with comprehension, locates details, and identifies/locates main idea, the sequence of ideas and events.
- Relates ideas with her personal experiences. *e.g. I also do not like to do home work like Patrick.*
- Reads and relates texts of home language (L1) with those of English (L2). *e.g. I have read a similar story in Hindi about 'Shravan Kumar.'*
- Engages with different kinds of texts, and appreciates their different forms, expresses them through speech/writing.
- Identifies main idea and locates details.
- Connects with real life, including home language.
- Engages in reading to seek information.
- Reads on her own and enjoys reading. *e.g. Children's magazines, picture books.*
- Infers the meaning of unfamiliar words by reading them in context.

- Reads titles of books, movies, plays, captions.
- Asks questions based on the reading. *e.g. How did the dog find himself a master? (Honey suckle, class V) (The Dog found himself a Master).*
- Reads news clippings, subtitles on T.V./text on computer.
- Identifies the use of grammar in context.
- Appreciates the appropriate use of punctuation.
- Collects and reads books from different sources.
- Takes interest in setting up class libraries, reading corners.
- Refers dictionary.

## ➤ Writing

Children communicate ideas, events and experiences through simple texts based on familiar spoken and written language. They write for a variety of personal and classroom purposes, using known and modeled structures and features. They write everyday texts and simple stories, recounts and factual texts based on their own and shared class experiences. They use their developing oral base and reading repertoire when writing their own texts. They write texts using simple but coherently linked sentences, basic structures and well-known vocabulary. They use language with appropriate linkers, etc. They attempt to spell new words, based on known spelling patterns.

## ❖ Curricular Expectations

- Write coherently and with a sense of audience (formal and informal).
- Creative writing.
- Understands and uses technology for writing.

## ❖ Pedagogic Processes

- Providing texts (seen and unseen) and encouraging writing answers for comprehension/inferential questions.
- Facilitating children to go beyond the text through open-ended authentic tasks and connecting learning to real life such as personal experience, school life and neighbourhood.
- Discussing examples of writing with focus on appropriate beginning, middle and end, and linkers.
- Giving dictation of chunks of language.
- Providing verbal/visual clues to develop paragraphs.
- Giving situations to write letters (formal and informal).
- Creating contexts for utilizing available contexts for making lists such as names for competitions, monthly budget at home, Annual Day programmes/ message board, etc.
- Encouraging children to write descriptions/narratives of family picnics, visits to historical places etc.
- Encouraging children to reflect on their day-to-day experiences and write a diary.
- Providing examples of coherent writing such as paragraphs on various topics.
- Providing examples of words/phrases (linkers) to indicate sequence such as 'after that', 'followed by', etc.
- Scaffolding to redraft and revise the written material.

- Providing examples of written texts to familiarize with grammar in context.
- Familiarizing children with stories and encouraging them to use the content to write dialogues and vice-versa.
- Narrating open-ended stories or providing themes to complete/compose stories.
- Discussing about rhyme, rhythm, simile, metaphor, repetition in poems.
- Introducing situations where the same word is used in different contexts/meanings.
- Providing social and contemporary themes and samples for slogan/notice/poster writing.
- Providing a variety of texts such as autobiography, report, radio script, etc. and pointing their features.
- Creating daily messages with themes like respect, being kind to others, diversity, etc.
- Providing examples of writing SMS and E-mail.
- Facilitating the use of computer for slides/power point presentation.

## ❖ Learning Indicators (Progression)

### ➤ Writing

- Writes sentences and paragraphs coherently in Braille or print.
- Organizes sentences into paragraphs.
- Writes answers for textual questions after comprehension/inference. Writes personal experience and connects learning to real life. *e.g. 'My day out for a picnic.'*
- Takes dictation for different purposes such as timetable, class notes, paragraphs (for listening activities).
- Writes paragraph with the help of verbal/visual clues.
- Writes informal letters. *e.g. Letter to a friend/ cousin.*
- Makes lists for various purposes.
- Writes descriptions/narratives. ☑Writes a personal diary.
- Redrafts and corrects before finalising.
- Writes coherently with appropriate beginning, middle and end.
- Uses appropriate punctuation forms in a variety of written texts. *e.g. Renu has bought two pencils, one eraser and a notebook.*
- Uses appropriate grammar such as nouns, adjectives.
  
- Writes dialogues from a story, and story from dialogues.
- Writes stories from own imagination.
- Composes poems.
- Writes jokes.
- Composes slogans, prepares leaflets, posters, etc. that can be used as resources, prepares project, and contributes for the school magazine. *e.g. Each drop of water is precious.*
- Writes notices for the school notice board, *e.g. Lost a pencil box or a book.*
- Creates basic texts in a variety of forms.
- Writes messages, letters through SMS, E-mail.
- Uses dictionary to find meanings/spellings.

## English Curriculum Plan Session (2015-2016)

Month	Literature	Grammar/ Composition	Worksheet for Class VI	Six Short Stories	AV Experience and Activity	F.A. Task
April	<b>Grow with words- Lesson 1: Tom Thumb</b>	<b>Lesson 1:</b> <i>Sentence</i> <b>Lesson 2:</b> <i>Subject and Predicate</i> <b>Lesson 3:</b> <i>Questions</i> <b>Lesson 4: Nouns</b> <b>Composition:</b> <i>Story Writing</i>	<ul style="list-style-type: none"> <li>➤ Passage 1: <i>Comprehension</i> Pg.5,</li> <li>➤ Practice exercise 15 (<i>Phrases Subject Predicate</i>) pg.25 to 27,</li> <li>➤ Passage Ex.16 <i>Sentence</i> Pg. 28,29,</li> <li>➤ Practice Ex.23 <i>Tom Thumb</i> pg. 43,44</li> </ul>	<b>Lesson-1:</b> <i>Star Ducks</i>	<ul style="list-style-type: none"> <li>➤ English Handwriting Competition</li> <li>➤ <b>Task One (Listening Skills)-</b> <i>Group Activity</i> from “Talk Time” exercise of “Grow With Words” Reader Book, pg. 17</li> <li>➤ <b>Task Two (Writing Skills)-</b> <i>Story Writing and Factual Description</i> from the English Worksheets Book, Practice Exercise 2 and 3</li> </ul>	<p><b>Task One (Listening Skills)-</b> <i>Group Activity</i> from “TalkTime” exercise of “Grow With Words” Reader Book, pg. no. 17.</p> <p><b>Task Two (Writing Skills)-</b> <i>Story Writing and Factual Description</i> from the English Worksheets Book, Practice Exercise 2 and 3</p>
May	<b>Lesson 2:</b> <i>The World's Only Undersea Lodge</i>	<b>Lesson 5:</b> <i>The Numbers</i> <b>Lesson 6:</b> <i>The Pronouns</i>	<ul style="list-style-type: none"> <li>➤ Practice Exercise 4- <i>Diary Entry</i> (Pg. 12)</li> <li>➤ Practice Ex. 11 <i>Nominalisation</i> (Pg. 19)</li> <li>➤ Practice Ex. 13 <i>Countable and Uncountable Nouns</i> (Pg. 22 and 23)</li> <li>➤ Practice Ex.24 (Pg. 45, 46)</li> </ul>	<b>Lesson-1:</b> <i>Star Ducks</i>	<ul style="list-style-type: none"> <li>➤ <i>How Well Can You Read - From Non Text Book</i></li> <li>➤ <b>Task Three- Grammar Pen and Paper Test</b> from topics covered during the two months</li> <li>➤ <b>Task Four- C.W./H.W. Assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Task Three- Grammar Pen and Paper Test</b> from topics covered during the two months</li> <li>➤ <b>Task Four- C.W./H.W. Assessment</b></li> </ul>
July	<b>Poem 3:</b> <i>The Selfish Goblin</i>	Ch-11 <i>The Verbs</i> Ch-11 <i>Cat's Big and Small</i> Ch-7 <i>The Gender</i> Ch-8 <i>The Adjectives</i> Ch-9 <i>The Articles</i>	<ul style="list-style-type: none"> <li>➤ Practice Ex.6 <i>Notice</i> (Pg.14)</li> <li>➤ Practice Ex. 7 <i>Informal Letter</i> (Pg. 15)</li> <li>➤ Practice Ex.18 <i>Adjectives</i> (Pg. 32, 33)</li> <li>➤ Practice Ex.25 <i>The Selfish Goblin</i> (Pg. 47,48)</li> </ul>	<b>Lesson-2:</b> <i>The Stolen Bacillus</i>	<ul style="list-style-type: none"> <li>➤ <i>Proverb Writing - Write Proverbs with the meaning on A4 Size sheet</i></li> <li>➤ <b>Interdisciplinary Activity</b></li> </ul>	<b>Interdisciplinary Activity</b>



Month	Literature	Grammar/ Composition	Worksheet for Class VI	Six Short Stories	AV Experience and Activity	F.A. Task
<b>August</b>	<b>Lesson 4:</b> <i>Animal Farm</i>  <b>Lesson 5:</b> <i>The lamp lighter</i>	<b>Lesson 12:</b> <i>The Tenses</i> <b>Lesson 13:</b> <i>The Present Tense</i> <b>Lesson 14:</b> <i>The Past Tense</i> <b>Lesson 15:</b> <i>The Future Tense</i> <b>Lesson 16:</b> <i>The Subject Verb Agreement</i>	<ul style="list-style-type: none"> <li>➤ Practice Exercise 9 Paragraph Writing (Pg. 17)</li> <li>➤ Practice Ex 21 Present Perfect Tense ( Pg.39, 48)</li> <li>➤ Practice Ex. 22 Past Perfect Tense (Pg.41, 42)</li> <li>➤ Practice Ex.26 Animal Farm (Pg.49, 50)</li> <li>➤ Practice Ex-27 The lamp Fighter (Pg-51, 52)</li> </ul>	<b>Lesson 3:</b> <i>The Model Millionaire</i>	<ul style="list-style-type: none"> <li>➤ <b>SpellBee</b>-Common Familiar Words</li> <li>➤ <b>Interdisciplinary Activity</b></li> </ul>	<b>Interdisciplinary Activity</b>
<b>September</b>	<b>Revision for Summative Assessment - I</b>					
<b>October</b>	<b>Lesson 6:</b> <i>The Vanishing Viper</i>  <b>Poem7:</b> <i>Winter Time</i>	<b>Lesson 17:</b> <i>The Question Tag</i> <b>Lesson 18:</b> <i>The Adverbs</i> <b>Lesson 19:</b> <i>The Prepositions</i> <b>Lesson 20:</b> <i>The Conjunctions</i>	<ul style="list-style-type: none"> <li>➤ Practice Ex. 8 Letter to Complaint (Pg.16)</li> <li>➤ Practice Ex. 20 Adverbs (Pg. 37, 38)</li> <li>➤ Practice Ex. 12 Prepositions (Pg. 20,21)</li> <li>➤ Practice Ex.28 The Vanishing Viper (Pg. 53,54)</li> <li>➤ Practice Ex.29 Winter Time(Pg.55,56)</li> </ul>	<b>Lesson 4:</b> <i>The Vacations</i>	<ul style="list-style-type: none"> <li>➤ <b>Role Play</b> (Topic to be given)</li> <li>➤ <b>Task One (Speaking Skills)</b>- Individual Activity from 'TalkTime'</li> <li>➤ Exercise of 'Grow With Words' Reader Book (Pg. no. 59)</li> <li>➤ <b>Task Two (Writing Skills)</b>- Creative Writing Exercise from the book 'Grow With Words' (Pg. 55 and 59)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Task One (Speaking Skills)</b>-Individual Activity from 'TalkTime'</li> <li>➤ Exercise of 'Grow With Words' Reader Book (Pg. no. 59)</li> <li>➤ <b>Task Two (Writing Skills)</b>-Creative Writing Exercise from the book 'Grow With Words' (Pg. 55 and 59)</li> </ul>
<b>November</b>	<b>Lesson 8:</b> <i>Flying in an Aeroplane</i>	<b>Lesson 21:</b> <i>The Degrees of Comparisons (The Adjectives and Adverbs),</i> <b>Lesson 22:</b> <i>Sea Fever</i> <b>Lesson 23:</b> <i>Direct and Indirect Speech</i>	<ul style="list-style-type: none"> <li>➤ Practice Exercise 10 Article Writing (Pg.18)</li> <li>➤ Practice Ex. 30 Flying in an Aeroplane ( Pg. 57,58)</li> <li>➤ Comprehension Passage 2 (Pg. 6)</li> </ul>	<b>Lesson 5:</b> <i>The Man with a could work miracles</i>	<ul style="list-style-type: none"> <li>➤ Use Dictionary and Find the meaning of words</li> <li>➤ <b>Task Three-</b> Grammar <b>Pen and Paper Test</b> from topics covered during the two months</li> <li>➤ <b>Task Four-</b> C.W./H.W. Assessment</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Task Three-</b> Grammar <b>Pen and Paper Test</b> from topics covered during the two months</li> <li>➤ <b>Task Four-</b> C.W./H.W. Assessment</li> </ul>

