CHOITHRAM SCHOOL, MANIK BAGH, INDORE
TERM 1 -ANNUAL CURRICULUM PLAN SESSION 2019– 2020

CLASS: VI
SUBJECT: ENGLISH

Month & Working Days	**Themes/ Sub Themes**	**Learning Objectives**		**Activities & Resources**	**Expected Learning Outcomes**	**Assessment**
		Subject Specific (Content Based	**Behavioral (Application Based)**			
June Working Days: **17**	**Fiction** Unit 1.1 The Wicked Uncle	**To enable the students:** • to discuss about the different games the students could enjoy in summer vacation (U) • to discuss about the importance of summer vacation (U) • to relate the lesson with their real life experience (AY) • to describe the members of their family (U) • to understand humour hidden in the lesson (AY) • to write a different stories taking the same characters (invitation by site) (SY) • to appreciate/ comprehend the text. (K,U) • to express themselves in grammatically correct language.(U)	**To enable the students:** • to understand the concern of parents (U) • to realise the feelings shared with the family members. • to share the secrets they share with uncles, grandparents and not with parents (K) • to imbibe the value of bravery, determination, helpfulness, sympathy and concern. (SY) • to understand that we should also cherish our relationships because they are the ones who are here in times of need. (AY) • to realise that difficult time brings up best qualities in a person. (U) • to develop concern for members of the family. (U) • to know the way to face any	**Process /Activities** **Activity (To introduce the lesson):** Students will make paper boats of different shapes • Explore on net and write about the different items they would make on the sea beach with the help of wet sand.(a temple, a garden, etc) • Discuss "How do you spend your summer vacations, which places do you visit and with whom?" **Reading Skills:** • Reading followed by explanation and discussion of the lesson. **Speaking Skills:** • Remember your visit to any sea shore (any other place) and write your experience how you enjoyed the visit (group wise).	Students will be able to: • tell about the way they spend their holidays especially in summer • link the lesson with what happened on their trip • to exhibit their bonding with the family members • to enjoy the lesson and develop their sense of humour • to write about the things they make on the beaches and develop their creativity of making different items. • to name the items they make and also describe it with the help of new vocabulary related to sea beach. (K,U)	**Activity/Assignment (based on Assessment Activity)** **(Group Activity)** **Integrated with Performing art** • Remember your visit to any sea shore and write your experience how you enjoyed the visit (sat on the swing, played in the sea water, building of sand castle, etc) **Parameters:** Group

		• to analyze the lesson through appropriate inferential and explorative questions. (AY) • to learn/enrich vocabulary and its usage within appropriate context. (A) • to develop confidence in speaking skills.(EV)	adverse conditions bravely. (EV) • to know the different ways to display kindness to strangers. (U,EV)	• The students will be able to describe the beauty of the beach, they might have visited, and they would disclose their feelings. (Evaluation) (The students would be motivated to share their feelings) **Writing Skills:** • For the question bank, the framing of the questions will be done by the students. **Digital content to be used:** • Video related to the chapter – https://www.youtube.com/watch?v=E7g0bz5vwIw https://www.youtube.com/watch?v=ReSiCM5bJYo	• to make them grammatically better(U) • to analyze the lesson through appropriate inferential and explorative questions. (AY)	Coordination Expression
July Working Days: **26**	**Fiction** Unit 1.2 The Snow Queen **Grammar** – Parts of Speech (Noun-with types, Pronoun (no types) and Adjectives(no types, general and degree of comparison) **Writing skill –** Paragraph Writing	**To enable the students:** • to be aware of the terms like goblin, magic, spell, yell, sledge and other fiction's characters (K) • to differentiate between fiction and nonfiction (U) • to narrate a story told by the grandparents and sketch of any one character they enjoyed more (AY) • to analyze the lesson through appropriate conclusive and explorative questions (AY) • to learn/enrich vocabulary and its usage within appropriate context. (A) • to develop confidence in	**To enable the students** • to explore the characteristics of a good friend (AY) • to imbibe the value of bravery, determination, helpfulness, sympathy and concern (SY) • to cherish their friends and make the bonding stronger by helping them at the time of need (SY) • to realise that adversities brings up best qualities in a person (U) • to develop concern for animals (U) • to know the way to face	**Activity (To introduce the lesson):** • Discussion on the stories which are based on victory of good over evil (like Shree Ram over Ravan) **Reading Skills:** • Reading followed by explanation and discussion of the lesson. **Speaking Skill:** • Narrating a story and playing the role of characters in the group. **Writing Skill:** • Draw the character of which you played the role.	Students will be able to: • appreciate/comprehend the text • express themselves in grammatically correct language • analyse the lesson through appropriate inferential and explorative questions • appreciate/comprehend the text • express themselves in grammatically correct language • analyse the lesson through appropriate	**Assessment: (Group Activity)** **Integrated with Performing art** The students will be divided in the group and each group will present a fairy tale in the form of a play. Assessment on the basis of enactment.

