

Syllabus at a glance – Grade 6



**DON BOSCO**  
INTERNATIONAL SCHOOL

# **ACADEMIC INFORMATION**

**2017-2018**



## ENGLISH

### **AIMS & OBJECTIVES:**

#### **Reading**

- Develop broad reading skills
- Demonstrate understanding of explicit meaning in texts
- Demonstrate understanding of implicit meaning in texts
- Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts
- Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts

#### **Writing**

- Develop broad writing skills
- Select and develop content and use register and language appropriate to genre, purpose and Audience
- Structure and organise ideas coherently using sections and paragraphs
- Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects
- Use accurate spelling

#### **Speaking and listening**

- Articulate experience and express what is thought, felt and imagined
- Present facts, ideas and opinions in a sustained, cohesive order
- Communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers
- Use register appropriate to audience and context
- Listen to and respond appropriately to the contributions of others

### **SKILLS:**

- Self-Management
- Communication
- Social Skill
- Thinking skills
- Writing Skill
- Reading Skill

**TEXT BOOKS:** Cambridge Checkpoint English Course book 1  
Cambridge Checkpoint English Workbook 1



**PLAN AT A GLANCE**

<b>FIRST TERM</b> 3 <sup>rd</sup> July, 2017 – 30 <sup>th</sup> November 2017	<b>SECOND TERM</b> 4 <sup>th</sup> December 2017 – 27 <sup>th</sup> April 2018
1. Introduction of genres	1. Non-fiction, Note taking, comment writing
2. Horror / Suspense	2. Non-fiction, information text, explanation persuasive text
3. Speaking and listening skills of discussion	3. Journalistic writing and its features
4. Recap of Grammar concepts	4. Interview
5. Story writing	5. Non-fiction (Biography, autobiography)
6. Poetry and its features	6. Letter Writing
7. Exploring different styles of poems	7. Diary writing
8. Fiction (Sci-fi, Fantasy, folk and fairy tales)	

**EVALUATION PATTERN**

<b>FIRST TERM</b> 3 <sup>rd</sup> July, 2017 – 30 <sup>th</sup> November 2017	<b>SECOND TERM</b> 4 <sup>th</sup> December 2017 – 27 <sup>th</sup> April 2018
Topic	Topic
<b><u>FORMATIVE EVALUATION</u></b>	<b><u>FORMATIVE EVALUATION</u></b>
<b><u>20 Marks</u></b>	<b><u>20 Marks</u></b>
Horror / Suspense (Comprehension and Story writing)	Non-fiction (Note taking, comment writing)
<b><u>SUMMATIVE EVALUATION</u></b>	<b><u>SUMMATIVE EVALUATION</u></b>
<b><u>80 Marks</u></b>	<b><u>80 Marks</u></b>
First Term Portion	First and Second Term Portion



## MATHEMATICS

### AIMS & OBJECTIVES:

- To develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment
- To read mathematics, and write and talk about the subject in a variety of ways
- To develop a feel for number, carry out calculations and understand the significance of the results obtained
- To apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them
- To solve problems, present the solutions clearly, check and interpret the results
- To develop an understanding of mathematical principles
- To recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem
- To use mathematics as a means of communication with emphasis on the use of clear expression
- To develop an ability to apply mathematics in other subjects, particularly science and technology
- To develop the abilities to reason logically, to classify, to generalise and to prove
- To appreciate patterns and relationships in mathematics
- To produce and appreciate imaginative and creative work arising from mathematical ideas
- To develop their mathematical abilities by considering problems and conducting individual and co-operative enquiry and experiment, including extended pieces of work of a practical and investigative kind
- To appreciate the interdependence of different branches of mathematics 15. acquire a foundation appropriate to their further study of mathematics and of other disciplines.