Month	Literature	Grammar/ Composition	Worksheet for Class VI	Six Short Stories	AV Experience and Activity	F.A. Task
December	<b>Lesson 9:</b> <i>The Camel's Hump</i> <b>Poem 10:</b> <i>The Land of Nod</i>	<b>Lesson 24:</b> <i>The Active and Passive Voice</i> <b>Lesson 25:</b> <i>The Punctuations</i> <b>Lesson 26:</b> <i>The Homonyms</i> <b>Lesson 27:</b> <i>Homophones</i> <b>Lesson 28:</b> <i>The Synonyms</i>	<ul style="list-style-type: none"> <li>➤ Practice Ex. 5 Essay Writing (Pg. 13)</li> <li>➤ Practice Ex. 17 Similes (Pg. 30, 31)</li> <li>➤ Practice Ex. 31 The Camels Hump (Pg. 59, 60)</li> <li>➤ Practice Ex. 32 The Land of Nod (Pg. 61, 62)</li> </ul>	<b>Lesson 6:</b> <i>The Murder's in the Rue Morgue</i>	<b>Group Activity –</b> Ask a Question! (Class Grammar Quiz), <b>Annual Exhibition based Project</b>	<b>Annual Exhibition based Project</b>
January	Ch. 11 "True Beauty"	Ch-29(The Antonyms),Ch-30(The Idioms), Ch-31(The Phrasal Verbs), Ch-32(The Similies),Ch-33(Words Easily Confused),Ch-34(Robinhood and the butcher).	➤ Practice Ex. 2 Story Writing (Pg. 9 and 10), Practice Ex.33 True Beauty (Pg. 63, 64)	Revision	Activity Related to Annual Exhibition,Annual Exhibition based Project	<b>Annual Exhibition based Project</b>
February	Ch.12 "The Tree Lover"	Revision	Practice Ex. 34 The Tree Lover (Pg. 65, 66)	Revision	Activity Related to Annual Exhibition	<b>Annual Exhibition based Project</b>

# Mathematics

## ❖ Curricular Expectations

During the learning of Mathematics, a child:

- Moves from number sense to number patterns;
- Sees relationships between numbers and looks for patterns in relationships;
- Gains proficiency in using newer language of Mathematics like variables, expressions, equations, identities,, etc;
- Uses arithmetic and algebra to solve real life problems and pose meaning problems;
- Discovers symmetries and acquire sense of aesthetics by looking around regular shapes like triangles, circles, quadrilaterals, etc;
- Comprehends the idea of space as reason enclosed within boundaries of a shape;
- Relates numbers with shapes in terms of perimetre, area and volume and uses them to solve every day life problems;
- Learns to provide reasoning and convincing arguments to justify her/his own conclusions particularly in Mathematics; and
- Collects, represents (graphically and in tables) and interprets data/information from her/his life experiences.

Conceptual Area	Pedagogical Processes	Learning Indicators
<b>Numbers</b> <ul style="list-style-type: none"> <li>➤ Consolidates the sense of numberness up to 5 digits in terms of its size of estimation.</li> <li>➤ Gets familiar with large numbers upto 8 digits.</li> <li>➤ Solves word problems on large number operations.</li> <li>➤ Understands the importance of brackets and other symbols like =, &lt;, &gt;.</li> <li>➤ Formulates divisibility rules of 2, 3, 4, 5, 10 and uses them as and when required.</li> <li>➤ Appreciates the classification of numbers as even, odd, prime, coprime, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Through various situations, make children compare numbers up to 5-digits like cost of two houses, number of spectators present in two cricket matches, etc.</li> <li>➤ Number patterns could be used to extend numbers up to 8-digits and then daily life situations involving 8-digit numbers could be discussed e.g. cost of property.</li> <li>➤ Involve children in solving daily life problems involving more than one operation and then to appreciate the hierarchy to be decided to carry on different operations.</li> <li>➤ Divisibility rules can be introduced using patterns, and then different division problems could be discussed to show their use. For example, let children form multiplication tables of different numbers like 2, 3, 4, etc and then from the multiplication facts, ask them to identify the pattern like multiple of 3 has sum its digits divisible by 3, multiple of 5 has either 5 or zero in its one's place, etc.</li> <li>➤ Involve children in classification of numbers on the basis of their properties like even, odd, multiples and factors.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Creates situations around her in which she finds numbers.</li> <li>➤ Through situations like money transactions, measuring of height budget, etc. Child uses larger numbers and thus appreciates their use.</li> <li>➤ Child attempts to construct examples through which she demonstrates the use of divisibility rules.</li> <li>➤ Classifies numbers in various categories including even, odd, prime, composite, co-prime, etc.</li> </ul>

Conceptual Area	Pedagogical Processes	Learning Indicators
<ul style="list-style-type: none"> <li>➤ Understands the significance of HCF and LCM and finds them.</li> <li>➤ Applies prime factorization to find HCF and LCM of numbers.</li> <li>➤ By observing patterns, identifies and formulates rules for whole numbers.</li> <li>➤ Evolves the properties of whole numbers like commutative, associative, distributive, additive identity, multiplicative identity, etc.</li> <li>➤ Appreciates the need for negative numbers.</li> <li>➤ Through patterns, formulates rules for ordering of integers, their representation on number line, addition and subtraction of integers, etc.</li> <li>➤ Represents fractions and decimals pictorially and on number line.</li> <li>➤ Finds sum and difference of two fractions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Encourage children to create number patterns through which HCF and LCM can be discussed.</li> <li>➤ Different number operations could be performed by students which through discussions could help to know the different properties like closure, commutative, associative, etc.</li> <li>➤ Situations could be created and discussed in which numbers are required to be represented for opposite situations, like points/objects in different directions from a reference point, give and take situations, profit and loss, etc.</li> <li>➤ Daily life situations and pictures could be presented to introduce fractions and decimals like representing part of a whole as number, a dot mark placed to separate rupees and paise, metre and centimetre, kilometre and metre, litre and millilitre, etc.</li> <li>➤ Encourage children to look at the pictures showing sum and difference of like fractions and to generalize.</li> <li>➤ Let children evolve that to add or subtract two unlike fractions it is required to convert them into equivalent fractions of same denominators (<i>like fractions</i>).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Given a fraction child identifies a situation for the given fraction.</li> <li>➤ Uses divisibility rules to find factors of a number.</li> <li>➤ Demonstrates her/his ways of finding HCF and LCM of two numbers.</li> <li>➤ Devises her/his strategies to identify appropriate situations to use the concepts of HCF and LCM.</li> <li>➤ Creates daily life situations where opposites are involved and represents such quantities by positive and negative numbers.</li> <li>➤ Makes her own strategies of ordering, adding and subtracting integers.</li> <li>➤ Reduces fractions involving larger numbers to simplest (lowest) forms in order to handle the fraction for operations, comparison and other purposes.</li> </ul>
<p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>➤ Understands variables through patterns</li> <li>➤ Classifies quantities as variable and constant</li> <li>➤ Understanding algebra as generalisation of arithmetic</li> </ul> <p><b>Ratio and Proportion</b></p> <ul style="list-style-type: none"> <li>➤ Understands how the comparison of two quantities through ratio is different from comparisons done earlier.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Situations may be presented before the children that would prompt them to form patterns and feel the need for a symbol in place of number.</li> <li>➤ Involve children in generalisation of patterns by using letters for numbers called variable or unknown.</li> <li>➤ Children should be asked to write/describe various daily life situations in mathematical terms using letters and numbers. This will help them in generation of expressions and equations</li> <li>➤ Discussions may be held to show different methods of</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tries to identify and extend a pattern</li> <li>➤ Attempts to formulate the pattern identified by her and tries to suggest a symbol for a general term of the pattern and then describes a general term of the pattern</li> <li>➤ Attempt to compare quantities using ratio</li> <li>➤ Demonstrates her understanding of the concept of proportion by constructing examples</li> </ul>

Conceptual Area	Pedagogical Processes	Learning Indicators
<ul style="list-style-type: none"> <li>➤ Understands the meaning of proportion</li> <li>➤ Knows how ratio and proportion are related to unitary method.</li> </ul> <p>Solves problems related to daily life using unitary method.</p>	<p>comparison of quantities like by taking difference, division and then ratio</p> <ul style="list-style-type: none"> <li>➤ Children may be encouraged to create examples to show the difference between ways of comparison of quantities done through operation of subtraction and that through ratio</li> <li>➤ Examples could be discussed to show the difference between ratio and proportion and to relate them.</li> <li>➤ Daily life problems related to unitary method could be discussed such as shopping finding the rate etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ While solving problems on unitary method child tries to understand unit of which quantity is to be found.</li> <li>➤ Finds rate and the total amount in related context using unitary method</li> </ul>
<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>➤ Differentiates between different geometrical figures on the basis of their observable properties.</li> <li>➤ Classifies figures as Open and closed</li> <li>➤ Identifies interior and exterior of closed figures.</li> <li>➤ Describes line, line segment, ray, curvilinear and linear boundaries.</li> <li>➤ Classifies angle into different types on the basis of their measurement and describes elements of angle like vertices, arms, interior and exterior.</li> <li>➤ Understands the difference between different types of triangles and the basis on which they are classified.</li> <li>➤ Describes vertices, sides, angles, interior and exterior, altitude and median of a triangle.</li> <li>➤ Classifies quadrilaterals as trapezium, parallelogram, rectangle, square, rhombus.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Activities may be performed in which students can be shown concrete models and pictures of different geometrical shapes. Students can be involved in activities related to identify, angles, triangles and quadrilaterals and nets.</li> <li>➤ A better way of connecting 2-D with 3-D shapes is relating nets of various solids with their shapes.</li> <li>➤ Models and nets of 3-D shapes can be made by students to get an idea of their edges, faces, etc.</li> <li>➤ Discussion can be held after showing objects to the children.</li> <li>➤ Activities can be performed using mirror and children may be made to observe the reflections. The observations can then be discussed. Folding a paper cut out of a shape along specific lines can also be used to show the reflection symmetry in case the two halves exactly cover each other.</li> <li>➤ After discussing the drawing of <math>60^\circ</math> angle using compasses, the construction of other angles like <math>30^\circ</math>, <math>120^\circ</math>, etc. can be discussed with the children. Give them a feel of dividing a circle into equal segments that correspond to angle. For example, circle can be divided into six equal parts by the chords of length equal to radius of the circle and this actually forms <math>1/6</math>th of complete angle i.e. <math>60^\circ</math> at</li> </ul>	<ul style="list-style-type: none"> <li>➤ Classifies triangles in to different groups/types on the basis of their angles and sides.</li> <li>➤ Classifies quadrilaterals in to different groups/ types on the basis of their properties.</li> <li>➤ Draws different types of triangles and quadrilaterals using her understanding about the shapes.</li> <li>➤ Generalises that a closed figure divides the surface in to three parts.</li> <li>➤ Attempts to construct solids using their nets.</li> <li>➤ Observes the objects and makes strategies to decide about the symmetry of the object.</li> <li>➤ Observes the reflection of objects in mirror and then attempts to formulate rules about the symmetry of the object.</li> <li>➤ Attempts to reason out the logic behind drawing an angle of certain measure using geometrical properties.</li> <li>➤ After learning to draw an angle of</li> </ul>

<b>Conceptual Area</b>	<b>Pedagogical Processes</b>	<b>Learning Indicators</b>
<ul style="list-style-type: none"> <li>➤ Understands circle and its components like centre, radius, diameter, arc, sector, chord, segment, semicircle, circumference, interior and exterior.</li> <li>➤ Identifies 3-D shapes and their elements.</li> <li>➤ Identifies 2-D symmetrical objects.</li> <li>➤ Understands reflection symmetry.</li> <li>➤ Constructs angles of different measures using compasses.</li> <li>➤ Draws perpendicular line segments.</li> </ul>	<ul style="list-style-type: none"> <li>the centre.</li> <li>➤ Different geometrical figures may be given to draw that involves angles of various measures, line segments, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ certain measure, child tries to device ways to draw related angles.</li> <li>➤ Describes the elements of a 3-D shape like its types of surfaces, edges, corners, etc.</li> <li>➤ Identifies perpendicular lines in her vicinity and draws such lines.</li> </ul>
<p><b>Mensuration</b></p> <ul style="list-style-type: none"> <li>➤ Understands the concept of perimeter and area of a shape.</li> <li>➤ Deals with special case when a rectangle is a square.</li> <li>➤ Derives general formulae to find perimeter and area of rectangles.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Different shapes can be shown to the students and through the notion of boundary, the concept of perimeter can be discussed.</li> <li>➤ Discussion can be held about boundary and region, which can lead to the concept of area.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child demonstrates her ways to calculate the perimeter of different shapes given. She/he tries to formulate the perimeter of shapes like rectangle, square, etc.</li> <li>➤ Child demonstrates her ways and strategies to calculate the areas of rectangle and square by dividing them into appropriate smaller units. She/he attempts to use such smaller units.</li> </ul>
<p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>➤ Understands the use of organizing data.</li> <li>➤ Uses tally marks to organise data.</li> <li>➤ Represents data through pictograph, bar graph.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Daily life situations involving quantitative information can be discussed with the students.</li> <li>➤ Discussion can be held about why data should be organised. Children can be motivated to use their own ways of organising data.</li> <li>➤ Children may be asked to explore their own ways of representing the data in picture and in table of numbers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child tries to identify daily life situations in which the information is required to be properly arranged in terms of tables.</li> <li>➤ Child tries to explore different ways to organise and represent data as pictures, graphs, etc.</li> </ul>