		speaking skills.(EV)	any adverse conditions bravely (EV) • to know the different ways to display kindness and concern for the family • members (U, EV)	**Digital content to be used:**	inferential and explorative questions • enrich vocabulary and its usage within appropriate context • to develop confidence in speaking skills • to understand the importance of friendship • to understand the correct way to face the challenges • to imbibe the value of bravery, determination, helpfulness, sympathy or concern • to develop concern for animals	**Parameters:** Group Coordination Expression
August Working Days: **20**	Unit 3.1 Poetry The Indian Weavers **Grammar-** Sentence Transformation and Tenses Subject Verb Agreement **Writing Skill** – Diary Entry	To enable the students • to appreciate/comprehend the poem. – (AY, AP) • to express themselves in grammatically correct language. – (AP) • to learn poetic devices. – (U, AP) • to understand the rhyming schemes. – (U, AP) • to learn/enrich vocabulary and its usage within appropriate context. – (U, AP) • to develop an understanding	To enable the students • to imbibe the values of sensitivity towards weavers' hard work, sincerity, empathy, awareness, care and concern. – (U) • to develop confidence in recitation. – (AP) • to develop creativity and writing skills. – (SY) • to understand the interrelation ship between weaving process and human life. – (AP)	**Activity (To introduce the lesson):** • The students will construct a PPT based on different attires on different occasions? (both happiness and sadness) • Video will be shown related to any one small scale industry. • https://www.youtube.com/watch?v=K6Nt_msD1nk **Speaking Skill** • Students would be made to	The students will be able • to appreciate/comprehend the poem. – (AY, AP) • to express themselves in grammatically correct language. – (AP) • to learn poetic devices. – (U, AP) • to understand the rhyming schemes. – (U, AP) • to learn/enrich vocabulary and its usage within appropriate	**Activity/Assignment (based on Assessment Activity)** **Integrated with Visual Art** This time students will be encouraged to speed up their work of PPT and they will be given liberty to work in pairs or in groups as they feel

		of the poem. – (U)	• to know the work of the weavers. – (U) • to sensitize towards the people who work hard but earn a poor living. – (U)	construct a poem of 5-6 lines and recite in the class • Poem recitation followed by discussion and explanation	context. – (U, AP) • to develop an understanding of the poem. – (U) • to imbibe the values of sensitivity towards weavers, hard work, sincerity, empathy, awareness, care and concern. – (U) • to develop confidence in recitation. – (AP) • to develop thinking, creative and writing skills. – (SY) • to develop a sense of understanding the interrelation ship between weaving process and human life. – (AP) • to know the work of the weavers. – (U) • to sensitize towards the people who work hard but earn a poor living. – (U)	comfortable. **Parameters** Content Creativity
September Working Days: **24**	**Poetry** Unit 3.3 The Ballad of Father Gilligan **Grammar** – Voice (only present and past) **Writing Skill –**	• To help students understand that it is a simple ballad telling a small story with some depths. (AY) • To help students understand the concept of ballad poetry. **(U)** • To make students understand the gist of the poem. (U)	**To enable the students to:** • imbibe values like kindness, sympathy, helpfulness etc. **(AP)** • have faith in the Almighty. **(U)** • to make them realize that God helps those who help others in times of need.	**Activity (to introduce the lesson)** • Term ballad will be discussed with the students and similar poems will be recited in class **Speaking Skill** • General Discussion Topic 'The best ways to perform duty towards Humanity?'	The students will • Understand the concept of ballad poetry. • comprehend the poem and its concept of ballad poetry. • understand the general idea of the poem.	**Activity/Assignment (based on Assessment Activity)** **Integrated with Visual Art** On the basis of Poster Making

