



**Curriculum (2025-26)**

**Subject: English**

**Grade-VI**

**Recommended Books– New Pathways**

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Forged in Fire	Courage, Disaster, Resilience	CG-1: Develops effective communication skills to express thoughts, feelings, and ideas. * CG-2: Appreciates the language and literary and cultural heritage related to language by exploring the literary devices.	Competencies: * C-1.2: Narrates personal experiences using clear expression. * C-2.3: Expresses through speech and writing their ideas and critiques on various aspects of life.	* Understand the story of resilience in the face of adversity.  * Analyze the role of courage and teamwork in survival.  * Discuss how ordinary people become heroes in extraordinary situations.	<b>Pre-reading discussion on natural disasters and real-life courage.</b>  <b>* Reading aloud in class and vocabulary building.</b>  <b>* Group discussion on the theme: *How do challenges shape people?*</b>  <b>* Question answers and short writing on “My act of courage.”</b>	October	Short Q\&A, RTC, paragraph writing.



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The Marble Champ	Childhood, Determination, Perseverance	CG-1: Develops effective communication skills to express thoughts, feelings, and ideas.  * CG-3: Develops the ability to recognize basic linguistic aspects and use them in oral and written expression.	C-1.1: Identifies main points and summarizes from reading.  * C-3.1: Interprets and applies basic linguistic aspects while writing.	* Understand the character of Lupe and her determination.  * Identify the theme of perseverance and hard work over natural talent.  * Express personal experiences of overcoming difficulties.	Warm-up: Discussion on hobbies/games students are good at.  * Reading aloud and explaining key incidents.  * Word game with compound words from text.	October	Q\&A, MCQs, RTC.



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Olympic Granny	Sports, Motivation, Healthy Lifestyle	<ul style="list-style-type: none"><li>* CG-1: Develops effective communication skills.</li><li>* CG-4: Develops ability to write reviews and reflections</li></ul>	<ul style="list-style-type: none"><li>* C-1.3: Raises probing questions about social experiences.</li><li>* C-4.2: Uses books/media to find references.</li></ul>	<ul style="list-style-type: none"><li>* Comprehend the humorous yet motivational story of an elderly achiever.</li><li>* Reflect on the importance of determination regardless of age.</li><li>* Relate physical activity to overall well-being.</li></ul>	<ul style="list-style-type: none"><li>* Pre-reading: “Can age stop dreams?” discussion.</li><li>* Loud reading and vocabulary work.</li><li>* Role-play: Students narrate as “Olympic Granny.”</li><li>* Written exercise: A motivational paragraph.</li></ul>	October	Short notes, RTC, MCQs



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The Woman Painters of Mithila	Culture, Art, Folk traditions **::	<p>* CG-2: Appreciates cultural and literary heritage.</p> <p>* CG-5: Develops appreciation of language, rhymes, and wordplay.</p>	<p>C-2.2: Identifies cultural references and literary devices.</p> <p>* C-5.2: Engages with folk traditions through writing/creative tasks.</p>	<p>* Understand the origin and tradition of Mithila paintings.</p> <p>* Appreciate the role of women in preserving art.</p> <p>* Express personal views about art as storytelling.</p>	<p>* Show pictures of Mithila paintings.</p> <p>* Reading aloud and identifying descriptive language.</p> <p>* Class discussion: “How does art tell a story?”</p> <p>* Activity: Draw a small motif inspired by Mithila art.</p> <p>---</p>	November	Q\&A, creative task



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Dal Delight	Food, Family, Cultural identity	<p>* CG-1: Develops communication skills.</p> <p>* CG-2: Appreciates cultural heritage in literature.</p>	<p>* C-1.4: Writes descriptive passages.</p> <p>* C-2.3: Expresses ideas on social/cultural aspects</p>	<p>* Understand the importance of food in family bonding.</p> <p>* Appreciate cultural diversity in food habits.</p> <p>* Write a short descriptive paragraph on their favorite dish.</p> <p><b>**Month**</b>: November</p> <p><b>**Evaluation**</b>: Q\&amp;A, descriptive writing.</p>	<p>Brainstorm: “What dish reminds you of home?”</p> <p>* Reading and vocabulary discussion.</p> <p>* Group activity: Share favorite recipes and describe them.</p> <p>* Written work: “My comfort food.”</p>	November	Descriptive writing.



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Diary Writing	<ul style="list-style-type: none"><li>• Format</li><li>• Key points</li><li>• Written communication skill</li></ul>	<p>CG-1-Develops effective communication skills to express thoughts, feelings, and ideas.</p> <p>CG-3- Develops the ability to recognize basic linguistic aspects and use them in oral and written expression.</p>	<p>C-1.4- Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.</p> <p>C1.5- Creates content for audio, visual, or both, for different audiences and purposes.</p> <p>C-3.1- interprets and understands basic linguistic aspects and applies them while writing.</p>	<ul style="list-style-type: none"><li>• To produce clear and coherent writing in which the development, organization, and style are appropriate.</li><li>• To write with accuracy and appropriate word choice</li></ul>	<p>Discussion on Format and key points</p> <p>Writing a Diary in Fullmarks Book using given hints.</p> <p>Practice worksheet.</p>	October	Diary Writing



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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
In the Bazaars of Hyderabad	Indian Market, Culture, Imagery	CG-2: Appreciates cultural and literary heritage.  CG-5: Develops appreciation of poetic devices.	C-2.2: Identifies imagery, simile, and metaphor.  C-5.2: Engages with rhymes and rhythm.	Comprehend the poem and its rich imagery.  Identify and explain literary devices.  Appreciate Indian traditions through poetry.  Express personal experiences of visiting a market.	Warm-up: Discussion on students' favorite market places.  Poem recitation with rhythm.  Identify imagery and word pictures.  Writing: A short poem describing a local fair/market.	November	RTC



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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Lob's Girl	Friendship, Love, care and bonding	CG-2: Appreciates language and literary heritage.  CG-1: Develops capacity for communication, analysis, and response.	C-2.1: Identifies and appreciates literary style.  C-1.3: Raises questions about social experiences.	Identify themes of bravery and sacrifice.  Write diary entry from Sandy's perspective.  Story reading and discussion.  Class debate: "Are animals more loyal than humans?"	Discussing about different versions of the diary exist, including a graphic novel and audiobooks.  Class discussion on human rights and diary of Anne.  Loud reading followed by discussion	December	Long questions





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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
The Little Green Orchard	Mystery, Imagination, Nature	CG-2: Appreciates poetry and mood.  CG-1: Improves expression.	C-2.2: Identifies imagery and repetition.  C-1.3: Shares creative impressions	.   Recognize the mysterious mood.  Identify imagery and poetic devices.  Write a short descriptive paragraph of a mysterious place.	Poem recitation.  Brainstorm: “Have you felt watched when alone?”  Creative writing:  *A spooky orchard	December	RTC



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**Grade-VI**

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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Tenses	Present tense Past Tense Future Tense	CG-3- Develops the ability to recognize basic linguistic aspects and use them in written and verbal expression.	C-3.1- Interprets and understands basic linguistic aspects such as sentence structure, punctuation, tense, gender, and parts of speech while reading and writing.	To understand the usage of present, past and future tense.  To identify and use appropriate tense for better communication	Discussion on types of tenses.  Practice exercises in the form of cloze fill or editing in note book  Exercise filling in Grammar book  PPT presentation	December	Fill ups



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**Grade-VI**

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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Formal Letter	Informal Writing	CG-1 Develops the capacity for effective communication using Language skills for description, analyzing and response.	Writes different kinds of notices, letters, essays and reports using appropriate style and registers for an effective communication	To analyze the format and the key points.  To present a well organizes formal writing.  To write an application to the principal on a given topic.	Format discussion  Key points discussion according to the given question.  Worksheet in Full Marks book.  Application key points	October	Application to Principal on a given topic.



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**Recommended Books**

Modals	Communication skill  Auxiliary Modal Verbs	CG-3- Develops the ability to recognize basic linguistic aspects and use them in written and verbal expression.	C-3.1- Interprets and understands basic linguistic aspects such as sentence structure, punctuation, tense, gender, and parts of speech while reading and writing.	Apply the different modal verbs based on their functions.  Use modal verbs in writing.  Write grammatically correct sentences for a variety of situations using modal verbs.	Brief recap of modals  Relevance and connection of the topic to the real world  Interaction in the classroom with examples.	November	Fill ups
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**Subject: English**

**Grade-VI**

**Recommended Books- Full Marks Assignment Plus**

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Active Passive Voice	Communication skill  Voice function	CG-3- Develops the ability to recognize basic linguistic aspects and use them in written and verbal expression.	C-3.1- Interprets and understands basic linguistic aspects such as sentence structure, punctuation, tense, gender, and parts of speech while reading and writing.	Identify the voice of the verb in each sentence.  Rewrite the sentence using passive voice.  Write grammatically correct sentences for a variety of situations using voice.	Discussion of rules of the voice.  Relevance and connection of the topic in daily communication.  Interaction in the classroom with examples.	November	Exercise on active and passive voice.



