

Class- 6

1.Subject : हिंदी

2.Objectives :

- 1)परिवार, मित्र तथा शिक्षक आदि की भाषा सुनकर समझने की योग्यता उत्पन्न करना
- 2)दूसरों के साथ वार्तालाप तथा प्रतिक्रिया करने में कुशल बनाना
- 3)लिखित सामग्री को ध्वनि व मात्राओं की शुद्धता के साथ पढ़ने में कुशल बनाना
- 4)वर्तनी की शुद्धता सहित सही से लिखने की योग्यता का विकास करना
- 5)सीखे हुए ज्ञान को परिवेश से जोड़कर रखने की जागरूकता उत्पन्न करना
- 6)अधिगम का स्वयं के जीवन में उपयोग एवं सृजनशक्ति का विकास करना
- 7)व्याकरणिक ज्ञान में वृद्धि करना
- 8)पाठन तथा श्रवण कौशल विकसित करना
- 9)तार्किक कुशलता तथा कल्पना शक्ति का विकास करना
- 10)रचनात्मक तथा वाचन कौशल विकसित करना

3. Month wise division of syllabus :-

Lesson No./Topic	Name of the lesson and activity	Month
ज्ञानसागर तथा अभ्यास सागर		
पाठ 1	साथी हाथ बढ़ाना	अप्रैल
पाठ 2	चिट्ठी के अक्षर	अप्रैल
पाठ 3	बरसते जल के रूप अनेक	अप्रैल
पाठ 4	पुरस्कार	मई
पाठ 5	सीखो	जुलाई
पाठ 6	अनोखा वरदान	जुलाई
पाठ 7	सुंदरलाल	जुलाई
पाठ 8	नजानू कवि बना	अगस्त
पाठ 9	दोहे	अगस्त
पाठ 10	पोंगल	अगस्त

पाठ 11	तेनालीराम ने चोरों को उल्लू बनाया	अक्तूबर
पाठ 12	दस आमों की कीमत	अक्तूबर
पाठ 13	अनोखी दौड़	अक्तूबर
पाठ 14	एक रोमांचक यात्रा	नवंबर
पाठ 15	परिश्रम	नवंबर
पाठ 16	धान का महत्त्व	दिसंबर
पाठ 17	यात्रा और यात्री	दिसंबर
पाठ 18	पंच परमेश्वर	दिसंबर
पाठ 19	सिकंदर और साधु	जनवरी
पाठ 20	आया वसंत	जनवरी

4. Lesson Wise Activities

Name of the activity	Learning Objectives	Learning outcomes	Mode (Individual /pair/group)	Methodology /Procedure
पाठ 1				

<p>साथी हाथ बढ़ाना (कविता पाठ) पाठ 2) चिट्ठी के अक्षर (अनौपचारिक पत्र लेखन) पाठ 3 बरसते जल के रूप अनेक (जल संरक्षण पर आधारित स्लोगन) पाठ 4 पुरस्कार (औपचारिक पत्र लेखन)</p>	<p>1)कविता के भावार्थ को समझाना शुद्ध उच्चारण सीखाना एवं तुकांत शब्दों से अवगत करवाना । 2) कहानी की शिक्षा को समझाना ,शब्द ज्ञान में वृद्धि करवाना एवं उच्चारण संबंधित त्रुटियों को दूर करवाना । 3) भाषा विकसित करवाना, कठिन शब्दों के अर्थ समझाना एवं पर्यावरण के प्रति सजग बनाना । 4) सर्वनाम शब्दों का प्रयोग करना सीखाना, सत्य बोलने की आदत विकसित करवाना एवं लेखन कौशल विकसित करवाना ।</p>	<p>1)कविता के भावार्थ को समझेंगे, शुद्ध उच्चारण सीखेंगे एवं तुकांत शब्दों से अवगत होंगे, कविता की लय और ध्वनि से परिचित होंगे। 2)कहानी की रोचकता का आनंद लेंगे। उच्चारण संबंधी त्रुटियों को पहचान कर उन्हें दूर करने में सक्षम होंगे 3)भाषा विकसित होगी । कठिन शब्दों के अर्थ समझेंगे एवं जल संरक्षण की आदत विकसित होगी । 4) सर्वनाम शब्दों का प्रयोग करना सीखेंगे, सत्य बोलने की आदत विकसित</p>	<p>1)व्यक्तिगत 2)व्यक्तिगत 3) व्यक्तिगत 4)व्यक्तिगत 5) व्यक्तिगत 6) सामूहिक 7) व्यक्तिगत 8) व्यक्तिगत 9) सामूहिक</p>	<p>1 विद्यार्थी कविता याद करेंगे और A4 साइज शीट पर सचित्र कविता लिखेंगे और कक्षा में सुनाएँगे। (Art Integrated) 2) 'चिट्ठी के अक्षर' पाठ एक कहानी पर आधारित है। अतः विद्यार्थी कहानी की रोचकता का आनंद लेंगे और कहानी के मूल भाव को समझते हुए दिए गए विषय पर मित्र को पत्र लिखेंगे । (Experiential learning) 3) विद्यार्थी 'जल के संरक्षण' पर विचार करते हुए उससे संबंधित स्लोगन लिखेंगे । Art Integrated 4) विद्यार्थी छात्रवृत्ति प्राप्त</p>
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<p>पाठ 5 सीखो (केवल अध्ययन के लिए)</p>	<p>5) शब्द भंडार में वृद्धि एवं उनके अनुप्रयोग की प्रेरणा कविता के मूल भाव को समझाना, कठिन शब्दों का अर्थ समझाना एवं पठन-पाठन में सुधार करवाना।</p>	<p>होगी, लेखन कौशल विकसित होगा।</p>	<p>10) व्यक्तिगत</p>	<p>करने हेतु प्रधानाचार्या को पत्र लिखेंगे। (Experiential Learning)</p>
<p>पाठ 6 अनोखा वरदान कहानी की नाटक के रूप में प्रस्तुति)</p>	<p>6) वाचन कौशल विकसित करवाना 7) पेड़ पौधों का महत्त्व समझाना</p>	<p>5) भाषा की प्रभावशीलता, क्रमबद्धता एवं उच्चारण की शुद्धता और स्वर की स्पष्टता होगी कविता के मूल भाव , कठिन शब्दों के अर्थ समझेंगे एवं पठन-पाठन में सुधार होगा।</p>		<p>5) विद्यार्थी कविता के मूल भाव को डायरी के रूप में लिखेंगे। (Flip Classroom)</p> <p>6) कहानी को नाटक के रूप में प्रस्तुत करेंगे। (Flip Classroom)</p>
<p>पाठ 7 सुंदर लाल (वृक्षों के महत्त्व पर स्लोगन लेखन)</p>	<p>8) विराम चिह्नों का प्रयोग करना सीखाना एवं रचनात्मक कौशल विकसित करवाना 9) दोहों में छिपे भावों को समझना एवं उनकी शिक्षा को अपनाना</p>	<p>6) वाचन कौशल विकसित होगा। 7) पेड़ पौधों का महत्त्व समझेंगे। 8) विराम चिह्नों का प्रयोग करना सीखेंगे एवं रचनात्मक कौशल विकसित होगा।</p>		<p>7) वृक्षों के महत्त्व पर स्लोगन लेखन । (Art Integrated)</p> <p>8) सूचना लेखन। (Experiential learning)</p> <p>9) 'दोहे' पाठ के दोहे याद करके कक्षा में विद्यार्थी समूह में सुनाएँगे। (Flip Classroom)</p>

<p>पाठ 8 नजानू कवि बना (सूचना लेखन)</p>	<p>10) वाचन कौशल विकसित करवाना एवं आत्मविश्वास की भावना जगाना</p>	<p>9) दोहों में छिपे भावों को समझेंगे एवं उनकी शिक्षा को जीवन में अपनाएँगे ।</p> <p>10) वाचन कौशल विकसित होगा एवं आत्मविश्वास की भावना जागृत होगी ।</p>		<p>10) अपने प्रिय त्योहार के बारे में एवं उससे मिलने वाली सीख के विषय में कक्षा बोलेंगे । (Experiential Learning)</p>
<p>पाठ 9 दोहे दोहा वाचन /गायन एवं मूल भाव का वर्णन)</p>				
<p>पाठ 10 पोंगल(अ पने प्रिय त्योहार</p>				

विषय पर भाषण)				
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Name of the activity	Learning Objectives	Learning outcomes	Mode (Individual /pair/group)	Methodology /Procedure
पाठ 11) तेनाली राम ने चोरों को उल्लू बनाया - केवल अध्ययन के लिए (डायरी लेखन)	11).तार्किक और आलोचनात्मक दृष्टिकोण व शुद्ध उच्चारण का विकास करवाना। 12).विचार विश्लेषण की क्षमता व चिंतन मनन की प्रवृत्ति का विकास करवाना।	11.तार्किक और आलोचनात्मक दृष्टिकोण विकास व शुद्ध उच्चारण का विकास होगा। 12.विचार विश्लेषण की क्षमता व चिंतन मनन की प्रवृत्ति का विकास होगा।	11.व्यक्तिगत	11. तेनालीराम की कहानी का अनुभव डायरी के रूप में लिखेंगे। (Experiential learning)
पाठ 12) दस आमों की कीमत (अनौपचा रिक पत्र लेखन)	13)आत्मविश्वास की भावना भरना व सहभागिता की प्रवृत्ति का विकास करवाना।	13.आत्मविश्वास बढ़ेगा एवं सहभागिता की प्रवृत्ति का विकास होगा।	12.व्यक्तिगत	12. छुट्टियों की योजना के विषय में बताते हुए मित्र को पत्र लिखें। (Experiential learning)
पाठ 13) अनोखी दौड़ (संवाद लेखन)	14).शब्द भंडार में वृद्धि करने के	14.ज्ञान का विस्तार होगा व विद्यार्थी कार्य पत्रक द्वारा कारकों की	13.व्यक्तिगत	13. उचित विराम चिह्नों का प्रयोग करते हुए कहानी को संवाद के रूप में लिखें। (Flip Classroom) 14. उचित कारक चिह्नों का प्रयोग करते हुए सूचना

<p>पाठ 14) एक रोमांचक यात्रा (सूचना लेखन)</p>	<p>साथ-साथ कारक के भेद व चिह्नों से अवगत करवाना।</p> <p>15)समरूपी भिन्नार्थक शब्दों की पहचान के साथ कारकों की पुनरावृत्ति करवाना</p>	<p>पहचान करने में सक्षम हो जाएँगे।</p> <p>15)सटीक वाक्य रचना और उपयुक्त कारक चिह्नों का प्रयोग करेंगे।</p>	<p>14.व्यक्तिगत</p> <p>15.व्यक्तिगत</p>	<p>लेखन। (Flip classroom)</p> <p>15. उचित कारक चिह्नों एवं विराम चिह्नों का प्रयोग करते हुए परिश्रम ही उन्नति और सफलता का आधार -विषय पर अनुच्छेद लेखन एवं भाषण।</p>
<p>पाठ 15) परिश्रम (अनुच्छेद लेखन एवं भाषण)</p>	<p>16) स्वाध्याय की प्रेरणा, लेखन कौशल का विकास।</p>	<p>16). पठन एवं लेखन कौशल विकसित होगा।</p> <p>17) निरंतर आगे बढ़ने व लक्ष्य प्राप्त करने की ओर प्रेरित होंगे एवं समान लय वाले शब्दों का निर्माण करने में सक्षम होंगे।</p>	<p>16.व्यक्तिगत</p> <p>17.व्यक्तिगत</p>	<p>(Experiential learning)</p>
<p>पाठ 16) धान का महत्त्व - केवल अध्ययन के लिए (विज्ञापन लेखन)</p>	<p>17).निरंतर आगे बढ़ने व लक्ष्य प्राप्त करने की ओर प्रेरित करना एवं समान लय वाले शब्दों का निर्माण करना सिखाना।</p>	<p>18.विचार अभिव्यक्ति में वृद्धि होगी।</p>	<p>18.सामूहिक/ व्यक्तिगत</p> <p>19.व्यक्तिगत /सामूहिक</p>	<p>16. जल संरक्षण विषय पर विज्ञापन बनाकर स्लोगन लिखिए। (Art Integrated)</p> <p>17. कक्षा चर्चा के माध्यम से समान लय वाले शब्दों का निर्माण करवाया जाएगा।</p>
<p>पाठ 17 यात्रा और यात्री</p>	<p>18).मुहावरों की पहचान व</p>	<p>19.तार्किक और आलोचनात्मक दृष्टिकोण का</p>		<p>(Experiential learning)</p>

