

2019

# Wood Blossom School Kairon

ANNUAL PEDAGOGICAL PLAN 2019-20

PRINCIPAL: MRS. AMANPRIT KAUR MAVI

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Name: Wood Blossom School, Kairon  
School Code: 21017  
Address: Patti- Kairon Main Road, Opposite Mahi Resort, Kairon  
Email ID: principal@woodblossom.org  
Phone Number: 01851-244257  
Website: <http://www.woodblossom.org/>  
Name of the Principal: Mrs. Amanprit Kaur Mavi  
Email ID: principal@woodblossom.org  
Phone Number: 9815400017

### **Vision**

Empower students with meaningful experiences that enable them to become reflective practitioners and lifelong learners who will uphold the universal values of empathy, service and discipline.

### **Mission**

To provide a progressive, relevant and experiential educational environment where holistic education and learner autonomy is encouraged to develop competencies for life-long learning; enabling learners to be innovation minded.

### **About the school:**

Wood Blossom School, Kairon was established in year 2008 under the aegis of Harkul Educational Welfare Society- run by the Kairon family dedicated to school education and through it upliftment of remote areas of Patti and Kairon since one hundred years. Thus, the school upholds a long-term ethos of excellence in education.

The serene farms of Kairon, Tarn Taran, Punjab are home to this challenging educational program that expertly merges academic ambition with a range of rich extracurricular pursuits, shaping children into well-rounded, socially active, global citizens.

Our keen focus on personal development, commitment to quality and dedication to continuous improvement empowers our students to handle whatever life may throw at them. Our greatest strength lies in our commitment to community – the crafting together of a shared vision.

### **Key Strengths:**

In addition to dedicated faculty with a strong student centric learning ethos, the key strengths of the school are:

- State of the art infrastructure with lush green lawns
- Sports facilities: basketball court, football and cricket grounds, Indoor games area
- Well lit, ventilated and air-conditioned classrooms equipped with latest teaching and learning aids
- Equipped with Science, Social Science, Math & Computer labs
- Library
- Teachers and mentors who have subject mastery and empathy towards child's learning
- Support of the parent community – with whom the school actively engages
- Principal with about two decades of teaching and administrative experience
- Teaching and Learning through active learning strategies ensuring competency building in a child (Integrated curricular and extra-curricular activities)

## Annual Pedagogical Plan 2019-20

### Pedagogical Plan Committee (PPC)

The Principal, WBS is the pedagogical leader and orchestrates the long term and short term academic and experiential pedagogical plan for holistic development of our students and professional capacity building for our teachers. Considering the multi- stakeholder involvement a Pedagogical Plan committee is set up at Wood Blossom School to gain perspectives and expertise for a strong pedagogy.

Name	Designation	Role in PPC
Ms. Amanprit Kaur	Principal Wood Blossom School, Kairon	Chairing the PPC
Mr. Manmeet Singh	Vice President, Harkul Educational & Welfare Society	Member
Mr. Harkeerat Singh	Treasurer, Harkul Educational & Welfare Society	Member
Ms. Kanwal Jasbir Kaur	Headmistress, Wood Blossom School	Member
Ms. Uma Sharma	PGT, Political Science, Wood Blossom School	Member
Ms. Jaswinder Kaur	PGT, English, Wood Blossom School	Member
Ms. Taniya Khurana	Member, Managing Committee	Member
Dr. Sudeep Bhangu	Principal(retd.), Mahindra College, Patiala	Advisory Member
Prof. (Dr.) Gurpreet Bal	Formerly Professor, Guru Nanak Dev University	Advisory Member
Prof. Dr. Paramjit Judge	Professor	Advisory Member

Consultations and Discussion held in preparing the Annual Pedagogical Plan:

Date	Stakeholders consulted	Decisions taken
15.04.2019	All the members of Annual PPC (in presence and via skype)	It was decided that the Annual Pedagogical Plan would involve academic, extra-curricular and co-curricular plan. Academic plan is to be made using pedagogical strategies for Art integration, active and experiential learning strategies, Power of Hands

		and STEAM
24.06.2019	All the members of Annual PPC (in presence and via skype)	<p>Focus should be not on content but <b>developing content around concepts to develop competencies in the children.</b></p> <p>Competencies of the 21<sup>st</sup> century that need to be focused on this academic year:</p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking</b></li> <li>• <b>Collaboration</b></li> <li>• <b>Communication</b></li> <li>• <b>Creativity</b></li> <li>• <b>Empathy</b></li> <li>• <b>Reading habits &amp; comprehension</b></li> <li>• <b>Goal Setting</b></li> <li>• <b>Inter-disciplinary learning</b></li> <li>• <b>Problem based learning</b></li> <li>• <b>Conceptual Clarity</b></li> </ul>
05.08.2019	All the members of Annual PPC (in presence and via skype)	<b>Reflection Journal</b> to be made a regular and continuous practice for all students. Students to maintain a reflection journal to write <b>daily reflections on learning and self-assessment.</b>
16.09.2019	All the members of Annual PPC (in presence and via skype)	<b>Teaching a child the 21<sup>st</sup> Century competencies have to start by teachers practicing them</b> and developing those competencies in them. <b>Teacher professional capacity building to be a mix of: Classroom strategies, subject enrichment, pedagogy and leadership workshops.</b> <b>Feedback</b> on a teacher and class <b>through Google forms and exit slips after every class</b> to be made mandatory.
23.09.2019	All the members of Annual PPC (in presence and via skype)	<b>Formative Assessments</b> to include <b>MCQ's, role plays, Art and drama, Art integrated projects, art of storytelling, problem based projects etc. with a rubric to assess application of learning.</b> Assessment to be looked

		at as a <b>tool to assess prior knowledge</b> as well as a feedback tool <b>to understand the gaps in learning</b> of a student. Assessment should inform a teacher's practice
10.10.2019	All the members of Annual PPC (in presence and via skype)	Questions for Assessment of students learning to be a mix of: Higher Order thinking or Critical Thinking questions, Prior knowledge testing as well as factual direct learning questions

## Goals to be achieved

### Annual Goals for the academic year 2019-20:

To maintain academic rigor while the focus being on teaching the child and not the subject alone:

- Teach the competencies marked for this academic year through the subjects.
- Integrating subject topics across grades for inter-disciplinary learning and hands on experiential learning to actively engage the child.
- Focus is to be not just on completion of subject but subject understanding.
- Defined rubrics for assessment and definite learning outcomes and competencies for each subject and grade level
- Clear plan for teacher capacity building: Pedagogical, Subject enrichment and leadership

### Long Term Goal:

The schools long term goal is captured in the school vision wherein collective efforts towards building a lifelong learner in a child through fostering an environment of learning and experiences.

### Implementation strategies for the Annual Pedagogical Plan:

01. Teachers to create Integrated Active and experiential lesson plans and unit plans across subjects and grade levels and get it approved by the Principal and Head of Departments.
02. Each Lesson plan to include detailed Lesson objectives, Learning outcomes and competencies, Pedagogical strategies and resources.
03. Walkthroughs (Classroom observation) by Principal and Heads of Departments to continuously monitor the implementation of these lessons
04. Regular student feedback and exit slips.
05. Consistent formative assessments in the form of Art integrated projects, exhibits, Role plays, Theatre and drama, Paper writing etc. to understand gaps in learning of the students.
06. Teacher Performance Index to be largely dependent on problem based learning projects

07. Teacher Capacity building and Professional Development workshops to include: Hands on workshops on active and experiential learning, learning outcome-based lesson plans, Pedagogy for inclusive classrooms, Assessment for Learning and Leadership workshops.