## Mathematics Curriculum Plan Session (2015-2016)

For the month	Chapter/Topic	Activity/ Assignment/ Projects/ Research	A/V Experience	F.A./S.A. syllabus
April	<b>Ch. 1 : Knowing Our Numbers</b> <ul style="list-style-type: none"> <li>• larger numbers</li> <li>• estimation</li> <li>• roman numerals</li> </ul> <b>Ch. 2 : Whole Number</b> <ul style="list-style-type: none"> <li>• number line</li> <li>• properties of whole numbers</li> </ul>	<b>Group activity</b> <ul style="list-style-type: none"> <li>• make the greatest number using flash card</li> <li>• To measure different lengths like of copy, study table, paper etc.</li> </ul> <ul style="list-style-type: none"> <li>• worksheet on patterns</li> <li>• verify that addition is a commutative by paper cutting and pasting.</li> </ul>		<b>F.A. - I activities:</b> <ol style="list-style-type: none"> <li>1. Group activity: make the greatest number using flash card.</li> <li>2. Individual activity: finding H.C.F. of two given numbers by paper cutting and pasting</li> <li>3. worksheet on patterns from ch-2</li> <li>4. H.W. and C.W. assignments.</li> </ol>
May	<b>Ch. 3 : Playing With Numbers</b> <ul style="list-style-type: none"> <li>• factors and multiples</li> <li>• prime and composite numbers</li> <li>• divisibility of numbers</li> <li>• prime factorisation</li> <li>• H.C.F. and L.C.M.</li> </ul>	<ul style="list-style-type: none"> <li>• finding HCF of two given numbers by paper cutting and pasting</li> </ul>		

For the month	Chapter/Topic	Activity/ Assignment/ Projects/ Research	A.V Experience	F.A./S.A. syllabus
July	<p><b>Ch. 4 : Basic Geometrical Ideas</b></p> <ul style="list-style-type: none"> <li>• line, line segment and ray</li> <li>• parallel and intersecting lines</li> <li>• polygons</li> </ul> <p><b>Ch. 5: Understanding Elementary Shapes</b></p> <ul style="list-style-type: none"> <li>• types of angles</li> <li>• classification of triangles</li> <li>• 3-D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Representation of intersecting line by paper folding</li> <li>• Try to form polygon with the help of 2 matchsticks, 3 matchsticks and 4 matchsticks.</li> </ul> <ul style="list-style-type: none"> <li>• Counting all edges of objects like your geometry box, chalk box etc.</li> <li>• Draw scalene triangle and measure all its angles</li> <li>• <b>Maths Lab Activity:</b> Understanding Quadrilaterals and its Properties.</li> </ul>	<p>Video based on polygons</p> <p>Video based on classification of triangles and 3-D shapes.</p>	<p><b>F.A.- II Activities:</b></p> <p>Interdisciplinary Project</p>
August	<p><b>Ch. 6: Integers</b></p> <ul style="list-style-type: none"> <li>• number line</li> <li>• addition and subtraction of integers</li> </ul> <p><b>Ch. 7: Fractions</b></p> <ul style="list-style-type: none"> <li>• fraction on number line</li> <li>• improper, proper and mixed fraction</li> <li>• equivalent fractions</li> </ul> <p><b>Ch. 8: Decimals</b></p>	<ul style="list-style-type: none"> <li>• Addition and subtraction of integers using red and green buttons.</li> <li>• Worksheet</li> </ul> <ul style="list-style-type: none"> <li>• Find the equivalent fraction to given fraction.</li> </ul> <ul style="list-style-type: none"> <li>• Addition and subtraction of decimals on a square paper of 10×10 grid.</li> </ul>		



For the month	Chapter/Topic	Activity/ Assignment/ Projects/ Research	A.V Experience	F.A./S.A. syllabus
September	<b>Ch. 9: Data Handling</b> <ul style="list-style-type: none"> <li>organisation of data</li> <li>pictograph</li> <li>bar graph</li> </ul> <b>Ch. 13: Symmetry</b> <ul style="list-style-type: none"> <li>line of symmetry</li> <li>reflection</li> </ul>	<ul style="list-style-type: none"> <li>Draw a bar graph by collecting your own data of spending time on studying, playing, sleeping and wasting time.</li> <li>Draw symmetrical shapes on a square paper with their line of symmetry.</li> <li>Take paper fold it from middle. Put small drop of ink and again fold it.</li> </ul>	<p>Video based on pictographs.</p> <p>Video based on symmetry and reflection.</p>	<b>F.A.-III Activities:</b> <ol style="list-style-type: none"> <li>Group activity: Verify the formula of perimeter of a four sided figure by using matchsticks.</li> <li>Individual activity: Draw a bar graph by collecting your own data of spending time on studying, playing, sleeping and wasting time.</li> <li>Worksheet/ Quiz from Ch.-11.</li> <li>C/W and H/W assignment.</li> </ol>
October	<b>Ch. 10: Mensuration</b> <ul style="list-style-type: none"> <li>perimeter</li> <li>areas</li> </ul>	<ul style="list-style-type: none"> <li>Verify the formula of perimeter of a four sided figure by using matchsticks.</li> </ul>	<p>Video based on perimeter and areas of different shapes.</p>	
November	<b>Ch. 11: Algebra</b> <ul style="list-style-type: none"> <li>rules for arithmetic</li> <li>equation</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet/ Quiz</li> </ul>		
December	<b>Ch12: Ratio and Proportion</b> <ul style="list-style-type: none"> <li>unitary method</li> </ul>	<ul style="list-style-type: none"> <li>Count and find ratio between               <ol style="list-style-type: none"> <li>Tables and chairs in your classroom.</li> <li>no. of boys to girls etc.</li> </ol> </li> </ul>		<b>F.A.- IV Activities:</b> Project based
January	<b>Ch14: Practical Geometry</b> <ul style="list-style-type: none"> <li>construction of angles</li> <li>perpendi-cular bisector of a given line</li> <li>perpendi-cular to a line through a point</li> </ul>	<ul style="list-style-type: none"> <li>By paper folding draw perpendicular lines.</li> </ul>		

# Science

## Curricular Expectations

Science syllabus at the upper primary stage identifies age appropriate content that is being utilised as a vehicle to develop scientific temper and scientific thinking by:

- Developing process skills of science. The process skills include making observation, posing questions, looking for various resources of learning in search of the questions, planning investigations, making and testing hypothesis, using various tools for collecting, analysing and interpreting data, communicating explanations with evidences, justifying explanations, critically thinking to consider and evaluate alternative explanations, reflecting on their thinking by comparing what they think with what scientific community thinks, and engaging in sustained discussion.
- Making generalisation, proving or disproving hypothesis, developing explanation, communicating and applying.
- Imbibing the development of historical perspectives; environmental concerns and sensitivity. Developing respect for human dignity and rights, gender equity, values of honesty, integrity, cooperation and concern for life.

## Pedagogical Processes

To fulfil these curricular expectations, the suggested pedagogical processes are given below:

- Observe surroundings, natural processes, phenomena through visuals, touch, smell, feel, etc, individually and in groups. For example, flower, wooden furniture, metallic lunch-box, spoon, pencil, stones, mirror, magnet, eraser, coal, plants, animals, sea breeze, land breeze, storms, cyclones, lightening, and night sky.
- Share observations with others (peers /adults), discusses, poses questions that can be answered through scientific investigations, seeks information and formulates hypothesis.

- Facilitate children to prove the hypothesis by designing and performing activities, experiments, surveys, etc.

For example:

- Separating different parts of flower such as sepals, petals, stamens and carpel, etc.
- Cutting with knife, beating of materials with hammer, to check the hardness of different materials
- Heating materials to check their conductivity
- Using electric tester to check electrical conductivity of materials

- Observe the changes/findings during the activity, experiments, surveys, etc.

For example:

- Distinguishes between different parts of flower on the basis of colour, shape, size, number, etc
- Some materials are easily cut with knife
- Some materials change into flat sheets on beating
- Some materials break down into a powdery mass
- Some materials heat up quickly while some hardly heat up
- The bulb of tester glows in case of some materials and does not glow for others

- Analyses data, interpret s results and draws inferences.

For example:

- Differentiates between different parts of flowers by comparing with figures/ pictures
- Identifies materials on the basis of hardness, softness, appearance, transfer of heat, flow of electric current

- Communicate explanation and argument with evidence.

For example,

- Materials which are lustrous, hard, malleable, ductile, conduct heat and electric current, are generally known as metals.

Learning Indicators	Class VI explores
<b>Explores surroundings and shares experiences with others</b>	Explores <ul style="list-style-type: none"> <li>➤ Plants and animals as sources of food such as wheat, rice, egg, milk, fish, etc.</li> <li>➤ Identifies food ingredients, such as <i>chapati</i> has two ingredients <i>Atta</i> and water; Cooked <i>Dal</i> has more than two ingredients, etc; and food components such as potato is rich source of carbohydrates while eggs and fish are rich in protein, and fat is a component of nuts.</li> <li>➤ Various plant fibres such as cotton, jute, etc</li> <li>➤ Materials on the basis of physical properties such as soft, hard, soluble, insoluble, appearance, transparency, etc</li> <li>➤ Changes as reversible and irreversible such as melting of wax, making of <i>chapati</i>, burning of paper, etc.</li> <li>➤ Types of movement such as motion of a vehicle on straight road, falling stone, hands of a clock, blades of an electric fan, swing</li> <li>➤ Behaviour of magnets such as magnets attracting iron, attraction and repulsion between two magnets</li> <li>➤ Shadow formation of objects of different shapes, sizes and colours</li> <li>➤ Reflection from surfaces such as water of a pool, mirror</li> <li>➤ Air and water as a natural resource with focus on components of air, water cycle, loss of water by plants and rain water harvesting</li> <li>➤ Recycling of waste products, emphasis on recycling of paper and vermi-composting</li> </ul>
<b>Asks questions leading to Investigations</b>	<ul style="list-style-type: none"> <li>➤ Is chicken curry/honey an animal product?</li> <li>➤ Are carbohydrates present in plants only?</li> <li>➤ Why do living things need food?</li> <li>➤ What are our clothes made of?</li> <li>➤ Why are we advised to wear cotton clothes in summer?</li> <li>➤ How do plants/animals get their food?</li> <li>➤ How does a torch work?</li> <li>➤ How is magnet used to find directions?</li> <li>➤ What will happen if it does not rain or rains heavily?</li> <li>➤ Can fruit and vegetable peels be reused?</li> </ul>

