

Cambridge International School, Mohal, Kullu
Curriculum – 2020-21
CLASS – VI
Science
First Quarter

	Feb / March	April	May	June
<i>Content</i>	<p># Food and Components of food. # Fibre to Fabric. # Sorting Materials into Groups</p>	<p># Separation of substances. # Body Movements..</p>	<p># Getting to Know Plants. # The Living Organisms and Their Surroundings</p>	<p># Changes Around Us. # Water</p>
LEARNIN OUTCOMES	<p>Students will be able to :</p> <ul style="list-style-type: none"> investigate and observe the food components in the given food sample. understand the causes and symptoms of deficiency diseases with the concept of balanced diet classify animals based on their eating habits. <p>Activity : * Investigation of food items: Students will investigate about the food items and their sources from their lunch box. * Search work/ Explore : students will record and make charts describing their diet over a week * Lab Activity : Testing the presence of nutrients in food * PPT : DeficiencyDiseases *Video Demonstration</p> <p>Assessment: Pen – paper test, Concept map ,PPT, HOTs , reasoning questions, Flow Charts, and Value Based Questions</p> <p>Students will be able to:</p> <p>-familiarize with the process of making cloth. -Classify the fibers.</p> <p>Activity: *Class Activity: Practicing Weaving Patterns using cut paper strips. *Flow chart.</p> <p>Assessment: Pen – paper test, Concept map , HOTs , reasoning questions, Report, and Value Based Questions</p> <p>Students will be able to :- analyze the importance of different category of materials. -categorize the substances according to their properties with the concept of floating and sinking.</p> <p>Activity: *Class activities : Demonstration of the concept of floating and sinking by selfmade videos. *Flowchart categorising different materials.</p> <p>Assessment: Pen – paper test, Concept map , HOTs , reasoning questions, Quiz and Value Based Questions</p>	<p>Students will be able to :</p> <p>-enlist various methods of separation of substances. - demonstrate methods to differentiate the components of a complex mixture. - generalize various physical processes in separation.</p> <p>Activity: * Students shared self-made videos explaining various methods of separation of substances.</p> <p>Assessment: Pen – paper test, Concept map , HOTs , reasoning questions, and Value Based Questions</p> <p>Students will be able to :</p> <p>- observe and study the human skeleton. -classify and analyze the functioning of different types of joints. -discuss and observe the movements in various animals.</p> <p>Activity: *Observation/ Discussions : Fact file of questions Class Activity: Pictorial representation of the skeleton.</p> <p>Assessment: Pen – paper test, Concept map , HOTs , reasoning questions, Quizand Value Based Questions , Flow chart, Models</p>	<p>Students will be able to :</p> <p>-classify the plants. -investigate various parts of the plants. (Leaves, stem, flower, fruit etc.)</p> <p>Activity : *Survey: To collect information about the given plants from the garden. *Class activities; Demonstration of parts of a flower.</p> <p>Assessment: Pen – paper test, Concept map , HOTs , reasoning questions, Flow chart ,and Value Based Questions</p> <p>Students will be able to :</p> <p>-differentiate and classify organisms on the basis of their habitat. -understand the relationship between biotic and abiotic components. -analyze the adaptive features of various animals.</p> <p>Activity: * Fact file/ Questionnaire *Flowchart / Chart making.</p> <p>Assessment: Pen – paper test, Concept map , HOTs , reasoning questions, Quiz, File Report and Value Based Questions</p>	<p>Students will be able to :</p> <p>*interpret the concept of change. -enlist various types of changes eg. Reversible and irreversible changes, physical and chemical changes, desirable and undesirable changes, periodic and non-periodic changes etc. -analyze different types of changes in our surroundings</p> <p>Activity : *Class activity :Enlist the various changes observed at home *Demonstration of a few examples of chemical and physical changes by the teacher.</p> <p>Assessment: Pen – paper test, Concept map , HOTs , reasoning questions, and Value Based Questions</p> <p>Students will be able to :</p> <p>- create awareness about methods of conservation of water. - discuss and explain scientifically the concept of water cycle , rain and effects of rain.</p> <p>Activity : *Class activities : To calculate the quantity of water used at home per day.</p> <p>Assessment: Pen – paper test, Concept map , HOTs , reasoning questions, Quiz and Value Based Questions</p>
	<p>Notebook Maintenance (C.W./H.W) Main Book: NCERT</p>			

Second Quarter

	July/August	September	October/November	November
<i>Content</i>	*Motion and Measurement of Distances *Light, Shadow and Reflections	*Electricity and Circuits. * Garbage in Garbage out	*Fun with magnets *Air Around Us	Revision of Syllabus
LEARNING OUTCOMES	<p>Students will be able to :</p> <ul style="list-style-type: none"> - compare and measure the distance by ancient and modern methods. -observe and generalize different types of motion in surroundings. <p>Activity:</p> <ul style="list-style-type: none"> *Class activities : Measurement of few household things. *To enlist types of motion with examples (Video -making). *Students will stand in front of the mirror and will try finding the characteristics of their image. <p>Assessment: Google Form test, Concept map ,, Quiz and Value Based Questions</p> <p>Students will be able to :</p> <ul style="list-style-type: none"> - understand the characteristics of light. -classify the objects to observe shadow formation. - comprehend the phenomenon of reflection. <p>Activity :</p> <ul style="list-style-type: none"> *Class activity : Demonstration of transparent , opaque and translucent objects. <p>* Model making</p> <p>Assessment: Google Formstest, Concept map ,, and Value Based Questions</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> understand electric current and their sources. -assemble a circuit. - differentiate open and closed circuits in relation to conductors and insulators. <p>Activity:</p> <ul style="list-style-type: none"> *Class activities :To explain the working of a torch as an electric object. *Model making <p>Assessment: _ Google Form test, Concept map ,, Quiz and Value Based Questions</p> <p>Students will be able to :</p> <ul style="list-style-type: none"> *discuss the methods to minimize and manage garbage. - observe and brief about Vermicomposting(https://www.youtube.com/watch?v=SU_CVPkvRdRw)Landfills(https://www.youtube.com/watch?v=mRGNoKxT82A) and Recycling(https://www.youtube.com/watch?v=6jQ7v_qQYUA) <p>Activity :</p> <ul style="list-style-type: none"> Survey for 15 days on how much garbage is generated in house everyday. Is it segregated ? if not can they do it and how they can dispose that off. <p>Assessment: Google Form test, Concept map ,, Quiz and Value Based Questions</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> -distinguish between magnetic and non-magnetic materials -understand characteristics of magnets. - explain the applications of magnets in daily life. <p>Activity:</p> <ul style="list-style-type: none"> *Research work: To prepare a report about application of magnets in daily life . <p>* Class activities : Attractive and repulsive properties of a magnet.</p> <p>Assessment: _ Google Form test, Concept map ,, Quiz and Value Based Questions</p> <p>Students will be able to :</p> <ul style="list-style-type: none"> -discuss the variations in composition of air. <p>Students will be able to</p> <ul style="list-style-type: none"> -enlist the properties of air. -discuss the composition of air. <p>Activity:</p> <ul style="list-style-type: none"> *Class Activity : To show the presence of air by using in house objects like balloons, burning of a candle, windchimes, spin etc. *To show the presence of air in soil. Take a jar and put some soil and pour water in it. The formation of small bubbles will indicate the presence of air. <p>Assessment: Pen – paper test, Concept map , HOTs , reasoning questions.</p>	
	<p>Assessment of completion of online tasks Main Book: NCERT</p>			