**Classroom Observations (Walkthrough format):**

**Principal and Heads of Department conduct regular walkthrough with a view of:**

- Assessing teacher performance
- Classroom Management
- Pedagogy of instruction
- Lesson Plan execution
- Classroom engagement
- Differentiated Instruction and personalization of learning
- Building an inclusive classroom
- Assessment for Learning strategies adopted

**Frequency of Walkthroughs:**

- By HoD or Mentor teacher: once every 15 days
- By Principal: Once every month

**Review of each lesson plan and unit planner:**

- Each unit and lesson plan as to be submitted to the HOD one week prior to class and feedback and suggestions have to be incorporated
- Random selection of LPs and its review to be done across grades and subject by Principal

**Exemplar: Format of Walkthrough report**

Date	Name of the Teacher taking the class	Subject & Grade level	Topic being taught	Observations on: LP, Pedagogy of instruction, Tools used, Activities conducted for hands on learning, integration of any other subject topic or concept(if any)	Remarks and Feedback



## Teacher: Professional Development Plan

### Teacher Needs Assessments and Training:

Periodic teachers training needs assessment is to be conducted by the school via:

01. One-on-One mentor teacher meetings with each teacher and HOD to identify challenges and training needs
02. Feedback reports and analysis of Walkthrough reports and classroom observations
03. Training needs for new competencies and capacity building as envisioned by the Principal
04. Mandatory trainings as identified by the Central Board of Secondary Education (CBSE)

### Teacher Training Schedule

Teacher training Topic/Activity	Proposed Date/week/Month	Target Group	Learning Outcome
<ul style="list-style-type: none"><li>Lesson Planning strategies</li></ul>	June	All Teachers Grade 1-12	<ul style="list-style-type: none"><li>Creating Lesson plans based on Learning outcomes and competencies</li><li>Using different formative assessment tools with rubrics to understand student learning</li><li>Creating a resource bank related to the topic</li></ul>
<ul style="list-style-type: none"><li>Overcoming barriers to Inclusive Education</li></ul>	August	<b>All Teachers</b>	<ul style="list-style-type: none"><li>Teachers to learn about inclusive education and sensitize them on Special Education Needs</li><li>Strategies for Inclusive Education</li></ul>
<ul style="list-style-type: none"><li>Capacity building program</li></ul>		Grade 9 and above	<ul style="list-style-type: none"><li>Career guidance for it to be shared with students</li></ul>

<ul style="list-style-type: none"> <li>• Mathematics workshop</li> </ul>		Mathematics teachers Grade 5 and above	<ul style="list-style-type: none"> <li>• Subject enrichment for Mathematics teachers</li> </ul>
<ul style="list-style-type: none"> <li>• Active Learning strategies &amp; Experiential Learning</li> </ul>	September	All Teachers	<ul style="list-style-type: none"> <li>• Learn and demonstrate Active learning strategies for creative engaging LP's and co-constructing learning with students</li> </ul>
<ul style="list-style-type: none"> <li>• Using Storytelling for primary grade learners</li> </ul>		Grade 1-5 teachers	<ul style="list-style-type: none"> <li>• Use the art of storytelling (books and video resources) to teach primary student: voice modulation, words and vocabulary, language, word roots and original writing</li> <li>• Grammar, comprehension, Integrating other subject knowledge</li> </ul>
<ul style="list-style-type: none"> <li>• Workshop on Python programming</li> </ul>		For Computer Teachers	<ul style="list-style-type: none"> <li>• Python Programming for subject enrichment</li> </ul>
<ul style="list-style-type: none"> <li>• Life skills workshop</li> </ul>		Teachers Grade 5 and above	<ul style="list-style-type: none"> <li>• To help understand the learners and learning styles</li> <li>• To empower teachers to conduct similar workshops for school kids to</li> </ul>

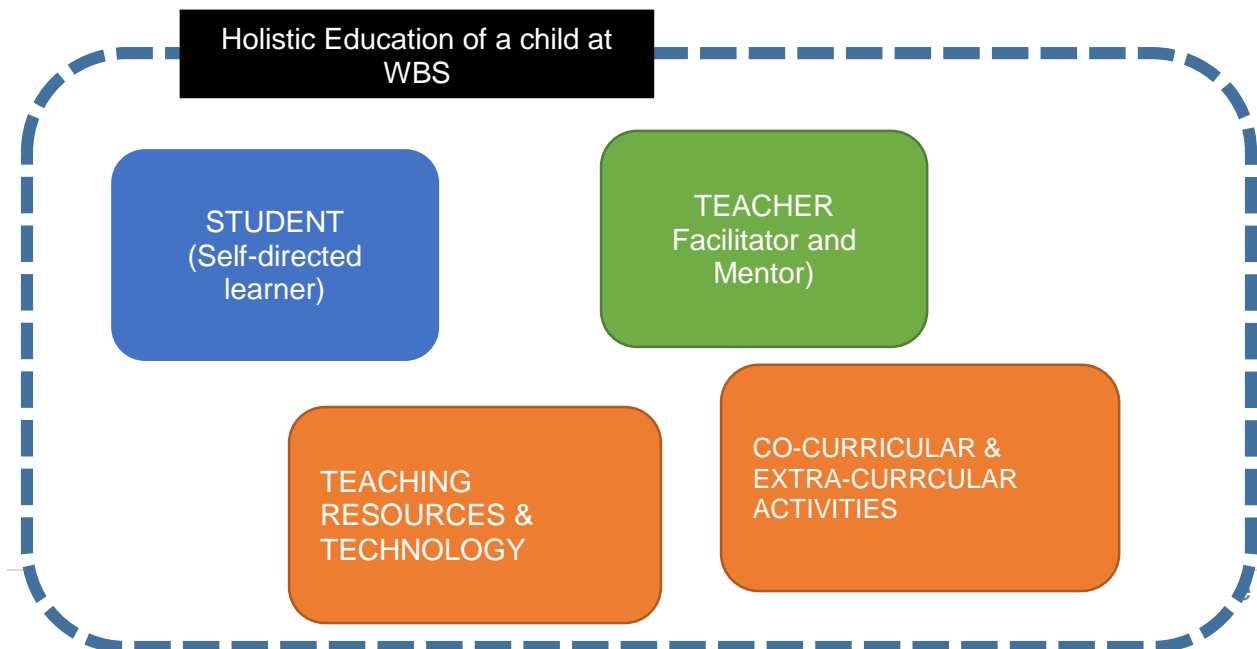
	October		help them look at problems effectively and look for creative solutions
<ul style="list-style-type: none"> <li>• Sensitization workshop</li> </ul>			<ul style="list-style-type: none"> <li>• To sensitize teachers towards millennial and their needs as learners</li> <li>• To help them with aids and direction to conduct similar workshops with students regarding gender roles, relationships and attraction</li> </ul>
<ul style="list-style-type: none"> <li>• Using Clubs and extra-curricular activities for Integrated and inter-disciplinary learning</li> </ul>	November	All Teachers	<ul style="list-style-type: none"> <li>• Integration of activities of Science, Drama and Eco clubs to do cross-disciplinary learning</li> </ul>
<ul style="list-style-type: none"> <li>• Assessment strategies</li> </ul>	December	All Teachers	Assessment for Learning
<ul style="list-style-type: none"> <li>• Classroom Management</li> </ul>	January	All Teachers	Strategies for classroom management for effective student engagement
<ul style="list-style-type: none"> <li>• Subject Enrichment workshops (Language, Mathematics and Sciences)</li> </ul>	February	All Teachers	Subject specific breakout sessions for enrichment

