CHOITHRAM SCHOOL, MANIK BAGH, INDORE ;

ANNUAL CURRICULUM PLAN

; SESSION 2019– 2020

Grade: VI
SUBJECT: SOCIAL SCIENCE

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioral (Application based)			
JULY/ 27	**Civics-chap-1** Understanding Diversity	*To understand the meaning of Diversity. *To know how different, we are as humans. *To know about India is a vast country with diverse influences that have enriched the culture and heritage. *To know the importance of languages and different types of languages spoken around the world today. *To know about geographical, linguistic, religious and cultural Diversity in India.	*Students will be sensitizing about intercultural learning. *Students will be able to realize how diversity affect our society *Students will be able know the different languages spoken around the world. *Students will be able to appreciate diversity in our country. *Students will be able to develop tolerance, acceptance and mutual respect for each other.	**Activity**: Gear up-Do the students of your class speak the same native language? Do they bring the same kind of food? Have you ever wondered how come students from such diverse background are studying in one class? **Art integration activity (To Support learning):** *Prepare a poster on the right tries to convey the message of 'unity in diversity;	*Students are sensitive about intercultural learning. *Students realize how diversity affect our society *Students know the different languages spoken around the world. *Students appreciate diversity in our country. *Students develop tolerance, acceptance and mutual respect for each other.	Through the assessed activity on the topic unity and diversity.

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		*To understand diversity is the state of being varied, being different from one another		and display it on screen with your opinion about the Diversity is the soul of india.		
JULY/	**Civics – chap-2** Diversity and Discrimination	-* To understand about prejudice and stereotyped society. *To learn about caste discrimination in India. *To understand about right to equality and constitution of India. *To learn about different types of fundamental right justice, equality, liberty and fraternity.	*Students will able to recognize the different kinds of discrimination that happens in the society. *Students will be able to examine how far about caste discrimination in India affected social structure. *Students will be able to find how the constitution of India upholds our right to equality. *Students will be able to formulate different measures to eradicate ill tradition and customs in our society. *Students will be able to evaluate how prejudiced and stereotyped societies lead to inequality and discrimination	**Debate** –Do you think the Indian constitution can safeguard our diversity? *List out the different types of stereotyping you have witnessed in the society.	*Students recognize the different kinds of discrimination that happens in the society. *Students examine how far about caste discrimination in India affected social structure. *Students find how the constitution of India upholds our right to equality. *Students formulate different measures to eradicate ill tradition and customs in our society. *Students evaluate how prejudiced and stereotyped societies lead to inequality and discrimination	From the real-life situation students were able to understand what different types of diversity leads discrimination.
JULY/	**Geography-cha-1-** The earth	*To know about our universe, galaxy, stars, solar system and planets.	* Students will be able to explore their knowledge about universe, galaxy, constellations, stars, solar	**Art-integration Activity-**	* Students explore their knowledge about universe, galaxy, constellations, stars, solar system	Through student responses

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	in the solar system	*To learn about earth Why earth is called blue planet? *To know about the physical characteristics of the earth and the universe *To learn about draft planet and phases of the earth. *To learn about satellite, asteroids, meteors, meteorites and comets.	system and planets with the help of diagrams. *Students will be able to develop curiosity about earth and why life is possible on earth. *students will be able to compare about planets and draft planets. *students will be able to define phases of the moon like full moon and new moon.	*Draw a labeled diagram of solar system keeping the following thing in mind: size, distance from the sun and colour of the planet. *Organize a quiz contest on the earth and the solar system. *Role plays by students on the topic celestial bodies in the sky. *Suggest visiting a planetarium and describing your experience in the class.	and planets with the help of diagrams. *Students develop curiosity about earth and why life is possible on earth. *Students compare about planets and draft planets. *Students define phases of the moon like full moon and new moon.	

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JULY/ 27	**Geography-** **chap2** Globe-Latitudes and Longitudes	*To understand the shape of the earth. *To learn about the mechanism of rotation and revolution of the earth. *To know about the use of globe for locating places and understanding the time Zone. * To understand how mechanism of time zones in different countries is calculated throughout the world. *To know about the different latitudinal zones of the world. *To know the concept of international date line.	*Students will be to recognize points of reference on a globe. *Students will be able to learn the mechanism of rotation and revolution of earth. *Students will be able to explain the temperature zones of the earth. *Students will be able to identify the time zones of the world. *Students will be able to calculate the time of a place based on its longitudinal location. *Students will be able to locate places on the earth using the earth grid.	Art integration ***Scrap book:** Collect pictures of plants and animals from the different heat zones and prepare collage. Write briefly about each picture.- On the world map, mark the following. *The equator *prime meridian*The Arctic Circle *The Tropic of Cancer and Capricorn *The Antarctic Circle	*Students recognize points of reference on a globe. *Students learn the mechanism of rotation and revolution of earth. *Students explain the temperature zones of the earth. *Students able to identify the time zones of the world. *Students able to calculate the time of a place based on its longitudinal location. *Students able to locate places on the earth using the earth grid.	*Through the given activity *Through the accuracy to mark in the map
AUGUST/19	**History** **Chap-1** What, where, how and when.	*To understand the specific nature of the discipline passed to us by our ancestors. *To understand the significance of time, and dates to study of History. *To learn about the significance of geography in the study of History.	*The Students will be able to evaluate that history is the study of past events set in a chronological order. *The Students will be able to analysis that history and geography are	Gear up activity: Ask the student to recollect the memorable past and what sources of information are required to make it memorable. Share	*The Students evaluate that history is the study of past events set in a chronological order. *The Students analysis that history and geography are interconnected, the movement of the people and the creation of states are related to	Through the classroom discussion about their remembrance of childhood. Information’