<p>(समान लय वाले शब्दों का निर्माण)</p> <p>पाठ 18 पंच परमेश्वर (नाट्य प्रस्तुति एवं पत्र लेखन)</p> <p>पाठ 19 सिकंदर और साधु (गतिविधि - संवाद लेखन एवं वाचन)</p> <p>पाठ -20) आया बसंत - (स्वरचित कविता लेखन व</p>	<p>वाक्य प्रयोग द्वारा अनुप्रयोग की क्षमता का विकास।</p> <p>19).स्वाध्याय की प्रेरणा ,सृजनात्मक क्षमता का विकास वआत्मिक बल की महत्ता से परिचित करवाना।</p> <p>20).बदलते परिवेश की जानकारी दी जाएगी एवं कल्पनाशीलता का विकास करवाया जाएगा।</p>	<p>विकास, संवादों की प्रस्तुति और उच्चारण की शुद्धता होगी ।</p> <p>20.पर्यावरण के प्रति संवेदनशीलता का विकास होगा व सामान्य अशुद्धियों का निदान होगा ।</p>	<p>20.व्यक्तिगत</p>	<p>18. पंचायत के दृश्य की नाट्य प्रस्तुति व पत्र लेखन । Experiential learning, Flip Classroom)</p> <p>19 . उचित विराम चिह्नों का प्रयोग करते हुए संवाद लेखन कीजिए। (Experiential learning)</p> <p>पाठ 20) अपनी पसंदीदा ऋतु का वर्णन स्वरचित कविता द्वारा एवं प्रश्नोत्तरी द्वारा व्याकरण के</p>
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व्याकरण पर आधारित प्रश्नोत्तरी)				विभिन्न विषयों का ज्ञानवर्धन किया जाएगा। (Experiential learning)
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5. Scheme of assessment & weightage:

Sr. No.	Assessment cycle	Month of Assessment	Mode of Assessment	Weight age					
1	PT1	May	Pen paper Test	35					
2	PT2	July/August	Activity Based Assessment	20					
3	Half YEARLY	September	Pen paper Test	70					
4	PT3	October/November	Activity Based Assessment	20					
5	PT4	December	Pen paper Test	35					

6	Final	February/March	Pen paper Test	70					
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● Periodic -I (May)

ज्ञान सागर	पाठ 1 से 3
व्याकरण	संज्ञा व भेद, संयुक्त व्यंजन, तुकांत शब्द, अनुस्वार व अनुनासिक चिह्न, विलोम शब्द, वचन
रचनात्मक लेखन	अनुच्छेद लेखन, अनौपचारिक पत्र लेखन

● Half Yearly (September)

ज्ञान सागर	पाठ 1 से 10
व्याकरण	संज्ञा एवं भेद, सर्वनाम व भेद, विशेषण एवं भेद, क्रिया एवं भेद, संयुक्त व्यंजन अनुस्वार व अनुनासिक चिह्न, लिंग, वचन विलोम शब्द, पर्यायवाची, समानार्थी, वाक्यांश हेतु एक शब्द, मुहावरे

रचनात्मक लेखन	अनुच्छेद लेखन, संवाद लेखन, पत्र लेखन (अनौपचारिक)

Periodic -IV (December)

ज्ञान सागर	पाठ 11 से 15
व्याकरण	कारक के भेद, नुक्ता प्रयोग, विलोम शब्द, विराम चिह्न, समरूपी भिन्नार्थक शब्द, उपसर्ग
रचनात्मक लेखन	अनुच्छेद लेखन, औपचारिक पत्र लेखन, सूचना लेखन

वार्षिक परीक्षा हेतु पाठ्यक्रम

ज्ञान सागर	पाठ 3, 6, 10 एवं 11 से 20
अभ्यास सागर	पाठ 3, 6, 10 एवं 11 से 20

व्याकरण	संज्ञा व भेद, सर्वनाम व भेद, विशेषण व भेद ,काल व भेद, कारक एवं भेद, उपसर्ग, प्रत्यय, र का प्रयोग, समरूपी भिन्नार्थक शब्द, मुहावरे लिंग, विलोम, समानार्थी ,विराम चिन्ह , पर्यायवाची, वाक्यांश हेतु एक शब्द
रचनात्मक लेखन	अनुच्छेद लेखन, सूचना लेखन ,पत्र लेखन (अनौपचारिक एवं औपचारिक दोनों)

5. For Activity based Assessment:-

● Periodic II(July/August)

गतिविधियों पर आधारित मूल्यांकन:-

मूल्यांकन आधार	गतिविधियाँ
लेखन कौशल	दोहा लेखन ,वाचन/गायन
वाचन कौशल	संवाद/ नाटक अभिनय
श्रवण कौशल	छात्रों को कहानी सुनकर उस पर आधारित प्रश्नों के उत्तर देने होंगे

पठन कौशल	विद्यार्थियों को कथा पढ़कर उस पर आधारित प्रश्नों के उत्तर देने होंगे
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● **Periodic -III (October/November)**

गतिविधियों पर आधारित मूल्यांकन:-

मूल्यांकन आधार	गतिविधियाँ
लेखन कौशल	वर्ग पहेली
वाचन कौशल	प्रश्नोत्तरी गतिविधि
श्रवण कौशल	छात्रों को किसी रोचक संस्मरण को सुनकर उस पर आधारित प्रश्नों के उत्तर देने होंगे।
पठन कौशल	विद्यार्थियों को किसी महान विभूति की जीवनी पढ़कर उस पर आधारित प्रश्नों के उत्तर देने होंगे

Rubrics :-

मूल्यांकन के आधार बिंदु :

प्रकार	अति उत्तम 5	उत्तम 4	सराहनीय 3	अच्छा प्रयास 2	सुधार वंचित 1
विषय भाव के अनुरूप- संवाद, कविता लेखन, कहानी लेखन तथा अनुच्छेद लेखन इत्यादि।	विषय भाव के अनुरूप	विषय के अनुकूल	विषय से हटकर किसी अन्य विषय कविता स्वरचित न होना	विषय के अनुरूप वाचन या लेखन का न होना। कविता का स्वरचित न होना	विषय सामग्री का ज्यादा प्रभावशाली न होना
लयात्मकता एवं भावात्मकता प्रस्तुति	लय और भाव का पूरा ध्यान रखा गया	लय और भाव का ध्यान	लय और भावात्मकता का ध्यान रखा गया	भावात्मक और लयात्मकता की ओर ध्यान देने की आवश्यकता	भाव और लय का अभाव
उच्चारण की शुद्धता व स्वर की स्पष्टता	शुद्ध उच्चारण व स्पष्ट स्वर	शुद्ध उच्चारण	उच्चारण की शुद्धता पर ध्यान देने की आवश्यकता	उच्चारण की शुद्धता में कमी	उच्चारण में शुद्धता की कमी

हाव भाव	प्रभावशाली प्रस्तुतिकरण	प्रस्तुतिकरण सराहनीय	प्रस्तुतिकरण में कमी	आत्मविश्वास की कमी	प्रस्तुतिकरण का प्रभावशाली न होना और बीच-बीच में भूल जाना
आत्मविश्वास और प्रस्तुतिकरण	आत्मविश्वास सहित	आत्मविश्वास की कमी (कहीं-कहीं रुकना)	आत्मविश्वास की कमी	आत्मविश्वास की कमी	लेखनी में सुधार की आवश्यकता

- **Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4 & 5 marks weightage**

6. Project : Trans-Disciplinary (One for each Term)

7. Internal Assessment Break-up:-

Sr. No.	Type of Assessment	Weightage
1	Activity Based Assessment	20
2	Portfolio	5

3	Project and Viva	5
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8. CRAB Worksheets per chapter will be assigned.

9. Prescribed books:- ज्ञान सागर तथा अभ्यास सागर

Suggested Books : गुलमोहर हिंदी व्याकरण -6, कहानी संचयन

ROADMAP FOR CLASSES VI (2025-26)

1. **Subject:** Mathematics

2. **Objectives:**

- i. Develop a positive attitude towards learning Mathematics.
- ii. Perform Mathematical operations and manipulation with confidence, speed and accuracy;
- iii. Think and reason precisely, logically and critically in any given situation;
- iv. Comprehend, analyze, synthesize, evaluate and make generalizations so as to solve Mathematical problems;
- v. to develop an interest in students to study Mathematics as a discipline;
- vi. to perform mathematical operations and manipulations with confidence.
- vii. to develop speed and accuracy in Mathematical skills.
- viii. to develop investigative skills in Mathematics.
- ix. to appreciate the usefulness, power and beauty of Mathematics.
- x. Communicate mathematical ideas related to SDGs.

3. **Month wise division of syllabus:**



LESSON NO.	Name of Chapter	Learning Outcomes	MONTH
1	Natural Numbers and Whole Numbers	<ol style="list-style-type: none">1. Understanding the concept of natural numbers as counting numbers starting from 1.2. Recognizing whole numbers as including zero along with natural numbers.3. Identifying the properties of natural and whole numbers, such as closure, commutativity, and associativity under addition and multiplication.4. Performing basic operations (addition, subtraction, multiplication, and division) with natural and whole numbers.	April
2	Factors and Multiples	Understanding Factors:	April

		<p>Define factors as numbers that can be multiplied together to give a certain product.</p> <p>Identify factors of a given number.</p> <p>Recognize prime and composite numbers.</p> <p>Understanding Multiples:</p> <p>Define multiples as numbers that are the product of a given number and an integer.</p> <p>Identify multiples of a given number.</p> <p>Recognize the concept of least common multiple (LCM) and greatest common factor (GCF).</p>	
8	Basic Geometrical concept	<p>Familiarity with basic geometric terms such as vertices, sides, angles, perimeter, and area.</p> <p>Comprehension of concepts related to lines and angles, including types of angles (e.g., acute, obtuse, right), parallel lines, perpendicular lines, and intersecting lines.</p>	May
9	Line Segments	<p>Understanding Line Segments: Students should be able to define a line segment as a part of a line that is bounded by two distinct endpoints.</p> <p>Measuring Line Segments: They should learn how to measure the length of a line segment using appropriate units, such as centimeters, meters, or inches.</p>	May
3	<p>Integers</p> <p>(Flipped Classroom)</p> <p>Pre-Class Activity (At Home)</p> <p>Before coming to class, students will:</p> <p>1. Watch a Video: Teacher will provide a YouTube link or an animated video explaining the addition and subtraction of integers with examples.</p>	<p>Understanding Integers: Students should understand the concept of integers as positive and negative whole numbers and zero.</p> <p>Ordering Integers: Students should be able to order integers on a number line and understand the relationship between positive and negative integers.</p> <p>Adding and Subtracting Integers: Students should be able to add and subtract integers using various strategies, including using</p>	July