<ul style="list-style-type: none"> <li>Preparing teachers to counsel students for final examination, career guidance and revision</li> </ul>	February	Grade 9 and above teachers	
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### Lesson Plans:

Each Teacher teaching at Wood Blossom School has to create his/her lesson plans and unit planners for the whole academic year. Each Lesson Plan includes the following aspects:

- Topics and Grade level
- Learning Aims
- Learning outcomes
- Relevance and rationale
- Key Competencies
- Key Vocabulary to be covered
- Interdisciplinary areas connected if any
- Flow of the Lesson: Including Learning tools, Teaching Aids and Resources, Teaching strategy used, Assessment strategy and rubrics
- Critical thinking questions; Domain questions and worksheets
- Feedback and Exit slips to inform teacher’s practice



## **Student Clubs and Activities:**

Holistic education of a child requires much more than just academic excellence. Students at Wood Blossom School have formed students clubs lead by students and supported by teachers to ensure extra-curricular activities as well as many-a student initiatives.

WBS student clubs include:

### **01. Science Club**

The Science club is made to spark curiosity in the minds of young learners. Students engage in and organize exhibits, inter school competitions, experiment and prototype projects as well as look for real time application of their learning through inter-disciplinary projects.

### **02. Eco- Club**

Eco-club is dedicated to building awareness on environmental issues with the school community at large. The club organizes awareness drives, promotes eco-friendly products like alternatives to plastic uses, cleanliness drives, tree-plantation drives etc.

### **03. Health & Wellness Club (Yoga Club)**

The club is based on the belief that physical and emotional well-being of an individual are both of equal importance. The club promotes healthy living, physical and mindfulness activities among students across the school.

### **04. Literary Club**

The literary club promotes in students a love for literature, theater and drama.

### **05. Dance Club**

Dance club at WBS promote and learn different dance forms and showcase at our Annual functions and other important school days as well as represent the school across various competitions.

### **06. Cooking Club**

Cooking club includes students who have an interest in the culinary arts and nutrition.

Along with the student clubs a number of student workshops are organized: conducted by teachers at WBS and external experts to educate students on various aspects.

### Upcoming student workshops:

(\*Student workshops are conducted keeping in mind appropriateness of age and grade level)

Sr. No	Topics	Date
1.	Good touch bad touch	30 September
2.	Good manners	4 October
3.	Reducing test anxiety	9 October
4.	Importance of games	14 October
5.	Personal hygiene	16 October
6.	Relationship and attractions (for senior students)	17 October
7.	Life skill training for adolescence	21 October
8.	Foundations of leadership	24 October
9.	Communication	25 October
10.	Technology	31 October
11.	Ethics and trust	1 November
12.	Self awareness	4 November
13.	Being confident	5 November
14.	Preparing for exams	8 November
15.	Global warming	11 November
16.	Drugs addiction	13 November
17.	Punctuality	25 November
18.	Honesty	28 November
19.	Active learning	3 December
20.	Patience	5 December
21.	Yoga and meditation	10 December
22.	Internet	12 December
23.	Environmental awareness (pollution, save water, earth)	17 December
24.	Integrating 8 into learning (working with the visual auditory and kinesthetic learning)	19 December
25.	Cooperative learning	7 January
26.	Personality development	9 January
27.	Working hard	16 January
28.	Role of grandparents	21 January
29.	Respect to others	24 January

30.	Responsibilities	28 January
31.	Grow more trees	4 February
32.	Importance of book reading	7 February
33.	How to improve learning skill	11 February

**Lesson Plan Exemplars**  
**Sample Lesson Plan exemplars across all grades**



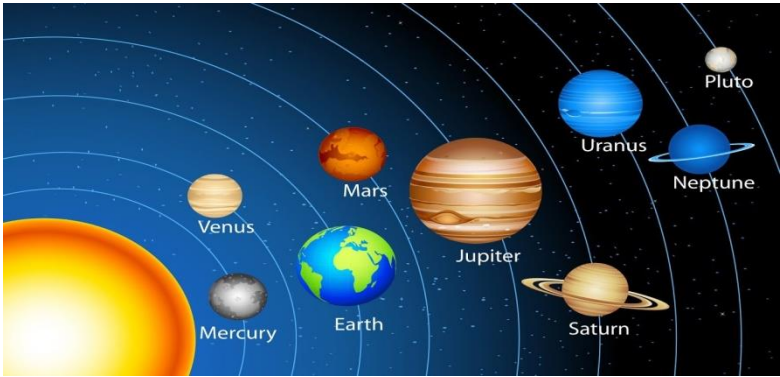
## Primary Grades: I to V

(Integrated cross-over pedagogical plans)

English Grade I & II	
<b>Topic</b>	<b>English- Grammar-Adverbs</b>
<b>Subject and art integrated</b>	<ul style="list-style-type: none"><li>English/ Grammar/Games/Recitation</li></ul>
<b>Objectives</b>	<ol style="list-style-type: none"><li>Children will be able to identify and write adverbs.</li><li>Children will describe verb, adjective or any adverb using an adverb.</li><li>Children will use adverbs in sentences correctly.</li><li>Children will differentiate adverbs correctly.</li></ol>
<b>Time required</b>	2 periods of 40 mins. Each
<b>Classroom arrangement</b>	Flexible
<b>Material Required</b>	Board, marker. Smart board, worksheets
<b>pre preparation activity</b>	<p>The teacher tells the students to recite a poem with her.(tune- row, row)</p> <p>Describe, describe, describe a verb Using adverbs, When and where And how and more Can tell you about a verb.</p> <p>Describe, describe, describe a verb Using adverb How often and to what extent Can tell you about a verb.</p>
<b>Ice breaker activity</b>	Line up the students for a <b>race</b> and tell them the actions they have to do during the race and then shout go. <b>Actions + adverbs</b> include- skip slowly, jump quietly, hop carefully, run backward, walk quickly and so on.
<b>Introduction</b>	<b>General Information:</b> Teacher walks around the student's desk slowly. Students tell the teacher when did she walk?How did she walk? where did she walk? Record students' response on the board.
<b>Methodology</b>	Teacher writes a sentence "Mary ran quickly" on the board. Ask the students to find out nouns and verbs in the sentence (Mary and run). Then ask them

	<p>what the word is ‘quickly’ doing, and which word is it describing. Make sure that the children understand that this word describes how Mary ran. Explain the word ‘quickly is an adverb. An adverb is a word that describes a verb, adjective or another adverb. Write these three parts of speech on the board. Then point out adverbs answer certain specific question about the verbs, adjectives and other adverbs. Write down the following list of questions on the board.</p> <p>How? When? Why? Where? To what extent?</p> <p>Remind students that in sentence ‘Mary ran quickly’, the adverb ‘quickly’ answered the question ‘how?’ Have students replaced the word quickly with another adverb that answers the question “when?” Possibly the answer might be ‘yesterday’ or ‘then’. Then let them replace the word with ‘where?’ Possibly the answer would be ‘there’ or ‘far’. Explain the adverbs that answer the questions ‘to what extent’. The answer might be ‘very’ or ‘quite’.</p>
<b>Discussion on the text</b>	<p>Teacher writes few sentences on the board and tell the students to <b>complete them using appropriate adverbs.</b></p> <ol style="list-style-type: none"> <li>1. Do your homework_____.</li> <li>2. Stop talking so _____ in the library.</li> <li>3. You should dress up _____ for the school.</li> </ol>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• The students learn the <b>definition of adverbs</b> and its usage.</li> <li>• The students learn to use correct adverbs in sentences.</li> </ul>
<b>Self-evaluation</b>	<ol style="list-style-type: none"> <li>1. The success of the activity will be assessed through class feedback.</li> <li>2. After the students’ feedback, necessary modifications will be made.</li> <li>3. The teacher would also incorporate some changes on the basis of students’ feedback.</li> </ol>
<b>follow –up activity</b>	<ul style="list-style-type: none"> <li>• Tell the students to draw a four column chart on a paper with the headings <b>how? When? Where? and to what extent?</b> They then have to skim through a story and pick out a list of adverbs they find. Encourage them to insert the adverbs in the correct order in the columns in the chart. Encourage them to share some of them with the class.</li> </ul>
<b>Resources</b>	The Adverb Poem