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		*To understand and identify the different sources that is used to reconstruct History.	interconnected, the movement of the people and the creation of states are related to geography. *The Students will be able to evaluate about the various sources of information. *They will be able to learn and understand some of the Global facts and information..	their feelings and to compare it with present time. **Subject Enrichment activity: 1** **Topic:** Draw or Paste Pictures on the different sources of information given in the text and write down few lines on the following points [procedure of activity:] *Name the sources of information*which period it was used.*Any one or two features. *What is the work of Archaeological Survey of India **Rubrics:** Relevance, Creativity, timely submission, overall	geography. *The Students evaluate about the various sources of information. *They learn and understand some of the Global facts and information.	s they gather from their parents. Comparative study of present day and pas

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				presentation.		
AUGUST **23**	**History chap-2** From hunting – gathering to growing food	*To understand about hunting and gathering as a way of life and its implications. *To appreciate the skill and knowledge of hunter-gatherers. *To learn about stone tools and their use. *To learn the main archaeologist sites of ancient time. *Identify stone artifacts as archaeological evidence, making deduction from them.	.*Student will be able to interpret the archeological remains to study about hunter and gather society. *Students will be able to examine how the periods and things changes with the passage of time. *Students will be able to analysis how with the discovery of fire human life becomes easy. *Students will be able to comprehend about various ages of hunters and gathers society. *Students will be able to develop a systematic understanding of various changes that became the foundation of our lives e.g fire.	Divide the class in groups of five. Each group will collect information on one important discovery of the Neolithic age and share its advantages in class. Ans now: Would you use fire for any of these purposes today? Q- On the outline map of india mark the Paleolithic sites in india.	Students interpret the archeological remains to study about hunter and gather society. *Students examine how the periods and things changes with the passage of time. *Students analysis how with the discovery of fire human life becomes easy. *Students comprehend about various ages of hunters and gathers society. *Students develop a systematic understanding of various changes that became the foundation of our lives e.g. fire	Through the classroom discussion Through the presentation of students and accuracy in map.

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AUGUST/ 23	History-chap-3 In The Earliest cities.	*To understand the transition from pastoral phase to urban phase. *To understand the meaning of civilization and urbanization. *To find out the extent and spread of the Harappan culture. *To learn about the distinct features of Harappan towns and cities. *To learn about the way of life in Harappan culture.	*Students will be able to describe the conditions that led to the growth of civilization. *Students will be able to identify the four river valley civilization. *Students will be able to locate on a map the various places where the civilization flourished in India. *Students will be able to describe the advance nature of town planning of the Indus valley civilization. *Students will be able to describe the lifestyle of the people of the Indus valley civilization *Students will be analyze the reasons for the Indus valley civilizations.	***Research work**: Paste three important buildings in your city or village. Find out how old they are and who looks after them? ***Debate** on the topic city life is better than village life. ***Group discussion** on: Why do you think it is important to cover drains? ***PPT presentation** on Harappan civilization	*Students describe the conditions that led to the growth of civilization. *Students identify the four river valley civilization. *Students locate on a map the various places where the civilization flourished in India. *Students describe the advance nature of town planning of the Indus valley civilization. *Students describe the lifestyle of the people of the Indus valley civilization *Students analyze the reasons for the Indus valley civilizations.	Through the accessed activity.

