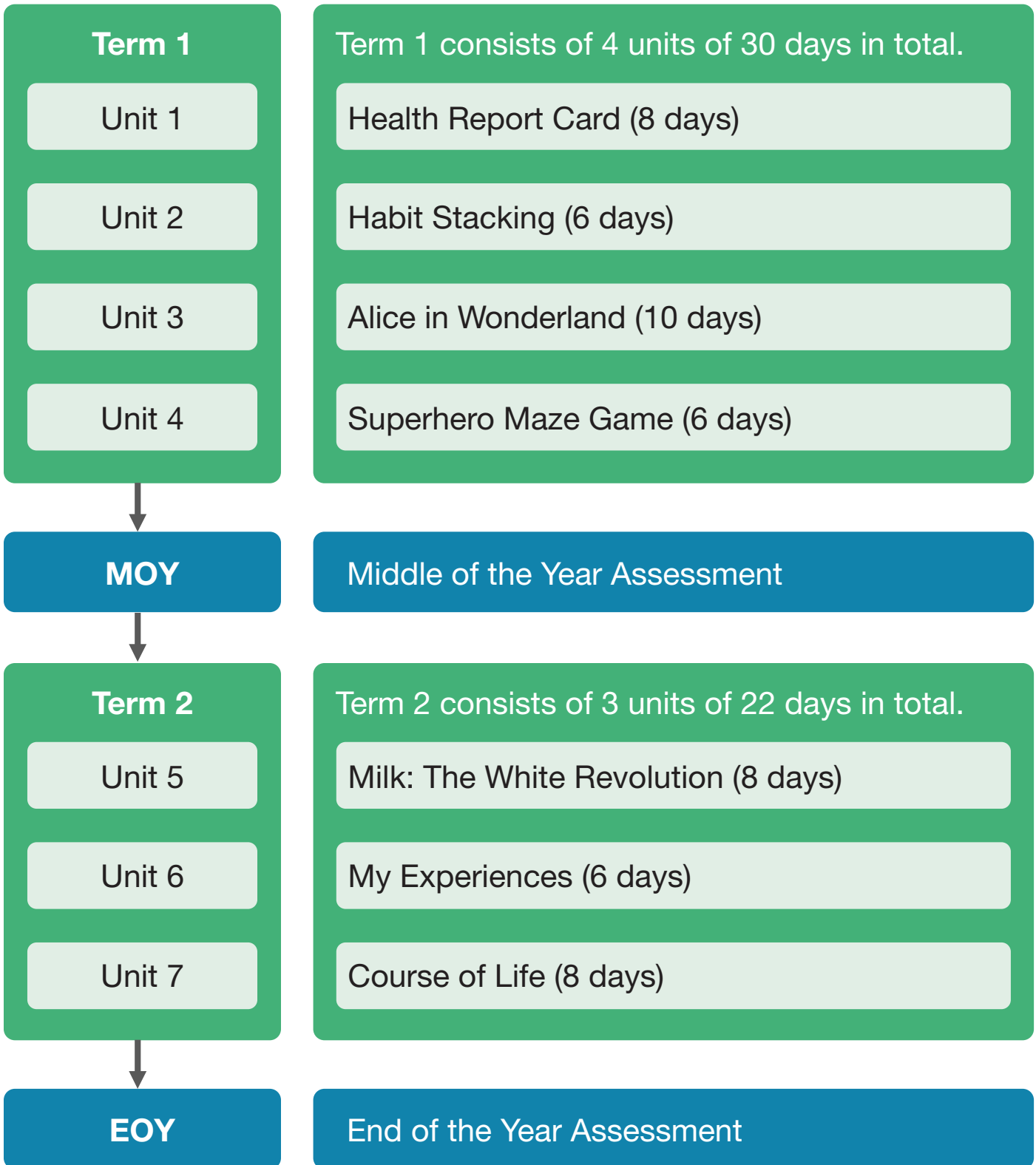









Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.