	<p>2. Explore a Real-Life Scenario: Teacher will ask students to check weather report and note down readings from it.</p> <p>3. Try a Simple Worksheet: Teacher will give them a few basic addition/subtraction problems of integers to attempt before class.</p> <p>In-Class Activity (Collaborative Learning):</p> <p>Hands-on Activities:</p> <ol style="list-style-type: none"> 1. Number Line Walk: Draw a large number line on the floor and let students physically move to understand addition and subtraction. 2. Integer War (Card Game): Give students number cards with positive and negative integers. They compare, add, or subtract to find the highest value. 3. Real-Life Connection: Discuss real-life examples like temperature, bank balances, and elevator movement. <p>Post-Class Activities</p> <p>1.Homework: Assign a mix of simple and tricky integer problems.</p> <p>2.Reflection: Ask students to write what they</p>	<p>number lines, rules for signs, and mental math.</p> <p>Multiplying and Dividing Integers: Students should understand the rules for multiplying and dividing integers, including the effects of multiplying/dividing positives and negatives.</p>	
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	<p>found easy, difficult, or interesting.</p> <p>3 Follow-up Quiz: Conduct a quick quiz in the next class to assess understanding.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Students develop self-learning skills before class. • Enhances collaborative learning through hands-on activities. • Reinforces addition and subtraction of integers in a practical context. 		
10	Angles	<p>Understanding the concept of angles: Students should be able to define an angle as the figure formed by two rays with a common endpoint.</p> <p>Identifying types of angles: Students should be able to identify and classify angles as acute, obtuse, right, straight, and reflex angles based on their measurements</p> <p>Understanding angle relationships: Students should understand the concept of complementary and supplementary angles, and how to use this knowledge to solve problems.</p>	July
6	Algebra	<p>Understanding Basic Algebraic Concepts: Students should be able to understand and apply basic algebraic concepts such as variables, expressions, and equations.</p> <p>Solving One-Step Equations: Students should be able to solve one-step equations involving addition, subtraction, multiplication, and division.</p>	August

		Solving Two-Step Equations: Students should be able to solve two-step equations involving multiple operations.	
7	Linear Equations	<p>Understanding the concept of a linear equation and its components (variables, coefficients, constants).</p> <p>Solving simple linear equations with one variable using addition, subtraction, multiplication, and division.</p> <p>Recognizing and understanding the concept of the solution set of a linear equation.</p> <p>Applying linear equations to real-life situations and problem-solving.</p>	August
16	Statistics	<p>Understanding basic statistical terms such as data, variables, frequency, and range.</p> <p>Collecting and organizing data through methods like tally charts, frequency tables, and bar graphs.</p> <p>Interpreting data representations including pictographs, line plots, and histograms.</p>	August
4	Ratio, Proportion and Unitary method	<p>Define what a ratio is and represent ratios in different forms (e.g., fraction, decimal, percentage).</p> <p>Recognize and compare ratios in various contexts (e.g., recipes, maps, word problems).</p> <p>Apply ratios to solve real-life problems involving quantities, proportions, and comparisons</p> <p>Define proportion as an equality between two ratios.</p> <p>Identify proportional relationships in different scenarios (e.g., similar shapes, constant speed, direct variation).</p>	October
5	<p>Percentage & its Applications</p> <p>Experiential Learning for "Percentage and Its Applications"</p> <p>Experiential learning means learning through hands-on activities and real-life experiences instead of just reading and writing. Here are</p>	<p>Understanding the Concept of Percentage: Students should grasp the basic concept of percentages as fractions of 100 and be able to relate them to real-life situations.</p> <p>Problem-Solving Skills: Students should be able to solve word problems involving percentages, understanding how to</p>	October

<p>some fun and engaging ways to teach Percentage and Its Applications using real-life experiences:</p> <p>1. Shopping Discount Hunt </p> <p>Activity:</p> <ul style="list-style-type: none">• Bring fake price tags of different products (e.g., ₹500 for shoes, ₹800 for a shirt).• Assign different discount percentages (e.g., 20%, 35%).• Students calculate the final price after applying the discount.• Bonus: Give some students "cashback offers" and ask them to calculate savings. <p>Learning Outcome:</p> <ul style="list-style-type: none">• Understand how discounts work in real life.• Apply percentage calculation in shopping scenarios. <p>2. Simple Interest & Banking Role Play </p> <p>Activity:</p> <ul style="list-style-type: none">• Assign students roles as bankers and customers.• Give them different deposit amounts and interest rates.• They calculate the simple interest earned in a year. <p>Learning Outcome:</p>	<p>interpret the information given and apply appropriate strategies to find solutions.</p>	
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	<ul style="list-style-type: none"> • Understand how banks calculate interest. • See how percentages apply to savings and loans. 		
11	Pair of Lines and transversal	<p>Students should be able to identify and define what a line is. They should understand that a line extends infinitely in both directions and consists of an infinite number of points.</p> <p>Students should be able to identify and describe the relationships between angles formed when a transversal intersects a pair of lines. This includes vertical angles, corresponding angles, alternate interior angles, and alternate exterior angles.</p>	November
12	Triangles	<p>Identifying and Naming Triangles: Students should be able to identify and name different types of triangles based on their sides (equilateral, isosceles, scalene) and angles (acute, obtuse, right).</p> <p>Understanding Triangle Properties: Students should understand basic properties of triangles, such as the sum of angles in a triangle is always 180 degrees, and the relationship between the lengths of sides and the measures of angles.</p>	November
13	Circles	<p>Students should be able to define key terms related to circles such as radius, diameter, circumference, and center.</p> <p>Students learn about the properties of circles, including the relationship between the radius, diameter, and circumference ($\pi d = 2\pi r$).</p> <p>Students learn to identify and label the different parts of a circle, such as the radius, diameter, circumference, and center.</p>	November

15	Perimeter and Area	<p>Understanding Perimeter:</p> <p>Define perimeter as the total distance around the outside of a shape.</p> <p>Calculate the perimeter of various shapes (rectangles, squares, triangles, etc.) using appropriate formulas or by adding the lengths of all sides.</p> <p>Understanding Area:</p> <p>Define area as the amount of space inside a shape.</p> <p>Understand that area is measured in square units (e.g., square centimeters, square meters).</p> <p>Calculate the area of rectangles and squares using the formula: length \times width.</p> <p>Calculate the area of triangles using the formula: $\frac{1}{2} \times$ base \times height.</p> <p>Understand the concept of units and how they affect area measurements (e.g., converting square meters to square centimeters).</p>	December
14	Constructions	<p>Understanding basic geometric concepts related to constructions, such as points, lines, and angles.</p> <p>Learning to use a straightedge and a compass to construct various geometric figures, such as triangles, quadrilaterals, and circles.</p>	January

4. Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen paper Test	35
2	PT2	July/August	Activity Based Assessment	20
3	Half YEARLY	September	Pen paper Test	70

4	PT3	October/November	Activity Based Assessment	20
5	PT4	December	Pen paper Test	35
6	Final	February/March	Pen paper Test	70

Syllabus for Periodic Test 1

Ch 1 Natural Numbers and Whole Numbers

Ch 2 Factors and Multiples

Ch 8 Basic Geometrical concept

Ch 9 Line Segments

5. For Activity based Assessment:

PERIODIC TEST 2

Chapter: 1 NATURAL NUMBERS AND WHOLE NUMBERS

Nature of Activity: BINGO GAME BASED ACTIVITY

Material Required (if any): Colored A4 sheets, Colors, Match sticks, Geometry box etc.

Rubrics: Parameters of assessment

Category	5	4	3	2	1
Evaluation and Inference	Student provide a clearly stated inference that is reasonable for the question	Student provide an inference that is reasonable for the question	Student provide an inference that is ok for the question	Student provide an inference that demonstrates the misunderstanding of the question	Student provide an inference that is not relevant to the question.
Critical thinking	Student clearly identified problem and solved it	Student clearly identified problem and	Student identified the problem And tried to solve it.	Student tried to identify the problem and tried to solve it.	Student tried to identify the problem but not

		almost solved it			able to solve.
Creative thinking	Student had an innovative way to solve the problem	Student had solved the problem in a good way.	Student had almost solved the problem.	Student had solved the problem a little bit.	Student had not solved the problem.
Application of concept	Student had applied knowledge of the concept in solving the problem	Student had almost all knowledge of the concept	Student had some knowledge of the concept	Student had a little bit knowledge of the concept	Student had no knowledge of the concept

Half yearly Syllabus

Ch 1 Natural Numbers and Whole Numbers
Ch 2 Factors and Multiples
Ch 8 Basic Geometrical concept
Ch 9 Line Segments
Ch 3 Integers
Ch 10 Angles
Ch 6 Algebra
Ch 7 Linear Equations

PERIODIC TEST 3

Chapter 13 : CIRCLES

Nature of Activity: Circle Collage & Tangram Art 🧩

Material Required (if any): Props, Chart papers etc.

Rubrics: Parameters of assessment

Criteria	5	4	3	2	1
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	(Excellent)	(Very Good)	(Good)	(Fair)	(Needs Improvement)
Understanding	Understands or responds to all the Questions	Understands or responds to most Questions	Understands and responds Correctly to Questions Attempted	Understands and responds to few Questions	Responds to fewer than half the Questions or Misunderstood
Knowledge	Shows Concept Clarity and Substantial Knowledge other than the Book	Shows Concept and Knowledge of Content given in the Book	Shows some Knowledge of the Content	Shows little Knowledge of the Content	Shows no Knowledge or Incorrect Knowledge of the Content
Interpretation	Goes beyond literal meaning to conceptual	Interprets documents in own words	Generally, uses own words	Some Responses rely on Cited texts	Uses Language that is Vague
Demonstration	Expert in Demonstration in context of whole text	Demonstrates Accurate Understanding of the Topic	Demonstrates Considerable Understanding of the Topic	Demonstrates little Understanding of the Topic	Demonstrates Meaningless or Inconsistent Understanding

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4 & 5 marks weightage

Syllabus for Periodic Test 4

Ch 4 Ratio, Proportion and Unitary method

Ch 5 Percentage & it's Applications

Ch 11 Pair of Lines and transversal

Ch 12 Triangles

Final exam Syllabus

Ch 4 Ratio, Proportion and Unitary method

Ch 5 Percentage & it's Applications

Ch 11 Pair of Lines and transversal

Ch 12 Triangles

Ch 13 Circles

Ch 14 Constructions

Ch 15 Perimeter and Area

Ch 16 Statistics

Ch 3 Integers

Ch 6 Algebra

Ch 7 Linear Equations

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4 & 5 marks weightage

6. Project: Trans-Disciplinary (One for each Term)

7. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Weightage
1	Activity Based Assessment	20
2	Portfolio	5
3	Project and Viva	5

8. CRAB Worksheets per chapter will be assigned.

9. Prescribed books:

Secondary Mathematics (Class 6th) of DAV syllabus.

ROADMAP FOR CLASSES VI

2025-26

1. Subject: Punjabi(ਪੰਜਾਬੀ)

2. Objectives:(ਉਦੇਸ਼)

1. ਭਾਸ਼ਾ ਸਿਖਾਉਣ ਦਾ ਮੁੱਖ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਅੰਦਰ ਜੀਵਨ ਬਾਰੇ ਚੇਤਨਤਾ ਪੈਦਾ ਕਰਨਾ।
2. ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨਾ।
3. ਨੈਤਿਕਤਾ ਦਾ ਵਿਕਾਸ।
4. ਪੜ੍ਹਨ, ਲਿਖਣ, ਸੁਣਨ, ਤੇ ਸਮਝਣ ਦੀ ਕੁਸ਼ਲ ਭਰਪੂਰ ਜਾਣਕਾਰੀ ਦੇਣਾ।
5. ਵਿਸ਼ੇ ਵਿੱਚ ਪਰਪੱਕ ਬਣਾਉਣਾ।
6. ਚੰਗੇ ਮਾੜੇ ਪਹਿਲੂਆਂ ਦੀ ਪਰਖ - ਨਿਰਖ ਕਰਨਾ।
7. ਸਿਰਜਣਾਤਮਕ ਕਾਰਜਾਂ ਵਿੱਚ ਰੁਚੀ ਪੈਦਾ ਕਰਨਾ।
8. ਵਿਆਕਰਨਿਕ ਕੁਸ਼ਲਤਾ ਪ੍ਰਦਾਨ ਕਰਨਾ।
9. ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ।
10. ਰਚਨਾਤਮਕ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