	Informal Letter Writing Dialogue – Completion Revision for First Term End examination	• To learn poetic devices (figures of speech: Imagery, Repetition, etc.) (U) • To learn/enrich vocabulary and its usage within appropriate context. **(AP)** • To make them recite poem confidently. **(AP)**	**(AY)** • be kind and concerned towards the poor people. (U) • develop empathy. (AP) • be hopeful (AY)	**Reading Skill** • Students will be informed before hand and motivated to bring Ballads so that more number of ballads can be read out in the class. **Writing Skill - Activity (to assess learning)** • Make a poster based on the topic – 'The Most Important Helping Hand.' (with slogans)	• be acquainted with poetic devices . • be able to use vocabulary in their language. • be confident while reciting the poem. • imbibe values like kindness, sympathy, helpfulness etc. **(AP)** • have faith in the Almighty. **(U)** • to make them realize that God helps those who help others in times of need. **(AY)** • be kind and concerned towards the poor people. (U) • develop empathy. (AP)	**Parameters** 1. Content 2. Creativity

TERM 2

Month & Working Days	**Themes/ Sub Themes**	**Learning Objectives**		**Activities & Resources**	**Expected Learning Outcomes**	**Assessment**
		Subject Specific (Content Based	**Behavioral (Application Based)**			
October Working Days: **22**	**Grammar** Prepositions, Conjunctions and Articles	**To enable the students to:** • apply the grammatical concept that requires thinking rather than mechanical application.	**To enable the students to:** enjoy learning of grammar rather than finding it daunting.	• Rules will be explained along with its application with the help of PPTs. • Students will frame sentences on articles, Prepositions and Conjunctions. • Model exercises followed by exercises in Practice sheets	**The students will be able:** • to apply the grammatical concept that requires thinking rather than mechanical application. • to understand about different	**Activity/Assignment (based on Assessment Activity)** On the basis of their performance in the practice sheet exercises.

		• understand about different parts of speech and their application.	• express themselves in grammatically correct language		parts of speech and their application	**Parameter** Accuracy
November Working Days: **20**	**Fiction** Lesson of Life **Poetry** Unit 3.2 Daffodils **Writing Skills** – Story Writing	**To enable the students to:** • to know about the popular fictitious character of Mullah Nasruddin (K) • to explore the similar character in Indian fables (AY) • to appreciate/comprehend the text (K,U) • to express themselves in grammatically correct language (U) • to analyze the lesson through appropriate conclusive and explorative questions (AY) • to learn/enrich vocabulary and its usage within appropriate context (A) • to develop confidence in speaking skills (EV) • to know about imagery used in poetry (U) • to understand and appreciate figures of speech (U, AP) • to learn about compound words (K, U) • to appreciate nature in its various forms (AP) • to learn about other poets who thoroughly describe nature in their poetry (K)	**To enable the students:** • to be confident in handling the situations (AP) • to avoid being gossip mongers (AP) • to appreciate humour (AY) • to realize that every problem has a solution and problems are not really as big as they seem to be (U) • to understand that we should think and take our own decisions(U) • to face criticism boldly (AP) • to know that we should not judge a person by his appearance (U)	**Activity (to introduce the lesson)** **<u>Warm- up activity:</u>** • Find out the similar stories, class discussion on the stories which are humorous as well as interesting. • **Activity (to support learning)** **Speaking Skill:** The students will speak on the topic- • I know the secret to success is work hard and not to please everyone. **Writing Skill (in the book itself)** • The students will find the meaning of the new words and frame questions at the end of the lesson. **Reading Skills:** • Reading followed by explanation and discussion of the lesson. **Activity added- The students would take up any other story of Mullah Nasruddin apart from that given in the book and present it in the form of a play. (Group activity)** **<u>Visual Art of Integration</u>** **Draw picture of Mulla Nasruddin** • **Digital content to be used:** **<u>https://www.youtube.com/watch?v=d5-KMRUxyug.</u>** **Activity (to introduce the Poem)** **<u>Warm – up Activity</u>**	**The students will be able:** • to know about the popular fictitious character of Mullah Nasruddin (K) • tos know about imagery used in poetry. (U) • to understand and appreciate figures of speech. (U, AP) • to learn about compound words. (K, U) • to appreciate nature in its various forms**.** (AP) • to learn about other poets who thoroughly used nature in their poetry. (U) • to imbibe the values of sensitivity towards nature, empathy, awareness, belongingness, care and concern. – (AP) • to develop confidence in recitation. – (AP) • to develop generosity and kindness towards environment. – (U, AY) • to develop love for nature. – (U, AP) • to develop writing, speaking, thinking and analytical skills. – (SY) • imbibe the values of sensitivity towards nature, empathy, awareness, belongingness, care and concern. (AP) • develop confidence in recitation (AP) • develop love for nature (U,	**Activity/Assignment (based on Assessment Activity)** On the basis of their enactment. **Parameters:** Content Expression **Daffodils** **<u>Assessment</u>** Poem Recitation **Parameters** • Fluency • Voice Modulation