**Cambridge International School**

**Curriculum Final term**

**Subject: Maths**

**Grade-VI (2025-26)**

**Recommended Books**– Maths zest by Headword

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Ratio and Proportion</b>	<ul style="list-style-type: none"> <li>• Concept of Ratio and proportion</li> <li>• Unitary Method</li> </ul>	To read, represent, compare, order the ratios and to check the proportionality. To solve problems using unitary method.	Understanding Definitions, Representing Ratios and Proportions, Solving and applying the concept	<ul style="list-style-type: none"> <li>• To understand the concept of Ratio</li> <li>• To understand that Proportion is same as the ratio of two.</li> <li>• Able to calculate the needed quantity using Unitary method</li> </ul>	<ul style="list-style-type: none"> <li>• Understating the concept of ratios through real life situation</li> <li>• Solving direct variation problem through life oriented examples</li> </ul>	October	Internal Assessment 2  Final Exam
<b>Decimals</b>	<ul style="list-style-type: none"> <li>• Place value of decimal</li> <li>• Decimals on number line</li> <li>• Comparing decimals</li> <li>• Fractions as decimals and vice versa</li> <li>• Use of decimals in conversions</li> <li>• Addition and subtraction of decimals</li> <li>• Application in daily life</li> </ul>	To read, represent, compare and order decimal numbers. To solve problems involving the addition and subtraction of decimal numbers.	Understanding place value, reading and writing decimals, comparing and ordering them, performing operations (addition, subtraction), and converting between decimals and fractions.	<ul style="list-style-type: none"> <li>• To learn the concept of decimals using place value notation.</li> <li>• To learn the concept of decimals as fractions with denominators of tens and its multiples.</li> <li>• To be able to convert fractional numbers into decimals and vice versa.</li> <li>• To add and subtract decimal fractions.</li> <li>• Able to apply the appropriate operation in word problems- addition and subtraction of decimals.</li> </ul>	<ul style="list-style-type: none"> <li>• Representation of decimals on number line.</li> <li>• Relation of fractions and decimals</li> <li>• Comparison on decimal numbers using daily life problems(related to money transactions)</li> <li>• Discussion of daily life situations</li> </ul>	October	Internal Assessment 2  Final Exam

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Algebra</b>	*Concepts of variables * Expressions with variables. *Using expressions in daily life  Concept of an equation.  Forming and solving an equation	To investigate variables as changing quantities, solving equations using concrete materials and guess and check.	Understanding and manipulating variables, expressions, equations, and inequalities.	<ul style="list-style-type: none"> <li>• Introduction to variable through patterns and through appropriate word problems and generalizations</li> <li>• To generate such patterns with more examples.</li> <li>• To solve unknowns through examples with simple contexts (single operations).</li> </ul>	<ul style="list-style-type: none"> <li>•Introducing variable and constants through patterns</li> <li>• Solving simple equation through trial and error method</li> <li>•Forming puzzles through group activities</li> </ul>	November	Internal Assessment 2 Final Exam

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Understanding elementary shapes</b>	*Measure of line segments *Types of angles *Problems of clockwise and anticlockwise revolution *Measurement of angles with protractor *Classification of triangles(on the basis of sides and angles) *Types of quadrilaterals *Simple polygons (upto octagons regular and irregular)	To classify polygons and triangles. To complete and create patterns	Identifying, classifying, and measuring basic geometric figures like lines, angles, triangles, quadrilaterals, and circles, along with understanding their properties.	Identify and compare the lengths of line segments. Categorize triangles based on sides (scalene, isosceles, equilateral) and angles (acute, obtuse, right). Categorize quadrilaterals based on sides and angles (e.g., squares, rectangles, parallelograms, trapezoids). Identify and describe polygons, including their sides and vertices.	By demonstration method Using geo board By giving real life examples from their surroundings	December	Final Exam



Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>Mensuration</b>	Perimeter and area of rectangle and square *perimeter of regular shapes	To measure, and record perimeter and area using a variety of strategies. To determine the relationships among units and measurable attributes.	Understanding and applying formulas for calculating area, perimeter, of various shapes, as well as problem-solving skills related to real-world applications.	<ul style="list-style-type: none"> <li>To understand the concept of area and perimeter of plane figures.</li> <li>To calculate the perimeter and area of square, rectangle.</li> </ul>	<ul style="list-style-type: none"> <li>Finding perimeter and area by using dot paper and grid papers and then deriving the formulae.</li> </ul>	January	Final Exam



## Curriculum

### Subject: Social Science

### Grade-VI(2025-26)

#### Recommended Book– Landmark Social Studies for middle stage

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
<b>Landforms and their significance to life</b>	Mountains (Fold mountains, volcanic mountains, block mountains)	CG-1 Comprehends and interpret sources related to different aspects of human life and makes meaningful interpretations	C-1.1 Collects and interprets multiple sources of information to understand the	<b>To enable students to</b> <ul style="list-style-type: none"> <li>Identifies the major types of landforms and their importance to life and culture</li> <li>Explains the internal and external forces shaping the surface of the earth.</li> <li>Appreciate the role of landforms in shaping culture, economy and environment</li> <li>Develop observation, map reading and critical thinking.</li> <li>Discusses the challenges and opportunities of life associated with the different landforms</li> </ul>	<ul style="list-style-type: none"> <li>Video on different landforms</li> <li>Explanation of different landforms with the help of PPT</li> <li>Discussion on how landforms influence life, culture and economy</li> <li>Drawing of volcanic mountain and fold mountains</li> </ul>	October	IA 2  Final exam.  worksheet
	Significance of mountains		C1.2-Represents and analyses data related to various aspects of human life given in the form of texts, tables, charts, diagrams and maps.				
	Plateaus Plains, Deserts	CG-3 Draws connection between The causes and effects of different social and historical events and episodes and connects them with overall impact on human life	C-6.2 performs simple inquiry related to specific questions independently or in groups				
	Significance of all landforms	CG-6 Understands the spatial distribution of resources, their conservation, the interdependence between natural phenomena and human life and their environmental and other implications	C6.3 Analyses Indian perspectives on and efforts towards conservation and sustainability in society and advocates the importance of same				

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
<b>The Age of Empires and assemblies</b>	Janapadas and mahajanapadas The mahajanapadas Life in the mahajanapadas	CG-1 Comprehends and interpret sources related to different aspects of human life and makes meaningful interpretations CG-2 Explores the process of continuity and change in human civilizations through specific examples from their contest and few historical episodes CG-3 Draws connection between The causes and effects of different social and historical events and episodes and connects them with overall impact on human life. CG-4 understands the functioning of social, cultural and political institutions and their impact on society and the way individuals and collective shape these institutions	<b>C1.2-</b> Represents and analyses data related to various aspects of human life given in the form of texts, tables , charts, diagrams and maps. C- 2.2 Recognizes elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society and major changes in society. C3.1 Analyses the effect of various changes in early human society from nomadic to settled life and early civilization C4.1 Collects, organizes, and interprets information about various social cultural, economic and political institutions in their vicinity and region	<b>To enable students to</b> <ul style="list-style-type: none"> <li>• Lists out significant contributions of important kingdoms / dynasties</li> <li>• Describes issues, events, personalities mentioned in literary works of the time</li> <li>• Locates important historical sites , places on an outline map of India.</li> <li>• Understand how empires and assemblies shaped governance and decision making in ancient India</li> <li>• Develop critical thinking by comparing past political systems with present day democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Story-telling and visuals to explain assemblies</li> <li>• PPT to compare assemblies vs. empires</li> <li>• Role play( dividing students into two groups</li> <li>• One group acts as a sabha debating a village issue and other group represents Ashoka's court giving royal orders</li> <li>• Discussion “ How does our parliament resemble ancient assemblies?</li> <li>• Map work</li> </ul>	October	IA 2 worksheet

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<b>Rural local self government</b>	Local-self government	CG-1Comprehends and interprets sources related to	<b>C1.2-</b> Represents and analyses data related to various aspects of human life given in the form of texts, tables , charts, diagrams and maps. <b>C8.3-</b> explain the working of three tiers of local self government and appreciates its significance in upholding democracy at the grassroot level.	<b>To enable students to</b> <ul style="list-style-type: none"> <li>Explains what the panchayati raj institutions are.</li> <li>Describes the functions of panchayati raj institutions nad why they are important in goverance and democracy</li> <li>Describes the gram sabha and gram panchayat</li> </ul> Explains rural administration with respect to police and maintenance of land records		October	Final Exam.  Worksheet
	The Gram Sabha	Different aspects of human life and makes meaningful					
	The Gram Panchayat	CG-8undersands and appreciates the process of development of the					
	Women and Panchayats	constitution of India and upholds its importance to promote democratic value in					
	Child – friendly panchayats	Indian society.					
	Rural administration						
	The police station Maintenance of land records						

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<b>The First Empire: The Mauryas</b>	Alexander's invasion	CG-1 Comprehends and interprets sources related to Different aspects of human life and makes meaningful	C-1.1 Collects and interprets multiple sources of information to understand the historical, cultural, geographical and socio-political aspects of human life	<b>To enable students to</b> <ul style="list-style-type: none"> <li>• Lists out significant contributions of important kingdoms / dynasties</li> <li>• Identify driving factor behind Ashokan adoption of Buddhism</li> <li>• locate important historical sites, places on an outline map of India.</li> </ul>	Beginning topic with story telling	Nov.	Final Exam  Worksheet
	Chandragupta Maurya and Maurya Empire	CG-2 Explores the process of continuity and change in human civilizations through specific examples from their contest and few historical episodes	C-1.2 Represents and analysis data related to various aspects of human life given in the form of texts, tables, charts etc.		Video session		
	Bindusara Ashoka Ashoka and Buddhism	CG-3 Draws connection between the causes and effects of different social and historical events and episodes and connects them with overall impact on human life	C-2.2 Recognizes elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society and major changes in society.		Showing map of India before and during the Mauryan empire		
	The Maurya administration	CG-5 Comprehends and interprets sources related to Different aspects of human life and makes meaningful interpretations	C-5.2 Presents observation and findings through different creative modes (drawing, diagram, play, skit, oral and written expression.)		Timeline to explain important rulers		
	Art and architecture				Discussion Ashoka's transformation after the Kalinga war and his policy of Dhamma.		
	Decline of Maurya empire				Role play : Chandragupta and Chanakya  Map work		