3. Month wise division of syllabus:

LESSON NO.	LESSON NAME	Activity	MONTH	learning outcomes
ਵਿਆਕਰਨ	ਲਿੰਗ, ਵਚਨ, ਵਿਰੋਧੀ, ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ, ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ (ਨਾਂਵ, ਪੜ੍ਹਨਾਂਵ, ਵਿਸ਼ੇਸ਼ਣ) ਪਾਠ-1,2,3(ਵਿਆਕਰਨ)	ਸ਼ਬਦ ਭੰਡਾਰ	ਅਪ੍ਰੈਲ	ਸੁਣੀ ਅਤੇ ਸਮਝੀ (ਕਵਿਤਾ ਕਹਾਣੀ. ਆਦਿ) ਦੇ ਬਾਰੇ ਵਿਚ ਗੱਲ ਕਰਦੇ ਹਨ ਅਤੇ ਪ੍ਰਸ਼ਨ ਪੁੱਛਦੇ ਹਨ
ਸਾਹਿਤ	ਪਾਠ - 1,2,3 (ਕਾਵਿ ਬੰਦ, ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਵਾਕ, ਸ਼ਬਦ ਅਰਥ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ)	ਪਾਠ 1- ਕਵਿਤਾ ਦਾ ਸੁਲੇਖ ਪਾਠ 2-ਕਹਾਣੀ ਰਚਨਾ	ਮਈ	ਪੜ੍ਹਾਈ ਗਈ ਕਹਾਣੀ

		ਪਾਠ 3- ਕੋਲਾਜ		ਕਵਿਤਾ ਆਦਿ ਵਿੱਚ ਲਿੱਪੀ ਚਿੰਨ੍ਹ, ਸ਼ਬਦ, ਵਾਕਾਂ ਆਦਿ ਨੂੰ ਦੇਖਕੇ ਅਤੇ ਉਹਨਾਂ ਦੀਆਂ ਧੁਨੀਆਂ ਨੂੰ ਸੁਣ ਕੇ ਅਤੇ ਸਮਝ ਕੇ ਉਹਨਾਂ ਦੀ ਪਛਾਣ ਕਰਦੇ ਹਨ
	ਅਣਡਿੱਠਾ ਪੈਰਾ	ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਪਹਿਚਾਨਣਾ		ਅਣਡਿੱਠੀ ਲਿਖਤ ਸਮੱਗਰੀ ਵਿੱਚ ਵੀ ਰੁਚੀ ਦਿਖਾਉਂਦੇ ਹਨ ਅਤੇ ਜਿਸ ਨਾਲ ਪੜਨ ਅਤੇ ਲਿਖਣ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਵੀ ਹੁੰਦਾ ਹੈ
ਲਿਖਣ ਕੌਸ਼ਲ	ਚਿੱਤਰ ਵਰਨਣ	ਵਾਕ ਬਣਤਰ	ਮਈ	ਤਸਵੀਰ ਦੇ ਸੁਖਮ ਅਤੇ ਪ੍ਰਤੱਖ ਪਹਿਲੂਆਂ ਦਾ ਡੂੰਘਾਈ ਨਾਲ ਅਵਲੋਕਨ ਕਰਦੇ ਹਨ
ਵਿਆਕਰਨ	ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ (ਡੰਡੀ { }, ਕਾਮਾ { , }, ਪ੍ਰਸ਼ਨ ਚਿੰਨ੍ਹ { ? }, ਛੁੱਟ ਮਰੇਡੀ { ' }, ਪੁੱਠੇ ਕਾਮੇ { " " }, ਸੁੱਧ-ਅਸੁੱਧ	ਟੇਬਲ ਚਾਰਟ (ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ)	ਜੁਲਾਈ	ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ ਦੇ ਸਹੀ ਪ੍ਰਯੋਗ ਸਿੱਖਣਗੇ ਜਿਸ ਨਾਲ ਭਾਸ਼ਾ ਸੁੱਧੀ ਹੋਵੇਗੀ
ਸਾਹਿਤ	ਪਾਠ -4,5(ਪ੍ਰਸ਼ਨ- ਉੱਤਰ, ਵਾਕ ,ਸ਼ਬਦ ਅਰਥ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ ਅਤੇ ਅਭਿਆਸ ਕਾਰਜ)	ਪਾਠ 4- ਚਿੱਤਰ ਕਹਾਣੀ ਰਚਨਾ ਪਾਠ 5- ਰੁੱਖਾਂ ਦੇ ਨਾਂ ਲਿਖਣੇ	ਜੁਲਾਈ	ਵੱਖ ਵੱਖ ਤਰ੍ਹਾਂ ਦੀਆਂ ਰਚਨਾਵਾਂ ਵਿੱਚ ਆਏ ਨਵੇਂ ਸ਼ਬਦਾਂ ਨੂੰ ਸਮਝ ਕੇ ਇਹਨਾਂ ਦੇ ਅਰਥ ਨਿਸ਼ਚਿਤ ਕਰਦੇ ਹਨ

ਵਿਆਕਰਨ	ਮੁਹਾਵਰੇ, ਕਾਲ, ਕਿਰਿਆ	ਨਵੇਂ ਮੁਹਾਵਰੇ ਇਕੱਤਰ ਕਰਨਾ		ਭਾਸ਼ਾ ਦੀ ਬਰੀਕੀਆਂ ਤੇ ਧਿਆਨ ਦਿੰਦੇ ਹੋਏ ਆਪਣੀ ਭਾਸ਼ਾ ਘੜਦੇ ਹਨ ਅਤੇ ਉਸ ਦਾ ਇਸਤੇਮਾਲ ਕਰਦੇ ਹਨ
ਸਾਹਿਤ	ਪਾਠ -6,7 (ਪ੍ਰਸ਼ਨ-ਉੱਤਰ, ਵਾਕ ,ਸ਼ਬਦ ਅਰਥ , ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ।) (ਪਾਠ - 7 ਗਤਿਵਿਧੀ)	ਪਾਠ 6- ਵੱਖ ਵੱਖ ਖੋਜਾਂ ਅਤੇ ਵਿਗਿਆਨੀਆਂ ਦੀ ਜਾਣਕਾਰੀ ਇਕੱਤਰ ਕਰਨਾ ਪਾਠ 7- ਪੰਜਾਬੀ ਪੁਰਾਤਨ ਖੇਡਾਂ ਨਾਲ ਸੰਬੰਧਤ ਕਵਿਤਾ ਲੇਖਣ	ਅਗਸਤ	ਵੱਖ ਵੱਖ ਤਰ੍ਹਾਂ ਦੀਆਂ ਰਚਨਾਵਾਂ ਵਿੱਚ ਆਏ ਨਵੇਂ ਸ਼ਬਦਾਂ ਨੂੰ ਸਮਝ ਕੇ ਇਹਨਾਂ ਦੇ ਅਰਥ ਨਿਸ਼ਚਿਤ ਕਰਦੇ ਹਨ
ਲਿਖਣ ਕੌਸ਼ਲ	ਨਿਬੰਧ ,ਬਿਨੈ - ਪੱਤਰ , ਚਿੱਤਰ ਵਰਨਣ	ਨੁਕਤੇ ਇਕੱਤਰ ਕਰਨਾ	ਅਗਸਤ	ਵੱਖ ਵੱਖ ਉਦੇਸ਼ਾਂ (ਪੱਤਰ ,ਲੇਖ , ਕਵਿਤਾ , ਕਹਾਣੀ ਆਦਿ)ਦੇ ਅਨੁਸਾਰ ਲਿਖਦੇ ਹਨ
ਵਿਆਕਰਨ	ਅਗੇਤਰ -ਪਿਛੇਤਰ , ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ (ਦੁਬਿੰਦੀ ਡੈਸ਼ {:-}, ਡੈਸ਼{-}, ਜੋੜਨੀ {-}, ਬਰੈਕਟ{ ()}, ਬਿੰਦੀ{ . },	ਮੂਲ ਅਤੇ ਉਤਪੰਨ ਸ਼ਬਦਾਂ ਦਾ ਮਿਲਨ	ਅਕਤੂਬਰ	ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ ਦੇ ਸਹੀ ਪ੍ਰਯੋਗ ਸਿੱਖਣਗੇ ਜਿਸ ਨਾਲ ਭਾਸ਼ਾ ਸੁੱਧੀ ਹੋਵੇਗੀ.
ਸਾਹਿਤ	ਪਾਠ -8,9,10 (ਪ੍ਰਸ਼ਨ - ਉੱਤਰ, ਵਾਕ ,ਸ਼ਬਦ ਅਰਥ , ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ,ਅਭਿਆਸ ਕਾਰਜ)	ਪਾਠ 8- ਇਮਤਿਹਾਨਾਂ ਦੀ ਤਿਆਰੀ ਦਾ ਪਲਾਨ ਬਣਾਉਣਾ ਪਾਠ 9- ਪੈਰਾ ਰਚਨਾ (ਸਵੇਰ ਦੀ ਸੈਰ) ਪਾਠ 10- ਵਿਚਾਰ ਵਟਾਂਦਰਾ		
ਵਿਆਕਰਨ	ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ, ਮੁਹਾਵਰੇ		ਨਵੰਬਰ	ਭਾਸ਼ਾ ਦੀ ਬਰੀਕੀਆਂ ਤੇ ਧਿਆਨ ਦਿੰਦੇ ਹੋਏ ਆਪਣੀ ਭਾਸ਼ਾ ਘੜਦੇ ਹਨ ਅਤੇ ਉਸ ਦਾ ਇਸਤੇਮਾਲ ਕਰਦੇ ਹਨ

ਸਾਹਿਤ	ਪਾਠ -11,12 (ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਵਾਕ ,ਸ਼ਬਦ ਅਰਥ , ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ,ਅਭਿਆਸ ਕਾਰਜ)	ਪਾਠ 11-ਵਿਚਾਰ ਵਟਾਂਦਰਾ ਪਾਠ 12-ਕਹਾਣੀ ਰੂਪ		ਵੱਖ ਵੱਖ ਤਰ੍ਹਾਂ ਦੀਆਂ ਰਚਨਾਵਾਂ ਵਿੱਚ ਆਏ ਨਵੇਂ ਸ਼ਬਦਾਂ ਨੂੰ ਸਮਝ ਕੇ ਇਹਨਾਂ ਦੇ ਅਰਥ ਨਿਸ਼ਚਿਤ ਕਰਦੇ ਹਨ
ਪੜ੍ਹਨ ਕੌਸ਼ਲ	ਅਣਡਿੱਠਾ ਪੈਰਾ	ਪੜ੍ਹਨ ਕੌਸ਼ਲ		ਅਣਡਿੱਠੀ ਲਿਖਤ ਸਮੱਗਰੀ ਵਿੱਚ ਵੀ ਰੁਚੀ ਦਿਖਾਉਂਦੇ ਹਨ ਅਤੇ ਜਿਸ ਨਾਲ ਪੜਨ ਅਤੇ ਲਿਖਣ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਵੀ ਹੁੰਦਾ ਹੈ
ਵਿਆਕਰਨ	ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ (ਸੰਬੰਧਕ, ਯੋਜਕ, ਵਿਸਮਕ ਚਿੰਨ੍ਹ)		ਦਸੰਬਰ	ਸੁਣੀ ਅਤੇ ਸਮਝੀ (ਕਵਿਤਾ ਕਹਾਣੀ. ਆਦਿ)ਦੇ ਬਾਰੇ ਵਿਚ ਗੱਲ ਕਰਦੇ ਹਨ ਅਤੇ ਪ੍ਰਸ਼ਨ ਪੁੱਛਦੇ ਹਨ
ਲਿਖਣ ਕੌਸ਼ਲ	ਨਿਬੰਧ , ਨਿੱਜੀ - ਪੱਤਰ			ਵੱਖ ਵੱਖ ਉਦੇਸ਼ਾਂ (ਪੱਤਰ ,ਲੇਖ , ਕਵਿਤਾ , ਕਹਾਣੀ ਆਦਿ)ਦੇ ਅਨੁਸਾਰ ਲਿਖਦੇ ਹਨ
ਸਾਹਿਤ	ਪਾਠ- 13,14(ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਵਾਕ ,ਸ਼ਬਦ ਅਰਥ , ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ,ਅਭਿਆਸ ਕਾਰਜ)	ਪਾਠ 13- ਇਸ਼ਤਿਹਾਰ ਪਾਠ 14- ਘਟਨਾ ਦੀ ਪੇਸ਼ਕਾਰੀ		ਵੱਖ ਵੱਖ ਤਰ੍ਹਾਂ ਦੀਆਂ ਰਚਨਾਵਾਂ ਵਿੱਚ ਆਏ ਨਵੇਂ ਸ਼ਬਦਾਂ ਨੂੰ ਸਮਝ ਕੇ ਇਹਨਾਂ ਦੇ ਅਰਥ ਨਿਸ਼ਚਿਤ ਕਰਦੇ ਹਨ