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& Working Days	Sub-theme	Subject Specific (Content Based)	Behavioral (Application based)			
September	**Geography** **Chap-3** Motions of the earth	*Students will able to understand what causes day and night. *Students will be able to make relation between equinox and solstices *To understand the causes of varying length of day and night. *To understand the causes of changing seasons. *To know the effects of the Earth's Rotation. *To understand the earth takes about 365 1/4 days to complete one revolution around the Sun. *To understand the meaning of solstice and Equinoxes. *They will be able to understand laws of nature.	* The students will be able to analyze the change that is taking place around our surroundings. *The students will be able to co relate how rotation and revolution help us to bring changes which is necessary and important. *The students will able to examine the causes of seasons and the diversities due to climate. *The students will be able to identify when equinox, solstices and the leap year occur and why it is important.	**Art integration activity (To Support learning):** **Draw a diagram:** draw a neat diagram to show the revolution of the earth around the sun and the four seasons. Label the different positions of the earth during its journey correctly. **Comparative study:** On the A -4 size sheet with the help of facts and diagram, write the comparative points on rotation and revolution	*The student's analysis the changes that are taking place around our surroundings. *Students are able to co relate how rotation and revolution help us to bring changes which is necessary and important. *Students analyze the causes of seasons and the diversities due to climate. *Students identify when equinox, solstices and the leap year occur and why it is important.	.
SEPTEMBER/ 20	**Geography-** **Chap- 4**	*To understand the importance of maps and their components. *To develop basic skills of map	*Students will be able to define and classify map. *Students will be able to	**Art integration activity (To Support learning):** ***Notebook activity**:	*Students able to define and classify map. *Students able to examine the	Through marking and locating the places

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	Maps	and how to see the direction. *To understand the difference between a globe and a map. *To learn about the different symbols used as map keys. Skill: Thinking and understanding. Values: Acceptance Adaptability and its effectiveness.	examine the difference between a globe and a map. *Students will be able to recognize the components of a map. *Students will be able to explain the difference between a sketch and a plan.	Every school has a well – laid security plan for safe exit during disasters. Imagine yourself as a member of security council of your school and make an exit plan for safe exit. *In political map of India mark state and capital.	difference between a globe and a map. *Students recognize the components of a map. *Students able to explain the difference between a sketch and a plan..	accurately.
	History **Chap-4** What Book and Burials tell us	Students will able to learn about the Vedas and to understand the Vedic philosophy. * Students will able to understand the reconstruction of the past on the basis of textual evidence. * Students will able to study and understand the pattern of life in the Neolithic settlements. *Students will able to discuss about the Inamgaon and megaliths	*Students will be able to compare the life in the early Vedic period was more flexible than later Vedic period. *Students will be able to appreciate the family system of early Vedic period. *Students will be able to analysis the evidences for the coming of the Aryans and	**Art integration activity (To Support learning):** ***Debate** on the topic: The position of Indian women today is better than the position of women in later Vedic age. *List the languages you have heard about and try and identify the families to which they belong. Ex:	*Students will be able to compare the life in the early Vedic period was more flexible than later Vedic period. *Students will be able to appreciate the family system of early Vedic period. *Students will be able to analysis the evidences for the coming of the Aryans and how the caste system was became rigid. *Students will be able to develop the	Through the points which present in debate.

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			how the caste system was became rigid. *Students will be able to develop the skill of discussion and comparison between the two periods. *Students will able to identify the gods worshipped by the Aryans and their religious texts.	Dravidian families	skill of discussion and comparison between the two periods. *Students will able to identify the gods worshipped by the Aryans and their religious texts.	
	Civics **Chap-_3** What is Governm ent	*Students will be able to understand meaning of government. Why it is necessary and how it work at different level? *Students will be able to gain knowledge about the democratic functioning of government. Students will be able to understand type of government and why democracy is the best form of government.	*Students will be able to define the term government. *Students will be able to recognize the need for a government. *Students will be able to identify the different forms of government. *Students assess the merits and demerits of the various forms of government. *Students will be able to enumerate the features of democracy.	**Debate**: have a debate in class on the topic, A country progress faster under a dictatorship/democra cy **Research work**: Collect information about the countries which had other form of government for a time period and later they adopted democracy.	*Students define the term government. *Students recognize the need for a government. *Students identify the different forms of government. *Students assess the merits and demerits of the various forms of government. *Students enumerate the features of democracy.	Through the accessed activity.

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	Civics **Chap-4** Key elements of a democratic <u>government</u>	*To understand what apartheid is. *To understand how conflicts are resolved between people. *To understand why people should participate in governance and accountability of the government. *To develop and appreciation for equality and justice. o understand key elements that influence the function of democracy	*Students will be able to identify the elements of democracy-participation, accountability. *Students will be able to explain the election system, active participation of citizens and the role of the media in a democracy. *Students will be recognizing that elected representatives are accountability to the citizens, the judiciary and the police. *Students will be able to describe how the judiciary and the police deal with conflict resolution.	**Art integration activity (To Support learning):** * **Scrapbook**: find and paste the leaders who fought for equality and justice. Write in brief their contribution. **Subject Enrichment activity:2** **Topic: Report writing** *Prepare a project report on the measures taken by the government for migrants or weaker section of the society during lockdown. OR Gather reports of conflicts in and around your city. Make a project report	*Students identify the elements of democracy-participation, accountability. *Students explain the election system, active participation of citizens and the role of the media in a democracy. *Students recognizing that elected representatives are accountability to the citizens, the judiciary and the police. *Students describe how the judiciary and the police deal with conflict resolution.	Through the scrapbook presentation and discussion. Features of democratic government.

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				on these conflicts and ways of resolving these conflicts. Rubrics: 1.Research 2.content 3, analysis		

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