

CHOITHRAM SCHOOL, MANIK BAGH, INDORE

ANNUAL CURRICULUM PLAN SESSION 2017 – 2018

CLASS: 6

SUBJECT: SOCIAL SCIENCE

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
JUNE/15	<b>Civics-chap-1</b> Understanding Diversity.	<b>OBJECTIVES:</b> <b>SPECIFIC OBJECTIVE:</b> *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	*Students will be sensitized about intercultural learning. *Students will be able to realize how diversity affects our society *Students will be able to 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	Activity: - *video on the topic 'UNITY IN DIVERSITY'. (on YouTube) *Have you seen the Olympic logo? These rings in the logo stand for what? You recreate the logo in a scrapbook than write in your own words. How this sign of Olympic games conveys the message of diversity? (black, blue, red, yellow and green rings)	*Students learn that the state of being varied is called diversity. *Students understand India is the land of immense geographic, linguistic, religious and cultural diversity. It adds beauty to the life. *Students learn it is very important to analyse, appreciate and accept diversity. *Despite the diversity, people of India share a common national identity. *Students understand Unity in diversity makes our country different in comparison to the world. *Students learn values of Awareness, respect others	Through the assessed activity on the topic unity and diversity. Rubrics -Awareness presentation.

		<p>geographical, linguistic, religious and cultural Diversity in India. *To understand diversity is the state of being varied, being different from one another.</p> <p><b>SKILL-</b> Thinking, knowledge and understanding.</p>	each other.		and acceptance.	
<b>JUNE/15</b>	Civics –2- Diversity and Discrimination	<p><b>SPECIFIC OBJECTIVES:</b> -</p> <ul style="list-style-type: none"> <li>* To understand about prejudice and stereotyped society.</li> <li>*To learn about caste discrimination in India.</li> <li>*To understand about right to equality and constitution of India.</li> <li>*To learn about different types of fundamental right justice, equality, liberty and fraternity.</li> </ul>	<ul style="list-style-type: none"> <li>*Students will be able to examine how far about caste discrimination in India affected social structure.</li> <li>*Students will be able to formulate different measures to eradicate ill tradition and customs in our society.</li> <li>*Students will be able to evaluate how prejudiced and stereotyped societies lead to</li> </ul>	<p>Activity: -</p> <ul style="list-style-type: none"> <li>*In the present age which types of right you enjoy and why?</li> <li>*Think about a situation where you feel you are discriminated within the family or in the school</li> </ul>	<ul style="list-style-type: none"> <li>* <b>The students understand about Diversity often creates attitudes of hostility towards those who are different from others.</b></li> <li>* <b>The students understand that Prejudice as a fixed idea that people have about what someone or something is like, they are able to understand how much beneficial or harmful it is.</b></li> <li>* <b>The students know how the Constitution of India provides equality for all citizens.</b></li> <li>*<b>Despite these</b></li> </ul>	From the real-life situation students were able to understand what different types of diversity.

		<p><b>SKILL:</b> Thinking and analytical</p> <p><b>VALUES</b>capability, awareness, and acceptability.</p>	inequality and discrimination.		<p><b>constitutional provisions, discrimination and inequality exists in different parts of India.</b></p> <p><b>*Students understand the prejudice and stereotyping how to remove it?</b></p> <p><b>*Awareness, respect others and acceptance</b></p>	
<b>JULY/24</b>	Geography-cha-1- The earth in the solar system	<p><b>SPECIFIC OBJECTIVES:</b> -</p> <ol style="list-style-type: none"> <li>1.To know about our universe, galaxy, stars, solar system and planets.</li> <li>2.To learn about earth Why earth is called blue planet?</li> <li>3.To know about the physical characteristics of the earth and the universe</li> <li>4.To learn about draft planet and phases of the earth.</li> <li>5.To learn about satellite, asteroids, meteors, meteorites and comets.</li> </ol> <p><b>SKILL-</b> Thinking, knowledge and</p>	<p>*Students will be able to explore their knowledge about universe, galaxy, stars, solar system and planets with the help of diagrams.</p> <p>*Students will be able to develop curiosity about earth and why life is possible on earth.</p> <p>*students will be able to compare about planets and draft planets.</p> <p>*students will be able to define phases of the moon like full moon and new moon.</p>	<p><b>ACTIVITY:</b> - Write the following information on the piece of paper and share with your friends.</p> <ol style="list-style-type: none"> <li>1)Name-</li> <li>2)Zodiac sign and symbol.</li> <li>3)Are you aware about others zodiac sign and if yes? Write and draw.</li> <li>4)Try to write and draw at least 2/3 zodiac sign and symbols</li> </ol>	<ol style="list-style-type: none"> <li>1.Students able to understand about the important features of our universe, galaxy, stars, solar system and planets.</li> <li>2.Students understand all planets are part of our universe and they make our earth a unique planet.</li> <li>4.Students understand about faces of the moon – waning, waxing, full moon and new moon.</li> <li>3.Students understand about the various concepts used to explain our universe.</li> <li>5.Students able to understand about, meteors, asteroids meteorites and comets</li> </ol>	<p>Diagram of solar system</p> <p>Different Zodiac sign which they discussed in the class.</p>