Learning Indicators	Class VI explores
<p><b>Performs activities</b></p> <ul style="list-style-type: none"> <li>➤ Collects information from various learning resources in order to get answers to their questions</li> <li>➤ Makes hypothesis and plans activities to test the hypothesis</li> <li>➤ Suggests different ways of doing activities</li> <li>➤ Selects appropriate materials/tools/instruments</li> <li>➤ Collects and assembles materials appropriately for performing activities</li> <li>➤ Improvises materials/ tools / instruments as per the need</li> <li>➤ Follows relevant precautions such as handling objects/ chemicals/equipmentscarefully</li> <li>➤ Repeats activities to reproduce results</li> </ul>	<ul style="list-style-type: none"> <li>➤ Finds and lists out various food items, their ingredients and sources such as ingredients of idly are rice, urad dal and water</li> <li>➤ Performs test for starch, protein and fats in various food items</li> <li>➤ Identifies materials by doing various activities such as dissolving materials in water, by compressing or scratching materials, by immersing material into water, by looking through materials, by using the available resources</li> <li>➤ Measures lengths using handspan, strings, metre scale, etc</li> <li>➤ Lights up an electric bulb using electric cell and wires</li> <li>➤ Using conduction tester, identifies materials as good and bad conductors of electric current</li> <li>➤ Locates poles of a magnet using iron filings</li> </ul>
<p><b>Records, reports and analyses the findings</b></p> <ul style="list-style-type: none"> <li>➤ Records findings in different ways, such as table, graph, figure, etc</li> <li>➤ Organizes scientific findings using appropriate tables, charts, graphs, diagrams and symbols</li> <li>➤ Identifies relationships in the findings</li> <li>➤ Applies appropriate mathematical skills to interpret quantitative data</li> </ul>	<ul style="list-style-type: none"> <li>➤ Records observations of various food items for the presence or absence of carbohydrates, protein and fats.</li> <li>➤ Draws figures of the collected materials and records their properties in a tabular form.</li> <li>➤ Draws diagrams of various parts of flower.</li> <li>➤ Relates the observations with the physical properties of materials and differentiates materials as soluble, insoluble, hard, transparent, translucent, conductor, insulator, etc.</li> <li>➤ Counts floral parts</li> <li>➤ Identifies different parts of flowers on the basis of position and structure</li> </ul>
<p><b>Discussion</b></p> <p><b>(A)</b></p> <ul style="list-style-type: none"> <li>➤ Presents logical explanations and arguments</li> <li>➤ Communicates conclusions clearly</li> <li>➤ Provides justification in support of evidences</li> </ul>	<ul style="list-style-type: none"> <li>➤ Concludes that most of the flowers have four parts</li> <li>➤ Concludes that rice has carbohydrates in it but ground nut has fat in it</li> <li>➤ Concludes that hard and lustrous materials are usually metals</li> <li>➤ Concludes that light travels in a straight line</li> </ul>
<p><b>(B)</b></p> <ul style="list-style-type: none"> <li>➤ Connects scientific concepts to everyday life</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains that cooking utensils are made up of metals as they are good conductor of heat</li> </ul>
<p><b>(C)</b></p> <ul style="list-style-type: none"> <li>➤ Makes efforts to acquire further knowledge</li> </ul>	<ul style="list-style-type: none"> <li>➤ Visits a blacksmith, observes and reports how metals are moulded</li> </ul>

Learning Indicators	Class VI explores
<p><b>(D)</b></p> <ul style="list-style-type: none"> <li>➤ Displays a sense of interest in science by preparing charts, working models, etc.</li> <li>➤ Participates enthusiastically in role plays, field trips, science exhibitions, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares models of pinhole camera, periscope, etc</li> </ul>
<p><b>(E)</b></p> <ul style="list-style-type: none"> <li>➤ Responds critically to media coverage of issues</li> <li>➤ Shows innovation and creativity</li> <li>➤ Shows some problemsolving skills</li> <li>➤ Engages in sustained discussion on scientific issues</li> </ul>	<ul style="list-style-type: none"> <li>➤ Initiates and participates in discussion/ role play/ poster presentation on conservation of water</li> <li>➤ Conducts surveys on waste management.</li> <li>➤ Discusses issues such as, noise pollution, gender issues</li> <li>➤ Suggests methods of rain water harvesting</li> <li>➤ Suggests ways of recycling of paper</li> </ul>
<p><b>Demonstrates values imbibed</b></p> <ul style="list-style-type: none"> <li>➤ Uses resources/materials without wasting</li> <li>➤ Records and reports findings honestly</li> <li>➤ Takes responsibility and initiative while performing task</li> <li>➤ Works cooperatively with Peers</li> <li>➤ Listens patiently to arguments of others</li> <li>➤ Advises the ways for conservation of environment so that changes in environmental conditions do not affect the survival of different species</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discusses with peers not to waste food</li> <li>➤ Switches off electrical appliances when not in use, avoids wasting water, chemicals, etc</li> <li>➤ Attempts to recycle used items</li> <li>➤ Segregates biodegradable and non-biodegradable wastes</li> <li>➤ Does not burn waste to avoid air pollution</li> </ul>

## Science Curriculum Plan Session (2015-2016)

Month	Name of the chapter	Audio visual experience	Activities	Formative Assessment
April	NCERT Science  <b>Ch.1 Food: Where does it comes from</b> <ul style="list-style-type: none"> <li>• Necessity of food</li> <li>• Variety in food habits</li> <li>• Food items obtained from plants and animals</li> </ul> <b>Ch.2 Components of food</b> <ul style="list-style-type: none"> <li>• Different nutrients present in food</li> <li>• Sources and functions of different nutrients of food in our body.</li> <li>• Balanced diet and its importance</li> <li>• Deficiency diseases, under nutrition, malnutrition and obesity</li> </ul> <b>Ch. 3 Fibre To Fabric</b> <ul style="list-style-type: none"> <li>• Different type of cloth material</li> <li>• Cotton and jute plants fibres and types of soil required for their growth</li> <li>• Development of clothing material.</li> </ul>	   Video on eating habits of animals           Pictures based on different deficiency diseases           Video on weaving of fibres	   Prepare charts on food habits of animals and food culture of different regions of India.(Group Activity)           Worksheet based game on the topic deficiency diseases from chapter           Collect samples of different types of fabric, paste them on sheet .write their properties and uses.	<b>Formative Assessment I</b>  <b>Task 1</b> Paper Pen test based on different components of food   <b>Task 2</b> prepare charts on food habits of animals and food culture of different regions of India.(Group Activity)   <b>Task 3</b> Game based Worksheet from chapter 2  <b>Task 4</b> Class Assignment from Ch. 2 Home Assignment from Ch. 1, 2, 3

Month	Name of the chapter	Audio Visual experience	Activities	Formative Assessment
May	<p><b>Ch. 3 Fibre To Fabric (Continue)</b></p> <p><b>Ch. 4 Sorting materials into groups</b></p> <ul style="list-style-type: none"> <li>Grouping things on the basis of common properties e.g. texture, solubility, floating /sinking ability, transparency</li> </ul>		MCQ and Word maze Worksheet based From NCERT exemplar Ch. 4	
July	<p><b>Ch. 5 Separation of Substances</b></p> <ul style="list-style-type: none"> <li>Need of separation of substance</li> <li>Understand different method of separation like threshing, winnowing, sieving, sedimentation and decantation, filtration, evaporation</li> <li>Saturated solution and different substances dissolve in water in different amounts</li> </ul> <p><b>Ch. 6 Changes around us</b></p> <ul style="list-style-type: none"> <li>Concept of Reversible and Irreversible changes</li> </ul> <p><b>Ch-7 Getting to Know Plants</b></p> <ul style="list-style-type: none"> <li>Different types of plants</li> <li>Structure and function of root, stem, leaf and flower</li> </ul>	<p>Videos of different methods of separation</p> <p>Video on different types of changes</p> <p>Pictures on different types of plants</p>	<p>Project on the topic “Mixture and the techniques of their separation” Project include various kinds of mixture, techniques for their separation and reason for choosing</p> <p>Picture based worksheet Ch. 6</p> <p>Prepare herbarium file which contain leaves of different types of venations. Write the name of the plant and the type of root it is having.</p>	<p><b>Formative Assessment II</b></p> <p><b>Interdisciplinary Project</b></p>



Month	Name of the chapter	Audio Visual experience	Activities	Formative Assessment
August	<p><b>Ch. 7 Getting to Know Plants ( Continue)</b></p> <p><b>Ch. 8 Body Movements</b></p> <ul style="list-style-type: none"> <li>• Human skeletal system</li> <li>• Different types of joints in human body</li> <li>• Movement and locomotion</li> <li>• Locomotion in earthworm, cockroach, fish, snake, bird</li> </ul>	Video on working of joints in human and locomotion in different organisms	Worksheet based on the topic joints	
September	<ul style="list-style-type: none"> <li>• Revision for Summative Assessment I</li> <li>• Summative Assessment</li> </ul>			
October	<p><b>Ch. 9 Living organism and their surroundings</b></p> <ul style="list-style-type: none"> <li>• Classification of object around us as living and nonliving</li> <li>• Characteristics of living organism</li> <li>• Biotic and abiotic component</li> <li>• Different types of habitat</li> <li>• Adaptation in organisms living in different habitats</li> </ul> <p><b>Ch. 10 Motion and Measurement of Distances</b></p> <ul style="list-style-type: none"> <li>• Concept of measurement</li> <li>• Standard units and their importance in everyday life</li> <li>• Different types of motion</li> </ul>	<p>Video on different types of adaptation</p> <p>Video on different types of motion.</p>	<p>Role play based on adaptation of plants and animals in different habitats</p> <p>Word maze and MCQ based worksheet on the topic measurement and types of motion</p>	

Month	Name of the chapter	Audio Visual experience	Activities	Formative Assessment
November	<p><b>Ch. 11 Light</b></p> <ul style="list-style-type: none"> <li>• Light and its characteristics</li> <li>• Feature of shadow and formation of shadow</li> <li>• What are mirrors and how they form images</li> <li>• Making and Working of pinhole camera</li> <li>• Difference between image and shadow</li> </ul> <p><b>Ch. 12 Electricity and Circuits</b></p> <ul style="list-style-type: none"> <li>• Sources and importance of electricity</li> <li>• Structure of dry cell and electric bulb</li> <li>• Concept of electric switch and electric circuit</li> <li>• Structure and working of torch</li> <li>• Concept of conductors and insulators and their uses</li> </ul> <p><b>Ch. 13 Fun with Magnets</b></p> <ul style="list-style-type: none"> <li>• Discovery of magnets</li> <li>• Different shapes and properties of magnets</li> <li>• Uses of magnets</li> </ul>	Video on working of simple circuits	<p>MCQ and short answer questions based worksheet</p> <p>Make a circuit compulsory for a bulb to glow</p> <p>Make a project on the properties of magnet</p>	<p><b>Formative Assessment III</b></p> <p><b>Task 1</b> paper pen test based on the topic Lights and its characteristics</p> <p><b>Task 2</b> Role play based on adaptation of plants and animals in different habitats</p> <p><b>Task 3</b> Word maze and MCQ based worksheet on the topic measurement and types of motion</p> <p><b>Task 4</b> Class and home assignment from ch11, 12</p>

Month	Name of the chapter	Audio Visual experience	Activities	Formative Assessment
December	<b>Ch. 13 Fun with Magnets (Continue)</b>  <b>Ch. 14 Water</b> <ul style="list-style-type: none"> <li>• Importance's Uses and Sources of water</li> <li>• Concept of water cycle in nature</li> <li>• Concept of heavy and less rainfall</li> <li>• Importance of conservation of water</li> </ul>	Video on uses of water, drought and flood	Collect information and picture from magazines, newspaper or internet related to water scarcity and along with a write up	<b>Formative Assessment IV</b>  Project work based Assessment
January	<b>Ch. 15 Air Around Us</b> <ul style="list-style-type: none"> <li>• Air is present every where</li> <li>• Importance of air</li> <li>• Components of air and their uses</li> </ul> <b>Ch 16 Garbage In, Garbage Out</b> <ul style="list-style-type: none"> <li>•Garbage and its sources</li> <li>•Classification of waste</li> <li>•Hazards of waste accumulation</li> <li>Ways of controlling waste</li> </ul>	Video on activities to show presence of air  Video on different types of waste management	Make collage on any of the topics 1) Air and its uses 2) Air pollution 3) Importance of air  MCQ and basic concept based worksheet	
February	Revision for Summative Assessment II			
March	Summative Assessment II			

## **SOCIAL AND POLITICAL LIFE**

### **Social and Political Life**

#### **Curricular Expectations**

**Develop the ability to think independently and deal with the social forces that threaten human values, without losing her/his individuality**

- Creates a strong sense of human values, namely, freedom, trust, mutual respect, and respect for diversity
- Makes learners alert to the social forces that threaten these values
- Produces sensitive, interrogative, deliberative and transformative citizen
- Helps imbibe the ideals of the Indian Constitution

**View contemporary issues from multiple perspectives**

- Acquires social living skills – exercise self control, social adjustment and social sensitivity, etc.
- Develops desirable attitude towards others (national, racial and gender)
- Grasps the interconnectedness between political, social and economic issues

**Understand the formation and functioning of governments at the local, state and central level and the democratic processes of participation**

- Gains insight into the functioning of Indian democracy; its institutions and processes
- Learns to critically engage herself/himself as an interested citizen of a vibrant and on-going democratic process
- Develops attitudes and skills necessary for effective and responsible democratic citizenship
- Acquires knowledge of different forms of government and the laws and freedoms available to all

**Understand the real life functioning of institutions like the family, market and the State**

- Grasps the deep inter-connectedness between the political and social aspects of her/his everyday life and its impact in the realm of economic decision-making
- Learns about ways of making a living, inequality in opportunities, market operations, inequity in market, role and functions of the government
- Understands markets and their function to link scattered producers and consumers
  
- Understands the link between peoples' aspirations/needs and role and functions of government

**View the perspectives of women as being integral to the discussion of any historical event and contemporary concern and analyse the everyday experiences in the domain of gender**

- Gains an insight into epistemic shift from the patriarchal preconceptions
- Understands the role of gender in creating unequal and hierarchical relations in society
- Recognises the gendered nature of all issues and learns to interrogate gender constructions in different social and economic contexts