				• The students will be provided information about Indian poets such as Rabindra Nath Tagore, Sarojini Naidu, etc. and then about William Wordsworth, Britain's poet laureate from 1843 until his death on 23 April 1850. • Students will be taken for Nature Walk. Based on their observance they will write diary. • **Digital content to be used:** • **Activity (to support learning)** **Reading Skill** • Animated video of the poem will be shown followed by loud recitation, explanation and discussion.. **Writing Skill (in the book itself)** • The students will find the meaning of the new words and frame questions at the end of the poem. **Speaking Skill** • The students will be asked to add one stanza reflecting the beauty of nature. **Activity (to assess learning)** • Poem Recitation **AI- Visual Art of Integration** Draw a beautiful picture of nature.	AP) • develop writing, speaking, thinking and analytical skills (SY) • inculcate a sense of observation and appreciate nature (AP) • treasure relationships (U, AP)	
December	**Non Fiction**	**To enable the students:**	**To enable the**	**Activity (to introduce the lesson)**	**The students will be able to**	**Activity/Assignment**

Working Days: **20**	Unit 2.1 A True Story-School Topper Unit 3.4 I Am a Poet	• to comprehend and appreciate the text (U, AN) • to express themselves in grammatically correct language (AP) • to navigate dictionary (AP) • to develop their interest in comic books thus enhancing their reading skills • to learn/enrich vocabulary and its usage within appropriate context (AP) • to develop confidence in speaking skills (AP) • to appreciate/comprehend the poem (AY, AP) • to express themselves in grammatically correct language(AP) • to learn poetic devices (U, AP) • to understand the rhyming schemes (U, AP) • to learn/enrich vocabulary and its usage within appropriate context (U, AP) • to develop an understanding of the poem(U)	**students:** • to realise the sacrifice of their parents for their education (AY, U) • to inculcate sympathy, honesty, Communal harmony and courage (U) • to understand the importance of hard work, self belief and patience to achieve their goals (U,AY) • to face the adversities of life (AP) • to be optimistic (AP) • to understand and make their views about education (U, AY) • to imbibe the values of hard work, coordination, team spirit, awareness, care and concern (U) • to develop confidence in recitation (AP) • to develop creativity and writing skills (SY)	**<u>Warm – up Activity</u> –** Students will be asked to collect the information of APJ Kalam's life and make a PPT showing his qualities. **Activity (to support learning)** **Reading Skill:** • Reading of the chapter by the students. **Speaking Skill:** Group 1 & 5-Make students read about APJ Abdul Kalam and present it in the form of Panel discussion. Group 2- Discussion on the discoveries made by APJ Abdul Kalam. Group 3- Imagine as APJ and show any discovery made by him. Group 4- Presenting any incident of APJ's life which teaches the positive thinking **Writing Skill (in the Notes copy):** • Students would write a paragraph based on any one discovery of APJ Abdul Kalam. **Digital content to be used:** • Video based on "Abdul Kalam's life" will be shown.	• appreciate/comprehend the text (U, AY) • express themselves in grammatically correct language (AP) • develop confidence in speaking skills (SY) • realise the sacrifice of their parents for their education (U, AY) • inculcate sympathy, honesty, Communal harmony courage (U) • understand importance of hard work, self belief and patience to achieve their goals (U, AY) • face the adversities of life (AP) • be optimistic (AP) • understand and make their views about education (U, AY) • to appreciate/comprehend the poem (AY, AP) • to express themselves in grammatically correct language (AP) • to learn poetic devices (U, AP) • to understand the rhyming schemes (U, AP) • to learn/enrich vocabulary and its usage within appropriate context (U, AP) • to develop an understanding of the poem (U) • to develop the team spirit, coordination, group work (U) • to develop confidence in recitation (AP) • to develop thinking, creative and writing skills (SY)	**(based on Assessment Activity)** The students will be assessed on the basis of the paragraph this would improve their writing skill. . **Parameters-** Grammar Expression **Assessment:** Assessment based on opinions students shared on the activity of composing a poem **Parameters** Content Creativity