4. Scheme of assessment & weightage:

Sr. No.	Assessment cycle	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen paper Test	35
2	PT2	July/August	Activity Based Assessment	20
3	Half YEARLY	September	Pen paper Test	70
4	PT3	October/November	Activity Based Assessment	20
5	PT4	December	Pen paper Test	35
6	Final	February/March	Pen paper Test	70

PERIODIC : 1 PERIODIC - I (MAY)
 ਸਾਹਿਤ - ਪਾਠ 1, 2, 3 (ਪ੍ਰਸ਼ਨ- ਉੱਤਰ, ਵਾਕ, ਸ਼ਬਦ ਅਰਥ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ, ਅਭਿਆਸ ਕਾਰਜ)
 ਵਿਆਕਰਨ - ਲਿੰਗ ਬਦਲੀ, ਵਚਨ ਬਦਲੀ, ਅਸ਼ੁੱਧ - ਸ਼ੁੱਧ, ਵਿਰੋਧੀ ਸ਼ਬਦ, ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ
 , ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ (ਨਾਂਵ, ਪੜਨਾਂਵ, ਵਿਸ਼ੇਸ਼ਣ)
 ਪੜ੍ਹਨ ਕੌਸ਼ਲ - ਅਣਡਿੱਠਾ ਪੈਰਾ
 ਲਿਖਣ ਕੌਸ਼ਲ - ਚਿੱਤਰ ਵਰਨਣ

Half yearly
 ਸਾਹਿਤ - ਪਾਠ - 5, 6, 7 (ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਵਾਕ, ਸ਼ਬਦ- ਅਰਥ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ, ਅਭਿਆਸ ਕਾਰਜ)
 PERIODIC - I ਦੇ ਪਾਠ ਅਤੇ ਵਿਆਕਰਨ ਵੀ ਸ਼ਾਮਲ ਹੋਣਗੇ ।
 ਵਿਆਕਰਨ - ਮੁਹਾਵਰੇ, ਅਗੇਤਰ- ਪਿਛੇਤਰ, ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ, ਕਿਰਿਆ, ਕਾਲ
 ਪੜ੍ਹਨ ਕੌਸ਼ਲ - ਅਣਡਿੱਠਾ ਪੈਰਾ
 ਲਿਖਣ ਕੌਸ਼ਲ - ਚਿੱਤਰ ਵਰਨਣ, ਬਿਨੈ - ਪੱਤਰ, ਨਿਬੰਧ

PERIODIC - IV
 ਸਾਹਿਤ - ਪਾਠ - 9, 10, 11, (ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਖ਼ਾਲੀ ਸਥਾਨ, ਵਾਕ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ, ਸ਼ਬਦ-ਅਰਥ ਅਭਿਆਸ ਕਾਰਜ).
 ਵਿਆਕਰਨ - ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ, ਅਗੇਤਰ ਪਿਛੇਤਰ, ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ (ਸੰਬੰਧਕ, ਯੋਜਕ, ਕਿਰਿਆ)
 PERIODIC - I ਦੀ ਸਾਰੀ ਵਿਆਕਰਨ ਸ਼ਾਮਲ ਹੋਵੇਗੀ ।
 ਪੜ੍ਹਨ ਕੌਸ਼ਲ - ਅਣਡਿੱਠਾ ਪੈਰਾ, ਅਣਡਿੱਠੀ ਕਾਵਿ ਟੁਕੜੀ
 ਲਿਖਣ ਕੌਸ਼ਲ - ਚਿੱਤਰ ਵਰਨਣ

5. For Activity based Assessment:

Periodic II (July -August)

ਗਤੀਵਿਧੀ ਦਾ ਰੂਪ - ਵਿਅਕਤੀਗਤ

ਮੁਲਾਂਕਣ ਅਧਾਰ	ਗਤੀਵਿਧੀਆਂ
ਸੁਣਨ ਕੌਸ਼ਲ	ਵਿਦਿਆਰਥੀ ਕਹਾਣੀ ਸੁਣਨਗੇ
ਬੋਲਣ ਕੌਸ਼ਲ	ਵਿਦਿਆਰਥੀ ਕਹਾਣੀ ਸੁਣ ਕੇ ਪੁੱਛੇ ਗਏ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇਣਗੇ
ਪੜ੍ਹਨ ਕੌਸ਼ਲ	ਵਿਦਿਆਰਥੀ ਅਣਡਿੱਠੇ ਪੈਰੇ ਨੂੰ ਧਿਆਨ ਨਾਲ ਪੜ੍ਹਨਗੇ
ਲਿਖਣ ਕੌਸ਼ਲ	ਵਿਦਿਆਰਥੀ ਅਣਡਿੱਠਾ ਪੈਰਾ ਪੜ੍ਹ ਕੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇਣਗੇ

Parameters	5	4	3	2	1
ਭਾਸ਼ਾ ਸ਼ੁੱਧਤਾ	ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧੀ ਮੌਜੂਦ	ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧੀ ਮੌਜੂਦ	ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧੀ ਵਿੱਚ ਕਮੀ	ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧੀ ਮੌਜੂਦ	ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧੀ ਮੌਜੂਦ
ਯਾਦਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ	ਯਾਦਸ਼ਕਤੀ ਦੀ ਸਹੀ ਵਰਤੋਂ	ਯਾਦਸ਼ਕਤੀ ਦੀ ਸਹੀ ਵਰਤੋਂ	ਯਾਦਸ਼ਕਤੀ ਦੀ ਸਹੀ ਵਰਤੋਂ	ਯਾਦਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ ਪੂਰੀ ਤਰ੍ਹਾਂ ਨਹੀਂ	ਯਾਦਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ ਵਿੱਚ ਕਮੀ
ਸ਼ਬਦਾਂ ਦੀ ਚੋਣ	ਵਿਸ਼ੇ ਅਨੁਸਾਰ ਸ਼ਬਦਾਂ ਦੀ ਚੋਣ	ਵਿਸ਼ੇ ਅਨੁਸਾਰ ਸ਼ਬਦਾਂ ਦੀ ਚੋਣ	ਵਿਸ਼ੇ ਅਨੁਸਾਰ ਸ਼ਬਦਾਂ ਦੀ ਚੋਣ	ਸ਼ਬਦਾਂ ਦੀ ਚੋਣ ਵਿੱਚ ਸੁਧਾਰ ਦੀ ਜ਼ਰੂਰਤ	ਸ਼ਬਦਾਂ ਦੀ ਚੋਣ ਸਹੀ ਨਹੀਂ

Periodic III(October - November)

ਗਤੀਵਿਧੀ ਦਾ ਰੂਪ - ਵਿਅਕਤੀਗਤ

ਮੁਲਾਂਕਣ ਅਧਾਰ	ਗਤੀਵਿਧੀਆਂ
ਸੁਣਨ ਕੌਸ਼ਲ	ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਪੈਰਾ ਪੜ੍ਹ ਕੇ ਸੁਣਾਇਆ ਜਾਵੇਗਾ
ਬੋਲਣ ਕੌਸ਼ਲ	ਵਿਦਿਆਰਥੀ ਪੈਰੇ ਨਾਲ ਸੰਬੰਧਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇਣਗੇ
ਪੜ੍ਹਨ ਕੌਸ਼ਲ	ਵਿਦਿਆਰਥੀ ਅਣਡਿੱਠੇ ਪੈਰੇ ਨੂੰ ਧਿਆਨ ਨਾਲ ਪੜ੍ਹਨਗੇ
ਲਿਖਣ ਕੌਸ਼ਲ	ਵਿਦਿਆਰਥੀ ਅਣਡਿੱਠਾ ਪੈਰਾ ਪੜ੍ਹ ਕੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇਣਗੇ

Rubrics:

ਮੁਲਾਂਕਣ ਦੇ ਅਧਾਰ ਬਿੰਦੂ	5	4	3	2	ਸੁਧਾਰ ਜ਼ਰੂਰੀ 1
ਭਾਸ਼ਾ ਸ਼ੁੱਧਤਾ ਤੇ ਸਪਸ਼ਟਤਾ	ਸ਼ੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ	ਸ਼ੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ	ਸ਼ੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ	ਸ਼ੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ ਨਹੀਂ	ਸ਼ੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ ਨਹੀਂ
ਲਿਖਾਵਟ ਤੇ ਭਾਸ਼ਾ ਸ਼ੈਲੀ	ਲਿਖਾਵਟ ਸਹੀ ਤੇ ਸ਼ੁੱਧ	ਲਿਖਾਵਟ ਸਹੀ ਤੇ ਸ਼ੁੱਧ ਰੂਪ ਵਿੱਚ	ਲਿਖਾਵਟ ਸਹੀ ਤੇ ਸ਼ੁੱਧ ਨਹੀਂ	ਲਿਖਾਵਟ ਸਹੀ ਤੇ ਸ਼ੁੱਧ ਨਹੀਂ	ਲਿਖਾਵਟ ਸਹੀ ਤੇ ਸ਼ੁੱਧ ਨਹੀਂ

ਸ਼ਬਦ ਤੇ ਵਾਕ ਰਚਨਾ	ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ	ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ	ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ	ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ ਨਹੀਂ	ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ ਨਹੀਂ
ਵਿਚਾਰਾਂ ਦਾ ਪ੍ਰਗਟਾਓ	ਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ ਮੌਜੂਦਗੀ	ਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ ਮੌਜੂਦਗੀ	ਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ ਮੌਜੂਦਗੀ	ਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ ਮੌਜੂਦਗੀ ਨਹੀਂ	ਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ ਮੌਜੂਦਗੀ ਨਹੀਂ

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4 & 5 marks weightage

6. Project : Trans-Disciplinary (One for each Term)

7. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Weightage
1	Activity Based Assessment	20
2	Portfolio	5
3	Project and Viva	5

8. CRAB Worksheets per chapter will be assigned.

9. Prescribed books:

ਪੰਜਾਬੀ ਪਾਠ ਪੁਸਤਕ 'ਨਵੀਂ ਨੁਹਾਰ' - 3

ਵਿਆਕਰਨ ਪੁਸਤਕ-. 'ਨਵੀਂ ਨੁਹਾਰ' - 6

ਸੂਚਕ ਪੁਸਤਕਾਂ : ਪੁਸਤਕਾਲਾ ਦੀ ਮਦਦ ਨਾਲ ਵਿਆਕਰਨ ਤੇ ਸਾਹਿਤਕ ਪੁਸਤਕਾਂ

SCIENCE
Class- VI
Session: 2025-26

Objectives: The teaching of Science will help the learners:

1. Recognize, identify and strengthen the unique capabilities of each student in science.
2. Understand the international nature and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors.
3. Think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific contexts.
4. Appreciate the contribution of science towards development and progress in all fields of life.
5. Acquire the knowledge of scientific terms, facts, definitions, processes, concepts, principles and laws.
6. To develop skills of scientific inquiry to design and carryout scientific investigations and evaluate scientific evidence to draw conclusions.
7. Develop measurement and observational skills and to encourage the use of locally available resources inculcate science and technology related values; recognize the relationship of science, technology and society.
8. To demonstrate attitude and develop values of honesty and respect for themselves, others, and their shared environment.
9. Engage with the processes of Science like observing, recording observations, drawing, tabulation, plotting graphs, etc.