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India-Physical features	Physical divisions	CG-1Comprehends and interprets sources related to differentaspects of human life and makes meaningful interpretations.	C-1.2 Representsand analyzes data related to variousaspects of human life given in the form of texts, tables etc.	<b>To enable students to</b> <ul style="list-style-type: none"><li>• Identify the five main physical divisions of India and lists their characteristics.</li><li>• Describes the formation and significance of the Himalayas.</li><li>• Recognizes the geographical features of northern plains</li><li>• Explains the importance of peninsular plateau in India.</li><li>• Develop map skills by locating and labeling physical features on the political and physical maps of India.</li><li>• Appreciate the diversity of India’s landscape and its role in shaping culture and history.</li></ul>	Video session	Nov.	Fianl Exam  Worksheet  Test
	The northern mountains	CG-6 Gains foundational familiarity with basic concepts and methods from the natural sciences and engineering.	<b>C6.3</b> Analyses Indian perspectives on and efforts towards conservation and sustainability in society and advocates the Importance of same		Physical and Political maps of India		
	The northern plains				PPT		
	The peninsular plateau				Relate features to real life examples to these physical features		
	The great Indian desert				Discussion “why northern palins are called food bowl of India?”		
	The two island groups				Map work		

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<b>India from 4<sup>th</sup> Century to the 7<sup>th</sup> Century</b>	The Gupta's	CG- 1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations	C 1.1 Collects and interprets multiple sources of information to understand the historical, cultural, geographical and sociopolitical aspects of human life	<b>To enable students to</b> <ul style="list-style-type: none"> <li>• Lists out significant contribution of important kingdoms, dynasties with examples viz. Gupta coins etc.</li> <li>• Locates important historical sites, places on an outline map of India.</li> <li>• Describes issues, events, personalities mentioned in literary works of the time.</li> <li>• Describe contribution in art, literature science and education.</li> </ul>	Map of Gupta period	Dec.	Final Exam  Worksheet Test
	Chandragupta				PPT		
	Samundragupta				Timeline all Gupta rulers		
	Chandragupta II	CG-4 understands the functioning of social, cultural and political institutions and their impact on society and the way individuals and collective shape these institutions	C-1.2 Represents and analyzes data related to various aspects of human life given in The form of texts, tables etc.		Explanation and story telling		
	Harshavardhana				Discussion "Why historians called Gupta age the Golden age?"		
	Administration during this period				Smart board		
	Life during this period						
	Deccan and South India		C4.1 Collects, Organized and interprets information about various social cultural, economic and political institutions in their vicinity and region CG4.2 Assesses the influence of social, cultural and political institutions on an individual, group or community				

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<b>Ch-Climate of India</b>	Factors influencing India's climate  seasons	CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations. CG-6 Gains foundational familiarity with basic concepts and methods from the natural sciences and engineering. CG-7 Gains foundational familiarity with basic concepts and methods from the natural sciences and engineering.	C-1.2 Represents and analyzes data related to various aspects of human life given in the form of texts, tables etc. C-6.3 Analyses Indian perspectives on and efforts towards conservation and sustainability in society and advocates the importance of the same. <b>C6.3</b> Analyses Indian perspectives on and efforts towards conservation and sustainability in society and advocates the importance of same C-7.1 Explains India's unity in diversity by recognizing Commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing cuisines, festivals, trade and health	<b>To enable students to</b> <ul style="list-style-type: none"> <li>Identifying the key factors shaping India's varied climate regions accurately</li> <li>Describes the impact of altitude on temperature across the country</li> <li>Explains how proximity to the sea moderates climate in coastal cities</li> <li>Discusses the role of Himalayas in influencing India's monsoon patterns</li> </ul>	Video session PPT  Explanation major factors influence the climate of India  Discussion on important terms of weather in India e.g. mango showers, Kalbaisakhi, western disturbances and loo  Making season wheel	Dec.	Final Exam  Worksheet Test



Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
<b>Ch- Urban - Local self government</b>	Local- self government in urban areas  Case study Bal Sansad  Swachh Bharat Mission	CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations.	C 1.1 Collects and interprets multiple sources of information to understand the historical, cultural, geographical and sociopolitical aspects of human life C-1.2 Represents and analyzes data related to various aspects of human life given in the form of texts, tables etc.	<b>To enable students to</b> <ul style="list-style-type: none"> <li>Explains urban bodies and their functions</li> <li>Discusses the importance of urban local bodies in governance and democracy</li> <li>Describes the Swachh Bharat Mission</li> </ul>	Video session  PPT  Smart board  Flow chart three types of local self government  Explanation real life examples: local garbage collection, road repairs, street cleaning Quick quiz  Discussion on Bal Sansad and Swachh Bharat Mission	Jan.	Final Exam  Worksheet  Test

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
<b>Ch-The role of family and community</b>	Family Role and Responsibilities Community	CG- 1 Comprehends and interpret sources related to different aspects of human life and makes meaningful interpretations CG-2 Explores the process of continuity and change in human civilizations through specific examples from their context and few historical episodes	C 1.1 Collects and interprets multiple sources of information to understand the historical, cultural, geographical and sociopolitical aspects of human life C-1.2 Represents and analyzes data related to various aspects of human life given in the form of texts, tables etc. C-2.2 Recognizes elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society and major changes in society.	<b>To enable students to</b> <ul style="list-style-type: none"> <li>explains the importance of a family unit</li> <li>Identifies the different kind of families and trace their role and responsibilities</li> <li>Familiarize what is community</li> <li>Describe the role of different communities in our society</li> <li>recognize the importance of values, traditions and responsibilities with in a family and community</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on "Family support in difficult times"</li> <li>Video showing different family structures and communities</li> <li>Role play on a scenario like helping a neighbour or family responsibilities</li> </ul> <b>Activity:-</b> Write a diary entry recounting your experiences about a family with whom you spent your vacation.	Dec.	Final Exam Worksheet Test

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
Ch- Indian culture and its Roots	The dawn of a new age	CG- 1 Comprehends and interpret sources related to different aspects of human life and makes meaningful interpretations	C 1.1 Collects and interprets multiple sources of information to understand the historical, cultural, geographical and sociopolitical aspects of human life	<b>To enable students to</b> <ul style="list-style-type: none"><li>Explains the Vedas and their message</li><li>Identify different types of sources and describes their use</li><li>Describes various socio-cultural changes that took place during vedic age</li><li>Analyses basic ideas and values of various religions and systems of thought during ancient period</li><li>Discusses and appreciates the contribution of folk and tribal traditions on Indian culture</li></ul>	<ul style="list-style-type: none"><li>Video session</li><li>Story telling</li><li>Mind map about Indian culture</li><li>PPT on famous personalities in India</li><li>Quiz on cultural facts and heritage</li><li>Explanation method</li></ul>	Jan.	Final Exam  Worksheet  Test
	The coming of Aryans	CG-2 Explores the process of continuity and change in human civilizations through specific examples from their contest and few historical episodes	C-2.2 Recognizes elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society and major changes in society				
	The Vedas						
	The Early vedic age						
	The later vedic age						
	New religious thoughts						
	Gautama Buddha and Buddhism						
	Vardhamana Mahavira and Jainism						
	Folk and tribal influences on Indian cultrue						
	CG-5developstheabilityto read and interpret simple maps	C-5.2Presents observation sand findings through different creative modes (drawing, diagram, play, skit, oral and written expression.)					

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
<b>Ch-Exploring economic activities</b>	Meaning and need for government	CG- 1 Comprehends and interpret sources related to different aspects of human life and makes meaningful interpretations  CG-9 understands the processes of economic activities	C 1.1 Collects and interprets multiple sources of information to understand the historical, cultural, geographical and sociopolitical aspects of human life C-1.2 Represents and analyzes data related to various aspects of human life given in the form of texts, tables etc. C-9.1 explaining the key elements of trade and commerce and its impact on individual life and society	<b>To enable students to</b> <ul style="list-style-type: none"><li>• Classify economic activities into primary, secondary and tertiary sectors with examples.</li><li>• Explain the importance of different activities in daily life and national development</li><li>• Identify local example of economic activities around them</li><li>• Develop awareness about dignity of labour and interdependence of different occupations.</li></ul>	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Explanation method</li> <li>• Group discussion</li> <li>• Video session</li> <li>• daily life examples</li> <li>• Tree diagram showing how primary activities support secondary and tertiary</li> </ul>	Jan.	Final Exam  Worksheet Test
	types of government						
	importance of democracy						
	Democratic government						
	conflict resolution in a democracy						
	equality and justice						
Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Month	Evaluation
<b>Reaching out to distant lands</b>		CG- 1 Comprehends and interpret sources related to different aspects of human life and makes meaningful interpretations CG-2 Explores the process of continuity and change in human civilizations	C 1.1 Collects and interprets multiple sources of information to understand the historical, cultural, geographical and sociopolitical aspects	<b>To enable students</b> <ul style="list-style-type: none"><li>• Describes the implications of India's contacts with regions outside India</li><li>• Analyses the basic ideas and value of various</li></ul>	<ul style="list-style-type: none"> <li>• Story telling and explanation</li> <li>• Timeline strip with famous travelers and their journeys</li> <li>• Discussion how exchange of cultures, religions,</li> </ul>	Jan.	Not to be included in Exam.  Worksheet

		<p>through specific examples from their context and few historical episodes</p> <p>CG-3 Draws connection between the causes and effects of different social and historical events and episodes and connects them with overall impact on human life</p> <p>CG-4 understands the functioning of social, cultural and political institutions and their impact on society and the way individuals and collective shape the institutions</p> <p>CG-9 understands the processes of economic activities</p>	<p>of human life</p> <p>C-1.2 Represents and analyzes data related to various aspects of human life given in the form of texts, tables etc.</p> <p>C-2.1 Explains and analyses major changes in the past and their impact on society</p> <p>C3.1 Analyses the effect of Various changes in early human society from nomadic to settled life and early civilization</p> <p>C4.1 Collects, Organized and interprets information about various social cultural, economic and political institutions in their vicinity and region</p> <p>C-9.1 explaining the key elements of trade and commerce and its impact on individual life and society</p>	<p>religions and systems of thought during the ancient period.</p> <ul style="list-style-type: none"> <li>• Locate important historical sites, places on an outline map of India.</li> </ul>	<p>languages</p> <ul style="list-style-type: none"> <li>• Map work</li> </ul>		
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# Cambridge International School Phagwara