### SKILLS:

1. **Problem Solving:** Develop, select, apply and compare a variety of problem solving strategies as they pose and solve problems and conduct investigations to help deepen their mathematical understanding
2. **Reasoning and proving:** Develop and apply reasoning skills to make mathematical conjectures, assess conjectures and justify conclusion and also plan and construct organized mathematical arguments.
3. **Reflecting:** Demonstrating that they are reflecting on and monitoring their thinking to help clarify their understanding as they solve a problem.
4. **Selecting tools and computational strategies:** Select and use a variety of concrete, visual and electronic learning tools and appropriate computational strategies to investigate mathematical ideas and to solve problems
5. **Connecting:** Make connections among mathematical concepts and procedures and relate to mathematical ideas to real life situations
6. **Representing:** Create a variety of representation of mathematical ideas like graphical, pictorial etc. and connect and compare them.
7. **Communicating:** Communicating mathematical thinking orally, visually and in writing using mathematical vocabulary and observing mathematical conventions.

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**TEXT BOOKS:** Cambridge Checkpoint Book 1 by Ric Pimentel and Terry Wall

**PLAN AT A GLANCE**

<b>FIRST TERM</b> 3 <sup>rd</sup> July, 2017 – 30 <sup>th</sup> November 2017	<b>SECOND TERM</b> 4 <sup>th</sup> December 2017 – 27 <sup>th</sup> April 2018
1. Numbers	1. Algebra – Equations
2. Factors and Multiples	2. Geometry - Shapes
3. Fractions – Comparing	3. Geometry – Angles
4. Mixed Fractions	4. Measurement - Time
5. Addition and Subtraction - Fractions	5. Measurement – Unit of Measurement
6. Multiplication and Subtraction - Fractions	6. Area and Perimeter
7. Percentages	7. Data Handling
8. Ratio Proportion	8. Probability
	9. Frequency

**EVALUATION PATTERN**

<b>FIRST TERM</b> 3 <sup>rd</sup> July, 2017 – 30 <sup>th</sup> November 2017	<b>SECOND TERM</b> 4 <sup>th</sup> December 2017 – 27 <sup>th</sup> April 2018
Topic	Topic
<b><u>FORMATIVE EVALUATION</u></b>	<b><u>FORMATIVE EVALUATION</u></b>
<b><u>20 Marks</u></b>	<b><u>20 Marks</u></b>
Numbers, Factors and Multiples	Algebra – Equations, Geometry - Angles
<b><u>SUMMATIVE EVALUATION</u></b>	<b><u>SUMMATIVE EVALUATION</u></b>
<b><u>80 Marks</u></b>	<b><u>80 Marks</u></b>
First Term Portion	First and Second Term Portion



## SCIENCE: PHYSICS

### **AIMS & OBJECTIVES:**

**To encourage and enable students in -**

- Suggesting ideas that may be tested.
- Outlining plans to carry out investigations, considering the variables to control, change or observe.
- Making predictions referring to previous scientific knowledge and understanding.
- Identifying appropriate evidence to collect and suitable methods of collection.
- Choosing appropriate apparatus and use it correctly.
- Making careful observations including measurements.
- Presenting results in the form of tables, bar charts and line graphs.
- Considering explanations for predictions using scientific knowledge and understanding and communicate these.
- Presenting conclusions using different methods.

### **SKILLS:**

- Experimentation
- Construction
- Observation
- Drawing.

(Experimentation and construction skills include handling, arranging, preserving, and repairing scientific instruments).

**TEXT BOOKS:** Cambridge Checkpoint Science 1 by Peter D Riley



**PLAN AT A GLANCE**

<b>FIRST TERM</b> 3 <sup>rd</sup> July, 2017 – 30 <sup>th</sup> November 2017	<b>SECOND TERM</b> 4 <sup>th</sup> December 2017 – 27 <sup>th</sup> April 2018
1. CH-13- Measurements	1.CH-16- Energy Transfers
2. CH-14- Forces and Motion	2.CH-17- The Earth and Beyond
3. CH-15- Energy	

**EVALUATION PATTERN**

<b>FIRST TERM</b> 3 <sup>rd</sup> July, 2017 – 30 <sup>th</sup> November 2017	<b>SECOND TERM</b> 4 <sup>th</sup> December 2017 – 27 <sup>th</sup> April 2018
<b><u>FORMATIVE EVALUATION</u></b>	<b><u>FORMATIVE EVALUATION</u></b>
<b><u>20 Marks</u></b>	<b><u>20 Marks</u></b>
Measurement	Energy Transfers
<b><u>SUMMATIVE EVALUATION</u></b>	<b><u>SUMMATIVE EVALUATION</u></b>
<b><u>80 Marks</u></b>	<b><u>80 Marks</u></b>
First Term Portion	First and Second Term Portion



