

**ANNUAL CURRICULUM PLAN (2020-21)**

**SOCIAL SCIENCE**

**CLASS – 6**

**VISION**

- To prepare students to become informed and responsible citizens.
- To prepare students to function in a democratic society as of a diverse interdependent world.
- To teach students to think critically and develop fair-mindedness while making decisions about various issues, modelling the choices they will make as adult citizens.
- Self-respect and respect for others will be the hallmark of every class.

**Name of the teacher: Preesh Anna Bosco**

**PERIOD – APRIL – SEPTEMBER**

<b><u>Chapters</u></b>	<b><u>Transaction Strategies/Innovative Pedagogy</u></b>	<b><u>Learning Outcomes</u></b>	<b><u>Core skill/ Art Integration/Inter-disciplinary Linkages</u></b>
<b><u>HISTORY</u></b>			
<b>1. What, Where, How and When?</b>	The students will be introduced the topic by familiarizing them with the major developments to be studied. Lecture cum discussion method will be used to make them understand about the significance of the geographical terms used during the time frame and about the different historical sources and their utility. The topic will be assessed by asking the students:- <ul style="list-style-type: none"><li>• To prepare a timeline using date/year and events.</li><li>• To prepare a mind map of the chapter in the notebook.</li></ul>	The Learner: <ul style="list-style-type: none"><li>• Understands historical diversity to relate developments of one place/region with those of another.</li><li>• Identifies different types of sources (archaeological, literary etc.) and describe their use in reconstruction of history of a period.</li></ul>	<b>Core Skill</b>  Self-awareness & Analytical skill  <b>Art Integration</b>  Collect pictures of things that helps you to find out about the past.
<b>2. From Gathering to Growing Food</b>	The students will be introduced to the topic through story telling method. They will be taught about the discovery of the Indus Valley Civilization. Knowledge about the how people became farmers and herders, life of people in Mehrgarh, agriculture, arts and crafts will be imparted using presentation.	<ul style="list-style-type: none"><li>• Locate important historical tools, crops and places on an outline map of India</li><li>• Recognizes distinctive features of early human cultures and explains their growth</li></ul>	<b>Core Skill</b>  Chronological thinking & Observational Skills  <b>Art Integration</b>  Using clay make tools that were used in the three different ages Paleolithic Age, Mesolithic Age and Neolithic Age.
<b><u>CIVICS</u></b>			
<b><u>Chapters</u></b>			
<b>1. Understanding Diversity</b>	The students will be familiarized about the topic through interactive method. They will be taught about the different languages, food, religion, festivals and dresses. For the depth knowledge of the	<ul style="list-style-type: none"><li>• Recognizes ways in which political, social and economic issues which affect their daily lives across time and space</li></ul>	<b>Core Skill</b>  Self-Awareness & Application