English Grade II	
<b>Topic</b>	<b>Adjectives</b>
<b>Subject and art integrated</b>	English/Art (picture talk)
<b>Objectives</b>	Children will be able to describe nouns. Children will be able to use describing words in a sentence.

<b>Time required</b>	5 periods of 40 mins. each
<b>Classroom arrangement</b>	Flexible
<b>Material Required</b>	white board, smart board, markers, computer, story books, picture talk.
<b>Ice breaker activity</b>	<p><b>Game picture talk</b> – let the children look at a picture and frame oral sentences adding describing words for the nouns.</p> 
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• <b>Teacher would show a picture chart of a solar system and ask related questions. What is this chart all about? Which planet the third one? What do we call it? Earth –the blue planet. Planet Mars is also known as the red planet. Venus is the hot planet. The words blue, hot red describe these planets. These describing words are called adjectives.</b></li> <li>•</li> </ul>
<b>Methodology</b>	
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• The students learn and understand about the statements with punctuations.</li> <li>• They learn to use exclamation mark , commas ,question marks.</li> </ul>
<b>Self-evaluation</b>	<ol style="list-style-type: none"> <li>4. The success of the activity will be assessed through class feedback.</li> <li>5. After the students’ feedback, necessary modifications will be made.</li> <li>6. The teacher would also incorporate some changes on the basis of students’ feedback.</li> </ol>

<b>Follow –up activity</b>	<ul style="list-style-type: none"><li>• The children will be given a sheet in which they will make different types of sentences according to the given picture</li></ul>
<b>Resources</b>	<a href="https://www.youtube.com/watch?v=g9_DQOwETMo">https://www.youtube.com/watch?v=g9_DQOwETMo</a>

## Grade 5 Science:

## Grade 6: Geography

### Topic: Ordinance of Maps

Structured (Teacher Lead)- 10%	Collaborative (Co- constructing with child)- 20%	Experiential (hands on & reflection)- 70%
<p>The teacher begins the class by introducing the unit, the topics and sub topics. She then continues by asking the students as to what their knowledge is about maps. (P1) (10 mins)</p>	<p><b>Collaboration:</b></p> <p>The teacher divides the class into two groups, gives one a globe and the other a map, the students are expected to note down the features of the object in their hand. (10 mins)(P1)</p> <p>She then asks them to exchange their views, via which she draws out the difference between a globe and a map. (P1) (20 mins).</p> <p>The following points can be discussed.</p> <ol style="list-style-type: none"><li>1. A map gives a two dimensional presentation of certain regions in the world, a globe gives a three dimensional presentation of the entire world.</li><li>2. A map presents the physical features of a particular region of the earth on a plane surface.</li><li>3. A globe can be called as a duplicate</li></ol>	

Concept	Topics	Learning Outcomes	Tool/Strategy/Caps tone Project	Other Subject Integration (if Any)	Core Competency in focus
<p><b>Core Concepts:</b> Interdependence and Sustenance</p> <p><b>Broad Concept to be taught:</b></p> <p>01. Ecosystem and Interdependence of Plants, Animals and Human beings</p> <p>02. Sustenance of the ecosystem</p>	<ul style="list-style-type: none"> <li>Living and non-living things</li> <li>Animals</li> <li>Our environment</li> <li>Air</li> <li>Water and its conservation</li> </ul>	<ul style="list-style-type: none"> <li>Students to understand the concept of interdependence and through it the role of plants, animals and human beings in the environment.</li> <li>Factors for sustaining life on earth and its conservation: air, water, trees, balance of food web, animal safety and prevention of extinction of species)</li> </ul>	<ul style="list-style-type: none"> <li><b>Defining vocabulary</b> for each topic as per NCERT text books (All the terms to be <b>recapitulated through cross word puzzles</b>)</li> <li><b>Integrated Lesson Plan:</b> <ul style="list-style-type: none"> <li><b>Use of Mnemonics</b> to define Living &amp; Non-Living things</li> <li><b>Co-construct</b> the factors required for life sustenance on earth (Water, Oxygen, Fertile Soil etc.)</li> <li><b>Case study debate: the issue of Amazon Rain forest fire and how we as Human beings are deteriorating our environment</b></li> <li><b>Story Telling strategy</b> (The Great Kapok Tree)* to make students understand the ecosystem, balance and food web)</li> </ul> </li> </ul>	<p><b>English:</b></p> <ul style="list-style-type: none"> <li><b>Formative assessment</b> to include: <b>Letter Writing to Municipal corporation to suggest water conservation</b> techniques in your district</li> <li><b>Case study and Jigsaw reading</b> assignment to focus on building vocabulary, critical thinking skills</li> <li><b>Debate and Discussion</b> topics to focus on <b>Environment awareness</b> and building Communication and Diction</li> </ul> <p><b>Art Integration:</b> Students to make <b>working models using different techniques and material for water conservation</b> as well as <b>maintain a daily log of water consumption</b>, usage and suggest methods to reduce consumption</p>	<ul style="list-style-type: none"> <li>Empathy towards environment</li> <li>Communication</li> <li>Critical thinking</li> <li>Co-constructing knowledge</li> <li>Collaboration</li> </ul>

			<p>➤ <b>Jigsaw reading strategy</b> (Divide class in three groups and each group to read and make classroom presentations on Eating habits of animals and living habits); Herbivores; Carnivores and Omnivores as well as Amphibians; Terrestrial; Aerial and Aquatic)</p>		
<p><b><u>Core Concept: Evolution</u></b></p> <p>(Plants, Animals and Human beings)</p> <p><b><u>Broad topics to be taught:</u></b></p> <p>01. Food, Anatomy, reproduction (Plants, animals and then Human beings)</p> <p>02. What makes human beings stand apart from other animals: (Conscience, ability to think, ethics &amp; morals, safety and hygiene)</p>	<ul style="list-style-type: none"> <li>• <b>Reproduction in plants</b></li> <li>• <b>Animals</b></li> <li>• <b>Human Body</b></li> <li>• <b>Food Habits</b></li> <li>• <b>Safety &amp; Hygiene</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the concept of evolution through studying the process of reproduction in plants, animals and Human body</li> <li>• Students would understand the human body and its systems and how are we different than plants and other animals</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Defining vocabulary</b> for each topic as per NCERT text books <b>(using the Mind Map technique)</b></li> <li>• <b>Students to be assigned different types of plants that reproduce through grafting, root, stem, nodes, buds and leaves: Students to be formed in groups and study the assigned plants and try and grow a new plant</b> from the same using the method of reproduction</li> </ul>	<p><b><u>History:</u></b></p> <p>➤ Integrate and let the students do some reading on 'Human Evolution or watch videos on how the species evolved over years and species that got extinct</p> <p><b><u>English:</u></b></p> <p>➤ Students to write Diary Entry and make Log Journal report on the process of reproduction in the plant assigned to them</p>	