(CBSE Affiliation No. 1630723, School No. 20703)



## CAMBRIDGE INTERNATIONAL SCHOOL

CURRICULUM FOR SESSION: 2025-26

CLASS: VI

SUBJECT: SCIENCE

### FINAL EXAM

S.NO	TOPIC	CONCEPT	LEARNING OBJECTIVES	SKILLS	METHODOLOGY	ASSESSMENT
1.	The body and its movements. (October )	*Role of bones *Skull, Backbone and Ribcage *Types of girdles and limb bones *Joints *Introduction to X-rays * Cartilage and muscles *Movement in earthworm, snail, cockroach, fish, birds, snake }	*To discuss function of girdles.  *To discuss formation of image in X-ray  *To relate the movement of bones with muscles.	Identification observational skills  Reasoning  Classifying	*Demonstration through A.V Aids of structure and locomotion of various animals.  *Showing human skeleton to locate different joints.  <b>INTEGRATED WITH</b> Physical education for performing various motions.	IA-2  Final exams

2.	Magnets (October)	<ul style="list-style-type: none"> <li>*Magnetic and non magnetic materials</li> <li>Poles of a magnet</li> <li>*Identifying directions using poles of a magnet</li> <li>*Attraction and repulsion between magnets</li> <li>*Making an artificial magnet</li> <li>*Attraction and repulsion between Magnets</li> <li>*Precautions while handling magnets.</li> </ul>	<ul style="list-style-type: none"> <li>*To locate the poles of a bar magnet.</li> <li>*To list different properties of a magnet.</li> <li>*To classify the types of a magnet.</li> <li>*To state various uses of magnets.</li> <li>*To create an Electromagnet</li> </ul>	Scientific Skill Handling of apparatus Peer co-operation (Social Skill)	<ul style="list-style-type: none"> <li>*Discussion – Class discussion on repulsion and attraction of magnet.</li> <li>*Learning by doing</li> <li>*Demonstration</li> </ul> Activity- 1) To identify the poles of bar magnet and horse shoe magnet.  2) To observe the attraction and repulsion between magnets.	IA-2  Final exams
3.	Living & non-living things (November)	<ul style="list-style-type: none"> <li>* Characteristics of living things</li> <li>*The Biotic world</li> <li>*The Abiotic world</li> <li>*Other Abiotic factors</li> </ul>	<ul style="list-style-type: none"> <li>*To enlist the characteristics of living things</li> <li>*To discriminate various biotic and abiotic components</li> <li>*To describe interaction between biotic and abiotic components.</li> </ul>	Comprehension skills  Observational skill  observing, analyzing	<ul style="list-style-type: none"> <li>*Discussion – group discussion on Characteristics of living things.</li> <li>*Learning by doing the study of germination in different seeds</li> </ul> <b>INTEGRATED WITH</b> art for making diagrams.	Final exams

4.	Electric current and Circuits (November)	<ul style="list-style-type: none"> <li>*Electric Cell, battery</li> <li>* Electric bulb and its connection to an electric battery</li> <li>*Electric circuit</li> <li>*Flow of Electric current</li> <li>*Things and material required for current flow</li> <li>*Electric switch</li> <li>*Electric Conductors and Insulators</li> <li>*Electrical Safety</li> </ul>	<ul style="list-style-type: none"> <li>*To Understand the importance of electricity</li> <li>*To know sources of electric current</li> <li>*To prepare a model of a simple electric circuit</li> <li>*To study functions of switches, and safety device in a circuit</li> <li>*To understand the working of a torch and its parts</li> </ul>	Acquisitive, experimenting, constructing, calibrating, observing, analyzing, social skills.	<ul style="list-style-type: none"> <li>*Discussion</li> <li>*Observing and learning-               <ol style="list-style-type: none"> <li>1) Parts of a torch.</li> <li>2)to identify the given materials as conductors &amp; insulators by trying them in the circuits</li> </ol> </li> <li><b>INTEGRATED WITH ART</b> for making diagrams.</li> </ul>	Final exams
5.	The habitat of the living (December )	<ul style="list-style-type: none"> <li>*Components of environment</li> <li>* Types of habitat</li> <li>*Adaptation</li> <li>*Grassland &amp; forests</li> </ul>	<ul style="list-style-type: none"> <li>* To study about the components of environment</li> <li>* To know about different types of habitat</li> <li>*Enable to learn about the adaptations</li> </ul>	Acquisitive, Manipulative, practical hand/ Motor skills, Classifying	<ul style="list-style-type: none"> <li>Explanation by teacher how organisms adapt themselves</li> <li>*Observing and learning by surrounding adaptation of organisms</li> </ul>	Final term



## **Chapters to be included in Final Examination**

1. Electric Current and Circuits.
2. Movements in Animals
3. Living things & non-living things
4. Magnets
5. Habitat of the living



**International School Award  
2018-2021**





# Cambridge International School Phagwara

(CBSE Affiliation No. 1630723, School No. 20703)



GRADE: 6  
CURRICULUM (TERM-II)  
Session : (2025-26)  
SUBJECT: ICT

CHAPTER7: ALGORITHMIC INTELLIGENCE  
DURATION: 5 LECTURES

MONTH: OCTOBER

SUB-TOPIC	LEARNING OUTCOME	ACTIVITY/METHODOLOGY	RESOURCES	EVALUATION	HOMEWORK	VALUES / LIFE SKILLS TO BE INTEGRATED
<ul style="list-style-type: none"><li>Algorithm</li><li>Flowcharts</li><li>Solving Problems Using Algorithms and Flowcharts</li><li>Mind Maps</li></ul>	<ul style="list-style-type: none"><li>Students will be able to define the term Algorithm and Flowchart</li><li>Can illustrate rules for writing Flowchart</li><li>Can explain the term Mind-Map</li></ul>	<div><p>➤ <b>WARM UP ACTIVITY</b></p><ul style="list-style-type: none"><li>Start with a simple question: "What is an algorithm?"</li></ul><p>➤ <b>Visual Demonstration</b></p><p>Introduce flowcharts as a visual way to represent algorithms, demonstrating the connection between the two concepts.</p><p>➤ <b>Hands-On Activities</b></p><p>Let students write algorithms or draw flowcharts for real-world tasks like “Making a Sandwich” or “Brushing Teeth”.</p><p>➤ <b>Mind Mapping</b></p><p>After introducing all the concepts, use a <b>mind map</b> to visually organize how "Algorithm", "Flowcharts", and "Problem Solving" connect.</p><p>➤ <b>Group Work &amp;</b></p><ul style="list-style-type: none"><li></li></ul></div> <div><p><b>ART INTEGRATION ACTIVITY</b></p><ul style="list-style-type: none"><li>Students will choose a simple algorithm (e.g., making a sandwich or a morning routine)</li><li>In groups, they will create a flowchart representing the steps visually.</li></ul></div>	<ul style="list-style-type: none"><li>➤ TEXTBOOK</li><li>➤ WHITEBOARD</li><li>➤ MARKER</li><li>➤ PROJECTOR</li></ul>	<ul style="list-style-type: none"><li>➤ Short QUIZ</li><li>➤ Group Activity</li><li>➤ WORKSHEETS</li><li>➤ CLASS TEST</li><li>➤ <b>IA-2</b></li></ul>	<p>Students must create their own flowchart for an algorithm related to a personal task (e.g., how to do homework, a daily activity).</p> <p>They should include at least five steps and share it with a family member for feedback.</p>	<ul style="list-style-type: none"><li>Collaboration</li><li>Creativity</li><li>Critical Thinking</li><li>Digital Literacy</li></ul>



SUB-TOPIC	LEARNING OUTCOME	ACTIVITY/METHODOLOGY	RESOURCES	EVALUATION	HOMEWORK	VALUES / LIFE SKILLS TO BE INTEGRATED
<div>• Computer Language</div> <div>• Language Translator</div> <div>• Working of Language Translators</div>	<div>• Students will be able to define computer language</div> <div>• Will be able to categories its type</div> <div>• Illustrate its Working</div>	<div>➤ <b>WARM UP ACTIVITY</b></div> <div>Brainstorming Session</div> <div>• Pose the question: "What is a programming language?"</div> <div>• Ask students if they know any programming languages (e.g., Python, Java, HTML).</div> <div>• Facilitate a discussion about why these languages are important for computers and technology.</div> <div>➤ <b>Concept Explanation Using Visual Aids</b></div> <div>• <b>Method:</b> Use charts or slides to explain types of languages with examples and comparisons.</div> <div>• <b>Tools:</b> Smart board, PowerPoint, infographics</div> <div>• <b>Engagement:</b> Use analogies (e.g., comparing machine language to Morse code)</div> <div>➤ <b>Demonstration and Hands-On Activities</b></div> <div>Tool-Based Learning:</div> <div>○ Show a small Scratch program (visual coding)</div> <div>○ Display a simple Python print command</div> <div>○ Show binary code and how computers read instructions</div> <div>• <b>Activity:</b> Let students try basic block coding (e.g., Scratch or Blockly)</div> <div><b>ART INTEGRATION ACTIVITY</b></div> <div>Language Translator Poster Creation</div> <div><b>Instructions:</b></div> <div>• In groups, students will research one type of programming language (like high-level, low- level, compiled, or interpreted).</div> <div>• They will create an informative poster that includes:</div> <div>• Definition of the language type</div> <div>• Examples of languages in that category</div> <div>• - Visual representations (e.g., logos, icons of the languages).</div> <div>• Encourage students to use colors and creative designs to make their <b>posters visually appealing.</b></div>	<div>➤ TEXTBOOK</div> <div>➤ WHITEBOARD</div> <div>➤ MARKER</div> <div>➤ PROJECTOR</div>	<div>➤ Short QUIZ</div> <div>➤ Group Activity</div> <div>➤ WORKSHEETS</div> <div>➤ CLASS TEST</div> <div>➤ <b>IA-2</b></div>	<div><b>Assignment:</b></div> <div>Students will create a simple algorithm representing how a language translator works (e.g., translating a word or phrase). They should write the steps in a flowchart format and bring it to the next class for discussion</div>	<div>• Curiosity</div> <div>• Collaboration</div> <div>• Creativity</div> <div>• Critical Thinking</div> <div>• Digital Literacy</div>