	topic a role play will be conducted in the class on diversity. In the end they will be asked to solve the back exercise of the chapters in pair.	<ul style="list-style-type: none"> <li>• Comprehend the diversity in India in terms of language, food, celebration of different festivals and practice of different religion.</li> <li>• Develops a healthy attitude towards various kinds of diversity around her</li> </ul>	<p><b>Art Integration</b></p> <p>Prepare a travelogue on any one state of India highlighting about the places to visit, food, dress, festival, language of that state.</p> <p><b>Inter-disciplinary Linkages</b> English</p>
<b>2. What is Government?</b>	The topic will be introduced to the students through explanation and question answer method. The students will be taught why voting is important. Students will also be familiarized with the history of voting rights using smart board. An activity will be conducted in the class to make them learn about the voting process in India.	<ul style="list-style-type: none"> <li>• Factors of a democratic government</li> <li>• The three levels of government.</li> <li>• Gains a sense of the working of Indian democracy, its institutions and processes at the local state and union levels</li> <li>• Differentiates between equality and inequality in various forms to treat them in a healthy way</li> </ul>	<p><b>Core Skill</b></p> <p>Logical thinking &amp; Team building</p> <p><b>Art Integration</b></p> <p>With your family members, prepare a skit to show the key ideas of a democratic government.</p> <p><b>Inter-disciplinary Linkages</b> Dramatics and English</p>
<b><u>GEOGRAPHY</u></b>			
<b><u>Chapters</u></b>			
<b>1. The Earth in the Solar System</b>	The students will be introduced to the topic through interactive method about the planets, stars and moon. The topic will be assessed by conducting an activity – showing pictures of the planets and asking students to identify them.	<ul style="list-style-type: none"> <li>• Distinguishes between stars, planets and satellites. E.g.: Sun, Earth and Moon.</li> <li>• Recognized that the earth is a unique celestial body due to existence of life, zones of the earth with special reference to biosphere.</li> </ul>	<p><b>Core Skill</b></p> <p>Logical Thinking &amp; Team building</p> <p><b>Art Integration</b></p> <p>Prepare a scrapbook: A Family Scrapbook on Universe.</p> <p><b>Inter-disciplinary Linkages</b> Dramatics &amp; English</p>
<b>2. Globe: Latitudes and Longitudes</b>	The topic will be introduced to the students through discussion method. The students will be taught the importance of globe, latitudes and longitudes. Model of Earth i.e. Globe will be shown for better understanding. The topic will be assessed by asking:- <ul style="list-style-type: none"> <li>• Oral questions and answers from the chapter</li> <li>• Draw a neat labelled diagram of the heat zones.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Latitudes and Longitudes, E.g. Poles, equator, tropics, states/UT's of India and other neighbouring countries on globe and the world map</li> <li>• Comprehend how to calculate time and identify the need to have standard time</li> </ul>	<p><b>Core Skill</b></p> <p>Logical Thinking and Critical Thinking</p> <p><b>Art Integration</b></p> <p>Draw a diagram of the globe showing the Earth's axis, equator, Tropic of cancer, Capricorn, Arctic circle &amp; Antarctic circle.</p>

**PERIOD – OCTOBER - MARCH**

<b><u>Chapters</u></b>	<b><u>Transaction Strategies/Innovative Pedagogy</u></b>	<b><u>Learning Outcomes</u></b>	<b><u>Core skill/ Art Integration/Inter-disciplinary Linkages</u></b>
<b><u>HISTORY</u></b>			
<b>1. Ashoka, The Emperor Who Gave Up War</b>	The expansion of the Mauryan empire will be taught using story telling method. The art, architecture and the social conditions will be explained on the smartboard. The topic will be assessed by asking the students to prepare a timeline using date/year and events. The students will also be asked to do the map work related to the chapter.	<ul style="list-style-type: none"> <li>List out significant contributions of important kingdoms, dynasties with example like Ashokan inscriptions, Gupta coins and Ratha temples by Pallavas</li> <li>Learn about a unique ruler Ashoka, his Dhamma</li> </ul>	<p><b>Core Skill</b></p> <p>Decision Making &amp; Problem Solving</p> <p><b>Art Integration</b></p> <p>Write a paragraph explaining why the lions are shown on our currency notes. Stick picture of the national emblem.</p> <p><b>Inter-disciplinary Linkages</b> English</p>
<b>2. New Empires and Kingdoms</b>	The expansion of different empires and kingdoms will be explained with the help of story-telling method. A/V aids will also be used for multisensory teaching and better understanding. Then the topic will be assessed by asking back exercises from the students.	<ul style="list-style-type: none"> <li>To know about the warrior Samudragupta, Harshvardhana and his biography Harshacharita</li> <li>Recognise the important ruling dynasties Pallavas and Chalukyas</li> <li>Identify how different kingdoms administrate and the formation of new kind of army</li> </ul>	<p><b>Core Skill</b></p> <p>Observational skills &amp; Analytical Skills</p> <p><b>Art Integration</b></p> <p>Prepare a flow chart showing the different empires and their specialities.</p> <p><b>Inter-disciplinary Linkages</b> Literature</p>
<b>3. New Questions and Ideas</b>	The topic will be introduced to children in a story telling method following a presentation prepared to explain the Upanishads, Jainism, the sangha and monasteries. Students will be asked to solve the back exercise and discuss in class.	<ul style="list-style-type: none"> <li>Students will know the early history and books</li> <li>Gain knowledge about the system of ashrams and philosophies of Buddha.</li> </ul>	<p><b>Core Skills</b></p> <p>Logical Thinking and Application</p> <p><b>Art Integration</b></p> <p>Find out more about men and women who renounce the world today. Where do they live, what kinds of clothes do they wear, what do they eat? Why do they renounce the world?</p> <p><b>Inter-disciplinary Linkage</b> Religion</p>
<b><u>CIVICS</u></b>			
<b><u>Chapters</u></b>			
<b>1. Rural Administration</b>	The topic will be introduced to the students through explanation cum question answer method. The students will be taught the hierarchy of rural administration by a diagram on the black board. Audio visual aid	<ul style="list-style-type: none"> <li>Gains a sense of the working of Indian democracy, its institutions and processes at the local state and union levels</li> <li>Analyse the functioning of rural local government bodies</li> </ul>	<p><b>Core Skill</b></p> <p>Communicative Skills &amp; Application</p>