## SCIENCE: CHEMISTRY

### **AIMS & OBJECTIVES:**

**To encourage and enable students in -**

- Planning and carrying out investigations, considering the variables to control, change or observe.
- The importance of questions, evidence and explanations
- Planning and carrying out investigations
- Identifying appropriate evidence to collect and suitable methods of collection.
- Choosing appropriate apparatus and using it correctly.
- Making careful observations and measurements.
- Presenting results appropriately.
- Recognise results and observations that do not fit into a pattern.
- Making conclusions from collected data
- Demonstrate attitudes and values like trust in caring god, valuing every person joy and optimism, innovation and creativity, responsible for freedom of expression, respect for nature, integrating justice, equality, transformation of self and society

### **SKILLS:**

- Observing
- Classifying
- Quantifying
- Predicting
- Controlling variables
- Interpreting
- Communicating
- Forming conclusions

**TEXT BOOKS:** Cambridge Checkpoint Science 1 by Peter D. Riley





**PLAN AT A GLANCE**

<b>FIRST TERM</b> 3 <sup>rd</sup> July, 2017 – 30 <sup>th</sup> November 2017	<b>SECOND TERM</b> 4 <sup>th</sup> December 2017 – 27 <sup>th</sup> April 2018
1. Chapter 8 – The States of Matter	1. Chapter 10 – Acids and Alkalis
2. Chapter 9 – The Properties of Matter and Materials	2. Chapter 11 – Rocks and Soil
3. Chapter 12 – Finding the Age of Earth	

**EVALUATION PATTERN**

<b>FIRST TERM</b> 3 <sup>rd</sup> July, 2017 – 30 <sup>th</sup> November 2017	<b>SECOND TERM</b> 4 <sup>th</sup> December 2017 – 27 <sup>th</sup> April 2018
<b><u>FORMATIVE EVALUATION</u></b>	<b><u>FORMATIVE EVALUATION</u></b>
<b><u>20 Marks</u></b>	<b><u>20 Marks</u></b>
Topic - Chapter 8 – The States of Matter	Topic - Chapter 10 – Acids and Alkalis
Chapter 9 – The Properties of Matter and Materials	
<b><u>SUMMATIVE EVALUATION</u></b>	<b><u>SUMMATIVE EVALUATION</u></b>
<b><u>80 Marks</u></b>	<b><u>80 Marks</u></b>
First Term Portion	First and Second Term Portion



## SCIENCE: BIOLOGY

### **AIMS & OBJECTIVES:**

- To develop their skills in using a range of tools and equipment's to gather evidences in scientific enquiry, research, exploration and field work.
- To be able to communicate their ideas, observations and conclusion to the best of their abilities.
- To learn a range of techniques and methods to express their ideas and observations.
- To develop skills in planning, recording, evaluating and reviewing.
- To develop attitudes which help personal and social development and positive attitudes to the ideas of other people, caring for the environment and sustainable lifestyle.
- To learn skills which involves asking scientific questions, critical thinking, weighing evidence and developing perspectives and judgement.

### **SKILLS:**

- Thinking
- Creative
- Analytical
- Social and Interpersonal
- Communication
- Research
- Self-management.

**TEXT BOOKS:** Cambridge Checkpoint Science 1 by Peter D Riley



**PLAN AT A GLANCE**

<b>FIRST TERM</b> 3 <sup>rd</sup> July, 2017 – 30 <sup>th</sup> November 2017	<b>SECOND TERM</b> 4 <sup>th</sup> December 2017 – 27 <sup>th</sup> April 2018
1. Characteristics of Living Things	1. Classification of Living Things
2. Major Organ system	2. Living Things in their Environment
3. Cells	3. Human Influences on the Environment
4. Microorganisms and Diseases	4. Digestive System
5. Constituents of Food	

**EVALUATION PATTERN**

<b>FIRST TERM</b> 3 <sup>rd</sup> July, 2017 – 30 <sup>th</sup> November 2017	<b>SECOND TERM</b> 4 <sup>th</sup> December 2017 – 27 <sup>th</sup> April 2018
Topic	Topic
<b><u>FORMATIVE EVALUATION</u></b>	<b><u>FORMATIVE EVALUATION</u></b>
<b><u>20 Marks</u></b>	<b><u>20 Marks</u></b>
Characteristics of Living Things, Major organs of flowering plants	Classification of Living Things
<b><u>SUMMATIVE EVALUATION</u></b>	<b><u>SUMMATIVE EVALUATION</u></b>
<b><u>80 Marks</u></b>	<b><u>80 Marks</u></b>
First Term Portion	First and Second Term Portion.