**Interprets political, social and economic developments from the point of view of the arginalised**

- Understands about marginalisation existing in society
- Gains a critical understanding of social and economic injustice
- Analyses situations from the marginalised point of view of the marginalized

## **GEOGRAPHY**

### **Curricular Expectations**

#### **Understands that the earth is the habitat of humankind and other forms of life**

- Knows that the earth provides ideal conditions for all forms of life

#### **Acquires knowledge about major realms of the Earth – Lithosphere, Hydrosphere, Atmosphere and Biosphere**

- Identifies the major landforms – mountains, plateaus and plains and their effects on human life
- Understands the interdependence of various regions and countries
- Knows her/his own region, state and country in the global context

#### **Acquires basic skills of map reading**

- Understands the difference between a sketch and a map
- Knows about the components of a map
- Reads a simple map

#### **Understands the environment and its components – both natural and human-made**

- Knows about interdependence of environment's components and their importance in our life
- Appreciates and has sensitivity towards environmental conservation

#### **Acquire knowledge about the resources – their variety, location, distribution, importance and judicious use for sustainable development**

- Appreciates the role of human resources
- Develops awareness towards conservation of resources

# **HISTORY**

## **Curricular Expectations**

### **A general idea of the development in different periods of History**

- Political, economic, social and cultural developments in ancient, medieval and modern periods of Indian History
- Identifying similarities and differences in these developments over a period of time
- Understanding how some things change over time and some things remain the same

### **How historians work?**

- *Sources*- Meaning and importance
- Different periods and different kinds of sources
- Interpretation of sources

### **Understanding what is historical diversity?**

- History of different regions, castes, classes, gender, tribal societies, religious groups and ways of life
- Link between the history of different groups and societies

### **Introduction to timelines and historical maps and their importance**

- Locate the developments of one region in relation to what was happening elsewhere

### **Develop capacity for empathy and imagination**

- Concern for justice, equality and preservation of heritage.

## Learning Indicators for Social Science

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> <li>➤ Reference to real-life situations to show the diversity that exists amongst people belonging to different regional, cultural and religious backgrounds and how historical factors, cultural influence and geographical reasons lead to diverse ways of living.</li> <li>➤ Cultural, social and class differences generate their own biases, prejudices and attitudes in classroom contexts. Open-ended discussion on different dimensions of social reality in the class will help in creating increased awareness.</li> <li>➤ Concepts of discrimination, equality, etc have to be clarified to the students through the lived experiences of individuals (e.g. Dr. B.R. Ambedkar) and communities.</li> <li>➤ Expose learners to the stereotypes existing regarding gender, persons with disability, etc. and how their own feelings and thoughts are quite different.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates various forms of diversity in their everyday environment and is aware of its connectedness to inequality.</li> <li>➤ Develops sensitivity towards pluralism and interdependence.</li> <li>➤ Empathizes with the stereotype images existing regarding gender, persons with disability/person with disability, marginalised, etc and understands how discrimination denies respect and dignity.</li> <li>➤ Reacts to situations of any discriminatory activity and does not possess prejudiced feelings.</li> <li>➤ Expresses divergent views with respect to gender discrimination and positive attitude towards persons with disability, marginalized groups, etc.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Discuss different cases of conflict that occur when people of different cultures, religions, regions do not get along with each other and the role of government in resolving them.</li> <li>➤ Expose to the key elements which include people's participation, resolution of conflict, equality and justice that influence the working of the democratic government.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Expresses their views on various issues that arise due to diversity and suggest ways for providing unity and measures the government can take.</li> <li>➤ Reacts to the unjust practices and discrimination and believes that justice can only be achieved when people are treated equally.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Idea of government is introduced and then elaborated upon through a discussion of the types of government at the local level, as learners are also exposed to the different aspects of their functioning</li> <li>➤ Expose learners to the administrative services carried out by the government in rural and urban areas. Provide opportunities for them to trace out the public services and facilities provided by various departments of the government</li> </ul>	<ul style="list-style-type: none"> <li>➤ Articulates on the working of the government and its various functions in their locality and its links with people's aspirations/needs and the role of Gram Sabha in keeping an eye on the elected representatives.</li> <li>➤ Shows interest in finding the problems faced by people and the administration with regard to the services and facilities. Puts forth creative and feasible suggestions for bringing about improvements in their functioning.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Providing opportunities for sharing own experiences, listening to peers, adults, etc, and collecting information on differences in the living and working conditions of the rural and urban labour.</li> <li>➤ Creating environment for group discussion on the working conditions in the urban and rural context and articulate on why it is so, Why majority of the country's farmers are poor?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shows understanding of different ways of living, work and activities involved and is able to locate these within her/his own experiences.</li> <li>➤ Articulates on differences in the living and working conditions of the rural and urban labour.</li> </ul>



## Geography

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> <li>➤ Providing opportunities to observe natural and human phenomenon in the environment.</li> <li>➤ Motivating her/him to ask questions as these reflect on her/his interest and curiosity about the related topic.</li> <li>➤ Explaining to her/him various concepts with activities.</li> <li>➤ Providing opportunities for sharing and expressing the observations made by her/him.</li> <li>➤ Appreciating the observations presented by her/him in various ways.</li> <li>➤ Opportunities for reflecting on work done by self, peer group</li> </ul>	<ul style="list-style-type: none"> <li>➤ Takes interest in exploring her/his surroundings, and observes the details.</li> <li>➤ Knows that the earth is one of the planets in the solar system and that life is possible on earth due to the presence of air and water.</li> <li>➤ Knows about the influence of land, climate, vegetation and wildlife on human life.</li> <li>➤ Develops sensitivity towards the protection of the environment, e.g. conserving natural vegetation and wildlife.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Explaining the difference between sketch and map.</li> <li>➤ Encouraging her/him to make a sketch of her/his route from home to school.</li> <li>➤ A visually impaired child may narrate the route instead of drawing.</li> <li>➤ Appreciating her/hi efforts of presenting information.</li> <li>➤ Explaining about components of maps namely distance, direction and symbols.</li> <li>➤ Explaining about broad physiographic divisions of India.</li> <li>➤ Motivating her/him to observe her/his surroundings.</li> <li>➤ Encouraging her/him to identify the physiographic and some physical features in her/his surroundings.</li> <li>➤ Motivating her/him to ask questions to satisfy her/his queries.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies directions with the sun as a reference point.</li> <li>➤ Prepares a simple sketch.</li> <li>➤ Differentiates between a map and a sketch.</li> <li>➤ Identifies political and physical map of India. Identifies places, symbols on maps.</li> <li>➤ Identifies broad physiographic divisions of India.</li> <li>➤ Knows about broad categories and some physical features of her/his surroundings.</li> <li>➤ Compares life in one's own surrounding with life of other environmental settings.</li> </ul>

## History

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> <li>➤ Familiarising the learner with the major developments and significance of geographical terms used during the time frame to be studied.</li> <li>➤ Introducing the specificities of the discipline, e.g. what are sources, and how different kinds of sources can be used to address different kinds of questions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Awareness of significant political, economic, social and cultural developments and the significance of geographical terms used in Indian history from the earliest times. When introduced to the specific nature of the discipline, the learner understands that history is a record of past events and activities written by historians. It tries to explain what is meant by a source and its importance and shows an understanding of different kinds of sources.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Familiarising learners with hunting and gathering as a way of life and its implications. Introduce them to stone tools and their use.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the skills and knowledge of hunter-gatherers. She/he identifies stone artefacts as archaeological evidence and also asks questions during discussions. This shows her/his active engagement.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Introducing them to the diversity of early domestication and discussing with them archaeological evidence for crops, animals, houses, tools, pottery, burials, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attempts to relate the lives of the farmers and herders with the lives of hunter-gatherers and making an effort to find out the differences and similarities between these.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Discussing in details the settlement pattern of the Harappan civilisation, its unique architectural features, craft production and familiarising them with the meaning of urbanism.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the distinctive life in cities. She/he is trying to figure out the archaeological evidence of urban centres. The learner is attempting to find out the differences/similarities between her/his own life and surroundings with the one discussed in the chapter.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Motivating children to focus their attention to the different developments that were taking place in different parts of the sub-continent simultaneously. With the help of an excerpt given in the textbook explain to them how to analyse a text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tries to interconnect different developments rather than see these in isolation. The learner is trying to comprehend passages from primary sources as given in the textbook. She/he is making an effort to summarise the main points of a given passage and appreciating its basic thrust.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Introducing the concept of the state, its varieties and the concept of empire with appropriate examples. You can have role play activities on -how some men became rulers, dialogue between Vassakara and Buddha, etc. You can also discuss how present day elections are different from the ways in which rulers were chosen in janapadas. Acquaint them with the importance of inscriptions as a source.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tries to understand the working of different administrative units. She/he very enthusiastically takes part in various role play activities. While discussing elections she/he very keenly puts forth her/his points to present the similarity and differences between present and janapada elections. She/he critically reads the excerpt from an inscription and tries to narrate things mentioned there and also attempts to articulate on the reasons behind the writing of certain things.</li> </ul>

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> <li>➤ Outlining the basic tenets of different systems of thought, and the context in which they developed and flourished. Opportunity to work on a comparative study of different systems of thought is given.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understands the main ideas of different systems of thought. For example to show a comparative picture of different thoughts she/he decides to prepare a comparative chart and also tries to relate India's past with contemporary developments in other parts of the world.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Demonstrating the variety of early urban centres- coastal towns, capitals, religious centres by discussing at least one example of each urban centre and learners may also be asked to look for some more such present day urban centres. Learners are encouraged to look at coins, sculptures as well as textual sources critically and gauge things to understand the social and economic histories.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Often attempts to find out the differences/similarities between present days urban centres with the one discussed in the chapter. Learner shows interest in analysing different kinds of sources and many times she/he relates this with those things that are available in her/his surroundings.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Discussing different contexts of contact between distant lands, and the motivating forces (including conquest) and examine the implications of journeys within the subcontinent.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Takes interest in the discussion and often attempts to look critically at present day contacts between different nations and within nations and the motivating forces behind such contacts.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Introducing the idea that strategies of expansion, and their logic, differ and explain the development of different administrative systems. After familiarising learners with <i>prashasti</i> motivate them to write a <i>prashasti</i>.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The learner appreciates the diversity of historical experiences. She/he is taking lots of interest in writing <i>prashasti</i>.</li> </ul>

**SOCIAL SCIENCE CURRICULUM PLAN  
(SESSION: 2015-16)**

Month	Topics	A/V Experience	Activity	FA/SA ACTIVITY
April	<p><b>Ch. 1 What, Where, How &amp; When?</b></p> <ul style="list-style-type: none"> <li>• Importance of past</li> <li>• Dating past events in a chronological order</li> <li>• Major sources of ancient history</li> </ul> <p><b>Ch. 1 The earth in the solar system (Geography)</b></p> <ul style="list-style-type: none"> <li>• What are celestial bodies and galaxies</li> <li>• Solar system</li> </ul>	<ul style="list-style-type: none"> <li>• Videos on various sources of history</li> <li>• Videos about the solar system</li> </ul>	<ul style="list-style-type: none"> <li>• Collect pictures of the equipments used at archaeological Site</li> <li>• Group activity</li> <li>• Role play</li> </ul>	<p>F.A. I TASK 1- Collect pictures of equipment used at archaeological site(individual activity) Ch. - 1 ( History)</p>
May	<p><b>Ch. 2 On the trail of the earliest people</b></p> <ul style="list-style-type: none"> <li>• Major features of the life led by prehistoric man</li> <li>• Divisions of stone age</li> <li>• Tools used by stone age people</li> </ul> <p><b>Ch. 3 Motions of the Earth</b></p> <ul style="list-style-type: none"> <li>• Understanding movements of the earth</li> <li>• Rotation and its effects</li> <li>• Causes and effects of revolution</li> <li>• How are day and nights are formed and Seasons are caused?</li> </ul> <p><b>Ch. 2 Diversity &amp; discrimination</b> Diversity leads to discrimination and prejudice</p>	<ul style="list-style-type: none"> <li>• Videos about early man</li> <li>• Videos about the motions of the earth</li> <li>• videos about discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Map work</li> <li>• Prepare a write up of 100 words about your favourite season</li> </ul> <p>Speech about the discrimination by Dr. Ambedkar</p>	<p>FA I – TASK 2- ( group activity) Based on the chapter ‘the earth in the solar system’</p>