	i.e. smart board will also be used. They will be asked to solve the back exercise of the chapters in pairs.		<b>Art Integration</b> Visit a police station & find out the work that the police have to do to prevent crime and maintains law and order in their locality especially during festivals, public meeting etc.  <b>Inter-disciplinary Linkages</b> Communicative English
<b>2. Urban Administration</b>	The difference between municipal corporation and municipality will be explained to the students using explanation cum discussion method. The important and obligatory functions of these bodies will be taught with the help of smart board. The students will be asked to solve the back exercise of the chapters in pairs.	<ul style="list-style-type: none"> <li>Becomes familiar with socio-economic role of institutions such as family, market and government</li> <li>Analyse the functioning of urban local government bodies</li> </ul>	<b>Core Skill</b> Logical thinking & Observational Skills  <b>Art Integration</b> Find out about the Municipal Cooperation in your locality and write a paragraph in your copy.  <b>Inter-disciplinary Linkages</b> English
<b><u>GEOGRAPHY</u></b>			
<b><u>Chapters</u></b>			
<b>1. Our Country- India</b>	The students will be introduced about the concept of the physical and political divisions and they will be taught about location and national frontiers in this chapter by explanation method. A/V aids will also be used for better understanding. The students will be asked to do the map work related to the chapter.	<ul style="list-style-type: none"> <li>Becomes familiar to India's vast political expands</li> <li>Identify India's neighbours</li> <li>Understands physical, political and administrative divisions</li> </ul>	<b>Core Skill</b> Logical Thinking & Team building  <b>Art Integration</b> Mark the following on an outline map <ul style="list-style-type: none"> <li>Western &amp; Eastern Ghats</li> <li>Andaman islands &amp; Lakshadweep</li> <li>Standard Meridian</li> <li>Arabian Sea, Bay of Bengal &amp; Indian Ocean.</li> <li>The state in which you live.</li> </ul>
<b>2. Major Domains of the Earth</b>	The students will be introduced the topic by asking some questions related to the types of things seen on the Earth. Further explanation	<ul style="list-style-type: none"> <li>The four main components of the environment i.e. Lithosphere,</li> </ul>	<b>Core Skill</b>

	<p>method and a diagram on blackboard will be used to teach them about the four major domains of the Earth. Audio visual aids like Smart board will be used to for multisensory teaching.</p>	<p>Hydrosphere, Atmosphere and Biosphere</p> <ul style="list-style-type: none"> <li>• Learn in detail about the seven continents and five oceans</li> <li>• To mark the seven continents and five oceans on the world physical map</li> </ul>	<p>Team Building &amp; Analytical Skill</p> <p><b>Art Integration</b></p> <p>Cut the outline of the continents from an outline map of the world &amp; try to fit them together as a jig-saw puzzle.</p> <p><b>Inter-disciplinary Linkages</b> Science</p>
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