Month wise division of syllabus

Chapt er No.	Name of Chapter	Learning Outcomes	Month
1	Our Environment	Students will be able to acquire knowledge about ecosystems and their components and understand food chains and their role in ecosystem.	April
2	Food	Students will be able to know and understand the basics, principles related to food, nutrition, and the relationship of food to human health.	April
3	Nature of Matter	Students will be able to classify and describe the properties of solids, liquids and gases and know about interconversion of one state of matter into another.	May
4	Separation of Substances	Students will be able to understand mixtures and types of mixtures along with various different methods of separation of mixtures.	July
7	The World of Living	Students will be able to analyze various characteristics of living beings along with their examples.	August
8	Structure and function of living organisms : Plants	Students will be able to identify plants vegetative and reproductive structures and able to know about their functions along with their examples.	August
5	Changes Around Us	Students will be able to observe changes in their surroundings and differentiate them on basis of their characteristics.	September
6	Measurement and Motion	Students will be able to distinguish between various motions in our surroundings and study the need of measurements.	October
14	Fabric from Fibre	Students will be able to know about steps of manufacturing of fabric from fibre and types of fibres.	October
9	Structure and Functions of Living Organisms- Animals	Students will be able to learn about various organ systems like digestive system, respiratory system etc and able to know about their functions.	October
10	Work and Energy	Students will be able to study about work done and concepts of energy along with types of energy.	November
12	Light and Shadow	Students will be able to observe light and shadow along with their properties from our daily life.	November

13	Magnets	Students will be able to observe the properties of magnet with the help of various types of magnet and iron objects.	December
11	Electric Currents and Circuits	Students will be able to study about electric current, circuits and their components.	January

Scheme of assessment & weightage:

Sr. No.	Assessment cycle	Syllabus	Month of Assessment	Mode of Assessment	Weightage
1	PT1	Ch-1 Our Environment Ch-2 Food Ch-3 Nature of Matter	May	Pen paper Test	35
2	PT2	Ch-4 Separation of substances Ch-5 Changes around us Ch-7 The World of Living	July/August	Activity Based Assessment	20
3	Half YEARLY	Ch-1 Our Environment Ch-2 Food Ch-3 Nature of Matter Ch-4 Separation of substances Ch-5 Changes around us Ch-7 The World of Living Ch-13 Magnets	September	Pen paper Test	70
4	PT3	Ch-6 Measurement and motion Ch-9 Structure and Function of living organisms- Animals Ch-12 Light and Shadow	October/November	Activity Based Assessment	20
5	PT4	Ch-14 Fabric from fibre	December	Pen paper Test	35

		Ch- 8 Structure and function of living organisms- Plants Ch- 10 Work and Energy Ch-11 Electric current and circuits.			
6	Final	80% of total syllabus	February/March	Pen paper Test	70

Experiential learning: Ch-4: separation of substances

Students will be able to learn about separation of substances like separation of rice from flour by sieving method.

Quiz based/ Debate activity : Ch-1 : Our Environment

Quiz based on our environment/ Debate activity on- plastic useful or plastic harmful .

Flipped Classroom: Ch-2: Food

Pre class activity: Students will be able to observe their daily diet and check which nutrients they consume more, like carbohydrates, proteins, fats etc.

In class activity : students check each other's tiffin and observe various nutrients containing food like carbohydrates, proteins, fats etc. then make classification of food on the basis of nutrition.

Activity based Assessment: (PA-II)

Nature of Activity: Group activity

Material required: Students to decide themselves

Rubrics: Model making

Parameters/ Competencies	Excellent	Very Good	Good	Fair	Needs Improvement
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Collaboration	Model is completely finished, well thought out and is effectively collaborated with equal efforts of the all members of group.	Model is well thought out and implemented correctly. Missing a little detail here and there and almost all the members of the group helped each other.	Model shows some planned collaboration given topic but some details were wrong.	Model shows less collaboration in planning.	Model doesn't show any desired collaborated efforts by group.
Creative Thinking	The model is carefully constructed with materials that showcase students creativity and are appropriate	The model is carefully constructed with materials but creativity is missing to some extent.	The model is constructed with some creativity but missed some essential components.	The model is constructed with very less creative thinking and most part is from original content.	The model doesn't show any creative idea and is copy paste from original content available.
Application of concepts/Problem solving	Model shows actual concept and is applied completely in daily life problems. After	Most of the concepts are depicted but few concepts are missing. Children will be able to solve real life problem related to most of the	Models have some concepts missing or having errors and also some of the solutions related to real life problems won't be solved accurately.	Model showing few concepts and contains many errors. Some of the solutions related to real life problems will be	Model is messy or hard to follow and scientific concept not applied. Hardly any of the solutions related to real life problems will be addressed .

	making model children will be able to find solutions of real life problem related to concept.	concept.		answered	
Accuracy	Model depicts all scientific parts accurately.	Most of the parts of model are accurately shown.	Some of the parts of model are accurate and shown correctly.	Few parts of model are accurate and show few scientific parts.	Model doesn't show any scientific parts.

For Activity based Assessment: (PA-III)

Nature of Activity: Group activity

Material Required: To be intimated later

Rubrics: Role Play

Parameters	5	4	3	2	1
Application of concept	Students always exhibit complete knowledge of the concept in the play which is applicable to day to day life problems as well.	Students usually exhibits complete knowledge of the concept in the play which is applicable to day to day life	Students often exhibit complete knowledge of the concept in the play which is applicable to day to day life to a little extent.	Students rarely exhibit complete knowledge of the concept in the play which is applicable to day to day life.	Students never exhibit complete knowledge of the concept in the play which is applicable to

		problems up to an extent.			day to day life.
Collaboration	Always listen, shares and supports others in the group.	Usually listen, shares and supports others in the group.	Often listen, shares and supports others in the group.	Rarely listen, shares and supports others in the group.	Never listen, shares and supports others in the group.
Creativity	The props made by the group are very creative and a well balanced script is made.	Most of the props made by the group are creative and less balanced script is made.	Some of the props made by the group are creative and at few places script is weak.	Few of the props made by the group are creative and script is weak.	The props are not made properly and the script is not proper.
Critical thinking And Problem Solving	Students clearly identify the problem and present the most appropriate solution to it.	Students clearly identify the problem and present an appropriate solution to it.	Students identify the problem and present a fairly appropriate solution to it.	Students identify the problem and try to present a solution to it.	Students unable to identify the problem and do not present a solution to it.
Evaluation and Inference	Students provide a clearly stated inference that is reasonable for the questions asked.	Students provide an inference that is reasonable for the questions asked.	Students provide an inference that is ok for the questions asked.	Students provide an inference that demonstrates the misunderstanding for the questions asked.	Students provide an inference that is not relevant for the questions asked.

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1, 2, 3, 4 & 5 marks weightage

6. Project: Trans-Disciplinary (One for each Term)

7. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Weightage
1	Activity Based Assessment	20
2	Portfolio	5
3	Project and Viva	5

CRAB Worksheets per chapter will be assigned.

Prescribed Book: My Living World (DAV Publications)

Suggested Book: Science for Class VI by N.C.E.R.T

ROADMAP TEMPLATE (2025-26)

Class- VI

Subject – Sanskrit

1. विषय -संस्कृत

2. उद्देश्याः-

- भाषाकौशलानां विकासः भविष्यति।
- शब्दज्ञाने वृद्धिः भविष्यति।
- संस्कृतभाषया कथितान् निर्देशान् श्रुत्वा पठित्वा च तदनुकूलं व्यवहारं कर्तुं समर्थाः भवेयुः।
- संस्कृतभाषया लघुवाक्यानि वदेयुः।
- पाठ्य -पुस्तके दत्तान् श्लोकान् पठित्वा भावं ग्रहितुम् समर्थाः भवेयुः।
- श्लोकानां सस्वरवाचने समर्थाः भवेयुः।
- संस्कृतभाषया सरलपत्राणि लघून् अनुच्छेदान् च लेखितुम् समर्थाः भवेयुः।
- संस्कृतभाषया प्रयुक्तान् शब्दान् अभिज्ञातुं समर्थाः भवेयुः।
- नैतिक-सामाजिकमूल्यानां विकासः भविष्यति।
- संस्कृतभाषया ज्ञानं प्राप्स्यन्ति।

3. मासिक-पाठ्यक्रमः

1. अध्याय संख्या	अध्यायस्य नाम	व्याकरणकार्यम्	मास
पाठ 1	पुरःपुरःप्रगच्छ रे	संस्कृत वर्णमाला	अप्रैल
पाठ 2	मम प्रियः विद्यालयः गतिविधिः- संस्कृतसम्भाषणम्	सर्वनाम- शब्दरूपाणि (तत्, एतत्, किम्)	अप्रैल
पाठ 3	चत्वारि प्रियमित्राणि	सर्वनाम-शब्दरूपाणि (अस्मद्] युष्मद्)	मई
पाठ 4	मधुराः श्लोकाः	कारान्त-शब्दरूपाणि, कारकस्यपरिचयः	जुलाई
पाठ 5	जले अपि वसन्ति जीवाः	धातुरूपाणि लटलकारे	जुलाई

	गतिविधि:- नाट्याभिनयः	आकारान्त-शब्दरूपाणि	
पाठ 6	वीरबालिकागुंजनसक्सेना	धातुरूपाणि लङ्.लकारे	जुलाई
वनात्मक-कार्यम्		अपठितगद्यांशम्, चित्रवर्णनम्, अनुवादः	
पाठ 7	प्रहेलिकाः गतिविधि:-संस्कृतप्रश्नोत्तरी	उपसर्गाः, अव्ययपदानि	अगस्त
पाठ 8	धन्या मातुः महिमा	संख्या (1-50)	सितंबर
पाठ 9	"सिक्किम" प्रदेशस्य सौन्दर्यम्	धातुरूपाणि लृट् लकारे	अक्तूबर
पाठ 10	योग्यः शिष्यः	उपपदविभक्तयः	नवंबर
पाठ 11	मधुराणि वचनानि गतिविधि:-श्लोकोच्चारणम्	प्रत्ययाः- क्त्वा, तुमुन्	दिसम्बर
वनात्मक-कार्यम्		अपठितगद्यांशम्, चित्रवर्णनम्, अनुवादः	

4. मूल्यांकनम् एवं अंकभारः

क्रम संख्या	आवधिक- मूल्यांकनम्	मूल्याङ्कनम् मास	मूल्याङ्कनम् विधि	अंक भारः
1	सामयिक परीक्षा 1	मई	लिखित परीक्षा	35
2	सामयिक परीक्षा- 2	जुलाई /अगस्त	गतिविधि आधारित परीक्षा	20
3	अर्धवार्षिक परीक्षा	सितम्बर	लिखित परीक्षा	70
4	सामयिक परीक्षा- 3	अक्तूबर- नवम्बर	गतिविधि आधारित परीक्षा	20
5	सामयिक परीक्षा - 4	दिसंबर	लिखित परीक्षा	35
6	वार्षिक परीक्षा	फ़रवरी /मार्च	लिखित परीक्षा	70

5. गतिविधिराधारितं मूल्यांकनम्

गतिविधिः प्रकारम्- श्रवणभाषण-कौशलम्

गतिविधिः - श्रवणभाषणम्

आवश्यकसामग्री- (शून्यम्)

भाषा-संवर्धनायगतिविधयः मूल्यांकनम्

लेखन कार्यं (चित्रवर्णन , पत्रं इत्याद्य, गृहकार्यं)कृते मापदण्डः					
मापदण्डस्य बिन्दवः	अत्युत्तम 5	उत्तम 4	मध्यम 3	साधारण 2	ध्यायतव्यम् 1
विषय वस्तु/ प्रस्तुतीकरण/ सुलेख/ संकलन/ स्पष्टता	संपूर्ण कार्यं शोभनरूपेण प्रस्तुतं । कार्यतालिका अपि स्पष्टा अस्ति। कापि अशुध्यः न सन्ति ।	कार्यं शोभनरूपेण प्रस्तुतं । कार्यतालिका अपि स्पष्टा अस्ति यत्र तत्र काचित अशुधि अस्ति ।	कार्यं उचित रूपेण कृतं। कार्यतालिका अपि स्पष्टा अस्ति परन्तु कार्ये कानिचित अति सरला वर्तनी- अशुध्यः सन्ति ।	कार्यं संपूर्ण नास्ति कार्यतालिका अपि स्पष्टा न अस्ति । परन्तु कार्ये कानिचित बहवः वर्तनी- अशुध्यः सन्ति ।	कार्यस्य औपचारिकता मात्रं कृता। कार्यतालिका अपि न लिखिता ।
स्पष्टता	कार्यं सम्यक् कृतं । सुलेखं वर्तते । अक्षर- पठने स्पष्टता भवति ।	कार्यं सम्यक् कृतं । यत्र तत्र अक्षराणां पठने स्पष्टता न अस्ति।	केचन् अक्षराणां पठने काठिन्यं भवति	कार्यं बहुधा स्वयं न कृतम् ।	पठने स्पष्टता न अस्ति
मौलिकता / विचाराणां अभियक्ति	संपूर्ण कार्यं स्वयं कृतम् ।	एक प्रश्नं सहपाठिन	द्वि/त्रि प्रश्नाः स्वयं न कृतम् ।		संपूर्ण कार्यं स्वयं न कृतम् ।