Month	Topics	A/V Experience	Activity	FA/SA ACTIVITY
July	<p><b>Ch.3 From gathering to growing food</b></p> <ul style="list-style-type: none"> <li>• Beginning of farming and domestication</li> <li>• Major archeological evidences for first human communities</li> </ul> <p><b>Ch. 4 In the earliest cities</b></p> <ul style="list-style-type: none"> <li>• Why did civilizations grow along the river valleys</li> <li>• The settlement pattern of the Harappan civilization</li> </ul> <p><b>Ch. 4 Map</b></p> <ul style="list-style-type: none"> <li>• Features of map</li> <li>• Types of map</li> </ul> <p><b>Ch. 3 ( SOCIAL AND POLITICAL LIFE ) What is government</b></p> <ul style="list-style-type: none"> <li>• Need for government</li> <li>• Role of government</li> <li>• Different levels of government</li> <li>• Universal adult franchise</li> </ul>	<ul style="list-style-type: none"> <li>• Videos about early man</li> <li>• Videos about the first cities</li> <li>• Videos about type of map</li> <li>• Videos about type of Govt.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Map work</li> <li>• Draw a plan of the class room</li> </ul> <p>Collection of pictures of president, PM, speaker of Lok Sabha etc.</p>	FA 2 INTER-DISCIPLINARY
August	<p><b>Ch. 5 Major Domains of the Earth</b> Lithosphere , Hydrosphere , Atmosphere , Biosphere</p> <p><b>Ch. 5 Pachayati Raj</b></p> <ul style="list-style-type: none"> <li>• What does panchayati raj signifies</li> <li>• role of panchayats</li> </ul> <p><b>Ch. 5 (History) What books and burials tell us</b> <b>Megathiths , Puaranas , Vedas</b></p> <p><b>Ch. 6 ( History ) Kingdoms, kings &amp; early republic</b></p> <ul style="list-style-type: none"> <li>• origin of mahajanpadas</li> <li>• the most powerful state</li> <li>• the prominent republic in the 6<sup>th</sup> century B.C</li> </ul>	<ul style="list-style-type: none"> <li>• Videos about the realm of the earth</li> <li>• Videos about panchayat systems</li> <li>• Videos about megaliths</li> </ul> <p>Videos about Ashoka</p>	<ul style="list-style-type: none"> <li>• diagrams</li> <li>• quiz</li> <li>• role play</li> <li>• worksheet</li> <li>• quiz</li> <li>• MAP</li> <li>• Worksheet</li> </ul>	
September	Revision			

Month	Topics	A/V Experience	Activity	FA/SA ACTIVITY
October	<p><b>Ch. 6 (Geography ) Major land forms of the earth</b></p> <ul style="list-style-type: none"> <li>· What are landforms</li> <li>· Formation of landforms</li> </ul> <p><b>Ch. 6 ( Social and Political Life ) Rural administration</b></p> <ul style="list-style-type: none"> <li>· Settlement of conflict and disputes in the villages</li> <li>· Role of patwari and police</li> </ul> <p><b>Ch. 7 (History) New questions and ideas</b></p> <ul style="list-style-type: none"> <li>· Cause behind the rise of new religion</li> <li>· Teachings of Buddhism and Jainism</li> </ul> <p><b>Ch. 8 ( History) The Emperor who gave up war</b></p>	<p>Videos about major landforms</p> <ul style="list-style-type: none"> <li>· Videos about Urban administration</li> <li>· Videos about Buddhism and Jainism</li> <li>· Videos about Ashoka</li> </ul>	<ul style="list-style-type: none"> <li>• quiz</li> <li>• map</li> <li>• worksheet</li> <li>• Map work</li> <li>• Role play</li> <li>• Poster making on the Ashoka's lion pillar found at sarnath</li> </ul>	<p>FA- 3 (Task 3) – quiz</p> <p>FA - 3 Task 4 – on the basis of home assignment and notebooks</p> <p>FA 3 Task 1 ( Group Activity) Students will present a story related to the Life of Lord Buddha or Lord Mahavira</p>
November	<p><b>Ch . 7 ( Geography) Our country INDIA</b></p> <ul style="list-style-type: none"> <li>· Size and geographical features of India</li> <li>· Political and physical divison</li> <li>· Understanding the geographical unity of India</li> </ul> <p><b>Ch . 7 ( Social and Political Life) Urban administration</b></p> <ul style="list-style-type: none"> <li>· The functions of the municipal corporation</li> <li>· Sources of income</li> </ul> <p><b>Ch. 9 ( History) Vital villages and thriving towns</b></p> <ul style="list-style-type: none"> <li>• Reasons for second urbanization</li> </ul>	<ul style="list-style-type: none"> <li>• Videos about the states</li> <li>• Videos about the functions of municipal corporation</li> <li>• Videos about the trade routes</li> </ul>	<p>Map</p> <ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Worksheet</li> <li>• Worksheet</li> <li>• Quiz</li> <li>• Map</li> </ul>	<p>FA 3 Task 2 (individual activity) worksheet based on the chapter Ch. 8 (History)</p>

Month	Topics	A/V Experience	Activity	FA/SA ACTIVITY
November	<p><b>Ch. 10 (History) traders, kings and pilgrims</b></p> <ul style="list-style-type: none"> <li>• Developments in trade and commerce made contact with distant lands possible</li> <li>• The prominent rulers in the north western and western India</li> </ul> <p><b>Ch. 8 ( Civics) Rural livelihoods</b></p> <ul style="list-style-type: none"> <li>• The various type of occupations prevalent in villages</li> <li>• An insight into rural indebtedness</li> </ul>	<ul style="list-style-type: none"> <li>• Videos about the rural livelihood</li> <li>• Videos related to the new empires</li> </ul> <ul style="list-style-type: none"> <li>• Videos about the different type of forest and wildlife</li> </ul>	<p>Collage about different activities to earn livelihood</p> <ul style="list-style-type: none"> <li>• Map</li> <li>• Crossword puzzle</li> </ul>	
December	<p><b>Ch. 11( History) New empires and kingdoms</b></p> <ul style="list-style-type: none"> <li>• The Guptas</li> <li>• Major achievements of the Guptas</li> <li>• Major dynasties of the South</li> </ul> <p><b>Ch. 8 ( Geography) INDIA: Climate, Vegetation and wildlife</b></p> <ul style="list-style-type: none"> <li>• Understanding flora and fauna</li> <li>• Types of forests</li> <li>• Importance of wildlife and forest</li> <li>• How it is protected</li> </ul> <p><b>Ch. 12 ( History) Buildings , books &amp; paintings</b></p> <ul style="list-style-type: none"> <li>• Major literary texts composed during the ancient period</li> <li>• Striking developments in the field of architecture &amp; science.</li> </ul>	<p>Videos about buildings and paintings</p>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• weather report</li> <li>• poster on save tigers</li> <li>• role play on chipko Movement</li> </ul> <ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Quiz</li> </ul>	
January, February	Revision for S.A. II			FA 4 based on the exhibition

## पाठ्यक्रम संबंधी अपेक्षाएं

### सुनना और बोलना

- foHkUu i fJfLFkfr; ka ea cksyh tkus okyh HkK"kk dks I qdj I e>ukA
- nit jka dh ckrka vKs fopkjka dks i <dj] I qdj] I e>dj vius <x I s dgukA
- viuh ckr Li "Vrk ds I kFk vKs [kydj dgukA
- vius vkl & ikl ?kV jgh ?kVukvk] I eL; kvk] I kef; d epaka vKs i <h xbZ jpukvka ij viuh jk; 0; Dr djukA

### पढ़ना और लिखना

- foHkUuk vol jka (Lokxr] I keftd I ekjg vKs efs vkfn) ds fy, viuh ckr Li "Vrk ds I kFk fy[kukA
- i qrdky; vkfn foHkUu I ksrka I s viuh i l n dh fdrka i <ukA
- vyx&vyx vol jka lkj dgh xbZ nit jka dh ckrka vKs fopkjka dks i <dj] I qdj] I e>dj vius <x I s fy[kukA
- vius vkl & ikl ?kV jgh ?kVukvk] I eL; kvk] I kef; d epaka vKs jpukvka dks i <uk vKs mu ij viuh jk; 0; Dr djukA a

### परिवेशीय सजगता

- ikdfrd vKs vU; ?kVukvka dk voykdu dj viuh jk; cukukA
- vius HkK"kk; h I kfojok ds ifr I tx vKs I onu'khy gksukA
- foijhr i fJfLFkfr; ka ea Hkh HkK"kk dk 'kkrirwik vKs foodi wik <x I s bLreky djukA
- foHkUu I kfojok] df"k vKs ykd dykvka vkfn I s I af/r HkK"kk dk I j{k.k vKs fodkl djuk A



## सीखने के तरीके तथा माहौल सभी बच्चों के समावेश को ध्यान में रखकर

- vius ifjo's k] l e; vks] l ekt l s l æf/r e q ka vks] jpukvka dks l qus vks] i <us ds vol j gka
- viuh Hkk"kk ea ckrphr rFkk ppkZ djus ds vol j gka
- iz kx dh tkus okyh Hkk"kk; h ckjhfd; ka ij ppkZ ds vol j gka
- l fØ; vks] tkx: d cukus okyh jpuk, ij v[kckj] i f=kdk, ij fi QYe] vks] vl; vkMM; k&ohfM; ks l kexh dks ns[kus] l qus i <us vks] ppkZ djus ds vol j mi yC/ gka
- dYi uk' khyrk vks] l 'tu' khyrk dks fodfl r djus okyh xfrfof/; kq tS s & vfHku; ] jksy&lyj] dfork lkkB] dgkuh l quk&l qukuk] fofHku fLFkr; ka ed ðkn vkfn ds vk; kstu gka rFkk bua l Hkh dh Hkkxhkhj ds vol j gka
- l eug ea dk; Z djus vks] , d&nl js ds dk; ka ij ppkZ djus jk; ys&ns] izu djus dh Lorarkr gka
- fganh ds l kF&l kF viuh Hkk"kk dh l kexh i <us fy[kus (cay ea Hkh) vks] mu ij ckrphr dh vktknh gka
- vius vuqHkoka dks LOkrak <x l s fy[kus ds vol j gka
- vius ifjo's k] l e; vks] l ekt l s l æf/r jpukvka dks i <us vks] mu lkj ppkZ djus ds vol j gka
- viuh Hkk"kk x<fs gg fy[kus dh Lorarkr gka
- l fØ; vks] tkx: d cukus okyh jpuk, ij v[kckj] i f=kdk, ij fi QYe] vks] vl; vkMM; k&ohfM; ks l kexh dks ns[kus] l qus i <us vks] fy[kdj vfHko; Dr djus dh xfrfof/; k; gka
- dYi uk' khyrk vks] l 'tu' khyrk dks fodfl r djus okyh xfrfof/; kq tS s & vfHku; ] jksy&lyj] dfork lkkB] l 'tukRed ys[ku] fofHku fLFkr; ka ea l ðkn vkfn ds vk; kstu gka vks] mudh rS kh l s l æf/r fLØIV ys[ku vks] fji kZ/ ys[ku ds vol j gka
- vius ekgkSy] vius l ekt ds ckjs ea Ldny rFkk fofHku l k&i f=kdkvka ea viuh jk; ns ds vol j gka
- i kdfrd] l k kdfrd] Hkkf"kd] l kekftd fof/rkvka ds ifr tkx: d djus okyh ppkZ; gka
- l ðnu' khy epnka ij ppkZ ds vol j gka tS & tkf&ikfr] /e] jhfr&fjokT] tMj vkfna
- df"ki] ykd dykvk] glr dykvk] y?kq m | kxka dks ns[kus vks] tkuus ds vol j gka vks] mul s l æf/r ' kCnkoyh dks tkuus vks] ml ds mi ; kx ds vol j gka

## सीखने के संकेतक

### सुनना और बोलना

- d{kk ea dgh tk jgh ckrka dks /s Z l s l qurgs vks ml s l e>rs gq viuh fVli .kh nrs gA
- i<h] l qh ckrka lkj cf>>d ckr djrh@djrj g\$ TKS & ?kj vks Ldny fo"k; ij dlnr ckrA
- fdl h l qh] cksyh xbz dgkuh vFkok vU; jpukvka dks jkpd <x l s vxss c<krh@c<fkgA TKS & cpen dh dgkuh uknu nkr ij fVli .kh& vMka ds VWus ij fpm+k fi Qj ugha fn [kkbz nh vks vMka dh fgi Qktr ds fy, taxy ea pyh xba
- Hkk"kk dh ckjhfd; ka lkj è; ku nrrk@srh g\$ TKS & u, 'kCnka dks tkuus dh mRl pdrktkfgj djuka ikuh dks Nw dj ikuh 'kCn dkstkuuka
- jkTkejkZ ds thou l s vyx fdl h ?kVuk@LFkr&fo'ksk ij ckrphr (TKS & vius vkl ikl dh phtka ds chip ckrphr dh dYi uk& dq hZ vks est dh ckrphr