Detailed Syllabus for the Year

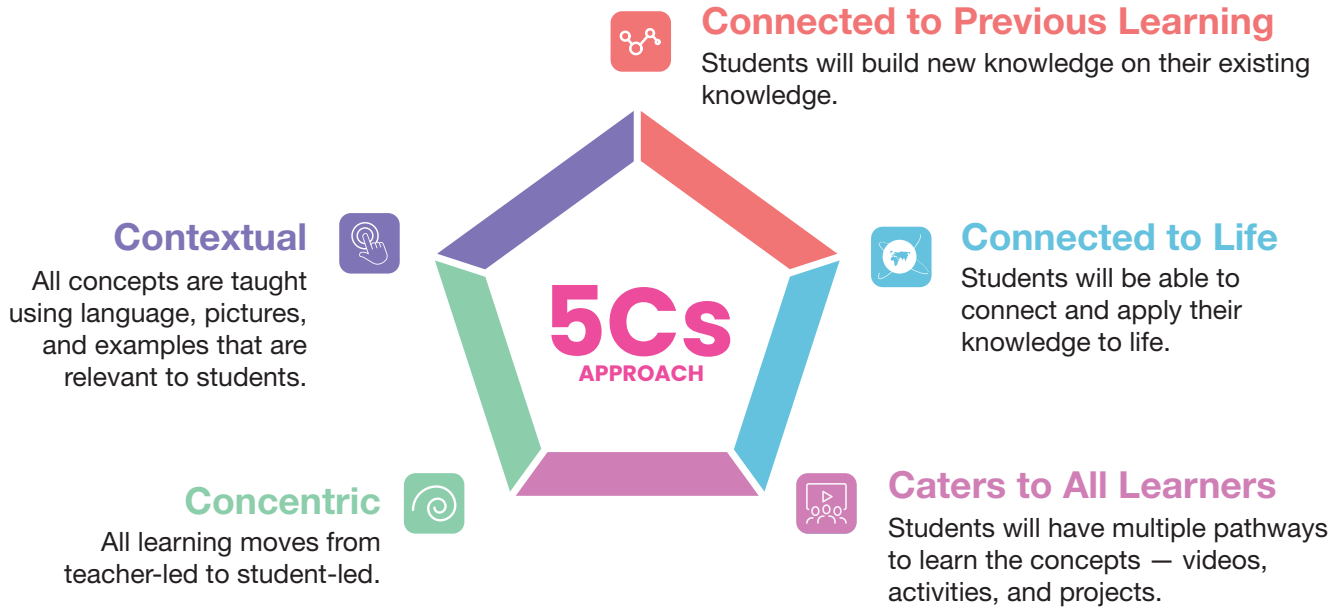
The roadmap given below lists the units covered in each term. Term 2 units will be visible on the tab after the completion of MOY.

| PART 1 | Unit Name | USE | THINK | BUILD | Unit No. |
|---|-----------------------------------|--------------------------------|--|---|----------|
|  | Health Report Card | Spreadsheet | Observation Problem-Solving Decomposition | Create a family health report using a spreadsheet. | 1 |
|  | Habit Stacking | Spreadsheet | Analysis Visualisation Creativity Statistical Analysis | Create your habit stack using a spreadsheet. | 2 |
|  | Alice in Wonderland | Scratch | Coding Algorithmic Thinking Critical Thinking Mathematical Thinking | Create a story titled 'Alice in Wonderland' with Scratch. | 3 |
|  | Superhero Maze Game | Scratch | Coding Computational Thinking | Create a superhero maze game using Scratch. | 4 |
| PART 2 | Unit Name | USE | THINK | BUILD | Unit No. |
|  | Milk: The White Revolution | Internet | Researching Multimedia Decomposition | Create a well-researched presentation using the internet. | 5 |
|  | My Experiences | Internet, Google Blogger | Creativity Logical Thinking Critical Thinking Multimedia Writing Skill | Create a blog with Google Blogger. | 6 |
|  | Course of Life | HTML | Coding Logical Thinking Critical Thinking Multimedia | Create a personal portfolio web page using HTML. | 7 |