		<ul style="list-style-type: none"> <li>• Students would understand what are the traits that make a human being – human</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers would then introduce egg laying animals and mammals and in which category human beings fall</li> <li>• Teachers through critical thinking questions would bring out from the students the process of evolution and how reproduction and growth contributes to it</li> <li>• <b>What makes us human:</b> Through critical thinking questions teachers would guide the students to list down factors that makes us as species stand apart from other animals (The ability to think, we care about safety and hygiene; We have emotions and are able to express) Through this the teachers explains safety and Hygiene techniques to students)</li> </ul>		
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	<p>earth. It is round in shape and shows accurate areas, distances, directions and relative shape and size.</p> <ol style="list-style-type: none"> <li>4. A map is easy to use and portable whereas a globe is not. It is easier to identify regions in a map than in a globe.</li> <li>5. When talking of accuracy, a globe is more accurate than the map. Maps may have wide gaps between regions that are not seen in globes.</li> <li>6. A map presents a distorted view as it is flat. On the contrary, a globe presents a less deformed view as it is round in shape.</li> </ol>	
	<p><b>Projects:</b> The students are instructed on the following, as they will be taken on a school tour.</p> <ul style="list-style-type: none"> <li>• Carry a notebook and stationery.</li> <li>• Make a map of the route we take</li> <li>• Make your map and convenient and readable.</li> <li>• Try to fill as many as things as you remember during</li> </ul>	<p><a href="https://www.thoughtco.com/types-of-maps-1435689">https://www.thoughtco.com/types-of-maps-1435689</a> <a href="https://mocomi.com/types-of-maps/">https://mocomi.com/types-of-maps/</a></p> <p>The students are divided into 4 groups and given two types of maps each, they are expected to research on their map type and make mind maps on their findings. (P3) (20 mins)</p> <p>The students will explain their mind maps and the features of their maps to the class. (P3) (20</p>

	<p>the tour. (P2) (30 mins)</p> <p>The students are expected to return and reflect on their map, note down their findings and observations. The students are expected to file this as it will be later used. (P2) (10 mins)</p>	<p>mins)</p> <p>(Look for learning of scale, legends etc. and in context with use case of maps; school ma, google maps, maps in malls etc and the relevance of the vocabulary)</p>
	<p><b>Feedback:</b> Google feedback.</p>	

## **Grade 7: History**

Topic: The Mughal Empire

Key Concept: systems and governance

Skills: Critical Thinking, Collaboration, Research skills

<b>Structured 10%</b>	<b>Collaborative-20%</b>	<b>Experiential- 70%</b>
	<p><b>Collaboration:</b></p> <p><b>Jigsaw strategy:</b> Group 1: In what way do you think Babur influenced his impact in India via modern artillery and being a patron of art. Group 2: Analyze how Babur failed to bring in administrative and judicial reforms.</p> <p><b>Discussion:</b> Need for administrative reform in India.</p> <p><b>Guiding questions (Cluster wise)</b></p> <ol style="list-style-type: none"><li>1. Do you feel India is truly a democracy?</li><li>2. What are the current issues we face in our administration and how can we make them better?</li><li>3. In what ways can Babur's failure in administration and judicial reforms be applied to the current Indian administration.</li></ol>	
	<p><b>Discussion:</b> How do you think the Mughals have spread the culture and principles of Islam in India.</p>	<p><b>Project</b> Pick any one institutional reform brought by the Mughals and compare</p>

	<ul style="list-style-type: none"> <li>• In what way can we apply the religious reforms we can gather from the Mughals especially Akbar.</li> <li>• In what way has Islamic culture influenced us today? What aspects of Mughal culture do we see in the contemporary world?</li> </ul>	<p>it to an issue we face today, be it in the government or administration and rebuild the institution based on your reforms and laws.</p> <ul style="list-style-type: none"> <li>• How will your government function?</li> <li>• What are basic laws your plan on implementing?</li> <li>• In what ways will you help bring up your society and structure it better?</li> <li>• How can one reduce the disparities we face as a society today?</li> </ul> <p><b>Empathize:</b> The students are expected to research on the administrative and political reforms the Mughals introduced which are still applicable today.</p> <p><b>Define:</b> The students will narrow their research to one issue and make their problem statement on the same.</p> <p><b>Ideate:</b> The students will record new policies, structures and laws for their institution.</p> <p><b>Prototype:</b> the</p>
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		students will draft their policies and present the functioning of their institution and how it will help govern a nation.
<p><b>E- Learning</b>  <b>Video analysis</b>  <a href="https://www.youtube.com/watch?v=nbuM0aJvG&amp;t=89s">https://www.youtube.com/watch?v=nbuM0aJvG&amp;t=89s</a> (1)</p> <p>Please note down-</p> <ul style="list-style-type: none"> <li>• 5 things you learnt</li> <li>• 3 questions you have</li> <li>• 1 opinion you formed</li> </ul>	<p><b>Projects:</b>  <b>Case Study on Akbar</b>  <b>Cluster 1-</b> Students to design an e-collage on the major social reforms taken by Akbar.  Guiding question</p> <ul style="list-style-type: none"> <li>• In what way have Akbar’s policies impacted the social, political and economic status of India at the time.</li> </ul> <p><b>Cluster 2-</b> Students to design a virtual museum on the contribution of Mughal art and architecture and bring out the impact it has had on Indian History.</p> <p><b>Cluster 3-</b> Students will create a prezi presentation on the administrative reforms and centralization of empire during Akbar’s rule and the major reforms we can apply to the administration of Karnataka.</p>	<p><b>Applied learning:</b></p> <p>Students will make a podcast on how Akbar’s religious and social reforms like removal of pilgrimage tax for Hindus can be used in contemporary times.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• Do you feel we are bound by religion?</li> <li>• In what ways can we increase religious tolerance in India?</li> <li>• Is it important to be religious in order to be an effective leader? How do you feel a leader should feel about religions?</li> </ul>
<p><b>At home reading</b></p> <p>Introduction to the Mughals  Introduction on Babur, as he was the first ruler</p>	<p>Feedback:  Feedback will be taken at the end of every period through an assessment format - 3 to 5 exit questions.</p>	<p><b>Applied Learning:</b>  Students are expected to research on the decline of the Mughal empire, in 5 groups</p>

<https://www.thoughtco.com/the-mughal-empire-in-india-195498>



G7- Mughal  
Empire.pptx

(drafted document)

and do the following, research on one major reason.

Analyze as to what was the fault and what measures could have been taken to prevent it.

- **If this particular reason was to repeat itself today in our Indian system, what would be the outcome and how would you prevent it today?**

The students will make presentations along with research journals of the same.