### पढ़ना और लिखना

- ikB; i qrd ds vfrfjDr ubz jpukvka TKS & dgkuh vkfn ds ckjs ea tkuus vks mlga <us ds fy, mRl pd gA
- viuh il n dh jpuk dks lkrdky; ; kvU; LFku l s <edj i<us dh dks'k'k djrh@djrj gA
- i<h] l qh ckrka lkj [kydj fyf[krvfHko; fDr djrh@djrj gATKS & gsyu dsyj tS s l k; jk (tk vki[kka l s ns[k ugha l drh) dh ckrka dks fy [k na rks
- nit jka }kjk dgh tk jgh ckrka dks /s Z l s qdj ml s l e>rs gq viuh jk; fy [krh@fy [krk gA
- vius vutkoka Hkkoka (TKS & Ldny dk igykfnu) fe=k l s igyh ekykdr vkfn) vks nit jka dh jk; ] fopkjka dks fy [kus dh dks'k'k djrh@djrj gA
- fdl h l qh] cksyh xbz dgkuh vFkok vU; jpukvka dks jkpd <x l s vxss c<krh@c<fkgA TKS & cpen dh dgkuh uknu nkr ij fVli .kh& vMka ds VWus ij fpm+k fi Qj ugha fn [kkbz nh vks vMka dh fgi Qktr ds fy, taxy ea pyh xba
- jkTkejkZ ds thou l s vyx ds fdl h ?kVuk@LFkr&fo'ksk (TKS & dq hZ vks est hZ vks est dh ckrphr

### परिवेशीय सजगता

- vkl ikl dh ?kVukvka ds i fr viuh i fr f0; k 0; Dr djrh@djrj g\$ जैसे रामू काका की बेटी स्कूल क्यों नहीं जाती?
- vius l kffk; ka dh Hkk"kk [kku&iku] igukokl ca/h ftKkl k dks ckydj vks fy [kdj0; Dr djrh@djrj gA
- vius ifjosk dh l el; kvka (जैसे बिजली बार – बार क्यों जाती है, हमारा स्कूल इतनी दूर क्यों है आदि ) ij izu rFkk l kffk; ka l ckrphr djrh@djrj gA

## Hindi Curriculum Plan Session (2015-2016)

		<ul style="list-style-type: none"> <li>● अमृत हिंदी पाठमाला</li> <li>● मैं और मेरा व्याकरण</li> <li>● बाल रामकथा</li> </ul>	
माह	कम व पाठ का नाम	दृश्य श्रव्य सामग्री व रचनात्मक कार्य	इकाई व सत्रीय परीक्षा
अप्रैल	<p><b>अमृत हिंदी पाठमाला</b></p> <p>पाठ 1 देश की माटी पाठ 2 हम मिलकर रहें पाठ 3 समूहगान</p> <p><b>मैं और मेरा व्याकरण</b></p> <p>पाठ 1 भाषा बोली लिपि और व्याकरण पाठ 2 वर्ण विचार और उच्चारण पाठ 3 संधि</p> <p>पत्र- प्रार्थना पत्र निबंध- ऋतु वर्णन से संबंधित</p> <p><b>बाल रामकथा</b></p> <p>पाठ 1 अयोध्या में राम</p>	<ul style="list-style-type: none"> <li>● 'देश की माटी' कविता का सस्वर वाचन</li> <li>● 'संगठन में शक्ति' विषय पर अनुच्छेद लिखें।</li> <li>● हम होंगे कामयाब (वीडियो)</li> </ul> <p>बाल रामकथा पर आधारित वीडियो।</p>	<p><b>प्रथम इकाई परीक्षा</b></p> <p>1 लिखित परीक्षा (व्याकरण पाठ 1 व 2 पर आधारित)(10)</p> <p>2 गृहकार्य व कक्षाकार्य (5/5)</p> <p>3 पाठ 2 हम मिलकर रहे आशुभाषण 'संगठन में शक्ति' (व्यक्तिगत कार्य) (10)</p> <p>4 पाठ 3 समूहगान 'स्काउट गीत' को हिंदी व अंग्रेजी भाषा में यादकर समूह गान के रूप में प्रस्तुत करें। (सामूहिक) 10</p>

माह	कम व पाठ का नाम	दृश्य श्रव्य सामग्री व रचनात्मक कार्य	इकाई व सत्रीय परीक्षा
मई	<p><b>अमृत हिंदी पाठमाला</b> पाठ 4 चंद्रशेखर आज़ाद *मेरी कहानी (केवल पठन हेतु)</p> <p><b>मैं और मेरा व्याकरण</b> पाठ 4 शब्द विचार पाठ 5 पर्यायवाची शब्द पाठ 6 विलोम शब्द</p> <p><b>भाल रामकथा</b> पाठ 2 जंगल और जनकपुर</p>	<ul style="list-style-type: none"> <li>निबंध लेखन -चंद्रशेखर आज़ाद महात्मा गांधी के 5 विचार लिखें।</li> </ul>	
जुलाई	<p><b>अमृत हिंदी पाठमाला</b> पाठ 5 यह नींद कहा से आती पाठ 6 वीर बालक बलकरन पाठ 7 बचपन</p> <p><b>मैं और मेरा व्याकरण</b> पाठ 7 अनेक शब्दों के लिए एकशब्द पाठ 8 श्रुति समभिन्नार्थक शब्द पाठ 9 अनेकार्थक शब्द पाठ 10 उपसर्ग पाठ 11 प्रत्यय पत्र व्यावसायिक पत्र , निबंध-धार्मिक पर्वों से संबंधित</p> <p><b>बाल रामकथा</b> पाठ 3 दशरथ के दो वरदान</p>	<ul style="list-style-type: none"> <li>वीडियो रवींद्रनाथ टैगोर पर आधारित</li> <li>'वीर बालक बलकरन' एकांकी का नाट्य मंचन।</li> <li>'बचपन' शीर्षक पर स्वचरित कविता लेखन।</li> </ul>	<p><b>द्वितीय इकाई परीक्षा</b> अंतःविषय परियोजना कार्य</p>

माह	कम व पाठ का नाम	दृश्य श्रव्य सामग्री व रचनात्मक कार्य	इकाई व सत्रीय परीक्षा
अगस्त	<p>अमृत हिंदी पाठमाला *चिड़िया रानी उड़ो (केवल पठन हेतु) पाठ 8 सहिजन का पेड़ पाठ</p> <p><b>मैं और मेरा व्याकरण</b> पाठ 12 समास पाठ 13 संज्ञा पाठ 14 लिंग पत्र कार्यालयी पत्र</p> <p>निबंध राष्ट्रीय पर्वों से संबंधित</p> <p><b>बाल रामकथा</b> पाठ 4 राम का वन गमन पाठ 5 चित्रकूट में भरत</p>	<p>'परिश्रम का महत्व' विषय पर कहानी लिखें।</p>	
सितंबर	<p><b>प्रथम सत्रीय परीक्षा</b></p>		<p><b>प्रथम सत्रीय परीक्षा पाठ्यक्रम</b> अमृत हिंदी पाठमाला पाठ 1 से 8 <b>मैं और मेरा व्याकरण</b> पाठ 1 से 14 <b>बाल रामकथा</b> पाठ 1 से 5</p>

माह	कम व पाठ का नाम	दृश्य श्रव्य सामग्री व रचनात्मक कार्य	इकाई व सत्रीय परीक्षा
अक्टूबर	<p>अमृत हिंदी पाठमाला</p> <p>पाठ 9 हार की जीत</p> <p>पाठ 10 सरिता का बहता जल</p> <p>पाठ 11 अमीर खुसरो की रचनाएँ</p> <p><b>मैं और मेरा व्याकरण</b></p> <p>पाठ 15 वचन , पाठ 16 कारक</p> <p><b>पत्र</b> शिकायती पत्र</p> <p><b>निबंध</b> विचारात्मक निबंध</p> <ul style="list-style-type: none"> <li>● दूरदर्शन के लाभ व हानि</li> <li>● टेलीफोन का बढ़ता प्रभाव</li> </ul> <p><b>बाल रामकथा</b></p> <p>पाठ 6 दंडकवन में दस वर्ष</p>	<ul style="list-style-type: none"> <li>● हार की जीत पाठ में आए मुहावरों का वाक्य में प्रयोग करें।</li> <li>वीडियो जल का महत्व पर आधारित</li> </ul>	<p><b>तृतीय इकाई परीक्षा</b></p> <p>1 लिखित परीक्षा व्याकरण पाठ 15 व 16(10)</p> <p>2 कक्षाकार्य /गृहकार्य (5/5)</p> <p>3 पाठ 9 हार की जीत 'अपने अच्छे व्यवहार से हम बुरेसेबुरे व्यक्ति को सुधार सकते हैं' पर वाद विवाद। व्यक्तिगत कार्य-(10)</p> <p>4 पाठ 10 सरिता का बहता जल – हिमालय पर्वत से निकलने वाली नदिया के बारे में जानकारी प्राप्त करें। वे सभी नदियाँ किन-किन मुख्य प्रदेशों तथा नगरों को छूते हुए निकलती हैं। इस पर एक परियोजना तैयार करें। इनका हमारे जीवन में क्या योगदान है इसका भी उल्लेख करें। (10)</p>
नवंबर	<p>अमृत हिंदी पाठमाला</p> <p>पाठ 12 वस आखिर कितनी ज़मीन</p> <p>पाठ 13 उत्तम खेती</p> <p>शिक्षा एवं कृषिका विकास (केवल पठन हेत)</p> <p><b>मैं और मेरा व्याकरण</b></p> <p>पाठ 17 सर्वनाम , पाठ 18 विशेषण</p> <p>पाठ 19 क्रिया , पाठ 20 काल</p> <p><b>पत्र</b> संपादक को पत्र</p> <p><b>निबंध</b> सूक्तियाँ संबंधी निबंध</p> <p><b>बाल रामकथा</b></p> <p>पाठ 7 सोने का हिरण , पाठ 8 सीता की खोज</p>	<p>वीडियो लियो टॉलस्टाय पर आधारित।</p> <ul style="list-style-type: none"> <li>● हास्य व्यंग्य के किसी भी विषय पर संवाद लेखन।</li> </ul>	

माह	क्रम व पाठ का नाम	दृश्य श्रव्य सामग्री व रचनात्मक कार्य	इकाई व सत्रीय परीक्षा
दिसंबर	<p>अमृत हिंदी पाठमाला</p> <p>पाठ 14 माझिह एक कहानी</p> <p>पाठ 15 अंधेर नगरी</p> <p>पाठ 16 मीरा के पद *आओ ब्रेल सीखे (पठन हेतु)</p> <p><b>मैं और मेरा व्याकरण</b></p> <p>पाठ 21 क्रियाविशेषण</p> <p>पाठ 22 संबंधबोधक</p> <p>पाठ 23 समुच्चयबोधक</p> <p>पाठ 24 विस्मयादिवोधक</p> <p>पाठ 25 वाक्य</p> <p><b>पत्र</b> अनौपचारिक पत्र भावात्मक निबंध (मेरा मित्र, मेरा देश)</p> <p><b>बाल रामकथा</b></p> <p>पाठ 9 राम और सुग्रीव</p> <p>पाठ 10 लंका में हनुमान</p>	<ul style="list-style-type: none"> <li>• 'माझिह एक कहानी' कविता को कहानी रूप में लिखें।</li> <li>• 'अंधेर नगरी' नाटक का मंचन।</li> <li>• सच्चो गुरु का हमारे जीवन में क्या महत्व विषय पर अनुच्छेद लिखें।</li> </ul>	

माह	कम व पाठ का नाम	दृश्य श्रव्य सामग्री व रचनात्मक कार्य	इकाई व सत्रीय परीक्षा
जनवरी	<p>अमृत हिंदी पाठमाला पाठ 17 पंच परमेश्वर</p> <p>*मेरे पिता: प्रेमचंद (केवल पठनहेतु)</p> <p><b>मैं और मेरा व्याकरण</b> पाठ 26 अशुद्ध वाक्यों का संशोधन पाठ 27 विराम चिह्न पाठ 28 मुहावरे और लोकोक्तियां</p> <p><b>पत्र लेखन</b> औपचारिक व अनौपचारिक <b>निबंध</b> विचारात्मक निबंध (मेरे जीवन की यादगार घटना, मेरी पहली हवाई यात्रा)</p> <p><b>बाल राम कथा</b> पाठ 11 लंकाविजय पाठ 12 राम का राज्यभिषेक</p>	वीडियो प्रेमचंद पर आधारित	चतुर्थ इकाई परीक्षा वार्षिक प्रदर्शनी पर आधारित परियोजना कार्य
फरवरी	दोहराई कार्य		
मार्च	<b>द्वितीय सत्रीय परीक्षा</b>		द्वितीय सत्रीय परीक्षा अमृत हिंदी पाठमाला पाठ 9 से 17 <b>मैं और मेरा व्याकरण</b> पाठ 15 से 28 <b>बाल रामकथा</b> पाठ 6 से 12