## HINDI

### AIMS & OBJECTIVES:

- दैनिक जीवन में हिंदी में समझने-बोलने के साथ-साथ लिखने/ सृजनात्मकता का विकास करने के लिए।
- विभिन्न संदर्भों में प्रयुक्त होने वाली शब्दावली का विकास करना।
- औपचारिक विषयों और संदर्भों में बातचीत में भाग ले पाने की क्षमता का विकास करना।
- साहित्य के विविध रूपों से परिचित होना।
- हिंदी भाषा में अपने अनुभव संसार को लिखकर सहज अभिव्यक्ति की क्षमता विकसित करना।
- अपनी मातृभाषा और परिवेशगत भाषा को साथ रखकर हिंदी की संरचनाओं की समझ बनाना और मौखिक तथा लिखित अभिव्यक्ति में व्याकरण सम्मत भाषा का प्रयोग करना।

### SKILLS:

- आत्म प्रबंधन, सामाजिक कौशल, आलोचनात्मक सोच, समस्या निवारण, बात-चीत का कौशल

TEXT BOOKS: भाषा तरूण- (डॉक्टर अमित कुमार सिंह पुंदीर) **Grade 6**



**PLAN AT A GLANCE**

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1. सामाज और संस्कृति पर आधारित आलेख • कहानी-ईदगाह	1. रीति रिवाज-एवं परंपरा पर आधारित आलेख
2. स्वास्थ्य पर आधारित आलेख • कहानी-काकी	2. फुर्सत के पल पर आधारित आलेख • हास्य-व्यंग्य-साइकिल की सवारी
3. समय की महत्ता पर आधारित आलेख • हास्य- व्यंग्य- समय पर न मिलने वाले	3. एकांकी- एकलव्य
4. संचार एवं मीडिया पर आधारित आलेख	4. व्यायाम पर आधारित आलेख
5. व्याकरण • संज्ञा, सर्वनाम तथा उनके भेद • विराम चिन्ह, "र" के प्रयोग • काल ( वर्तमान काल, भविष्य काल) • शब्दभंडार • (पर्यायवाची शब्द, विलोम शब्द, मुहावरे, वचन, लिंग)	5. व्याकरण • क्रिया, विशेषण तथा उनके भेद • उपसर्ग प्रत्यय - • काल (भूतकाल) • शब्दभंडार • (लोकोक्तियाँ , वाक्यांश के लिए एक शब्द)
6. श्रवण कौशल	6. श्रवण कौशल
7. नीति के दोहे (मौखिक अभिव्यक्ति) • परिचय देना (मौखिक अभिव्यक्ति)	7. अविस्मरणीय घटना (मौखिक- अभिव्यक्ति) • समाचार (मौखिक- अभिव्यक्ति) • हिन्द देश के निवासी (मौखिक- अभिव्यक्ति)
8. पत्र लेखन (अनौपचारिक/ ई- मेल लेखन)	8. डायरी लेखन
9. चित्र-वर्णन	9. टिप्पणी लेखन
10. सारांश लेखन	10. निबंध