## Grade 10: Economics

Topic: Money and Credit

<b>Learning aims</b>	To enable students to – <ul style="list-style-type: none"><li>• Identify the importance of money as a medium of exchange.</li><li>• Recognize the modern importance of Money.</li><li>• Analyse the terms of Credit.</li><li>• Distinguish between formal and Informal Credit.</li></ul>
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<b>Learning outcomes</b>	Understanding of the concepts of <ul style="list-style-type: none"><li>• Barter System</li><li>• Double Coincidence of wants</li><li>• Money</li><li>• Forms of Money ( Ancient period , Medieval Period, Modern Period)</li><li>• Money in India</li><li>• Loan Activities of Banks</li><li>• Credit</li><li>• Two different situations of Credit (Good Situation and Bad Situation)</li><li>• Terms of Credit</li><li>• Formal and Informal Sectors of Credit</li></ul>
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## Lesson Plan (1-4)

Time	Learning – (Rationale) The Why	Teaching – The What	Assessment – How do we know students have learnt
40 mins each	<p>The students shall be able to understand the</p> <ul style="list-style-type: none"> <li>• History of money,</li> <li>• Modern forms of money and how it is linked to the banking system</li> <li>• How the banks act as a mediator between depositors and borrowers.</li> <li>• Importance of Credit as a crucial element in economic life.</li> <li>• Terms of Credit</li> </ul>	<p style="text-align: center;"><b><u>Lesson Plan -1</u></b></p> <p><b>History of Money</b></p> <p>The students will be asked questions like</p> <ul style="list-style-type: none"> <li>• What did People do before the existence of money?</li> <li>• How people used to trade in the ancient times when money didn't exist?</li> </ul> <p><b><u>Barter System</u></b> – A barter system is an old method of exchange. This system has been used for centuries and long before money was invented. People exchanged services and goods for other services and goods in return.</p> <p><b>Limitation of Barter system:-</b></p> <p><b><u>Double Coincidence of Wants-</u></b> It refers to a situation wherein what a person wishes to sell is exactly the same as that the other person wishes to buy. This is a concept in the barter system in which goods are exchanged directly without the use of money.</p>	<p><b>Students will be asked MCQ</b></p> <p>1. Direct exchange of goods for goods is called</p> <p>a) Charter b) Barter c) Money d) None of these</p> <p>2. Barter is inconvenient because:</p> <p>a) large amounts of money are required b) Gold is bulky and difficult to transport during day to day transactions. c) resources are limited d) Of the necessity of double coincidence of wants.</p> <p>----- -----</p>



Time	Learning – (Rationale) The Why	Teaching – The What	Assessment – How do we know students have learnt
		<p><b>Money</b></p> <p>It eliminates the double coincidence of wants.</p> <p>It acts as a medium of exchange.</p> <p>----- -----</p> <p><b><u>Lesson Plan 2</u></b></p> <p>The students will be asked questions like</p> <ul style="list-style-type: none"> <li>• Is money fascinating?</li> <li>• Does money fascinate all of you?</li> <li>• What is the use of money?</li> <li>• Why do we need money?</li> </ul> <p>The teacher will begin by explaining the significance of Money in life by</p> <ul style="list-style-type: none"> <li>• Showing printouts of currency notes of Rs.500/-, Rs.200/-, US \$1.</li> <li>• Statement – <ol style="list-style-type: none"> <li>1. “Money makes the world go round”</li> <li>2. Money doesn’t grow on tree”</li> </ol> </li> <li>• Bollywood songs-</li> </ul>	<p><b>Students will be asked to fill in worksheet based on Frayer Model</b></p> <p>Definition of Money</p> <p>Characteristics of Money</p> <p>Examples of Money</p> <p>Non examples/ Transactions without the use of money.</p>

Time	Learning – (Rationale) The Why	Teaching – The What	Assessment – How do we know students have learnt
		<p>1. "Sabse Bada Rupayia"</p> <p>2. "Paisa, Paisa Karti hai"</p> <ul style="list-style-type: none"> <li>• English Songs- Money, Money by Abba</li> <li>• Use of Money- Used by people to buy goods and services they wish.</li> </ul> <p><b>Definition of Money</b></p> <p>Anything which is used as a medium of exchange, store of value and standard of deferred payments is called Money.</p> <p><b>Forms of Money</b></p> <p><u>Ancient period:</u> Grain and Cattle were used as money.</p> <p><u>Medieval Period:</u> Metallic coins of gold, silver, copper and lead were used as money.</p> <p><u>Modern Period:</u> Paper currency and coins are used as money.</p> <p>Note- In India coins are made of Brass, ferritic stainless steel ( 17% Chromium and 83% iron)</p> <p><b>Money in India</b></p> <ul style="list-style-type: none"> <li>• Rupee is the Indian Currency.</li> <li>• Money has got value because it has got</li> </ul>	<p><b>MCQ questions</b></p> <p>1. The Reserve Bank of India issues-</p> <p>a) all the currency notes.</p> <p>b) all the currency notes except the one Rupee notes.</p> <p>c) all the currency notes except the hundred rupee note</p> <p>d) only notes of Rs 10 and above.</p> <p>2. The present Governor of</p>

Time	Learning – (Rationale) The Why	Teaching – The What	Assessment – How do we know students have learnt
		<p>sanction of the Government.</p> <ul style="list-style-type: none"> <li>RBI is authorized to issues currency notes on behalf of Government of India.</li> </ul> <p><b>Components of Money</b></p> <ol style="list-style-type: none"> <li>Currency- All Coins and Paper Money</li> <li>Demand Deposits</li> </ol> <ul style="list-style-type: none"> <li>Who Issues Currency?</li> </ul> <p>Or</p> <p>Who Supplies Money?</p> <p><b>Concept of Stock of Money</b></p> <ul style="list-style-type: none"> <li>Government of India ( In India Government issues one rupee note)</li> <li>Central Bank ( RBI established in 1935 and nationalised in 1949)</li> </ul> <p>(All other coins and Paper notes Rs.10, Rs.20, Rs.50, Rs.100, Rs.500, Rs.2000 issued by RBI.</p> <p>The one rupee note went out of circulation after 1994 and is now treated as a token currency note.</p> <p>(In marriages and during auspicious occasions Rs.1</p>	<p>Reserve bank of India is</p> <ol style="list-style-type: none"> <li>Mr Raghuram Rajan</li> <li>Mr Urjit Patel</li> <li>Mr Shaktikanta Das</li> <li>Dr Manmohan Singh</li> </ol> <p>3. Which is the largest public sector bank in India</p> <ol style="list-style-type: none"> <li>Central Bank of India</li> <li>State Bank of India</li> <li>Reserve Bank of India</li> <li>Indian Overseas Bank</li> </ol> <p>----- -----</p> <p>Students will be asked to write a cheque.</p> <p>Problem- write a cheque dated today for an amount of Rs. 10,000/- favouring <b>“Welham Boys School”</b></p>

Time	Learning – (Rationale) The Why	Teaching – The What	Assessment – How do we know students have learnt
		<p>note is used)</p> <p>Initially, all notes were issued by Ministry of Finance, Government of India the ultimate monetary authority for Indian currency. Subsequently, it delegated the currency issuing authority to RBI. Only as a matter of convention the one rupee note continued to be signed by Finance Secretary, Ministry of Finance, GOI. All other notes except Rs.1 notes were signed by Governor of RBI.</p> <p>----- -----</p> <p style="text-align: center;"><b><u>Lesson Plan 3</u></b></p> <p><b>Loan Activities of Bank</b></p> <ul style="list-style-type: none"> <li>• Banks work as a <b>mediator</b> between depositors and borrowers.</li> <li>• People who have <b>surplus money</b> deposit their money in bank and get some rate of interest as extra money for keeping their money in banks.</li> <li>• A major portion of the deposited money is provided to those people who are in need of</li> </ul>	