# Cambridge International School Phagwara

(CBSE Affiliation No. 1630723, School No. 20703)



CHAPTER:9 PYTHON  
DURATION: 3 LECTURES

MONTH: NOVEMBER

SUB-TOPIC	LEARNING OUTCOME	ACTIVITY/METHODOLOGY	RESOURCES	EVALUATION	HOMEWORK	VALUES / LIFE SKILLS TO BE INTEGRATED
<ul style="list-style-type: none"><li>• Features of Python</li><li>• Installing Python</li><li>• Programming in Python</li><li>• Input and Output</li><li>• Variables in Python</li><li>• Data Types</li><li>• Comments in Python</li><li>• Operators</li><li>• Precedence of Operators</li><li>• Some More Programs</li></ul>	<ul style="list-style-type: none"><li>• Students will be able to explain features of Python</li><li>• Can understand the steps of installing Python</li><li>• Can illustrate Input and output</li><li>• Can explain variables and data type</li><li>• Will rationalize comments</li><li>• Will be able to explain operators</li></ul>	<p><b>WARM UP ACTIVITY</b></p> <p>Python Word Association</p> <ul style="list-style-type: none"><li>• Ask students to brainstorm what they know about programming and Python.</li><li>• Write key terms on the board (e.g., "code," "variables," "input," "output").</li><li>• Prompt discussion by asking questions like "Why do you think Python is popular?"</li></ul> <p>➤ <b>Demonstration-Based Learning (Show &amp; Tell)</b></p> <ul style="list-style-type: none"><li>• <b>Use for:</b> Installing Python, Programming in Python, Input/Output</li><li>• <b>How:</b> Walk students through installation steps and demo writing a simple program.</li></ul> <p>➤ <b>Hands-On Coding Practice</b></p> <ul style="list-style-type: none"><li>• <b>Use for:</b> Variables, Data Types, Operators, Comments</li><li>• <b>Method:</b> Students try simple exercises:<ul style="list-style-type: none"><li>• Declare variables</li><li>• Use different data types</li><li>• Perform arithmetic using operators</li></ul></li></ul> <p><b>ART INTEGRATION ACTIVITY</b></p> <p>Create a "Python Features" Infographic</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"><li>• Students will create a digital or hand-drawn infographic that highlights the features of Python, including:</li><li>• Easy to read syntax, versatile, dynamic typing, and extensive libraries.</li><li>• Use visuals, icons, and short text descriptions.</li><li>• Incorporate mathematical elements by using simple graphics to represent how Python handles data (e.g., pie charts <b>for data types</b>).</li></ul>	<ul style="list-style-type: none"><li>➤ TEXTBOOK</li><li>➤ WHITEBOARD</li><li>➤ MARKER</li><li>➤ PROJECTOR</li></ul>	<ul style="list-style-type: none"><li>➤ Short QUIZ</li><li>➤ Group Activity</li><li>➤ WORKSHEETS</li></ul> <p><b>Guided Discovery (Problem-Solving Approach)</b></p> <ul style="list-style-type: none"><li>➤ <b>Use for:</b> Variables, Input/Output, Operators</li><li>➤ <b>How:</b> Ask students to guess what happens before running code.</li><li>•</li><li>➤</li></ul>	<p><i>Basic Python Program</i></p> <p>Design a simple program that takes user input and prints it with a message (e.g., "Hello, [input name]! Welcome to Python!").</p> <p>Include at least one variable and a comment explaining the code's purpose.</p> <p>Students should bring their code printed out or saved to discuss in the next class.</p>	<ul style="list-style-type: none"><li>• Problem Solving</li><li>• Collaboration</li><li>• Creativity</li><li>• Critical Thinking</li><li>• Digital Literacy</li></ul>



# Cambridge International School Phagwara

(CBSE Affiliation No. 1630723, School No. 20703)



CHAPTER10: INTELLIGENCE AND AI APPROACHES  
DURATION: 4 LECTURES

MONTH: DECEMBER

SUB-TOPIC	LEARNING OUTCOME	ACTIVITY/METHODOLOGY	RESOURCES	EVALUATION	HOMEWORK	VALUES / LIFE SKILLS TO BE INTEGRATED
<div>• INTELLIGENCE</div> <div>• TYPES OF INTELLIGENCE</div> <div>• AI APPROACH</div>	<div>• Students will be able to define the term intelligence</div> <div>• Explain various types of intelligence</div> <div>• Will be able to explain AI Approach</div>	<div><b>WARM UP ACTIVITY</b><ul style="list-style-type: none"><li>• What Is Intelligence?</li><li>• Have students write down their understanding of "intelligence" on sticky notes.</li></ul><p>➤ <b>Visual and Interactive Learning</b></p><ul style="list-style-type: none"><li>• Explain Howard Gardner's Multiple Intelligences in simplified terms: <b>Activity:</b> "Which intelligence do you use?"</li><li>• Give scenarios and ask students to identify the type of intelligence used.</li></ul><p>➤ <b>Demonstration + Analogy</b></p><ul style="list-style-type: none"><li>• Explain AI in simple terms: Machines that mimic human thinking and decision-making.</li><li>• Analogy: AI is like a student who learns by practicing again and again.</li><li>• Use videos or animations to demonstrate:</li><li>• Voice assistants (Alexa/Siri)</li><li>• Google Translate</li><li>• Self-driving cars</li></ul></div> <div><b>ART INTEGRATION ACTIVITY</b><p>Create an "Intelligence Spectrum" Poster</p><p><b>Instructions:</b></p><ul style="list-style-type: none"><li>• In groups, students will create a poster visually representing different types of intelligence (e.g., linguistic, logical-mathematical, emotional, spatial).</li><li>• Use images, symbols, and short descriptions for each type.</li><li>• Relate each type of intelligence to potential AI applications (e.g., emotional AI with chatbots).</li></ul></div>	<div>➤ TEXTBOOK</div> <div>➤ WHITEBOARD</div> <div>➤ MARKER</div> <div>➤ PROJECTOR</div>	<div>➤ Short QUIZ</div> <div>➤ Group Activity</div> <div>➤ WORKSHEETS</div> <div>➤ CLASS TEST</div>	<div>Research AI Examples</div> <div>Students will research and write a short paragraph about a specific AI application they find interesting (e.g., virtual assistants, recommendation systems). - Include details about the type of intelligence it uses and how it helps people.</div>	<div>• Problem Solving</div> <div>• Collaboration</div> <div>• Creativity</div> <div>• Critical Thinking</div> <div>• Digital Literacy</div>
REVISION FOR FINAL EXAMINATION			MONTH: JANUARY			



# Cambridge International School Phagwara

(CBSE Affiliation No. 1630723, School No. 20703)



CHAPTER10: INTELLIGENCE AND AI APPROACHES  
DURATION: 4 LECTURES

MONTH: DECEMBER

SYLLABUS OF FINAL EXAMINATION		
Final-Term Syllabus (THEORY)	Final-Term Paper Format	Mid-Term Syllabus (PRACTICAL)
Ch-6 Internet services Ch-7 Algorithmic Intelligence Ch-8 Introduction to Programming Ch-9 Python Ch-10 Intelligence and AI Approaches	1. Short Questions 2. Application Based Questions 3. One Word 4. Correct the Highlighted Statements 5. MCQS	Ch-9 Python



## हिन्दी पाठ्यक्रम सत्र -2025-26

कक्षा : 6

विषय ☐ हिन्दी

पुस्तकें हिन्दी 6 ☐ पाठ्यपुस्तक ☐  
सुगंध ☐ हिन्दी व्याकरण ☐

विषय	उप विषय	शैक्षणिक लक्ष्य	दक्षताएं	शैक्षणिक उद्देश्य	शिक्षण विधियाँ <input type="checkbox"/>	महीना	मूल्यांकन
पाठ	खुशियों का खजाना	CG- 11 छात्रों द्वारा भाषा पढ़ने और लिखने की समझ विकसित करना।	C- 11.2 पाठ में प्रयोग होने वाले कठिन शब्दों का लेखन और ज्ञान का प्रयोग सरल शब्दों व वाक्यों को पढ़ने लिखने में करना।	<p>*पठन कौशल में वृद्धि</p> <p>*श्रुतलेख द्वारा सुनना और लिखना श्रवण और लेखन कौशल में वृद्धि।</p> <p>* तार्किक सोच द्वारा प्रश्नों के उत्तर लिखवाना।</p> <p>खुनखुनजी और खुशखुशजी जैसे शब्द का अर्थ पूछना।</p> <p><b>कला एकीकृत * गतिविधि :</b></p> <p>*कार्टून या कठपुतली बनवाना।</p> <p>*कहानी विधि द्वारा।</p>	<p>* आदर्श पठन द्वारा पाठ समझाना।</p> <p>पठित पद्यांश और मूल्याधारित प्रश्नोत्तर।</p>	अक्तूबर	प्रश्नोत्तर