**EVALUATION PATTERN**

<b>FIRST TERM</b> 3 <sup>rd</sup> July, 2017 – 30 <sup>th</sup> November 2017	<b>SECOND TERM</b> 4 <sup>th</sup> December 2017 – 27 <sup>th</sup> April 2018
Topic	Topic
<b><u>FORMATIVE EVALUATION</u></b>	<b><u>FORMATIVE EVALUATION</u></b>
<b><u>20 Marks</u></b>	<b><u>20 Marks</u></b>
1. सामाजिक और संस्कृति पर आधारित आलेख (अपठित गद्यांश) <ul style="list-style-type: none"><li>कहानी पर आधारित लेख (अपठित गद्यांश)</li></ul>	1. रीति रिवाज-एवं परंपरा पर आधारित आलेख (अपठित गद्यांश) <ul style="list-style-type: none"><li>कहानी पर आधारित लेख (अपठित गद्यांश)</li></ul>
2. श्रवण कौशल	2. डायरी लेखन
3. पत्र लेखन (अनौपचारिक)	3. श्रवण कौशल
4. व्याकरण <ul style="list-style-type: none"><li>सर्वनाम, संज्ञा और उनके भेद</li></ul>	4. व्याकरण <ul style="list-style-type: none"><li>क्रिया विशेषण और उनके भेद</li></ul>
<b><u>SUMMATIVE EVALUATION</u></b>	<b><u>SUMMATIVE EVALUATION</u></b>
<b><u>80 Marks</u></b>	<b><u>80 Marks</u></b>
<ul style="list-style-type: none"><li>सामाजिक और संस्कृति पर अथवा किसी कहानी पर आधारित अपठित गद्यांश</li><li>व्याकरण</li><li>ईमेल लेखन -</li><li>श्रवण कौशल</li><li>पत्रलेखन (अनौपचारिक)</li><li>सारांश लेखन</li><li>चित्र लेखन</li><li>मौखिक अभिव्यक्ति (नीति के दोहे, परिचय, भाषण)</li><li>शब्दभंडार (पर्यायवाची शब्द, विलोम शब्द, वचन, लिंग, मुहावरे)</li></ul>	<ul style="list-style-type: none"><li>रीति रिवाज-एवं परंपरा पर अथवा किसी कहानी पर आधारित अपठित गद्यांश</li><li>व्याकरण</li><li>ईमेल लेखन</li><li>टिप्पणी लेखन</li><li>चित्र लेखन</li><li>निबंध</li><li>डायरी लेखन</li><li>मौखिक अभिव्यक्ति</li><li>(कविता, अविस्मरणीय घटना समाचार)</li><li>श्रवण कौशल</li><li>शब्दभंडार (पर्यायवाची शब्द, विलोम शब्द, वचन, लिंग, मुहावरे, लोकोक्तियाँ, वाक्यांश के लिए एक शब्द)</li></ul>

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## SPANISH

### **AIMS & OBJECTIVES:**

- Develop the ability to communicate effectively using the target language
- Offer insights into the culture and society of countries where the language is spoken
- Develop awareness of the nature of language and language learning
- Encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations
- Provide enjoyment and intellectual stimulation
- Develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum
- Form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

### **SKILLS:**

- Communication
- Social
- Thinking
- Research
- Self-management skills

**TEXT BOOKS:** Listos 1, module 3-6



PLAN AT A GLANCE

<b>FIRST TERM</b> 3 <sup>rd</sup> July, 2017 – 30 <sup>th</sup> November 2017	<b>SECOND TERM</b> 4 <sup>th</sup> December 2017 – 27 <sup>th</sup> April 2018
<b>Grammar</b>	<b>Grammar</b>
1. Talk about likes and dislikes	1. Describe city and neighborhood
2. Vocabulary of School subjects, adjectives and food	2. El imperative (the command tense)
3. How to say the time	3. Describe weather
4. Talk about daily routine	4. Free time, leisure
5. Describe school and means of transport	5. Talk about weekend activities
6. Describing my house and my room	6. Verbs Estar and Hay
7. Reflexive verbs	7. Immediate future tense
<b>Vocabulary</b>	<b>Vocabulary</b>
1. School subjects and adjectives	1. Places to visit in a city
2. My school	2. Weather and seasons
3. Meals of the day and food	3. Sports
4. Means of transport	4. Domestic chores
5. Types of houses	5. Hobbies
6. Objects in bedroom	





**EVALUATION PATTERN**

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Topic	Topic
<b><u>FORMATIVE EVALUATION</u></b>	<b><u>FORMATIVE EVALUATION</u></b>
<b><u>20 Marks</u></b>	<b><u>20 Marks</u></b>
Comprehension – AR, ER and IR verbs	Informal letter
<b><u>SUMMATIVE EVALUATION</u></b>	<b><u>SUMMATIVE EVALUATION</u></b>
<b><u>80 Marks</u></b>	<b><u>80 Marks</u></b>
Reading Comprehension	Reading Comprehension
Writing Expression	Writing Expression
Picture description – Daily routine	Immediate future plans
Listening	Listening
An audio about the time	An audio about the weather