Time	Learning – (Rationale) The Why	Teaching – The What	Assessment – How do we know students have learnt
		<p>money (borrowers) for carrying out <b>economic activities.</b></p> <ul style="list-style-type: none"> <li>• Banks charge a <b>higher</b> interest rate on loan than what they offer on deposits.</li> <li>• The difference between what is <b>charged</b> from borrowers and what is <b>paid</b> to depositors is the <b>main source of income.</b></li> <li>• The deposited money can be withdrawn from banks as and when required on demand. Hence bank deposits are also known as <b>demand deposits.</b></li> <li>• Bank deposits also facilitates <b>easy transfers</b> through cheques, demand drafts and internet banking.</li> <li>• Banks keep 15% of their total deposits as cash to meet the day to day withdrawal demands.</li> <li>• Banks provide housing loan, vehicle loan, farm loans,</li> </ul>	<p><b>MCQ</b></p> <p>1. Terms of credit do not include</p> <ol style="list-style-type: none"> <li>a) interest rate</li> <li>b) collateral</li> <li>c) documentation</li> <li>d) lender's land</li> </ol> <p>2. What is the collateral demand that lenders make against loans</p> <ol style="list-style-type: none"> <li>a) Vehicle of the borrower.</li> <li>b) Building of the borrower.</li> <li>c) Both (a) and (b)</li> <li>d) None of these.</li> </ol> <p>3. What prevents poor from getting bank loans</p> <ol style="list-style-type: none"> <li>a) complexity of procedure</li> <li>b) Absence of collateral</li> <li>c) High rates of interest</li> <li>d) None of these</li> </ol>

Time	Learning – (Rationale) The Why	Teaching – The What	Assessment – How do we know students have learnt
		<p>educational loans, personal loans etc.</p> <p><b>Credit-</b> Loan refers to an agreement in which the lender supplies the borrower with <b>money, goods or services</b> in return for the promise of future payment.</p> <p><b>Two different Credit Situations</b></p> <p><u>Good Situation-</u> A person borrows money for production activities with the promise to repay the loan at the end of the year when production work will be completed. And at the end of the year, he/she makes a good profit from production activities and he/she is able to pay the loan amount. Therefore, that person becomes better off than before.</p> <p><u>Bad Situation-</u> A person borrows money for production activities with the promise to repay the loan at the end of the year when production work will be completed. And at the end of the year, he/she is unable to repay the loan amount due to loss in production. For this term he/she come under the situation of debt trap.</p>	<p>4. Formal Sources of Credit do not include</p> <ul style="list-style-type: none"> <li>a) banks</li> <li>b) cooperatives</li> <li>c) employers</li> <li>d) none of these</li> </ul> <p>5. Informal sector loans include</p> <ul style="list-style-type: none"> <li>a) NABARD</li> <li>b) State Bank of India</li> <li>c) money lenders</li> <li>d) both (b) and (c)</li> </ul> <p>Students will be asked to <b>draw a pie chart</b> showing the various sectors of Loans in Rural and Urban Households.</p>

Time	Learning – (Rationale) The Why	Teaching – The What	Assessment – How do we know students have learnt
		<p>Therefore, that person becomes worse off than before.</p> <p>----- -----</p> <p style="text-align: center;"><b><u>Lesson 4</u></b></p> <p><b>Loan Agreement-</b> An agreement which specifies the following terms of credit</p> <ol style="list-style-type: none"> <li>1.Principal amount (Loan amount)</li> <li>2. Interest rate</li> <li>3.Duration of Loan</li> <li>4.Documents required</li> <li>5.Mode of Repayment i.e. by cash/ by cheque monthly, quarterly, annually</li> <li>6.Collateral</li> </ol> <p><b>Terms of Credit-</b> The interest rate, collateral and some documents fulfil the requirements of the terms of credit.</p> <p><b>Interest rate –</b> It is specified when a lender provides a loan to the borrowers. A borrower will have to repay the amount taken from the lenders with the mutually agreed amount of interest.</p> <p><b>Documents Required-</b> The borrower before lending money checks all the documents related to the</p>	

Time	Learning – (Rationale) The Why	Teaching – The What	Assessment – How do we know students have learnt
		<p>employment record and income that is earned by the borrower.</p> <p><b>Mode of Repayment-</b> It is related to the ways and the duration in which the loan can be repaid by the borrower. E.g. annual or monthly instalments.</p> <p><b>Collateral-</b> An asset (such as land, building, vehicle, livestock, deposits with bank etc.) of the borrowers which is given to the lenders as security for a specified period. A lender can use the assets which are held by him as security until the amount of loan is repaid. The lender has the right to sell the assets or collateral when the borrower fails to repay the amount of loan in a specified period.</p> <p><b>Formal Sector Loans-</b></p> <ul style="list-style-type: none"> <li>• These consist of loans from banks and cooperatives.</li> <li>• These loans are supervised by the RBI.</li> <li>• The terms of credit are fixed.</li> <li>• Rate of interest is not very high</li> </ul>	



Time	Learning – (Rationale) The Why	Teaching – The What	Assessment – How do we know students have learnt
		<ul style="list-style-type: none"> <li>• It comprises 52% of the total loans given in the country.</li> </ul> <p><b>Informal Sector Loans-</b></p> <ul style="list-style-type: none"> <li>• These consist of loans from Money lenders, landlords, traders, relatives, friends etc.</li> <li>• They are not under the control of RBI.</li> <li>• The rates of interest are exorbitant.</li> <li>• It comprises 48% of the credit in the country.</li> <li>• It is mostly taken by poor households.</li> </ul>	

## Grade 9: Biology

### Topic: Reproduction in Plants

Learning Aims: Students are able to collaborate, contrast and compare the different floral whorls of a hermaphrodite and unisexual flower.

Learning objectives:

1. Students will develop factual knowledge about the whorls of a hermaphrodite and
2. Identify the floral parts by observation / demonstration and hand on experience.
3. Perform a transverse section of a hermaphrodite flower.
4. Discuss the functions of the floral parts.
5. Differentiate between a hermaphrodite and unisexual flower.

Time	Learning	Teaching	Assessment
5 min	Introduction and assessing prior knowledge.	<ul style="list-style-type: none"><li>• Introduce lesson by showing students different flowers.</li><li>• Ask them how they differ from each other on the basis of their visible morphological features.</li></ul>	Ask questions to assess the previous knowledge. <ol style="list-style-type: none"><li>1. What is a flower?</li><li>2. What is the function of a flower?</li><li>3. What are the different types of flowers you see in the school campus?</li></ol>
10 min	Introduction of the topic: Structure of a flower and different whorls of a hermaphrodite flower.	Explaining the different whorls of a flower and highlighting the technical and botanical terms used for different parts of a flower.	A video presentation on the floral anatomy is shown to the students to reinforce the learning and verbal questions are asked related to the topic.
10 min	Functions of different floral parts	Demonstration of the transverse section of a complete flower. The students are asked to think and discuss the function of a	The students are divided into groups of four. Every group is given a

		flower and its parts. The interactive and learner centered approach aids in the understanding of the concept.	separate flower which they have to study and one team member comes forward to give a presentation.
10 min	Difference between a unisexual and a bisexual flower.	Teaching and Explanation of parts of a bisexual and a staminate / pistillate flower. <ol style="list-style-type: none"> <li>1. Calyx</li> <li>2. Corolla</li> <li>3. Androecium(stamen)</li> <li>4. Gynoecium(pistil/carpel)</li> </ol>	Each Student is asked to draw a diagram of the T.S. of the flower and label its parts.
5 min	Recap and Evaluation Critical thinking	Evaluation of the learning achieved. Students will be asked to recall the floral parts and give examples of different flowers growing in the school campus.	Students are given handout/worksheet wherein they have to identify the flower/ label the parts and answer the questions.  The students are encouraged to discuss the fate of floral parts after fertilization

## List of Key Concepts across subject grades:

### Teachers would try and integrate subject strands with art and PSPE (Personal, Social and Physical Education) strands

- **Science Strands**

#### **What do we want students to know?**

**Living things:** The study of the characteristics, systems and behaviors of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.