## Sanskrit Curriculum Plan Session (2015-2016)

	निर्धारित पुस्तकें रुचिरा भाग-1 सरस्वती संस्कृत व्याकरणम्		
मास व कार्य दिवस	पाठ संख्या व नाम	रचनात्मक कार्य	इकाई परीक्षा
अप्रैल	रुचिरा पाठ 1 अजन्त पुलिङ्ग पाठ 2 आकारान्त स्त्री लिङ्ग पाठ 3 अकारान्त नपुसंकलिङ्ग <b>व्याकरण</b> लिङ्ग, वचनपुरुष परिचय, क्रिया पद परिचय, लट् लकार परिचय संख्या 1 से 25 तक, पठित विषयों की पुरावृत्ति	<ol style="list-style-type: none"> <li>1. अकारान्त शब्द रूप रचना</li> <li>2. आकारान्त स्त्रीलिंग शब्दानां रूप रचना</li> <li>3. नपुसकलिंग शब्दानां रूप रचना</li> <li>4. संख्या वाचन</li> </ol>	प्रथम इकाई परीक्षा) fa -1 ( <ol style="list-style-type: none"> <li>1. त्रिषुलिङ्गेषु शब्दकोश निर्माण</li> <li>2. संख्या वचनम्</li> </ol>
मई	रुचिरा पाठ-4 क्रीडा स्पर्धा <b>व्याकरण</b> लृटलकार परिचय	दैनिक उपयोगी वस्तुओं के आधार पर परियोजना कार्य	.3 न्दि उपयोगी वस्तुओं के आधार पर परियोजना कार्य
जुलाई	रुचिरा पाठ-5 वृक्षाः पाठ-6 समुद्रतटः <b>व्याकरण</b> विभक्ति परिचय , प्रथम , द्वितीया , तृतीया विभक्ति इकारान्त शब्द, सम्बन्ध सूचक फलानां , शकानांपरिचय , लोट् लकार ।	<ol style="list-style-type: none"> <li>1. पद्यवाचनम्</li> <li>2. धातु रूपोंकावाचन</li> <li>3. शब्दकोशनिर्माण</li> <li>4. तृतीया ,चतुर्थी विभक्ति वाक्य रचना</li> </ol>	द्वितीय इकाई परीक्षा) FA-2 ( <ol style="list-style-type: none"> <li>.1शब्दकोश निर्माण</li> <li>.2पद्य वाचनम्</li> </ol>
अगस्त	रुचिरा पाठ-7 वकस्य प्रतिकारः पाठ-8 सूकितस्तवकः <b>व्याकरण</b> लङ् लकार परिचय, ईकारान्त शब्द, अन्नवर्ग परिचय, पशु पक्षी वर्ग परिचय ।	<ol style="list-style-type: none"> <li>1. अव्ययानां वाक्य प्रयोग</li> <li>2.पद्या वचनम्</li> <li>3. कक्षा कार्य तथा गृहकार्य</li> </ol>	.3कार्य पत्रम्

मास व कार्य दिवस	पाठ संख्या व नाम	रचनात्मक कार्य	इकाई परीक्षा
सितम्बर	प्रथम सत्रीय परीक्षा रुचिरा पाठ-1 से 8 तक पुनरावृत्ति व्याकरण प्रथम इकाई द्वितीय इकाई पाठ्यक्रम पुनरावृत्ति।		
अक्तूबर	रुचिरा पाठ-9 अङ्गुलीयकं प्राप्तं पाठ-10 कृषिकाः कर्मवीराः पाठ-11 पुष्पोत्सवः व्याकरण चतुर्थी पञ्चमी , षष्ठी विभक्ति संख्या 51 से 75 तक , शरीर के अंगों के नाम	.1पञ्चमी षष्ठी विभक्ति वाक्य रचना .2 श्लोकोच्चारणम् .3सप्तमी विभक्ति वाक्य रचना	तृतीयइकाईपरीक्षा) fa 3( .1विभक्तिषु
नवम्बर	रुचिरा पाठ-12 दशम :त्वम् असि पाठ-13 लोकमङ्गलम् पाठ- 14 अहहआ ह च व्याकरण कारक परिचय सप्तमी विभक्ति, सर्वनाम शब्द, अस्मद युष्मद, उकारान्त शब्द, संख्या 76 से 100 तक	.1संख्यावाचनम् .2धातुरूपाणां वाचनम् .3श्रुतलेखम्	.2संख्या वाचनम् .3श्रुतलेखम्
दिसम्बर	रुचिरा पाठ-15 मातुलचन्द्र व्याकरण सप्तककार, समय , किम् तत् , यद् शब्द सम्बोधन विभक्ति	1.सप्तकाराणां वाक्यरचना .2 कक्षा कार्य तथा गृहकार्य  .3कविता का सस्वरवाचन	चतुर्थ इकाई परीक्षा) FA 4 ( .1सप्तकाराणां वाक्यरचना .2कक्षा कार्य तथा गृहकार्य
जनवरी	दोहराई कार्य तृतीय इकाई तथा चतुर्थ इकाई पाठ्यक्रम	सप्तकाराणां के आधार पर वाक्य रचना	
फरवरी	पाठ 9 से 15 तक दोहराई कार्य		
मार्च	द्वितीय सत्रीय परीक्षा		

## Computer Curriculum Plan Session (2015-2016)

For the Month	Chapter	Topic	Audio / Video Reference	Activitiess	Assessment Syllabus
April	Basics of Computer Science	<ul style="list-style-type: none"> <li>➤ Basic operations of a computer</li> <li>➤ Applications of a computer</li> <li>➤ Organizations of Computer Components</li> <li>➤ Input Units</li> <li>➤ Output Units</li> <li>➤ Central Processing Unit</li> <li>➤ Advantages of a Computer</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>PowerPoint presentatios</i></li> </ul>	<ul style="list-style-type: none"> <li>• Making a project report</li> <li>• Working with MS Word and MS Powerpoint</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Class Test</i></li> <li>• <i>FA I</i></li> <li>• <i>SA I</i></li> </ul>
	The rise of software	<ul style="list-style-type: none"> <li>➤ Software and its types</li> <li>➤ Computer Languages and their Evolution</li> <li>➤ Compilers and Interpreters</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>PowerPoint presentations</i></li> </ul>	<ul style="list-style-type: none"> <li>• Categorizing the different softwares</li> <li>• Working with MS Word and MS Powerpoint</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Class Test</i></li> <li>• <i>F.A. I</i></li> <li>• <i>S.A I</i></li> </ul>
May	Flowcharts and Programs	<ul style="list-style-type: none"> <li>➤ Flowchart</li> <li>➤ Standard Flowchart Symbols</li> <li>➤ Simple Flowchart</li> <li>➤ Branched Flowchart</li> <li>➤ Looping Flowchart</li> <li>➤ Programs</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>PowerPoint Presentation</i></li> </ul>	Drawing flowcharts in MS Paint Word searching Linking ICT with Maths	<i>Class Test</i> <i>F.A I</i> <i>S.A I</i>

For the Month	Concepts & Skills	Learning Outcomes	Audio / Video Reference	LAB Activities	Assessment Syllabus
July	<b>Introduction to QBasic</b>	<ul style="list-style-type: none"> <li>➤ QBasic</li> <li>➤ Starting QBasic</li> <li>➤ Programming in QBasic</li> <li>➤ Graphics in QBasic</li> <li>➤ Sound Effects in QBasic- SOUND Command</li> </ul>		<ul style="list-style-type: none"> <li>• Writing a QBASIC programs</li> <li>• Drawing a circle in QBASIC</li> <li>• Drawing different shapes box in QBASIC</li> <li>• Linking ICT with Maths</li> </ul>	<b>F.A II</b> <b>S.A I</b>
	<b>More on MS Power Point</b>	<ul style="list-style-type: none"> <li>➤ Adding Graphics, pictures and Tables to a slide</li> <li>➤ Formatting a Table</li> <li>➤ Inserting Charts</li> <li>➤ Inserting Audio and Video Files</li> <li>➤ Animating Text and Objects</li> </ul>		<ul style="list-style-type: none"> <li>• Making slides and Inserting Graphics.</li> <li>• Inserting Table in a slide</li> <li>• Inserting audio/video file</li> <li>• Adding transitions to the slides.</li> <li>• Linking ICT with G.K.</li> </ul>	<i>F.A II</i> <i>S.A I</i>
August	<b>MS Power Point: Giving Presentation</b>	<ul style="list-style-type: none"> <li>➤ Slide Show options</li> <li>➤ Setting Up Slide Show</li> <li>➤ Recording Narration</li> <li>➤ Rehearse Timings</li> <li>➤ Creating Speakers Notes</li> <li>➤ Printing a Presentation</li> <li>➤ Spell Check</li> <li>➤ Running a Slide Show</li> <li>➤ Tips for an Effective Presentation</li> </ul>		<ul style="list-style-type: none"> <li>• Setting up slide show using timings</li> <li>• Linking ICT with Scienc and Socia Science</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>F.A II</i></li> <li>➤ <i>S.A I</i></li> </ul>
October	<b>The Mail Merge</b>	<ul style="list-style-type: none"> <li>➤ Mail Merge Documents</li> <li>➤ Creating the Main document</li> <li>➤ Choosing your Data source</li> <li>➤ Writing and Inserting Merged document</li> <li>➤ Previewing the merged Document</li> <li>➤ Finishing the Merging Process</li> </ul>		<ul style="list-style-type: none"> <li>• Making a Draft</li> <li>• Working with MS Word</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>S.A I</i></li> </ul>

For the Month	Concepts & Skills	Learning Outcomes	Audio / Video Reference	LAB Activities	Assessment Syllabus
October	Formatting in MS Word	<ul style="list-style-type: none"> <li>➤ Headers and Footers</li> <li>➤ Footnote and Endnote</li> <li>➤ Change Spacing between Paragraphs and lines</li> <li>➤ Symbols</li> <li>➤ Equations</li> <li>➤ Watermarks</li> </ul>		<ul style="list-style-type: none"> <li>• Writing a Letter</li> <li>• Working with MS Word</li> <li>• Linking ICT with Science, Social Science and Maths</li> </ul>	<ul style="list-style-type: none"> <li>➤ F.A 3</li> <li>➤ S.A II</li> </ul>
November	Formatting in MS Excel	<ul style="list-style-type: none"> <li>➤ Starting MS Excel</li> <li>➤ Components of MS Excel</li> <li>➤ Formatting cells</li> <li>➤ Inserting rows</li> <li>➤ Inserting columns</li> <li>➤ Deleting rows/ columns</li> <li>➤ Find and Replace</li> <li>➤ Go To command</li> <li>➤ Adding a picture</li> <li>➤ Adding a clip art</li> <li>➤ adding a Shape</li> <li>➤ Adding SmartArt</li> <li>➤ Exiting Microsoft Excel</li> </ul>		<ul style="list-style-type: none"> <li>• Creating MS Excel Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>➤ F.A 3</li> <li>➤ S.A II</li> </ul>

<b>For the Month</b>	<b>Concepts &amp; Skills</b>	<b>Learning Outcomes</b>	<b>Audio / Video Reference</b>	<b>LAB Activities</b>	<b>Assessment Syllabus</b>
<b>December</b>	<b>Introduction to Flash CS3</b>	<ul style="list-style-type: none"> <li>➤ Adobe Flash CS3</li> <li>➤ Advantages of Flash</li> <li>➤ Limitations of Flash</li> <li>➤ Starting Flash</li> <li>➤ Components of a Flash Window</li> <li>➤ Working in Flash</li> <li>➤ Creating simple Graphics</li> <li>➤ Importing an Image</li> </ul>		<ul style="list-style-type: none"> <li>• Creating different shapes in Flash using various tools</li> <li>• Using Polystar tool to draw seven pointed stars</li> <li>• Using line, oval and rectangle tools to draw a car</li> <li>• Drawing figures in Flash</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>SA II</i></li> </ul>
	<b>More about the Internet</b>	<ul style="list-style-type: none"> <li>➤ Computer Network</li> <li>➤ Uses of a computer Network</li> <li>➤ The Internet</li> <li>➤ Connecting to the Internet</li> <li>➤ Role of Computers in the internet</li> <li>➤ World wide Web</li> </ul>		<ul style="list-style-type: none"> <li>• Collecting information on search engines</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>SA II</i></li> </ul>
<b>January</b>	<b>More about the Internet</b>	<ul style="list-style-type: none"> <li>➤ Web Browser</li> <li>➤ Bookmarking a web page</li> <li>➤ Search Engines</li> <li>➤ E-mail</li> <li>➤ E-banking</li> <li>➤ E-commerce</li> <li>➤ Videoconferencing</li> <li>➤ Chat Applications</li> <li>➤ Netiquettes</li> </ul>		<ul style="list-style-type: none"> <li>• Working with MS Word</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>SA II</i></li> </ul>