व्याकरण	काल	CG- 10 छात्रों द्वारा भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 9.7 प्रभावी ढंग से रोज़मर्रा की बातचीत करने के लिए वाक्य की जानकारी व उनका इस्तेमाल करना ।	शब्द भण्डार में वृद्धि करना ।	पाठ में काल वाक्य का अभ्यास ।	अक्तूबर	कार्य पत्रिका
पाठ	पेड़ की बात	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.5 कहानी पढ़कर पात्रों की स्थानक और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से उसका अर्थ समझना । *	कहानी का भाव ग्रहण करना । *कमानुसार पाठ का पठन *कठिन शब्दार्थ वाक्यों सहित समझना । *श्रुतलेखन *कविता विधि पेड़ से संबंधित कविता बच्चों से बनवाना । प्र : ऊ लेखन । कला एकीकृत गतिविधि *सामाजिक शिक्षा “जीवन में पेड़ों के लाभ” लेखन	*सक्रिय गतिविधि : पेड़ की विशेषताओं से संबंधित प्रश्न पूछ कर पाठ का आरंभ । *कमानुसार पाठ का पठन छात्रों द्वारा *बहुविकल्पीय और रिक्त स्थान सही गलत प्रश्नों के माध्यम से पाठ समझना । * मूल्याधारित प्रश्न :	अक्तूबर	लिखित कक्षा परीक्षा द्वारा



	पश्चाताप	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.5 पाठ पठन और दृश्य सामग्री वाली पुस्तकों का स्वतंत्र पठन शुरू करती है ।	<input type="checkbox"/> पठन कौशल में वृद्धि । * श्रुतलेख द्वारा सुनना और लिखना श्रवण और लेखन कौशल में वृद्धि । कथा विधि * पश्चाताप पर कक्षा में कथा सुनाना । * प्र : ऊ लेखन	* श्रुतलेख द्वारा सुनना और लिखना श्रवण और लेखन कौशल में वृद्धि ।	अक्तूबर	लिखित कक्षा परीक्षा
	कला एकीकृत गतिविधि <input type="checkbox"/> सामाजिक शिक्षा <input type="checkbox"/> “स्वच्छ भारत अभियान” क्या है			* प्र : ऊ लेखन			
				* श्रुतलेखन			
लेखन	अनुच्छेद	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.8 अपनी समझ व अनुभव को व्यक्त करने के लिए अनुच्छेद लिखना	अपने अनुभवों और भावों को व्यक्त करने के लिए लेखन कौशल का विकास	प्रोजेक्टर की सहायता से विषय को समझकर लेखन ।	नवंबर	मौखिक
लेखन	पत्र	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.8 अपनी समझ व अनुभव को व्यक्त करने के लिए पत्र लिखना	लेखन कौशल का विकास	प्रोजेक्टर की सहायता से पत्र का प्रारूप समझकर लेखन ।	नवंबर	मौखिक
पाठ	गणेश शंकर विद्यार्थी	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	c-10 .5 विभिन्न प्रकार की पुस्तकों पढ़ने में रुचि ।	* क्रमानुसार पाठ का पठन * कठिन शब्दार्थ वाक्यों सहित समझाना ।	पाठ का कुशल पठन छात्रों द्वारा पठित गद्यांश और प्रश्नोत्तर लिखवाना ।	नवंबर	लिखित

				कथा विधि * पाठ से संबंधित कक्षा में कथा सुनाना ।			
व्याकरण	विलोम	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना	C- 10.5 कहानी पढ़कर उसमें आए शब्द के विलोम शब्द बनवाना ।	शब्द भण्डार में वृद्धि करना ।	कथा में आए विलोम शब्द के वाक्य बनवाना ।	नवंबर	व्याकरण पुस्तक पर अभ्यास ।
व्याकरण	स्तोत्र लेखन	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.8 अपनी समझ व अनुभव को व्यक्त करने के लिए स्तोत्र लेखन ।	लेखन कौशल का विकास	प्रारूप समझकर लेखन ।	दिसंबर	कक्षा परीक्षा
व्याकरण	वाक्य भेद अर्थ के आधार पर	CG- 9.4 छात्रों को जटिल कार्य के लिए दिए गए मौखिक निर्देशों को समझती है ।	C- 9.4 छात्र जटिल कार्य के लिए दिए गए अभ्यास कार्य को समझेंगे ।	आगमन विधि द्वारा वाक्य के भेद समझाना ।	अभ्यास कार्य पर भेदों को उदाहरण सहित लेखन	दिसंबर	लिखित दोहराई
पाठ	कबीर के दोहे	CG- 9 छात्रों में रोजमर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना ।	C- 10.5 दोहो का समूह गायन और कवि क्या कहना चाहता है इसकी पहचान करके खुद से अर्थ समझाना व व्याख्या ।	*कमानुसार दोहो का गायन व कठिन शब्दों का अर्थ व्याख्या समझाना व लेखन । *चर्चा विधि पाठ में आए कबीर के जीवन पर कक्षा में चर्चा । प्र : उ लेखन	पाठ का कुशल पठन छात्रों द्वारा पठित पद्यांश और प्रश्नोत्तर लिखवाना	दिसंबर	मौखिक प्रः उः

				<p>*श्रुतलेखन</p> <p><b>कला एकीकृत * गतिविधि :</b></p> <p>कवीर का दोहा लिखवाना ।</p>			
व्याकरण	पर्यायवाची शब्द अग्नि से हनुमान तक	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.5 कहानी पढ़कर उसमें आए पर्यायवाची शब्द बनवाना ।	फ्लैश कार्ड बनवाना ।	पठ में आए शब्दों के पर्यायवाची शब्द लिखवाना ।	दिसंबर	
व्याकरण	मुहावरे 13 से 25	CG- 11 छात्रों द्वारा भाषा पढ़ने और लिखने की समझ विकसित करना ।	C- 9.7 प्रभावी ढंग से रोज़मर्रा की बातचीत करने के लिए शब्दों की जानकारी व उनका इस्तेमाल करना	शब्द भण्डार में वृद्धि करना ।	मुहावरों का प्रयोग करते हुए छोटी सी लघु कथा मौखिक		व्याकरण पुस्तक पर अभ्यास ।
पाठ	वस्तु का मूल्य	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना	C- 10.5 कहानी पढ़कर पात्रों कथानक और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से अर्थ समझाना ।	<p>*क्रमानुसार पाठ का पठन</p> <p>*कठिन शब्दार्थ वाक्यों सहित समझाना ।</p> <p><b>कथा विधि</b></p> <p>* पाठ से संबंधित कक्षा में कथा सुनाना ।</p> <p>* प्र : ऊ लेखन</p> <p>* श्रुतलेखन</p>	पाठ का कुशल पठन छात्रों द्वारा पठित गद्यांश और प्रश्नोत्तर लिखवाना	दिसंबर	कक्षा परीक्षा प्रः 38

पाठ	ध्रुव जननी	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना	C- 10.5 कहानी पढ़कर पात्रों कथानक और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से अर्थ समझाना	सामान्य प्रश्न पूछ कर पाठ का आरंभ और कठिन शब्दों की अर्थ सहित व्याख्या ।  *कमानुसार पाठ का पठन  * प्रःउः लेखन	पाठ का कुशल पठन छात्रों द्वारा पठित पद्यांश और प्रश्नोत्तर लिखवाना	जनवरी	मौखिक प्रः उः
पाठ	मैं सड़क हूँ	CG- 9 छात्रों में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना ।	C- 11.2 पाठ में प्रयोग होने वाले अक्षरों को पहचानना और ज्ञान का प्रयोग सरल शब्दों व वाक्यों को पढ़ने लिखने में करना ।	* सामान्य प्रश्न पूछ कर पाठ का आरंभ और कठिन शब्दों की अर्थ सहित व्याख्या । *कमानुसार पाठ का पठन * प्रःउः लेखन  *चर्चा विधि टैरैफिक रूल पर कक्षा में चर्चा कला एकीकृत * गतिविधि :  सड़क के किनारे लगे दो संकेत बोर्ड के चित्र बनवाना ।	पाठ का कुशल पठन छात्रों द्वारा पठित पद्यांश और प्रश्नोत्तर लिखवाना	जनवरी	कक्षा परीक्षा
पाठ	शहीद बकरी	CG- 10 छात्रों में भाषा पढ़ने और लिखने में	C- 10.5 कहानी पढ़कर पात्रों कथानक और लेखक क्या कहना	*कमानुसार पाठ का पठन *कठिन शब्दार्थ वाक्यों सहित समझाना ।	* आदर्श पठन द्वारा पाठ समझाना । पठित पद्यांश और मूल्याधारित प्रश्नोत्तर	जनवरी	मौखिक प्रःउः

		धाराप्रवाहिता विकसित करना	चाहता है इसकी पहचान करके खुद से अर्थ समझाना	*श्रुतलेखन व प्रःउः लेखन <b>*कथा विधि</b>			
पाठ	कितनी ज़मीन	<b>CG- 10</b> छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना	<b>C- 10.5</b> कहानी पढ़कर पात्रों कथानक और लेखक क्या कहना चाहता है इसकी पहचान करके खुद से अर्थ समझाना	* सामान्य प्रश्न पूछ कर पाठ का आरंभ और कठिन शब्दों की अर्थ सहित व्याख्या । *कमानुसार पाठ का पठन * प्रःउः लेखन <b>कथा विधि</b>  * लालच बुरी बला है इस पर कक्षा में कथा सुनाना ।	* आदर्श पठन द्वारा पाठ समझाना । पठित पद्यांश और मूल्याधारित प्रश्नोत्तर	जनवरी	कक्षा परीक्षा



# Cambridge International School Phagwara

(CBSE Affiliation No. 1630723, School No. 20703)