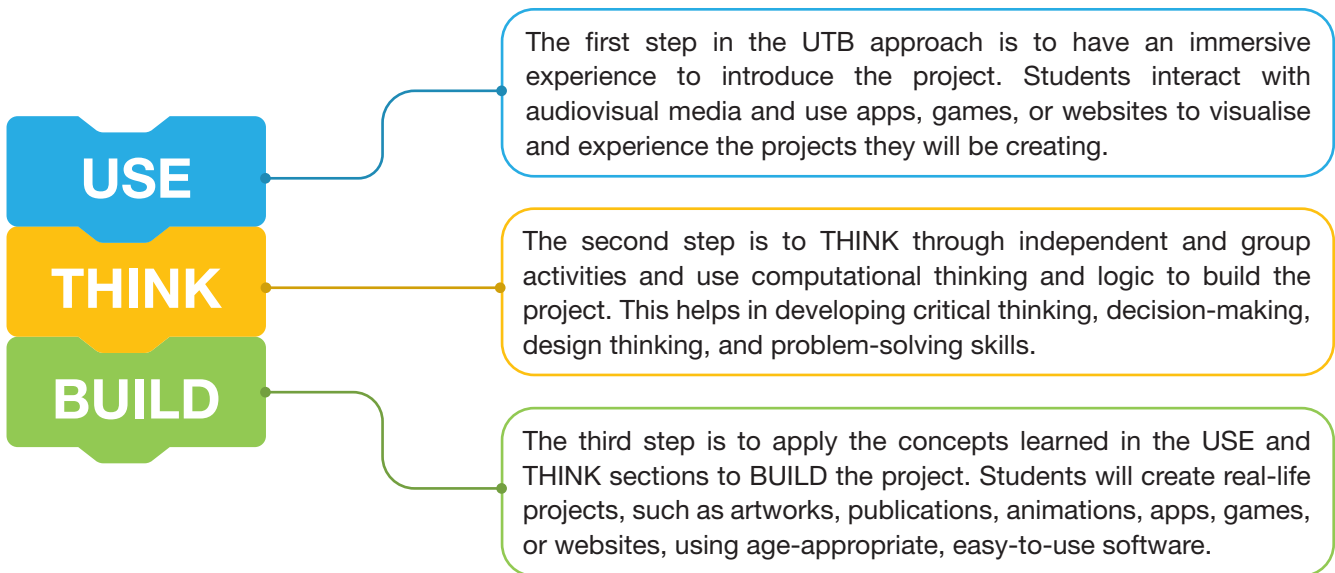
The LEAD Method

The tables below show the LEAD Method that you will be following with your students.

1. The 5 Cs : Every concept is taught using the 5 Cs approach.



2. Use-Think-Build (UTB): Every unit follows the UTB pedagogical approach.



The LEAD Method

3. Project–Based Learning: Students demonstrate skills such as abstraction, decomposition, visualisation, creativity, and problem-solving by building projects at the end of every unit.



Important Icons

Icons and Features of the Book



Introduction

Provides a brief idea of the concepts.



Activity

Helps students understand concepts and apply their learnings.



Skill Time

Provides USE-THINK-BUILD approach to create real-life projects.



Project

Helps students to integrate all the skills.



Checkpoint

Helps students to earn badges or certificates.

Quick Tips

Provide additional information about the concept.



Students can access important resources at home by scanning these codes using the LEAD Student App.

Red: to watch videos on various topics

Blue: to read documents and learn concepts

Green: to download badges and certificates

Icons and Features used in the Lesson Plans



Turn and Talk

Ensure that you use the routines and structures as mentioned in the plans to achieve excellence in each unit.