**Related concepts:** adaptation, animals, biodiversity, biology, classification, conservation, ecosystems, evolution, genetics, growth, habitat, homeostasis, organism, plants, systems (digestive, nervous, reproductive, respiratory).

**Earth and space:** The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape, the planet and the distinctive features that identify it; the infinite and finite resources of the planet.

**Related concepts:** atmosphere, climate, erosion, evidence, geography, geology, gravity, renewable and non-renewable energy sources, resources, seasons, space, sustainability, systems (solar, water cycle, weather), tectonic plate movement, theory of origin.

**Materials and matter:** The study of the properties, behaviors and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

**Related concepts:** changes of state, chemical and physical changes, conduction and convection, density, gases, liquids, properties and uses of materials, solids, structures, sustainability.

**Forces and energy:** The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.

**Related concepts:** conservation of energy, efficiency, equilibrium, forms of energy (electricity, heat, kinetic, light, potential, sound), magnetism, mechanics, physics, pollution, power, technological advances, transformation of energy.

## • Social studies Strands:

### What do we want students to know?

#### **Human systems and economic activities**

The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.

**Related concepts:** communications, conflict, cooperation, education, employment, freedom, governments, justice, legislation, production, transportation, truth.

#### **Social organization and culture**

The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.

**Related concepts:** artifacts, authority, citizenship, communication, conflict, diversity, family, identity, networks, prejudice, religion, rights, roles, traditions.

#### **Continuity and change through time**

The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.

**Related concepts:** chronology, civilizations, conflict, discovery, exploration, history, innovation, migration, progress, revolution.

#### **Human and natural environments**

The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.

**Related concepts:** amenities, borders (natural, social and political), dependence, geography, impact, landscape, locality, ownership, population, regions, settlements.

#### **Resources and the environment**

The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

**Related concepts:** conservation, consumption, distribution, ecology, energy, interdependence, pollution, poverty, sustainability, wealth.

## • PSPE strands (Personal, social and physical education)

### What do we want students to know?

**Identity** An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.

**Related concepts:** autonomy, character, diversity, ethnicity, fulfillment, gender, heritage, image, initiative, perseverance, resilience, self-regulation, sexuality, spirituality, trust.

**Active living** An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body's response to exercise; the importance of developing basic motor skills; understanding and developing the body's potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.

**Related concepts:** aesthetics, biomechanics, body control, body form, challenge, competition, energy, flexibility, flow, growth, goal setting, improvement, leisure, mastery, overload, physiology, power, rest, spatial awareness, strength and endurance, stress.

**Interactions** An understanding of how an individual interacts with other people, other living things and the wider world; behaviors, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations.

**Related concepts:** belonging, citizenship, community, conflict, conformity, control, culture, discrimination, fair play, interdependence, justice, leadership, peace, preservation, reparation, safety, stereotype, team work.

## • Arts strands

### What do we want students to know?

**Responding** The process of *responding* provides students with opportunities to respond to their own and other artists' works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of dance, drama, music and visual arts, including using specialized language. Students consider their own and other artists' works in context and from different perspectives in order to construct meaning and inform their own future works and processes.

The *responding* strand is not simply about reflecting; responding may include creative acts and encompasses presenting, sharing and communicating one's own understanding. By responding to their own artwork and that of others, students become more mindful of their own artistic development and the role that arts play in the world around them.

**Creating** The process of *creating* provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The *creating* strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

## Assessment Rubrics:

Assessment rubrics used at WBS are created for competencies and content knowledge that the teachers want to assess a student on and on the basis of the assessment tool being used.

The three main aspects which are a must to create an assessment rubric are:

**01. Define Performance Attribute** (Example: Content knowledge, vocabulary of content, strength of augmentation, competencies shown, task completion, grammar etc.)

**02. Define Performance Descriptors** (Descriptions on the quality of performance)

**03. Assessment Levels** (Level 1 – 5 mapped to band of marks from 0 – 10)

(Scale example: Distinguished, Proficient, Intermediate and Novice)

### Assessment exemplar 01:

	Criteria				Points
	4	3	2	1	
<b>Introduction/ topic</b>	Student properly generates questions and or problems around a topic.	Student generates questions and or problems.	Student requires prompts to generate questions and or problems.	Questions or problems are teacher generated.	
<b>Conclusions reached</b>	Numerous detailed conclusions are reached from the evidence offered.	Several detailed conclusions are reached from the evidence offered.	Some detailed conclusions are reached from the evidence offered.	A conclusion is made from the evidence offered.	
<b>Information gathering</b>	Information is gathered from multiple electronic and non-electronic sources and cited properly.	Information is gathered from multiple electronic and non-electronic sources.	Information is gathered from limited electronic and non-electronic sources.	Information is gathered from non-electronic or electronic sources only.	
<b>Summary paragraph</b>	Well organized, demonstrates logical sequencing and sentence structure.	Well organized, but demonstrates illogical sequencing or sentence structure.	Well organized, but demonstrates illogical sequencing and sentence structure.	Weakly organized.	
<b>Grammar and spelling</b>	Punctuation and capitalization are correct.	There is one error in punctuation and/or capitalization.	There are two or three errors in punctuation and/or capitalization.	There are four or more errors in punctuation and/or capitalization.	
				<b>Total</b>	



## Assessment exemplar 02:

	Criteria				Points
	4	3	2	1	
<b>Level of engagement in class</b>	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.	
<b>Listening, questioning and discussing</b>	Respectfully listens, discusses and asks questions and helps direct the group in solving problems.	Respectfully listens, discusses and asks questions.	Has trouble listening with respect, and takes over discussions without letting other people have a turn.	Does not listen with respect, argues with teammates, and does not consider other ideas, Blocks group from reaching agreements.	
<b>Behavior</b>	Student almost never displays disruptive behavior during class discussions and group activities.	Student rarely displays disruptive behavior during class discussions and group activities.	Student occasionally displays disruptive behavior during class discussions and group activities.	Student almost always displays disruptive behavior during class discussions and group activities.	
<b>Preparation</b>	Student is almost always prepared with assignments and required class materials.	Student is usually prepared with assignments and required class materials.	Student is rarely prepared with assignments and required class materials.	Student is almost never prepared with assignments and required class materials.	
<b>Problem-solving</b>	Actively seeks and suggests solutions to problems.	Improves on solutions suggested by other group members.	Does not offer solutions, but is willing to try solutions suggested by other group members.	Does not try to solve problems or help others solve problems.	
<b>Group/partner teamwork</b>	Works to complete all group goals. Always has a positive attitude about the tasks and work of others. All team members contribute equally. Performed all duties of assigned team role.	Usually helps to complete group goals. Usually has a positive attitude about the tasks and work of others. Assisted team members in the finished project. Performed nearly all duties of assigned team role.	Occasionally helps to complete group goals. Sometimes makes fun of the group tasks and work of others. Finished individual task but did not assist team members. Performed some duties of assigned team role.	Does not work well with others and shows no interest in completing group goals. Often makes fun of the work of others and has a negative attitude. Contributed little to group effort. Did not perform duties of assigned team role.	
				<b>Total</b>	