## ਕੈਂਬਰਿਜ ਇੰਟਰਨੈਸ਼ਨਲ ਸਕੂਲ ਜਮਾਤ- ਛੇਵੀਂ, ਵਿਸ਼ਾ- ਪੰਜਾਬੀ ਪਾਠਕ੍ਰਮ ਦਾ ਵਿਸਥਾਰ (2025-26) ਸਾਲਾਨਾ ਪ੍ਰੀਖਿਆ

ਵਿਸ਼ਾ	ਉਪ-ਵਿਸ਼ਾ	ਪਾਠਕ੍ਰਮ ਉਦੇਸ਼	ਯੋਗਤਾਵਾਂ	ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ	ਪ੍ਰਸਤੁਤੀਕਰਨ	ਮਹੀਨਾ	ਮੁਲਾਂਕਣ ਅਤੇ ਮਾਪਦੰਡ
1.*ਨਵੀਆਂ ਗੱਲਾਂ (ਆਧੁਨਿਕ ਲੇਖ)  2.*ਹੇ ਅਧਿਆਪਕ! (ਕਵਿਤਾ)	1.*ਕੁਦਰਤੀ ਵਾਤਾਵਾਰਨ ਬਾਰੇ ਜਾਣਕਾਰੀ।  (ਸੁਣਨ,ਪੜ੍ਹਨ,ਲਿਖਣ,ਉਚਾਰਨ) *ਅਧਿਆਪਕ ਪ੍ਰਤੀ ਸਤਿਕਾਰ ਦੀ ਭਾਵਨਾ ਪੈਦਾ ਕਰਨੀ।	*ਵਿਦਿਆਰਥੀਆਂ ਫ਼ਸਲਾਂ ਤੋਂ ਪ੍ਰਾਪਤ ਹੋਣ ਵਾਲੀਆਂ ਚੀਜ਼ਾਂ ਬਾਰੇ ਜਾਣੂੰ ਕਰਵਾਉਣਾ।  *ਅਧਿਆਪਕ ਦਾ ਸਤਿਕਾਰ ਕਰਨਾ ਸਿਖਾਉਣਾ।	*ਘਰ ਦਾ ਕੰਮ-ਕਦਰਾਂ-ਕੀਮਤਾਂ ਉੱਤੇ ਅਧਾਰਿਤ ਪ੍ਰਸ਼ਨ-ਉੱਤਰ ਹੱਲ ਕਰ ਸਕਣਗੇ।  *ਗਤੀਵਿਧੀ-ਕੁਦਰਤ ਤੋਂ ਪ੍ਰਾਪਤ ਹੋਣ ਵਾਲੇ ਸੋਮਿਆਂ ਬਾਰੇ ਕਹਾਣੀਆਂ ਸੁਣਨੀਆਂ।	ਕੁਦਰਤੀ ਸੋਮਿਆਂ ਬਾਰੇ (ਸੂਰਜ, ਮਿੱਟੀ, ਪਾਣੀ, ਰੁੱਖਾਂ ਬਾਰੇ ਭਰਪੂਰ ਜਾਣਕਾਰੀ।	*ਅਧਿਆਪਕ ਦੁਆਰਾ ਵਿਆਖਿਆ ਵਿਧੀ, ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ। *ਵਿਦਿਆਰਥੀਆਂ ਕੋਲੋਂ ਹੋਰ ਕਵਿਤਾਵਾਂ ਸੁਣੀਆਂ ਜਾਣਗੀਆਂ। *ਪ੍ਰਸ਼ਨ-ਉੱਤਰ	ਅਕਤੂਬਰ-ਨਵੰਬਰ	(ਆਈ.ਏ.-1) 1. ਅਣਡਿੱਠਾ ਪੈਰੂ 2. ਅਣਡਿੱਠਾ ਕਾਵਿ-ਟੋਟਾ 3. ਨਵੀਆਂ ਗੱਲਾਂ 4. ਹੇ ਅਧਿਆਪਕ! 5. ਪੜਨਾਂਵ 6. ਵਚਨ ਬਦਲੋ 7. ਮੁਹਾਵਰੇ
3.*ਪੜਨਾਂਵ 4.*ਵਚਨ ਬਦਲੋ 5.*ਮੁਹਾਵਰੇ 6* ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ 7.*ਬਿਨੈ-ਪੱਤਰ (ਸੁਣਨ,ਪੜ੍ਹਨ,ਲਿਖਣ,ਉਚਾਰਨ)	* ਪੜਨਾਂਵ ਸ਼ਬਦਾਂ ਰਾਹੀਂ ਭਾਸ਼ਾ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ।  * ਵਿਆਕਰਨਿਕ ਨਿਯਮਾਂ ਦੀ ਜਾਣਕਾਰੀ।  * ਸ਼ੁੱਧ ਉਚਾਰਨ ਰਾਹੀਂ ਸ਼ੁੱਧ ਲਿਖਵਾਉਣਾ।	*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂੰ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇ ਕੇ।  *ਪੱਤਰ ਨੂੰ ਤਿੰਨ ਭਾਗਾਂ ਵਿੱਚ ਵੰਡ ਕੇ ਪੱਤਰ ਲਿਖਣ ਦਾ ਢੰਗ ਸਿਖਾਉਣਾ।	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। *ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂੰ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਗੇ। *ਪੱਤਰ ਨੂੰ ਤਿੰਨ ਭਾਗਾਂ ਵਿੱਚ ਵੰਡ ਕੇ ਪੱਤਰ ਲਿਖਣ ਦਾ ਢੰਗ ਸਿੱਖਣਗੇ।	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। *ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂੰ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇ ਕੇ। *ਪੱਤਰ ਨੂੰ ਤਿੰਨ ਭਾਗਾਂ ਵਿੱਚ ਵੰਡ ਕੇ ਪੱਤਰ ਲਿਖਣ ਦਾ ਢੰਗ ਸਿੱਖਣਗੇ।	* ਵੱਖ-ਵੱਖ ਪੜਨਾਂਵ ਦੀਆਂ ਉਦਾਹਰਨਾਂ ਰਾਹੀਂ। *ਸਫੇਦ ਤਖ਼ਤੇ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਵਿਦਿ. ਨੂੰ ਬਿਨੈ-ਪੱਤਰ ਦਾ ਲਿਖਤੀ ਕਾਰਜ ਕਰਵਾਉਣਾ। *ਜਮਾਤ ਅਤੇ ਘਰ ਦਾ ਕੰਮ- ਪੜਨਾਂਵ, ਵਚਨ ਬਦਲੋ ਅਤੇ ਮੁਹਾਵਰੇ (ਕਾਰਜ ਪੱਤਰਿਕਾ ਰਾਹੀਂ ਅਤੇ ਯਾਦ ਕਰਨਾ)		

8.*ਵੱਡੇ ਕੰਮ ਦੀ ਭਾਲ (ਕਹਾਣੀ)  (ਸੁਣਨ,ਪੜ੍ਹਨ,ਲਿਖਣ,ਉਚਾਰਨ)	*ਵਿਦਿ. ਅੰਦਰ ਸਭ ਦੀ ਮਦਦ ਕਰਨ ਦੀ ਭਾਵਨਾ ਪੈਦਾ ਕਰਨੀ।	* ਸਭ ਦੀ ਮਦਦ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨਾ।	ਵਿਦਿ. ਅੰਦਰ ਸਮਾਜ ਦੀ ਮਦਦ ਕਰ ਸਕਣ ਗੇ।	ਵਿਦਿ. ਇਮਾਨਦਾਰ ਅਤੇ ਚੰਗੇ ਵਿਅਕਤੀ ਬਣਨਗੇ।	*ਵਿਦਿ. ਦੁਆਰਾ ਪਠਨ, ਅਧਿ: ਦੁਆਰਾ ਚਰਚਾ, ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ, *ਵਿਦਿ. ਕੋਲੋਂ ਹੋਰ ਸਿੱਖਿਆਦਾਇਕ ਕਹਾਣੀਆਂ ਸੁਣੀਆਂ ਜਾਣਗੀਆਂ।*ਪ੍ਰਸ਼ਨ- ਉੱਤਰ *ਘਰ ਦਾ ਕੰਮ- ਕਦਰਾਂ- ਕੀਮਤਾਂ ਉੱਤੇ ਅਧਾਰਿਤ।		*ਉਚਾਰਨ ਕੌਸ਼ਲ (ਲੇਖਾਂ 'ਤੇ ਅਧਾਰਿਤ) 1.ਆਤਮ - ਵਿਸ਼ਵਾਸ 2.ਵਿਸ਼ੇ ਦੀ ਸਮਝ 3.ਭਾਸ਼ਾ ਸ਼ੁੱਧਤਾ 4.ਵਿਆਕਰਨਿਕ ਨਿਯਮਾਂ ਦਾ ਪ੍ਰਯੋਗ 5.ਪ੍ਰਵਾਹਮਈ ਉਚਾਰਨ
9.*ਲੇਖ 10.*ਅਣਡਿੱਠਾ ਪੈਰਾ (ਸੁਣਨ,ਪੜ੍ਹਨ,ਲਿਖਣ,ਉਚਾਰਨ)	* ਵਿਆਕਰਨਿਕ ਨਿਯਮਾਂ ਦੀ ਜਾਣਕਾਰੀ।  * ਵਿਦਿ. ਸ਼ੁੱਧ ਪੜ੍ਹਨਾ ਸਿਖਾਉਣਾ।  * ਵਿਦਿ. ਸ਼ੁੱਧ ਲਿਖਵਾਉਣਾ।	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ। *ਵਿਆਕਰਨਿਕ ਨਿਯਮਾਂ ਦੀ ਜਾਣਕਾਰੀ। *ਲੇਖ - ਫਲੋ ਚਾਰਟ ਰਾਹੀਂ ਲਿਖਣ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ। *ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ।	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। *ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂੰ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਗੇ।	*ਵਿਦਿ. ਦਿਵਾਲੀ ਦੀ ਇਤਿਹਾਸਕ ਮਹਾਨਤਾ, ਮੋਬਾਇਲ ਦੇ ਲਾਭ- ਹਾਨੀਆਂ ਅਤੇ ਪਿਕਨਿਕ ਜਾਣ ਦੇ ਫ਼ਾਇਦਿਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨ ਗੇ।  * ਵਿਦਿ. ਨੂੰ ਸ਼ੁੱਧ ਪੜ੍ਹਨਾ ਅਤੇ ਲਿਖਣਾ ਸਿਖਾਉਣਾ।	*ਅਧਿ. ਦੁਆਰਾ ਵਿਦਿ.ਨਾਲ ਮਹਾਨ ਸਖ਼ਸ਼ੀਅਤਾਂ ਬਾਰੇ ਵਾਰਤਾਲਾਪ। *ਘਰ ਦਾ ਕੰਮ-ਪ੍ਰਸ਼ਨ- ਉੱਤਰ / ਕਾਰਜ ਪੱਤਰਿਕਾ ਲੇਖ(ਯਾਦ ਕਰਨਾ ਅਤੇ ਲਿਖਣਾ) *ਵਿਦਿ.ਨੂੰ ਅਣਡਿੱਠੇ ਪੈਰੇ 'ਚੋਂ ਪ੍ਰਸ਼ਨ ਦੇ ਕੇ ਉਹਨਾਂ ਦੇ ਉੱਤਰ ਹੱਲ ਕਰਵਾਉਣਾ।		
1.*ਸੱਚੀ ਹਮਦਰਦੀ (ਕਹਾਣੀ) (ਸੁਣਨ,ਪੜ੍ਹਨ,ਲਿਖਣ,ਉਚਾਰਨ)	*ਆਪਣੇ ਪਰਿਵਾਰ ਦੇ ਮੈਂਬਰਾਂ ਦੀਆਂ ਆਪ-ਬੀਤੀਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ।  *ਵਿਦਿ. ਅੰਦਰ ਦੇਸ਼-ਭਗਤੀ ਦੀ ਭਾਵਨਾ ਪ੍ਰੇਰਿਤ ਕਰਨਾ।	*ਵਾਕਾਂ ਨੂੰ ਕਹਾਣੀ ਦੀਆਂ ਘਟਨਾਵਾਂ ਅਨੁਸਾਰ ਕ੍ਰਮਵਾਰ ਕਰਨਾ। *ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ।	*ਵਿਦਿ. ਨੂੰ ਆਲੇ-ਦੁਆਲੇ ਵਾਪਰ ਰਹੀਆਂ ਘਟਨਾਵਾਂ ਬਾਰੇ ਜਾਗਰੂਕ ਕਰਨਾ।	ਵਿਦਿ. ਸਮਾਜ ਵਿੱਚ ਹੋ ਰਹੇ ਚੰਗੇ-ਮਾੜੇ ਦੀ ਪਹਿਚਾਣ ਕਰਨ ਦੇ ਕਾਬਲ ਬਣਨ ਗੇ।	* ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਇੱਕ-ਦੂਜੇ ਦੀ ਮਦਦ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨਾ।	ਦਸੰਬਰ-ਜਨਵਰੀ	