Turn-Write-Pair-Share

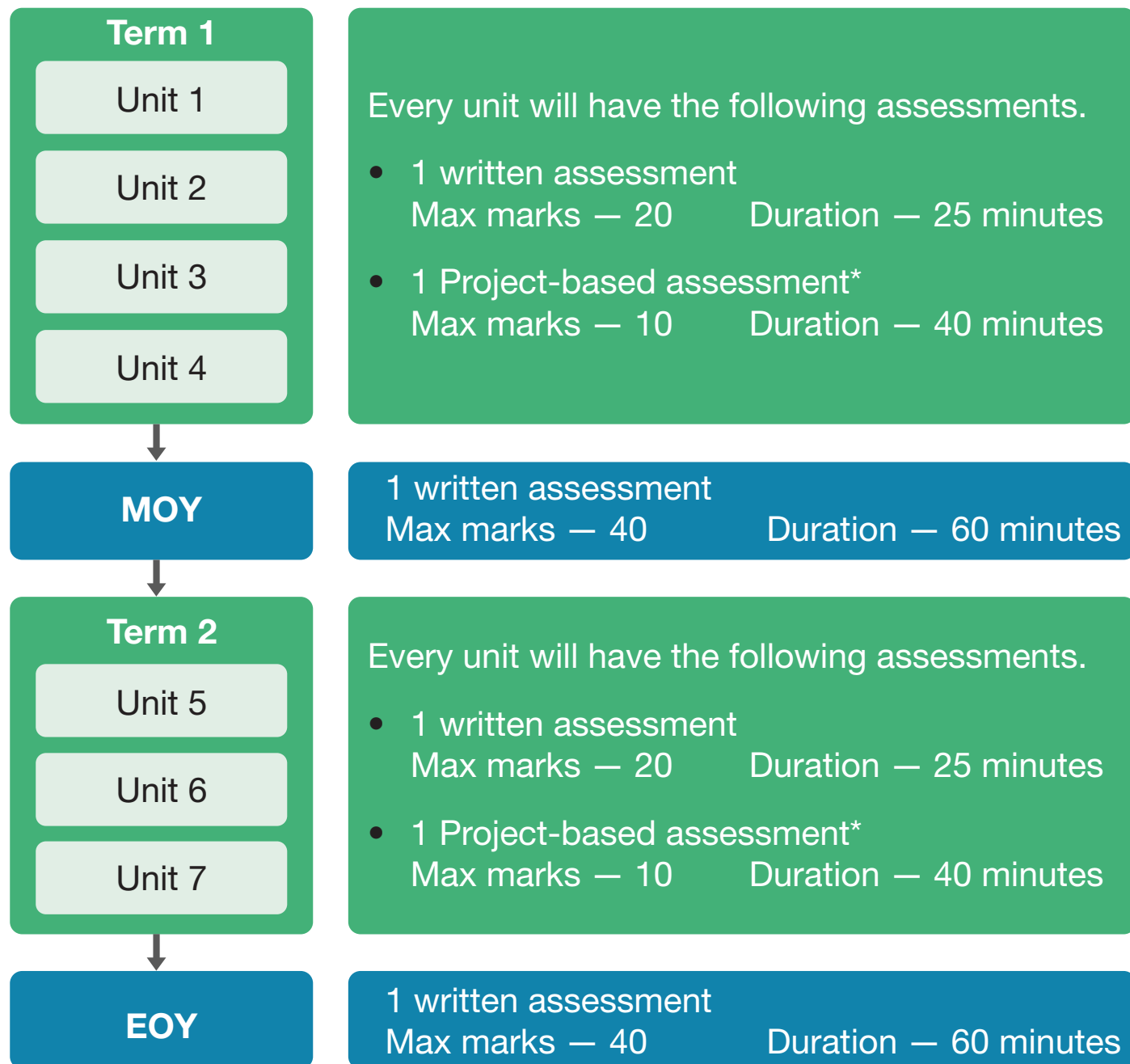
Resources called LCRs will help you understand these in detail. The LCR for each routine or structure will be mentioned under 'Preparation Needed' the first few times that routine is used.