## HUMANITIES: HISTORY AND CIVICS

### **AIMS & OBJECTIVES:**

To enable students to:

- To learn about the past by creating a sense of historical diversity
- To understand time lines and historical maps
- To compare the developments of one region in relation to other parts of the world
- To become aware of national perspectives with that of global ones in the process of development
- To create a strong a sense of human values, namely freedom, trust, mutual respect and respect of diversity;
- To make connections between political, social and economic issues and recognize the ways in which politics affects their daily lives.
- To imbibe the values of the Indian Constitution and their significance in everyday life.
- To understand about the earth as the habitat of humans and other forms of life.
- To become familiar with one's own region and realise the interdependence of various regions (local to global).
- To understand the normative dimensions like issues of equality, justice and dignity in society and polity.

### **SKILLS:**

- Observing and reporting
- Discussion and debate:
- Analyzing and critical thinking
- Questioning and reasoning:
- Communication
- Classification
- Interpersonal and Intrapersonal skills
- Appreciation
- Understanding
- Concern for justice and equality
- Map and globe skills
- Charts and graphs skills
- Time skills
- Citizenship skills
- Critical thinking and problem solving
- Collaboration
- Information literacy
- Media and ICT literacy
- Flexibility and adaptability
- Initiative and self-direction
- Social and Cross-Cultural Skill
- Leadership and Responsibility

**TEXT BOOKS:** The Trail (History and Civics) for ICSE Middle School-Grade 6



**PLAN AT A GLANCE**

<b>FIRST TERM</b> 3 <sup>rd</sup> July, 2017 – 30 <sup>th</sup> November 2017	<b>SECOND TERM</b> 4 <sup>th</sup> December 2017 – 27 <sup>th</sup> April 2018
1. The River Valley Civilizations (Mesopotamian, Egyptian, Indus Valley, Chinese)	1. The Mauryan Empire
2. The Vedic Civilization	2. The Golden Age – Gupta Empire
3. Mahavira and Buddha – Great Preachers	3. Urban Local Self-Government
4. Rise of Kingdoms and Republicans	
5. The Rural Local	

**EVALUATION PATTERN**

<b>FIRST TERM</b> 3 <sup>rd</sup> July, 2017 – 30 <sup>th</sup> November 2017	<b>SECOND TERM</b> 4 <sup>th</sup> December 2017 – 27 <sup>th</sup> April 2018
Topic	Topic
<b><u>FORMATIVE EVALUATION</u></b>	<b><u>FORMATIVE EVALUATION</u></b>
<b><u>20 Marks</u></b>	<b><u>20 Marks</u></b>
The River Valley Civilizations (Mesopotamian, Egyptian, Indus Valley)	The Mauryan Empire
<b><u>SUMMATIVE EVALUATION</u></b>	<b><u>SUMMATIVE EVALUATION</u></b>
<b><u>80 Marks</u></b>	<b><u>80 Marks</u></b>
First Term Portion	Second Term Portion



## HUMANITIES: GEOGRAPHY

### **AIMS & OBJECTIVES:**

To enable students to:

- To learn about the past by creating a sense of historical diversity
- To understand time lines and historical maps
- To compare the developments of one region in relation to other parts of the world
- To become aware of national perspectives with that of global ones in the process of development
- To create a strong a sense of human values, namely freedom, trust, mutual respect and respect of diversity;
- To make connections between political, social and economic issues and recognize the ways in which politics affects their daily lives.
- To imbibe the values of the Indian Constitution and their significance in everyday life.
- To understand about the earth as the habitat of humans and other forms of life.
- To become familiar with one's own region and realise the interdependence of various regions (local to global).
- To understand the normative dimensions like issues of equality, justice and dignity in society and polity.