<p>2.*ਵਿਸ਼ੇਸ਼ਣ</p> <p>3.*ਪਿਛੇਤਰ</p> <p>4.*ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ</p> <p>5.*ਨਿੱਜੀ-ਪੱਤਰ</p> <p>(ਸੁਣਨ,ਪੜ੍ਹਨ,ਲਿਖਣ,ਉਚਾਰਨ)</p>	<p>*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ।</p> <p>*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂੰ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇ ਕੇ।</p> <p>*ਪੱਤਰ ਨੂੰ ਤਿੰਨ ਭਾਗਾਂ ਵਿੱਚ ਵੰਡ ਕੇ ਲਿਖਣ ਦਾ ਢੰਗ ਸਿਖਾਉਣਾ।</p>	<p>*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ।</p> <p>*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਦੀ ਜਾਣਕਾਰੀ।</p>	<p>*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ।</p> <p>*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂੰ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਗੇ।</p> <p>*ਪਰਚੀ ਵਿਧੀ ਰਾਹੀਂ ਮੁਹਾਵਰੇ ਸਿੱਖਣ ਗੇ।</p>	<p>*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ।</p> <p>*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂੰ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇ ਕੇ।</p> <p>*ਪੱਤਰ ਨੂੰ ਤਿੰਨ ਭਾਗਾਂ ਵਿੱਚ ਵੰਡ ਕੇ ਪੱਤਰ ਲਿਖਣ ਦਾ ਢੰਗ ਸਿੱਖਣਗੇ।</p>	<p>*ਬੋਰਡ+ਵੱਖ-ਵੱਖ ਉਦਾਹਰਨਾਂ ਰਾਹੀਂ ਵਿਸ਼ਾ ਸਪੱਸ਼ਟ ਕਰਨਾ।</p> <p>*ਵਾਕਾਂ ਅਤੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਤੀ ਅਭਿਆਸ।</p> <p>* ਸਫੇਦ ਤਖ਼ਤੇ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਵਿਦਿ. ਨੂੰ ਨਿੱਜੀ-ਪੱਤਰ ਦਾ ਲਿਖਤੀ ਕਾਰਜ ਕਰਵਾਉਣਾ।</p> <p><b>*ਗਤੀਵਿਧੀ- ਪੋਸਟ ਕਾਰਡ ਰਾਹੀਂ।</b></p> <p>*ਜਮਾਤ/ਘਰ ਦਾ ਕੰਮ-ਸਮਿਕ, ਸ਼ਬਦ ਜੋੜ ਅਤੇ ਾਵਰੇ (ਲਿਖਣੇ ਅਤੇ ਯਾਦ ਕਰਨੇ)</p>		
<p>6.*ਭਾਰਤ ਦਾ ਲਾਲ (ਇਕਾਂਗੀ)</p> <p>(ਸੁਣਨ,ਪੜ੍ਹਨ,ਲਿਖਣ,ਉਚਾਰਨ)</p>	<p>*ਬੱਚਿਆਂ ਨੂੰ ਸਮਾਜ ਵਿੱਚ ਵਾਪਰ ਰਹੀਆਂ ਘਟਨਾਵਾਂ ਦੀਆਂ ਤਸਵੀਰਾਂ ਰਾਹੀਂ ਇੱਕ-ਦੂਜੇ ਦੀ ਮਦਦ ਕਰਨ ਦੀ ਜਾਣਕਾਰੀ ਦੇਣਾ।</p>	<p>*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ।</p> <p>* ਸਭ ਦੀ ਮਦਦ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨਾ।</p>	<p>*ਬੱਚਿਆਂ ਨੂੰ ਸਮਾਜ ਵਿੱਚ ਵਾਪਰ ਰਹੀਆਂ ਘਟਨਾਵਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨ ਗੇ।</p>	<p>ਵਿਦਿ. ਅੰਧ ਵਿਸ਼ਵਾਸਾਂ ਤੋਂ ਦੂਰ ਰਹਿਣਾ ਸਿੱਖਣ ਗੇ।</p>	<p>*ਚਰਚਾ ਵਿਧੀ ਅਤੇ ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ।</p> <p>*ਵਿਦਿ. ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਪ੍ਰਸ਼ਨ-ਉੱਤਰਾਂ ਦਾ ਵਿਕਾਸ।</p> <p>*ਘਰ ਦਾ ਕੰਮ- ਕਦਰਾਂ-ਕੀਮਤਾਂ ਉੱਤੇ ਅਧਾਰਿਤ।</p>		
<p>7. ਅਣਡਿੱਠਾ ਕਾਵਿ-ਟੋਟਾ (ਸੁਣਨ,ਪੜ੍ਹਨ,ਲਿਖਣ,ਉਚਾਰਨ)</p> <p>8. *ਦ੍ਰਿਸ਼ ਵਰਨਣ</p>	<p>*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ।</p> <p>*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂੰ +ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇ ਕੇ।</p> <p>*ਵਿਚਾਰਾਂ ਅਤੇ ਕਲਪਨਾ ਸ਼ਕਤੀ ਦਾ ਵਿਕਾਸ।</p>	<p>*ਵਾਕਾਂ ਨੂੰ ਕਹਾਣੀ ਦੀਆਂ ਘਟਨਾਵਾਂ ਅਨੁਸਾਰ ਕ੍ਰਮਵਾਰ ਕਰਨਾ।</p> <p>*ਵਿਦਿ ਅੰਦਰ ਲਿਖਣ ਅਤੇ ਪੜ੍ਹਣ ਕੌਸ਼ਲ ਦਾ ਵਿਸਥਾਰ ਕਰਨਾ।</p>	<p>*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ।</p> <p>*ਵਿਦਿ. ਵਾਕ ਬਣਾਉਣਾ ਸਿੱਖਣ ਗੇ।</p>	<p>* ਵਿਦਿ. ਨੂੰ ਸੁੱਧ ਪੜ੍ਹਨਾ ਅਤੇ ਲਿਖਣਾ ਸਿਖਾਉਣਾ।</p>	<p>*ਫਲੋ ਚਾਰਟ ਰਾਹੀਂ+ਵੱਖ-ਵੱਖ ਉਦਾਹਰਨਾਂ ਰਾਹੀਂ ਵਿਸ਼ਾ ਸਪੱਸ਼ਟ ਕਰ ਕੇ।</p> <p>*ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਤੀ ਅਭਿਆਸ।</p> <p>*ਕਿਤਾਬ ਵਿੱਚੋਂ ਕੋਈ ਦ੍ਰਿਸ਼ ਦੇ ਕੇ ਘਰੋਂ ਉਸ ਬਾਰੇ ਪੈਰਾ ਲਿਖਣ ਲਈ ਦੇਣਾ।</p>		<p>*ਸਾਰੇ ਸਿਲੇਬਸ ਦਾ ਸਲਾਨਾ ਪ੍ਰੀਖਿਆ ਰਾਹੀਂ ਮੁਲਾਂਕਣ।</p>
				<p>ਫਰਵਰੀ_____ ਸਲਾਨਾ ਪ੍ਰੀਖਿਆ ਦੀ ਦੁਹਰਾਈ। ਸਲਾਨਾ ਪ੍ਰੀਖਿਆ--- ਅਕਤੂਬਰ ਤੋਂ ਜਨਵਰੀ ਤੱਕ ਦਾ ਸਾਰਾ ਸਿਲੇਬਸ।</p>			