Stop and Jot

Assessment Structure for the Year

The objective of the assessments is to check if all students have understood the concepts and can apply their learning. Based on the assessment data, it is very important to do strong remedial before progressing forward. The CCS curriculum prescribes and provides the following assessments.



Note: *This is in line with NEP 2020's recommendations to include computational thinking and project-based assessments from early years.

Assessment Framework

Unit Assessments

The written unit assessments will have the following structure.

| Type of Question | Marks | Questions | Total Marks |
|--|-------|---------------------|-----------------|
| Multiple choice questions | 1 | 4 | 4 |
| Select (tick, circle, colour) one option | 1 | 4 | 4 |
| Fill in the blanks | 1 | 2 | 2 |
| Short answer questions | 1 | 3 | 3 |
| Short answer questions – Debug | 2 | 2 | 4 |
| Short answer questions – Coding | 3 | 1 | 3 |
| | | 16 questions | 20 marks |

MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

| Type of Question | Marks | Questions | Total Marks |
|--------------------------------------|-------|---------------------|-----------------|
| Multiple choice questions | 1 | 4 | 4 |
| Fill in the blanks | 1 | 4 | 4 |
| Match the following | 1 | 4 | 4 |
| Short answer questions – Fill Go | 1 | 4 | 4 |
| Very short answer questions – Coding | 1 | 2 | 2 |
| Short answer questions | 1 | 4 | 4 |
| Short answer questions – Debug | 2 | 2 | 4 |
| Short answer questions – Coding | 3 | 2 | 6 |
| Long answer questions – Debug | 4 | 2 | 8 |
| | | 28 questions | 40 marks |

Note:

- In MOY - 100% questions will be from Term 1 Units.
- In EOY - 100% questions will be from Term 2 Units.

Assessment Framework

Project Evaluation Rubric

Duration: 40 minutes

Total marks: 10

| Strand/Score | 2 - Excellent | 1.5 - Needs Improvement | 1- Unsatisfactory |
|---------------------------------------|---|--|--|
| Understanding | Student was able to understand the objectives of the project | Student partially understood the objectives and what needs to be created. | Student did not understand most of what was expected from the project. |
| Design | Student was able to visualise and design elements of the project very well. | Student was able to visualise and design elements of the project to satisfactory levels. | Student was not able to design some of the elements of the project. |
| Logic | Student was able to apply logical thinking to be able to solve the problem or steps required to create the project. | Student was partially able to solve the problem or apply the steps required to create the project. | Student was unable to think logically or apply the steps required to create the project. |
| Output | The output was as per prescribed project description. | The output was partially achieved as per project description. | The output achieved was not as per project description. |
| Completion and Time Management | Student was able to complete the project in the assigned time | Student was able to complete 75% of the project in the assigned time | Student was able to complete 50% or lesser of the project in the assigned time. |

Difficulty level of Questions

Difficulty level of questions in the assessments are categorised as per the table below:

| | LOTS (Lower Order Thinking Skills) | MOTS (Middle Order Thinking Skills) | HOTS (Higher Order Thinking Skills) |
|----------------------|--|---|---|
| Definition | Questions based on recalling knowledge | Questions based on applying skills in familiar scenarios | Questions based on applying skills in unfamiliar scenarios, analysing situations and building on top of what was taught in class. |
| Bloom's Level | <ul style="list-style-type: none"> Remember | <ul style="list-style-type: none"> Understand Apply | <ul style="list-style-type: none"> Application (complex) Evaluate Analyse Create |

Note: ASMs (Term 1 / Term 2) • 30 (LOTS) • 50 (MOTS) • 20 (HOTS)
 MOY / EOY • 30 (LOTS) • 50 (MOTS) • 20 (HOTS)