January Working Days: **23**	**Play** Unit 4.1 The Happy Prince **Writing Skills** – Message Writing	**To enable the students:** • to develop love for literature (U) • to introduce the students with life and works of Oscar Wilde (K) • to introduce new vocabulary(K) • to develop listening skills through audio book of the lesson(SY) • to make the students inculcate values like love, compassion, sacrifice and empathy • to make them infer that good deeds are rewarded	**To enable the students to imbibe-** • To make the students inculcate values like love, compassion, sacrifice and empathy. • To make them infer that good deeds are rewarded.	**Activity (To introduce the lesson):** **Warm Up activity:** • Share any incidence where you realised that animals do understand our emotions and react accordingly. **Activity (To Support learning):-** • Audio book (of around 20 minutes) will be played in the class. The students would be asked a series of questions to check their understanding **Digital Content to be used:** • **https://www.youtube.com/watch?v=t33NWgOzjK8**	**The students will be able to-** • comprehend the text and its concept (U) • inculcate values like love, compassion and empathy (SY) • be able to use vocabulary in their language (AP) • understand the importance of animals (EV) • realize the importance of hard work and courage to face difficulties. (SY) • be concerned and kind to others. (EV) • make themselves ready for good deeds.	**Activity/Assignment (based on Assessment Activity)** On the basis of the answers written by the students for the value based questions in their class work copy. **Parameters** 1. Content 2. Expression
February Working Days: **23**	**Travelogue** Unit 5.1 Goa- In the Lap of Nature **Writing Skills** – Notice Writing	**To enable the students:** • to appreciate/comprehend the text (AP) • to express themselves in grammatically correct language (AP) • to learn/enrich Vocabulary and its usage within appropriate context (U) • to develop confidence in speaking skills (AP)	**The students will be able** • to imbibe the values like - Sensitivity towards nature (AP) • to develop readiness in lending a helping hand (AP) • to develop curiosity about new places (AP) • to appreciate nature (SY) • to develop adaptation , adjustment ,observation and	**Activity (To introduce the lesson):** • **Discussion based on following questions.** 1. Which place comes to your mind when summer vacation is to begin? • Video based on South and North Goa. **Activity (to support learning)** • **Brochure making** The students will make a brochure on A-4 size sheet highlighting the tourist places of Goa. (Group activity) **Speaking Skill** If you have been already to Goa or any other similar place share your experience in the class. **Digital content to be used:**	**The students will be able:** • to appreciate/comprehend the text (AP) • to express themselves in grammatically correct language (AP) • to learn/enrich vocabulary and its usage within appropriate context (U) • to develop confidence in speaking skills (AP) • to imbibe the values like - Sensitivity towards nature (AP) • to develop readiness in lending a helping hand (AP) • to develop curiosity about new places (AP) • to appreciate nature (SY)	**Activity/Assignment (based on Assessment Activity)** Assessment based on Brochure made by the students **Parameters** 1. Content 2. Creativity

			thinking skills(SY) • to understand the effect of the beauty of a place (AP)		• to develop adaptation , adjustment ,observation and thinking skills (SY) • to understand the effect of the beauty of a place (AP)	
March Working Days:24	Rearrange the words to make meaningful sentences **Revision for Second Term End Exam**	**To enable the students to:** • apply the grammatical concept that requires correct framing of sentences. • be clear with all concepts	**To enable the students to:** Be confident before exam Learn tricks before and then frame the correct sentence.	**Activity-** The revision in form of • Practice sheets • Quiz • Games • Verbal Exercises • Black board	**The students will be able to:** • frame correct meaningful sentences • prepare well for exams • develop their confidence	**Activity/Assignment (based on Assessment Activity)** On the basis of their performance in the practice sheet exercises.