		<p>understanding.</p> <p><b>VALUES-</b> Tolerance, innovative, acceptance.</p>				
JULY/24	<b><u>Geography-2- Latitudes and Longitudes.</u></b>	<p>SPECIFIC OBJECTIVES: -</p> <ul style="list-style-type: none"> <li>*To understand the shape of the earth.</li> <li>*To learn about the mechanism of rotation and revolution of the earth.</li> <li>*To know about the use of globe for locating places and understanding the time Zone.</li> <li>* To understand how mechanism of time zones in different countries is calculated throughout the world.</li> <li>*To know about the different latitudinal zones of the world.</li> <li>*To know the concept of international date line.</li> </ul>	<ul style="list-style-type: none"> <li>*Students will be to understand that globe is a model of earth.</li> <li>*Students will be able to learn the mechanism of rotation and revolution of earth.</li> <li>*Students will be able to learn the use of globe for locating of places.</li> <li>*Students will be able to learn the mechanism of time zone and how it is calculated to understand in different countries.</li> <li>*Students will be able to different latitudinal zones of the world.</li> <li>*Students will be able to understand about the</li> </ul>	<p>ACTIVITY: Map work- [Assessment Activity: - Rubrics are knowledge and accuracy]</p> <ol style="list-style-type: none"> <li>1. On the world map, mark the following. <ul style="list-style-type: none"> <li>*The equator</li> <li>*prime meridian</li> <li>*The Tropic of Cancer.</li> <li>*The Tropic of Capricorn.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>*The students understand the shape of the earth and why it is tilted?</li> <li>* Students understand about the mechanism of rotation and revolution of the earth and how days and night are caused?</li> <li>*Students understand where places are located and time zone with the help of globe.</li> <li>*Students understand about the latitudinal and longitudinal zones of the earth.</li> <li>*Students understand about the international date line is line where the date changes by one day.</li> </ul>	<p>Through the marking of the different latitudes and different longitudes.</p>

		<p><b>SKILL:</b> Thinking and understanding.</p> <p><b>VALUES:</b></p>	international date line.			
JULY/24	<b><u>. History 1- When, where and how,</u></b>	<p><b>Specific objective:-</b></p> <ul style="list-style-type: none"> <li>*To understand the specific nature of the discipline passed to us by our ancestors.</li> <li>*To understand the significance of time, and dates to study of History.</li> <li>*To learn about the significance of geography in the study of History.</li> <li>*To understand and identify the different sources that is used to reconstruct History.</li> </ul>	<ul style="list-style-type: none"> <li>*The Students will be to understand that history is the study of past events set in a chronological order.</li> <li>*The Students will be able to understand that history and geography are interconnected, the movement of the people and the creation of states are related to geography.</li> <li>*The Students will be able to gain knowledge about timeline.</li> <li>*The Students will be able to gain knowledge about the various sources of information.</li> <li>*They will be able to learn and understand some of</li> </ul>	<p><b>ACTIVITY: Before the beginning of the Chapter-Write down few information's that you have gather either from your mother/grandmother/all any one of your relatives about their childhood or school days. Compare it with your present days. See how your friends have shared the information</b></p>	<ul style="list-style-type: none"> <li>*Students understand about the past events set in a chronological order.</li> <li>*Students understand how historians have classified into different periods and timeline.</li> <li>*Students know the different sources of information and their classification.</li> </ul>	<p><b>Through the classroom discussion about their remembrance of childhood.informationthey gather from their parents. Comparative study of present day and past.</b></p> <p><b>Accessed activity:paste two pictures of archeological sources and literary sources with the help of booklet making.</b></p> <p><b>Rubrics-presentation and content.</b></p>