	कार्यं विना अवबोधं कृतम् ।	उत्तरपुस्तिका या दृष्टम् ।			
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वाचन / पाठन (संवाद, संभाषण, अभिनय इत्याद्य) कार्यं कृते मापदण्डः

विषय वस्तु ज्ञानं	विषय वस्तु ज्ञानं पूर्णं अस्ति। शब्दज्ञानम् सम्यक् नअस्ति ।	विषय वस्तु ज्ञानं पूर्णं अस्ति । शब्दज्ञानम् सम्यक् न अस्ति ।	विषय वस्तु ज्ञानं पूर्णं न अस्ति। शब्दज्ञानम् सम्यक् न अस्ति ।	विषय वस्तु ज्ञानं पूर्णं न अस्ति। शब्दज्ञानम् त्रुटिपूर्णं अस्ति ।	न विषय वस्तु ज्ञानं। न शब्दज्ञानम्
उच्चारणं	उच्चारणं सदैव शुद्धं , कर्णाभ्यां सुखदं , भाषाप्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं, भाषाप्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं भाषायाः प्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं ,भाषाप्रवाहे परिमार्जनस्य आवश्यकता	उच्चारणं सर्वथा अशुद्धं , कर्णाभ्यां कटु,भाषाप्रवाहे परिमार्जनस्य आवश्यकता
मौलिकता / विचाराणां सम्यक् अभियक्ति	विचारा मौलिकाः। विना अवरोधं वदिताः ।	विचारा बहुधा मौलिकाः। विना अवरोधं वदिताः ।	विचारा मौलिकाः न। विना अवरोधं वदिताः ।	विचारा मौलिकाः न। अवरोधयुक्तं वक्तव्यम् ।	विचारा मौलिकाः न। अवरोधयुक्तं सर्वथा वक्तव्यम् ।

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विशेष :- लिखितपरीक्षायां 1, 2, 3, 4 अङ्कभारस्य प्रश्नाः भविष्यन्ति

6. परियोजना कार्यम्- (प्रत्येकसत्रे एकम् परियोजनाकार्यम्)

7. आन्तरिक मूल्याङ्कनाय अङ्कभार योजनाः

	मूल्यांकनम् विधि	अंक भारः
1	गतिविधिराधारितं मूल्यांकनम्	20
2	निवेशसूचिका	5
3	परियोजना कार्यम्	5

सामयिकपरीक्षा- कृते पाठ्यक्रम विभाजनम्

● सामयिक परीक्षा-1 (मई)

सुरभिः	पाठाः 1-2
व्याकरण	संस्कृत वर्णमाला, सर्वनाम- शब्दरूपाणि (तत् एतत् किम्)

● सामयिक परीक्षा-2 (जुलाई/अगस्त)

● गतिविधयः मूल्यांकनम्
गतिविधिः- श्रवणभाषणम्

● अर्धवार्षिक परीक्षा (सितम्बर)

सुरभिः	पाठाः 1, 2, 3, 4, 5, 6
व्याकरणकार्यम्	वर्णमाला,सर्वनाम-शब्दरूपाणि(तत् एतत् किम्, अस्मद् युष्मद्), अकारान्त-शब्दरूपाणि, कारकपरिचयः, धातुरूपाणि (लट्, लङ्, लकारे), आकारान्त-शब्दरूपाणि
रचनात्मक-कार्यम्	अपठित गद्यांशम्, चित्रवर्णनम्, अनुवादः

● सामयिक परीक्षा-3 (अक्टूबर/नवम्बर)

गतिविधयः मूल्यांकनम्

गतिविधिः- वाचनश्रवणम्

- सामयिक परीक्षा-4 (दिसम्बर)

सुरभिः	पाठाः 7, 8, 9	
व्याकरणकार्यम्	उपसर्गाः, अव्ययपदानि, संख्या (1-50), धातुरूपाणि लृट्लकारे	
रचनात्मक-कार्यम्	चित्रवर्णनम्, अनुवादः	

8. प्रत्येकपाठेन सह कार्य-पत्रकः (CRAB)

9. निर्धारित-पुस्तकम् - सुरभिः 6

ROADMAP FOR CLASS VI

Social Science

2024 - 2025

1. Subject: Social-Sciences

2. Objectives of teaching Social Sciences

The major objective of Social Sciences is to help the students to acquire a knowledge of their environment, an understanding of human relationships and certain attitudes and values which are vital for intelligent participation in the affairs of the community, the state, the nation and the world. An effective program of Social Sciences is essential for the development of good citizenship and emotional integration.

The teaching of Social Sciences, at this stage will help the learners to:-

- Develop Reading skills, interpreting, using, and making of different types of graphic materials like maps, graphs, tables, charts, pictures, diagrams, time lines, posters, cartoons, etc.
- Observe things and phenomena related to the physical and social environment.
- Understand the various social problems existing in the environment.
- Develop the skill to use available resources to meet the basic human needs related to food, clothing and shelter.
- Recognize, identify and strengthen the unique capabilities of each student in Social Sciences.
- Develop inventiveness and creativity along with competence.
- Acquire Multi-disciplinary and a Holistic approach to education across the Social Sciences and other subjects to ensure the unity and integrity of all knowledge.
- Develop an attitude of cooperation, sympathy, tolerance, love and trust towards the people belonging to other castes, cultures, religions, language groups, regions, states, and nations.

Kommentiert [1]: OPENING PHRASE

3. Month wise division of syllabus:

GEOGRAPHY (UNIT-1 THE EARTH – OUR HABITAT)

Lesson No	Name of the Lesson	Month	Learning Outcomes
1	The Planet Earth and the Solar System	April	<p>Students will be able to:</p> <ul style="list-style-type: none"> • define the universe, stars and Constellations. • identify all the planets of the solar systems and write a few lines about them. • define and distinguish between meteors and comets.
2	<p>Representation of the Earth (To be assessed only in Periodic Activity)</p> <p>Pre-Class Activities (Students Learn at Home)</p> <ul style="list-style-type: none"> • Videos & Simulations – Share engaging YouTube videos or interactive apps that explain: <ul style="list-style-type: none"> • Difference between a globe and a map • Basics of latitude and longitude • How to read a map using scale, directions, and symbols • Handout or Infographic – Provide a visual summary explaining key concepts. • Quick Quiz or Reflection – Ask students to note down: <ul style="list-style-type: none"> • Two things they understood • One question they have <p>In-Class Activities (Active Learning in School)</p>	April	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of the Earth as a three-dimensional sphere and the challenges of representing it on two-dimensional surfaces, such as maps and globes. • Explore different map projections, including cylindrical, conic, and azimuthal projections, and understanding their distortions and advantages • Explore thematic maps, such as choropleth maps, dot maps, and cartograms, and understand how they represent spatial data and patterns.

<ul style="list-style-type: none"> • Discussion – Address student doubts based on pre-class learning. • Interactive Group Activities • Treasure Hunt with Maps – Students solve clues using a physical map or an online mapping tool (Google Maps). • Globe Race – Ask students to locate given coordinates (latitudes & longitudes) on a globe. • Sketch a Map – Give students a blank paper and ask them to create a rough map of their classroom or school, marking key locations. • Debate: Map vs. Globe – Divide students into two groups to argue which is more useful. • Wrap-Up & Reflection • Exit Ticket: Each student writes one new thing they learned. • Discuss how maps help in real life (navigation, disasters, geography). 		
<p style="text-align: center;">Locating Places on the Earth</p>	<p style="text-align: center;">May</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of latitude and longitude as coordinates used to identify locations on the Earth's surface. • Learn how to read and interpret maps, globes, and atlases to locate specific places and geographical features. • Explore the significance of the Prime Meridian and the Equator as

		reference points for measuring latitude and longitude.
4	The Motions of the Earth (Day-Night and Seasons)	July
		Students will be able to: <ul style="list-style-type: none"> ● name and describe the two motions of the Earth and list their effects. ● explain how day and night are caused. ● explain how seasons are caused.
5	The Realms of The Earth	October
		Students will be able to: <ul style="list-style-type: none"> ● name, define and list major domains of the Earth. ● list, name and identify the - major continents and oceans of the Earth. ● explain the greenhouse effect and Atmospheric pressure .
6	India – My Motherland	November
		Students will be able to: <ul style="list-style-type: none"> ● Name and define landforms and explain the process of their formation. ● Identify the features and significance of each landform. ● Analyze the impact of landforms on people.
7	India – The Land Of Monsoon Climate	December
		Students will be able to: <ul style="list-style-type: none"> ● Analyze why the Indian climate is known as tropical monsoon climate. ● Analyze the factors responsible for climate variation.

		<ul style="list-style-type: none"> ● State and explain the pattern and characteristics of each season.
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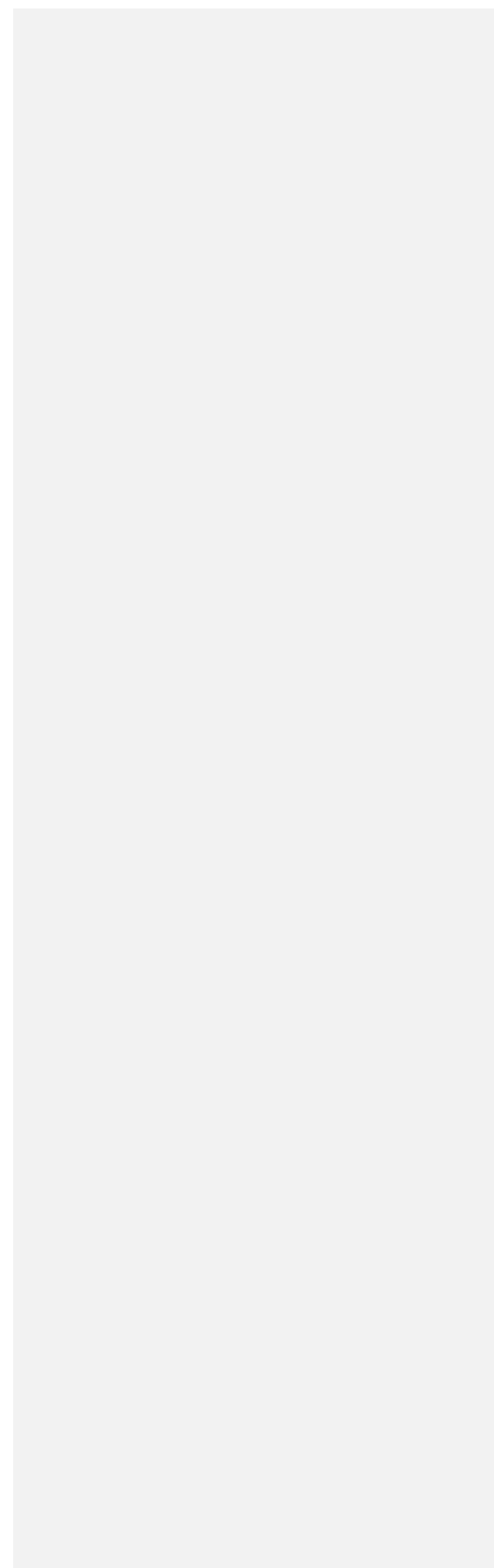
HISTORY (UNIT II- PEOPLE AND THE SOCIETY IN THE ANCIENT PERIOD)

Lesson No	Name of the Lesson	Month	
8	Studying the Past (To be assessed only in Periodic Activity)	April	Students will be able to: <ul style="list-style-type: none"> ● define history and state it's importance. ● Identify different sources of history ● Define and explain the types of literary and archaeological sources. ● List and analyze the impact of geography on history.
9	Life of Early Man	April/May	Students will be able to: <ul style="list-style-type: none"> ● Identify the lifestyle of earliest humans through stone tools and rock painting. ● define and distinguish between different stages of The Stone Age. ● Analyze the impact of environmental changes on human life.
10	Development of Civilization	July	Students will be able to: <ul style="list-style-type: none"> ● explain how early humans started farming and domestication of animals. ● analyze the role and importance of

		<p>archaeological evidence in reconstructing history.</p> <ul style="list-style-type: none"> ● identify features of the chalcolithic Age. 	
11	The Iron Age Civilization	July	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● State the role of vedas in finding about the past. ● describe how the iron age helped in the establishment of Civilizations.
12	Janapadas and Mahajanapadas (600-100 BCE)	August	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● define and distinguish between the Janapadas and Mahajanpadas. ● trace the developments that took place during that time(600-100 BCE) like agriculture , trade etc. ● explain the Varna system.
13	The Mauryan Dynasty	August	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the sources for the Mauryan Empire. ● describe the reign of the rulers of the Mauryan Empire. ● explain what Ashoka's Dhamma was and list his welfare measures.
14	Early History of Deccan and South India (To be assessed only in Periodic Activity)	October	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● trace the development of the second urbanization phase. ● trace the growth of iron tools for the benefit of agriculture .