### **SKILLS:**

- Observing and reporting
- Discussion and debate:
- Analyzing and critical thinking
- Questioning and reasoning:
- Communication
- Classification
- Interpersonal and Intrapersonal skills
- Appreciation
- Understanding
- Concern for justice and equality
- Map and globe skills
- Charts and graphs skills
- Time skills
- Citizenship skills
- Critical thinking and problem solving
- Collaboration
- Information literacy
- Media and ICT literacy
- Flexibility and adaptability
- Initiative and self-direction
- Social and Cross-Cultural Skill
- Leadership and Responsibility

**TEXT BOOKS:** Voyage Geography for ICSE Middle School - Grade 6



**PLAN AT A GLANCE**

<b>FIRST TERM</b> 3 <sup>rd</sup> July, 2017 – 30 <sup>th</sup> November 2017	<b>SECOND TERM</b> 4 <sup>th</sup> December 2017 – 27 <sup>th</sup> April 2018
1. Theme1: Representation of Geographical Features	1. Theme4: Agriculture
2. Theme2: Landforms	2. Theme5: Minerals
3. Theme3: Water Bodies, Oceans, Seas, Lakes and Rivers	3. Theme6: Study of Continents: North America

**EVALUATION PATTERN**

<b>FIRST TERM</b> 3 <sup>rd</sup> July, 2017 – 30 <sup>th</sup> November 2017	<b>SECOND TERM</b> 4 <sup>th</sup> December 2017 – 27 <sup>th</sup> April 2018
Topic	Topic
<b><u>FORMATIVE EVALUATION</u></b>	<b><u>FORMATIVE EVALUATION</u></b>
<b><u>20 Marks</u></b>	<b><u>20 Marks</u></b>
Landforms and Water Bodies	Agriculture and Minerals
<b><u>SUMMATIVE EVALUATION</u></b>	<b><u>SUMMATIVE EVALUATION</u></b>
<b><u>80 Marks</u></b>	<b><u>80 Marks</u></b>
First Term Portion	Second Term Portion



## ICT

### **AIMS & OBJECTIVES:**

The ICT curriculum in the classes focuses on:

- The development of a basic understanding of technology operations and concepts
- The effects of technology usage on social, ethical and human issues
- Communication, collaboration, creativity, innovation
- Problem solving
- Research and information fluency

### **SKILLS:**

- To understand the responsible use of technology and information and the consequences of inappropriate use in and out of school
- To demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
- To show personal responsibility and ownership for their own work space on the delegated server for student use and shared files on the 'Public Share'
- To use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate technology tools and resources
- To use digital media and environments to communicate and work collaboratively and develop good techniques of working sympathetically with others online

**TEXT BOOKS:** 6 Click Start 2<sup>nd</sup> Edition (Anjna Virmani & Shalini Harisukh)



**PLAN AT A GLANCE**

<b>FIRST TERM</b> 3 <sup>rd</sup> July, 2017 – 30 <sup>th</sup> November 2017	<b>SECOND TERM</b> 4 <sup>th</sup> December 2017 – 27 <sup>th</sup> April 2018
1. Know Your Computer	1. Using Windows
2. MS WORD 2007- Advanced Features	2. Advanced PowerPoint 2007
3. MS WORD 2007 –Using Mail Merge Features	3. More about MS Excel 2007
4. Operating System	4. Introduction to Email
5. Algorithms	5. Introduction to QBasic
6. Flowchart	6. QBasic Statements
7. Fun with Scratch Programming	7. QBasic – Programming Statements I

**EVALUATION PATTERN**

<b>FIRST TERM</b> 3 <sup>rd</sup> July, 2017 – 30 <sup>th</sup> November 2017	<b>SECOND TERM</b> 4 <sup>th</sup> December 2017 – 27 <sup>th</sup> April 2018
Topic	Topic
<b><u>FORMATIVE EVALUATION</u></b>	<b><u>FORMATIVE EVALUATION</u></b>
<b><u>20 Marks</u></b>	<b><u>20 Marks</u></b>
Know Your Computer	Operating System
MS WORD 2007 –Advanced	Advanced PowerPoint 2007
MS WORD 2007 –Using Mail Merge Features	More about MS Excel 2007
<b><u>SUMMATIVE EVALUATION</u></b>	<b><u>SUMMATIVE EVALUATION</u></b>
<b><u>80 Marks</u></b>	<b><u>80 Marks</u></b>
First Term Portion	First and Second Term Portion

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