			the Global facts and information.			
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JULY/24	<b>HISTORY2-The Earliest Societies–</b>	<p>SPECIFIC OBJECTIVES:-</p> <ul style="list-style-type: none"> <li>*To understand about hunting and gathering as a way of life and its implications.</li> <li>*To appreciate the skill and knowledge of hunter-gatherers.</li> <li>*To learn about stone tools and their use.</li> <li>*Identify stone artefacts as archaeological evidence, making deduction from them.</li> </ul>	<ul style="list-style-type: none"> <li>*The students will be able to understand the present form and shape of humans evolved from the Ancestors.</li> <li>*The students will be able to understand the nomadic life of early man.</li> <li>*The students will be able to learn the skills and knowledge which the early man carried with them.</li> <li>*The students will be able to understand about the different phases of Stone Age.</li> <li>*The students will be able to know about the Stone Age</li> </ul>	<p><b>.ACTIVITY: scrapbook activity With the help of concept map paste pictures and explain different types of stone age, stone tools, evolution of man and techniques of making tools.</b></p>	<ul style="list-style-type: none"> <li>*Students able to present form and shape of humans evolved from the Ancestors.</li> <li>*Students able to understand the nomadic life of early man. They analysis the difficulties and aptitude which early man possessed.</li> <li>*Students appreciate the skills and knowledge which the early man carried with them.</li> <li>*Students understand about the different phases of Stone Age.</li> <li>Students appreciate the art culture of Stone Age people.</li> </ul>	<p><b>Through the classroom discussion on the life of stone age. And the presentation of concept map.</b></p>

			art.			
JULY/24	<b><u>3-The first farmers and herders.</u></b>	<b>SPECIFIC LEARNING ACTIVITY:</b> *To understand the transition from hunting-gathering to settled life. *To identify the material culture of humans of this period. *To understand the diversity of early domestication. *To learn about the new discoveries that was made during this period like tools, pottery, agriculture and domestication of animals. *To understand the invention of wheel was a revolutionary event in the history of mankind.	*Students will be able to develop the idea of Paleolithic's, Mesolithic and Neolithic age of ancient history. *Students will be able to apply the new innovative ideas which make humans life easier. *Students will be able to understand the transaction of Paleolithic age to Neolithic age. *Students will be able to understand, that invention of the wheel was a turning point in human history.	Activity: CW activity: draw or paste pictures related to the food, dress or things we use in our daily life. Make a comparison with the food, dress and things the early man used. Write your views on what we have learnt from them in 100 words.	*Students understand the transition from hunting-gathering to settled life. *Students identify the material culture of humans of this period. *Students understand the diversity of early domestication. *Students learn about the new discoveries that was made during this period like tools, pottery, agriculture and domestication of animals. *To understand the invention of wheel was a revolutionary event in the history of mankind. * Students develop the idea of Paleolithic's, Mesolithic and Neolithic age of ancient history. *Students apply the new innovative ideas which make humans life easier. * Students understand the transaction of Paleolithic age to Neolithic age. * Students understand, that invention of the wheel was a turning point in human history.	<b>Through the comparison they learnt about the difference of food habits, clothing etc.</b>
AUGUST	<b><u>Civics- 3-</u></b>	SPECIFIC	<ul style="list-style-type: none"> <li>The</li> </ul>	ACTIVITY: make a list of five things	<ul style="list-style-type: none"> <li>Students understand</li> </ul>	<b>Through the accessed</b>

	<p><b><u>Government</u></b></p>	<p>OBJECTIVES: -</p> <ol style="list-style-type: none"> <li>1. Students will be able to understand meaning of government. Why it is necessary and how it work at different level?</li> <li>2. Students will be able to gain knowledge about the democratic functioning of government.</li> <li>3. Students will be able to understand type of government and why democracy is the best form of government.</li> <li>4. Why universal adult</li> </ol>	<p>students will be able to analysis about the concept to how day and night occurs.</p> <ul style="list-style-type: none"> <li>• The students will be able to differentiate between rotation and revolution.</li> <li>• The students will able to know the causes of seasons.</li> </ul> <p>The students will be able to gain knowledge about solstices and equinox</p>	<p>that each of these governments do.</p> <p>Local self-government-----  State government-----  Central government-----</p>	<p>the rotation and revolution.</p> <ul style="list-style-type: none"> <li>• Students able to differentiate between rotation and revolution.</li> <li>• Students know the causes of seasons.</li> <li>• Students understand the concept of solstice and equinox.</li> </ul>	<p><b>activity on types of work done by the government of different levels.</b></p>
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		<p>franchise is an important fundamental right?</p> <p>5. How different organs of government work individually as well as in co-ordination one another.</p>				
<p><b>AUGUST 18/21</b></p>	<p><b><u>4-Features of a Democratic government</u></b></p>	<p><b>SPECIFIC OBJECTIVES:</b></p> <p>*To understand what apartheid is.</p> <p>*To understand how conflicts are resolved between people.</p> <p>*To understand why people should participate in governance and accountability of the government.</p> <p>*To develop and appreciation for equality and</p>	<p><b>* Students will be able to understand democratic government ensure participation of people in the government processes.</b></p> <p><b>* Students will be able to know people participation can be through election and public opinion.</b></p>	<p><b>ACTIVITY: SCRAPBOOK</b></p> <p>Paste the picture of Nelson Mandela, and write about his struggle against racial segregation and the eventual success he attained.</p>	<p><b>*Students able to know democratic government is a government which is elected by the people.</b></p> <p><b>* Students able to understand conflicts arise when people from different background do not agree on certain issues.</b></p> <p><b>* Students able to know democratic government should be ensure equality and justice to the people at every level.</b></p>	<p><b>Through the picture reading and discussion. Features of democratic government.</b></p>