		<ul style="list-style-type: none"> state the role of the people belonging to different categories.
<p>15 North India after Mauryans and Sungas(First Century BCE to Third Century BCE)</p> <p>Internal Assessment (to be done during holiday homework)</p>	October/November	<p>Students will be able to:</p> <ul style="list-style-type: none"> Understand the political fragmentation and regional developments in North India following the decline of the Mauryan and Sunga empires. Analyze primary sources, archaeological evidence, and historical narratives to reconstruct the political history of North India during this period.
<p>16 The Gupta Empire : Ions & Icons through Experiential Learning</p> <p>Pre-class Activity:</p> <p>Who's That Icon? (Research Task)</p> <ul style="list-style-type: none"> students will be assigned a famous figure (Aryabhata, Kalidasa, Samudragupta, Chandragupta II, etc.). Students will research one interesting fact about their figure and write it on a sticky note or flashcard. Facts will be exchanged with the class before the lesson begins. <p>IN-CLASS ACTIVITY</p> <p>1.IONS – Science in the Gupta Era</p>	November	<p>Students will be able to:</p> <ul style="list-style-type: none"> use literary and archaeological sources to drive information. about the Gupta Dynasty. list the features of the administration of the rulers of the pallava and the Chalukya dynasties.

<p>Metallurgy & Coinage</p> <ul style="list-style-type: none"> • The Gupta period was known for gold, silver, and copper coins. • Science Connection: Gold doesn't corrode because it is least reactive, unlike iron, which rusts. • Iron Pillar of Delhi: Discuss why this ancient structure has not rusted for centuries (special iron composition). <p>2. ICONS – Great Minds of the Gupta Age</p> <p>Aryabhata & Mathematics</p> <ul style="list-style-type: none"> • Introduced zero, pi, and planetary motion, forming the base of modern math. <p>Kalidasa & Literature</p> <ul style="list-style-type: none"> • His poetry and plays influenced language and storytelling for generations <p>Ion & Icon Matching Game:</p> <ul style="list-style-type: none"> • Give students a set of ions (key influencers like rulers, invasions, scholars) and icons (symbols of their impact). • Ask them to match and explain how each shaped history.. <p>Interactive Activities</p> <ul style="list-style-type: none"> • Coin Chemistry Lab – Test different metal coins with vinegar/lemon to observe reactions. 		
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<p>• Who's the Bigger Icon? – Debate: Was Aryabhata's math more impactful than Kalidasa's literature?</p> <p>• Timeline Infographic – Students create a dual timeline showing scientific and cultural milestones of the Gupta Age.</p>		
<p>17 The Era of Harsha</p>	<p>December</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● trace the life and list the achievements of Harshavardhan. ● Understand the historical context of the reign of Emperor Harsha and the political landscape of ancient India during the 7th century CE. ● Analyzing primary sources and historical accounts related to the reign of Emperor Harsha to develop critical thinking and research skills.
<p>19 India and The Outside World</p> <p>(To be assessed only in Periodic Activity)</p>	<p>January</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explore the significance of ancient Indian trade routes, such as the Silk Road and the Spice Route, in facilitating exchanges with neighboring regions and distant lands. ● Develop critical thinking skills to evaluate the benefits and drawbacks of India's engagement with

			the outside world and propose strategies for enhancing international cooperation and mutual understanding.
20	The Indian religions Internal Assessment (to be done during holiday homework)	January	Students will be able to: <ul style="list-style-type: none"> • Understand the diversity of religious beliefs and practices within India, including Hinduism, Buddhism, Jainism, Sikhism, and other indigenous faiths. • Analyze the major tenets and core principles of Hinduism, such as dharma, karma, and moksha, and their significance in shaping Indian culture and society.

CIVICS (UNIT -III COMMUNITY AND ITS DEVELOPMENT)

Lesson No	Name of the Lesson	Month	
21	Our Community Life : Unity in Diversity(To be assessed only in Periodic Activity)	April	Students will be able to: <ul style="list-style-type: none"> • Understand the concept of unity in diversity and appreciate the richness of diverse cultures, languages, religions, and traditions

		<p>within a community.</p> <ul style="list-style-type: none"> • Develop empathy and cultural competence to interact respectfully and effectively with individuals from diverse backgrounds. 	
22	Democracy and Government	July/August	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze the functions and roles of government institutions in a democratic system, including the legislature, executive, and judiciary. • Understand the fundamental principles of democracy, including popular sovereignty, rule of law, and protection of individual rights.
23	Our Rural Governance	October	<p>Students will be able to:</p> <ul style="list-style-type: none"> • list and describe the various types of occupations in rural areas

		<ul style="list-style-type: none"> • describe the working of Gram Panchayat. • list and describe the means of livelihood in the rural areas.
24	Our Urban Governance	October
		<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the functions and responsibilities of urban local bodies in providing essential services and infrastructure to urban areas. • Analyzing the challenges and issues faced by urban areas, including urbanization, population growth, infrastructure development, and environmental sustainability.

4. Scheme of assessment & weightage:

Sr. No.	Assessment Cycle	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen paper Test	35
2	PT2	July/August	Activity Based Assessment	20
3	Half YEARLY	September	Pen paper Test	70
4	PT3	October/November	Activity Based Assessment	20

5	PT4	December	Pen paper Test	35
6	Final	February/March	Pen paper Test	70

- **Periodic -I (May) – Marks 35**

Syllabus PT I	Unit/Lesson	Topic
	Ch:1	The Planet Earth and the Solar System
	Ch:8	Studying the Past
	Ch:21	Our Community Life : Unity in Diversity
	Map	Ch-8 Map , pg-74 Ch-1 Map , pg-12

- **Periodic – II (July/August) activity based assessment – Marks 20**

	Unit/Lesson	Topic
	Ch:2	Representation of the Earth

- **Half yearly (September) – 70 Marks**

SyllabusHalf yearly	Unit/Lesson	Topic
	Ch:1	The Planet Earth and the Solar System
	Ch:3	Locating Places on the Earth
	Ch:4	The Motions of the Earth (Day-Night and Seasons)
	Ch:8	Studying the Past
	Ch:9	Life of Early Man
	Ch:10	Development of Civilization
	Ch:11	The Iron Age Civilization
	Ch:12	Janapadas and Mahajanapadas (600-100 BCE)
	Ch:13	The Mauryan Dynasty
Ch:22	Democracy and Government	
Map	Ch-12 Map , pg-102 Ch-3 Map , pg-29	

- **Periodic – III (October/November) activity based – Marks 20**

Syllabus PT III	Unit/Lesson	Topic
	Ch- 21	Our Community Life : Unity in Diversity

● **Periodic -IV (December) – 35 Marks**

Syllabus PT IV	Unit/Lesson	Topic
	Ch:14	Early History of Deccan and South India
	Ch:23	Our Rural Governance
	Ch: 5	The Realms of The Earth
	Map	Ch-23 Map , done in class Ch-5 Map , done in class

● **Final Term (February/March)(Marks: 70)**

Syllabus Final Term	Unit/Lesson	Topic
Final term + 30% of Mid Term +All Diagrams	Ch:4(repeated)	The Motions of the Earth (Day-Night and Seasons)
	Ch:5	The Realms of The Earth
	Ch:6	India – My Motherland
	Ch:7	India – The Land Of Monsoon Climate
	Ch:10(repeated)	Development of Civilization
	Ch-13	The Mauryan Dynasty
	Ch:15	North India after Mauryans and Sungas
	Ch:16	The Gupta Empire
	Ch:17	The Era of Harsha
	Ch:23	Our Rural Governance
Ch:24	Our Urban Governance	
Map	Final Term Map done in Class	

5. For Activity based Assessment:

1. Nature of Activity: Debate

Material required (if any): none

Rubrics:

Rubrics for Debate

Parameters	5	4	3	2	1
Application of concept	Students always exhibited complete knowledge of the topic given for the debate.	Students usually exhibited complete knowledge of the topic given for the debate.	Students often exhibited complete knowledge of the topic given for the debate.	Students rarely exhibited complete knowledge of the topic given for the debate.	Students never exhibited complete knowledge of the topic given for the debate.
Evaluation and inference	Students provided a	Students provided a	Students provided a	Students provided an	Students provided an inference that

	clearly stated inference that is very strong and persuasive.	clearly stated inference that is fairly strong and persuasive.	mostly clear inference that is strong and persuasive.	unclear inference that is strong and persuasive.	isn't strong and persuasive.
Critical thinking	Students identified the question and gave the appropriate answers.	Students identified the question and mostly gave correct answers.	Students identified the question and often gave correct answers.	Students identified the question and gave some correct answers.	Students identified the question but never gave correct answers.

2. Nature of Activity: Brochure making based on chapters completed in October.

Material required (if any): A 3 sheet & colours.

Rubrics:

	Excellent	Good	Fair	Average	Needs Improvement
CONTENT RELEVANCY	The project includes all information relevant to the topic in an organized form.	Project includes a little information but in organized form.	Does not have all of the information. Information is quite organized.	The project is lacking in required information and is not well organized.	There are many gaps in information presented.
CONTENT ACCURACY	The effort put into this task is the best it can be by the learner. Little or no spelling/grammar errors.	Work is done with good effort that shows the capability of the learner. It is evident that time was put into this project. Some spelling errors.	Work is done with fair effort, but the quality is not what the learner is capable of. It is evident that the work was rushed or not given appropriate time and attention. Spelling/grammatical errors noticed.	Work is done with little effort, shows lack of quality, and may be incomplete. It is evident little time was spent on the final product. Spelling/grammar errors.	Work shows lack of quality and is incomplete. Many spelling/grammatical errors.
Verbal PRESENTATION	Information is presented in a clear manner with full understanding of the subject.	Information is clear with fair understanding of the subject.	The show's information is partially clear and has a bit of understanding of the subject matter, but contains errors. .	The information does not reveal a clear understanding of the subject matter and there are many errors. It lacks neatness and clarity.	The information is not well organized, does not reveal understanding of the content by the learner.
Team Work	Each group member made efforts and participated as per the roles assigned.	Most group members contributed to the project and were good.	Some group members contributed to the project.	Hardly few group members contributed to the completion of the project.	Work was mainly on shoulders of one or two children
Time Duration	Was completed very well in time.	Was almost completed on the given time.	Took extra time to complete on the allotted time.	Was a little late in completing their task.	Was too late in completing their task.

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1, 2, 3, 4& 5 marks weightage

6. Project: Trans-Disciplinary Project (One for each Term): Details for it will be discussed in class.

7. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Weightage
1	Activity Based Assessment	20
2	Portfolio	5
3	Project and Viva	5

8. CRAB Worksheets per chapter will be assigned.

9. Prescribed books: We and our world