		justice. *To understand key elements that influence the function of democracy	<b>* Students will be able to know about their rights like right to vote and about our constitution.</b>			
<b>AUGUST 18/21</b>	<b><u>Geography- 4- Map reading</u></b>	<p>SPECIFIC OBJECTIVE: *To understand the importance of maps and their components. *To develop basic skills of map 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.</p> <p><b>Skill: Thinking and understanding.</b> <b>Values: Acceptance Adaptability and its effectiveness.</b></p>	<p><b>*Students will be able to locate different places and points in the local map.</b> <b>* Students will be able to understand the different types of direction.</b> <b>* Students will be able to understand function and concept of map.</b> <b>* Students will be able to know about the importance of map with the help of globe.</b> <b>* Students will be able to know about classification of map.</b></p>	ACTIVITY: class work In political map of India mark state and capital.	<p><b>*Students know about different types of maps like physical map, political map and thematic map.</b> <b>*Students understand about the main elements of map are title, direction, scale ,colours, symbols and key.</b> <b>*Students know about plans and detailed drawing of various structure and building.</b></p>	<b>Through the map activity they mark state and capital.</b>

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AUGUST 18/21	<b><u>History- 4-The first cities.</u></b>	<p><b>SPECIFIC LEARNING OBJECTIVES</b></p> <p>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.  <b>Skill: Social and thinking.</b></p>	<p><b>* Students will be able to understand about Indus valley civilization Bronze age.</b></p> <p><b>* Students will be able to know how they planned the cities and make the roads.</b></p> <p><b>* Students will be able to know about seals used for trading or as records.</b></p>	Have a debate on the topic city life is better than village life	<p><b>*Indus valley civilization was one of the four major bronze age civilization of the world.</b></p> <p><b>*The cities were well planned roads cut each other at right angles.</b></p> <p><b>*They worship mother goddess and a god which resemble the Hindu god Shiva.</b></p> <p><b>* The seals were probably used for trading or as records.</b></p>	Through the classroom discussion.
SEPTEMBER/21	<b><u>Geography-5- Realms of the earth.</u></b>	<p><b>SPECIFIC OBJECTIVES:</b></p> <p>*To understand the interrelationship between the realms of the earth.            *To learn about the four realms of the earth atmosphere, hydrosphere, lithosphere and biosphere.            *To understand the layers of atmosphere.  <b>Skill: Thinking, understanding</b></p>	<p><b>*to know about the concept of continents and ocean.</b></p> <p><b>SPECIFIC OBJECTIVE</b></p> <p><b>*to know about hydrosphere, lithosphere and</b></p>	<p><b>ACTIVITY:</b></p> <p>Class work: In world map mark an oceans and continents of the world.</p>	<p><b>*Students know about the atmosphere and the layer that surrounds the earth.</b></p> <p><b>*Students know about atmospheric layers like troposphere, stratosphere, mesosphere,</b></p>	Through the map activity.

		<b>and awareness.</b> <b>Values:</b> <b>Acceptance</b> <b>Adaptability and its effectiveness</b>	<b>atmosphere.</b> <b>*to know about</b> <b>water cycle.</b> <b>*understand</b> <b>about global</b> <b>warming.</b>  •		<b>thermosphere and</b> <b>exosphere.</b> <b>*Students know about</b> <b>all spears atmosphere,</b> <b>hydrosphere, lithosphere</b> <b>and biosphere.</b>	